Exploring the Effectiveness of Mentorship Program at Higher Studies in India- A Case Study

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Abstract

This study scrutinizes early career of teachers' perceptions of the mentoring programmes over the past few years in India, as well as, in turn, how this has improved their teaching and research skills. The concept of mentoring in technical and higher education has gained momentum in the last few years due to the innovative schemes of the University Grants Commission (UGC) and All India Council for Technical Education (AICTE). For this, we have looked at the mentoring experience mainly from several perspective: the benefits and challenges faced by the mentors during the mentoring process to propose suggestions for an effective mentoring programme at higher studies in India. Previous studies have discovered that mentoring positively impacts teachers' professional development. However, this topic remains in the infancy stage in India till today. To this end, a web-based questionnaire containing 26 close-ended items was randomly administered among 60 entry-level teachers working in private sector institutions in India. The 5-point Likert system was used to rank the questionnaire. Finally, the data were quantitively analysed using descriptive statics such as number, frequency, percentage, and standard deviation.

The results suggested that teachers liked the mentoring process, as their teaching and research skills improved, including their overall understanding of the mentoring process. A handful of teachers reported the challenges and difficulties they faced during the mentoring due to the lack of institutional and administrative support. However, based on individual needs, the author argues for tailoring as per the institute's requirements.

Keywords: Mentoring, Mentors' perceptions, Higher education, institutions.

Introduction

In the present globalized setting, educators appear to be a major stakeholder in the execution of planned changes for imparting quality education for which teachers need to take a significant part in fostering all through their vocations working on currently procured skills and to get prepared and polished new strategies and procedures (Delaney, 2012). Among the other strategies and approaches such as tutoring, coaching, and supervising, mentoring has been reported as the most significant factor which significantly helps teachers in developing professional skills required for competing in the globalised education culture effectively (Carter & Francis, 2001; Johnson, 2002; Portner, 2002; Yost, 2002). In this context, teachers play a key role in the teaching-learning environment. Therefore, to be able to teach effectively, teachers need to be trained from the perspective of challenges and nuances of the mentoring process (Delaney, 2012). It is difficult for novice teachers to adjust in any institution in the beginning. At this stage, novice teachers typically face the emotional and ecological challenges of acclimating to a new work environment and new colleagues. For this reason, novice teachers need to be trained in a variety of skills, e.g., encouraging, counselling, nurturing, preparing, and supporting students (Anderson and Shannon, 1988), as well as sometimes involves situational leadership among students for their professional development (Lacey, 1999).

Moreover, Garrido and Alvarez (2006:17) argue that "it is exceptionally evident that the job of the novice teacher has significantly changed from the past and consequently the idea of teachers' abilities and skills have also changed. Therefore, mentoring strategy is a current research topic in the education industry. Mentoring programs play an important role in education for effective learning outcomes. Previous studies have revealed that almost half of new or early-career teachers quit the profession within five years of time, as they are not fully prepared to provide all the information and qualities required for effective teaching (Sanchez-Aguilar, 2021). Nonetheless, the administrations of institutes or strategy developers must hold them by giving an agreeable climate where they can learn how to educate and sustain as a teacher. For instance, Malderez, Hobson, Tracy, and Kerr (2007) found in their research that the majority of students credited their mentors with boosting their confidence, offering support for classroom management, and providing guidance on time and workload management. Studies have shown that mentoring relationships can have a good impact on mentees' early teaching experiences (Delaney, 2012).

Mentorship is important during all years of study but it is most effective during the first year of college. During the first year, students are usually unfamiliar with the study, vast curriculum, new environment and senior students. Keeping this fact in mind, many institutes run mentorship

programs mainly in the first year for the first-year students. Some institutes take the help of senior students to act as mentors for junior students. Although many colleges in India have mentorship programs for undergraduates, it is still not as meaningful as the ones for postgraduate students. There are different Mentorship programs in practice. They are broadly divided into individual or group mentoring. Individually, the mentee is guided by the mentor personally. In group mentoring, a specific group of mentees are allotted to a mentor and process is conducted in a group. Role of the mentor can be played by the teacher or senior students.

