

University Instructors' Role in Performing Academic Consultancy in the Classroom in Universities in China

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ABSTRACT

Academic consultancy is an important educational tool in helping college students shake off negative thoughts that are planted in them by his/her peers or the environments that they are in, especially in the age of technology and the situation that social media are applied widely. Hence, consultants are needed for universities to assist the students in molding their future through counseling therapy. University consultants are seen as role model and highly respected by students. The trained consultants are expected to be friends with the students, listen to their complaints and shortcomings, and provide academic advice to help students shape the right life pursuits. But as far as the current China is concerned, the number of academic advisers is insufficient to perform the functions. Therefore, teachers who are in direct contact with students play an important role in regulating students' behavior and discipline.

Keywords: *Academic consultation, Academic services, Information services, Service orientation.*

1. INTRODUCTION

1.1 Background of the Study

The concept of academic consultancy was born early in the 20th century. From its inception through the 1950s, the focal point of academic in a university setting was education and training. Heavily influenced by the industrial revolution and world war, the concern of consultants and instructors alike was to prepare students for life after school (Muro & Kottman, 2018). From an academic perspective specifically, that meant steering students to careers that best fit their abilities and goals. By the 1950s, developmental academic had grown to incorporate the molding of student attitudes and behaviors. More emphasis was placed on the mental health and emotional well-being of students. Most influential in this area were leaders like E.G. Williamson and Carl Rogers.

As classroom instructors, they have the role to play as consultants of the students. The instructor has a vital role towards the development and achievement of the student in the class. Aside from being an instructor, they also act as a second parent.

We cannot deny the role that the instructor should accomplish considering that he should also serve as a model of his student. Despite of numerous tasks, an instructor should display himself as a good model which can influence his performance as well as his student towards good dispositions in life. Instructor as a role model of behavior should be a person who inspires and encourages learners to strive for greatness, live to our fullest potential and see the best in one. There will always be someone to admire and to aspire to be like. Learning through them, through their commitment to excellence and through their ability can make people realize their own personal growth. That's why people look for advice in academy.

1.2 Academic Consultancy

Academic consultancy is not only the work of the academic consultant but rather the work of all instructors, administrators, parents and the community agencies. But how to set an implementing program to make them work effectively is a problem. Instructors need training about academic and consultancy since they are the frontlines to each student. It has been observed also

that more problems arise when it comes to the behavior of the student nowadays. Young people today come to university with different orientation than past generations. Student from earlier generations may have tested but most were really afraid to step out of bounds while students today not only disrespect authority but they also have no fear of it. And this is clearly manifested on the headlines, internet and news television involving behaviors of the youth. Mr. Philip Parkin, secretary of the instructors' union Voice in the United States, blames the increasing commercialization of student hood, long working hours, the decline of traditional family structures and the shortening of length of many relationships, for a generation of students who lacks discipline. He adds that the responsibility of rising bad behavior must lie with parents as well as a media that promotes inappropriate values. In this "information age," social media sites seem to be growing in popularity rapidly, especially among young adults. It plays a big factor that may affect student's performance and misbehavior that are caused by too much exposure to the violence and health problem cause by the use of this technology.

Instructors have different role in university not just in academic part of educating students as well as in developing them holistically involving academic function inside the class. The misconception of among the students, parents and even the instructors regarding the academic function inside the university is really an issue most especially if the classroom instructor doesn't have a capability and knowledge to act to its function in academic. In reality, it is the classroom instructors who actually witness the achievements of students and their accomplishments, and even students with misbehavior that later being referred to the academic office.

The Ministry of Education allows university instructors to act as consultants to help students choose their careers. Although, because of the less in the numbers of academic consultant in every university. An instructor has been an option toward the academic function in the classroom. Consultancy services are among the university educational services. It is believed that academic and consultancy services in university shall develop, assess and improve educational programs; enhance teaching and improve the competence of the instructor and reduce cost for the students. Based on the above, no effective teaching could be said to have taken place if learning has not occurred. On the other hand, without instructor support and involvement, developmental academic won't work.

