



## The actual and expected role of the advisors as perceived by the undergraduate students of Mahidol University International College in the academic year 2019

Randa Rujichinnawong<sup>1</sup>

### Abstract

The objective of this research was 1) to study the actual role of the advisors 2) to study the expected role of Mahidol University International College undergraduate students in the academic year 2019 and 3) to compare the actual and expected roles of the advisors as perceived by Mahidol University International College undergraduate students in the academic year 2019. The advisors' role consisted of 5 aspects namely; academic, consulting method, personality, providing assistance to the students, and student development. Participants of this study were the undergraduate students of Mahidol University International College who are studying in every level and enrolling in the academic year 2019, totally 427 students. The instruments used in the study area is a 3-part questionnaire consisting of 1) general information of students, 2) actual and expected roles of the advisor as perceived by the students and 3) students' opinions about advisors and expectations about the roles of advisors expected by students in the future. Frequency, Percentage, Mean and Standard Deviation are used for data analysis.

The study found that, in general, the actual and expected roles of students towards advisor in all 5 aspects are at a medium level except in the aspect of personality, the students' expectations is at a high level.

About students' opinions and suggestions, the results showed that an advisor should be a faculty member who taught only in the subjects that students are studying. An advisor should be responsible for students up to 20 per group and responsible throughout the study until graduation. The advisor should meet the whole group of students at least once a month. Additionally, when students need consultation, an appointment should be made prior to the meeting with the advisor at the time of appointment.

**Keywords:** Actual Role, Expected Role, Advisor

---

<sup>1</sup> Educator, Senior Professional Level (Head of Registrar), Mahidol University International College

### บทคัดย่อภาษาไทย

การวิจัยครั้งนี้ มีวัตถุประสงค์เพื่อ 1) ศึกษาความคิดเห็นของนักศึกษาวิทยาลัยนานาชาติ มหาวิทยาลัยมหิดล ประจำปีการศึกษา 2562 เกี่ยวกับบทบาทที่แท้จริงของอาจารย์ที่ปรึกษา 2) เพื่อศึกษาบทบาทของอาจารย์ ที่ปรึกษาตามความคาดหวังของนักศึกษาวิทยาลัยนานาชาติ มหาวิทยาลัยมหิดล และ 3) เปรียบเทียบบทบาทที่แท้จริงและที่คาดหวังของอาจารย์ที่ปรึกษาจากการรับรู้ของนักศึกษาวิทยาลัยนานาชาติ บทบาทของอาจารย์ ที่ปรึกษาประกอบด้วยด้านต่าง ๆ 5 ด้าน คือ ด้านวิชาการ ด้านวิธีการให้คำปรึกษา ด้านบุคลิกภาพ ด้านการให้ความช่วยเหลือนักศึกษา และด้านการพัฒนานักศึกษา กลุ่มตัวอย่างที่ใช้ในการศึกษาครั้งนี้ คือนักศึกษาระดับปริญญาตรี วิทยาลัยนานาชาติ มหาวิทยาลัยมหิดล ที่กำลังศึกษาทุกชั้นปีที่ลงทะเบียนในปีการศึกษา 2562 จำนวนทั้งสิ้น 427 คน เครื่องมือที่ใช้ในการศึกษาเป็นแบบสอบถาม 3 ส่วน ประกอบด้วย ส่วนที่ 1) ข้อมูลทั่วไปของนักศึกษา ส่วนที่ 2) บทบาทที่ได้ปฏิบัติจริงและที่คาดหวังของอาจารย์ที่ปรึกษาตามการรับรู้ของนักศึกษา และส่วนที่ 3) ความคิดเห็นของนักศึกษาเกี่ยวกับอาจารย์ที่ปรึกษาและความคาดหวังในด้านบทบาทอาจารย์ที่ปรึกษาที่นักศึกษาคาดหวังไว้ในอนาคต การวิเคราะห์ข้อมูลใช้ความถี่ ร้อยละ ค่าเฉลี่ย และส่วนเบี่ยงเบนมาตรฐาน

ผลการศึกษาพบว่า บทบาทที่เป็นจริงและบทบาทที่คาดหวังของนักศึกษาที่มีต่ออาจารย์ที่ปรึกษาโดยภาพรวมทั้ง 5 ด้าน อยู่ในระดับปานกลาง ยกเว้นในด้านบุคลิกภาพ นักศึกษามีความคาดหวังจากอาจารย์ที่ปรึกษาอยู่ในระดับมาก

