A STUDY CONDUCTED TO ANALYZE THE IMPORTANCE OF MENTORING IN HIGHER EDUCATION

Professor Mamata Rani
Department of Business Studies
Mount Carmel College, Autonomous.
Bengaluru-560052

ABSTRACT

Mentoring is a way to provide students with the emotional and instrumental support, students need to achieve the goal of a college degree. By providing information, guidance, and encouragement, mentors can boost the confidence of students in achieving the goals set for qualitative education.

Mentorship programs are offered to support students in program completion, confidence building, transitioning to further education. This research paper addresses the important challenges faced by students during the tenure of their graduation and how faculty mentors facilitate these challenges through mentoring process.

Many students enter their graduate programs with little understanding of the complex landscape of higher education or how different philosophies in graduate programs drive expectations for academic excellence and ideal career pathways. In fact, despite very articulate statements of purpose in their applications, many graduate students initially are unsure of what they will do with a graduate degree.

This is not a problem but rather an opportunity for good mentoring. Students' career goals are evolutionary and good mentors assist students with their professional evolution.

Keywords: Qualitative education, transition, Mentor.

RESEARCH DESIGN
STATEMENT OF THE PROBLEM

As we see and know today's world is subject to changes. It is world of excellence and this places a lot of pressure on the student fraternity to excel and to strive. The emotional connect a mentor and a mentee share would ease out the problems the students face and thus *Quality time* with a mentor is paramount for student success, but how can this process be optimized to ensure that the time students and their mentors spend together is wholly *productive.*
How does mentoring help a student in *performing* well in academics as well as nurture into dynamic professionals of tomorrow is the main focus the research is based on.

OBJECTIVES OF THE STUDY
- To analyse the enhancement of coaching, leadership, management and recruiting skills of the mentees through mentorship.

- To evaluate the intrinsic satisfaction by helping an emerging professional develop to his/her potential.

- To evaluate the performance of the mentees through continuous guidance and learning process.

- To examine the learning experience of mentors through mentorship program.

SCOPE OF THE STUDY:

The scope of the study is limited to ten colleges in Bangalore and the questionnaire has been distributed to students and teachers who belong to the arts, commerce and management streams. The study is a qualitative research design to explore undergraduate university student's perceptions and experiences at the university level.

RESEARCH METHODOLOGY

Research methodology is a term that basically means the science of how research is done scientifically. It is a way to systematically and logically solve a problem, help the reader understand the process of research, and analyse the methods in addition to the information obtained by the researcher. The method of research used here is Descriptive Research.

Descriptive Research usually involves surveys and studies that aim to identify the facts. In other words, descriptive research mainly deals with the "description of the state of affairs as it is at present".

SOURCES OF DATA COLLECTION

PRIMARY DATA: are original sources from which the researcher directly collects data. It is collected afresh for the first time and thereby is original in character.

For this research study, the collection of primary data was done through questionnaires method. A questionnaire of twenty five questions was prepared in the form of Google forms and addressed to the students and teachers of different institutions located in Bangalore in order to gather information on their views with regard to the topic of the research.

SECONDARY DATA

Is data collected by someone other than the user. For this research study, the collection of secondary data was done from various websites, books etc.

SAMPLING DESIGN

Sampling is a process in which a predetermined number of observations are taken from a larger population.

Sampling Technique

Convenience Sampling**:** Convenience sampling is a type of non-probability sampling technique which involves the sample being drawn from that part of the population which is close at hand. This sampling also means selecting whatever sampling units are conveniently available.

Sample Size – The total number of respondents to whom the questionnaires were administered is 200. Amongst which 100 respondents were students from various colleges in Bangalore and 100 respondents were the teaching faculty.

TOOLS FOR DATA COLLECTION

The tool used to get the information from the respondents was the Questionnaire method. The data is collected by,

- Distributing questionnaires through Google forms
- Websites, books etc.

PLAN OF ANALYSIS

Step 1 – Data collected in the form of questionnaires were tabulated.

Step 2 – Tabulated data was analyzed.

Step 3 – Data representation Graphs were drawn.

Step 4 – Inferences were drawn from the Graphs.

LIMITATIONS OF THE STUDY

- **Scope of the study** -The study was conducted only on limited number of teachers and students of few institutions in Bangalore
- **Time constraint**- On account of Time constraint a depth analysis of the study was not possible.
- **Accuracy of the study** -The accuracy of the report depends upon how honestly or sincerely the respondents have answered.
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DATA ANALYSIS AND INTERPRETATION

TABLE 1 : Table showing the various qualities a student seeks for in a mentor.

