

# *Academic Advising and Retention among Engineering Students of Southern Leyte State University*

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**Abstract -** A study was conducted to determine the students' retention rate and academic advising policies and procedures adopted in Southern Leyte State University for academic year 2006-2007 as basis for an intervention scheme. Descriptive-normative survey was the research method used utilizing two types of researcher-made questionnaire and one standardized questionnaire, the Manchester Personality Questionnaire and Otis-Lennon School Ability Test for the IQ and Personality Test of the student-respondents. Results showed that profile of student-respondents was common of typical college students. IQ and personality test results the engineering students were on average level. Retention rates in different year levels and academic years were fluctuating. One recommendation of the study is to conduct a correlational study between the degree of implementation of an Academic Advising Program and retention rates of engineering students to improve the academic advising management in the Engineering Department of SLSU.

**Keywords -** *Academic Advising, Academic Retention, Retention Rates, Engineering Students, Retention Policies, Academic Policies and Procedures.*

## **I. INTRODUCTION**

A certain institution must make changes if it is to survive and increment in anything from its present form. Students are one precious commodity concerning positive distinction between ineffective and successful institution, whichever determined by the pace of their improvements status in every aspect. Yet, today's circumstances of some alarming high rates of students' release in their fields was anticipated as a major problem in higher education and thus presents a challenge to higher education professionals. These were probably the result of undeveloped set of students learning outcomes and the methods to assist them. One supreme suggestion to this is a developmental process which assist students in the clarification of their career goals and in the development of educational plans for the realization of these goals.

Wyckoff (1999) stated that students' commitment to education career is perhaps the strongest factor associated with student persistence to degree completion. Thus, effective advising can exert appreciable impact on student retention through its salutary influence on students' educational and career planning and decision-making. Tinto (1987) indicated that effective retention programs have to come understand, therefore, that academic advising is very core of successful institutional efforts to educate and retain students. For this reason, academic advising, as described by Wes Habley, should be viewed as the "hub of the wheel" and not just one of the various campus services provided by the students. However, only 54% institutions have a written statement that articulates the purpose and procedure of their advising program (Crockett, Habley & Cowart, 1987). At best, this suggests a lack of clarity about program mission and goals; at worst, it suggests that advising is not considered to be an authentic educational program with

important goals and objectives. Approximately one-half of faculty contracts and collective bargaining agreements make absolutely no mention of academic advising as significant phase to improvements (Teague & Grites, 1980). Less than one-third of campuses recognize and reward faculty for advising and among those that do, advising is typically recognized by giving it only minor consideration in faculty promotion and tenure decisions (Habley, 1988).

Southern Leyte State University (SLSU) was being measured as one developing institution. However, the majority of students entering college leave their initial choice without completing a degree. And this time, this is the existing problem of the institution. The most critical period of vulnerability rate of engineering students continues to be an existing problem in the engineering courses. More than a half of all students who withdraw from their courses do so decisively during their first year. Most of the engineering students were dropping or stopping out because of some concept that they hold academic difficulty, adjustment problems, lack of clear academic and career goals uncertainties, lack of commitment, poor integration with college community, and isolation.

Marchese (1992) reported that final decisions about courses and careers do not occur before entering college, but typically materialize during the college experience. Hence it is not accurate to assume that students who enter college with declared course are truly decided; instead it is more accurate to conclude that 75% of all students entering college are actually undecided about their academic and career plans, and at least half of all declared courses are prematurely decided course, who will eventually change their minds.

These predicaments are true in SLSU where in concerned educators attempt to increase student retention through any potentially effective enhancement against attrition but they did not define it. Recently SLSU is at once concerned with more effective enrollment management strategy that devoting more resources to increase student's recruitment, though student recruitment efforts require considerable institutional expenditures like acquiring staff, travel funding and marketing costs. Nevertheless, any change that deters students from dropping out can affect three classes of students at once, whereas any change in recruiting practices can affect only one class in a given year (Kramer, 1982). In this viewpoint, investing resources to prevent dropping out may probably be more cost-effective than applying the same resources to more vigorous recruitment.

Rendon (1995) indicates in her study that two critical factors in students' decisions to remain enrolled until the attainment of their goals are their successfully making the transition to college aided by initial and extended orientation and advisement programs and making positive connections with the college personnel during their first term of enrollment, thus retention can be highly affected by enhancing student interaction with campus personnel. Alexander Astin (1977, 1993) determines that the persistence or retention rate of students is greatly affected by the level and quality of their interactions with peers as well as faculty and staff. In addition, Noel (1985) stated that it is the people who come face to face with students on a regular basis who provide the positive growth experiences for students that enable them to identify their goals and talents and learn how to put them to use. The caring attitude of college personnel that viewed as the most potent retention force on campus in which all students have the opportunity for one-to-one interaction with concerned representative of institution is the academic advising.

Since, academic advising is a process in which advisor and advisee enter a dynamic relationship respectful of the student concerns, and assist students in the clarification of their life goals, it is reasonable to conclude that institutional efforts that are designed to improve student academic advising should serve to improve the level of student's retention to degree completion (Ender, 1993).

Furthermore, it is a part of the educational mandate of institutions of higher education to assist rising the importance of degree completion since this can offer tremendous augmentation in the school and will roll out both the existing school advising and retention quality and school improvement. Most importantly improving student not only fulfills the institutionally convenient function of promoting fiscal solvency, it also serves the more altruistic, student-centered purpose of promoting and learning development.

It is therefore the focus of the researcher to propose the Development of Academic Advising and Students' Retention among Engineering Students of Southern Leyte State University. This study is an authentic effort of the researcher focusing on the status of retention rates and academic advising of the department.

## II. METHODOLOGY

This study used the survey research method or the descriptive normative survey method. Definitely the

questionnaire and follow-up questions were completed to collect information from the specified population of the electrical engineering, civil engineering, and mechanical engineering students. As input, this research measured the current academic advising as to advisors and student's dynamic relationship respectful of the student's concern in SLSU that affect the retention rate of the engineering students.

The data gathered upon interview were primarily used as valuable assumption for the Development of Academic Advising and Students Retention among Engineering Students of Southern Leyte State University.

### Research Environment

This study was entirely conducted in the Sogod Campus of Southern Leyte State University which lies at the Southern Leyte's known Sogod Bay Area. This is the only university in Southern Leyte which school was formerly called Southern Leyte State College of Science and Technology (SLSCST) which started as Sogod National Trade School (SNTS) on July 7, 1969 that established a

vocational school in order to meet economic and social needs of the community.

Later, the college became a state university and called the Southern Leyte State University through Republic Act 1961 which was acted and approved by the Senate on March 7, 2004. It composes the five integrated campuses namely, SLSY – Sogod Campus, SLSU – Bontoc Campus, SLSU – Hinunangan Campus, SLSU – San Juan Campus and SLSU – Tomas Oppus Campus.

This study focused only to the Sogod Campus where the engineering courses are offered.

### Research Respondents

The research respondents of this study were the civil engineering students, mechanical engineering students, electrical engineering students, and the faculty of the engineering department of SLSU – Sogod campus. They were the source of information for which the data has been drawn. The numbers of respondents are presented in Table 1 and Table 2.

