

A Correlation Between Mentoring... (Isah, et al.) DOI: <https://doi.org/10.59479/jiaheri.v5i1.132>

A Correlation Between Mentoring and Academic Success of Undergraduates Students in Gombe State University.

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Abstract

This paper focused on correlation between mentoring and Academic success of undergraduate students of Gombe State University. The study adopted a correlational research design which was to find out the relationship between the two variables. The population of the study include all the 16, 488 1st and 2nd-year undergraduate students of Gombe State University. A stratified sampling technique was used for the study. The data was collected using the researchers' developed questionnaires which are Mentoring Scale (MS) and the Academic success questionnaire (ASQ) regarding students mentoring and academic success. The instruments were validated and pilot tested, a reliability coefficient of .761 and .814 were found for mentoring scale and the Academic success questionnaire respectively. The results indicated that a strong relationship exists between the mentoring and academic success of the students with r and p values of ($r = .725$, $p = 0.003$). The study also revealed that female undergraduate students in 1st and 2nd year in Gombe state university seek mentoring more than their male counterparts, it was found that $t = -2421$ and $p = 0.22$. It was recommended that; assigned mentors in various faculties should make themselves available to the reach of the students, mentors should focus on study strategies that can improve the performance of the students, also mentors should guide the students to utilize the provided guidance and counselling center with professional counsellors that can be attending and guiding the students in terms of any problem they may need to talk to a professional counsellor.

Keywords: Mentoring, Academic Success, Undergraduates.

Introduction

Mentoring has received considerable attention from scholars, and in the relevant literature, several studies gave reference to the mentoring programs developed at universities and to the mentoring relations in higher education. Yet, most of these studies either have a theoretical basis or deal with mentoring relationships between academic advisors and undergraduate students. Mentorship is as old as human behaviour and applicable in any walk of life; at any level, and any point in a person's career, from student to the chief executive officer. However, few organizations provide an official mentoring scheme for employees (Yeung, 2010). Mentorship is far more than a one-time conversation about your plans. It is the mentor's continuous engagement in a student's

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professional growth and the ongoing support and encouragement of a student's academic endeavours.

Mentoring is a learning relationship that helps people to take charge of their development, to release their potential and to achieve results that they value (Kano & Pokora 2007). Mentoring is a supportive learning relationship between a caring individual who shares knowledge, experience and wisdom with another individual who is ready and willing to benefit from this exchange, to enrich their professional journey. Successful mentoring relationships go through four phases: preparation, negotiating, enabling growth, and closure. These sequential phases build on each other and vary in length. In each phase, some specific steps and strategies lead to mentoring excellence (Hodges, 2009).

Mentoring relationship is built upon trust, confidentiality, mutual respect and sensitivity which helps in increasing responsibility for the mentee's self-reflection and development. Where this relationship exist, the mentee will be encouraged to identify goals, challenges and set priorities which makes mentoring a protected relationship which supports learning and experimentation and helps individuals develop their potential (Kano & Pokora, 2007).

According to Adewale and Adebayo (2020), Mentoring has been rendered redundant in school due to a number of factors, ranging from teacher centered to students centered factors. Thus, the call for restoring full mentoring programme cannot be over emphasized. Also that, for Nigeria educational institutions to be able to compete favourably with their counterparts in other parts of the world, and because of the growing concern for education standard to be raised, mentoring must be fully restored. They also postulated that mentoring is regarded as a special tool meant for stress reduction for novice teachers, orientation to curriculum and promoting the creation of better norms of collegiality and collaboration. This implies that mentoring helps to break the barrier that may make it difficult for mentees to achieve personal and organizational goals. (Adewale & Adebayo, 2020).

A mentoring relationship is one where both mentor and mentee recognize the need for personal development. Successful mentoring is based on trust and confidentiality. Mentoring is for the mentor to focus on developing the mentee's finest independent thinking about their work, their academic success, their life and their dreams. In this relationship, the Mentor's perspective is an important ingredient in this special relationship (Kline 2009).

Mentoring helps and supports people to manage their learning to maximize their potential, develop their skills, improve their performance, and become the person they want to be. It was also opined that mentoring is an off-line help by one person to another in making significant transitions in knowledge, work or thinking (Parsloe & Needham, 2009).

Mentoring is the act of assisting and facilitating the development of another person. The mentor must be able to model the messages and recommendations being taught to the starting teacher, therefore modeling is part of the process. A mentor is more than an adviser. A mentor provides you with wisdom, technical knowledge, assistance, support, empathy and respect throughout, and often beyond, your graduate career. Mentoring helps students understand how their ambitions fit into graduate education, department life and career choices. An effective mentoring relationship develops over time. The student benefits from the mentor's support, skills, wisdom and coaching. Later, both people deepen their working relationship, perhaps collaborating

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on projects in which the student develops into a junior colleague. After a while, the mentee may need some separation from the mentor to test his or her sown ideas. This distancing is a sign that the mentoring relationship is maturing and providing the mentee with the skills needed to function independently (Wronka, 2013).

