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Developmental Academic Advising: Involvement of Advisor, Professor and Classmates

Abstract

This study examined the possibility of developing an academic advising system based on the impact of perception of others on university students' consciousness and motivation. It is hypothesized that students' knowledge of how they are perceived by classmates, academic advisors and professors makes them more conscious and motivated towards certain perceivable characteristics that affect their future life and academic achievement. 15 different perceivable characteristics were selected for the purposes of this study. The application included two administrations; one at the beginning and one at the end of the semester. Results compared students participating in the study with other classmates. All the results were sent to students confidentially in order to make students more motivated and conscious after each administration.

Keywords: *Developmental Academic Advising, Motivation, Consciousness, Self Monitoring, Social Comparison*

1-Introduction

As defined by (Habley & Morales, 1998) "academic advising is a developmental process which assists students in the clarification of their life and career goals and in the development of educational plans for the realization of these goals. It is a decision making process by which students realize their maximum educational potential through communication and information exchanges with an advisor; it is ongoing, multifaceted, and the responsibility of both students and advisors" (p.11). "A developmental advising approach requires knowledge and understanding of student and adult development theory and of how theoretical frameworks can provide a foundation for effective advising strategies and techniques." (p.107). Students change in many ways during college. Usually there are increases in the amounts of information possessed about various topics, and the degree of skill in performing certain tasks. There are changes in interests, which are often accompanied by changed attitudes toward the self and the world. And in some cases there are more fundamental personality changes, accompanied by the emergence of new values (Webster, Freedman, Heist, Sanford, 1962, p.811). A process of information exchange empowers students to realize their maximum educational potential.

Raushi (1993) defined developmental academic advising as a process that enhances student growth by providing information and an orientation that views students through a human development framework. He stressed that "developmental academic advising is both goal-centered and student-ownership based" (p.8) and it "focuses on the whole person's life stage of development" (p.7).

Chickering's (1969) psychological theory which points out that although individuals grow and change in many ways, the college years are a time of considerable development, provides a useful framework for advising. He describes the developmental tasks of college-age students in terms of seven factors. Developmental competence increased skills in intellectual, physical, and social competence led to a sense of confidence that one is capable of handling and mastering a range of tasks. Managing emotions, increasing awareness of one's feelings which allows flexible control and expression.

The theoretical basis for the study is developed from developmental academic advisement approaches (Gordon, 1981; Raushi, 1993) and the theory of social comparison processes proposed by Festinger (1954). Festinger's theory deals with formation of subjective evaluations, of abilities and is based on the proposition that self-evaluations, as well as changes in self-evaluations, take place in situations where it is possible to compare one's own performance with the performance of others (Kipnis, 1961). It is apparent from these examples that our theory assumed that perceived differences are based upon observations and comparisons of behavior, and that the person's perception and evaluations in turn have consequences that determine further behavior. This means that the individual's perception of others who are important to him has very real consequences for the way he behaves or attempts to behave (Kipnis, 1961).

From the point of both helping students and developing their talents during the educational process, "academic advising" should be a kind of system and process in university that makes students more conscious and motivated about their future educational plan. Being

conscious and motivated during the educational process in the university requires not only self monitoring, criticizing their behavior, and thinking about themselves but also organizing their spare time in a useful way for themselves. For students, that means deciding how to behave and how to manage their times effectively so they can find the best solutions for their problems. That could be succeeded and controlled by learning how to be perceived by classmates and staff through the years in university, since students spend much of their time with classmates, share emotions (e.g. during the breaks between classes, lunch, study, etc). It causes to intentionally recognize each other. As it is claimed by Kipnis (1961) individual gets "feedback" from others. This kind of feedback could be provided by not only classmates of students but also academic advisor and professors who have observation on students. So, students make self-evaluation and comparison with others more consciously. In this respect, the advisor could perform an efficient advising and play a significant role in student's development and academic success.

2- Role of Advisors

The advisor can assist in developing a student's sense of competence by helping to identify both strengths and weaknesses (Gordon, 1981). It is always discussed how an advisor can manage it. Educational and pedagogical research of Reinarz and Ehrlich (2002); and Dillon & Fisher, (2000) reinforce the notion that good advising takes time.