Table 1. Population Sample Engineering Students in SLSU

| Engineering Students   | Number of Students |                    |                    |                    |                    |       | Sample<br>10% |
|------------------------|--------------------|--------------------|--------------------|--------------------|--------------------|-------|---------------|
|                        | 1 <sup>st</sup> yr | 2 <sup>nd</sup> yr | 3 <sup>rd</sup> yr | 4 <sup>th</sup> yr | 5 <sup>th</sup> yr | Total |               |
| Civil Engineering      | 36                 | 27                 | 26                 | 19                 | 13                 | 121   | 12            |
| Mechanical Engineering | 17                 | 21                 | 14                 | 12                 | 7                  | 71    | 7             |
| Electrical Engineering | 31                 | 23                 | 28                 | 12                 | 12                 | 106   | 11            |
| GRAND TOTAL            | 84                 | 71                 | 68                 | 43                 | 32                 | 298   | 30            |

Table 2. Respondents of the study from the Engineering Faculty

| Engineering Department | Number of Faculty | Percentage |
|------------------------|-------------------|------------|
| Civil Engineering      | 5                 | 38.46%     |
| Mechanical Engineering | 3                 | 23.08%     |
| Electrical Engineering | 5                 | 38.46%     |
| GRAND TOTAL            | 13                | 100.00%    |

Table 1 shows the number of students in the Engineering courses, which grand total reached up two hundred ninety-eight. **Ten** percent of the total number of students in each course was determined to get the number of students to answer the questionnaire. All in all there were thirty (30) out of 298 students who were interviewed for the research purposes.

As shown in Table 2, there were only thirteen faculty members in the engineering department, who answered the questionnaire intended **for** them.

### Research Instrument

First, this study utilized two types of instruments namely, the Student Questionnaires and the Teacher Questionnaires. Both were personally designed by the researcher as the main instrument in data gathering and the

interview to follow up questions as the supplementary technique of the fact finding. The questionnaire being used by the researcher is formulated based on the literature reviewed by the researcher. Since the instruments were researcher-made, critiquing with other faculty members was done. Then they were pilot tested to selected non-engineering students of Southern Leyte State University in random process, and was being analyzed by the researcher to find out the validity and reliability of the designed questionnaire. Revisions of the questionnaire were made after the pilot-testing to make it more comprehensive and easy to understand by the real respondents. Copies of the questionnaire were given to the respondents.

The Student Questionnaire has three parts namely, Part I-A. Personal Background, B. Family Background and C. Socio-Economic Status; Part II – Current Retention and Academic Advising Policies and Activities Adopted by SLSU in terms of (1) Campus Services, (2) Adopted Procedures in Academic Advising and (3) Frequency of Academic Advising; and Part III – Problems Encountered in relation to (1) Retention and (2) Academic Advising. The Teacher Questionnaire was also composed of three parts on Current Retention and Academic Advising Policies and Activities Adopted by SLSU in terms of namely, Part I – Adopted Rules of Advisor, Part II - Teachers' Ability in Academic Advising and Part III – Problems Encountered in Relation to Retention and Academic Advising. Since IQ and personality test results were determined, a second type of questionnaire which is standardized taken from the Office of Student Services of the University was used. The Manchester Personality Questionnaire and Otis-Lennon School Ability Test were used. Since there were 19 available copies, there

were only 19 randomly selected examinees from the respondents of the study.

### Research Procedures

Prior to the conduct of the study, permission was secured from the University President and Vice President for Academic Affairs of the University through the endorsement of the Department Head. Then identification of sample size was done before the preparation of the researcher instruments. After the revisions of the questionnaire based on the pilot-testing result, gathering of data was undertaken. Questionnaires were personally administered by the researcher in which all student-respondents were explained as to how the instrument to be filled up. There were 30 student questionnaires and 13 teacher questionnaires which were administered to the respondents. When all the instruments were answered by the respondents, data were organized and analyzed using appropriate statistical tools.

### Statistical Analysis

The following statistical tools being used to process the data gathered were the following:

1. Frequency counts, percentages and weighted mean were employed. The weighed mean was employed in summarizing the ability of the teachers in academic advising which was interpreted using the following scale:

| Mean Rating (u) | Scale | Description       |
|-----------------|-------|-------------------|
| 4.5 – 5.0=      | 5     | Excellent         |
| 3.5 – 4.4=      | 4     | Very Satisfactory |
| 2.5 – 3.4=      | 3     | Satisfactory      |
| 1.5 – 2.4=      | 2     | Fair              |
| 1.0 – 1.4=      | 1     | Poor              |

The following are the formulas of the statistical tools being used:

Percentage:

$$P = \frac{F}{N} \times 100$$

Where: P – percentage

F – frequency

N – total number of students

Mean:

$$WM = \frac{\sum fx}{N}$$

Where: WM – weighted

$\sum$  - “the sum of”

f – the frequency of responses under each rank

x – weight assigned to the rank

N – number of respondents

### III. RESULT AND DISCUSSION

#### 1. Profile of The Engineering Students

##### 1.1. Self-Related Personal Background

This personal background of the respondents involves the information directly related to them which is presented in Table 3.

Table 3. Self-Related Personal Background of the Respondents

N = 30

| Item                         | Frequency | Percentage (%) |
|------------------------------|-----------|----------------|
| 1. Course                    |           |                |
| BS in Mechanical Engineering | 7         | 23.33          |
| BS in Civil Engineering      | 12        | 40.00          |
| BS in Electrical Engineering | 11        | 36.67          |
| TOTAL                        | 30        | 100.00         |
| 2. Gender                    |           |                |
| Female                       | 6         | 20.00          |
| Male                         | 24        | 80.00          |
| TOTAL                        | 30        | 100.00         |
| 3. Age                       |           |                |
| 16 – 18                      | 17        | 56.67          |
| 19 - 21                      | 11        | 36.67          |
| 20 - above                   | 2         | 6.67           |
| TOTAL                        | 30        | 100.00         |
| 4. Civil Status              |           |                |
| Single                       | 30        | 100.00         |
| TOTAL                        | 30        | 100.00         |
| 5. Religion                  |           |                |
| Roman Catholic               | 27        | 90.00          |
| Protestants                  | 1         | 3.33           |
| Others                       | 2         | 6.67           |
| TOTAL                        | 30        | 100.00         |
| 6. Place of Origin           |           |                |
| Barangay                     | 25        | 83.33          |
| Town proper                  | 5         | 16.67          |
| TOTAL                        | 30        | 100.00         |

## 1.2. School-Related Personal Background

Selected information of the respondents related to their school and to their studies is presented in Table 4.

Table 4. School - Related Personal Background of the Respondents

N = 30

| Item                                                                     | Frequency | Percentage (%) |
|--------------------------------------------------------------------------|-----------|----------------|
| 1. Type of High School were the Respondents Graduated from               |           |                |
| National High School                                                     | 20        | 66.67          |
| Private Academe                                                          | 7         | 23.33          |
| University                                                               | 3         | 10.00          |
| Total                                                                    | 30        | 100.00         |
| 2. Type of Graduation from High School                                   |           |                |
| Without Honors                                                           | 30        | 100.00         |
| Total                                                                    | 30        | 100.00         |
| 3. Rating on the overall quality of Elementary and High School Education |           |                |
| Very good                                                                | 5         | 16.67          |
| Good                                                                     | 25        | 83.33          |
| Total                                                                    | 30        | 100.00         |
| 4. On the average, how often you miss classes per semester               |           |                |
| Never                                                                    | 2         | 6.67           |
| 11-25 times                                                              | 1         | 3.33           |
| Less than 10 times                                                       | 27        | 90.00          |
| Total                                                                    | 30        | 100.00         |
| 5. Reasons to apply/attend college                                       |           |                |
| Reputation                                                               | 12        | 40.00          |
| Financial consideration                                                  | 10        | 33.33          |
| Wanted to attend a state university                                      | 1         | 3.33           |
| Like the campus atmosphere                                               | 1         | 3.33           |
| Encouraged by family members                                             | 15        | 50.00          |
| Program offered                                                          | 2         | 6.67           |
| Encouraged by high school                                                | 2         | 6.67           |
| Total                                                                    | 43        | 143.33         |
| 6. Disability that may affect learning                                   |           |                |
| Yes                                                                      | 3         | 10.00          |
| No                                                                       | 27        | 90.00          |
| Total                                                                    | 30        | 100.00         |

This section presents the socio-economic status of the engineering students. This includes school affiliations, participation in the community, scholarship grants from public or private sector, participation in religious activities an activity that can contribute to the household's income.

