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### The Role of Mentorship in Fostering Students' Academic Success at Government Elementary College of Education Taluka Khairpur

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#### Abstract

*Academic outcomes of students are influenced by mentorship together with other multiple variables. Higher education institutions gain significant advantages through mentorship because it strengthens self-assurance while boosting professional competencies and providing career guidance. The current educational landscape of Sindh demonstrates almost no implementation of mentorship programs operates within the Elementary Colleges of Education. This quantitative research examines academic success due to mentorship effects by investigating Government Elementary Colleges of Education in Taluka Khairpur. For this purpose, 120 students were selected through a simple random technique. The current research employed survey methodology by using an adapted structured questionnaire to obtain student perceptions about their mentorship experience. Student academic achievement benefits substantially from mentorship, according to the study results majority of the students reported positive experiences with their mentor. The research data demonstrates how mentoring helps students build their confidence as well as their competence and academic motivation levels. The research findings present vital information which mentors can use to create successful programs that boost student achievement results. This study offers valuable insight for educational institutions to prioritize formal Mentorship programs and establish regular feedback mechanisms to support students' academic growth. Additionally, fostering a culture of trust and open communication between mentors and mentees is crucial in maximising the benefits of Mentorship.*

**Keywords:** Mentorship, Academic success, Higher education, Mentor, Elementary College of Education

#### Introduction

Mentorship represents a crucial element that facilitates academic success specifically within Higher education environments. The academic achievement and educational success of students becomes significantly enhanced when mentors supply them with mentoring guidance combined with educational reinforcement and professional support (Saranya et al., 2022). Despite the numerous advantages of mentorship in government education institutions the Elementary College of Education in Khairpur fails to utilize mentorship as a student support strategy.

All life spheres require mentorship since people desire growth and social interaction (Saranya et al., 2022). Academic institutions need Mentorship at the highest possible level because it proves critical to student success. Academic communities benefit from Mentorship because it creates student engagement and promotes school affiliation as well as facilitates student transition between educational stages and enhances their academic success (Crisp, 2010). Elementary college students encounter particular difficulties including career confusion and stress alongside anxiety that mentorship tackles efficiently to protect student academic achievement.

The research investigates mentorship effects on student academic success at Elementary College of Education located in Taluka Khairpur. A comprehensive study exists to explore the vital aspect of Mentorship for student academic achievement through an investigation of student opinions about mentorship. The study findings will enhance existing mentorship and educational success research to develop effective mentorship strategies which can be used at Elementary College Education establishments.

### **Significance of the Study:**

The process of preparing someone to achieve their best requires mentorship as a fundamental component. A study of substantial value examines how mentorship programs develop academic success among students. The study holds great importance because it can help create better mentorship strategies which lead to improved student performance at the Elementary College of Education Taluka Khairpur. This research demonstrates how mentorship strengthens academic performance in students thus offering education leaders and decision-makers valuable advice that enables them to develop successful Mentorship programs.

### **Research Objectives:**

- To examine the impact of mentorship on students' academic success at the Elementary College of Education in Taluka Khairpur
- To suggest the mentorship strategies that positively influence students' academic success.

### **Research Questions:**

- How mentorship impact students academic success at Elementary College of Education?
- What are some of the mentorship strategies that positively influence students' academic success?

### **Literature Review**

Mentoring stretches beyond academic development because the concept directly affects student academic performance and provides psychological and social support to students in school (Masehela & Mabika, 2017). Through school mentoring programs students obtain assistance for both psychological and social problems that develop during their academic years (Masehela & Mabika, 2017). Mentor describes someone who provides support by nurturing people as well as showing leadership by example. The people can find the origins of "mentor" by examining ancient mythology during Homer's time. The concept of the epic poem written in Ancient Greece is where the concept of mentoring first appeared. Odysseus had two functions: teacher and friend to his trusted mentor. Odysseus gave his son's care to Mentor who accompanied Telemachus while the father fought in the Trojan War. This story illustrates a the exact meaning of practical mentoring defines how mentors deliver assistance along with directional guidance to their mentees. Currently mentoring describes the development process through which an inexperienced person accesses support from a more experienced professional for their professional and personal development (Bynum, 2010). A mentor guides the mentees toward their desired path by fostering their experience accumulation to point them in the right direction. Crisp and Cruz (2009) indicate that mentorship delivers multiple forms of assistance which develops personal and the foundation of personal advancement and achievement emerges from such relationships between experienced professionals and their less experienced peers.