The suggestion offered by Gordon, (1981) that identifying of strengths and weaknesses of students could be succeeded by advisors with a system which both collects information from professors and classmates that had observed students before, and shows the results of information to student. This system provides information about students from different perspectives of others. And so the advisor can reach more details and useful information for academic advising about students in a short time. So advisor could use his/her time efficiently to help his/her advisees. It is suggested that the most appropriate models for academic advising are grounded in human/student development theory and are based on the establishment of a personal and caring relationship between the student and the advisor (Winston, 1982)

3- Role of Professors

As it is known, students spend most of their times by attending the classes and researching the homework in library. Classroom is a place in which student displays their performances affected by how they developed during the college years intellectually, emotionally and socially (O'Banion,1972). They can tell their experiences, share ideas, answer questions, etc. These behaviors give idea about student's characteristics. Professors, who are the other actors of the classrooms, try to teach in the classes what they know. They can communicate and discuss with students and observe their behavior. This is very useful not only to make the topics clear but also to understand the characteristics of students.

Each professor and student has different experiences in each class. The relationship between students and professors is completely different. Some students can feel themselves closer to some professors due to some reasons such as personal characteristics of them, their interests,

emotional similarities, etc. This makes them more successful.

Therefore it can be said that the experiences and observations of professors are very important for academic advisement. It should be translated to the system which collects data about students. O'Banion (1972) discussed students in community colleges and their unique need for a total student developmental approach. His developmental model focuses on the skills, knowledge, and attitudes required for good academic advising. As it is stressed by O'Banion (1972), if knowledge of advisees that is requirement of advisement delivered to their advisor before, so, it may be succeeded of fundamental of efficient advising for an advisee.

4-Roles of classmates

According to Kugler (2006), intellectual exchange inside and outside the classroom is central to the educational experience. Inevitably, all types of students at a college will have occasion to meet and interact with all other types during their formal classes and in informal discussions outside of class. It is in those places that the benefits are expected to show themselves most fully and also where social comparisons of academic ability should be most prevalent. As such, it is crucial to understand the manner in which differences in academic ability and perceptions of those differences influence the quality of those exchanges (p.3)

The relationship among students also related with socialization. If they have good friends, it will be better for social life inside and outside of campus. If a student intends to show efforts to correct his/her behavior and improve his/her talent and also help friends, and if he feels responsible for himself and for classmates. The results will be good for both him and classmates. Community service programs of Serow and Dreyden (1990) are also organized to develop students socially to make them responsible like peer groups in high schools (Wentzel, 1999; Wentzel & Watkins, 2002). Thus, socialization and all relations will be part of advising system in universities, since development both in character, talent, behavior and success is going on during the university years.

From the O'Banion (1972) developmental model, the talents, and abilities of students need to be known. However, the advising process is about guiding -not directing- students toward which personal goals to set and how to achieve them (Kadar, 2001). From this perspective, it is very important for social comparison to provide students with information on how they are perceived by their classmates.

In the last century, the importance of advisement and advisors in universities have increased, since there is much useless information, and there are certain things that make students waste time, such as attractive TV programs, internet, online games which are reached easily due to the technological developments.
According to Ghazali without ongoing character education in university and practicing what is learnt, it is strongly possible to meet in future with so many obstacles and difficulties (Alavi, 2007).

5-Method

Universal values are selected as characteristics of students who can observe others on these selected ones. There is reference for each characteristic. Likert-type scale is used in the questionnaire form. Pre and post tests are used for evaluation.

5.1. Participants

Participants (n=104) who were willing to participate in application, were selected among more than 1500 students. Participants, less than 7% of total invited students, were from 5 different classes. Class size of experience class (nE) and class size of observational class (nC) of participants start from 9 up to 24. nE1=24, nE2=16, nE3=17, nC4=14, nC5=24, nC6=9. (nC1: number of students in first class). In the beginning, we contacted registrar's office to get a list of courses and the students registered. There were more than ten thousand students. The classes were selected randomly from those with more than 10 students. We tried to reach at least 5 students -in each class- who were willing to participate in the application. All the students in selected courses (50 class and more than 1500 students) were sent an invitation email. 192 students returned by email or directly by coming to the office and among them 171 students agreed to participate in the application. 67 students were eliminated because insufficient number of students (less than 5 students in class) applied from the same classes they registered. Freshmen were not allowed to participate in the application since they do not know each other in details. They do not have enough time to make observation on their classmates. However, it was not known whether the participants who registered the same course know each other or not. They had experience in university and less anxiety compared to the freshmen.

