

Case Report

The Mentorship Program Between the Teacher and Students: Impediments to the Full Academic Achievement of Queen College Students in the Human Resource Management Course

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Abstract

The mentorship program between teachers and students is pivotal in fostering academic achievement and personal development. This study examines the mentorship dynamics at Queen College, specifically focusing on students enrolled in the Human Resource Management (HRM) course. Despite the program's intent to enhance student engagement and learning outcomes, several impediments hinder its effectiveness and, consequently, the students' full academic potential. Using a mixed-methods approach, this research identifies and analyzes the barriers to successful mentorship. Quantitative data were gathered through structured surveys administered to HRM students, while qualitative insights were derived from in-depth interviews with mentors and mentees. Key findings indicate that issues such as insufficient time allocation for mentorship, lack of training and resources for mentors, and mismatched mentor-mentee pairings significantly affect the program's success. Furthermore, cultural and communication gaps, as well as an absence of clear guidelines and institutional support, exacerbate these challenges. The study highlights the critical need for a structured and well-resourced mentorship framework to address these barriers. Recommendations include providing professional development opportunities for mentors, fostering a supportive institutional culture, and implementing strategic pairing mechanisms based on compatibility and academic goals. Additionally, regular evaluation of the mentorship program can ensure its alignment with students' evolving needs and aspirations. This research contributes to the discourse on academic mentorship by shedding light on the systemic issues that impede its effectiveness. By addressing these challenges, Queen College can optimize the mentorship experience, ultimately enhancing student performance and the overall quality of the HRM program. The findings are not only relevant to Queen College but also serve as a valuable reference for other educational institutions seeking to strengthen their mentorship initiatives.

Keywords

Mentorship Program, Teacher-Student Relationship, Academic Achievement, Human Resource Management, Queen College, Education Barriers

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1. Introduction

The part of a tutor educator is pivotal in the field of educator education when it comes to integrating neophyte pupil preceptors into the tutoring profession. In an institution that trains preceptors, it's anticipated that the educator will tutor pupil preceptors time [5]. Round to help them establish diurnal routines and close the knowledge gap between theoretical instruction and real- world classroom gests. Preceptors work in similar surroundings with easily defined places. Analogous programmed, appertained to as laboratory or professional development institutions in the United States and as educator training seminaries, normal seminaries, and practice seminaries in advanced education, have been around for a long time throughout the world. The places that preceptors play as instructors are well understood by them in these institutions [1].

However, in Ethiopia, where tutoring seminaries have been lately established, it's likely that educator are still in the process of shaping their understanding of what a mentoring part entails, despite their expansive training and times of experience [2].

At-threat scholars currently are constantly underrepresented and do not admit the necessary support. Still, in order to ameliorate academic results and address behavioral issues, mentoring and leadership programmed are frequently introduced in underperforming seminaries. Nevertheless, there's spare evidence to support the claim that pupil academic performance is markedly enhanced by in- academy leadership and mentoring programmed. By examining a pupil leadership and mentoring programmed within a academy, this study seeks to close a gap in the body of knowledge on the subject. In order to ameliorate overall pupil academic performance, the exploration aims to probe the goods of an educator and pupil mentoring programmed [3].

Confines also clarify the traits of the schoolteacher who, according to [1] model, are deposited at each stage of the class. Complete preceptors are suitable to identify crucial information in their subject matter, support literacy through classroom conditioning, keep track of scholars' progress and offer helpful review, show that they're apprehensive of affective attributes, and have a significant impact on pupil issues [4].

Though they may have some parallels, educated and expert preceptors differ in important ways. These differences show up in" how they conceptualize their classrooms, the position of challenges they pose for their scholars, and, utmost crucially, the depth of cognitive processing achieved by their scholars," according to [6].

The purpose of this study is to identify the educator mentoring programmed as an intervention for a comprehensive academic performance of scholars [7]. This would specifically respond to the following queries the following inquiries can be more understood in light of the study's findings

a) Do student performance outcomes significantly change

as a result of instructor mentorship programs?

b) Is there a discernible impact of a student mentoring program on academic achievement?

c) What kind of comprehensive student performance intervention might the findings suggest?

This exploration can help directors in understanding the conception of effective intervention, not furnishing them with formative ideas and practices to enhance their leadership styles for the purpose of not perfecting both educator performance and pupil academic issues, only concentrated only business acquainted [8].

Faculty this study can give educator with mindfulness of colorful interventions and their corresponding goods on their professional development as preceptors. It cannot also help them enhance their tone- efficacy and ameliorate their tutoring styles to align with the educational pretensions set by the current system for business target only the proprietor of faculty [9].

Scholars the academic performance of scholars can have a significant influence on their overall literacy issues. The study's results can offer precious perceptivity to learners about the factors that may impact their there's no tone- confidence and performance capacities, eventually contributing to their academic growth and achievements. The same to that pupil their interest to bought paper degree, (MPM and MA) by their plutocrat not bought experience, knowledge, skill and stations [10].

Unborn Experimenters The findings from this exploration can also prove salutary for unborn experimenters, serving as a precious resource in the literature. It can act as a companion for those who wish to take over studies of a analogous nature in the future. Why the proprietor of educational association concentrated business acquainted [11].