Table 7. Socio-Economic Status of the Respondent

N = 30

| Item                                                 | Frequency | Percentage (%) |
|------------------------------------------------------|-----------|----------------|
| 1. School affiliations                               |           |                |
| Student Body Organization                            | 10        | 33.33          |
| Glee Club                                            | 2         | 6.67           |
| Book Lovers Organization                             | 4         | 13.33          |
| Others                                               | 15        | 50.00          |
| 2. Participation in any community activities         |           |                |
| Active                                               | 12        | 40.00          |
| Not active                                           | 18        | 60.00          |
| 3. Scholarship grant from public/private institution |           |                |
| Current                                              | 8         | 26.67          |
| Dated                                                | 22        | 73.33          |
| 4. Involvement with any religious activities?        |           |                |
| Involved                                             | 14        | 46.67          |
| Not involved                                         | 16        | 53.33          |
| 5. Activities that augmented household's income      |           |                |
| Contributed                                          | 6         | 20.00          |
| Not contributed                                      | 24        | 80.00          |
| 6. Joint Monthly Income of Parents                   |           |                |
| 5,000.00 – below                                     | 15        | 50.00          |
| 5,001.00 – 10,000.00                                 | 10        | 33.33          |
| 10,001.00 – 15,000.00                                | 3         | 10.00          |
| 20,001.00 – 25,000.00                                | 2         | 6.67           |

## 2. *Intelligent Quotient (IQ) and Personality Test Results*

The respondents in this study had undergone an IQ and personality tests. Due to limited number of standardizes instrument for IQ and personality test, only 19 of the respondents were able to take the test. Table 8 presents the itemized results of the IQ and personality test. As presented, the results were generally categorized into verbal and non-verbal categories. The verbal category was subcategorized into verbal comprehension and verbal reasoning. Meanwhile, the non-verbal category was also

subcategorized into figural reasoning and quantitative reasoning. In each subcategory, descriptions as to above average, average or below average were provided. Then for the general two categories, verbal and non-verbal, the same kind of descriptions were also provided. The interpretation of all components for each examinee was then provided. The summarized result of the IQ and personality test is presented in Table 9. As shown, 42.11% of the examinees were average in verbal comprehension and the same percentage also for below average. Then 15.79% or the examinees were above average in verbal comprehension.

Table 8. Itemize IQ and Personality Test Results

N = 19

| VERBAL                  |         |                  |            | NON-VERBAL           |         |                           |         | INTERPRE-<br>TATION |
|-------------------------|---------|------------------|------------|----------------------|---------|---------------------------|---------|---------------------|
| 11                      |         | Below Ave.       |            | 19                   |         | Average                   |         |                     |
| VERBAL<br>COMPREHENSION |         | VERBAL REASONING |            | FIGURAL<br>REASONING |         | QUANTITATIVE<br>REASONING |         |                     |
| 5                       | Average | 6                | Below Ave. | 10                   | Average | 9                         | Average | Average             |
| 13                      |         | Average          |            | 12                   |         | Below average             |         |                     |

|    |            |            |            |    |            |            |            |               |
|----|------------|------------|------------|----|------------|------------|------------|---------------|
| 6  | Average    | 7          | Average    | 6  | Below ave. | 6          | Below ave. | Below Average |
| 15 |            | Average    |            | 17 |            | Average    |            |               |
| 10 | Above ave. | 5          | Below ave. | 8  | Average    | 9          | Average    | Average       |
| 9  |            | Below ave. |            | 11 |            | Below ave. |            |               |
| 4  | Below Ave. | 5          | Below ave. | 6  | Below ave. | 5          | Below ave  | Below Ave.    |
| 10 |            | Below ave. |            | 17 |            | Below ave  |            |               |
| 5  | Average    | 5          | Below ave. | 9  | Below ave  | 8          | Below ave  | Average       |
| 22 |            | Average    |            | 25 |            | Above ave  |            |               |
| 10 | Above ave. | 12         | Average    | 10 | Average    | 15         | Above ave  | Average       |
| 14 |            | Average    |            | 14 |            | Above ave  |            |               |
| 8  | Average    | 6          | Below ave. | 7  | Average    | 7          | Above ave  | Average       |
| 11 |            | Below ave. |            | 15 |            | Above ave  |            |               |
| 6  | Average    | 5          | Below ave. | 7  | Average    | 8          | Above ave  | Average       |
| 4  |            | Below ave. |            | 7  |            | Below ave  |            |               |
| 2  | Below ave. | 2          | Below ave. | 4  | Below ave  | 3          | Below ave  | Below Ave.    |
| 9  |            | Below ave. |            | 13 |            | Below ave  |            |               |
| 4  | Below ave. | 5          | Below ave. | 5  | Below ave  | 8          | Below ave  | Below Ave.    |
| 12 |            | Below ave. |            | 12 |            | Below ave  |            |               |
| 7  | Average    | 5          | Below ave. | 6  | Below ave  | 6          | Below ave  | Below Ave.    |
| 9  |            | Below ave. |            | 13 |            | Average    |            |               |
| 4  | Below ave. | 5          | Below ave. | 5  | Below ave  | 8          | Average    | Below Ave.    |
| 5  |            | Below ave. |            | 7  |            | Below ave  |            |               |
| 2  | Below ave. | 3          | Below ave. | 4  | Below ave  | 3          | Below ave  | Below Ave.    |
| 12 |            | Below ave. |            | 14 |            | Average    |            |               |
| 6  | Average    | 6          | Below ave. | 8  | Average    | 6          | Below ave  | Average       |
| 5  |            | Below ave. |            | 7  |            | Below ave  |            |               |
| 2  | Below ave. | 3          | Below ave. | 3  | Below ave  | 4          | Below ave  | Below Ave.    |
| 16 |            | Average    |            | 18 |            | Average    |            |               |
| 8  | Average    | 8          | Below ave. | 10 | Average    | 8          | Average    | Average       |
| 18 |            | Average    |            | 15 |            | Average    |            |               |
| 10 | Above ave  | 8          | Below ave. | 8  | Average    | 7          | Average    | Average       |
| 3  |            | Below ave. |            | 3  |            | Below ave  |            |               |
| 1  | Below ave. | 2          | Below ave. | 2  | Below ave  | 1          | Below ave  | Below ave     |
| 7  |            | Below ave. |            | 6  |            | Below ave  |            |               |
| 2  | Below ave. | 5          | Below ave. | 3  | Below ave  | 3          | Below ave  | Below ave     |

Table 9. Summary of IQ and Personality Test Results

N = 19

| Components             | Above Average | Percentage | Average | Percentage | Below Average | Percentage |
|------------------------|---------------|------------|---------|------------|---------------|------------|
| Verbal Comprehension   | 3             | 15.79      | 8       | 42.11      | 8             | 42.11      |
| Verbal Reasoning       | 0             | 0.00       | 2       | 10.53      | 17            | 89.47      |
| Figural Reasoning      | 0             | 0.00       | 9       | 47.37      | 10            | 52.63      |
| Quantitative Reasoning | 1             | 5.26       | 8       | 42.11      | 10            | 52.63      |
| Verbal                 | 0             | 0.00       | 6       | 31.58      | 13            | 68.42      |

|                |   |      |   |       |    |       |
|----------------|---|------|---|-------|----|-------|
| Nonverbal      | 1 | 5.26 | 8 | 42.11 | 10 | 52.63 |
| Interpretation | 0 | 0.00 | 9 | 47.37 | 10 | 52.63 |

The same table further reveals that 89.47% of the examinees were below average in verbal reasoning. Only 10.53% of the examinees got average in verbal reasoning. In addition, 52.63% got below average in figural reasoning and 47.37% got average. As can be gleaned from Table 9, 52.63% were below average in quantitative reasoning, 42.11% got average and 5.26% were above average.