สำหรับความคิดเห็นและข้อเสนอแนะของนักศึกษา พบว่า อาจารย์ที่ปรึกษาควรเป็นอาจารย์ที่สอนในสาขาวิชาที่นักศึกษาเรียนอยู่เท่านั้น อาจารย์ที่ปรึกษา 1 คน ควรรับผิดชอบดูแลนักศึกษาไม่เกิน 20 คนต่อกลุ่ม และรับผิดชอบตลอดหลักสูตรจนจบการศึกษา อาจารย์ที่ปรึกษาควรพบนักศึกษาทั้งกลุ่มอย่างน้อย 1 ครั้งต่อเดือน และเมื่อนักศึกษาต้องการรับคำปรึกษาควรทำการนัดหมายก่อนเข้าพบอาจารย์ตามเวลาที่ได้นัดหมายไว้

คำสำคัญ : บทบาทที่เป็นจริง, บทบาทที่คาดหวัง, อาจารย์ที่ปรึกษา



## The actual and expected role of the advisors as perceived by the undergraduate students of Mahidol University International College in the academic year 2019

### Introduction

Life as a university student is a life that is quite different from other levels of education. It is a life that is considered valuable and is excessively meaningful towards student development as the university is an educational institution that plays an important role in producing graduates to have knowledge, ability and skills in both academic and professional aspects along with helping to form intelligence, emotion, body and mind including rendering graduates to be trained to recognize self-reliance. Especially students who are domiciled from other provinces that are far away from their families, they need to be as self-reliant as possible. Hence, they must be able to consider, choose or make decisions regarding various events occurred to themselves because spending in a university life gives a lot of freedom, if students are able to live life or choose the right way of life to be a university student, they are required to adjust themselves to be able to think, act, and adapt themselves towards the changing environment. Once they are able to do so, it will definitely benefit the society and the country. In addition, those who are considered to have an important role to supervise, guide, and push students to succeed in education, including instruct students to be conscience, morals and ethics to effectively develop the country is the advisor. Mahidol University International College as an important educational institution for producing graduates, realized the importance and necessity of having the advisor for students, therefore, assign each student to have the advisor to provide students' educational plan. Moreover, every course registration must be approved by the advisor which apparently shows that every student, when being Mahidol University International college student, must have an advisor to assist in various matters especially in education to comply with the curriculum. In addition, the authority and numerous duties of the advisors have been defined such as approving the students about registration, adding, and dropping the subjects etc.

Consequently, Mahidol University International College assigned faculty member who is called advisor to give advice, assist and supervise students while studying. At the same time solving students' problems regarding learning, activities, and personal problems to enable them to accomplish academic success according to the program they studied, and achieve the university objectives. Likewise, Jaras Suwanwela, (1990) stated that the advisors are the most important person to advice and ensure that the students' decisions are within the appropriate guidelines.

In the provision of advice, some parts of the results are not as successful as they should be. Occasionally there is challenges in administration, such as a number of students have not graduated or have graduated later than scheduled. This is partly the result of the advisor who is the most important person in providing the advice on educational guidance. There may be



problems with the performance according to the assigned roles or lack of efficiency, so the advisor is unable to comply with the roles and duties that meet the needs of students which is similar to Supaphan Koatjamras, (1979) who gave her point of view that, some advisors do not understand their roles and duties in provision of advice to the students, do not help students about the study plan or let students follow their own advice strictly. Most of the advisors lack of knowledge and understanding about the rules related to educational regulations. There is rarely any contact or relationship between the advisor and faculty member, between the advisor and the students, which they will meet each other during the trimester is open for registration only resulting the advice is not successful, causing a waste of education which will affect the development of the country that the quality citizens must be unfortunately wasted.

The researcher as a staff working at Mahidol University International College, recognized the importance of the advisor's role to the students. Therefore, the research on the actual and expected roles of the advisors as perceived by Mahidol University International College students was conducted in order to bring the results of the study as an information for the development of the advisors' role to meet the needs of students and propose to the college to organize the advisor system for more successful in the future.

