Assessing the Mentoring Service in Department of English: A Case from Bangladeshi Public University

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Abstract

A voluntary mentoring service started from September 7, 2014 at the Department of English in a well-known public university of Bangladesh intending to provide guidance and support to the students of that respective department. The target was to help the students in their academic endeavor. The objective of the present research is to study the mentioned mentoring service. In this study, semi-structured interviews were conducted with seven mentors and five mentees. The findings suggest that the mentoring program was successful in fulfilling its aims; however, the participants pointed out the areas in which the service needs improvement. The study concludes with the implications and suggestions to aid similar future projects.

Keywords: Mentor; mentee; help and support in public university; mentoring service

Introduction

Mentoring is a support system where guidance is provided by one person to another to make significant changes in knowledge, work or thinking (Clutterbuck, 1991). In the framework of mentoring, to be a successful mentor, familiarity and understanding of the process along with the variety of styles, skills and techniques that apply to the context are compulsory.

Undergraduate education is quite a different experience compared to the primary, secondary and higher secondary level of education in Bangladesh. The students of the Department of English come from diverse background and face challenges in adjusting with the University as well as the department. With the aim to facilitate the students, The English Department Mentoring Service was introduced in 2014 with the definition of Mentoring service as a voluntary, free guidance service provided by senior students to juniors or freshers of the department who feel they need help on any aspect of their academic life starting from help with understanding courses to more personal and individual issues.

The English Department Mentoring Service was introduced for the students of the English Department under a British Council project. This was an innovative enterprise as it was the very first mentoring service presented at the said public university. Although in the beginning the target group was the 1st year students of Department of English only, the target group was later expanded to both 1st and 2nd year students of the Department of English. The mentors were selected based on a criterion of having a CGPA of 3.5 or above. They were trained to guide the freshers and the sophomores on various academic issues as well as university facilities and procedures.

The objectives of the service which were retrieved from the first poster published by this mentoring service included:
- Acting as psychological and academic support for 1st-year students
- Increasing interaction and solidarity among senior and junior students
- Helping 1st-year students to gain confidence
- Passing down the knowledge and experience of the older students for the benefit of the juniors. The poster (Ahmed, 2014)

As regards Do's and Don'ts of the mentors, a mentor's responsibility consisted of the activities of introducing students to the facilities offered by the university and the department, guiding them on academic aspects such as exams, getting study materials, assignments etc., assisting them to get adjusted to the environment of the campus and the department and providing them with light feedback of their notes/writing style and recommend respective course teachers for them. The mentors were not allowed to write or share notes or assignments with the students, coach the students like coaching centers, and help them with strictly confidential and personal issues such as marital/ relationship problems (Ahmed, 2014).

In this English Department Mentoring Service, the motto was "With the mentors by your side you are no longer alone in your academic endeavor!" There were also a number of catchy taglines, such as "Feeling lost in the ocean of syllabus, feeling down, feeling detached, not understanding difficult terms, treatment from others, want a shoulder to cry on…", in the flyers to assure the students about the assistance and guidance provided by the mentors.

The objective of is this study is to identify whether this service is considered as a successful service by the mentors and the mentees. In doing so, two research questions were set:
1) What types of issues are raised by the mentees in a mentoring session and what types of help are provided by the mentors?
2) According to the mentors and mentees, to what extent is the mentoring program successful?

Defining Mentor and Mentorship

Regarding the origin of mentoring, Hamilton (1981) commented it as a common practice in ancient Greece for the young males to be paired with experienced males to learn the way of life. However, the word is similar to a prudent, truthful, trusted, caretaker and teacher who must have the knowledge and skills to guide a youth (Cooper & Palmer, 1993; Fisher, 1994; Smith & West-Burnham, 1993; Carter & Lewis, 1994).

According to Rhodes (2002), youth mentoring encompasses the relationship between an adult and an adolescent. It undertakes those supportive relationships which are important for personal, emotional, cognitive, and psychological growth (Ainsworth, 1989; Rhodes, 2002). Secondly, Academic mentoring characterizes the apprentice model of education where a faculty member teaches understanding, offers support, and provides guidance to a student apprentice on academic (e.g., classroom performance) as well as non-academic (e.g., personal problems) issues (Jacobi, 1991). The focus of this type of mentoring is facilitating psychological adjustment and developing an understanding of professional identity (Austin, 2002).

