The Impacts of informal mentoring on the effectiveness of protégé in Academic sector

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Abstract

The purpose of this paper is to identify the protégé effectiveness through informal mentoring factors of peer mentoring, altruism and organizational culture from undergraduate students. As previous researches was about the formal and informal mentoring and its effectiveness on mentees, there were less research about informal mentoring and its impacts on the student's career development. However, it has been proven that informal mentoring is more effective than formal mentoring so this study showed which factors highly influence in informal mentoring. This paper is based on quantitative research and data collected by close-ended questionnaires based on five point likert-scales from the undergraduate students of BBA and MBA through simple random technique, and software which have used in study was SPSS. This study is informal mentoring impacts on protégé career and effectiveness. however, recent researches was on B.com students with small sample size, so this research filled this gap and studied in the context of private University Karachi, Pakistan. Latter it can be effective in other educational sector as well, because informal mentoring is a process which does not need a formal structure to follow. This study has chosen three factors and tested its direct impacts on protégé effectiveness which showed the positive relations between them but for further, researches could be tested with relations or faculty roles in educational sector and on the novice employees in the organization as well, there are many other attributes like attachment styles, abilities and willingness could be explored in Asian countries.

Keywords; Altruism, organizational culture, peer mentoring, protégé effectiveness.

Introduction

Background & Overview:

Mentoring is an olden abstraction but in this era it is a worth instrument on whole organizations' employee and an individual's for succession. Moreover, for staff reinforces and their progression mentoring is comparatively new notion in the domain, getting support and instruction from seniors or managers to the juniors in the organization is an informal mentoring but because of its unorganized and unmentioned manner undertaking isn't too genuine. However, availability in the process of mentoring usually in between two persons, one person is guider and other one is a learner as Mentor and Protégé (Nankivell & Shoolbred, 1996). Furthermore, it has been suggested by (Kram, 1985; Ragins, 2000) that investigator and organizational inquirer have acknowledged about progressed in a persons' career by the instrument of career development can be done from the process of mentoring. As described by Levinson, et al, (1978); Kram (1985); Eby & Lockwood (2005); Allen & Eby (2003) that experience of mentors could be associated with mentors' personal development and (Weinberg & Lankau, 2011) have linked satisfaction of mentor by nobility of relationship. Moreover after the definitions of mentoring researchers have also revealed some benefits of being mentor in the organization, will give the feasibility to improve his position by maintain the image and make friends bonding, second is get possible loyalty from the protégé (Allen, et al, , 1997; Scandura & Ragins, 1999), in other opinion after mentoring mentee gets remembrance in the organization, after most mentor feels advantage of admiration and get some organizational benefit like promotion as far as his protégé improving in the organization (Baugh, et al, 1996). Somehow, it have also been described by (Murphy, 2012) that protégé is a reason behind the affiliation of new skills which supports the mentor to learn more and upgrading the knowledge. Eby & Lockwood, (2005) have found the highlights of mentor learning from the mentee, and through the continous progression of trainee (mentee) mentor feels more satified or delighted. To control on all the fears and lacking of the protégé is just as the guidance of career called mentoring (Noe, 1988). Afterwards, researchers have suggested the effectiveness of formal and informal mentoring from protégé's perspective as (Murphy S. A., 2008) described formal mentoring is less effected on protégé than the informal mentoring, because formal is about the meeting between mentor and mentee on particular plan and it is important to accomplish the plans with expected outcomes (Hindle, 1998). Informal is about the person (protégé) who wants to get some knowledge or help from a willing person (mentor) who can spread his knowledge and helping other person is also a part of informal mentoring, either it is in individual or in groups (Michael, 2015).As suggested by researcher (Gregoric & Wilson, 2015) that in university environment mentor gets the chance to improve its mentoring by peer mentoring informally. According to the researcher mentoring relations in peer could be in formal or informal (Bryant, 2005). It has also been described by researchers that altruism is one of the most considerable factors for the fortunate relation of mentoring however, cause of less number of studies it has been not clarified that is it actually impacted on peers willingness on mentoring or not (Rezania, Noufou, & Hossain, 2014).As examined by (Young, 2007) organizational culture have a supporting role in workplace for mentoring, because of the connection of organizational culture and mentoring and its smaller amount of material is available by individual willingness (Rezania, et al, 2014) have studied on organizational culture on peer mentoring which would be a part of this paper as well.