### **Objectives of the study**

1. To study the actual role of the advisor as perceived by Mahidol University International College students.
2. To study the role of the advisors as expected by Mahidol University International College students.
3. To compare the actual and expected roles of the advisor as perceived by Mahidol University International College students.

### **Scope of Research**

#### **1. Sampling**

Population in this research is 3,125 Undergraduate students enrolling in the academic year 2019 of Mahidol University International College

#### **2. Content scope**

This research aims to study

- 1) Actual role of the advisor as perceived by the students in the aspects of academic, consulting method, personality, providing assistance to the students, and student development.
- 2) The advisor's role expected by the students in the aspects of academic, consulting method, personality, and student development.



## Methodology

This study is the quantitative research about the provision on consultation of Mahidol University International College advisors. The following steps were conducted:

## Population and Sample Group

### Population

Population used is Mahidol University International College undergraduate students enrolling in the academic year 2019, totally 3,125 students, as shown in Table 1.

**Table 1** shows the number of students as the population classified by the program

Year	Bachelor of Arts		Bachelor of Business Administration		Bachelor of Communication Arts		Bachelor of Fine Arts		Bachelor of Management		Bachelor of Science		Total
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	
1	48	81	203	227	62	64	15	30	12	48	107	64	961
2	29	63	152	209	25	41	-	-	18	32	78	73	721
3	34	72	139	224	17	21	-	-	15	31	51	55	659
4	9	22	196	221	13	16	-	-	32	69	70	49	785
total	446		1,571		259		45		257		547		3,125

Source: Registrar Unit

### Samples

Sample group used in the study was 427 students from all levels enrolling in academic year 2019 by Accidental Sampling method according to the program they belong to, as shown in Table 2.

**Table 2** shows the number of students as the sample group classified by the program

Program	Number of population (person)	Number of the sample (person)
1. Bachelor of Arts	446	57
2. Bachelor of Business Administration	1,571	183
3. Bachelor of Arts	259	38
4. Bachelor of Fine Arts	45	19



5. Bachelor of Management	257	33
6. Bachelor of Science	547	97
Total	3,125	427

Source: Registrar Unit

### Research Instruments

Questionnaire for Mahidol University International College undergraduate students was used as research tool. Steps for creating the instruments are as follows:

1. Review various documents and results involved by studying the theories and concepts related to the role of advisors.

2. Apply the ideas from document review and results of various studies involved to create the questionnaire to cover the content that needs to be studied. The questionnaire is divided into 3 parts as follows:

Part 1) General information of students consisting of the answers to questions about students' gender, current year of studying and the program

Part 2) Actual roles and expected roles of the advisors as perceived by the students which will consist of the questions that express opinions about the role of the advisor in 5 aspects, by Likert Rating Scale namely:

- 1) Academic
- 2) Consulting method
- 3) Personality
- 4) Providing student assistance
- 5) Student development

Part 3) Other comments and suggestions

1. Create a draft questionnaire to record information about research details.

2. Propose to the experts to determine the validity of the question to find accuracy and improve the questionnaire appropriately from the expert criticism.

3. Reliability- the questionnaires were brought to try-out with 30 Mahidol University International College students then analyzed the questionnaire to find reliability by using Cronbach's Alpha Coefficient. The reliability of the questionnaire in terms of actual performance is .989 and the expectation is .978

4. Print the original questionnaire based on the desired amount. Review the accuracy to prepare for data collection.

### Data Collection

Data has been collected from Mahidol University International College undergraduate students of every year who enrolling in the academic year 2019, all together 6 programs namely; Bachelor of Arts, Bachelor of Business Administration, Bachelor of Communication



Arts, Bachelor of Fine Arts, Faculty of Management and Bachelor of Science during May until July 2019. A total of 427 questionnaires out of 3,125 questionnaires were returned.

### Data Analysis and statistics used

After the researcher collected all the questionnaires according to the number of the samples no less than 427 sets, the questionnaires then were conducted for data analysis using the Statistical Package for the Social Sciences: SPSS. The researcher has set statistics for data analysis as follows:

Part 1) General information of students analyzed by using the Number and Percentage Method then presenting in the table form.