This is known as the social modelling of knowledge and competencies which is not just a simple response to observed behaviour. Mangal (2010), described social modelling as a process in which individuals generate new behaviour patterns in a way that is beyond what they observed. This theory shows how a mentor-mentee relationship works where a mentee observes the mentor and behaves in a way that will see them achieve their success as a reward. Individuals can exercise self-control and commit to their decision on achieving their success. Therefore, the social cognitive theory as an influencer of mentoring allows scholars and practitioners to understand the consequences of actions, goal pursuit and goal setting (Mangal, 2010).

Mentoring in an academic setting refers to the guidance provided by an experienced professor or associate professor to a less experienced faculty member on issues relating to academic traditions, resources and institutional values. A mentor in an academic setting is a person who teaches, assists, acts as a role model and provides time, energy and material support as a source of inspiration to some less experienced faculty members (Yeung, 2010). Mentors can prepare the protégés for new and diverse positions in an academic setting as well as assisting them in their career paths and career alternatives. This sort of mentoring entails support in academic endeavors, and more importantly, provides help to the protégé in comprehending and overcoming the political and social barriers within the department, school or faculty. Faculty mentoring may have various effects on students' career satisfaction and their perceptions of career success (Madison & Huston, 1996).

Both failure and success are powerful teachers. Mentors, as leaders of a Learning experience, certainly need to share their stories with the mentee. They also need to share their experiences of failure because both types of stories are powerful lessons that provide valuable opportunities for analyzing individual and organizational realities. The nature of a mentoring relationship varies with the level and activities of both student and mentor. Mentoring is a learning process where helpful personal and reciprocal relationships are built while focusing on achievement emotional support is a key element (Wong & Premkumar, 2020). The mentor's responsibilities include setting objectives based on thinking, responsibility, flexibility, and teamwork. The nature of a mentoring relationship varies with the level and activities of both student and mentor (Wronka, 2013).

Objectives of the study

The following objectives were to guide the study which are:

1. To determine the relationship between mentoring and academic success of undergraduate students in Gombe State University,
2. To determine the difference in seeking mentoring between male and female 1st and 2nd year undergraduate students in Gombe State University.

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Research Hypotheses

To achieve the objectives of this study, the following null hypotheses were formulated and

1. There is no significant relationship between mentoring and academic success of undergraduate students of Gombe State University.
2. There is no significant difference between mentoring of male and female 1st and 2nd year undergraduate students' of Gombe State University.

Methodology

The study adopted a correlational research design. The design was found suitable for the study and was used to ascertain if relationship exist between the two variables. According to Strauss and Cobin (1998), correlation research design refers to the study which find out the existence of relationship between two or more variables with the intension of finding out the degree of any existing relationship between the variables., it allows the researchers to use inferential statistical tools to test the research hypotheses in finding correlation between the variables.

The population of the study consists of all 1st and 2nd-year undergraduate students in the five faculties of Gombe State University. According to the Academic Planning Unit, there were 16, 488 students (Academic Planning Unit, 2021). The sample of the study was two hundred and twenty students who were selected using the stratified sampling technique and later on, the respondents were randomly selected from each of the faculties. Therefore, all faculties were represented in this study.

The data for this research was collected using self-constructed questionnaires. Mentoring scale (MS) consisted of two sections, A and B, section A measured demographic variables while section B consisted of 20 items measuring Mentoring. The scale adopted Likert style whereby, five options were provided which were Strongly Agree, Agree, Undecide, Disagree and Strongly Disagree. All the items were positive and no negative item was involved therefore, they were corded as 5, 4, 3, 2, and 1. The Academic success questionnaire (ASQ) was also developed by the researchers having 17 items. The instrument also consisted of two sections. Section A measured the demographic variables of the respondents while section B measured the Academic success of the students whereby the respondents were asked to respond to items based on how successful they think they are regarding their overall academic activities. The items also have positive responses and were also based on five Likert scale which were interpreted and corded as corded, 4, 3, 2, and 1 respectively. The instruments were validated by experts in the faculty of education, Gombe State University. The instruments were pilot tested using 30 students from the Department of Science Education who were part of the population but were not part of the sample selected for the study. The data collected from the pilot testing was analyzed using Cronbach alpha statistic of finding reliability and a reliability coefficient of .074 and .828 were found for the Mentoring Scale and Academic Success questionnaires respectively. The data for this study was collected using these questionnaires. The researchers distributed the questionnaires to the sample selected. In each faculty, the students were gathered in a classroom, the research explain to them what the instruments are all about, they were asked to respond sincerely on how they feel about each item and were not allow to share ideas to enable them give their sincere responses. the data was collected and was analyzed. Hypothesis one was analyzed using Pearson Product Moment Correlation

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statistics (r), while hypothesis two was analyzed using independent sample t-test statistics to ascertain the difference in mentoring between male and female 1st and 2nd year undergraduate students in Gombe State University. The first part of the analysis presents the outcome of the tested hypotheses one using Pearson product-moment correlation (r) in finding the relationship while second part presents the outcome of independent sample t test which was used to checked the difference between male and female 1st and 2nd year undergraduate students in Gombe State University. The hypotheses were tested at the 0.05 alpha level of significance.