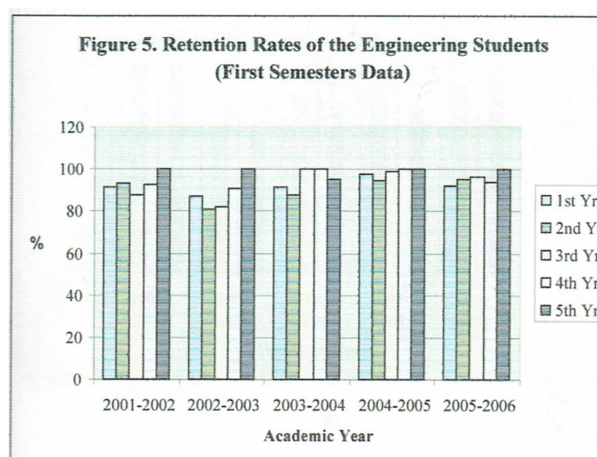
Table 9 indicates that the four components of the results, only in the quantitative reasoning wherein one examinee was above average. The other components result was either average or below average. When the two general categories namely, verbal and non-verbal are considered, Table 9 shows that 68.42% of the examinees were below average and 31.58% were average in verbal category. Moreover, Table 9 reveals that for non-verbal category, 52.63% were below average, 47.37% were average and 5.26% were above average. It can be deduced from the results that the examinees got higher ratings in non-verbal compared to verbal category. For the general interpretation of results based on the four components, Table 9 reflects that there 52.67% of the examinees who got below average IQ. Furthermore, 47.37% of the examinees got average IQ. There were none of the examinees who had an above average IQ. Generally, the IQ level of the respondents in this study were either average or below average.

### 3. Retention Rate of Engineering Students

This section provides a documentary on the status of the retention rates of the engineering students in five school years by semester and by academic year as reflected in Statistical Bulletin of the Engineering Department of SLSU. The academic years being considered were consecutive from 2001-2002 until 2005-2006.

#### 3.1. Retention Rate of Engineering Students by Year Level (First Semesters Data)

The retention rate status of engineering students during the first semesters of five consecutive school years is presented in Figure 4. For first year level, the highest retention rate occurs during the first semester of academic year 2004-2005. For second year, retention rate decreased during the academic year 2002-2003 and it increased until 2004-2005 but was lowered during the school year 2005-2006. Figure 4 also revealed that the highest retention rate for third year engineering students occurred during the school academic 2003-2004. Then it decreased a little in the succeeding school years. In addition, 100% retention rates were recorded during the academic years 2003-2004. Then fifth years retention rates were 100% except in the school year 2003-2004. Generally, Figure 4 reflects that considering the first semester's data, fifth year retention rate was the highest compared to the other four year levels.



### 3.2. Retention Rate of Engineering Students by Year Level (Second Semesters Data)

The retention rate of engineering students by year level comparing the data for second semesters for five consecutive years is presented in Figure 5. As shown, first year level has the least retention rate among the five year levels. It is the only year level with no 100% retention rate in any of the academic year. The same figure shows that third year level has the least second semester retention rate during the academic year 2005-2006. There was a big retention rate decreased in this academic year.

### 3.3. Retention Rate of Engineering Students by Year Level (Whole Academic Year Data)

The retention rate of engineering students by year level considering the whole academic year data is presented in Figure 6. As shown, there was a fluctuating trend of the retention rates across the five year levels and five academic years. Hundred percent retention rates were observed in fifth year during the academic years 2001-2002 and 2005-2006. This retention rate was also recorded for the third year during the academic year 2003-2004 and for fourth year 2003-2004 and 2004-2005.

### 3.4. Retention Rate of Engineering Students by Semester

Figure 6 presents the retention rate status of engineering students by semester for five consecutive academic years. As shown, retention rate during the first semester of the academic year 2002-2003 decreased. This has 88% retention rate which was very low compared to other academic years wherein the retention rates were bigger than 90%. Then it increased until the academic year 2004-2005. However, during the academic year 2005-2006, it decreased again, but only of smaller portion compared to the decrease during the academic year 2002-2003. As can be gleaned also from Figure 7, almost of the same trend of retention rates for first and second semesters was recorded. This means that it also had a fluctuating rate. It was the same with the first semester during the academic year 2004-2005. But, the second semester rate decreased a little bit lower than the first semester.

### 3.5. Retention Rate of Engineering Students by Academic Year

Figure 8 shows the retention rate of engineering students by academic year. As reflected in the figure, there was a big decrease in the retention rate during the academic year 2002-2003. This was affected by the big decrease that happened during the first semester of the same academic

year. The same figure shows that the highest retention rate was recorded during the academic year 2004-2005 which was 98%. However, it decreased to 95% during the next school year.

## 4. Current Retention and Academic Advising Policies and activities adopted by Southern Leyte State University-Sogod campus

This section presents the policies and activities adopted by Southern Leyte State University-Sogod Campus relative to retention and academic advising. These are presented in categories based on the responses of both the teachers and the students.

### 4.1. Adequacy of Campus Services Related to Retention and Academic Advising

The adequacy of services of SLSU Sogod Campus related to retention and academic advising is shown in Table 10. These campus services include the financial aid programs, tutorial and remedial activities, students' health services, counseling services, recreational activities, library facilities and computer resources.

### 4.2. Financial Aid Program

The adequacy of the financial aid programs of SLSU-Sogod campus is shown in Table 10. As presented, 40.00% or 12 out of 30 student-respondents rated them to be inadequate. There were 10 out of 30 or 33.33% of the engineering students who were the respondents in this study said that financial aid programs were not available. Only 26.67% or eight out of 30 said that these were adequate. This means that in terms of financial aid programs, SLSU-Sogod should consider more avenues for the students. This kind of campus service will help improve the retention rate of the students considering that financial aspect is the primary consideration in attaining one's ambition especially that parents of the engineering students were not earning much as observed in the socio-economic profile of the respondents.

### 4.3. Tutorial and Remedial Activities

Table 10 reflects the adequacy of tutorial and remedial activities observed by the engineering students. There were 13 out of 30 respondents or 43.33% rated them to be inadequate. In addition, 10 out of 30 or 33.33% said that tutorial and remedial activities were not available. This implies that SLSU-Sogod, particularly the Engineering Department should devise a strategy to enhance this kind of campus services. Furthermore, Table 10 reflects that seven out of 30 or 23.33% of the engineering students said that

tutorial and remedial activities were adequate. This proportion is only small compared to those who rated adequacy of tutorial and remedial activities to be either inadequate or unavailable.