Part 2) The actual role and expected role of the advisor as perceived by the students analyzed by using the estimated scale and distribute the frequency of each answer, finding the average and Standard Deviation of the questionnaires in each aspect, and presenting in the table form.

Part 3) Other comments and suggestions - analyzed by using the number and percentage and presenting in the table form.

Results of the analysis obtained from the questionnaire in Part 2, the criteria for data interpretation are defined as follows:

The average 0.00 – 1.00	means	Perform at a low level
The average 1.01 – 2.00	means	Perform at a moderate level
The average 2.01 – 3.00	means	Perform at a high level
Class interval	$= \frac{\text{Highest score} - \text{lowest score}}{\text{Number of levels}}$ $= \frac{3 - 0}{3}$ $= 1.00$	

Therefore, the average criteria of student's score range are as follows:

The score range between 0.00 - 1.00 means less

The score range between 1.01 - 2.00 means moderate

The score range between 2.01 - 3.00 means much

### Study Result

Based on the research on the actual and expected roles of the advisor as perceived by Mahidol University International College undergraduate students, results of this study can be concluded as follows:

1. General information of the respondents; it was found that, the respondents were female the most followed by male, most are Freshman, followed by Sophomore, Senior and higher students, and Junior students respectively. Programs they are studying including



Bachelor of Business Administration followed by a Bachelor of Science, Bachelor of Arts, Bachelor of Communication Arts, Bachelor of Management, and Bachelor of Fine Arts respectively, as shown in Table 3.

**Table 3** Status of the respondents

General information of the students	Number (person)	Percentage
<b>1. Gender</b>		
Female	228	53.40
Male	199	46.60
Total	427	100.00
<b>2. Level of studying</b>		
Freshman	207	48.50
Sophomore	115	26.90
Junior	49	11.50
Senior and higher students	56	13.10
Total	427	100.00
<b>3. Studying in the program</b>		
Bachelor of Business Administration	183	42.90
Bachelor of Science	97	22.70
Bachelor of Arts	57	13.30
Bachelor of Communication Arts	38	8.90
Bachelor of Management	33	7.70
Bachelor of Fine Arts	19	4.40
Total	427	100

2. It was found that, the role that the advisor has actually performed as perceived by the Undergraduate student of Mahidol University International College is at a moderate level in overall aspects. When considering in each aspect, it was found that, the roles that the advisors had actually performed in every aspect are at a moderate level, sorted by average from descending order namely; 1) personality, 2) student development, 3) academic, 4) providing assistance to the students, and 5) consulting method aspect respectively. When considering each question in each aspect, it was found that:

(1) In terms of academic aspect, the role that the advisor has actually performed towards the role that the advisor has performed as perceived by the students in terms of academic aspect is at a moderate level in overall aspects. When considering in each item, it was found that, the advisor had performed towards students at a moderate level sorted by average from descending order namely; 1) performing duties on the registration date, followed by 2) providing knowledge to the students about the program that the students are





studying until graduation, 3) providing advice on the registration including major subjects/minor subjects respectively.

(2) Consulting method aspect, the role that the advisor has actually performed towards the role that the advisor has actually performed as perceived by the students in terms of consulting method aspect is at a moderate level in overall aspects. When considering in each item, it was found that, the advisor had performed towards the students at a moderate level sorted by average from descending order namely; 1) being able to keep students' secrets well, followed by 2) being able to advise students on personal matter, 3) follow-up the advisory results continuously, and 4) provision of the advice to students with insufficient time to study respectively.

(3) Personality aspect, the role that the advisor has actually performed towards the role that the advisor has actually performed as perceived by the students in terms of the personality is at a moderate level in overall aspects. When considering in each item, it was found that, the advisor had performed towards the students at a moderate level sorted by average from descending order namely; 1) be kindness and caring for students, followed by 2) having characteristics that should be respected / credible / trusting, 3) including emotional stability respectfully.

(4) Providing assistance to students, the role that the advisor has actually performed towards the role that the advisor has actually performed as perceived by the students in terms of providing assistance to students is at a moderate level. When considering in each item, it was found that, the advisor has performed towards the students are at a moderate level sorted by average from descending order namely; 1) assisting and encouraging students to have good morals and ethics followed by 2) disseminating of information to the students in a timely manner, 3) providing about the services along with the welfare of the college and the university where students can access services and request assistance respectively.