Problem Statement:

It has been measured that the most determined edification is mentoring; it doesn't depend on any circumstance of structure or from who begin it. This edification could transpire on both mentor and mentee and they ought to proceed towards the common goals as teammate (Michael, 2015). Splitting ideas, providing guidance and recommending direction of reflection is a part of mentoring that will empower to enlarge the order of mentee for achieving the regular task in the organization (Noe, 1988 , Wanberg, et al, 2006). As described by song, feng, & wang, (2017), that the entire identity, understanding, methods, provocation and mentor passion will impact on mentoring behavior of entrepreneurial. It has been suggested by Janssen, et al, (2014) that it is an important factor of an organization to realize about why probable mentors are willing to prepare their self to spend their time and struggle for being mentor. Researchers have tested organizational culture and altruism regarding mentoring purpose formally on business students (Rezania, et al, 2014). Recently, qualitative research showed the relationship of peer mentoring on mentor from first year students (Connolly, 2017). However, the relation of informal peer mentoring has been studied by (Gregoric & Wilson, 2015).

Previous researches was about the important or hidden factors which could be a part of mentoring in different fields and as per the given direction for further studies, in this paper researcher aims to move forward, fills the gap and identify Organizational culture, Altruism and peer mentoring on protégé academic adjustment informally in the context of Pakistan (University students).

Objectives and Significance of the study:

The research motive is to help out for mentoring of every student, trainee or pupils who needs some guidance to achieve his goals and would be supportive for those who are wanted to work on Mentoring because it's having the importance in this era to empower the youth with support and guidance. It is based on educational sector but it would also helpful for any organization as well to persuade a person for completing the task. This research could also be baseline support for the future researches. Moreover, current paper is designed to find protégé's effectiveness through informal mentoring in which some of the specific aspects are:

- To find out the impacts of Altruism on protégé effectiveness.
- To find out the impacts of Organization culture on protégé effectiveness.
- To find out the impacts of Peer mentoring on protégé effectiveness.

Outline of the study:

The study examines the protégé effectiveness through informal mentoring in which we analyzed the impacts of Altruism, organizational culture and peer mentoring, we have collected data from the students of private institute and they were involved in the following programs of B.com, BBA and MBA. It would be generalized to colleges and other universities of Pakistan as well but it would not be exactly applicable to the school students because they have different age groups and years which they have spent in the school. The sample size was short cause of time constraints, but it could be investigated more depth in future. This paper has only three variables but other variables are to be impacted on protégé effectiveness such as (mentoring styles, types and abilities of mentors) which is equally important for mentors in their field.

Literature Review

Definition & Explanation:

Altruism:

The definition which has been proposed for the Altruism, by the author that, "*behavior carried out to benefit another without anticipation of rewards from external sources"* (J & L, 1970, p. 3). It can also be define as "*Altruism may be defined as social behavior carried out to achieve positive outcomes for another rather than for the self* " (Rushton, 1980, p.10), another statement is, "*mechanisms will be discussed shortly. For the present, however, let us note that there is a class of behaviors which are carried out that benefit others, that most people consider such behavior by their peers a virtue, and that it is useful*" (Rushton, 1982, p. 4). As explained by Sharabany, (1984), the act that gives externally benefit to the other person and insert many rewards for the performer related to emotional and indirect at the minimum.

Organizational culture:

As quoted by (Rezania, 2014) that organizational culture is environmental aspect and visible to the mentor's personality which refers to, "*what is typical to the organization, the habits, the prevailing attitudes, the grown-up pattern of accepted and expected behavior*" (Drennan, 1992, p. 3), and it has been stated that "*Culture is to the organization what personality is to the individual*" (Van der Post, et al, 1997, p. 147). Conditionally or unconditionally structures the performance of the member through organizational culture (Rezania, et al, 2014).

Peer Mentoring:

It has been explained that, "*Peer mentors may be important sources of support for a wide variety of personal, family, and work-related issues associated with international relocation*" (Lillian, 1997, p. 9). Another scholar has quoted that, "*A peer mentor is someone who [is] an experienced student who can…inform [students] about resources on campus and events [that] are going on and just kind of be…. a go-to-person for help in getting to know the campus better and just being informed on what resources are available"* (Ashman, 2010, p. 6). According to the researcher's studies, most of the mentoring scenarios and experiences occurred outside the classroom (Keup, 2011).