Moreover, a mentor helps their mentees develop both their performance quality along with enhanced skills to reach their highest levels of potential. Mentorship develops when senior or experienced persons establish one-to-one interactions as they encourage their less-experienced counterparts. The mentor provides assistance as well as time to the mentee (Hundson, 2016). Historical experts identified mentoring practices although they directly focused on mentorship in the past. Unlike the traditional model where mentors imparted value to their trainees the Mentorship paradigm now promotes shared learning between the mentor and trainee (Mullen, 2012). People need Mentorship to achieve their complete capabilities so this training serves as a vital component. The development of a person's skills depends greatly on mentoring relationships which also guide their career path and adjustment to personal life. A person can develop their self-awareness and interactive abilities as well as decision-making skills by using this method. The process of decision-making and building positive relationships among manatees gets improved through mentorship (Saranya et al., 2022). Studies demonstrate that proper Mentorship leads to increased output because it strengthens both mental wellness and reduces stress (Hund et al., 2018). In current use the definition of mentor extends across various active responsibilities. The specific training abilities of mentees receive support from mentors even though career goal setting might fall outside their competencies. The help provided by one mentor stretches from professional difficulties yet excludes personal assistance.

In some cases, the role of mentor remains an organizational designation applied to one who supervises your work activities. Among all players the person who acts with knowledge and takes purposeful steps meets the definition of effective mentorship. The ability to make robust decisions combined with taking appropriate action to bring forth beneficial modifications for both self and

mentees defines the nature of an effective mentor (Shulter et al., 2021). Every teacher, as well as students, needs mentorship at every level of formal education. Effective mentoring supports growth and holistic development. The importance of mentorship remains unknown to students at present. Mentorship for their personal, professional, and academic development (Saranya et al., 2022). Moreover, the performance of students faces influence from distinct elements including anxiety as well as stress and various biases (Shulter et al., 2021). The formation of an open and welcoming setting depends on this step because mentors use it to build bonds with their mentees. Mentors should establish bonds with their mentees by delivering their life experiences alongside active mentoring efforts. The mentors must develop their competencies in order to assist their mentees through their individual challenges (Shulter et al., 2021). The debate continues to show that quality mentoring requires more than simple information exchange because it develops mentoring relationships through extensive dialogue. Open learning relationships and various informal dialogue methods facilitate information sharing which makes up effective mentoring. The mentor and the mentee jointly work together to manage their challenges. The educational community accepts mentorship as a powerful method to increase student learning and involvement (Thiry et al., 2012). The operational definition of mentoring demonstrates two main issues: first it is absent or the definition is too vague and second the definition is not specific to the population of interest. The investigation examines mentoring definition together with elementary students' mentoring experience. The nature of mentoring whether formal or informal does not necessarily mean students have only one relationship with their mentors. Researchers have discovered that the fundamental role of mentoring appears in empirical research investigations. Multiple people offer mentoring support to individuals throughout their life and include both family members and faculty staff. According to Crisp (2010) people who offer mentoring services include senior or graduate students, peers, friends and religious leaders.

The research demonstrates that mentorship creates positive developmental outcomes for students in their entirety. Academic performance constitutes one aspect of mentoring outcomes together with intellectual development of students and critical thinking and subsequent improvement of latent abilities alongside enhanced self-confidence which also affects their future aspirations and their ability to maintain good grades. The recent studies demonstrate mentoring. Mentoring serves as an effective strategy for promoting academic success among students at the Elementary College of Education at Taluka Khairpur based on current research.

