

A Study on Mentoring of Undergraduate Student: A Pragmatic Approach

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Abstract: Education is something more than learning chapters or topics; education is associated with the overall development of one's life. To make this statement a reality the student mentoring system is introduced in the colleges which are popularly known as education mentoring. This system is implemented to help the students to cope up with the problems and challenges faced in this real world. Research regarding mentoring increased rapidly during the last twenty years and described qualities of mentors, relationship, importance etc. The purpose of this study is to analyze the impact of mentoring on undergraduate student's life in different aspects such as in understanding roles and duties as student towards organization and his studies, understanding culture of organization which will them to adapt the environment, building new skills which are required to be future ready, solving difficult issues of academics as well as of personal life, identifying their strength and weaknesses to make plan for future. For this research 120 students were surveyed from different colleges of Jabalpur of different streams. For collection of data questioner was distributed among 150 students out of which 120 responses were received. The result shows that mentoring has positive impact on undergraduates. This paper will look at the impact of mentoring on undergraduates; problems faced in the process and present some concrete suggestions to remove barriers in the process. Teachers and mentors can point out all new approaches and ways for mentoring.

Keywords: Mentor, Mentee, Students, Mentoring Session, Positive Environment, Positive Outcomes

1. Introduction

“Mentoring is to support and encourage people to manage their own learning in order that they may maximize their potential, develop their skills, improve their performance and become the person they want to be.” By Eric Parsloe.

College is an important phase of a student's life, it plays a significant role in their life because their future is built from here when students enter this new world it's not easy for them to mould themselves according to the new culture, system, atmosphere around them. There are different challenges waiting for them such as socializing, achieving academic goals, developing skills, adopting new culture, dealing with finances etc. [1] College life exposes us to all new experiences thus it is a crucial time when one can shape or destroy his career. For helping students to cope with these challenges colleges provide mentoring to students for producing good college graduates because teaching is something more than giving lectures and

explaining topics to students, today teaching is associated with providing quality education to students. [2]

Mentoring is a relationship between a more experienced person that is a mentor and a less experienced person that is a mentored or mentee, it is a relationship based on mutual trust, confidence in each other, encouragement, openness, respect, guidance and many more. [3] One can experience mentoring in different stages of life because there are different streams of mentoring and some of those streams are educational/academic mentoring. Education mentoring is a model of education system where the faculty of the institute provides students (mentees) with their knowledge, guidance, support. It creates a supportive environment for students which makes them feel more connected, secure, confident, in college life. [4] In nutshell mentoring is a process where mentor helps mentee to set targets and strategies to achieve them and gives them guidance by their experiences. Educational mentoring helps youngsters of our nation to achieve their overall academic and non-academic goals, mentors help students in different fields such as in communication skills, boosting confidence developing

correctable habits, solving their problems, guiding them according to their vision etc. When the relationship between mentor and mentee grows it gives positive outcomes such as (I) owning responsibility, (II) increased confidence, (III) professional development, (IV) better future perspective and many more. [5]

Teaching and mentoring cannot be separated from each other because mentoring is a part of teaching, mentoring skill is one of the qualities of an ideal teacher. [6, 7]

Some of the skills that a mentor should have are: -

1. A keen listener.
2. A good motivator.
3. Problem solver.
4. Ability of understanding complex issues.
5. Relationship building.
6. Conflict management.
7. Good communicator, provide good feedback.
8. An Inspiration.

Mentoring is successful only when the mentor and mentee build a trusting relationship and building a strong relationship has to go through different phases.

Mentor and mentee's relationship goes through four phases: [6]

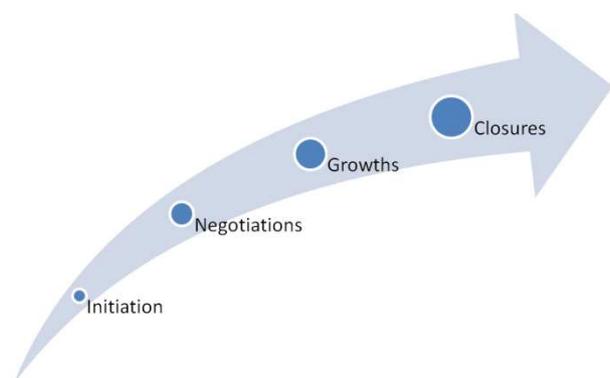


Figure 1. Phases of Mentor and Mentee's relationship.