#### 4.4. Students' Health Services

Table 10 further shows the adequacy of students' health services. It should be noted that the university has a resident-dentist, a nurse and a visiting-physician. These

personnel take care of the health concerns of the students, faculty members, staff and school officials. As reflected in Table 10, 16 out of 30 respondents or 53.33% rated the adequacy of students' health services to be adequate. There were 11 or 36.67% of the respondents who rated these services to be inadequate. The remaining two (6.67%) respondents who said that the health services of the students were not available were not informed on the availability of the different health-related services of the university.

Table 10. Academic Services and Activities

N = 30

| Item                                | Frequency | Percentage (%) |
|-------------------------------------|-----------|----------------|
| 1. Financial Aid Programs           |           |                |
| Not Available                       | 10        | 33.33          |
| Inadequate                          | 12        | 40.00          |
| Adequate                            | 8         | 26.67          |
| 2. Tutorial and Remedial Activities |           |                |
| Not Available                       | 10        | 33.33          |
| Inadequate                          | 13        | 43.33          |
| Adequate                            | 7         | 23.33          |
| 3. Students' Health Services        |           |                |
| Not Available                       | 2         | 6.67           |
| Inadequate                          | 11        | 36.67          |
| Adequate                            | 17        | 56.67          |
| 4. Counseling Services              |           |                |
| Not Available                       | 1         | 3.33           |
| Inadequate                          | 13        | 43.33          |
| Adequate                            | 16        | 53.33          |
| 5. Recreational Activities          |           |                |
| Inadequate                          | 6         | 20.00          |
| Adequate                            | 24        | 80.00          |
| 6. Library Facilities               |           |                |
| Inadequate                          | 13        | 43.33          |
| Adequate                            | 17        | 56.67          |
| 7. Computer Resources               |           |                |
| Not Available                       | 4         | 13.33          |
| Inadequate                          | 9         | 30.00          |
| Adequate                            | 17        | 56.67          |

#### 4.5. Counseling Services

The adequacy of counseling services of the SLSU-Sogod campus is also presented in Table 10. The campus has two guidance counselors, one for the high school and one for the college. It is found out that in this study that 53.33% of the respondents (equivalent to 16 out of 30) rated the adequacy of counseling services to be adequate. This

indicates that this proportion of engineering students was able to avail the counseling services of the campus and they found it to be adequate.

In addition, 43.33% (equivalent to 13 out of 30 respondents) said that counseling services is inadequate and 3.33% or one out of 30 respondents said that this kind service is not available.

#### 4.6. Recreational Activities

Table 10 presents the adequacy of recreational activities of SLSU-Sogod campus. As can be gleaned from the table, there were 24 out of 30 or 80.00% of the respondents who said that the recreational activities are adequate. The other 20.00% or six out of 30 said that these are inadequate. Results indicate that the campus has provided most of the engineering student adequate activities for recreation which is part of the improvement of the total well-being of a student.

#### 4.7. Library Facilities

The adequacy of library facilities is shown in Table 10. As presented, 56.67% or 17 out of 30 respondents rated the library facilities to be adequate. There were 13 out of 30 or 43.33% who rated them to be inadequate. This means that the campus library personnel should look into the improvement of the facilities to cater to the needs of the students.

#### 4.8. Computer Resources

Computer is one of the important resources in any university nowadays. This will help students to become globally competitive considering that the present generation belongs to information technology era. Thus, computer resources turn out to be a vital part of the university's mission of producing quality graduates. In Sogod campus, adequacy of computer resources is shown in Table 10. As presented, 56.67% or 17 out of 30 respondents gave an adequate rating. There were nine out of 30 or 30.00% who

said that computer resources in the campus are inadequate. Moreover, four respondents or (13.33%) said that these are not available.

#### 5. Overall Adequacy Rating on Students Services Related to Retention and Academic Advising

uacy of students services related to retention and academic advising is shown in Figure 9. As presented, 50.00% of the respondents said that these services are adequate. This indicates that the campus has offered to the students the adequate services that will enhance their retention and relate to academic advising. As further revealed by Figure 8.37% of the respondents were not contented with services which they received from the campus in relation to retention and academic advising. They said that these are inadequate. In addition, 13% of the respondents said that these services were not available in the campus. This means that these respondents were not able to benefit from this kind of campus services.

#### 6. Adopted Procedures in Academic Advising

As presented in Table 11, 83.33% or 25 out of 30 respondents were informed about the advising policy in the school and encouraged to seek advising. This means that most of the engineering students had the knowledge on the advising policy of the school. They were also encouraged to seek advising. There were only five out of 30 or 16.67% of the respondents who were not informed on the adopted policy of the campus.

Table 11. Adopted Procedures in Academic Advising

N = 30

| Item                                                                            | Frequency | Percentage (%) |
|---------------------------------------------------------------------------------|-----------|----------------|
| 1. Informed about advising policy in the school and encouraged to seek advising |           |                |
| Informed                                                                        | 25        | 83.33          |
| Not informed                                                                    | 5         | 16.67          |
| 2. Have an assigned advisor during the first day in school                      |           |                |
| Assigned                                                                        | 19        | 63.33          |
| Not assigned                                                                    | 11        | 36.67          |
| 3. Advised by advisor about the academic standing every semester                |           |                |
| Advised                                                                         | 16        | 53.33          |
| Not advised                                                                     | 14        | 46.67          |
| 4. Inspired in the academic choices by the advisor                              |           |                |
| Inspired                                                                        | 15        | 50.00          |
| Not inspired                                                                    | 15        | 50.00          |

|                                                                    |    |       |
|--------------------------------------------------------------------|----|-------|
| 5. Experience attending an on-going advising and career counseling |    |       |
| Experienced                                                        | 8  | 26.67 |
| Not experienced                                                    | 22 | 73.33 |

### **6.1. Assignment of advisor during the first day in school**

Table 11 further revealed that during the first day of school, 63.33% of the engineering students who were respondents of this were assigned to an advisor. This indicates that the engineering students of SLSU-Sogod campus were given guidance regarding their enrolment and other activities to be undertaken in the campus. However, there were 11 out of 30 or 36.67% who said that they did not have an assigned advisor during their first day of school. This suggests that the faculty and staff of the department who are assigned as advisors should see to it that all students will be given the same treatment as far as assigning of advisor is concerned.

### **6.2. Advised by the advisor about the academic standing every semester**

It is also reflected in Table 11 that 16 out of 30 respondents which is equivalent to 53.33% were advised by the advisor about the academic standing of the student every semester. This implies that feed backing regarding the achievement of the advice was done by the advisor. As can be gleaned from Table 11, 46.67% or 14 out of 30 respondents said that they were not provided by their advisor guidance and advices regarding their academic standing.

### **6.3. Inspired by the academic advisor in the academic choices**

The question regarding the inspiration that the advisor had provided for academic choices of engineering students revealed that 50% or 15 out of 30 answered yes as reflected in Table 11. This implies that the advisors had provided the students with motivation regarding the choices for their academic activities. However, the same table shows that the other 50% respondents said that no motivation was done by the advisor. This is an indication that the respondents had different observations regarding the provision of motivation in academic choices.

