

# An Insight Of Implementation Of Mentor-Mentee System: University Perspective

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## Abstract

Mentor Mentee System was implemented with a drastic constructive changes in IFTM University in the year 2017 to enhance teaching learning in University. This system effectively enhanced the learning level of students and the same was favoured by the stakeholders of University including teachers, non-teaching staff and through the system, we have achieved outstanding mentor involvement for overall personality development of new students. This was achieved through the application of a refined strategies and framing the system by including all parameters for meeting out the objective and transparent assessment model which was developed by the feedbacks received by mentors, alumni, parents and other officials also. The impact of the mentorship on the academic accomplishments and self-efficacy beliefs of IFTM University students were also investigated. The Language assessment points and the "Self-efficacy Perception" sub-dimension of the MSQ were utilized for data collection. The study showed that the mentorship service helps the students to do better in their study at University level and feel better about them.

**Keywords:** Self-efficacy Perception, Mentor-Mentee System, MSQ, psychosocial function.

## Introduction

Following a 2015-2016 trial period, the revised Mentor Mentee system was implemented at IFTM University from 2017 onwards. The IFTM University implemented the system with an aim to focus on holistic development of students. The goal of the newly designed Mentor-Mentee system was to establish a healthy relationship between students and mentees (faculty members) (Frei et al., 2010). Throughout the tenure of programme of a mentee, faculty members act as a guardian (mentor) and provide every possible help which is needed by mentee (Garmel, 2004). The primary goal of developing this relationship is to guide students in all aspects and domains so that they can grow into strong professionals and great people as well (Schalock et al., 2002). The main motive of implementing this system is also to counsel on one-to-one basis. A mentor is an experienced and knowledgeable person

who can assist a mentee to get explored their career from success point of view (Beetstra, 2022). For the mentee, a mentor serves two primary objectives. The mentor's career-related function establishes him or her as a coach who provides valuable advice and suggestions to help the mentee to improve their professional performance. The personality development is an integral part of one's attribute and this is required while facing the interview and other such exams (Scerri et al., 2020). The mentor serves as a role model and ideal support system for the mentee through the psychosocial function (Weinberg, 2019). It has been observed that due to academic or other type of pressure, student faces stress which results into psychological disturbances. In this condition, mentor plays a significant role to establish a balanced condition. In this way it can be marked that mentor role is significant for personal and professional development (Bowles et al., 2019).

It is pertinent to mention here that a mentor is supposed to maintain an open and friendly environment with mentees (Hudson, 2016). Mentor continuously monitor, counsel, guide and motivate the mentee in all academic, personal and career concerns, advise students regarding choice of electives, project, placement and training activities and internships, contact parents/guardians if situation demands e.g. academic irregularities and decline in performance, regular absent in the class, negative behavioural changes and interpersonal relations, discover talents and interests of mentees and they define and help them in attaining mentee's goals, advice students in their career development regarding self-employment opportunities, entrepreneurship development, honesty and integrity required for career growth, advise students in their professional development regarding professional goals, selection of career and higher education, counsel them on their course regarding low attendance and low performance, maintain a mentoring form with a brief but clear record of all discussions with students, intimate authorities if any administrative action is needed (Boreen, 2009).

However, in the first year of program implementation, weaknesses concerning student mentor engagement with mentees has been identified (Heirdsfield, 2008).

## Methodology

The researcher investigated the teachers' and students' perceptions of mentor-mentee programmes at the University level using qualitative and quantitative methodologies (Livingstone and Naismith, 2018). This study's scope is limited to IFTM University.

All of the participants in the study were IFTM University faculty and students. A disproportional stratified sampling method was used to select three members of teaching staff (one professor, one associate professor, and one assistant professor) and 22 students (12 in graduation programmes and 10 pursuing post-graduation) from each department for the

quantitative analysis (Yusta-Loyo et al., 2015). Six schools were chosen for the study out of a total of ten, with an aim of having all three types of teaching staff in one location (i.e., Professor, Associate Professor and Assistant Professor). As a result, 36 faculty members and 132 students participated in a descriptive survey to determine their thoughts about the mentor-mentee program's implementation.