Initiation= It is the most important stage of mentoring relationship here mentor and mentee get to know each other and discuss their interest, goals, values and dreams mentor clears all the doubts of the mentee relating to the mentoring activity.

Negotiation=This is the second stage of mentoring where the mentor guides the mentee regarding setting their goals and planning strategies to achieve their goals, mentee can share their problems and together they will try to find a solution.

Growth=At this face mentor and mentee start working on the target goals that were set in phase 2 in this stage the relationship between mentor and mentee develops and becomes more strong.

Closure=At the last age the mentor-mentee officially close the mentoring session after accomplishing the goals which they set.

A mentor plays a vital role in a mentee's life, what a mentee learns in the process of mentoring will stay with him for life and guide him throughout his life let's lookout at some of the major roles of a mentor [8].

1. A mentor plays the role of observer, he observes the mentee and understand his capabilities and interest and plan goals accordingly.
2. A mentor guides the mentee by making goal plans, throws light on the advantages and disadvantages of the

action chosen and shares their experiences to let the mentee take the right decisions.

3. A mentor motivates the mentee as a motivator at a crucial time and suggests ideas and solutions overcome that situation.
4. A mentor as a critic provides honest criticism of the task done by mentees to bring the efficient outcome.
5. One of the most important roles of a mentor is to understand and respect the opinion of the mentee a mentor encourages good ideas and helps them to convert it into action.

Government will announce that NAAC is must for every institution so in every institution follow the concept of mentoring for upgrade their student growth [9].

2. Review of Literature

UGC Guidelines "(2021)" UGC Guidelines also recommend the Mentoring IMPORTANCE IN THE GROWTH OF THE STUDENT. Even UGC is recommended that refresher courses should be started for good and healthy mentoring activity and process [10].

An article of field, A was published in Business Week Online which stated that more than 70 E-mentoring platforms were available for professionals to participate by 2003. To mention the programs that provided digital platforms to the employee to employee, companies to companies, and/or companies to an employee include 'National Mentoring Partnership' and 'Electronic Emissary Project' wherein a protégé was free to ask questions about the mentor's expertise and other details before participating in the program. [11]

Dr Preeti Singh, Amit Verma & Dr. Anju Singh "(2021)" The COVID-19 pandemic has brought a positive change towards accepting the platform of digital learning and distance education. Parents have accepted that online mentorship and knowledge is beneficial for students or learners through activity-based learning. [12]

Payal Kumar and Mrinal Tyagi "(2018)" A seemingly formal mentoring relationship has been seen by some respondents as going beyond this, with an ideal mentor in the form of a father or even an idol. Beyond the role of a professor and a student, some respondents say that a profound relationship could extend over many years [13].

Gitanjali Chawla (2021) Mentoring teachers lies at the core of the Education system, as it has immense transformative potential. It is not about passing the torch of knowledge from the mentor to the mentee but there is a belief in 'Commitment to Education, hope for its future, and respect for those who enter into this community. [14]

Objectives of the study:

The presentation of a research paper is focused on the following objectives:

1. To analyze the impact of mentoring on undergraduates.
2. To highlight the positive impact of mentoring.
3. To study the barriers in the mentoring process.
4. To give some concrete suggestions to remove barriers to mentoring and increase its efficacy.

Hypothesis:

(Ho) - Mentoring has positive impact on undergraduates.

(H1) - Mentoring is associated with no positive outcomes.

Research Methodology: - The objective of this research is to find out the impact of mentoring on undergraduates for which 120 undergraduates were surveyed by Questioner from different colleges in Jabalpur. The type of research is descriptive research. Students studying in different colleges were asked to fill out a questionnaire which consists of 10 objective-type questions. Information presented in the paper is collected from different authentic websites and research papers.

Data Collection:

This research is based on Primary data. Primary data were collected from Google form.

Sample size- We want to cover the main popular colleges of Jabalpur so the Sample size has been taken 120 undergraduate students.

Quantitative and Qualitative data were collected by Google form. For the interpretation, we are using the percentage method.

Data Analysis on the impact of mentoring on undergraduates.