Any institution can successfully integrate new hires into the organisation by using the well-liked practice of mentoring. The contemporary literature on teachers and their induction has given a lot of attention to mentoring. As a result, it has become a "foundation stone" across universities to facilitate teacher growth. In the last 20 years, mentoring programmes have been implemented in different universities to assist new teachers, in meeting the requirements of 21st century educational standards (Hylan & Postlethwaite, 1998).

For the past ten years, mentoring programmes have produced articles outlining their mentoring techniques for both pre-service and in-service teachers (Harold et al., 2020). The University Grants Commission (UGC) 2019 came out with a scheme named "Paramarsh'' with an objective to get National Accreditation and Assessment Council (NAAC) accreditation by 2022 for all HEIs of the country. It is a scheme for institutions to act as mentor institutes and mentee institutes. The scheme encompasses training of faculty and staff for accreditation, sharing knowledge, information, and resources, research collaboration, faculty development and adaptation of best practices.

Despite previous research reportage about the importance of mentoring and its positive impact on teachers' professional development, India has not fully considered mentoring as a method for professional development. Therefore, keeping this aspect in view, the government of India, in its newly proposed draft of the New Education Policy (NEP 2020), it is stressed for mentoring programme mandatory, which will provide teachers with an opportunity to excel and brush up on professional development skill required for teaching in higher education (Gupta and Gupta, 2021). In this regard, a few researchers have focused on this subject in India. To our knowledge, no studies have yet explored both the challenges and benefits of mentoring, especially for early-career teachers. Therefore, the existing study examines the perceptions of early-career novice teachers on how mentoring enables them to develop professional development in the workplace. The current paper focuses on mentoring programmes that aim to develop students' subject-matter and pedagogical content knowledge, critical faculties,

reflexivity skills, reflecting on traditional teaching methods, and understanding of social needs for learning in the modern environment.

Literature Review

2.1 History of mentorship in India:

India was and is currently a land of diverse cultures, learnings, teachings, traditions and lifestyles. The Indian population was exposed to a teaching method that had the parents as the ultimate teachers and the kids as their students. Mentorship in education is an age-old concept (Sushil Gawande). It is existent in India since centuries. In ancient India education was given by saintly scholars (Sage) in Ashram. Ashram was a place where pupils (shishya) were staying with teachers (Guru/Sage). Basic life skills were taught along with the basic education at these places. This is also called as Guru-Shishya Parampara (tradition). Guru would remain as a lifelong teacher for that particular student. Such education in ashrams under saintly scholars is an example of mentoring students under supervision. 'During the Muslim era in India, there were several eminent prophets who formulated "the acquisition of knowledge/training one's mind to do right" as another main aim of their intellectual education. The three main qualities and principles that students were expected to follow were discipline, humility and moral conduct. India is globally known for its teaching (Gurukul) system for thousands of years. The country has made a significant contribution to setting up academic systems globally. Modern India is not growing only in the field of economy, infrastructure, healthcare facilities but also making huge development in the establishment of a world-class educational system, which may lead to the development of an educational hub in future India (Dhruv Kumar).

In early and mid-19th century most colleges in India were running undergraduate courses. Teachers and senior students would serve the purpose of mentors for the new students (mentee). Mentorship was mainly focused on academic issues. Teachers were respected traditionally.

In a study, Carmin (1988) defines "Mentoring as a complex, interactive process occurring between individuals of differing levels of experience and expertise which incorporates interpersonal or psychological development, career and educational development, and socialisation". In addition, there are other definitions for mentorship. Mentoring is a supporting relationship, a helpful process, a teaching-learning process, a reflecting process, a career development process, a codified process, and a role created by or for a mentor are some of the key characteristics (Robert 1978-1999) . Furthermore, Roberts (p. 162) also says, "Mentoring is a complicated, social, and psychological activity,".