Clutterbuck (1991) defines mentoring as a concept of indirectly helping of one person to another for making noteworthy alterations in knowledge, work or thinking. Kirkham (1993) defines mentors as the people who inspire and encourage their mentee to fulfil their future imaginations. Anderson and Shannon (1988) define mentoring as a development and it has been viewed as a discrete, self-contained relationship by Brooks and Sikes (1997). Regarding the relationship between mentor and mentee, it should be dynamic, mutual, respectable and emotionally intense (Brooks & Sikes, 1997; Danziger, 2001; Smith & West-Burham, 1993; Hockey, 1997; Wilkin, 1992).

The roles a mentor performs have to do with listening, questioning (Brown & Krager, 1985; Carter & Lewis, 1994; Fisher, 1994), and enabling, as distinct from telling, directing and restricting (Parsloe, 1999). According to some researchers, the most important role of the mentor is providing guidance, advice and counsel (Schon, 1987; Shaw, 1992; Wilkin, 1992). These roles played by the mentors can assist all mentees to assess and recognize their potential and implement their professional development (Brown & Krager, 1985; Mountford, 1993).

The aim of mentoring is to promote, support and to provide the mentee with a resource regarding career inspirations (Danziger, 2001). According to Lee (2003), mentors can offer pointers into the works apprentices are drawn to, however, as most mentoring involves someone older in age, it cannot refrain itself from an advising and counselling setting (Brooks & Sikes, 1997; Tomlinson, 1995).

A wide range of support can be provided by the mentor nonetheless the mentee must communicate to their mentor (Davis, 2004) regarding the fields where assistance is needed. Among other things, the mentees required to be:
 (1) eager to learn and willing to take on new challenges (Robinson, 2001);
 (2) receptive, be open to feedback, viewing it as an opportunity to improve themselves (Saul, 2004);
 (3) open to new ideas and able to see things from other perspectives (Stephens, 1996; Lee, 2003; Furlong & Maynard, 1995);
 (4) loyal, not violating confidences or trust (McIntyre, Hagger, & Wilkin, 1993); and
 (5) appreciative of the help the mentor is giving (Lee, 2003) as it is an effective way to transfer skills and knowledge swiftly and it encourages faithfulness (Robinson,2001).

Previous Research in the Filed

Many previous relevant studies have explored and evaluated mentoring programs offered in different institutions. Koch and Johnson (2000) performed an evaluation of mentoring Psychology majors at George Fox University. That study indicated that potential benefits of mentoring on students' personal and career development and satisfaction with their major.

Grant-Vallone and Ensher (2000) studied the effects of a graduate student peer-mentoring program from the perspectives of both members of 35 mentoring dyads. The result of the study showed that peer mentoring program provides strong support to the students with an increased level of both psychosocial and instrumental support and those with the increased level of support are more contented with their peer mentoring relationships. There was also strong evidence that peer mentors provide higher levels of psychological support compared to instrumental support.

Gensemer (2000) examined studies on peer mentoring programs along with highlighting their benefits and observing conditions and constituents of successful programs. The result of the study highlighted the benefits of cross-age mentoring and peer mentoring programs. It stated that peer mentoring programs have been successfully implemented to help ease the transition from one level of schooling to the next. However, this study also noted the importance to match tutors and tutees carefully as well as the prominence of receiving systematic training of the proper duration for the tutors.

DuBois, Holloway, Valentine and Cooper (2002) used meta- analysis to review 55 evaluations of the effects of mentoring programs on youth and identified that program effects are significantly higher when greater numbers of both theory based and empirically-based "best practices" are utilized as well as strong associations are formed amongst mentors and youth. Youth from backgrounds of environmental risk and disadvantage appears most likely to be benefitted by performing in mentoring programs. This study recommended greater observation of guidelines for the designs and implementation of an effective mentoring program.

King, Vidourek, Davis and McClellan (2002) studied a multidisciplinary mentoring program for fourth-grade students in a Midwestern public school. The result showed noteworthy developments in mentored students' self-esteem levels and positive connections to school, peers and family. Moreover, mentored students were significantly less likely to be depressed or getting involved in bullying and fighting as well as scored better in school along with performing better in terms of family connectedness. Shotton, Oosahwe and Cintrón (2007) studied the experiences of American Indian college students in a peer-mentoring retention program at one university. The findings of the study showed that peer mentoring can be a vital constituent in American Indian student integration and academic success.

