

## Pakistan Journal of Society, Education and Language (PJSEL)

Journal Homepage: <https://pjsel.jehanf.com/index.php/journal>

ISSN

2521-8123 (Print)  
2523-1227 (Online)

### Relationship between Mentoring of English Language Public Secondary School Teachers and their Classroom Practices in Punjab

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Original Article

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#### Keywords

Prosocial Mentoring, Knowledge Sharing, Classroom Practices, Secondary School Teachers

Motivation, Mentees, Classroom Practices, Secondary School Teachers

#### Abstract

*The purpose of the study was to find out relationship between mentoring of English language public secondary school teachers and their classroom practices in Punjab. Quantitative, survey type study was conducted. Researchers selected 198 teachers from public schools using a simple random sampling technique as sample of the study. Researcher developed a tool based on Grant's (2016) suggested mentoring constructs to explore relationship. The tool's initial portion dealt with demographics. There are statements to be scored on a five-point Likert scale in the second part. The researcher shared google forms to collect data. Data was analyzed using correlation analysis and descriptive statistics. It was revealed that there is significant relationship between mentoring of English language public secondary school teachers and their classroom practices in Punjab. As there is positive relationship between mentoring and classroom practices, it is recommended to design teacher training programs that emphasize the importance of mentoring attitude among teachers of English language classes at secondary level, to provide administrative support by creating incentives, awards, or acknowledgment systems that motivate teachers to embrace and implement prosocial practices.*

#### Introduction

This study's objective was to ascertain relationship between mentoring of English language public secondary school teachers and their teaching practices in classroom of Punjab. English language teachers' mentoring attitudes are crucial to the teaching and learning process. English is taught as a second language even though it is a foreign language. English language instruction is required in government secondary schools. Numerous issues confront both teachers and learners in English language programs. Studies on language performance and English language in the classroom have demonstrated that anxiety is common in English language classrooms and has a crippling

effect on students. 49 high-proficiency English secondary school students from two different communities were examined by Landstrom (2016). According to the survey, even pupils with great competency experience significant anxiety during English sessions. Numerous studies have demonstrated that anxiety related to the English language is widespread in classrooms, especially in secondary education.

The goal of this study is to investigate the possibility that students' fear may be lessened if teachers may support them in covering for missed lessons, provide more clarifications in areas where they are still unclear, and engage in mentoring activities. Mentoring encompasses a profound sense of prosocial motivation, wherein individuals willingly offer guidance, support, and wisdom to others without seeking personal gain. Mentors, driven by this prosocial motivation, engage in a selfless endeavor to share knowledge, experiences, and skills with their students. Their commitment to the students' growth and development drives them to invest time, effort, and empathy into understanding their students' challenges and aspirations. This form of prosocial motivation in mentoring aligns with the desire to be helpful or beneficial, echoing the perspective outlined by scholars like Grant (2007). Mentoring, driven by such motivations, serves as a powerful tool for nurturing talent, fostering personal and professional growth, and creating supportive relationships, empower individuals to reach their fullest potential. Mentoring's impact on performance has been extensively studied by scholars in fields like banking, medicine, and business. Nonetheless, not many academics have studied this subject in the realm of education, especially in relation to teaching and learning English. Consequently, there is a requirement to find out relationship between mentoring of English language teachers and their classroom practices. Therefore, in this study, researcher empirically tried to find out relationship between mentoring of English language public secondary school teachers and their teaching practices in classroom of Punjab.

### **Statement of the Problem**

When learning English at the secondary level, students face a variety of challenges. They work hard to acquire a foreign language and want to be proficient at it, but they struggle because of the anxiety they have both before and during class. In order to remove this barrier of stress and anxiety that stands in the way of learning English, teachers can assist students in facing their concerns. Students' anxiety levels will decrease when they get instruction in a kind and supportive manner. The purpose of the study was to determine the association between English language public secondary school teachers' mentoring and their classroom practices.

### **Objectives of the Study**

The following objectives were formulated:

1. To find out relationship between mentoring of English language public secondary school teachers and their instructional practices in classroom of Punjab.
2. To find out relationship between mentoring of English language public secondary school teachers and their student-oriented practices in classrooms of Punjab.
3. To find out relationship between mentoring of English language public secondary school teachers and their social practices in classrooms of Punjab.