(5) Student development, the role that the advisor has actually performed towards the role that the advisor has actually performed as perceived by the students in terms of student development is at a moderate level in overall aspects. When considering in each item, it was found that, the advisor has performed towards the students at a moderate level sorted by average from descending order namely; 1) providing advice on appropriate behavior in the role of being a student followed by 2) encouraging students to always have enthusiasm for self-development, and 3) encouraging students to attend academic seminars / participating in various research work respectively as shown in Table 4.

**Table 4** Summarizing the roles that the advisor had actually performed as perceived by the students

No.	Each aspects	Level of the opinions		
		Average	S.D.	Average level
1.	Academic	1.90	.78	Moderate
2.	Consulting method	1.85	.81	Moderate
3.	Personality	2.12	.75	Moderate
4.	Providing assistance to students	1.86	.80	Moderate
5.	Student development	1.91	.78	Moderate
	Total	1.93	.71	Moderate

3. It was found that the expected role of the advisor as perceived by the students, the overall is at a moderate level. When considering each aspect, it was found that, the students' expected role towards the advisors was at a moderate level sorted by average from descending order namely; 1) personality, 2) proving assistance to students, 3) academic, student development, and 4) consulting method respectively. In addition, when considering each item of each aspect, it was found that:

(1) In the aspect of academic, the expectations of students towards advisor's role in terms of academic aspect are at a moderate level. When considering each item, it was found that, the item which students have expected is at a moderate level, sorted in descending order, namely; 1) the provision of advice on subject selecting as well as major and minor subjects followed by 2) providing advice on course transferring of different program or program transferring, 3) provision of advice on problem solving, and 4) difficulties in registration. However, the items that the students expected were a high level are knowledge provision on education of the courses until graduation as well as advising about pursuing higher education.

(2) In the aspect of consulting method, it was found that, students' expectation towards the role of advisors in terms of consulting method were at a moderate level. When considering each item, it was found that, students expected every items at a moderate level sorted in descending order namely; 1) the ability to keep secrets of students well followed by 2) following-up the advisory results continuously, 3) give advice to students with insufficient time to study respectively.

(3) In the aspect of personality, it was found that, students' expectations towards the role of advisors in terms of personality in overall are at a high level. When considering each item, it was found that, students expected every items at a high level sorted by average in descending order namely; 1) creating warmth to the students, followed by 2) having kindness and generosity to students, 3) having intention / sincerity to provide the advice respectively.

(4) In the aspect of providing assistance to the student, it was found that, students' expectations towards the role of advisors in terms of providing assistance to the student is at a moderate level. When considering each item, it was found that, the item that students expected at a moderate level, sorted in descending order, namely; 1) disseminating of information to the students in a timely manner, followed by 2) providing advice on various services and benefits of the college and the university that students can access and request for the assistance, and 3) encouraging students to have good morals and ethics respectively.

(5) In the aspect of student development – it was found that, students' expectations towards the role of advisors in terms of student development are at a moderate level. When considering each item, it was found that, students expected every item at a moderate level sorted in descending order namely; 1) encouraging students to attend academic seminars / participate in various research work, followed by 2) encourage students to always be enthusiastic about their own development and 3) give advice about proper behavior in the role of being a student respectively as shown in Table 5.

**Table 5** Summarizing the expected roles of students towards the advisors in all aspects

No.	Each aspects	Level of the opinions		
		Average	S.D.	Average level
1.	Academic	2.18	.60	Moderate
2.	Consulting method	2.12	.63	Moderate
3.	Personality	2.32	.65	Much
4.	Providing assistance to students	2.20	.63	Moderate
5.	Student development	2.14	.64	Moderate
	Total	2.19	.57	Moderate

4. Comparing the actual and expected roles of the advisors as perceived by the students in overall aspect, it was found that, the actual and expected roles of the advisors in 5 aspects are at a moderate level except in the personality aspect, the students' expectations from the advisor is at the high level as shown in Table 6.