5.2. Procedure

An invitation email which explained shortly the application was sent to all students who existed on the list taken from the registrar's office of the university. The list included not only names and surnames of students but also email addresses. All years, except freshmen were there in the list of students. 104 students agreed to participate in the application. Invitation email was sent to those students whose class size was more than 10 students (it is thought that some of students in classes may not want to participate in the application). If the number of participants in a class was less than 5 students, then, the students and the class were out of application.

Less than 7% of participants agreed and were willing to participate in application; they returned by email or directly. They were sent questionnaire forms and consent forms which explained all rights of participants. The names of the students' professors and advisors were asked from students in order to invite them to the application. All the professors and advisors whose names were told by the participant students were sent invitation emails. (Note: Many of the advisors and professors were not willing to participate in the application because of some special concerns. It is discussed in the article. So, some parts of the research related with academic advisors and professors could not be applied)

Students were sent the questionnaire forms with tables in which all characteristics which

were studying hard (George, Dixon, Stansal, Gelb, & Pheri, 2008), being successful (Gerber, Ginsberg, & Reiff, 1992),being friendly, being ethical, being well mannered, being helpful, being respectful to others (Kinnier, Kernes, & Dautheribes, 2000), being kind and sympathetic, being attentive during classes (Cohn & Johnson, 2006), being well dressed (Cosbey, 2001); (MORSE & GERGEN, 1967), being patient (Norling, 2009), being inquisitive (Dillon & Fisher, 2000), loving to read (Cunningham & Stanovich, 1997), being self confident (Manning & Ray, 1993), being imaginative (Leahy & Sweller, 2005, 2008), and the name of students from same class were included. There were five requests and very important attention points on the questionnaire form for students. They are: 1) "Do not evaluate a classmate if you are not familiar with his/her behavior"; 2) "Only score the characteristics for which you have information"; 3) "Be aware that the results may be helpful to your classmates"; 4) "Do not ask for information from others while you are completing the form"; 5) "To evaluate yourself, please take note of your evaluations for later comparison". In the questionnaire form, 5-point Likert-type scale (1=completely disagree, 5=completely agree) was used.

Students returned by email after they filled forms out. The rule was that students would evaluate only the students whose characteristics they had observed and had an idea about. All the data collected from participants were evaluated and the results were shown on graphs. There were two graphs on the result paper. On the first graph, the situation of each character for each student was clear. The second graph which helped students compare themselves with others showed the situation of class. The result graphs were sent to students individually and confidentially. During the application, students were sent emails to help them understand how they would comment on the results and what they could do as a second step. After all students received their own results, students were supposed to think why and how they were perceived as on the graphs. And then all students were motivated to think about how they should behave with their classmates during the semester. Others and classmates perceived the changes of students' behaviors. At the end of the semester, the same application repeated. The same questionnaire forms were sent to all participants and they filled out and returned them back again. The results of the second application were reflected on a paper with the result of the first application in order to show the changes of students' own behaviors.

In the application, there were experienced classes (Ec) (nEc= 57) which were E1, E2, E3 and control classes (Cc) (nCc=47) which were C4, C5, C6. During the application, all the results and motivation emails were sent and all the procedures were applied to the observation classes. However, control groups received all first and second application results, too, after the second application. No motivational email was sent to the control group.

5.3. Results

5.3.1. Experimental Group

	M	SD	SEM	95% Confidence interval of the difference		t	df	p
				Lower	Upper			
Studies hard	-,09442	,35913	,02353	-,14078	-,04807	-4,013	232	,000
Being successful	-,08738	,29981	,02089	-,12856	-,04619	-4,183	205	,000
Being friendly	-,06987	,25548	,01688	-,10314	-,03660	-4,138	228	,000
Being kind and sympathetic	-,06897	,35204	,02471	-,11769	-,02025	-2,791	202	,006
Being attentive during classes	-,04651	,33163	,02262	-,09109	-,00193	-2,057	214	,041
Being well dressed	-,01376	,27955	,01893	-,05108	,02356	-,727	217	,468
Being patient	-,10405	,37453	,02848	-,16025	-,04784	-3,654	172	,000
Being inquisitive	-,05263	,26700	,01937	-,09084	-,01442	-2,717	189	,007
Loves to read	-,07101	,27975	,02152	-,11349	-,02852	-3,300	168	,001
Being well mannered	-,11823	,33862	,02377	-,16509	-,07136	-4,974	202	,000
Being helpful	-,08867	,33303	,02337	-,13476	-,04258	-3,793	202	,000
Being respectful to others	-,10526	,54457	,03767	-,17952	-,03100	-2,794	208	,006
Being self confident	-,13559	,59666	,03884	-,21211	-,05908	-3,491	235	,001
Being imaginative	-,01415	,51956	,03568	-,08449	,05619	-,397	211	,692
Being ethical	-,19457	,46040	,03097	-,25561	-,13353	-6,283	220	,000

