# Empowering Education and Learning through Mentoring – A Literature Review

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## ABSTRACT

Empowering education and learning through mentoring is a conceptual study that explores the impact of mentoring on student empowerment and academic success. Mentoring is a critical aspect of education that provides students with opportunities to learn from experienced professionals, build networks, and gain valuable insights into their chosen field. The purpose of this study is to examine the role of mentoring in empowering students to take control of their learning and achieve their academic goals. The study based on existing literature on mentoring in education and included review of relevant theories and empirical studies. Based on this reviews, study found that there is a positive relation between students' performance and mentoring intervention. Hence, the study recommends that mentorship programs should be initiated by educational institutions can improve the academic performance and confidence level of students in a positive way.

**Key words:** mentoring, academic performance, empowerment of education.

## I. INTRODUCTION

Mentoring can play a significant role in empowering students to take control of their learning by providing guidance, support and encouragement to help them identify their strengths and weaknesses, set goals and develop the skills they need to succeed academically and personally. It is valuable in higher education as it assist students in adjusting to a new academic field, improves their chances of academic achievement and reduces the likelihood of them dropping out. By relying on mentors' knowledge and know-how, learners can graduate on time and progress in their chosen profession. Mentoring is recognized globally as a significant factor in the enhancement of an individual's skills, professionalism, and personal development (Fletcher and Mullen, 2012; Kochan and Pascarelli, 2003; Orland- Barak, 2010).

The purpose of this literature review is to define mentoring and explore the relationship between mentoring and academic performance. In general mentors are considered to be people who possess extensive experience, expertise, wisdom, skills and influence and who offer guidance and assistance to support the career advancement of their protégés through an interactive relationship (Allen, 2003; Baugh & Fagenson-Eland,2005; Bozeman & Feeney, 2007; Gibson, 2004; Jacobi, 1991; Kram, 1985a; O'Neill, 2005;Ragins, Cotton, & Miller, 2000; Ragins & Scandura, 1994, 1997; Scandura & Williams,2001; Sosik & Godshalk, 2005). According to Allen

and Poteet(1999), 'the development of mentoring relationships can be a key strategy for enhancing individual growth and learning' in the business world (p. 60).

Mentoring can positively influence individual development in any domain and with regard to

manifold outcomes over the life span(Heidrun Stoeger, Daniel Patrick Balestrini, and Albert Ziegler, 2020). Receiving mentorship can be beneficial for students who face challenges in mastering various subjects during higher education. This support can help to reduce the rate of failure and dropout. Mentors can provide tailored guidance to improve the attitudes, values and skills required to excel in the curriculum and enhance the mentee's self assurance in the subject matter.

## II.   OBJECTIVES OF THE STUDY

▶   The purpose of this study is to examine the role of mentoring in empowering students to take control of their learning and achieve their academic goals.
▶   Review the mentoring literature and identify factors that influence the success of mentoring relationships
▶   To study the students perceive on the impact of mentoring on their academic success

## III.   THEORETICAL BACKGROUND OF MENTORING AND DISCUSSION

Mentoring refers to a developmental relationship between an experienced and knowledgeable individual (the mentor) and a less experienced individual (the mentee), where the mentor provides guidance, support, and advice to the mentee to help them develop personally and professionally. The literature on mentoring reveals that there are multiple definitions of mentoring, and these definitions, along with the practices of mentoring, are constantly evolving and expanding. Coaching like mentoring , can be difficult to define, largely because these practices are multifaceted, ambiguous and contextually driven(Gallucci, Van Lare, Yoon and Boatright, 2010).

Social influence theory suggests that individuals are influenced by the people around them, including their mentors. A mentor's actions, behavior, and advice can impact their mentee's beliefs, attitudes and behaviors. Mentoring relationships can involve different types of social influence, such as informational influence(when a mentor models certain behaviors and values) .

Mentoring can also be linked to social learning theory, which emphasizes the importance of observation and modeling in the learning process. Mentoring relationships can provide opportunities for mentees to observe their mentor's behavior , attitudes and problem solving strategies, and to model their own behavior after their mentor's.

Cognitive learning theory can also be relevant to mentoring , particularly in terms of the mentee's cognitive processes and the ways in which they make sense of their experiences. Mentors can help mentees to reflect on their experiences, to analyze and evaluate their own performance, and to develop more effective ways of learning and problem-solving.