In addition, 12 teachers (6 men, 6 women) and 12 students (6 boys, 6 girls) were chosen for semi-structured interviews using a nested concurrent sample method to obtain qualitative data about their perceptions of the mentor-mentee programme.

The effect of the mentoring service on the academic achievements and self-efficacy perceptions of the students attending IFTM University was also examined. Out of 132 students, 70 students participated in the present study.

## Data Collection Procedure

The researchers created a questionnaire to investigate students' and teachers' perceptions of the mentor-mentee program's implementation for quantitative analysis. Their experiences, perceptions, and thoughts on the mentor-mentee programme were collected for qualitative analysis (Attri, 2020).

During the process of collecting feedback, useful suggestions and input were taken under consideration. The study was approved by the University's ethical committee for research (Blaikie and Priest, 2019).

In order to examine the effect of the mentoring service on the **academic achievements** and self-efficacy perceptions of the students the school's Language assessment points and "Perception of Self Efficacy" sub-dimension of "Motivated Strategies for Learning Questionnaire (MSQL)" were used (Yurtseven and Altun, 2011).

During the research, the scores from Language tests in the schools chosen by University were used to find out how well the students did in the schools (Harerimana et al.,

2016). On the other hand, perception of self-efficacy scores was found using the "Motivated Strategies for Learning Questionnaire." (Karadeniz et al., 2008).

### **Execution of the Mentoring Service**

Execution of the learning style inventory resulted rise to the mentoring service so that students could learn more about themselves (Hussein et al., 2017). The results of the system were communicated with the students during the introductory meeting, and the students submitted the positive feedback for the same (Dehghanpour and Baker, 2022). During the introductory meeting, issues such as the definition of mentoring, the aim of such research, and the benefits of mentoring for the development of students were also discussed; the present model of research was discussed, planned and student questions and doubts were clarified (Wu and Ware, 2022).

Personal interactions held with students throughout the week resulted into an opportunity to get additional insight into their personalities. During these conversations, it was observed that the students participated voluntarily in this practice, and nearly all of them responded positively. Taking into account the needs of the students, four distinct seminars were planned for the weeks that followed the week of individual meetings (Onafowora, 2005).

At the conclusion of this presentation cum seminars, students were asked to write reflections and outcome. It was determined whether the messages were correctly interpreted and if students made any progress. Additionally, in the preceding exams, individualized curricula were developed for each mentee based on his or her requirements; study programs were planned by recognizing the subjects to be studied by these mentees, and additional materials were provided. Students' interest in the practice was boosted by in-class and out-of-class activities, and the implementation period ended with final exam preparation and studies that helped students to

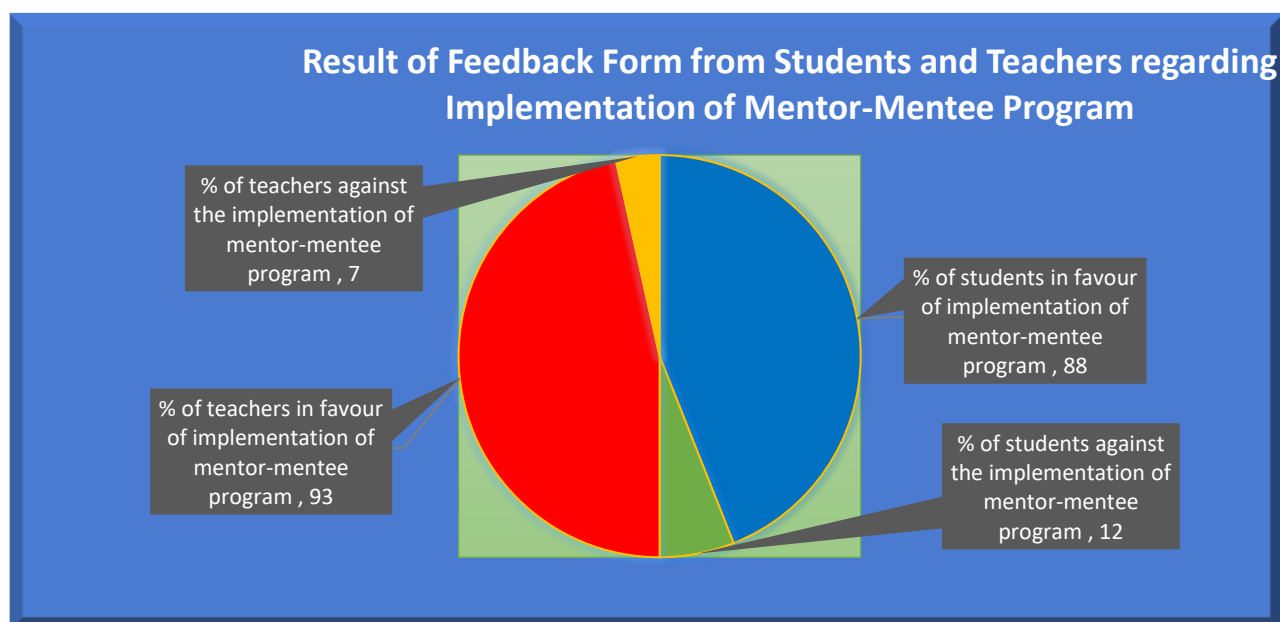
enhance the focus on study material (Bell et al., 2003).

