

Perception and Effectiveness of Mentorship Programme on Undergraduate Students

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Abstract:

➤ Introduction:

Mentoring is a collaboration between two individuals based on faith. Mentoring in medical education will benefit students by providing career assistance as well as a tool for personal and professional growth.

➤ Aim:

This study aims to evaluate how well a mentorship program helps students improve both academically and personally.

➤ Materials and Methods:

This study employed a cross-sectional design to assess the effectiveness of a mentorship program. A total of 10 students were selected to participate, and a key preliminary step involved sensitizing the mentor to the program's objectives and methodology to ensure effective implementation.

➤ Results:

The mentorship programme proved highly effective, with all the participants affirming its value and the significant benefits gained. Their consistent feeling that mentors genuinely invested in their progress underscored the strong, effective connections fostered.

➤ Conclusion:

The programme demonstrably cultivated a clearer sense of purpose among students, evidenced by their increased focus on career planning. Furthermore, participants developed enhanced stress management capabilities, which significantly contributed to their overall resilience.

Keywords: Academic, Effectiveness, Mentorship, Perception.

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I. INTRODUCTION

Mentoring is a partnership between two people that builds upon trust.[1] In medical teaching Mentoring will help the students as a career guidance and as a tool for personal and professional development of the students.[2]

This comprehensive support system empowers aspiring medical professionals to cultivate not only their clinical competencies but also their emotional intelligence, resilience, and leadership skills, preparing them for the multifaceted challenges of a healthcare career.

II. OBJECTIVE

- To assess the effectiveness of Mentorship programme on academic and personal growth of the students.
- To know the students' perception towards Mentorship programme.

III. METHODOLOGY

- **Study Design:** Cross sectional study.
- **Source of Data:** Undergraduate students.
- **Study Protocol:** 10 students were selected for the study.

The mentor is sensitized about mentorship programme.

- *The Mentorship Programme is Approached by:*

- *Five Phase Approach Model*

- ✓ Step 1 - Phase 1: Forming Stage
- ✓ Step 2 - Phase 2: Storming stage
- ✓ Step 3 - Phase 3: Norming Stage
- ✓ Step 4 - Phase 4: Implementing Stage
- ✓ Step 5 - Phase 5: Evaluating (Finalizing)

IV. RESULTS

Table 1 The Questionnaire and the Responses

Questionnaire	Yes	No
a) How many mentoring sessions you had?	10 meetings	
b) Was the number of meeting sessions with mentor sufficient?	90%	10%
c) Do you think mentoring is a good idea?	100%	
d) Have you benefitted from the relationship?	100%	
e) Was your mentor concerned about your progress?	100%	
f) Were you comfortable in approaching the mentor?	60%	40%
g) How did you find your mentor?	<ul style="list-style-type: none"> ↓ Listens to our problems ↓ Shares time ↓ Counsels us ↓ Guide us 	
h) Should we continue with such type of programme?	100%	Nil
i) What did you enjoy the most about mentoring?		
Felt supported	70%	
Mentor concern	70%	
Interaction	80%	
Career plans	40%	
Problem solving	80%	

The mentoring program is clearly a resounding success, with participants universally agreeing on its value and the genuine benefits derived from their relationships. (Table 1).

The unanimous sentiment that mentors were deeply concerned about their progress underscores the strong connections fostered. With an average of 10 meetings, 90% found the duration sufficient, highlighting the program's effective structure. Key to its success are mentors who listen,

share time, counsel, and guide, embodying the very essence of effective mentorship. The overwhelming demand for the program's continuation is a testament to its positive impact, particularly through supportive interactions that aid career planning and problem-solving, aspects that resonated highly with participants. While 60% felt comfortable approaching their mentors, addressing the 40% who felt discomfort could further enhance trust and openness, ensuring every mentee feels fully at ease. Overall, the program is making a tangible, positive difference.