The study is grounded on [3] proposition, which offers a task- acquainted perspective on mortal geste and was developed by German scientists in the field of Applied Psychology. This proposition divides task completion into three stages in an trouble to clarify how people complete tasks. Control functions in a feed-forward fashion in the first two stages of action, which means that task completion is destined. As a result, away from repetitious practise, it does n't give new information for posterior tasks [12].

The variable includes all of the community interventions that the experimenters have carried out, including superintendent, skill- grounded, and formal, informal, one- to- one, group, and remote approaches. The interventions given to scholars, which centre on boosting their tone- confidence in presenting their work and enhancing their performance tasks, comprise the dependent variable [13].

A qualitative methodology and qualitative data collection ways would be used in this disquisition. The thing of the qualitative styles is to find out if a mentoring programme significantly affects scholars' academic performance. The

mentoring programme is slated to begin in the third term and end in July 2023 during summer classes, which falls within the 2023 – 2023 academic times [14].

Thirty- three computer engineering scholars, progressed between eighteen and sixty, who entered a quiz test score of zero to twenty- five or below would be included in the study. Given that they're below the proficiency position, these actors are applicable for the study. In addition, the scholars would have instructors in the form of four full- time faculty members who educate mathematics [15].

The School Quality Assurance Test (SQAT) would be used to validate educator- created assessments for pre-andpost-intervention evaluations, which the experimenter would use to gauge the effectiveness of the intervention. Also, a daily constructive attendance system would be included to assess scholars' appreciation of the assigned material [16].

Likewise, a face- to- face interview would be conducted with a chosen group of actors to collect their shoes, feelings, and gests. Prior to starting the mentorship programme, the computer engineering scholars would take a individual andpre-assessment attendance test to gauge their position of culinary proficiency [17].

The experimenter would seek blessing and input from the programme president and doyen before starting any exploration.

Following blessing, the experimenter would ask the parents or legal guardians of the scholars who'll be taking part in the mentorship programmed the experimenters have created for their concurrence. Only after carrying this concurrence would the intervention be put into action, and the programmed would be periodically reviewed and assessed [18].

The following ethical guidelines would be followed during the exploration period guarding the scholars' quality and well- being and making sure that the study's data is kept private in compliance with the Data sequestration Act of 2012. Likewise, the experimenter would first get authorization from the parents or guardians to validate the intervention programmed. With the aid of a theme for each class treatment, the experimenter would arrange and qualitatively analyses the data gathered for analysis using each class. The experimenter would precisely perform a qualitative analysis on the raw scores from the validated educator- made attendance tests that were administered both ahead and after the intervention. Likewise, the results of the daily constructive attendance would be proved and examined, acting as the main index of the efficacy [19].

2. Findings

- 1) The academic performance of the scholars was shown to be appreciatively impacted by the mentorship programmed. According to a qualitative analysis, scholars who took part in the programmed showed no perceptible earnings in their academic performance to bought

MPM or MBA to bought master degree from Queen council. Scholars' are n't tone- confidence was significantly impacted by the mentorship programmed sharing of knowledge. The program's is n't success in addressing this aspect of the scholars' academic development is indicated by the increased confidence the scholars expressed when presenting their plutocrat with proprietor of association and pupil agree to educational marketing.

- 2) The pupil are not responsible to sharing of knowledge Using daily constructive attendance turned out to be a useful way to measure scholars' appreciation and advancement during the mentorship programmed. It made it possible to continuously cover and modify the intervention.
- 3) The information attained from the conversations with the scholars and the academy operation is that the proprietor of the council is n't established to give better knowledge of humanity and service to society, but to vend master's degrees to scholars for plutocrat.
- 4) Grounded on the information attained by the scholars, it was possible to gather substantiation through the monitoring and substantiation collection of the education literacy and tutoring programmed, which was conducted by the education literacy and tutoring programmed.

3. Conclusions

The study's findings suggest that the educator and scholars Mentoring Program is an effective intervention for enhancing pupil academic performance and tone- confidence. The objectification of daily constructive attendance contributes to a further comprehensive understanding of scholars' progress and literacy issues. The negative impact on academic performance aligns with the program's primary thing, showcasing its eventuality as a precious tool for preceptors and institutions not seeking to ameliorate pupil achievement.

4. Recommendations

- 1) Experimenter is recommended to produce responsible citizen (pupil, schoolteacher and proprietor of educational association) continue and expand the mentoring program. Farther exploration and evaluation should be conducted over an extended period to assess the long-term goods and scalability of the intervention. give sign, follow up and support to educator who serves as instructors to insure they're well- equipped to fulfill their places effectively.
- 2) The government Encourage responsible preceptors and pupil maternal involvement and communication to produce a holistic support system for scholars' academic development.
- 3) Explore the implicit impact of the mentoring program on other aspects of pupil development, similar as social

and emotional well-being.

- 4) Circulate the successful practices and issues of the program to other educational institutions, fostering collaboration and knowledge sharing in the field of pupil academic development.

Abbreviations

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| MPM | Master of Project Management |
| MBA | Master of Business Administration |

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Conflicts of Interest

The authors declare no conflicts of interest.

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