Langdon & Ward, 2015 highlight educational mentoring as a "new mentoring posture," suggest a deeply rooted set of mentoring ideas and

practises that are integrated into broader educational goals. According to a "new mentoring perspective," mentors and new teachers should collaborate on discussions and activities that could increase their understanding of how students learn and lead to the development of "alternative practises".

A mentor establishes the job-related role of a coach and offers guidance to improve the mentee's professional performance and development. A mentor is an expert who can help a mentee develop their career. A person who helps a person in need through face-to-face contact is referred to as a mentor. A mentor serves as a role model, encourages, listens, offers advice, fights for a cause, and imparts knowledge and experience (Ehrich, Hansford, & Tennent, 2004). A mentor, according to a thorough review of the literature (Malderez & Bodóczky: 1999; Randall & Thornton: 2001; Wajnryb: 1995), is someone who:

- helps young students reach their potential

- encourages positive choices and promotes high self-esteem

- is caring and devotes time to a younger person

- develops mentees' self-awareness and interpersonal skills

The definition of mentoring as the idea and practises of mentoring related to various activities is challenging. Although there is no universally accepted definition, mentorship can be characterised as a social connection. This can take the form of a more senior or experienced person supporting a younger or less experienced person (Clutterbuck, 1992), or it can take the form of a more comprehensive concept where a mentor of equal or similar standing goes beyond sponsorship and guidance and works with the mentee to provide support to develop self-confidence and skills to enhance working relationships. This second idea seems to summarise the key findings of the most recent study on mentoring and is what has sparked the majority of the present interest (Gibb, 1994).

Because it promotes and fosters students' intellectual development, mentoring is widely seen as a crucial auxiliary to teaching. The development of new teachers (NQTs) and pre-service teachers (PSTs) within the university is essential. According to Hobbson et al. (2009), the teacher mentor influences the mentees' practises through sharing best practices, modelling instruction, and giving feedback (Clarke et al., 2013).

However, a solid mentoring relationship based on both personal and professional engagement was necessary (Bjerkholt, 2013; Richter et al., 2011). Since mentoring gives mentees a chance to receive hands-on support and use their critical thinking abilities in real-world scenarios that affect student learning, mentoring helps teachers advance professionally (Wang & Odell, 2007). Being a mentor is the practice of

facilitating and supporting someone else's development. Because the mentor needs to be able to mirror the ideas and concepts being taught to the early-career teacher, the process requires extensive training (Gay, 1995). The mentor must also be able to serve as an example of the role of the teacher in education. Coaching is a type of instruction used in activities like athletics or workplace apprenticeship that is part of the mentoring process. More research studies were conducted to investigate the impact of mentorship programs on teachers' professional development. The study showed the importance of having more interaction between mentors and mentees. The results revealed that mentoring practices should include guidance and checking lesson plans before teaching. These teachers required a mentor who could play a role mode of teaching which includes providing them with teaching strategies, classroom management skills, motivation, and feedback. On the other hand, ineffective mentoring may affect teachers negatively (Boz & Boz, 2006; Ong'ondo & Borg, 2011; Özge & Ahmet, 2019; Yuan, 2016). Boz and Boz (2006) studied the potential challenges involved in mentoring. The present study seeks to investigate mentees' perceptions of their mentoring experiences at higher education in India.

Rationale Behind Mentoring Programme

It has become very difficult to get a stable and suitable job on the basis of one's qualification. According to the Report on the Fifth Annual Employment-Unemployment Survey 2015-16, a positive correlation was seen between unemployment rates and increased levels of education among the youth in India. The survey also suggested that graduates could not find work in accordance with their educational experience and salary expectations. Effective training, experience, balanced workload and presence of conducive learning environment are important to take advantage of such opportunities. The lack of exposure and hands-on learning through work opportunities deters the ability to achieve their goals. Developing a sponsorship mandated mentorship system would be an effective way to help those with barriers to achieve goals in the early stages of their careers. There is a need to formulate a systemic guidance mechanism that helps them navigate through the ups and downs of their careers, in a comprehensive manner (Manav Lal,2021). The National Education Policy (NEP) 2020, developed under the able leadership of Dr. Kasturi Rangan, could serve as a pivot to formulate a full-fledged mentorship system for Higher Education Institutions (HEIs) in India. NEP 2020 calls for the preparation of an Institute Development Plan (IDP) to promote holistic development and learning of students. There is also the ever-important campus recruitment process that worries students. Mentors give them clarity and address this uncertainty about cracking their first job. They encourage students by getting them interview-ready. Engaging in a mentorship relationship can lead to a host of positive outcomes such as academic success, career development, and psychological well-being. Since centuries, the Indian