Karcher (2008) examined a cross-age peer mentoring program where high school students were assigned to mentor younger students. This research demonstrated positive effects for mentees as well for mentors. Furthermore, this program also stimulated connectedness, self-esteem, and academic accomplishment of elementary and middle school mentees'. Hall and Jaugietis (2011) reported a six-year study of the development of a peer mentoring program in feedback was used to improve program implementation. The result of the study showed that participants in this program indicated that mentoring process has significantly enhanced their experiences and also showed that by participating in this program their leadership, communication and organizational skills have enhanced.

McQuillin, Smith and Strait (2011) examined a formal evaluation of a single semester mentoring program in the United States which was implemented within the context of a school-university-community partnership. During the first semester of the middle group, students were randomly assigned to a school-based mentoring program or a control group. The results of this study suggested that random

consignment to the mentoring program which was considered to ease the transition to middle school was associated with statistically substantial decreases in reading grades and valueless effects on other measures including connectedness with school and teachers. The results of the study reinforced the need to evaluate the mentoring program on a case-by-case basis suggested continuing to update in the area of school based mentoring until strong, replicable evidence based measures are identified and acknowledged.

Attri (2020) studied a mentoring program designed for engineering students at the Indian Institute of Technology, Jodhpur where a total of 15 mentors and 120 mentees participated. Mentors themselves assessed this program beneficial in terms of their self-development as role models, advisors or in their role of a career counsellor as well as improving their communication skills whereas the mentees considered the program helped them academically and emotionally. Crisp, Rickwood, Martin and Byrom (2020) examined the experiences of student facilitators of a guided peer support program for reducing and preventing stress and low mood of participating students. The researchers concluded that peer support and mentoring programs can offer valuable benefits for both participants and student facilitators by increasing wellbeing and fostering skill development although challenges exist in establishing initiatives.

Methodology of Research

Sampling

12 participants related to the Mentoring service of the Department of English were recruited in this study. Among them, seven people were mentors and the rest five were mentees. All of them were current students of the Department. Mostly the third year, fourth year and MA students are considered to be mentors to the junior and comparatively new students to cope up with the difficulties. Among the mentors, three of the participants were previous mentors and graduates from the department. The rest of the four mentors were current students of the Department of English. The mentees were all currently studying in the Department at the time of the research. The participants have been chosen through convenience sampling from the population mentors and mentees associated with the service. According to Dörnyei (2007), a very important factor of sample selection is the 'convenience' of the researcher; members of the target population are selected for the study based on certain practical criteria, such as availability in physical proximity and easy accessibility at a specific time, or willingness to volunteer. Dörnyei (2007) also exemplifies by indicating that people from institutions to which the researcher is involved can be one of the main examples of convenience sampling. For this research, all the participants were available and willingly volunteered at the time of the data collection. Also, the researchers used the method of convenience sampling as all the mentors and mentees were people from the researchers' graduate and post-graduate institution.

Data collection

A set of a semi-structured questionnaire comprising of five questions was used to interview the participants. The questions asked to the mentors and mentees were thematically similar, however, the questions differed for the two groups. Dörnyei (2007) states that there is a pre-planned question format or some pre-prepared question prompts in a semi-structured interview, but the interviewee is always motivated by the interviewer to discuss and explore more on the raised issues. It is called semi-structured because it is a mixture of structured questions (interviewer provides guidance and direction) and open and effortless discussion between the two sides (interviewer also follows up interesting developments and encourages the interviewee to elaborate certain issues). For this research, the researchers had a prepared set of questions so that it can work as an interview guide for conducting the interview, especially when the interviewees were constantly discussing several extended ideas. McCracken (1988) argues that the

interview guide is indispensable for qualitative research as this type of research may have several objectives and multiple factors to cover. Each interview session was also recorded by the researchers with the permission of the interviewee as Creswell (2015) depicts that the recording will provide the researchers with "accurate" record of the conversation.

Data analysis

The data found from the answers were analyzed manually by highlighting the recurring and main accounts and analyzed descriptively. For this study, the researchers used the coding process recommended by Creswell (2013) and Tesch (1990). According to them, narrowing the qualitative data into a few themes by dividing the text data into segments, dividing them and labeling them under themes is called the coding process. All the recordings of interviews were transcribed and read thoroughly by the researchers. In this reading process, the important, frequently recurring text segments were identified as codes (perspectives held by mentors, perspectives held by mentees, setting of the program, activities and issues discussed in the sessions, etc.) and these codes were utilized to get major themes or findings of the research. After this process, the major findings from the data were described with detailed and vivid information following Creswell's (2015) idea of describing and developing themes from the data. Creswell (2015) elaborates that answering the major research questions of the study and constructing a full-fledged understanding of the research problem through detailed description consist of the process of describing data in a qualitative research study.

