

"Measuring the Effectiveness of Teacher's Mentoring Practices on Academic achievement of University Students"

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Abstract

This research intended to examine and explore the effectiveness of teachers mentoring practice on the academic achievement of university students. This study is descriptive, in nature Objective of the study was to measure the effectiveness of teachers' mentoring practice on students' academic achievement at the university level. The hypothesis of this study is: there is a positive impact of teacher mentoring on students' achievement. For this purpose a stratified random sample of 100 respondents was collected from two distinct groups of the population were from both genders male teachers and female teachers who are teaching in respective institutions and male and female students who are studying from same institutes. The result obtained from the research study revealed that there is a positive and constructive connection between teachers mentoring practice and students' academic achievement. It is recommended that the government level and state levels should encourage mentoring programs for beginner teachers at the university level and should also provide the necessary infrastructure to facilitate in all institutions. It is also recommended that Administrative heads of institutions e.g. Vice-Chancellors, Deans, and Heads of Department, should ensure that effective and efficient mentoring programs exist and are encouraged in their respective Faculties and Departments. Heads of departments should ensure that newly appointed teachers may fully aware of the significance of mentoring.

Keywords: Effectiveness, Students, Mentoring, Achievement

Introduction

Mentoring relationships are often applied where a wise and skilled person helps another person to grow and learn. People live in communities, groups, and learn our values and morals through the guidance, coaching, and instruction provided by experienced bodies. The world of business is accepted and they are agreeing with the culture of mentoring and guidance of the seniors and intelligent professionals who motivate the upcoming inexperienced people and encourage them to improve themselves in professional streamline. Sometimes we can say this way is considered as the preservative of ancient methodologies due to diversity and development. However, innovations in mentoring that allows people to work together as partners in supportive relationships equally, can foster growth and learning for the benefit of others. In the mentoring process, there is a need for an experienced and skilled person and the person should be willing to help others and having desires to help them. A person must be confident and having communication skills then position or age is not important (https://www.mindtools.com/pages/article/newCDV_72.htm retrieved on 26 July 2020.)

This is a common phenomenon that people learn from their fellows and their seniors. Because this is very much important for the organization and values norms of the organization professional learns from their seniors they learn ethics equality and this could improve interactions with colleagues. Even though teachers' training programs are considered effective tools for the in-service teachers who are newly appointed, but many programs do not consider effective due to not properly designed programs (Jones & Scherer, 2012).

Many researchers work on the teachers training programs as Ingersoll and strong in 2011 describe that mentoring programs are most well organized and well documented. Roff in 2012 in his study observed that mentoring programs are very much helpful for the newly comer teachers to face the challenges and cross the hurdles they are facing in the classroom, also outside of the classroom.

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Clark and Byrnes, (2012) concluded Teachers when communicating with teachers and discuss the problems they are facing, talks and discussions helpful in finding solutions. For instance, new teachers have the chance to communicate with their colleagues for development and enhancing skills to contribute to learning. An instructor mostly starts teachers in planning and observation made to enhance their skills (Gilles et al., 2009).

University education is also important for the skills of students through the use of research reforms in any society. In institution and teaching, the scholar working on this change is a teacher, who is competent and important in this transformation responsible for the transmission of the information process. For this to be successfully educated workers must have a particularly good working environment; they must have the skills and ability to present their subject to learners in a standard and acceptable manner that meets the learning needs of the learners. Besides, they should be able to assess students financially and appropriately as required by the university system. The failure of teachers to achieve effective presentation or to use an effective teaching method and to provide an adequate assessment of student learning activities may be due to poor pieces of training (James, 2018).

The achievement of students involves participating in the planning and directing of the work process in a way that encourages teachers to teach effectively, to produce the expected outcome in terms of lesson presentation, application of appropriate teaching methods, and appropriate assessment of students. The technical instructor communicates well with students in the learning environment and encourages student contribution and improves students' achievement during the study. They do not focus on a particular teaching method as they vary their teaching methods to arouse students' interest in the learning process. They also assess student performance by providing continuous assessment tests to students in line with university requirements. That surely will be helpful in students' academic achievement (James, 2018).