### **6.4. Experience of attending an on-going advising and career counseling**

Table 11 presents that most (22 out of 30 or 73.33%) did not experience attending an on-going advising and career

counseling. This means that most of the engineering students of SLSU-Sogod were not able to experience a continuing advising and career counseling. This is an important consideration for the Engineering Department so that the engineering students will be able to understand and acquire knowledge about an on-going advising and career counseling. Furthermore, Table 11 reveals that 26.67% of the respondents (eight out of 30) had experienced attending an on-going advising and career counseling. This indicates that this group of engineering students had the know-how on a continuing counseling.

## **7. Adopted Rules of Advisors**

This section presents the adopted rules of advisors in the Engineering Department of SLSU. There were seven rules or responsibilities of an advisor listed and the teacher-respondents indicated whether a rule or responsibility is true to them or not.

### **Adopted Rule 1: Clarify university policies, regulations, programs and procedures about which the students may have questions.**

As reflected in Table 13, most (12 out of 13 faculty-respondents which is equivalent to 92.13%) of them adopted rule number 1 which is to clarify the university policies, regulations, programs and procedures about which the students may have questions. There was one faculty-respondent who did not clarify university policies, regulations, programs and procedures about which the students may have questions. This one faculty member does not process the quality of a good mentor.

### **Adopted Rule 2: Available to meet with the students each semester**

Table 13 further shows that all faculty-respondents were available to meet with the students each semester. This means that these faculty members adopted their rule to be accessible for the engineering students in every semester. This characteristic of mentor shows a helping attitude to the students. Readiness to serve the students each semester will help improve the latter's achievement.

Table 13. Adopted Rules of Advisor

N = 13 (Faculty – Respondents)

| Item                                                                                                                                    | Frequency | Percentage (%) |
|-----------------------------------------------------------------------------------------------------------------------------------------|-----------|----------------|
| 1. Clarify university policies, regulations, programs and procedures about which the students may have questions.                       |           |                |
| Yes                                                                                                                                     | 12        | 92.31          |
| No                                                                                                                                      | 1         | 7.69           |
| 2. Available to meet with the students each semester.                                                                                   |           |                |
| Yes                                                                                                                                     | 13        | 100.00         |
| 3. Keep regular office hours and be adequately available to meet with the students.                                                     |           |                |
| Yes                                                                                                                                     | 12        | 92.31          |
| No                                                                                                                                      | 1         | 7.69           |
| 4. Offer advice on selecting courses and assist students in developing an academic plan that satisfies degree requirements              |           |                |
| Yes                                                                                                                                     | 12        | 92.31          |
| No                                                                                                                                      | 1         | 7.69           |
| 5. Help students explore their interest, abilities and goals and relate them to academic majors.                                        |           |                |
| Yes                                                                                                                                     | 13        | 100.00         |
| 6. Offer students the opportunity to participate in a mentoring relationship which helps them become more independent and self-directed |           |                |
| Yes                                                                                                                                     | 11        | 84.62          |
| No                                                                                                                                      | 2         | 15.38          |
| 7. Knowledgeable about career opportunities and refer client's Career Services when necessary.                                          |           |                |
| Yes                                                                                                                                     | 10        | 76.92          |
| No                                                                                                                                      | 3         | 23.08          |

**Adopted Rule 3: Keep regular office hours and be adequately available to meet with the students.**

The same table also shows that 12 faculty-respondents (92.31%) kept regular office hours and was adequately available to meet with the students. This mentoring style will help improve the harmonious relationship between students and faculty members.

**Adopted Rule 4: Offer advice on selecting courses and assist students in developing an academic plan that satisfies degree requirements**

As can be gleaned from Table 13, 92.31% of the faculty-respondents offered advice on selecting courses and assist students in developing an academic plan that satisfies degree requirements. This rule of an advisor adopted by almost all faculty members in the Engineering Department

of SLSU will give the engineering students the most benefits to be guided in all academic activities. This means that these faculty members are extending their academic advisorship to engineering students.

**Adopted Rule 5: Help students explore their interest, abilities and goals and relate them to academic ma**

Table 13 shows that all (100%) faculty-respondents adopted the rule of helping students discover their strengths as can be observed in their talents, interest and abilities. Moreover, the faculty members are also guiding the engineering students for the latter to attain their goals in life putting emphasis on the relevance and relationship of their discovered interests, abilities and goals to their academic majors.

**Adopted Rule 6: Offer students the opportunity to participate in a mentoring relationship which helps them becomes more independent and self-directed.**

As reflected in Table 13, 11 out of 13 faculty-respondents which is equivalent to 84.62% offered the students the chance to be part of a mentoring relationship which help them develop into independent and self-directed individuals. There were two (15.38%) who did not adopt this rule of an advisor.

**Adopted Rule 7: Knowledgeable about career opportunities and refer client's Career Services when necessary**

Table 13 further reveals that 10 out of 13 or 76.92% of the faculty-respondents were familiar about profession opportunities and refer client's Career Services when necessary. There were three faculty-respondents who do not have the knowledge about career prospects. This indicates that faculty members in the Engineering Department should be provided with an avenue of becoming knowledgeable in job placements and in referring to career services when needed.

### 8. Teachers' Ability in Academic Advising

Table 14. Teacher's Ability in Academic Advising

N = 13 (Faculty-Respondents)

| Item                                                                                                                   | $\mu$ | Interpretation    |
|------------------------------------------------------------------------------------------------------------------------|-------|-------------------|
| 1. Ability to interact with students outside the classroom                                                             | 3.77  | Very Satisfactory |
| 2. Ability to be confidante for advise, counsel, guidance or encouragement of students                                 | 3.92  | Very Satisfactory |
| 3.                                                                                                                     |       |                   |
| 4. Ability to help students see the connection of their present academic experience and their future life plans        | 3.69  | Very Satisfactory |
| 5. Ability to treat students as clients to be served and developed rather than subordinates to be evaluated and graded | 3.85  | Very Satisfactory |
| 6. Ability to connect and direct students to campus supportive services that best serve their needs.                   | 3.77  | Very Satisfactory |
| 7. Ability to allow students to freely explore their personal values, interest and belief system                       | 3.85  | Very Satisfactory |
| 8. Ability to promote college mission, vision and college curriculum                                                   | 3.77  | Very Satisfactory |

Students as clients to be served and developed rather than subordinates to be evaluated and graded, to connect and direct students to campus supportive services that best

This section deals with the situational characteristics of a college instructor or professor. They assessed their abilities in dealing with students based on how they think the scale is suited to their ability as a college instructor or professor towards academic advising.

As shown in Table 14, the ability of the faculty-respondents in academic advising are specified as follows: Ability to interact with students outside the classroom, to be confidante for advice, counsel, guidance or encouragement of students, to help students see the connection of their present academic experience and their future life plans, to treat

serve their needs, to allow students to freely explore their personal values, interest and belief systems, and to promote college mission, vision and the college curriculum.

As can be gleaned from Table 14, all the abilities of a college instructor or professor reflected had very satisfactory rating. This implies that the faculty members of the Engineering Department of SLSU possessed the very satisfactory abilities in academic advising.

#### 9. Problems Encountered by Students and Teachers in terms of retention and academic advising

The problems encountered by students are categorized in relation to retention and academic advising. Each of these

has different questions being asked considering the possible problems that the students had or may come across while staying in the university.

The problems encountered in relation to retention were based on two questions which considered the students' possible reasons for leaving the university and for the problems encountered in their studies.