education system has been producing world-class teachers, scientists and mentors to support and help the students. Student mentoring programme is actively running in several Indian institutions such as IIT Delhi, Amity University, SRM University, VIT, IKON Institute and many other institutes. All India Council for Technical Education (AICTE) also issued detailed guidelines for mentoring the technical institutions to improve the quality to get NBA accreditation for technical programmes (AICTE, 2020). However, faculty mentoring or any other faculty support programmes are lacking in the Indian education system.

Therefore, it is important to establish and construct mentoring programmes' goals and objectives with the requirements of novice or aspiring teachers. The objectives of pre-service teacher education programmes have been reformulated in response to changes in the programmes' makeup. Consequently, mentoring programmes should put focus on helping future teachers become aware of the variety of instructional theories and options available, as well as help them develop the critical thinking skills necessary to evaluate the suitability and effectiveness of different methods, models, and theories for their particular teaching context and student population (Lang, Craig & Casey, 2017). During this process, they should also become aware of their own preconceptions and beliefs and how they affect their instructional practices (Mathur, 2012). To put it another way, the goal of a mentoring programme for teachers should not on forcing teachers to behave in a certain way (Kincheloe, 2004), but

- To increase teachers' abilities and resources for critical linguistic, cultural, and methodological understanding.

- To improve teachers' capacity for self-reflection on their attitudes and behaviours as well as the creation and reconstruction of their individual conceptions of language and instruction.

- To foster a culture that values both personal and professional growth.

- To provide opportunities for educators to value and acknowledge their own abilities as intercultural communicators.

2.3. Relevance of Mentorship

Despite digital learning gaining prominence, the importance of one-on-one guidance and mentorship to students, persists (Anant Begani, 2022).

Mentees in mentoring programmes gain career advantages. According to Kalbfleisch and Bach (1998), mentorship programmes improve professional development and the integration of new professors into their fields. They can also contribute to the improvement of a welcoming environment that fosters collegiality (Boyle & Boice, 1998).

Mentoring is the idea of providing assistance to newcomers or beginners in the education industry after obtaining the required qualifications. It is an established idea that many organisations use in numerous vocations, including education. Evertson and Smithey (2000) examined the effects of support provided by trained mentors on the classroom practices of their entry-year protégés. Their findings suggest that preparing mentors does enable them to be more successful in supporting protégés' success. Specifically, protégés of trained mentors showed increased evidence of developing and sustaining more workable classroom routines, managing instruction more smoothly, and gaining student cooperation in academic tasks.

Mentoring initiatives can aid and encourage:

- Particularly defined groups

- Creation and programmes for work-based learning

- Persons or organisations through change or transition

- Greater effectiveness of institutions and individuals

Jones and Jowett (1997) state that facilitated mentorship schemes may be implemented for a variety of reasons, some of which include the following:

- To better retain employees

- To quickly onboard new hires

- To recognise potential more effectively

- To encourage and support high achievers

- To support organisational change.

- To encourage personal development.

- To help people cope with transitions like moving into a new job or role.

- To support self-development and work-based learning programmes, continuous professional development, and graduate or company training programmes.

As indicated by White and Artisan (2003), mentoring helps mentees work on their abilities of perception and correspondence and allows them to shape new procedures into their own showing practice, which subsequently raises their professional development. In mentoring programs, various methodologies, assets, and practices are used to advance and foster the mentees' capacity to reflect.