*N=16

In experimental first class(n=16), Table 1, the selected characteristics: studies hard(p<.05), being successful (p<.05), being friendly (p<.05), being kind and sympathetic (p<.05), being attentive during classes (p <.05), being patient (p<.05), being inquisitive (p <.05), loves to read (p<.05), being well mannered (p<.05), being helpful (p<.05), being respectful to others (p<.05), being self confident (p<.05), being ethical (p <.05) have a significant value. Being well dressed (p. 468>.05), being imaginative (p>.05) have not significant value.

Table 2
Paired Sample t-Test for Experimental Class 2

	M	SD	SEM	95% Confidence interval of the difference		t	df	p
				Lower	Upper			
Studies hard	-,06844	,54831	,03381	-,13502	-,00187	-2,024	262	,044
Being successful	-,08297	,30653	,02026	-,12288	-,04306	-4,096	228	,000
Being friendly	-,06923	,39667	,02460	-,11767	-,02079	-2,814	259	,005
Being kind and sympathetic	-,07203	,53703	,03496	-,14090	-,00316	-2,061	235	,040
Being attentive during classes	-,02459	,39468	,02527	-,07436	,02518	-,973	243	,331
Being well dressed	,01613	,44963	,02855	-,04011	,07236	,565	247	,573
Being patient	-,15183	,46224	,03345	-,21781	-,08586	-4,540	190	,000
Being inquisitive	-,01869	,38715	,02646	-,07086	,03348	-,706	213	,481
Loves to read	-,07065	,27740	,02045	-,11100	-,03030	-3,455	183	,001
Being well mannered	-,11304	,33081	,02181	-,15602	-,07006	-5,182	229	,000
Being helpful	-,11441	,31898	,02076	-,15531	-,07350	-5,510	235	,000
Being respectful to others	-,12917	,62378	,04026	-,20849	-,04985	-3,208	239	,002
Being self confident	-,22593	,56285	,03425	-,29337	-,15849	-6,596	269	,000
Being imaginative	-,04472	,52880	,03371	-,11112	,02169	-1,326	245	,186
Being ethical	-,16471	,47406	,02969	-,22317	-,10624	-5,548	254	,000

*N=17

In experimental second class, Table 2, the selected characteristics: studies hard (p<.05), being successful (p<.05), being friendly (p<.05), being kind and sympathetic (p <.05), being patient (p<.05), loves to read (p<.05), being well mannered (p<.05), being helpful (p<.05), being respected to others (p<.05), being self confident (p<.05), being ethical (p<.05) have a significant value.

Being attentive during classes (p>.05), well dressed (p>.05), being inquisitive (p>.05), being imaginative (p>.05) have not significant value

Table 3
Paired Sample t-Test for Experienced Class 3[*]

	M	SD	SEM	95% Confidence interval of the difference		t	df	p
				Lower	Upper			
Studies hard	-,08974	,36499	,01562	-,12043	-,05906	-5,745	545	,000
Being successful	-,04527	,31787	,01442	-,07360	-,01694	-3,139	485	,002
Being friendly	-,04604	,20977	,00900	-,06372	-,02836	-5,115	542	,000
Being kind and sympathetic	-,03960	,43463	,01934	-,07760	-,00161	-2,048	504	,041
Being attentive during classes	,11717	,54216	,02437	,06929	,16505	4,808	494	,000
Being well dressed	,00390	,39029	,01723	-,02996	,03775	,226	512	,821
Being patient	-,06512	,33511	,01616	-,09688	-,03335	-4,029	429	,000
Being inquisitive	-,02203	,40900	,01920	-,05975	,01570	-1,147	453	,252
Loves to read	-,03500	,22113	,01106	-,05674	-,01326	-3,166	399	,002
Being well mannered	,01952	,60221	,02805	-,03560	,07464	,696	460	,487
Being helpful	-,07203	,40577	,01868	-,10873	-,03533	-3,857	471	,000
Being respectful to others	-,07307	,49356	,02255	-,11738	-,02876	-3,240	478	,001
Being self confident	-,00771	,63057	,02768	-,06208	,04667	-,278	518	,781
Being imaginative	-,01684	,53538	,02457	-,06511	,03143	-,686	474	,493
Being ethical	-,05907	,59658	,02740	-,11292	-,00523	-2,156	473	,032

[*]N=24

In experimental third class, Table 3, the selected characteristics: studies hard (p<.05), being successful (p<.05), being friendly (p<.05), being kind and sympathetic (p<.05), being attentive during classes (p<.05), being patient (p<.05), loves to read (p<.05), being helpful (p<.05), being respected to others (p<.05), being ethical (p<.05) have a significant value. Well dressed (p>.05), being inquisitive (p>.05), being well mannered (p>.05), being self confident (p>.05), being imaginative (p>.05) have not significance.