PARTICULARS	NUMBER OF RESPONDENTS	% OF RESPONDENTS
Supportive	28	28%
Knowledgeable	36	36%
Good Listener	30	30%
Concerned	06	6%
TOTAL	**100**	**100%**

ANALYSIS:

From the above table it can be analyzed that 36 respondents want their mentor to be knowledge, 30 are of the opinion that a mentor should be a good listener, 28 say a mentor needs to be supportive and 6 say a mentor needs to be concerned about the student.

GRAPH 1: Showing the various qualities a student seeks for in a mentor.
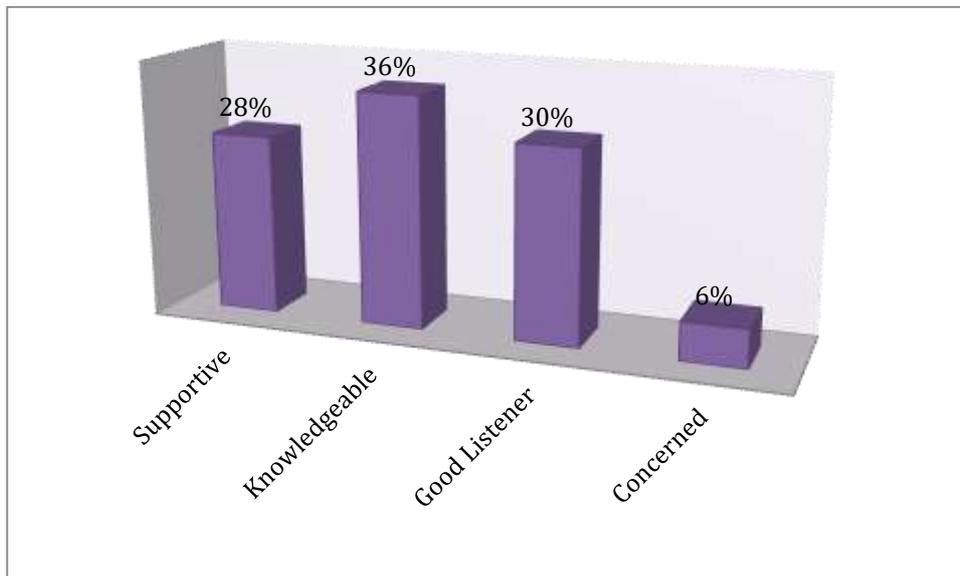
INFERENCE:

From the above graph it can be inferred that 36% are of the opinion that a mentor needs to be knowledgeable.

TABLE 2: Table showing the satisfaction level of the students with regard to the advice provided to them by their mentor.

PARTICULARS	NUMBER OF RESPONDENTS	% OF RESPONDENTS
Satisfied	34	34%
Highly Satisfied	26	26%
Neutral	20	20%
Dissatisfied	10	10%
Highly Dissatisfied	10	10%
TOTAL	**100**	**100%**

ANALYSIS:

From the above table it can be analysed that 34 out of 100 respondents are satisfied with the advice received from the mentor while 26 of them are highly satisfied, 20 remain neutral, 10 say they are dissatisfied and the remaining are highly dissatisfied.

Graph 2: Showing the satisfaction level of the students with regard to the advice provided to them by their mentor.

INFERENCE:

From the above graph it can be inferred that 34% of them are satisfied with the advice received from their mentors.

TABLE 3: Table showing the willingness of the mentees to receive advice from the mentor even after graduation

PARTICULARS	NUMBER OF RESPONDENTS	% OF RESPONDENTS
Yes	50	50%
No	20	20%
May be	30	30%
TOTAL	**100**	**100%**

ANALYSIS

From the above table it can be analyzed that 50 out of 100 respondents say yes they would like to take advice from their mentors even after graduation, 30 responded saying may be and 20 said no.

GRAPH 3: Showing the willingness of the mentees to receive advice from the mentor even after graduation.
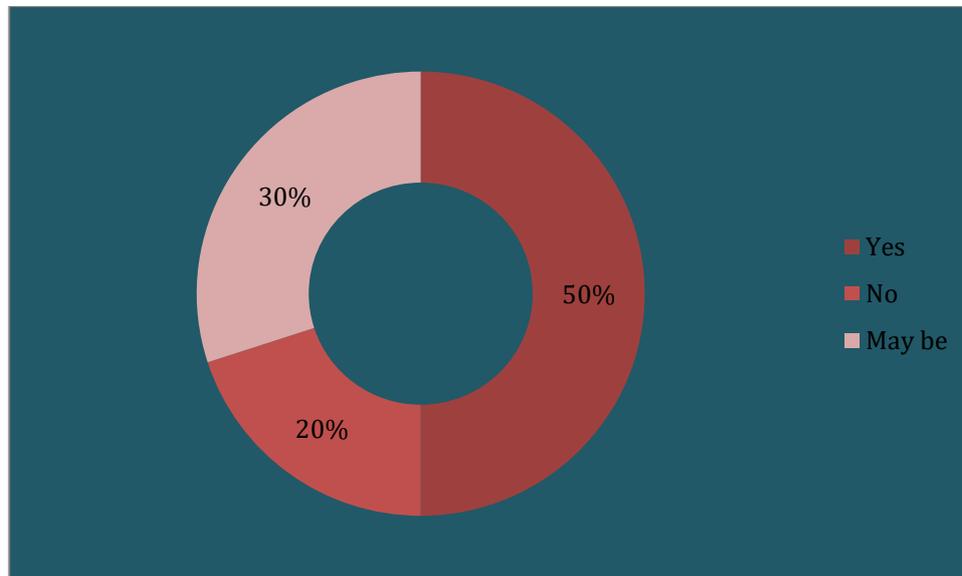
INFERENCE