Instructors represent the first line of defense in identifying special needs. They are the key advisors to the students and represent the best hope of personalization of learning. Teamwork between instructors and consultants is a necessity for academic programs to thrive. University consultants and instructors have co-existed in the university setting for quite some time. One would assume that over that period of time both professions would come to understand and accept one another.

The researcher is interested to conduct a study on the effectiveness of instructors in performing their academic functions in the university, the problems they have met and to know if the proper enhancement program is properly provided to them by their respective university to perform their job well.

2. RESEARCH LITERATURE

The most important kind of academic in the student's university life takes place in an informal way when there is a healthy instructor student relationship. The instructor who can accept all students emotionally as well as intellectually and who believed in the worth, potentialities and rights of every student can do so much to establish and maintain such relationship with most students.

Melvin, Witmer J. (2015) the academic function was perceived as a major responsibility of the classroom instructor. Major academic functions used by the instructors are listed. The practices having the greatest value for these instructors include: (1) using cumulative record information, (2) identifying exceptional students, (3) helping students explore the world of work, (4) helping students with learning and adjustment problems, (5) helping to develop special interests and aptitudes, (6) taking care of physical deficiencies, and (7) helping students examine their attitudes and feelings toward themselves. The instructors recognized the need for additional academic services, and accepted the idea of an academic specialist. The role of this specialist is developed in relation to those areas in which instructors felt assistance was needed. The instructors' role is not just being specific in teaching academically, but instead in the academic function as well. This is where some other instructors are becoming confused considering that academic function is a academic consultant's work. That is why on this study the instructor should be evaluated in terms of their function as academic instructor of the students

and to know also to what extent do her part as an academic function would be. There should be a systematic program and plan on achieving academic function goals. And the clear task to be given to the instructors and staff who will perform the said function.

As the field of developmental academic has grown, so have the emphasis educators have placed on coordination and cooperation. In a well-functioning university environment, cooperation exists between all university staff members. For a comprehensive academic program to flourish, cooperation between university consultants and instructors is paramount. Without instructor support and involvement, developmental academic won't work. Instructors represent the first line of defense in identifying special needs. They are the key advisors to the students and represent the best hope of personalization of learning. Teamwork between instructors and consultants is a necessity for academic programs to thrive. University consultants and instructors have co-existed in the university setting for quite some time. One would assume that over that period of time both professions would come to understand and accept one another. Some research suggests otherwise.

Some instructors hold misconceptions about the role and function of consultants. Consultants are sometimes reviewed as administrative assistants who have little time to counsel students. Fueling the misconception is the fact that some instructors distrust consultants, due to their apparent alignment with administration. These instructors are wary of consultants observing students in their classrooms. They worry that their teaching methods are being evaluated as if consultants work as the eyes and ears of the administration.

Instructors who are uncooperative and unsupportive have criticized developmental academic in general. These instructors believe that consultants have little, if any, impact on student behaviors or student performance. They do not like students from their classrooms working with consultants. They may even refuse to send their students to the academic office. The refusal is based on the belief that consultants really do not help, and sending students to the academic office during class time is a waste of time that only penalizes the student. Still other instructors will send their students to see the consultant, but only during student recess.

The researcher was motivated and convinced to further conduct the study pertaining to instructor

academic functions and decided to cover Guangdong University of Science and Technology, China where she is currently teaching, since academic is one of the important functions of instructors that is much needed nowadays. The researcher herself handles classes which are composed of diverse characters and believes proper academic drives positive academic performance and interpersonal relationship.

3. RESULT

Also, the researcher aims to assist the student in fulfilling her basic physiological needs, understanding themselves and developing association with peers, balancing between permissiveness and controls in the university setting, realizing successful achievement, and providing opportunities to gain independence. The researcher also wants to provide emphasis and strength to educational programs regarding academic functions of an instructor.

4. CONCLUSION

This study determined the performance of instructors of their academic consultancy functions as assessed by the students and the instructors themselves. Profiles of the respondents, differences in their assessments when they are grouped according to profile, and differences in the assessments of the two groups of respondents, were also determined. The findings of this study helped the researcher to come up with the inputs for a proposed advisorship program.

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