5.3.2. Observational Group

Table 4

*Paired Sample t-Test for Observational Class I**

	M	SD	SEM	95% Confidence interval of the difference		t	df	p
				Lower	Upper			
Being studies hard	-,32895	,75522	,08663	-,50152	-,15637	-3,797	75	,000
Being successful	-,35714	,59064	,07060	-,49798	-,21631	-5,059	69	,000
Being friendly	-,12658	,53987	,06074	-,24751	-,00566	-2,084	78	,040
Being kind and sympathetic	-,03846	,46827	,05302	-,14404	,06712	-,725	77	,470
Being attentive during classes	-,15068	,43048	,05038	-,25112	-,05025	-2,991	72	,004
Being well dressed	,02597	,27976	,03188	-,03752	,08947	,815	76	,418
Being inquisitive	-,08333	,36579	,04311	-,16929	,00262	-1,933	71	,057
Being well mannered	-,05333	,49027	,05661	-,16613	,05947	-,942	74	,349
Being helpful	,01316	,55362	,06350	-,11335	,13966	,207	75	,836
Being respectful to others	-,09091	,46402	,05288	-,19623	,01441	-1,719	76	,090
Being self confident	-,16250	,40390	,04516	-,25238	-,07262	-3,599	79	,001
Being imaginative	-,02597	,51232	,05838	-,14226	,09031	-,445	76	,658
Being ethical	,07792	1,24358	,14172	-,20433	,36018	,550	76	,584

*N=9

In observational first class, Table 4, the selected characteristics: studies hard (p<.05), being successful (p<.05), being friendly (p<.05), being attentive during classes (p<.05), being self confident (p<.05), have a significant value.

Being kind and sympathetic (p>.05), well dressed (p>.05), being inquisitive (p>.05), being well mannered (p>.05), being helpful (p>.05), being respected to others (p>.05), being imaginative (p>.05), being ethical (p>.05) have not significance.

The characteristics "being patient" and "loves to read" have not produced any significant result from SPSS program.

	M	SD	SEM	95% Confidence interval of the difference		t	df	p
				Lower	Upper			
Being studies hard	-,21714	,71014	,05368	-,32309	-,11119	-4,045	174	,000
Being successful	-,01205	,26941	,02091	-,05333	,02924	-,576	165	,565
Being friendly	,08523	,51114	,03853	,00919	,16127	2,212	175	,028
Being kind and sympathetic	,08434	,58682	,04555	-,00559	,17427	1,852	165	,066
Being attentive during classes	,02286	,37068	,02802	-,03245	,07816	,816	174	,416
Being well dressed	-,01667	,22361	,01667	-,04956	,01622	-1,000	179	,319
Being patient	-,00709	,32725	,02756	-,06158	,04739	-,257	140	,797
Being inquisitive	-,00649	,37042	,02985	-,06546	,05248	-,218	153	,828
Loves to read	-,03759	,19093	,01656	-,07034	-,00484	-2,271	132	,025
Being well mannered	,00599	,49694	,03845	-,06994	,08191	,156	166	,876
Being helpful	-,02959	,41441	,03188	-,09252	,03335	-,928	168	,355
Being respectful to others	,02367	,61676	,04744	-,06999	,11733	,499	168	,619
Being self confident	,01657	,73390	,05455	-,09107	,12422	,304	180	,762
Being imaginative	,07927	,58598	,04576	-,01109	,16962	1,732	163	,085
Being ethical	-,06936	,59634	,04534	-,15886	,02013	-1,530	172	,128

*N=14

In observational second class, Table 5, the selected characteristics: studies hard (p<.05), being friendly (p<.05), loves to read (p<.05) have a significant value (p<.05).
Being successful (p>.05), being kind and sympathetic (p>.05), being attentive during classes (p>.05), well dressed (p>.05), being patient (p>.05), being inquisitive (p>.05), being well mannered (p>.05), being helpful (p>.05), being respected to others (p>.05), being self confident (p>.05), being imaginative (p>.05), being ethical (p>.05) have not significant value.
In observational third class, Table 6, the selected characteristics: studies hard (p>.05), being successful (p<.05), being kind and sympathetic (p<.05), being respectful to others (p<.05), have a significant value.