From the above graph it can be inferred that 50% seek to take advice from their mentors even after graduation.

Part B of the questionnaire distributed to the teaching staff.

TABLE 4: Table showing the respondents opinion on achievement of job satisfaction and morale due to mentorship

PARTICULARS	NUMBER OF RESPONDENTS	% OF RESPONDENTS
Agree	45	45%
Strongly Agree	15	15%
Neutral	30	30%
Disagree	05	5%
Strongly Disagree	05	5%
TOTAL	**100**	**100%**

ANALYSIS:

From the above table it can be analyzed that 45 out of 100 respondents say that mentorship has helped in achieving job satisfaction and morale, 30 remain neutral about it, 15 strongly agree, while 5 of them disagree.

International Journal of Research in Economics & Social Sciences

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GRAPH 4: Showing the respondent's opinion on achievement of job satisfaction and morale due to mentorship
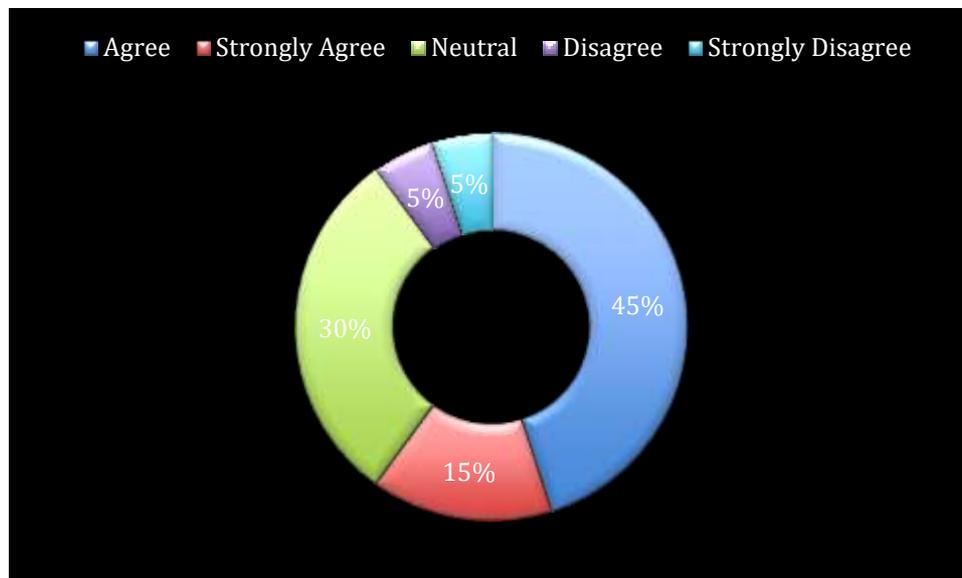
INFERENCE: From the above graph it can be inferred that 45% of the respondents have achieved job satisfaction and increased morale due to the mentorship program.

TABLE 5: Table showing the opinion of respondents on being assisted in case of doubt by subject experts

PARTICULARS	NUMBER OF RESPONDENTS	% OF RESPONDENTS
Yes	55	55%
No	45	45%
TOTAL	**100**	**100%**

ANALYSIS:

From the above table it can be analysed that 55 out of 100 say yes they are being assisted by the subject experts and 45 say no to the same.