According to Social Interdependence theory , the relationship between a mentor and mentee  can be viewed as a form of social interdependence. In a mentoring relationship, positive interdependence can be established by setting clear goals and expectations for both the mentor and mentee. The mentor can provide guidance and support to help the mentee achieve their goals, while the mentee can contribute their skills and knowledge to the mentoring process. By fostering a sense of shared responsibility and mutual support, social interdependence

theory suggests that both the mentor and mentee can benefit from the mentoring relationship. The mentor can feel a sense of satisfaction from helping someone else succeed, while the mentee can gain valuable knowledge, skills, and experience from the mentor. Overall , social interdependence theory highlights the importance of creating a collaborative and supportive environment in mentoring relationships.

Mentoring programs offer numerous advantages, including enhancing faculty morale, increasing job satisfaction and boosting self-assurance in professional development. Such programs provide a platform for mentors and mentees to develop positive working relationships, resulting in improved confidence, competence and engagement in their respective roles. Overall , mentoring programs are an effective means of supporting career growth and development, and they are instrumental in promoting a culture of continuous learning and improvement (JanM. Nick, Theresa M. Delahoyde, Darlene Del Prato, Claudia Mitchell, Jennifer Ortiz, Clarise Ottley, Patricia Young, Sharon B. Cannon, Kathie Lasater, Deanna Reising, and Linda Siktberg , 2012)

In the words of David Clutterbuck, 'mentoring involves primarily listening with empathy, sharing experience, professional friendship, developing insight through reflection, being a sounding board, encouraging'.

Vickie L. Nadolski says 'mentoring is linking an experienced person (mentor) with a less experience person (mentee) to help their personal and professional growth'.

Mentoring can be an effective way to improve academic performance in several ways:

- Mentors can help mentees to set specific, measurable, achievable, relevant, and time-bound (SMART) goals related to their academic performance. By setting clear goals and creating a plan to achieve them, mentees are more likely to stay motivated and on track.

- Mentors can provide regular feedback to mentees on their academic progress. This feedback can be used to identify areas of strength as well as areas that need improvement. By receiving constructive feedback, mentees can make the necessary adjustments to improve their academic performance.

- Mentors can provide academic support to mentees, such as tutoring, study skills training, and time management strategies. By providing mentees with the tools and resources they need to succeed academically, mentors can help them overcome academic challenges and achieve their goals.

- Mentors can encourage mentees to reflect on their own academic performance and identify areas for improvement. By developing the habit of self- reflection, mentees can become more self- aware and better equipped to take responsibility for their own academic success.

- Mentoring relationships provide a supportive environment where mentees can ask questions, seek advice, and receive encouragement. By building a positive relationship with their mentor, mentees are more likely to feel motivated and engaged in their academic pursuits.

Overall, mentoring can provide valuable support and guidance to help students improve their academic performance and achieve their goals.

To ensure successful mentoring, it is important to establish a strong , mutual trust between the mentor and mentee. Communication plays a critical role in mentoring, and it should be effective and open. The mentor's availability and predictability are also crucial factors in the success of mentoring. A positive self- image and self- confidence are necessary attributes for both the mentor and mentee in a mentoring relationship. Additionally, mutual respect is essential for the mentor and mentee to effectively work together.

## IV.  METHODS

**Search Strategy and Study Selection**

To find relevant studies that describe mentorship programmes for higher education students , we followed the Preffered Reporting Items for Systematic Reviews and Meta- Analysis guidelines and conducted a search on PubMed, which includes Medline and PsycINFO, the Education Resources Information Centre (ERIC). Furthermore, we manually searched the reference lists of prior reviews on the subject to identify any additional papers that met our criteria for inclusion.

After determining the questions and scope of the review, we developed a set of six criteria for inclusion and four criteria for exclusion. These criteria were designed to help us identify research that is pertinent to addressing our research questions.

**Inclusion criteria**

IC1. Related to mentoring programs applied in higher education.

IC2. Includes concrete and verifiable empirical research.

IC3. Published after a peer review process.

IC4. Published in  quality (and/or impact factor) journals.

IC5. Research papers with quantitative, qualitative and mixed methods approaches applied.

**Exclusion criteria**

EC1. Not related to specific mentoring programs in higher education.

EC2. Did not undergo a peer review process.

EC3. We're not published in high-quality (and/or impact factor) journals.

EC4. Did not use quantitative, qualitative, or mixed methods approaches.

## V.  CONCLUSION

Mentoring programs have many advantages and which can improve morale, self confidence and self satisfaction among the students. Mentored students have better academic and career performance and developing to higher level. The purpose of this study was to assess the influence of mentoring on students' academic performance; study is purely based on review of previous studies published by different authors in different articles. Based on this reviews, we understood that there is a positive relation between students' performance and mentoring intervention. Hence , the study recommends that mentorship programs should be initiated by educational institutions can improve the academic performance and confidence level of students in a positive way. Furthermore , some factors also to be considered while selecting mentors and doing mentoring.

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