### **Literature Review**

The primary aim of the research is to investigate the relationship between the mentoring of English language public secondary school teachers and their pedagogical approaches in classrooms in Punjab. A student is the fundamental unit of an educational system, providing the means by which all learning objectives can be fulfilled (Dana, & Yendol-Hoppey, 2019). In order to achieve academic goals, the student must be seen as the key client. Teachers work together as a complementing component of an educational system. One of the main components of this method

for accomplishing academic goals is the teacher. In an educational system, there are three fundamental methods for offering learning support. They consist of the following: (i) take no action; (ii) provide corrective support; and (iii) provide learning support (Skillen, Merten, Trivett, & Percy, 1998). In the first scenario, acquiring the necessary information and abilities is the student's responsibility alone; an institution's fundamental responsibility is not involved. This method of system development is unjust. There are established learning assistance facilities in the second scenario. They are marginal in nature and operate outside of the curriculum. Students who have been diagnosed as needing extra support or assistance are given it. This diagnosis could be made using the students' or teachers' ratings as the basis. Such help is largely unjust since it achieves learning objectives that are not curriculum-based. Under the "learning support" approach, a student receives learning help for the concepts and abilities that are closely linked to the curriculum. The teachers' or other supporting staff members' supplementary lectures, coaching, and mentorship are possible components of this tailored, targeted help. This is thought to be the best method of instruction, and it also helps students accomplish better academically (Skillen et al., 1998). Researchers in this field suggested mentoring as a way to improve students' academic performance and learning (Linn, Bond, Darling-Hammond, Harris, Hess & Shulman 2011; Tovey, 1999).

One useful strategy for offering formal or informal, targeted, one-on-one learning help is mentoring. Mentoring is the process of establishing a learning relationship in which a more experienced person (mentor) imparts knowledge to a less experienced or inexperienced person (students), according to Peyton, Morton, Perkins, and Dougherty (2001). According to Roberts (2000), mentoring is the process through which a more knowing and experienced someone acts as a coach, mentor, or role model to help a less knowledgeable and experienced individual reflect and learn. A large body of empirical research offers compelling evidence that mentoring not only helps students learn in ways that are beneficial to them (Bond, 1999; Quinn, Muldoon, & Hollingworth, 2002), but also plays a significant role in helping them continue to learn (Talbert, Larke, & Jones, 1999). Mentors have played a significant role in our history from the beginning of the universe's creation. They serve as a means of introducing, instructing, and nurturing various juvenile individuals. Many well-known musicians, scientists, and artists have stated in their autobiographies that they had many mentors who helped them succeed in their careers; Whitmore (2010) lists a number of these individuals.

Mentoring can be given in an official or informal setting and is essentially concentrated, individualized learning help. Formal mentorship, however, benefits the student and the organization more (McInnis, James, & Mc Naught, 1995). In any situation, it's important to make sure that both the teacher and the student who is being "mentored" have genuine freedom of choice or mutual option. The most fruitful mentoring relationships would arise from this reciprocal freedom of choice between the student being "mentored" and the teacher acting as "mentor" (Roberts, 2000). He goes on to say that in order to meet learning goals, mentoring should be an open system in which students are exposed to a variety of mentors and choose the one who best suits their needs.

Good instructors were essentially characterized as mentors who performed professional functions in Ancient Greece. In order to address various psychosocial concerns of their mentee students, the teachers were also serving as psychosocial mentors (Kram, 1985). As per the debate presented by Ragins and Cotton (1999), a teacher serves as a career mentor by inspiring their mentee pupils to exhibit perseverance, optimism, and dedication towards accomplishing their career objectives, after their request for assistance from their mentor teachers. They also maintained that mentor teachers support their mentee students in developing self-efficacy and resilience, as well as helping them to fast-track their professional and personal development. A mentor acts as a mentor, encouraging