Results

The results of the tested hypotheses was presented in the tables below;

Research Hypothesis One: There is no significant relationship between mentoring and the Academic success of undergraduate students in Gombe State University.

Table 1: Relationship between mentoring and academic success based on Pearson product-moment correlation statistics (r).

Variables	N	Mean	SD	Pearson Correl (r)	P	Decision
Mentoring	220	54.0753	5.0623	.725**	0.003	Rejected
Academic Success		61.2341	56.0241			

** Correlation is significant at 0.01 level (2-tailed).

Table one reveals that 220 students responded in the study with a mean of 54.0753 and 61.2341, a standard deviation of 5.0623 and 56.0241 and a correlation index of .725** and P-value is 0.003. The Pearson Product Moment Correlation statistics shows that a strong and significant relationship exists between the mentoring and academic success of 1st and 2nd-year undergraduate students ($r=0.725$, $p= 0.003$). This shows that mentoring has a significant relationship with the academic success of the undergraduate students. Hence the null hypothesis which states that there is no significant relationship between Mentoring and the Academic success of the students' is therefore, rejected.

Table 2. Analysis of Independent Sample t tests on the Difference between mentoring of male and female 1st and 2nd year Undergraduate students in Gombe State University.

Variable	Gender	N	Mean	SD	df	t	P	Decision
Mentoring	Male	105	46.5296	6.38529	218	-2.421	.022	Rejected
	Female	115	67.6448	6.15663				

Table 2 presents the analysis of the differences between mentoring of male and female 1st and 2nd year undergraduate students. The independent sample t test revealed that female students seek mentorship more than their male counterparts. This is because, the table shows that the mean for male students is 46.5296 while the female students has 67.6448 with a degree of freedom of 218. The t value is -2.421 while the P value which confirms the deference is .022 which is less than the .005 level of significance. This implies that female students do consult their mentors more than the male students. Therefore, the hypothesis which stated that there is no significant difference between mentoring of male and female 1st and 2nd year undergraduate students is therefore rejected.

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Discussion

The findings revealed a significant positive relationship between mentoring and academic success of the students, also it was revealed that female students do seek for mentoring more than their male counterparts.

The findings in this research were in agreement with the findings of Morell and Mvell (2014) who investigated the relationship between the mentoring and academic achievement of High school students. They found a positive correlation between mentoring and the academic achievements of the students.

Adewale and Adebayo (2020) conducted a study on School-Based Mentoring Programme as a Catalyst for Quality Education in Nigeria: Challenges and Prospects. They conducted this study to X-ray school-based mentoring programme as a catalyst for quality education in Nigeria. They also examined the challenges and prospects of mentoring programme. Their research work concluded that if quality of education outcome must be achieved, mentoring programme must be institutionalized. It will improve the quality of information teachers are providing for the students. This is in line with the findings of this research which found a positive correlation between mentoring and academic success.

Also, Simeon, Azeez and Olumuyiwa (2016) conducted a study on Mentoring and succession of administrators: critical issues in public and private secondary schools in Lagos state, Nigeria. They investigated the extent to which mentoring as a strategy for administrators' succession plan impacts on the performance of their duties in public and private schools in Lagos, Nigeria. The study adopted the descriptive survey design and administered a 25-item self-constructed questionnaire on participants. A total of 530 participants were randomly selected from the population of 4,350 senior teachers. Their findings showed that mentoring has significant impact on administrators' succession planning and that succession planning does not significantly differ in public and private in Lagos State. Their study concluded that leadership development is a critical factor in effectiveness and efficiency. This is also in agreement with the findings of this study which also revealed a positive correlation between mentoring and academic success.

In another study conducted by Ayşe and Çiğdem (2016) on the Effect of Faculty Mentoring on Career Success and Career Satisfaction. The study aimed to examine the effect of mentoring on the career success and career satisfaction of faculty members in the Turkish higher education system. Participants included 445 faculty members from various universities in Turkey. The results of their study reveal that academic and psychosocial mentoring have an impact on faculty members' career satisfaction and career success. Also, psychosocial mentoring affects career success more compared to academic mentoring. This study is also in compliance with the study at hand which also found a positive correlation between the mentoring and academic success of 1st and 2nd undergraduate students at Gombe State University.

Conclusion

It was concluded that there is a strong relationship between the mentoring and academic success of undergraduate students. It was also established that female undergraduate students seeks mentoring more than male undergraduate students in Gombe State University.

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Recommendations

1. Parents should encourage and guide their children even before their enrolment into the university and follow up in terms of their academic success. This will help in quick intervention and necessary action in case of any identified problem regarding the students' performance and academic success.
2. Assigned mentors in various faculties should make themselves available to the reach of the students to ensure academic success.
3. Mentors should guide the students to utilize guidance and counselling center with professional counsellors that can be attending and guiding the students in terms of any problem they may need to talk to a professional counsellor.
4. Mentors should established a good Mentor-Mentee relationship in such a way that the students will relate freely with them.

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