### **Result**

#### **Survey on the implementation of mentor-mentee program**

We conducted a survey study in which percentage analysis was performed in order to reveal about the implementation of mentor-mentee program through teachers and students (Lev et al., 2010).

**Figure 1** depicts the details of the results analysis. It was observed that a majority of students (88%) and teachers (93%) were in favour of implementation of this proposed mentor-mentee program.



**Figure 1.** Result of feedback from students and teachers regarding implementation of mentor-mentee program

Teachers' and students' responses about the implementation of mentor-mentee program was collected via Google form from selected participants for the study.

It was observed that the majority of the teachers are in favour of implementation of the mentor-mentee program and after its successful implementation and progress; it was observed that a strong relation was built between a teacher (mentor) and a student (mentee). Similarly, from the students' perspective, it was observed that students have a feeling of stress free as because they have local guardian (mentor) who is always with them to guide them to direct towards the correct path. However, in the initial days of implementation of the mentor-mentee program there was a

dilemma in the minds of students that -How it will work? (Lindgren, 2005).

It is important to remark that It worked efficiently for students, teachers and management of IFTM University.

### Academic Achievements

When the academic achievement pre-test scores and post-test scores of the treatment group that got mentoring services and the control group that didn't get mentoring services are taken into account, there is a significant difference in favour of the treatment group," said the hypothesis of the study (Balcazar et al., 2006). **Table 1** contain descriptive statistics on academic performance.

**Table 1** Group-specific descriptive statistics related with academic achievement values

Groups	N	Pre-test	Post-test
		Mean±SD	Mean±SD
Treatment	72	30.13±10.08	75.34±8.25

Control	60	15.41±5.23	23.82±9.31
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### Self-efficacy perception

When the perception of self-efficacy pre-test scores of the treatment group, which got mentoring service, and the control group, which didn't get mentoring service, are taken into account, there is a significant difference

between the final test scores of the treatment group and the control group (Balcazar et al., 2006). **Table 2** provides some descriptive statistics on students' perceptions of their own levels of self-efficacy.

**Table 2** Statistical descriptions of the perceptions of groups of their own levels of self-efficacy

Groups	N	Pre-test	Post-test
		Mean± SD	Mean±SD
Treatment	72	35.78±9.34	73.89±7.50
Control	60	18.23 ± 3.12	27.31 ± 8.25

Data are presented as Mean±SD. SD = Standard Deviation, n=5

### Conclusion

The mentor-mentee system effectively increased the students' levels of learning, and the same system was favoured by the teachers and non-teaching staff. The University has also done a great job of getting mentors involved to help new students in general. Following the completion of the study, the researchers concluded that there is a significant impact of mentorship on the academic accomplishments and self-efficacy beliefs of IFTM University students. So, the vast majority of students and teachers at IFTM University are in favour of setting up a mentor-mentee system within the university as presented in present study.

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