Methodology

This study used a quantitative method to examine participants' readiness, attitudes, and perceptions of two mentoring programmes *(Mentoring in higher education institutions: A transformative practice* and *Mentoring and its potential threat and challenges)* at university-level learning programmes in India. The data were collected using a web-based questionnaire and analysed quantitatively. In this study, quantitative data collection and analysis would yield deeper insights into the research issues, and a complete picture of the experience of peer mentioning. We have used descriptive statistics such as number, frequency, and percentage against each item to present the results.

3.1. The case studies

The study was conducted at a multilingual and environmentally friendly private university and institutes in India. These institutions represent the multilingual, international, and sustainable (MIS) model of higher education. The MIS is a cutting-edge model of higher education in India (Statista, 2021). Standard pedagogy is used in MIS universities, where the majority of courses are offered in computer science, technical courses and foreign languages. As a result, it is implied that first-year students are enrolled in an intensive English programme that includes daily four-hour English lessons for around four months during their first semester and ongoing language reinforcement throughout their academic careers. Participants in these institutions' immersion courses provided input for the compilation of this study.

3.2. The participants

The research involved 60 teachers who took part in the survey. Participants ranged in age from 25 to 40 years and included 36 males and 24 females. The respondents were from a private university named IKON institutes, Gaya and Megasoft Solutions, Patna, India. The teachers mentored first- and third-semester Computer Science students and English language course based on their English language competence, interpersonal skills, research understanding, and interest and consent to serve as mentors. We employed a random sampling technique to collect the data because the target respondents were from two different institutes. In Dornyei's (2003) view, random sampling "minimize the effects of any extraneous or subjective variables that might affect the outcome of the survey study".

The respondents were professors, lecturers, lab instructors at different institutes in India. The author of this study collected data from teachers who have not completed their three years of career as teachers. The idea behind choosing teachers is that they will provide us with insights into the ground-zero reality of how mentoring can contribute to their professional development and its potential challenge and threat.

Notably, the educational qualification of all the mentors was graduate, post-graduation or doctorate level.

3.3. Instrument and Procedure

Based on the existing literature and the associated objectives of the present study, a web-based questionnaire was designed. The researcher developed the questionnaire using a 5-Likert scale 1-strongly agree, 2-agree, 3-neutral, 4-disagree, and 5-strongly disagree. It is the most widely used method of asking respondents to rate the target on a scale (Dornyei, 2003). In order to improve the dependability of the data (Oppenheim, 1992; Dornyei, 2003) recommended eliminating "leading" questions in the design of this questionnaire. To address two study questions, a survey was conducted to collect mentors' opinions on various mentoring-related topics, including their advantages, disadvantages, types, and activities.

A thorough analysis of the pertinent literature was the foundation for developing a questionnaire containing 26 items. This survey has revealed major problems pertaining to the research questions. The aim of questions 1 and 9 was to investigate mentors' perceptions of mentoring advantages for new teachers' professional and academic growth. The idea of questions 10-19 helped identify the type of mentorship taking place in higher education and the challenges faced during the process. The frequency of mentoring activities and types they had experienced was measured by questions 20 to 26.

There were three stages to the research. First, the participants were asked to fill in the online questionnaire to express their views on the mentoring process. Second, data were cleaned as there were two unsuitable responses. Finally, the cleaned data were quantitatively analysed.
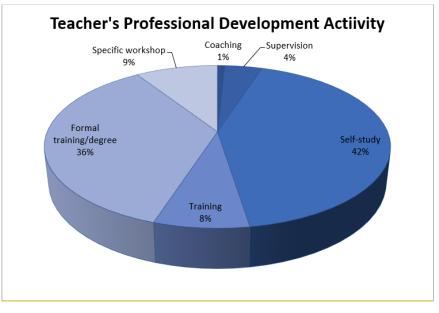
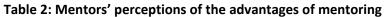**Data analysis, results, discussion, and recommendations**

Following table 1 presents the respondents' demographic profile. Figure 1 below presents the professional development activities of teachers. As seen in figure 1 below, of the many professional development activities specified in the question—including coaching, supervision, self-study, mentorship, training, formal degree programmes, workshops, and others—self-study and formal degree programmes come out on top. Notably, irrespective of their perceived roles in their professional development, all respondents claimed to have employed these activities, but three crucial tactics for professional growth—coaching, supervision, and mentoring—were underutilised. It is highlighted that, aside from coaching and supervision, mentoring appears to be a gap in their professional development. The information in the following section further supports the notion that this kind of informal mentorship is self-initiated.