**Table 6** Comparing the actual and expected roles of advisors as perceived by the students.

Aspect	Each aspect	Actual role of the advisor		Expected role of the advisor		T-test	Sig.
		Average	Average level	Average	Average level		
1.	Academic	1.90	Moderate	2.18	Moderate	-8.24	.000
2.	Consulting method	1.85	Moderate	2.12	Moderate	-8.40	.000



3.	Personality	2.12	Moderate	2.32	Much	-7.18	.000
4.	Providing assistance to students	1.86	Moderate	2.20	Moderate	-10.28	.000
5.	Student development	1.91	Moderate	2.14	Moderate	-7.73	.000
Total		1.93	Moderate	2.19	Moderate	-9.66	.000

5. Other comments – it was found that, most students seek for the advisor who teaches the subjects only in the department that students are studying. For appropriateness, one advisor should be responsible for overseeing not more than 20 students. For the duties of advisors, most students agree that the advisor should be responsible for the students in the same group throughout the program until graduation. Advisors should allow students in charge to meet at least once a month or visit the advisor at any time when there is a problem. As for how to meet the advisor, since most students state that they have never known their advisor, so they do not know how to make an appointment to meet their advisor. And when the students evaluate their satisfaction with the performance of the advisor role as a whole, it was found that most of the students will only be satisfied at a moderate level as shown in table 7.

**Table 7** Other comments

No.	Comments	Number (person)	Percentage
1.	Advisors should be an instructor who taught		
	- the subjects that students are studying only	251	58.80
	- any subject but must be a teacher at the department	176	41.20
Total		427	100.00
2.	For appropriateness, how many students suitable for one advisor?	270	63.20
	- Not more than 20 students	127	29.70
	- Between 21 – 40 students	14	3.30
	- Between 41 – 60 students	16	3.70
	- No limit		
Total		427	100.00
3.	How should the advisor be responsible for the students in the group?	36	8.40
	- Responsible only for the trimester	87	20.40



- Responsible only for the academic year	304	71.20
- Responsible throughout the program until graduation		
<b>Total</b>	<b>427</b>	<b>100.00</b>
4. How often should the advisor provide the opportunity for students in charge to meet?		
- At least 1 time per week	69	16.20
- At least 1 time per two weeks	73	17.10
- At least 1 time per month	156	36.50
- At least 1 time per trimester	118	27.60
- Others	11	2.60
<b>Total</b>	<b>427</b>	<b>100.00</b>
5. In the past, when students wanted to meet an advisor, how do students do?		
- Waiting to meet the advisor in front of the classroom or at the faculty office	69	16.20
- Make appointment first and then meet at the appointment time	239	56.00
- Write a note to the advisor and receive a reply	85	19.90
- Others	34	8.00
<b>Total</b>	<b>427</b>	<b>100.00</b>
6. Overall, students are satisfied with how the advisor act according to the role of the advisors.		
- Very satisfied	98	23.00
- Moderate satisfaction	257	60.20
- Less satisfaction	41	9.60
- Not satisfied	31	7.30
<b>Total</b>	<b>427</b>	<b>100.00</b>

## Discussions

The results of the study about the roles that the advisors have actually performed as perceived by the students of Mahidol University International College was at a moderate level in overall respects. When considering in each aspect, the role that the advisor has actually performed as perceived by the students in the aspect of consultation method has the lowest average score. When considering in each item, the advisor has actually performed as perceived by the students in the last three or rarely performed were regularly make appointment to meet the students, interaction with the parents in case of problems that



need to be solved together, gathering and preparation on the history of the students in charge which is consistent with La-or Chutikorn, (1977) who stated that the problems and difficulties in the work of the advisor was that, the students do not realize the value and importance of the home room hours, the advisors have a lot of work in teaching and other special jobs, there is not enough time to give advice and the advisor did not know the students thoroughly. It also corresponds to Sujarit Pienchop and Worasak Pienchop, (1980) who mentioned that most of the students received advice from the advisors at a low level since the advisor has too many teaching and other duties. The advisor and the student lacked intimacy. Moreover, the advisors did not teach the students in charge, making it impossible to know the students as they should be. Also it is consistent with Samnao Kajornsilp, (1986) who stated that most students want to meet the advisor more than one time per semester. However, when the student met the advisor, it appeared that the advisor was not in the office. The advisor did not have the office hour for the students to meet and did not call students to attend meetings or ask any questions every trimester. It also corresponds to Department of Physical Education, (1990) that, for the performance of the advisor, most of the students agree that the advisor should meet the student in charge as a group once a week and each time should take no more than half an hour. Students who wish to receive individual counseling should make an appointment with the advisor first and then meet at the appointment time.