and guiding the mentees' growth. Finding the ideal career route or personal solution are only two examples of the many problems for which assistance may be needed. Mentors give compassionate care. They are enlightened. They are aware of their mentees' problems. Therefore, the mentee can choose from a variety of personal and vocational possibilities and advance within them with the aid of their guidelines. That is to say, via this instrument, students can improve their personal growth and advance their careers in the balance between the mentor-mentee connection and the academic and interpersonal elements of educational practices. Consequently, a healthy partnership boosts output. Being a personal and supportive connection, mentorship is based on mutual respect and trust. In addition to the mentee's personal and professional development, it encompasses various degrees of assistance and support. These relationships are regarded as two-way, with the mentors typically being those with substantial experience who assist the mentee (Ehrich, Hansford, & Tennent, 2003). According to Whitmore (2010), mentoring is properly described as follows: "Mentoring tends to be broader and more holistic in focus than coaching since it is not merely focused in "maximizing performance." This description is based on their work analysis. Its foundation is also based on an individual's performance in professional domains over the course of their lifetime. A mentor is a multi-talented someone who can function as a coach, guide, trainer, or counselor simultaneously. According to Tovey (1999), mentoring is the main motivator that converts a school setting into one of "learning in context." Furthermore, according to Linn et al. (2011), this transition has a major favorable impact on academic achievement, improved learning, and skilled instruction. A recent study by Turner (2018) found a significant impact of the mentorship program on the students' academic progress. Thus, it follows that mentoring has the potential to improve student accomplishment.

Numerous benefits of mentoring were shown to be related to habits, health, relationships, motivation, and career, according to the findings of a meta-analysis of 112 individual research papers undertaken by Eby, Allen, Evans, Ng & DuBois (2008). These advantages heavily depend on the mentor fulfilling a variety of roles. Psychosocial support and career support are the two initial components on which mentor duties are thought to be built, according to Kram (1983). Psychosocial assistance was defined by Kram (1983) as friendship, encouragement, emotional support, and role modeling. According to Kram (1983), career support services included goal-setting assistance and consulting. A comparable study conducted in 1993 by Scandura & Ragins found that one-third of role modeling is a unique function of mentoring. Knowledge transfer and innovation were found to be the fourth and fifth mentor roles, respectively, in a series of research by Nora & Crisp (2007) and Form, Schlichting, & Kaernbach (2017). These findings may have varied contextual effects for mentees.

### **English Language Anxiety**

Khan and Zafar (2010) looked at the impact of provoked anxiety on three separate groups' performance at three different periods of learning: before, during, and after learning. Various researches have shown that English language anxiety is a common occurrence in schools, particularly at the secondary level. In a study on Malaysians' English proficiency, Idrus & Hamid (2021) demonstrated that fear of learning the language is a universal phenomenon, regardless of a student's demographic background. They also suggested that removing this psychological barrier could benefit students in rural areas with limited resources and facilities. Appropriate communication exercises combined with a lack of speaking practice may make the issue worse by reducing students' spoken ability.

Controlling your anxiousness is similar to controlling the classroom infrastructural framework. Students are better able to concentrate on their academics when they have access to adequate facilities. Similar to this, kids' anxiety levels decrease when they receive instruction from a kind and

supportive teacher. Therefore, in this study, researchers empirically tried to find out relationship between mentoring of English language secondary school teachers and their classroom practices in Punjab.

**Hypotheses**

The following null hypotheses were formulated to achieve the objectives of the study:

Ho<sub>1</sub> There is no significant relationship between mentoring of English language public secondary school teachers and their instructional practices in classroom of Punjab.

Ho<sub>2</sub> There is no significant relationship between mentoring of English language public secondary school teachers and their student-oriented practices in classrooms of Punjab.

Ho<sub>3</sub> There is no significant relationship between mentoring of English language public secondary school teachers and their social practices in classrooms of Punjab.

**Research Design**

Researchers have used descriptive research design to find out relationship between mentoring of English language public secondary school teachers and their classroom practices at secondary level in Punjab. The opinions of teachers were gathered using the survey approach. Regarding methodology, the study takes a quantitative approach. The study's population consisted of secondary schools' English language instructors of Punjab province. In Punjab, there were 867 SSTs teaching English as a subject. For this study, 198 public school instructors were chosen at random using a random selection approach. The number of SSTs teaching English language in Punjab is displayed in Table No. 1 below.

Table: 1

*Sampling of English language Secondary School Teachers in Punjab*

Sampled Regions	Sampled Divisions	Sampled Districts	Total Secondary Schools	Sampled Schools	Sampled Teachers
Northern Punjab	Rawalpindi	Jhelum	183	38	38
Central Punjab	Gujranwala	Gujrat	318	68	68
Central Punjab	Lahore	Sheikhupura	168	38	38
Southern Punjab	Multan	Khanewal	198	54	54
Total			867	198	198

**Development of Instrument**

A researcher created the measure based on the mentorship dimensions that Grant (2016) found. Items were developed, chosen, and examined. The order in which the items were listed was established. The instrument's format and structure were decided. With the assistance of specialists, content validity and construct validity were guaranteed. Each item's content validity index was checked for clarity and relevance. The instrument's final elements were reviewed by specialists. The instrument was pilot tested using sample of Twenty-five public secondary schools not included in large scale data collection. An instrument's reliability of 0.78 was determined. These actions led to the finalization of the tool used to assess secondary school teachers' component of mentoring. The tool consisted of two sections, the first demographic whereas second section dealt with mentoring using five-point Likert scale, ranging from (Continually= 5 to Never= 1).