GRAPH 5: Showing the opinion of respondents on being assisted in case of doubt by subject experts
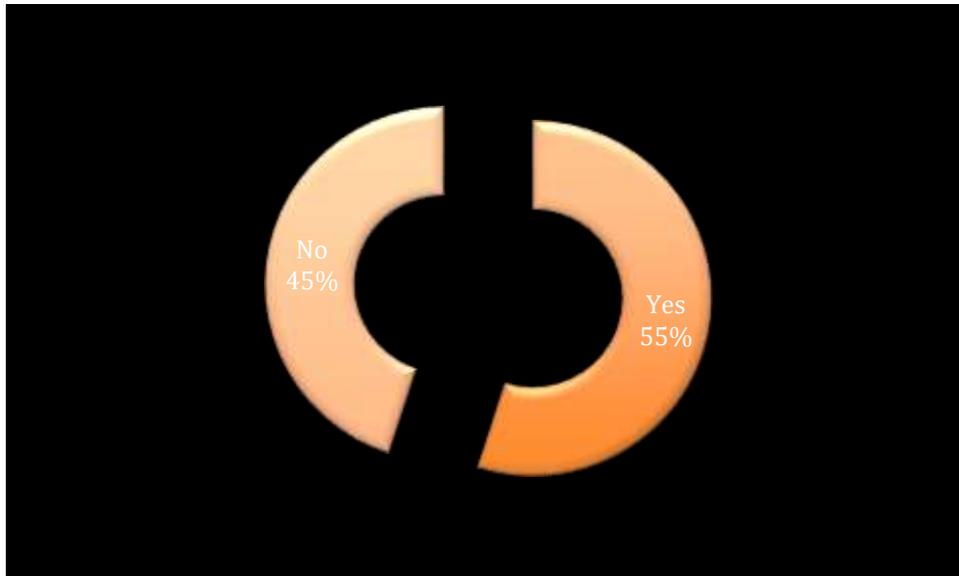
INFERENCE:

From the above graph it can be inferred that 55% say yes they are assisted by subject experts in case of doubt.

SUMMARY OF FINDINGS, CONCLUSONS AND SUGGESTIONS

- It can be observed that majority of the respondents think that a mentor according to them is a guide.
- From the survey it becomes evident that for the respondents a mentor is important to them and is an example of being a role model.
- The students expect their mentors to be knowledgeable and more informed.
- It can be known that the mentoring sessions proved to be impactful to a student where by the student was able to bring out the best talent in him or her.
- Majority of the students have always approached their mentors or other teaching staff for taking advice on career counselling.
- It can also be observed that the students are satisfied with the quality of advice received from the mentor.
- Majority of the students have seen changes in their behaviour and performance after interacting with their mentors.
- The students agree that they always talk to their mentors in case they are disturbed and are in need of help.
- It can be observed that majority of the students are sometimes hesitant to share their problems.
- Career is the main priority of the students where they think they need to be advised on.
- Majority of the respondents agree to the fact saying that mentoring programs should be made mandatory in the educational institutions.

- It can be known that majority of the students are willing to receive advice from their mentors even after graduation.

Part B of the questionnaire distributed to the teachers
- The respondent's i.e. the teaching faculty say they have an excellent knowledge of mentoring.
- Majority of the teachers agree that mentorship has provided them with a platform for understanding the difficulties students undergo.
- Mentorship has led to the enhancement of coaching skills.
- Mentorship and counselling students has helped in achieving job satisfaction and increased morale.
- Majority of teachers are of the opinion that further training provided could have made them effective mentors.
- The faculty members agree to the fact that even they as individuals need to be mentored in the early years of teaching and guided in case of doubt by subject experts.
- It can be observed that the mentorship program has provided with a valuable learning experience for the mentors.

CONCLUSION

Mentoring is a well-known concept of employee development and an understood practice within the realm of HRD. While mentoring has been researched for several decades, there has been a lack of application of mentoring demonstrated by few programs available or offered within higher education. This challenge can be examined in many facets. Considering faculty is the direct link to our world's future workers and leaders in various areas of expertise, continual faculty development is paramount. Development, implementation, evaluation and refinement of mentoring programs will provide increased opportunities for individuals, specifically faculty, as they continue to embark in the academic arena.

RECOMMENDATIONS:

- From the survey undertaken it is very evident that the students need an individual in the form of a mentor to share their worries and this would in turn help them in performing well in their exams and obtaining a college degree.
- Not all mentors are always approachable so it is suggested that if mentors become approachable it would not only help the students reach their goals but at the same time it would help the mentors in understanding the various psychological issues students face.
- Students look for advice, they rely on their teachers and believe the advice sought is qualitative so it is the responsibility of the teachers to be more informed and knowledgeable about the various issues a student encounters.
- Mentorship is an emotional bound between the mentor and the mentee, this could be utilised in order to enhance the learning curve of experience which is very important for a teacher for professional growth.
- Mentoring program could be taken seriously by the educational institutions and implemented as a full-fledged program for enhancing coaching skills.

- It is very important to secure the support of institutions in securing resources such as referrals of students in need of mentoring, places for mentors and mentees to meet and access to data for evaluation purposes.
And Identify and secure the infrastructure, resources and financial support to operate the program.

- Engaging board and advisory committee members along with staff in developing a process and criteria for selecting and matching mentors with students will ensure that mentors understand the mentoring program and will support it.

- A structured process for mentoring increases the effectiveness of the mentoring relationship. The advisory board should check with mentors and students regularly on how they are fairing in their relationship with each other and what concerns of students need to be addressed. Doing so will help in identifying and intervening on problems that arise.

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