Table 15. Students' Responses on the Possible Reasons for Leaving the University

N = 30

| Item                                   | YES       |            | NO        |            |
|----------------------------------------|-----------|------------|-----------|------------|
|                                        | Frequency | Percentage | Frequency | Percentage |
| 1. Financial Reason                    | 22        | 73.33      | 8         | 26.67      |
| 2. Too far from home                   | 7         | 23.33      | 23        | 76.67      |
| 3. Too close from home                 | 4         | 13.33      | 26        | 86.67      |
| 4. Academic work is too hard           | 11        | 36.67      | 19        | 63.33      |
| 5. Lack of activities                  | 5         | 16.67      | 25        | 83.33      |
| 6. School is too small                 | 0         | 0.00       | 30        | 100.00     |
| 7. Dissatisfaction with faculty        | 3         | 10.00      | 27        | 90.00      |
| 8. Dissatisfaction with administration | 5         | 16.67      | 25        | 83.33      |
| 9. Social life unsatisfactory          | 9         | 30.00      | 21        | 70.00      |
| 10. Rules and restriction              | 9         | 30.00      | 21        | 70.00      |
| 11. Health and emotional problem       | 15        | 50.00      | 15        | 50.00      |
| 12. Poor personal fit                  | 6         | 20.00      | 24        | 80.00      |

Table 16. Problems Encountered by Students in their Studies

N = 30

| Item                                 | YES       |            | NO        |            |
|--------------------------------------|-----------|------------|-----------|------------|
|                                      | Frequency | Percentage | Frequency | Percentage |
| 1. Difficulty in engineering subject | 24        | 80.00      | 6         | 20.00      |
| 2. Teaching method of instructors    | 24        | 80.00      | 6         | 20.00      |
| 3. Lack of instructional materials   | 19        | 63.33      | 11        | 36.67      |
| 4. Relationship with peers           | 4         | 13.33      | 26        | 86.67      |
| 5. Relationships with instructors    | 10        | 33.33      | 20        | 66.67      |
| 6. No interest with the subject      | 5         | 16.67      | 25        | 83.33      |
| 7. Time and environment adjustment   | 22        | 73.33      | 8         | 26.67      |
| 8. Teachers' discrimination          | 11        | 39.67      | 19        | 63.33      |

|                                              |    |       |    |       |
|----------------------------------------------|----|-------|----|-------|
| 9. College policy and regulation             | 12 | 40.00 | 18 | 60.00 |
| 10. Lack of students' appreciation           | 12 | 40.00 | 18 | 60.00 |
| 11. Finances                                 | 22 | 73.33 | 8  | 26.67 |
| 12. Balancing academic and pleasure interest | 16 | 53.33 | 14 | 46.67 |

The possible reasons or caused if the engineering students are thinking of leaving the university are presented in Table 15. As reflected, 22 out of 30 or 73.33% of the student-respondents said that financial reason can be a possible reason. Then distance from home, either its too close or too far, would not be not the reason for leaving as expressed in the 76.67% and 86.67%, respectively, respondents who said no for them as possible reason for leaving.

Furthermore, Table 15 reveals that most (63.33% or 19 out of 30) of the respondents did not consider academic work as a very hard activity as possible cause for leaving the university. The same table suggests that lack of activities is not a possible reason for leaving according to 25 out of 30 respondents (83.33%).

Table 15 shows that all (100%) of the respondents said no that the school is too small as a possible reason for leaving the university. Furthermore, dissatisfaction with faculty members and administration, unsatisfactory social life, rules and restrictions and poor personal fit were not considered by the engineering students to be the possible reasons for leaving the university. This are expressed in the 90.00%, 83.33%, 70.00%, 70.00% and 80.00%, respectively, who answered no these items.

It is further revealed in Table 15, that health and emotional problems can be reasons for leaving the university as reflected in the 50% of the respondents who answered yes for this item.

Generally, the engineering students considered financial to be the reason for leaving the university. Health and emotional problems may also be considered.

Table 6 shows that 80.00% of the respondents encountered difficulty in engineering subjects. Moreover, the same portion of the respondents encountered teaching method of instructors to be a problem which they had encountered in this university. These were followed by time and environment adjustment and finances as the next problems with 73.00% of the respondents agreed that these were problems encountered.

It is further reflected in Table 16 that 63.33% of the respondents encountered lack of instructional materials as a problem. This was followed by balancing academic and pleasure interests with 53.33% of respondents considering it as a problem. Moreover, Table 16 reveals that relationship with peers, relationship with instructors, no interest with the subject, teachers' discrimination, college policy and regulation, college policy and regulation and lack of students' appreciation were not considered by most of the respondents to be problems they had encountered in their studies.

Generally, Table 16 indicates that difficulty in engineering subjects and teaching methods of instructors are the problems encountered by most of the engineering students.

### 9.1. In Relation to Academic Advising

The problems encountered by the students in relation to academic advising were on their relationship with others, the problems they had encountered with their advisors and the factors that may cause low performance inside the class.

Table 17. Status of Relationship of Students with Others

N = 30

| Item               | YES       |            | NO        |            |
|--------------------|-----------|------------|-----------|------------|
|                    | Frequency | Percentage | Frequency | Percentage |
| 1. Fellow students | 28        | 93.33      | 2         | 6.67       |
| 2. Faculty         | 20        | 66.67      | 10        | 33.33      |

|                            |    |       |    |       |
|----------------------------|----|-------|----|-------|
| 3. Administrator and staff | 8  | 26.67 | 22 | 73.33 |
| 4. Class advisor           | 22 | 73.33 | 8  | 26.67 |

Table 18. Problems Encountered by Students with the Advisors

N = 30

| Item                                                                                                | YES       |            | NO        |            |
|-----------------------------------------------------------------------------------------------------|-----------|------------|-----------|------------|
|                                                                                                     | Frequency | Percentage | Frequency | Percentage |
| 1. Advisor is not actively concerned about my welfare                                               | 11        | 36.67      | 19        | 63.33      |
| 2. Advisor did not provide accurate information regarding academic policies, procedures and choices | 11        | 36.67      | 19        | 63.33      |
| 3. Advisor did not help me in the development of the degree plan                                    | 13        | 43.33      | 17        | 56.67      |
| 4. Advisor and I have not discussed my career goals                                                 | 14        | 46.67      | 16        | 53.33      |
| 5. Advisor is not well prepared for appointments                                                    | 8         | 26.67      | 22        | 73.33      |
| 6. Generally, I am not pleased with support that I had received from my advisor                     | 15        | 50.00      | 15        | 50.00      |
| 7. I am not comfortable with the advice/or schedule that my advisor and I discussed                 | 11        | 36.67      | 19        | 63.33      |
| 8. Advisor is not attentive to my needs                                                             | 15        | 50.00      | 15        | 50.00      |
| 9. Advisor did not meet my expectations                                                             | 16        | 53.33      | 14        | 46.67      |
| 10. The advising office staff are not considerate and helpful                                       | 12        | 40.00      | 18        | 60.00      |
| 11. Generally, I am not satisfied with the support I have received                                  | 14        | 46.67      | 16        | 53.33      |

Table 19. Factors that may cause low performance of Students

N = 30

| Item                                 | YES       |            | NO        |            |
|--------------------------------------|-----------|------------|-----------|------------|
|                                      | Frequency | Percentage | Frequency | Percentage |
| 1. Academic and intellectual ability | 17        | 56.67      | 13        | 43.33      |
| 2. No studying effort                | 18        | 60.00      | 12        | 40.00      |
| 3. Fairness of grading               | 7         | 23.33      | 23        | 76.67      |
| 4. Professor difficulty              | 19        | 63.33      | 11        | 36.67      |
| 5. Difficulty of course materials    | 12        | 40.00      | 18        | 60.00      |
| 6. Luck                              | 12        | 40.00      | 18        | 60.00      |

Table 17 shows the status of relationship with the identified groups of people based on the provided question. As presented, 28 out of 30 (93.33%) respondents had good relationship with their fellow students. Then 73.33% (22 out of 30) of the respondents had good relationship with their class advisor. Moreover, there 20 out of 30 (73.33%) respondents also had good relationship with the faculty members. However, it is reflected in Table 17 that 73.33% or 22 out of 30 respondents had no good relationship with the administrator or staff.