Results

Mentors' perspectives

In the first question, the mentors were asked about the frequency of the mentee's attendance in the mentoring session each week. In answer to this question, most mentors answered that each week approximately 1 or 2 people came to the official mentoring session. Other than the mentoring session they tried to contact the mentors unofficially in the department or in the residential halls. They also shared that before examinations (midterms or finals) the number of mentees in the official session would increase.

With this note, the participants answered the second question which was about the topics or issues mentees talked about. From our interview, most of the mentors stated one very recurring issue frequently mentioned by the mentors- how to get more marks in the examination. Most of them came to the mentors to get some help to understand the structure of answer, or to get an insight of particular teacher's preference. An often-recurring question was, confirmed by one of the participants, "……how to write structured answers for broad questions so they could get the highest marks…". According to the participants, most of the mentees' queries revolved around the hope of getting higher marks in exams. Another frequent issue was to seek help in understanding the structure of essays, short notes and broad questions. Our participants confirmed that a lot of mentees would come to them with these issues. The next prominent issue was how to improve speaking and listening skills. The participants have asserted that as many of the students were from Bangla medium background, they would often ask for suggestions to develop their speaking and listening skills. Some mentees also confided in mentees about teachers' "incomprehensible" lectures that they were finding difficult to understand. Apart from academic issues, sometimes students also shared their personal problems with their mentors. Participants asserted that, though not frequently, mentees tended to share their frustration, accommodation hazards in residential halls and difficulty in adjusting in a new situation with the mentors.

Related to the previous question, the next question was to make an inventory what were the helps the mentors suggested to the mentees. To solve the problem of structure in their writing, or to get more marks the mentors most of the time suggested to practice writing, read more, and follow the class lecture and

teachers' lectures thoroughly. One mentor mentioned that the advice to these issues was, "The class would talk for itself". The mentors suggested watching English movies, videos on YouTube, reading books and listening to English songs to improve other skills such as speaking and listening. The mentees were often asked by the mentors to write a sample answer to practice. However, mentors never corrected the scripts as it was prohibited. Most of the mentors confirmed during their interview that they always guided and gave suggestions to the mentees to improve their structure, such as providing grammatical feedback, suggesting weblinks of writing websites, indirectly directing them, asking them to show the follow-up sample to the course teacher or tutorial instructor. As the mentors already mentioned that students had some difficulties to understand teachers' lectures, the mentors also gave suggestions regarding that. Most of their suggestions regarding this area included that mentees need to ask more questions to the teachers and take the class note thoroughly. Mentors could not give any hard and fast solution for the psychological or personal conflicts of the students. The only way all the mentors followed was to encourage them to be hopeful and tackle any adjustment or accommodation issues they were suffering from. One mentor said, "I always encouraged them to adapt to the situations in a passive way, because situations cannot be changed drastically and as a mentor I had boundaries. So, all I could do was to encourage them to be hopeful and adapt to the situation."

The next question was about the perspective of the mentors if the mentees are getting help from this service. In the answers of the participants, a mixed response was found. All of the mentors agreed that the students did not do any follow up from their sessions. There was no way of knowing if they had implemented the techniques and improved their writing. However, four of the participants had assured that the mentoring service worked as a "support system" for the mentees. As the students cannot always contact with the teachers, they often confide into the mentors. One participant specifically pointed out, "I gave them relief. In campus life, when you are a fresher, you don't know what to do and if there is someone who you can talk to then it is a relief. So it is a support system." Another participant said that she still gets phone calls from her mentee whenever they face any academic or personal problem. They agreed that though the mentoring service is not helping the students academically, it is helping students to get the opportunity to find solace. The other three participants don't think mentoring service is helping students enough because of the lack of students' interest to follow up and focusing mostly on examination-based objectives.