Many factors affect the achievement of students, most important are disabilities of learning and instruction in the classroom. There are different level of learning is very much important to keep in mind that students have different level of learning abilities. As the tree has many leaves they are not the same every leaf has its unique texture and colors, size, and shape as for the leaves every student has own learning abilities and styles. For uniqueness of single student, learning and teaching methodologies in respect of understanding so instruction is most important factor that effect on the style of instruction to set the goals of learning to measure the level of understanding. For example, when the standard is not set this is quite difficult to fulfill the requirement of the student to achieve the student's results (Marsh, 1992).

This is a year of competition. Economic, educational, and competitive changes are a necessity over time. Nations want teachers who are successful and who work hard. Teacher teaching is a very important and important part of the education system because it helps in producing a human resource workforce for the market. As we know teachers are a necessary component of any educational institutes to help the institutes to stabilize and also helpful in empowering skilled people for the society. So we can say that education is the basic key to the development of the country (Enrich et al., 2015).

In different areas of education, the universities get first professional training was not considered workable and practical .professional awareness brought unpredictable in the field of knowledge and teachers' professional training in planning in education (Enrich et al., 2015)

Studies have shown that developing countries do not use financial resources effectively to train teachers. Teacher training arrangements are frequent and inconsistent. Too much and the teacher training process is unsustainable and inappropriate in building their capability (Lewin & Stuart, 2003).

When improper training is held and without mentoring practices, teachers mostly having poor teaching knowledge and skills. Teachers will not have learning skills and also they will not update for the new techniques of the studies and knowledge (Agbenyega & Deku, 2011).

Interpersonal relations mostly based on practical experiences and instructional knowledge based on the experience of teachers received from their mentor (Dune et al., 2000).

Mentoring plays a significant role in mounting professionalism in and out of institutional I customs. Mentoring gets better the educational system by exchanging teaching skills into actuality.

Teaching work by Fresko (2006); Hargreaves and Fullan (2000) suggested that mentoring is the most widely used teaching tool for teachers. It refers to situations in which prospective educators

are in the process of training teachers with the skills and knowledge of self-preparation and professional training. Smith and Ingersoll (2015) suggested that a portable mentor and an experienced teacher assist new teachers in improving teaching practice. The role of educators varies according to the needs of the mentees, mentoring purposes and circumstances, or in the context of educational objectives. Guidance is often used as a requirement for new teachers, conditions, or the admission process. Co-ordination is a function performed outside of government or administrative procedures. In advising the benefits of a mentor. Hudson's (2004) is a five-point model that constructivism is a visible process of existing research. As this model said a mentor could play a vital role .mentor could explain good interpersonal characteristics. Which comprise sustaining, encourage, and construction. One more responsibility of a mentor is to provide all information of the students to the teacher and also give information about teachers' technology. For this purpose, a mentor must have know-how about the requirements of the program so the modeling process of the mentor related to teaching technique that is helpful in effective learning and helpful in teaching as well (Barb & Hay, 2001). One more important role of the mentor is to get feedback about the student learning and curriculum and also observe the practices of the teacher. Mentors are expected to make an appearance of student teachers in the classroom teaching subjects, comment on subjects and give them constructive feedback. Studies have shown that developing countries do not use financial resources effectively to train teachers. Teacher training arrangements are frequent and inconsistent and the teaching process is un-sustained and inappropriate in building the capacity of the teachers. (Lewin & Stuart, 2003).

When there is not any type of proper training teachers' teaching skills are poor and they don't know the instruction process in depth so the student could not deliver positive results. (Agbenyega & Deku, 2011).

The way of interpersonal relationship is comprised of teaching experience based on experienced person. Teaching experience is based on the experience experienced by the teacher from their Supervisor (Dune et al., 2000).

Fresko and Wertheim (2006) explain that the Mentoring process that get better the teaching skills into the teaching Profession. (Hargreaves & Fullan 2000) suggested that mentoring is the most widely used teaching tool for teachers. It refers to situations in which prospective educators are in the process of training teachers with the skills and knowledge of self-preparation and professional training. (Smith & Ingersoll, 2015) suggested that a well-informed and experienced teacher management assistant assisted new teachers in building a teaching profession. The role of educators varies according to the needs of the mentees, mentoring purposes and circumstances, or in the context of educational objectives. It is often used as a requirement for new teachers, conditions, or the admission process. Co-ordination is a function performed outside of government or administrative procedures. (Coroner & Suzanne, 2004).