### **Research Methodology**

Research method is the set of investigation and procedure carried out for particular research or selection of participants for study, constituting process of sampling, methods for collecting data and data analyzing and interpreting techniques (Bugti, 2022). A quantitative research design was implemented to study how mentorship affects academic success at the Elementary College of Education located in Taluka Khairpur. The research examines the outcomes of mentoring on student academic success and suggest the mentorship strategies that positively influence students achievements.

### **Research Design:**

A research design provide guidelines to address the questions of the study (Bugti, 2022). A survey research design was used for this study. Survey are implied to inquire respondents opinion, beliefs, characteristics, and past-present behavior (Bugti, 2022). To gather information on students experience with mentorship and their perceptions of its impact on their academic success, a structured questionnaire was adopted.

### **Population and Sampling:**

All students enrolled at the Elementary College of Education in Taluka Khairpur formed the population for this study. A total of 120 students were chosen from the population for this study via simple random technique.

### **Data Collection Instruments:**

Data was collect by administrating the questionnaire related to students' perceptions of mentorship and its impact on their academic success through a Google form. The questionnaire was adopted from the existing literature and organized into 3 sections consisted of 15 items, which include demographic information, students' success outcome, and mentorship strategies and experience. The five-point Liker scale (Strongly disagree, disagree, undecided, agree, strongly agree) was used to measure students responses.

**Data Collection Procedure :**

A structured survey questionnaire was shared to collect data for this study, through Google forms implemented to 120 students that were enrolled in GECE Khairpur.

**Data Analysis Technique**

The quantitative data obtained from 120 Elementary College students through survey questionnaire was analyzed through descriptive statistics (frequency & percentage) using SPSS version 23. Interpretation of Likert Scale Responses were classified into levels of agreement (strongly disagree, disagree, neutral, agree, and strongly agree) to assess perceptions about the mentorship.

**Findings**

<b>Table 1:</b>		<b>Academic Level of Respondents</b>			
		<b>f</b>	<b>%</b>	<b>Valid %</b>	<b>Cumulative %</b>
Valid	Part-I	18	14.9	15.0	15.0
	Part-II	34	28.1	28.3	43.3
	Part-III	38	31.4	31.7	75.0
	Part-IV	30	24.8	25.0	100.0
	Total	120	100.0	100.0	

The academic level of the respondents reveal a divers representations of the students across all four years of study. The majority of the respondents, comprising 31.4%( 38 students), are in their 3<sup>rd</sup> year, followed closely by 2<sup>nd</sup> year students, who account for 28.1% (31 students) of total.

The 1<sup>st</sup> year students constitute 14.9% (18 students) of the sample, while the final year students make up 24.8% (30 students). This distribution suggest that the sample is relatively representative of the student body, with a balanced mix of students from all four academic levels.

Overall, the sample consisted of 120 valid responses, with only one missing indicating a high response rate of 99.2%. The total sample size is 121 students.

<b>Table 2:</b>		<b>Mentorship has Significantly Contributed to Respondent's Academic Success.</b>			
		<b>f</b>	<b>%</b>	<b>Valid %</b>	<b>Cumulative %</b>
Valid	S. Disagree	4	3.3	3.3	3.3
	Disagree	16	13.2	13.3	16.7
	Undecided	27	22.3	22.5	39.2
	Agree	37	30.6	30.8	70.0
	S. Agree	36	29.8	30.0	100.0
	Total	120	100.0	100.0	

The respondents overwhelmingly believe that mentorship has contributed to their academic success, with 60.8% (30.8% + 30.0%) agreeing and strongly agreeing. Only 16.6% (13.3% + 03.3%) disagree or strongly disagree, while 22.5% remain undecided. Overall mentorship is perceived as a valuable factor in academic success.

<b>Table 3: Respondents' Mentor Suggested Specific Strategies on how to Achieve Short and Long-rang Achievements.</b>					
		<b>f</b>	<b>%</b>	<b>Valid %</b>	<b>Cumulative %</b>
Valid	S. Disagree	2	1.7	1.7	1.7
	Disagree	11	9.1	9.2	10.8
	Undecided	27	22.3	22.5	33.3
	Agree	34	28.1	28.3	61.7
	S. Agree	46	38.0	38.3	100.0
	Total	120	100.0	100.0	

The survey reveals that most respondents (66.6%) credit their mentors with providing goal-achievement strategies, while 22.5% are unsure and 10.9% feel otherwise.