**Data Collection Method**

Permission from Director Public Instruction Lahore was acquired for data collecting from English language secondary school instructors in the public sector. Researchers made a google form to get it filled from SSTs and shared it to the heads of the respective schools.

**Data Analysis and Findings**

**Description of Mentoring**

Descriptive statistics of mentoring were calculated. Details of data are given below in table 2.

Table 2

*Descriptive statistics of teachers' responses on scale of Mentoring*

	N	Min.	Max.	Mean	Sd.
Mentoring	198	2.83	5.00	4.36	.41

As shown in table 2, the mean score for mentoring is 4.36. The mean scores fall into “strongly agreed” categories.

**Description of Sub-Types of Classroom Practices**

Similarly descriptive statistics of sub- groups of Classroom practices (self-reporting data) were also calculated. Details of self-reporting data are given below in table 3.

Table 3

*Description of Classroom Practices of Secondary School Teachers*

Groups	N	Min.	Max.	Mean	Sd.
Instructional Practices	198	3.57	5.00	4.44	.31
Student Oriented Practices	198	3.50	4.90	4.29	.36
Social Practices of Student	198	3.14	4.86	4.19	.38

As shown in table 3, the mean score for instructional practices is 4.44, for student-oriented practices 4.29 and for social practices of students mean scores are 4.19. The mean scores fall into “agreed and strongly agreed” categories of all the sub-themes.

**Relationship between Mentoring & Classroom Practices**

Relationship between mentoring & classroom practices was calculated. To find out relationship Pearson product moment correlation coefficient was conducted. Results of correlation between sub-themes are given below.

Table 4

*Relationship between mentoring & Instructional practices*

		Instructional Practices
Mentoring	Pearson Correlation	.376
	Sig. (2-tailed)	.000
	N	198

Correlation is significant at the 0.05 level (2-tailed)

There is significant moderate relationship between mentoring and instructional practices as  $r=0.382$ ,  $N=198$ ,  $p< 0.05$ .

The following table shows relationship results between mentoring and student-oriented practices:

Table 5

*Relationship between mentoring & Student Oriented practices*

		Student Oriented Practices
Mentoring	Pearson Correlation	.093
	Sig. (2-tailed)	.045
	N	198

Correlation is significant at the 0.05 level (2-tailed)

There is significant association between mentoring and student-oriented practices as  $r=0.093$ ,  $N=198$  and  $p< 0.05$ , but it's too weak.

Table 6  
*Relationship between mentoring & social practices of Student*

		Social Practices of Students
Mentoring	Pearson Correlation	.190
	Sig. (2-tailed)	.007
	N	198

Significant relationship between mentoring and social practices of students as  $r=0.190$ ,  $N=198$  and  $p < 0.05$ , but again it falls in the category of weak relationship.

All the values indicated that there was significant positive relationship between mentoring and classroom practices to reject the null hypotheses.

**Classroom Practices Self-Reporting Based on Demographic Variables**

Correlation was run across various demographic variables to investigate the relationship between mentoring & classroom practices self-reporting. The result for each demographic variable is given under a separate heading for each variable.

Table 7  
*Relationship between Mentoring & Classroom Practices based on Gender*

		Male	Female
Mentoring	Pearson Correlation	.222	.446
	Sig. (2-tailed)	.023	.000
	N	105	93

Correlation is significant at the 0.05 level (2-tailed)

Table shows the relationship between mentoring & classroom practices based on two groups of gender male and female. As far as male group is concerned, there is relationship between mentoring and classroom practices self-reporting data ( $r=.222$ ,  $N=105$ ) which is weak and  $p < 0.05$  means relationship is significant. Among female group, there is positive relationship between mentoring and classroom practices ( $r=.446$ ,  $N=93$ ) and it's moderate and  $p < 0.05$  means it is significant.