Problem Statement

Previously, the teaching profession did not have the kind of formal training and initial procedures common to many professionals and the qualifications of traditional. In recent years, however, there has been an increase in support, guidance, and awareness programs for partnerships known as implementation during transformation in their early teaching careers. Most studies have found about the Majority of new teachers leaving within the first five years of enrollment. This study aims to look at the need and importance of teacher mentoring for beginners and the impact on teacher performance and student achievement.

"The problem we are discussing is investigating the effectiveness of teachers mentoring practice on academic achievement of university students"

Major Objectives of the Study

- To measure the impact of teacher mentoring on the academic achievement of the students at the university level.

Hypothesis of the Study

H1: Teacher mentoring has a significant positive impact on the academic achievements of students.

Significance of the Research Study

This study will be helpful for educational organizations, researchers, and the teachers and management of the institutions. This survey may be favorable for future researches to improve the presentation of teachers and satisfying the need of teachers for improving the quality education. So, this study will helpful for the management of any organization to improve the mentoring practice and

quality of any organization and for getting good output. This study will also gateway for the policymakers and heads of institutions to formulate methods of mentoring for beginner teachers to improve their quality of teaching. This will also be helpful for the teachers to evaluate their performance and self-assessment of their skills. As we all know quality education needs quality teaching and for quality teaching professional trainings are very important. To improve the quality of teaching heads will be able to formulate and plan trainings and evaluate and assess their performances in terms of students' achievement concerning their grades and positions.

Research Methodology

This section aims to define the acceptance of the study method used in the study and with this view an attempt to explain the structure of the study, the number of people targeted, sample selection, tool and process followed by the collection of the data. The study had selected in a descriptive style of research. The research text included data collection to gathered respondents 'perceptions related to existing problems and the effort made to put forward suggestions' to improve the situation. The explanatory method was used in the examination of a range of educational problems. So according to the nature of the research study was the most suitable design of the research. All the teachers and students of public and private universities of Islamabad of social sciences and management sciences department were the population of the research study. The sample of the study was being selected through random sampling. Six public universities and private universities were selected. While the population size was 100. In population, 50% were teachers, 50% were students. "Gay (1987)," suggests 10% of large and 20% of small population as minimum may be selected. "Krejcie and Morgan (1970)", suggest a sample size of 357 against the population of 5000.

A proportional stratified random sampling technique was used in this study data. The sample population was from the social sciences department and management department of respective universities. 50 teachers were taken through Stratified random sampling 50 students were taken from students results in form of GPA.

Research Instrument

The preliminary aim of this study was to develop a suitable and consistent tool that paying attention to the perception of the teachers concerning their mentors mentoring roles, (2008). According to Pakistani culture few changes have been made and ratings were made on a five-point Likert scale: 1 is considered as never, 2 is considered as rare and 3 is to sometimes, 4 is too often and 5 is considered as always. After the collection of data, it was analyzed with the help of inferential statistics depend upon the nature of the hypothesis of the research. Statistical tool such as regression analysis was used to determine the relationship between research variables. For this purpose analysis, SPSS 19.00 has been used.

Analysis and Interpretation

Reliability

Table 1: Reliability of teachers mentoring practice perception tool (N=100)

The following Table, explains the reliability of teachers' mentoring practice on students achievement questionnaire have five-factor subscales. Total no of item were 23 divided into two halves with the help of split-half reliability 1st half consist of 12 questions and have reliability value 0.67 and second half have 11 items and had reliability scores 0.72. Overall values were considered significant.

There is a positive and direct impact of Teacher mentoring on the academic achievements of students

Table 2
Coefficients ^a

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant)	13.236	.890		13.706	.000
TM	.513	.049	.654	40.120	.000

a. Dependent Variable: AA

It was hypothesized that "there is a positive and direct impact of Teacher mentoring on academic achievements of students" so the above table shows the results of the regression test on the data set. Major results show ($b = .513$ $t = 40.120$; $p = .000$) mean that teachers mentioning has (51%) impact on academic achievements of students and ($p = .000$) is showing that there is significant impact also on students. So it is clearly stated that the hypothesis of the study is approved.