Results of the study on the expected roles of students towards the advisors as perceived by the students of Mahidol University International in overall was at a moderate level. But when considering in each aspect, it was found that personality aspect was the aspect that students expected most from the advisors. And when considering in details of each item, it was found that, the items that the students' expectations from the advisors are the first three, sorted in descending order namely; 1) creating warmth for students, 2) kindness, generosity to students and 3) having the intention / sincerity to give advice which is consistent with Sujarit Pienchop, (1978) who have the same opinion with the students that the advisors should be generous, courteous, can keep secret well and should try to improve their personality to be suitable as an advisor as well as having the intention / sincerity to give advice. It also corresponds to Samnao Kajornsilp, (1986) who mentioned the characteristics of a good advisor that the advisor should have good human relationship, have good responsibility, be generous and listen to students' opinions, knowledgeable and up to date on economic, society, and politics, sincere and sympathetic to others, reasonable and capable of solving problems, kindness, sensitive to the perception and understanding of things quickly, have psychology principles in counseling, have ethics of advisors, have proper behavior to be a good role model, acknowledge the role and duties of advisors well, have experience in the work of the advisor. It also corresponds to Samnao Khajornsilp, (1990) who said that, in order for the students to benefit from higher education institutions as much as



possible, the advisor must play an important role in developing personality and creating warmth to the student, resulting in a commitment to the students, faculty members, and the university. Additionally, Student Development Department, Student Affairs and Community Relations Unit, (1998) discussed about the principle of advising services that The process for successful counseling services requires a good relationship with clients, which means students feel trust, warm, and have confidence in their counselors which refers to the advisor who can lead to reveal various problems and feelings. And also corresponds to Chulalongkorn University, (2000) defining the role of the advisor that, being a good advisor should start from meeting the entire group of students to build relationships and become familiar, let the students fill the form in the record file, an orientation and clarification about the course and study plan should be held, advise how to choose the subjects and registration, inform about studying in the university in the first week of the semester, listen to the problems and give advice to students in charge, inform students of the workplace, phone number, LINE ID, Facebook, and the time provided for students to meet, etc.

Therefore, it can be seen that personality is the beginning of being a good advisor. Personality is important to make students want to approach or meet the advisors, Students need a trusted advisor who can keep secrets, interested in various problems of students, attentive and perform their duties with willingness, be generous, dedicated to provide consultation service, able to be a good model for students, understand the nature of teenagers, have time for students regularly, having patience to solve various problems of students well.

Regarding the comparison of performing actual role and expected role of advisors as perceived by the students in overall, it was found that, actual performance in the role of the advisor as perceived by students in 5 aspects are at a moderate level. As for the students' expectations on the role of the advisors as perceived by the students, 5 aspects are at a moderate level except the expected role of the advisor in personality aspect is at a high level which is consistent with Prayad Saiwichien, (1986) who stated that actual performance of the advisor is less than the students' expect in all aspects. It also corresponds with Anchalee Setthasathien, (1987) who studied the expected roles of students towards the advisors in the aspect of educational guidance, which is the case study of Chiang Mai University students, it was found that, most of the advisors do not perform the roles in accordance with the roles that students expected causing subsequent various problems. This is consistent with Pranee Hasan, (1999) who found that the advisors performed the actual role less than the expected roles in all aspects except personality aspect that the advisor can fulfill the actual role in this aspect. It is also in consistent with Somyos Phankasikorn, (1999) who found that the performance according to the actual role and expected role of the advisor in view of the students of Lampang Technical College, most students expect the



advisor to perform at a high level in all matters, but in performing the actual role, the advisor could perform at a moderate level almost every matter.

### Recommendations

1. Advisors should focus on providing much advice to students about the curriculum and lesson plans, guidelines and solutions about learning problems, self-preparing for career, or planning for further education at a higher level. However, the executives should support more on the advisors' duties by organizing training seminars to educate advisors on various matters as some advisor serve as the advisor for less than one year.