Table 8  
*Relationship between Mentoring & Classroom Practices based on Experience/ Tenure*

		G-I Tenure 1-15 years	G- II Tenure 16-30 years
Mentoring	Pearson Correlation	.263	.445
	Sig. (2-tailed)	.008	.000
	N	100	98

Correlation is significant at the 0.05 level (2-tailed)

Table 8 shows the relationship between mentoring & classroom practices based on two groups of experience 1-15 years and 16-30 years. As far as 1-15 years group is concerned, there is relationship between prosocial motivation and classroom practices self-reporting data ( $r=.263$ ,  $N=100$ ) which is weak and  $p < 0.05$  means relationship is significant. Among 16-30 years group, there is positive relationship between mentoring and classroom practices ( $r=.446$ ,  $N=93$ ) and it's moderate and relationship is significant.

Table 9

*Relationship between Mentoring & Classroom Practices based on Marital Status*

		Married	Unmarried
Mentoring	Pearson Correlation	.372	.300
	Sig. (2-tailed)	.000	.013
	N	131	67

Correlation is significant at the 0.05 level (2-tailed)

Table 9 shows the relationship between mentoring & classroom practices based on marital status. As far as married group is concerned, there is relationship between prosocial motivation and classroom practices self-reporting data ( $r=.372$ ,  $N=131$ ) which is weak and  $p < 0.05$  means significant relationship is found. Among unmarried group, there is positive relationship between mentoring and classroom practices ( $r=.446$ ,  $N=93$ ) but it is weak and  $p < 0.05$  means significant relationship is found.

Table 10

*Relationship between Mentoring & Classroom Practices based on Age*

		G-I Age (21-40) years	G-II Age (41-60 years)
Mentoring	Pearson Correlation	.313	.435
	Sig. (2-tailed)	.000	.000
	N	134	64

Correlation is significant at the 0.05 level (2-tailed)

Table 10 shows the relationship between mentoring & classroom practices based on age. As far as 21-40 years group is concerned, there is relationship between mentoring and classroom practices self-reporting data ( $r=.313$ ,  $N=134$ ) which is weak and  $p < 0.05$  means significant relationship is found. Among 41-60 years group, there is positive relationship between mentoring and classroom practices ( $r=.435$ ,  $N=64$ ) but it is moderate and  $p < 0.05$  means significant relationship is found.

Table 11

*Relationship between Mentoring & Classroom Practices based on Qualification*

		G-I Qualification B.A & B.Ed.	G-II Qualification M.A & B.Ed. & above
Mentoring	Pearson Correlation	.349	.352
	Sig. (2-tailed)	.001	.000
	N	89	109

Correlation is significant at the 0.05 level (2-tailed)

Table 11 shows the relationship between mentoring & classroom practices based on qualification. As far as B.A & B.Ed. G-I is concerned, there is relationship between mentoring and classroom practices self-reporting data ( $r=.349$ ,  $N=89$ ) which is weak and  $p < 0.05$  means significant to reject the null hypothesis. Among G-II M.A & B.Ed. and above, there is positive relationship between mentoring and classroom practices ( $r=.352$ ,  $N=109$ ) but it is weak and  $p < 0.05$  means that significant relationship is found among variables.

**Conclusions and Discussion**

Based on the finding of the research, the following conclusions were drawn:

Teachers' opinion revealed that mentoring of teachers teaching English language has significant relationship with the teachers' instructional practices, student-oriented practices and social practices. From the research findings, it is concluded that female teachers are more prosocial than male teachers. It is also concluded that experienced teachers are more prosocial than less experienced teachers. As far as Marital Status is concerned, there is no significant difference in the attitude of married and unmarried teachers. It is concluded that prosocial motivation is also

affected by age. The relationship in 41-60 years group is stronger than 21-40 years group. Findings and Conclusions are in consonance with the results of the study "Educational Gerontology" by Peyton, Morton, Perkins, and Dougherty (2001) and "Formal Academic Mentoring" by Quinn, Muldoon & Hollingworth (2002).

As there is significant and positive relationship between mentoring and classroom practices, it is recommended to design teacher training programs that emphasize the importance of mentoring attitude among teachers of English language classes at secondary level, to provide administrative support by creating incentives, awards, or acknowledgment systems that motivate teachers to embrace and implement prosocial practices and to establish professional learning communities where teachers can collaborate, discuss, and reflect on the integration of prosocial and mentoring attitude.

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