Discussion and Conclusion

Educational assistance often has a dual purpose for personal support and professional learning. The first person to receive training may be students, newly trained or more experienced teachers, and teachers in schools, colleges, and university settings. However, there is limited research in the field of mentoring in support of overall well-being and the continued development of educators at these different levels. Therefore, we sought to find a study that explains the role of mentoring practices in helping academic professionals realize the importance of self-care and promoting well-being among their employees and colleagues. Besides, learning how teachers' well-being is supported by advising on a variety of contexts will help them to understand certain, well-informed things that develop in educational institutions.

Advanced enhancement, predominantly in the form of teaching or instruction can be important in increasing the opportunity that teachers will stay in the job. even though many studies argue about the importance of mentoring, confirmation for the direct impact of mentoring is limited and inconsistent. A few studies suggest that mentoring appears to affect student management skills in the classroom, as well as their ability to manage their time and workload (Evertson & Smith, 2000, cited in Talis, 2013).

Adding together, many studies demonstrate that the power that teachers experience in their professional development depends mainly on the requirements of the admission process, indicating that inclusion programs can be very helpful in initiating professional development for teachers, but often fail to do so because programs do not have the necessary qualifications. The various elements of the curriculum proved to be important, some of which have been successfully used in many induction programs. Key development points are the organization of the import plan and the types of sites offered; the ability of mentors to challenge emerging teachers in their professional development; and the level of attention to topics related to technological advances, especially pedagogy (Kassel et. al, 2010).

Rizvi and Nagy (2016) pinpointed that the results of a group-based education curriculum on classroom teaching activities put in plain words their conclusion that there are dissimilar ways of introducing different teachers and give an opinion on the different level at which teachers manipulate students in dissimilar traditions. Current research was extensive and descriptive in nature and data were collected through a series of questionnaires from teachers and an average of the grade point scores collected in the targeted teacher classes.

This study was guided by a single hypothesis, ' which has a positive consequence on teachers' academic achievement.

The results of the present study have shown a significant impact on teachers encourages student achievement at the university level in terms of grade point average. Results are the same as the subjects, Related Learning Outcomes Follow: Freeman and Nemser (2001), has confirmed that psychological teaching can promote effective teaching, but only if mentors are adequately equipped. Knight (2009) also emphasizes that teaching educators need to recognize education methods, knowledge, strategy, tools, and other interventions that have the greatest potential to assist students. Peretomode (2017) noted that while mentoring has long been accepted as a useful way to improve and inform the knowledge, skills, knowledge, and know-how of staff in the organization (including educational institutions in developed countries. Additional research by Giles, Cramer, and Hwang (2001) found that newly trained teachers were able to go to the consciousness of the needs of students earlier than their inexperienced peers and who were left in the survival phase.

Mentoring remains a viable policy in education. However, for meaningful mentoring to take place, the condition is the acceptance of the complexity of performing the mentoring function. This means careful planning. Teachers are an important resource in education, and effective teaching is an important ingredient in improving education or changing the environment. To help primary school teachers, it is necessary to support their performance in the classroom from the beginning of their teaching activities. Support for a well-designed mentoring program can be very important in getting new teachers into the profession and retaining them in education. Statistics are high. Quality teaching is essential if the educational work is to be accomplished. Mentoring can play an important role in improving the knowledge and skills needed by teachers to teach teaching and preparing in the next century of university. Professional development put into practice that is well-thought-out indispensable to enhance the presentation of teachers and the development of their skills, are one of

the most significant ways in which an organization can get your hands on or educate beginner educators about experienced teachers already working in the system. When the results of this study came out, it was concluded that teacher training has a significant impact on students' learning and achievement. In the case of the methods of teaching, assessment, student-teacher relationships.

Recommendations of Study

Based on the result of the study following suggestion have been made:

1. The government level and state levels should encourage mentoring programs for beginner teachers at the university level and should also provide the necessary infrastructure to facilitate in all institutions.
2. Administrative heads of institutions e.g. Vice-Chancellors, Deans, and Heads of Department, should ensure that effective and efficient mentoring programs exist and are encouraged in their respective Faculties and Departments.
3. Heads of departments should ensure that newly appointed teachers may fully aware of the significance of mentoring.
4. Quality education, quality teaching, a trained teacher, and teacher professional development program are interdependent and should be considered the main program .and make it to practice at a national level.

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