Relationships:

Atruism with protégé effectiveness:

As quoted by (Aryee, Chay, & Chew, 1996) & have been described by (Burke, 1984) that mentors having individual characteristics which said they are supportive, helpful, empathetic, commited, approachable and sensitive are positively impacts on altruism, because they are willing to share their experience to juniors and help them out in their organizational life and in practical life.

H₁: Altruism influences the effectiveness of protégé.

Organizational culture with protégé effectiveness:

It has been suggested in the paper that to promote the culture of mentoring or helping in surroundings mutually would be supportive for the students in both ways, first other students feel comfortable and able to come forward to mentoring others and second is to get the help or support from mentor (Rezania, Noufou, & Hossain, 2014)

H₂: Organizational culture influences the effectiveness of protégé.

Peer Mentoring with protégé effectiveness:

The Role playing by peer mentor towards a protégé as a teacher, adviser, friend, sage (Scanlon, 2009). In other research scholar have explained that peer mentoring is one of the most beneficial source for the whole university, mentor & protégé. (Hossain, et al, 2014). Scholars (Zachary & Fischler, 2009) stated that the powerful instrument which can develop & grow leaders is mentoring, and enhance the leader efficacy of protégé (Lester, Hannah, Harms, Vogelgesang, & Avolio, 2011).

H₃: Peer mentoring influences the effectiveness of protégé.

Research Methodology

Method of data collection:

This is a quantitative study, secondary data was gathered through published articles and for assembling primary data the procedure which were used is closed ended printed questionnaire & online forms made on google. Questionnaire were designed on 18 questions which based on 5 point likert scale as 5= Strongly agree, 4= Agree, 3= neutral, 2= Disagree, 1= Strongly disagree. Because of the topic questionnaires were filled from the mentees (students) of KASB intitute of technology along with demographic informations. Reponses made on the time of recess or break time and some of them after and before classes, online respondents have given 3 days to fill the forms and the whole procedure was completely voluntary.

Sampling:

This paper considered 250 population size and after eliminated missing values and unengaged responses, the concluded amount of respondents are approx 195, all the responses collected through simple random technique and popoulation size justified by the formula of (No. of questions X by 10), accordingly 195 responses are enough for this study. These responses are classified in three demographic catagories which are gender, age group and qualification. In gender there were male and female respondents within the age groups of below 20 years to 50 years and above, they all are enrolled in different degree programs as B.Com, BBA, MBA and PHD.

Instrument of data collection:

Altruism (Noufou, et al, 2014)	
1	I like helping people
2	It is important to help others
3	Helping others makes me feel better
4	I find ways to help others
Organizational Culture (Noufou, et al, 2014) (M., 2007)	
5	At my university, people help each other
6	My university members like those who help others
7	A friendly atmosphere prevails among the people in our university
8	Informal groups and networks are used to share the organizational information among themselves
9	In our university people are always working together to solve problems with team spirit.
Peer Mentoring (Baryant, 2005) (Andrews & Clark, 2011)	
10	I am highly motivated to be a good mentor.
11	As a result of Peer Mentoring my confidence about my academic skills has increased
12	I enjoy working on a one-to-one basis with a student.
13	I feel comfortable working with my mentor / mentee.
14	I feel confident in my ability to communicate my ideas to others.
Mentee Effectiveness (Andrews & Clark, 2011)	
15	I feel part of the university.
16	It has made me more confident about successfully completing this year of study
17	It has made me better prepared to cope with the demands of my course.
18	Working with another student has been useful
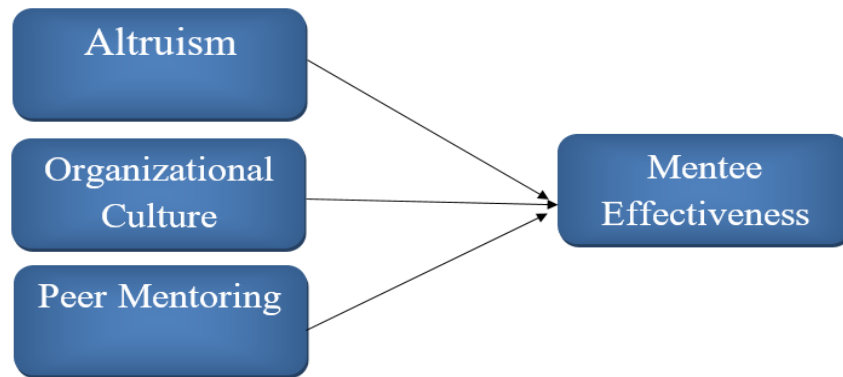
Theoritical framework