The question about the success rate of the mentoring service also drew out a mixed reaction from the participants. They pointed out both the positive and negative sides of this service. Some participants think that this program was "fairly successful", as one participant asserted, "If it wasn't successful, it wouldn't have been continued for these many years." Another participant said, "……we had a slogan that if you don't find a shoulder to cry on, you can come to us. We were that shoulders. It gives you pleasure and satisfaction, that I at least helped some people." The participants also mentioned this mentoring service rendered a lot of opportunities to the seniors and juniors to interact with one another and strengthen the brotherhood. Nevertheless, a lot of points the mentors talked about are the shortcomings of the mentoring service and why it is not successful. Firstly, there was a common tendency among the mentees that they always wanted to go to the mentors with whom they were familiar or comfortable. Secondly, mentees always wanted suggestions for examinations; they have no desire to improve in the long run. Thirdly, class time and mentors' office hour always clashed. Sometimes mentees went and saw the empty rooms. It might demotivate mentees. And lastly, there is not enough publicity and most freshers don't know what mentoring is about. Mentors also provided some suggestions while answering the questions. They mentioned that the department could increase publicity to inform the freshers about this new service so that they can get help from the very beginning if they need it. One participant also mentioned, "The teachers should also tell them in the classes about mentoring and send students. If the students don't hear it from the teachers, then they wouldn't give it much importance." Mentees' attendance can be made mandatory to ensure the objective of this service.

Mentees' perspectives

The answer to the questions of the frequency of mentee's attendance was similar to the answer of the mentors. Almost all the participants confirmed that they did not go to the mentoring session more than 1 or 2 times in one week. One of the mentees said that she never went to any official mentoring session, but she contacted a lot of mentors through online platforms and asked for guidance.

The answers of the second question give us some issues that also match with answers given by the mentors. The mentees said that they always asked questions about how to get more marks in the examination, how to write structured answers and several difficult courses. They specifically had difficulty in ELT (English Language Teaching) courses and writing courses. Most of the mentees said that they did not want to share their personal problems with the mentors as they were not sure what issues they were supposed to share. So, they kept the sessions professional. Among all of the participants, just one asserted that she shared her experiences of facing difficulties in the new environment of the department.

The help provided by the mentors mentioned in this part will resonate a lot with the perspective of the mentors. Mentees said that mentors always gave suggestions about maintain structure in answers of any type of questions, they also helped them understand difficult courses. Mentees also assured, just like the mentors, mentors did not check their writing. They gave suggestions but never corrected it. In case of problems regarding frustration or adjustment issues, mentors helped mentees by encouraging them and helping them understand the departmental culture.

The participants agreed that the suggestions given by mentors were helpful. One participant said that as he always used to go before exams and followed the techniques suggested by mentors, his grades improved a little bit. Another mentee said,

> Their suggestions really helped me a lot in my studies. Their tips and the suggestions to write better really helped me to do better in the exams. But mentees are not sure what are the things they are allowed to share or is they can share things outside the study. There should be a specified list of what are the things mentees can share.

One participant mentioned that her mentor inspired her a lot in all her projects. She said, "Mentors also supported in my other endeavors outside of studies, for example, I sometimes write stories and send them to my mentor to know her feedback." The mentees think that they have a place where even though they might not get a solid solution, they can get relief and support from someone.

The participants did not think the program was entirely a success though they agreed that it helped them a lot. The first reason they pointed out was the lack of publicity. Most of the participants said that the mentoring program always starts three to four months after the semester starts. It should be started right from the beginning and there should be more publicity to inform the new students. At that time, the freshers are in a vulnerable state and at that time they need the help most. Another problem they mentioned was a clash of mentors' office hours and their class hours; there is no synchronization. Another participant mentioned, "From a mentee's perspective, anyone comes or not, mentors should maintain their office hours. They do not maintain office hour"; and this irregularity can lead to mentees feeling disheartened and never coming back in the session.

Discussion on Findings

From the results, it is evident that the mentors tried to help the struggling students academically, and sometimes psychologically. Most of the freshers in the department had problems in writing in the beginning and they consulted mentor about the issue. According to both groups of mentors and mentees, it is confirmed that mentors prescribed several solutions to improve their writing and structure, and did

not correct the scripts; instead, they tried to elicit responses from the students professionally. Both groups have confirmed that this method helped them excel in their studies. In a recent study conducted by Attri (2020) represented that mentoring program does not only help mentors in their self-development but also it helps the mentees in their pedagogical and psychological aspects. Anderson and Shannon (1988) asserted that an expert or more knowledgeable individual can serve as a role model, inspire, advise, and assist a less skilled or less proficient person. Mentors were performing the role of a role model in the lives of mentees.