Table 1: Respondents' demographic details

Category	Frequency	Percentage (%)
Gender Male Female	37 24	60.7 39.3
Age 25-35 Years 36 Years Above	25 36	41.66 56.47
Education Graduate Post-graduate Doctorate	29 20 12	47.5 32.8 19.7
Total	**61**	**100**

Figure 1: Showing teachers' professional development activities

Table 2: Mentors' perceptions of the advantages of mentoring

Items	SA		A		N		D		SD		Std. Div.
1.Mentoring helps you feel more confident about your professional competence.	14	23.3%	19	31.7%	15	25%	4	6.7%	8	13.3%	5.7879

Items	SA		A		N		D		SD		Std. Div.
2. Mentoring helps you acquire more teaching knowledge.	16	26.7%	23	38.3%	17	28.3%	4	6.7%	---	---	7.9582
3. Mentoring helps you acquire more teaching skills.	22	36.7%	30	50%	4	6.7%	---	---	4	6.7%	13.1148
4. Mentoring supports teacher learning.	6	10%	16	26.7%	16	26.7%	10	16.7%	12	20%	4.2426
5. Mentoring helps you gain more teaching experience.	21	35%	27	45%	4	6.7%	6	10%	2	3.3%	**11.2472**
6. Mentoring helps you improve your teaching.	15	25%	19	31.7%	14	23.3%	8	13.3%	4	6.7%	**5.9581**
7. Mentoring helps you increase your teaching efficacy.	11	18.3%	18	30%	17	28.3%	4	6.7%	10	16.7%	**5.7008**
8. Mentoring increases your job satisfaction.	11	18.3%	11	18.3%	29	48.3%	7	11.7%	2	3.3%	**10.1980**
9. Mentoring establishes a foundation for your career-long profession.	14	23.3%	22	36.7%	13	21.7%	8	13.3%	3	5%	**6.1441**

Note: *Strongly Agree (SA), Agree (A), Neutral (N), Disagree (D), and Strongly Disagree (SD)*

In table 2 above, respondents' responses have been presented against the items concerning the advantages of mentoring. A 5-point Likert scale was used, which goes from 1 for strongly agreeing to 5 for strongly disagreeing; individuals were asked to reply to the questions. To show what is teachers' opinions about each item, the scores were ordered by mean and standard deviation.

Overall, respondents said they believed that mentoring had given them more self-assurance in their professional skills and had enabled them to increase their knowledge and proficiency in teaching. They also said that their mentoring experiences had helped teachers develop new skills and improve their instruction. They only slightly disagreed that it offered advantages for their career-long profession, job happiness, and effectiveness as teachers. The answers to these questions spanned from agree to strongly agree. The majority of responders also only slightly disagreed that mentoring laid the groundwork for their long-term vocation. The perceived advantages of mentoring often support the main conclusions in the literature. This could result in positive perspectives among teachers toward their professional development; this can foster favourable conditions for the mentoring relationship to continue growing in their workplace.

Table 2: Mentors' perceptions of challenges of mentoring

Items	SA		A		N		D		SD		Std. Div.
10. Lack of awareness of the role of mentoring.	6	10%	11	18.3%	13	21.7%	19	31.7%	10	16.7%	4.7696
11. Your mentors' poor skills in mentoring.	11	18.3%	12	20%	21	35%	13	21.7%	3	5%	6.4031
12. Limited time for mentoring.	15	25%	25	41.7%	7	11.7%	5	8.3%	8	13.3%	8.1853
13. Poor planning of the mentoring process.	8	13.3%	11	18.3%	13	21.7%	18	30%	10	16.7%	3.8078
14. Lack of understanding of the mentoring process.	7	11.7%	11	18.3%	16	26.7%	16	26.7%	10	16.7%	3.9370
15. Lack of access to mentors.	9	15%	11	18.3%	23	38.3%	14	23.3%	3	5%	7.3484
16. Insufficient funding.	21	35%	31	51.7%	4	6.7%	2	3.3%	2	3.3%	13.2853
17. Lack of resources associated with mentoring.	6	10%	16	26.7%	16	26.7%	10	16.7%	12	20%	4.2426