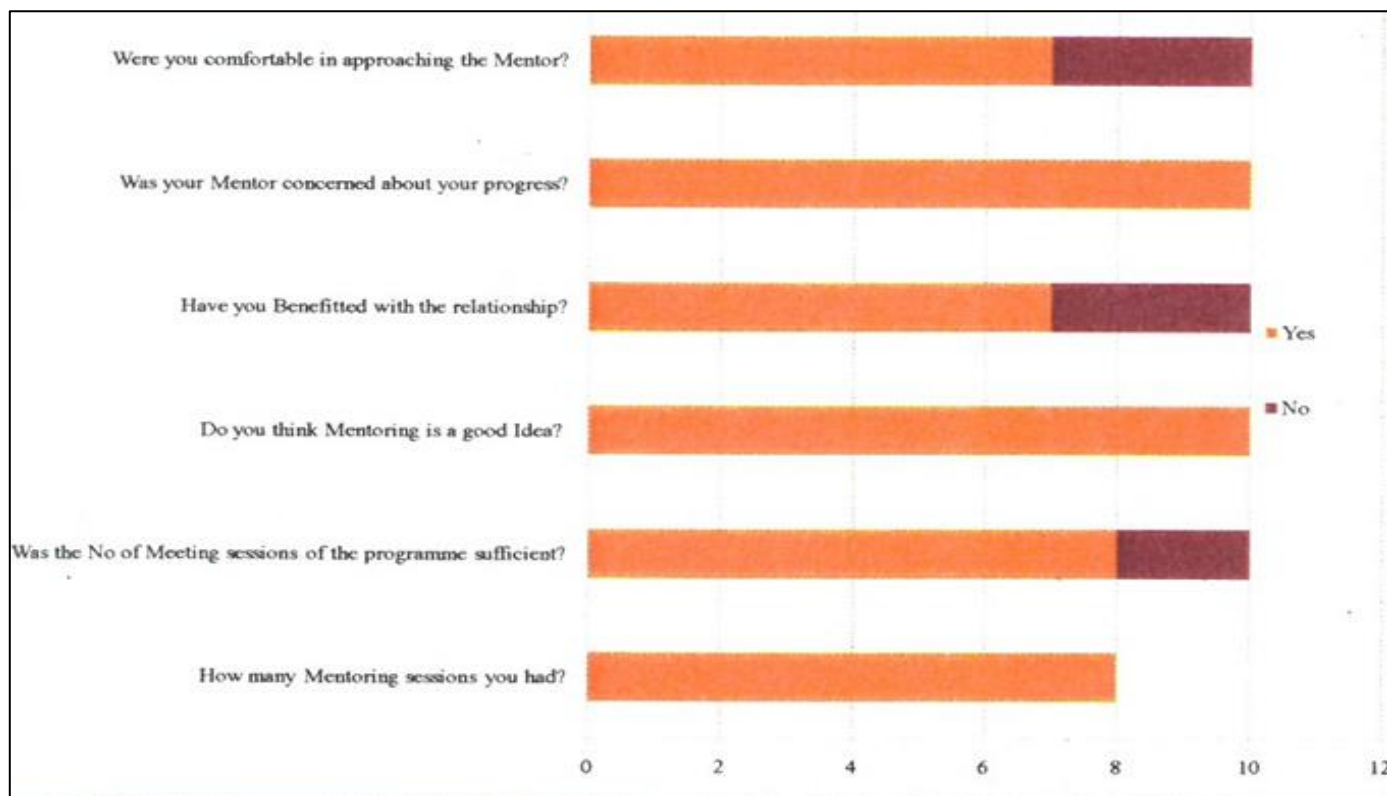


Fig 1 Responses of the Students

This feedback (figure/ graph 1) paints a largely positive picture of the mentoring program. It's clear that participants overwhelmingly value the concept of mentoring itself, feeling their mentors genuinely cared about their progress and that they truly benefited from the relationships. The number of sessions seemed to hit the mark for most, contributing to a generally successful experience. While the program is highly effective, a slight area for growth lies in ensuring everyone feels completely comfortable approaching their mentor, which could make an already great program even stronger.

V. CONCLUSION

The findings indicate a profound impact on student development, extending beyond mere academic gains. Participants reported a significant enhancement in self-confidence, coupled with marked improvements in their communication skills. Furthermore, the program fostered a clearer sense of purpose, evidenced by students becoming more focused on their career plans. They also developed a capacity for stress management, equipping them with essential resilience. A notable outcome was the students' unanimous recognition of the critical role played by mentors.

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