Statistical technique:

Microsoft Excel was used for clearing data by eliminating missing values and unengaged responses, the researcher done constitutive research by using SPSS software which were used for checking the relation of variables, reliability has been checked by Cronbach's alpha and regression analysis were used to analyze the cause and effect among the variables.

Demographics Frequency:

Table 1: GENDER

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	91	46.7	46.7	46.7
	Female	104	53.3	53.3	100.0
	Total	195	100.0	100.0	

In gender female responses are in predominance than male responses. The female percentage is 52% and rest percentages are male.

Table 2: AGE GROUP

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Below 20	20	10.3	10.3	10.3
	21-30	166	85.1	85.1	95.4
	31-40	6	3.1	3.1	98.5
	41-50	3	1.5	1.5	100.0
	Total	195	100.0	100.0	

As per the above table shown, respondent's ages below 20 years are 20%. Majority respondents are 166% between ages of 21-30 years, fewer ages between 31-40 years are 6%. And minority respondents are 3% in between ages of 41-50 years. The total frequency is 195%.

Table 3: QUALIFICATIONS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	B.Com	34	17.4	17.4	17.4
	BBA	114	58.5	58.5	75.9
	MBA	12	6.2	6.2	82.1
	Phd	4	2.1	2.1	84.1
	Others	31	15.9	15.9	100.0
	Total	195	100.0	100.0	

In this table we have five frequencies. Most of the respondents are from BBA which is 114%. Second highest are 34% belongs to B. Com, third frequency are from different fields which are 31%, MBA frequency is 12% and least frequency are Phd responses 4%. The total frequency is 195%.

Normality:

Table 4: Descriptive statistic

	Skewness		Kurtosis	
	Statistic	Std. Error	Statistic	Std. Error
Al1	-1.756	.174	5.469	.346
Al2	-1.358	.174	2.296	.346
Al3	-1.150	.174	.972	.346
Al4	-.416	.174	-.441	.346
OC1	-.417	.174	-.231	.346
OC2	-.501	.174	.041	.346
OC3	-.577	.174	.602	.346
OC4	-.552	.174	.174	.346
OC5	-.673	.174	.183	.346
PM1	-.471	.174	-.272	.346
PM2	-.712	.174	.729	.346
PM3	-.917	.174	1.805	.346
PM4	-.557	.174	.524	.346
PM5	-1.002	.174	1.325	.346
ME1	-.671	.174	-.118	.346
ME2	-.364	.174	-.366	.346
ME3	-.484	.174	.564	.346
ME4	-.850	.174	1.521	.346
Valid N (listwise)				

According to Chou & Bentler, (1995) the skeweness value must be less than + -3, and the kurtosis value also less then than + -10 is acceptebale. All values are lying between +-3 to +-10

Table 5: Reliability

Components	Item	Cronbach's Alpha
Altruism	4	0.608
Organizational Culture	5	0.714
Peer Mentoring	5	0.666
Mentee Effectiveness	4	0.540

The reliability of organizational culture is highest 0.714. And other two variables reliability is 0.608 and 0.666 and dependent variable reliability is 0.540. According to (Hinton, Brownlow, & Cozens, 2004) that Crobach's Alpha values are lying between 0.5 to 0.7 moderate generally accepted, exceeding reliability values are excellent.

*Table 6: **Regression (Descriptive Statistics)***

	Mean	Std. Deviation	N
AL	3.6346	.97297	195
OC	3.3354	.76746	195
PM	4.0585	.51500	195
ME	4.1051	.47743	195

For this table of regression, the mean of mentee effectiveness is 4.1051% that means respondents are agreed on given questions, the altruism mean is 3.6346% that showing responses between neutral to agree side, organization culture mean is 3.3354% it showing that responds are more on neutral side, and lastly peer mentoring mean is 4.0585% that showing respondents are in between agree to strongly agree side.