2. Considering the appointment or selection of the advisor, the college should select or appoint an advisor who has bright and cheerful face, lively, polite, explaining things clearly, easy to understand, behave appropriately, good manners, friendly with students, being good role model, students give trust and faith, kindness, be generous and accept the students' opinions, have high responsibility, caring and taking into account the pros and cons of students as important, sacrifice, patience, hard work and helping students in charge, have ethics to keep secrets of students, be discreet, be cautious, have sense of humour, mature, always have cheerful mood, not too strictly.

3. The college should appoint an advisor who teaches in the same program as the student in charge so that the advisor will have a closer relationship with students and be able to understand students' learning problems more accurately.

4. In order that the advisor will have enough time to provide advice to students, the college should recognize the importance and apparently show that the advisor's duties is part of the appraisal which may be defined as the workload of the faculty member who must act as an advisor as well as using as part of annual appraisal.

5. One advisor should be appointed to be responsible for overseeing and providing advice to students in an appropriate amount of not more than 20 students per group until graduation so that the advisor will be able to take good care of them thoroughly and efficiently.

6. Problems, obstacles, and suitable restrictions in providing advice according to the advisors' opinions should be studied in order to set the proper engagement and approach jointly defined between advisors and students accordingly.

### Benefits of the study

1. Knowing what the actual role of the advisor in various aspects as perceived by the students of Mahidol University International College is?

2. Knowing how students of Mahidol University International College have expectations in the role of advisors towards students in various aspects.





3. Result from the comparison between the actual and expected roles of the advisor as perceived by the students will reflect the image of reality and help the personnel development plan of faculty member to be clear and consistent with the fact as much as possible.

## Bibliography

- Anchalee Settasathien (1987). **Expected roles of students to advisors in educational guidance Case study of Chiang Mai University**. Chiangmai: Faculty of Education. Chiangmai University.
- Chulalongkorn University. (2000). **Chor Tor.95 Advisors' Manual**. Bangkok: Chulalongkorn University
- Department of Physical Education. (1990). **The role of advisors according to the expectations of students of Physical Education College**. Chiangmai: Academic Department, Physical Education College, Chiang Mai (Copied documents).
- Jaras Suwanwela. (1990). **Invoke the advisors in the university to create quality for Thai intellectuals**. Wattachak Education. 12(17); 7.
- La-or Chutikorn. (1977) **The role of advisors in Teacher Colleges in Bangkok**. Thesis Master of Education, Faculty of Graduate Studies, Chulalongkorn University.
- Pranee Hasan. (1999). **The performance according to the actual role and expected role of the advisor in the view of the students of the Faculty of Agriculture Chiang Mai University**. Independent research Master of Education, Faculty of Graduate Studies, Chiang Mai University
- Prayad Saiwichien. (1986). **Opinions and expectations of students towards the role of advisors Faculty of Education Chiang Mai University**. (Research Report). Chiangmai: Faculty of Education Chiangmai University.
- Samnao Kajornsilp. (1986). **Seminar report of the advisors of private higher education institutions**. Bangkok: Ministry of University Affairs.
- \_\_\_\_\_. (1986). **Development of the undergraduate academic advisor system at the university**. Bangkok: Kasetsart University
- \_\_\_\_\_. (1990). **Advisor system**. Project on creating academic documents for higher quality education. Bangkok: Ministry of University Affairs.
- \_\_\_\_\_. (1994). **New dimension of student affairs 1: Basic and student services**. Bangkok: Kasembundit University.
- Somyos Phankasikorn. (1999). **The performance according to the actual role and expected role of the advisor in the view of Lampang Technical College students**. Independent



Research Master of Education, Faculty of Graduate Studies, Chiang Mai University.  
Student Development Department, Student Affairs and Community Relations Unit. (1998).

**Consultation Method.** (Copied documents).

Sujarit Pienchop. (1978). Bright Way Consultant: **Comprehensive knowledge about curriculum and the teaching at the secondary level.** Bangkok: Department of Education Education Research Division

Sujarit Pienchop and Worasak Pienchop. (1980). **Research report Counseling condition for students in Chulalongkorn University.** Bangkok: Academic Department, Chulalongkorn University.

Supaphan Koatjamras. (1979). **Students and the adaptation in the university.** Documents on the workshop about the roles and responsibilities of the advisors towards the students. Faculty Development Unit. Chulalongkorn University.