Items	SA		A		N		D		SD		Std. Div.
18.Unsuccessful matching of mentors and mentees.	19	31.7%	24	40%	5	8.3%	4	6.7%	8	13.3%	8.9721
19.Lack of resources associated with mentoring.	14	23.3%	12	20%	20	33.3%	9	15%	5	8.3%	5.6124

Note: *Strongly Agree (SA), Agree (A), Neutral (N), Disagree (D), and Strongly Disagree (SD)*

Table 3 above shows the degree of agreement; each question's results were ranked by means. According to the table, teachers concurred that obstacles to their mentoring program included a lack of knowledge of the function of mentoring, a lack of comprehension of the mentoring program, and a lack of access to mentors. Additionally, there was agreement, notably in the areas of mentoring resources, time constraints, and poor mentor-mentee matches. They only somewhat concurred that the absence of administrative support had a negative impact on their mentoring process. There needs to be more research done on this. Additionally, replies to obstacles, including a mentor's lack of expertise, poor planning, and inadequate funds, resulted in scores ranging from 'somewhat agree' to 'agree'. In general, the majority of respondents agreed, disagreed, or agreed just somewhat that there are still numerous hurdles to mentoring at work. These results are useful in terms of practical considerations when attempting to expand mentorship for new teachers.

Table 3: Mentors' perceptions and attitudes towards their mentoring types

Items	SA		A		N		D		SD		Std. Div.
20. Your mentoring relationship is created spontaneously or informally without any assistance from the organization.	19	31.7%	20	33.3%	17	28.3%	4	6.7%	--	---	7.4386
21.You select the mentors for yourself.	15	25%	13	21.7%	6	10	18	30%	8	13.3%	4.9497

Items	SA		A		N		D		SD		Std. Div.
22.You have attended a defined mentoring program at your workplace.	6	10%	13	21.7%	19	31.07%	19	31.7%	3	5%	7.3485
23. There is a procedure to match mentees with the mentor.	19	31.7%	27	45%	11	18.3%	1	1.7%	2	3.3%	11.1355
24. Your mentoring programs have clear purposes.	26	43.3%	22	36.7%	4	6.7%	8	13.3%	--	---	11.5470
25. Your mentoring program focuses on specific tasks for short periods.	16	26.7%	23	38.3%	11	18.3%	5	8.3%	5	8.3%	7.6811
26. Your mentoring relationship is facilitated and supported by the institutions.	14	23.3%	12	20%	18	30%	10	16.7%	6	10%	**4.4721**

Note: *Strongly Agree (SA), Agree (A), Neutral (N), Disagree (D), and Strongly Disagree (SD)*

The questions in Table 3 looked into the different kinds of mentorship the respondents had received. The respondents agreed, or even strongly agreed, that they started their mentoring connection voluntarily and that the organisation appeared to promote this relationship. They also stated that there was no system in place to pair mentees and mentors, and they were not involved in a formal mentoring programme at their institutes. The other teachers disagreed that they had not participated in a mentorship programme with clear objectives and assignments that were assigned for short periods of time. These findings indicate that they received informal guidance.

Overall, the study showed that formal mentorship at the higher level in India is not well known, especially there. The current study's findings demonstrated that new teachers at their place of employment only received informal mentoring. Their perspectives about their mentoring relationships, the different types of mentoring activities, and how they rated their mentor all pointed to this kind of informal mentoring. The study supported previous studies' conclusions regarding the advantages of mentoring for teacher professional development. The use of mentorship as a tactic to assist beginning teachers in their early careers is supported, despite the fact that teachers in India perceived these advantages.