*				95% Confidence interval of the difference				
	M	SD	SEM	Lower	Upper	t	df	p
Being studies hard	-,04945	,68759	,02943	-,10725	,00835	-1,680	545	,093
Being successful	-,06173	,34025	,01543	-,09205	-,03140	-4,000	485	,000
Being friendly	-,02941	,50691	,02173	-,07210	,01328	-1,353	543	,177
Being kind and sympathetic	-,03960	,43463	,01934	-,07760	-,00161	-2,048	504	,041
Being attentive during classes	,07028	1,94105	,08698	-,10061	,24118	,808	497	,419
Being well dressed	,00390	,39029	,01723	-,02996	,03775	,226	512	,821
Being patient	-,01163	,47044	,02269	-,05622	,03296	-,513	429	,609
Being inquisitive	-,02203	,40900	,01920	-,05975	,01570	-1,147	453	,252
Loves to read	,03500	,42923	,02146	-,00719	,07719	1,631	399	,104
Being well mannered	,01952	,60221	,02805	-,03560	,07464	,696	460	,487
Being helpful	-,03814	,72755	,03349	-,10394	,02767	-1,139	471	,255
Being respectful to others	-,05219	,57072	,02608	-,10343	-,00095	-2,001	478	,046
Being self confident	-,00771	,63057	,02768	-,06208	,04667	-,278	518	,781
Being imaginative	-,01684	,53538	,02457	-,06511	,03143	-,686	474	,493
Being ethical	-,05263	,69002	,03166	-,11484	,00958	-1,662	474	,097

*N=24

Being friendly (p>.05), being attentive during classes (p>.05), well dressed (p>.05), being patient (p>.05), being inquisitive (p>.05), loves to read (p>.05), being well mannered (p>.05), being helpful (p>.05), being self confident (p>.05), being imaginative (p>.05), being ethical (p>.05) have not significant value.

6. Conclusion and Discussion

The finding outlines of this research indicate that learning about how student is perceived by advisor, professors, and classmates not only motivates and makes student conscious related with their behavior but also causes self awareness and self monitoring.
In the study there were different significant values in each experimental class. The study showed that learning how one perceived by others provides self monitoring. Students changed their behavior intentionally. Nobody said them that "you should change your behavior" but students decided to change their behavior to be perceived better. The significant values show that the hypothesis "how students are perceived by classmates, academic advisor and professors makes them more conscious and motivated towards certain perceivable characteristics" is true, although students could not learn how they perceived by their advisors and professors.

It should be said that professors and advisors could not participated in the study since they were very busy. Actually they thought it would take much time. I had no chance to persuade them for the application because of research rules although participation of professors and advisors were very important. Professors would only share their information and experience, and it would possibly take 10-15 minutes for each class. The role of advisors in the research was quite high. Filling the questionnaire form also takes only 10-15 minutes for their advisees but after students got the perception results, they would like to share their results with their advisors. The role of advisor and effectiveness of advisement should be displayed in this position in order to produce solutions for academic achievement of advisees in the future.

I noticed that in some courses there were many social activities. It was highly possible that in those classes each student has a good observation about his/her classmates.

Some of students, after the research completed came to my office, some sent me email and declared their pleasure. Most of the students explained that they could not understand the importance of the study, however at the end; they realized that their classmates know and observed their behavior very well. So they started to be more careful.

There was a concern of the advisors who were responsible for whether or not the research in the university could be applied because of confidentiality. It is discussed many times in the meetings. It was completely right, and very important point in USA. Sharing information of individuals is controlled by laws. Not announcing students' marks, grades could be a good and small example of not sharing information. However, this study completely depended on sharing information in order to both recognize students from different perspectives and find better solution for students by advisors. The concern of sharing information was overcome by the permission of students. That means, if student wants to share his/her information with the third person s/he can share, if not, s/he could show the results nobody. However it should be discussed how an advisor can be effective in advising without getting information or recognizing students characteristically 360oC (from different perspectives). Otherwise, it may highly impossible to motivate or advise a student correctly for his/her future. Developmental academic advising needs to recognize students characteristically to help them efficiently.

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