*Table 7: **Model Summary***

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.457[a]	.209	.197	.428

For this table of model summary R value is 0.457, and R square value is 0.209. It's a moderate relation. According to Evans, (1996) the value R is less than 0.20 to 0.39 it's a week relation. The value of R is 0.40 to 0.59 is moderate relation and 45.7% Mentee effectiveness has been explained by Peer mentoring, Organizational culture and Altruism and 30.9% defines variability between IVs & DVs.

*Table 8: **Coefficients***

Model	Unstandardized Coefficients		Standardized Coefficients			95.0% Confidence Interval for B	
	B	Std. Error	Beta	T	Sig.	Lower Bound	Upper Bound
(Constant)	2.426	.293		8.269	.000	1.848	3.005
AL	-.043	.032	-.087	-1.341	.181	-.105	.020
OC	.137	.040	.220	3.388	.001	.057	.216
PM	.339	.060	.366	5.642	.000	.221	.458

$Y = 2.462x_1 + (-0.043)x_2 + 0.137x_3 + 0.339x_4$ In above table it is shown that organizational culture and peer mentoring indicated positive impact on mentee effectiveness, and altruism showing negative impact on mentee effectiveness. As per the above result shows, possibility of rejection of altruism could be changing environment or diversified perception means in the Pakistani institute it doesnot related with informal mentoring among students. The coefficient table values of **t** is - + 2 increased accepted and sigficant value is less then 0.05 failed to rejected. In this case, mentee effectiveness value of t is 8.269 is acceptable and sig. value is 0.00. The altruism value of t is -1.341 and sig. value of 0.181 is rejected. The organizational culture values of t is 3.388 is acceptable and sig. value 0.001, peer mentoring t value is 5.642 its also acceptable and sig. 0.00. Organizational culture and peer mentoring values failed to reject H_{o2} & H_{o3} hypotheses and Altruism rejected H_1, the value of beta is two times greater than standard error. And our

hypothesis is also acceptable because the all variables values of beta are between lower bound and upper bound values.

Table 9: **Anova**

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	9.240	3	3.080	16.818	.000[a]
	Residual	34.980	191	.183		
	Total	44.220	194			

According to above resulted values, the significant value must be less than 0.05 and calculated value is 0.00 so the data is statistically signified.

Discussion & Conclusion

Eventually, after completion all findings the concluded results showed that Organizational culture and Peer mentoring have the positive impact on protégé effectiveness, but third variable which is Altruism having no significant as well as negative impact on protégé effectiveness. In similar studies about mentoring altruism having positive impact on mentoring regarding mentor's perspective but in current paper it has been clarified that altruism is not the factor which supports to protégé in academia. It was completely over on mentee perspective and the time when distribution & filling the forms, all relevant information has been given to the students for reducing misconceptions related forms and research paper. In conclusion, researcher found validity in peer mentoring from previous research written by (Sanchez, Bauer, & Paronto, 2006) that in intensification and satisfaction of student, the vital role played by peer mentoring. Furthermore, respondents were highly motivated to be a mentor and it increases their academic confidence and comfortable, they were agreed to enjoy working on one-to-one basis while engage in peer mentoring. In same way (Young, 2007) analyzed the factor of Organizational culture has an impact on formal mentoring, in current paper it has also impacted on informal mentoring as well because of evidences from mentees, respondents given neutral to positive results about culture in organization that people help each other and they like helping peoples, friendly atmosphere prevails among people or informal networks are used to share information. Furthermore, Rezania, (2014) has quoted in paper, researcher mentioned that it is not verifiable confirmation about circumstances of altruism on mentoring so, continuing this statement present situation is not suitable for accepting this effectiveness of protégé.

Limitation & future recommendation

Every study has some limitations, so there are also some boundaries throughout the study come to accept. The facts which make the study restricted were time constraint and less sample size because of these reasons we could not generalize the study to other universities. To put large sample size and take responses from different institutes make it more generalize and this paper is bounded on business student (mentees), in future same study could be identify on diversified fields. Apart from these factors, Close friends, family, leadership skills and self-motivation could be tested on mentoring from mentee perspective.

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