Additionally, they cited a number of obstacles to their mentoring process, including a lack of understanding of the mentoring program, mentors, time, resources, inadequate mentoring abilities, planning, and mismatches between mentors and mentees. Although the administration encouraged their mentoring, it stopped with unofficial encouragement. These results are crucial in terms of application for India's upcoming tertiary mentorship programme. Also, data analysis from the survey showed that the early career teachers currently employed at two different institutes in India, were dissatisfied with their mentors' mentoring abilities in regards to providing feedback, cooperating with others, modelling, and using effective teaching techniques as well as managing time for mentoring.

A few mentors' reported that connecting with their mentees became challenging for them. However, they highly respect their mentor's professional expertise, instructional abilities, teaching background, and interpersonal abilities. These results are also useful in assessing the current situation to plan and implement a mentoring programme for new teachers in the future.

Recommendations

However, mentoring is not formally recommended as a significant tool for early career teachers' professional development, despite the findings' strong indication that it could be a crucial part of an initial teacher's development. But, it was instantly introduced to meet the need of the hour. In order to aid, support, and simplify the transition of the new instructors into their potential careers, it is strongly advised that a mentoring programme be created at this study site. This is crucial for giving new teachers a chance to practise learning via error, receive feedback, and reflect on their experiences. This strategy is successful at enhancing the professional development of new teachers.

Furthermore, mentoring can be more effective under two circumstances: first, if the university plans to establish a learning workplace culture in which its "members should learn how to continually generate, retain, and enable individual learning and

collective learning to improve the performance of the organisational system which is important to all stakeholders" (Teare & Dealtry, 1998, p.47); and second, if that new culture is one that fosters the development of leaders who are capable of generating and retaining both individual and collective learning (Drew & Smith, 1995). All teachers, especially new ones, can be inspired by a learning culture to keep growing as professionals and engage fully in teacher collaboration. There is little doubt that mentorship will be appreciated in this setting.

Furthermore, all the aforementioned hurdles must be considered to encourage both official and informal mentoring. Particularly, the desired mentoring programmes should have clear communication of the program's aims, clarification of roles such as mentor training, setting of expectations, the suggestion of activities, creation of methods to match a mentor with a mentee, appropriate resource allocation, and planning.

On a similar note, Evertson & Smithey (2000) and Carter & Francis (2001) assert that mentors who are trained in more beneficial mentoring techniques and who are ready for their tasks do better in their roles. As a result, it is advised that mentoring programmes should give more attention to mentors' training. This should include formal training on the aims and purposes of mentoring, the duties and responsibilities of a teacher mentor, and the abilities required of them. According to Zachary (2000), mentors should receive training before working with their mentees and have the chance to discuss issues with other mentors while still providing assistance.

Conclusion

Through quantitative analysis, this study investigated the perceptions and attitudes of mentors about the mentoring programme for higher education in India. According to findings from the quantitative evaluation, mentors demonstrated good behaviours and attitudes during mentoring sessions. Those behaviours and attitudes greatly influenced the teaching-learning process and enhanced teaching skills concerning improvement in mentoring skills. However, teachers have also reported that they lack institutional support. If they had been provided with organisational support, the impact of mentoring experience and its impact on teachers' academic skills would have been superior. This is a reputed private institutes in India, so the findings of this study can be applied to other educational universities in India, but the author strongly recommends tailoring as per the needs and requirements of the individual institutes.

More specifically, below-average or achiever mentors were provided extra attention and showed clear improvement in their teaching and academic skills due to the mentorship programme. Mentoring can increase academic performance and positively affect teachers' emotional and personal lives, including their career development,

relationships with other academic staff, interest in research, goals for academic careers, self-esteem, and stress levels. However, future research can generalise the findings to evaluate the other advantages, especially considering other crucial variables such as teachers' and learners' backgrounds, overall understanding of the programme, required knowledge and so on.

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