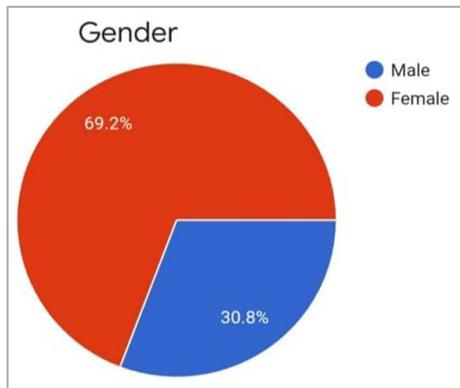


Figure 2. Impact of mentoring on undergraduates.

According to the above chart, 69.2% of respondents are female followed by 30.8% are male.

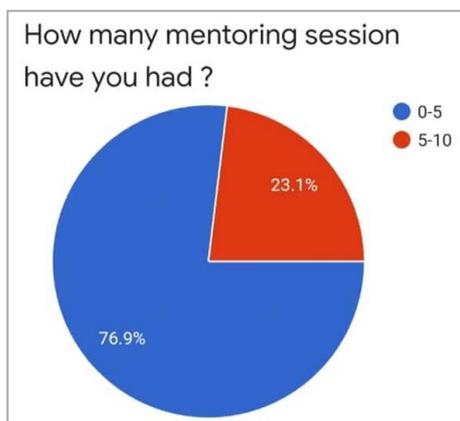


Figure 3. Mentoring sessions.

According to the above chart, 76.9% of respondents have attended less than or 5 mentoring sessions followed by 23.1% who have attended more than 5 mentoring sessions.

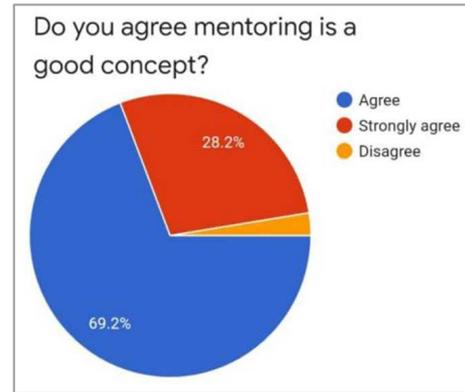


Figure 4. Concept regarding mentoring.

According to the above chart, 69.2% of respondents agree mentoring is a good concept followed by 28.2% of respondents who strongly agree, and very few respondents who are 2.6% disagree.

Therefore, it can be concluded that a maximum no of mentees agree that mentoring is a good concept.

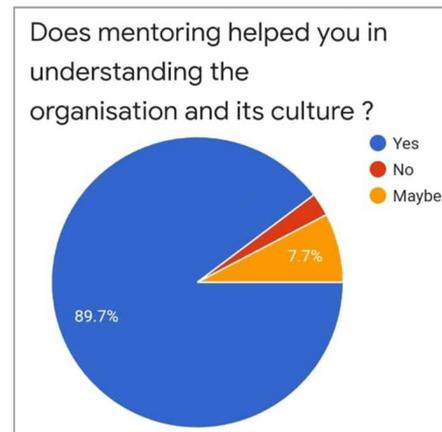


Figure 5. Impact of mentoring in understanding the organization and its culture.

According to the above chart 89.7% of respondents mentoring helped in understanding the organization and its culture followed by 7.7% who are not sure.

Therefore, it can be concluded that mentoring is helpful in understanding the organization and its culture.

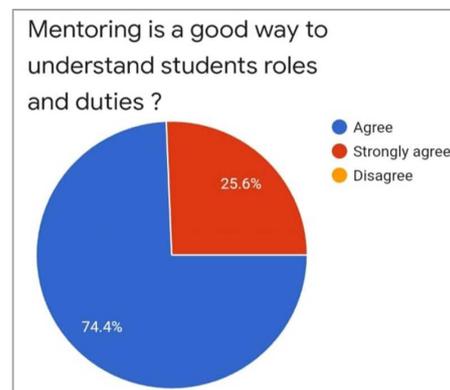


Figure 6. Mentoring a way to understand students roles and duties.

According to the above chart, 74.4% of respondents agree that mentoring is a good way to understand students' roles and duties followed by 25.6% of respondents who strongly agree.

Therefore, it can be concluded that mentoring is a good way to understand students' roles and duties.