Though the mentees and mentors have also expressed their view that the program was not very successful because of the lack of publicity, it created a support system for the mentees. It is expressed in the opinion of not only the mentees but also the mentors. As mentioned before, according to Jacobi (1991), academic mentoring includes teaching understanding, offering support, and providing guidance to a student apprentice on academic (e.g., classroom performance) as well as non-academic (e.g., personal problems, identity issues) issues. A similar aspect can be found in the results of the research conducted by King et al. (2002). The result indicated that noticeable developments can be seen in mentored students' (fourth-grade students in a Midwestern public school) concerning self-esteem levels and positive connections to school, peers and family. Furthermore, it was also evident that the mentored students were less depressed, more tolerable towards other students and scored better in school as well as formed a better relationship with their family friends because of the support system created by the mentoring program.

The mentors in discussion tried to help the mentees in their times of need, academically or professionally. The mentees also asserted in their response that the mentors helped them to understand the department culture and assisted them in coping with the culture shock. In this process, mentors were also benefitted with new experience regarding their mentees' issues. Similar to this phenomenon, we can look at a research conducted by Crisp et al. (2020) where the researchers found that peer support and mentoring program can help students reduce stress and anxiety as well as promote skill development of both the mentor and the mentee. Also, as previously discussed in the literature review, a study conducted by Karcher (2008) examined a cross-age peer mentoring program where the program was beneficial for both the mentors and the mentees in case of both of self- improvement and academic progress of the individual.

However, mentoring program is not so successful according to some of the participants from both groups. Apart from the lack of publicity, there are two more reasons at work. Firstly, the success of mentoring does not depend wholly on the mentors. The mentees also need to come willingly and join the session with a desire to learn. The mentors said that most of the mentees came before examinations and they did not come for a second time to follow up their progress. Secondly, mentee participants complained in their response that the mentoring program always started two or three months the semester started. The freshers need the mentoring service from the very beginning because at that time they remain the most vulnerable in a new environment. From these findings, it is evident that the mentoring program should be modified and refined according to mentees' needs. Time is a really important aspect here as mentees only come when it is convenient for them and the program should focus on the convenience and benefit of the mentees. A previously discussed study in the literature review indicated that randomly assigning mentees without considering their needs can do more harm than good (McQuillin et al., 2011). It was also suggested in the study that the mentoring program should be reconstructed through a case-by-case strategy identifying the areas that are needed to be worked on. The Mentoring program in question can also be restructured by considering the need of the mentees so that they can get the full experience out of this as well as get benefitted.

Limitations of the Study

This paper focuses on a new concept in the Bangladeshi context- Mentoring service. It can be opened in more departments and other educational institutions to provide opportunities to both senior and junior students to bond and share their ideas about academic endeavors. This paper shades some lights on the relationship between mentors and mentees and works as a small step to more researches in this field. The departmental authorities can also be concerned and make necessary changes to the current service.

The paper only took mentors' and mentees' perspectives into consideration. If we could interview the coordinators of this service, more information would be revealed and the evidence would be more concrete. Another limitation of this research is that we just worked at one university. If we took other universities' examples and compare them with the existing one, then there would be a more concrete picture of the whole scenario.

Conclusion

The paper aimed to evaluate the effectiveness of the English Department Mentoring Service. From the discussion with the mentors and mentee, it had been observed that the program, although has a clear aim and objective in helping the students in the transition period of starting their undergraduate study, it is yet to be successful in achieving its goal due to some issues. Both mentors and mentees need to be active in their roles to achieve the desired objective of the program. As Heinz (2003) indicated the fact that mentee should manage the relationship by establishing the first contact, continuing the relationship through communication and showing interest in the sessions. Otherwise, the program would not be successful. However, if necessary, measures are taken considering the scopes and limitations of the program, it will surely be able to play a positive impact in the life of the mentors and mentees. To conclude, it can be said that if any organization or academic institution aims to start a similar mentoring program and they consider the weakness mentioned in the discussion part, they will be able to come up with a better designed or a more successful one in achieving its goal. Moreover, other existing mentoring services can implement necessary suggestions from this discussion part of this paper.

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Ethics Statement

We, hereby, state that we conducted the research and prepared the manuscript following the protocol of research and publications ethics. We are solely responsible if any deviation or mistake (in content and language) is identified in the manuscript.

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