The problems encountered by the respondents with their advisors are shown in Table 18. As revealed in the table, most of the respondents (53.33% or 16 out of 30) encountered that their advisors did not meet their expectations. Then 50.00% of the respondents came across advisors who were not attentive to their needs and 50.00% also were not pleased with support that they had received from their advisors.

Table 18 also showed that 46.67% of respondents experienced that their advisors did not discuss career goals with them. Also the same portion of respondents was not satisfied with the support they had received. In addition, 43.33% of the respondents said that their advisor did not help in the development of their degree plan.

Furthermore, Table 18 reflects that 40.00% of the respondents encountered that the advising office staff were not considerate and helpful. The same table shows that lower than 40.00% of the respondents encountered these problems (1) Advisor is not actively concerned about my welfare; (2) Advisor did not provide accurate information regarding academic policies, procedures and choices; (3) I am not comfortable with the advice and/or schedule that my advisor and I discussed; and (4) Advisor is not well prepared for appointments.

As reflected in Table 19, most of the respondents (19 out of 30 or 63.33%) considered professor difficulty as the

cause of their low performance in the class. Then 60.00% of the engineering students also admitted that having no studying effort can also cause low performance.

Table 19 also revealed that 56.67% of the respondents said that academic and intellectual ability is also a factor that can cause low performance in the class. In addition, difficulty of course materials and luck were also considered by 40.00% or respondents to be a possible cause. There were seven out of 30 or 23.33% who believed that fairness of grading can make their performance in the class lower.

### 10. Problems Encountered by Teachers

This section presents the problems encountered by the teachers in relation to retention and academic advising.

#### 10.1. In Relation to Retention

The problems encountered by the teachers in relation to retention are presented in Table 20. There were four problems listed and the faculty-respondents identified which of them they had encountered. As presented in Table 20, 11 out of 13 faculty-respondents (84.62%) experienced lack of parental involvement and cooperation as a problem related to retention. This implies that of parents of engineering students are involving well in the studies of their sons and daughters. This situation can affect the students' retention since the faculty members cannot have more knowledge about the student's life with the family giving those clues for further adjustments and advices.

Table 20 also reveals that 10 out 13 respondents (76.62%) encountered lack of support from the administration. Moreover, nine (69.23%) respondents considered lack of campus services support as a problem related to retention of students. It should be noted that teaching method of instructors or professors and lack instructional materials were the identified problems by the students related to retention. This case can be attributed to these recent two identified problems.

Table 20. Problems Encountered in Relation to Retention

N = 13 (Faculty-Respondents)

| Item                                            | YES       |            | NO        |            |
|-------------------------------------------------|-----------|------------|-----------|------------|
|                                                 | Frequency | Percentage | Frequency | Percentage |
| 1. Lack of administrative support               | 10        | 76.92      | 3         | 23.08      |
| 2. Lack of parental involvement and cooperation | 11        | 84.62      | 2         | 15.38      |
| 3. Lack of students and                         | 6         | 46.15      | 7         | 53.85      |

|                                    |   |       |   |       |
|------------------------------------|---|-------|---|-------|
| faculty contact                    |   |       |   |       |
| 4. Lack of campus support services | 9 | 69.23 | 4 | 30.77 |

Moreover, lack of students and faculty contact was considered by six out of 13 or 46.15% of the respondents to be a problem they had encountered. This indicates that there should be an allotted time for consultation with the students and the advisors. This will enhance harmonious relationship between students and advisors thus improve holding power of the instructors and professors.

### 10.2. In Relation to Academic Advising

The problems encountered by the instructors and the professors in relation to academic advising are shown in Table 21. As can be gleaned from the table, 12 out of 13 faculty-respondents or 92.31% had no substantive faculty

training. The respondents believed this insufficiency to be a problem related to academic advising. As shown in the same table, 84.62% of the faculty-respondents encountered lack of instructional materials which coincides with the observation of the engineering students as reflected in the problems that they encountered in their studies; Moreover, Table 21 shows that 76.92% or 10 out of 13 faculty-respondents experienced no adequate school advising schedule. The same portion of respondents also had less time for lesson preparation. This indicates that proper scheduling of advising activities and teaching loads should be considered.

Table 21. Problems Encountered in Relation to Academic Advising

N=13 (Faculty-Respondents)

| Item                                      | YES       |            | NO        |            |
|-------------------------------------------|-----------|------------|-----------|------------|
|                                           | Frequency | Percentage | Frequency | Percentage |
| 1. No adequate school advising schedule   | 10        | 76.92      | 3         | 23.08      |
| 2. Lack of course instructional materials | 11        | 84.62      | 2         | 15.38      |
| 3. Lack of time for lesson preparation    | 10        | 76.92      | 3         | 23.08      |
| 4. Lack of faculty substantive training   | 12        | 92.31      | 1         | 7.69       |

## IV. CONCLUSION

The profile of the respondents was found to be of usual following the common trend of a typical Filipino student. Most of the student-respondents were on an average level of IQ. Retention rates in the different year levels academic years were fluctuating. Current academic policies and procedures adopted in the university were found to be adequate for campus services and academic activities were seldom done. The adopted procedures in academic advising included informing the students about advising policy in the school and encouraged to seek advising, assigning advisor during your first day in school, advising students about your academic standing every semester, and inspiring them in academic choices. Moreover, the adopted rules of the advisor were composed of clarifying the university policies, regulations, programs and procedures about which the students may have questions; faculty members were

available to meet with the students each semester; kept regular office hours and was adequately available to meet with the students; offered advice on selecting courses and assist students in developing an academic plan that satisfies degree requirements; helping students discover their strengths as can be observed in their talents, interest and abilities; and offered the students the chance to be part of a mentoring relationship which help them develop into independent and self-directed individuals. Teachers' ability in academic advising includes ability to interact with students outside the classroom, to be confidante for advise, counsel, guidance or encouragement of students, to help students see the connection of their present academic experience and their future life plans, to treat students as clients to be served and developed rather than subordinates to be evaluated and graded, to connect and direct students to campus supportive services that best serve their needs, to allow students to freely explore their personal values,

interest and belief systems, and to promote college mission, vision and the college curriculum. The most common problems encountered by engineering students and faculty members of the Engineering Department were related to management aspect such as support from the administration staff, proper scheduling of academic advising, substantive faculty training; instructors' teaching method and knowledge about academic advising and career guidance matters and lack of instructional materials. From these findings, it can be concluded that academic advising management in the Engineering Department of SLSU needs to be improved.

## RECOMMENDATIONS

Based from the aforementioned findings and conclusions, the following recommendations are offered:

1. The department should create a committee that will take charge of the Academic Advising Program for the department.
2. Specific duties and functions of the members of the committee should be well defined for proper delineation and delivery of services to the clients;
3. Conduct an orientation on the Academic Advising Program of the department to the students at the beginning of every academic year
4. Close supervision and monitoring in the implementation of an Academic Advising Program;
5. Conduct of correlational study between the degree of implementation of an Academic Advising Program and retention rates of engineering students.

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