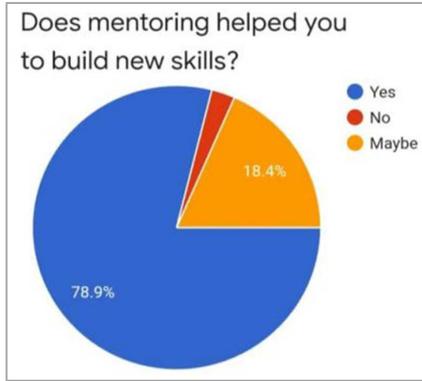


Figure 7. Mentoring is helpful to build new skills.

According to the above chart, 78.9% of respondents mentoring was helpful to build new skills followed by 18.4% who are not sure.

Therefore, it can be concluded that mentoring is helpful to students to build new skills.

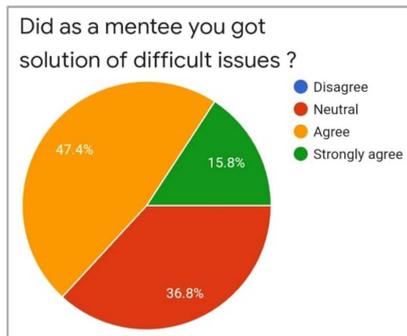


Figure 8. Mentee gets solution from mentor.

According to the above chart, 47.4% of mentees agree that they got the solution to the difficult issue by mentoring followed by 15.8% who strongly agree and 36.8% are neutral. Therefore, it can be concluded by the above chart that a maximum no of members got solutions to their difficult issues.

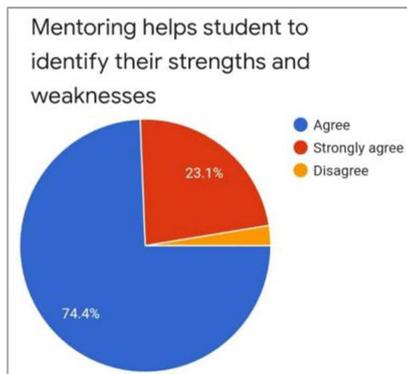


Figure 9. Mentoring is helpful in Swot analysis.

According to the above chart, 74.4% of respondents agree that mentoring helps students to identify their strengths and weaknesses followed by 23.1 who strongly agree with this statement.

Therefore, from the above chart, it can be concluded that Mentoring helps students to identify their strengths and weaknesses.

3. Conclusion

After collecting data from 120 students we can conclude that mentoring is playing a very important role in students over all development. Mentors will help to their mentees in problem solving and guidance to do SWOT analysis so mentee will develop his/her hidden skill. Mentors are experience so they will show the right path and other areas of their interest. For test of hypothesis responses of students are summarized and present through table no 1.

Null Hypothesis (Ho) - Mentoring has impact on Undergraduates.

Alternate Hypothesis (H1) - Mentoring is Associated with no Positive Outcomes.

Table 1. Responses on impact of mentoring.

Options	Responses	Percentage
Yes	102	85%
May be	18	15%
No	0	0
Total	120	100%

This table illustrates that a maximum no of respondents agree that mentoring is associated with positive attitudinal change. According to the above chart, 85% of respondents are of the view that mentoring is associated with positive outcomes followed by 15% who are not sure.

Therefore, there is a positive relationship between mentoring and performance of the student.

Hence, the Null hypothesis is accepted. It proves the importance of mentoring system.

4. Barriers

1. No orientation was taken of students regarding mentoring resulting in students being unaware of the concept of mentoring and didn't took active participation.
2. Resignation by faculty members, when a faculty member resigned the batch allotted to that member gets disconnected and it takes time to develop a trusting relationship with a new mentor resulting it does not its positive outcomes.
3. Resistance by students, students don't understand the mentoring concept and resist sharing their views, problems with a faculty member.
4. Mentoring is a non-compulsory program because of which it is not providing successful results.
5. Very few meetings were conducted because of workload and lack of time.

6. Time duration of degree courses is very less so students are not comfortable with the professors.
7. Professors are also not always subject teachers of the students so communication and personality gaps are always there.

5. Suggestions

- 1) Compulsory meetings should be taken in a small interval period of time.
- 2) Mentoring should be given to only permanent full-time faculty of the institute.
- 3) Concept of mentoring should be explained in orientation to make students aware of it.
- 4) Trusting relationship should be developed between mentor and mentee to remove resistance from mentees.
- 5) Mentor mentee ratio should be less such as 1:15 or 1:20.

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