<b>Table 4: Respondent's Mentor Helped Prepare him/her for Position of Greater Responsibility by Providing Leadership Experiences.</b>					
		<b>f</b>	<b>%</b>	<b>Valid %</b>	<b>Cumulative %</b>
Valid	S. Disagree	2	1.7	1.7	1.7
	Disagree	10	8.3	8.3	10.0
	Undecided	23	19.0	19.2	29.2
	Agree	40	33.1	33.3	62.5
	S. Agree	45	37.2	37.5	100.0
	Total	120	100.0	100.0	

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70.8% respondents (33.3% + 37.5%) agree and strongly agree that their mentors helped prepare them for leadership roles by providing valuable experience. Only 10% disagree and 01.7% strongly disagree, while 19.2% are undecided. Overall mentors are seen as playing a significant role in developing respondent's leadership skills.

**Table 5: Respondents are Confident in Their Ability to Succeed Academically due to Mentor's Support.**

		<i>f</i>	%	Valid %	Cumulative %
Valid	Disagree	7	5.8	5.8	5.8
	Undecided	21	17.4	17.5	23.3
	Agree	38	31.4	31.7	55.0
	S. Agree	54	44.6	45.0	100.0
	Total	120	100.0	100.0	

Respondents attribute their academic confidence to their mentors' support, with 76.7% (31.7% + 45.0%) agreeing and strongly agreeing. Only 5.8% disagree, while 17.5% are undecided. Mentors are seen as having a profoundly positive impact on respondent's academic self-efficacy.

**Table 6: Respondents Feel They are Making Progress Towards their Academic Goals after Mentoring.**

		<i>f</i>	%	Valid %	Cumulative %
Valid	Disagree	7	5.8	5.8	5.8
	Undecided	15	12.4	12.5	18.3
	Agree	46	38.0	38.3	56.7
	S. Agree	52	43.0	43.3	100.0
	Total	120	100.0	100.0	

Respondents overwhelmingly report making progress towards their academic goals after mentoring, with 81.7% (38.3% + 43.3%) agreeing and strongly agreeing. Only 5.8% disagree, while 12.5% are undecided. Mentoring is seen as having a profoundly positive impact on respondents' academic progress.

**Table 7: Respondents Get able to Manage their Time Effectively and Balance Academic Responsibility after Mentorship.**

		<i>f</i>	%	Valid %	Cumulative %
Valid	S. Disagree	5	4.1	4.2	4.2
	Disagree	24	19.8	20.0	24.2
	Undecided	13	10.7	10.8	35.0
	Agree	31	25.6	25.8	60.8
	S. Agree	47	38.8	39.2	100.0
	Total	120	100.0	100.0	

Most respondents (25.8% + 39.2% = 65%) attribute improved time management and academic balance to mentorship, while 24.2% disagree and 10.8% are undecided.

**Table 8: Respondents' Mentor Support and Encouragement as They Assume more Responsibility and Develop Competence.**

		<i>f</i>	%	Valid %	Cumulative %
Valid	S. Disagree	1	.8	.8	.8
	Disagree	10	8.3	8.3	9.2
	Undecided	22	18.2	18.3	27.5
	Agree	38	31.4	31.7	59.2
	S. Agree	49	40.5	40.8	100.0
	Total	120	100.0	100.0	

31.7% respondents agree and 40.8% strongly agree that their mentors provide support and encouragement as they take on more responsibilities. Only 9.2% (8.3% + 0.8%) disagree and strongly disagree while 18.3 are undecided. Mentors are seen as empowering respondents to develop their skill and confidence.

**Table 9: Respondent's' Mentor Provide Opportunities for Reflection and Self-assessment.**

		<i>f</i>	%	Valid %	Cumulative %
Valid	S. Disagree	2	1.7	1.7	1.7
	Disagree	11	9.1	9.2	10.8
	Undecided	32	26.4	26.7	37.5
	Agree	39	32.2	32.5	70.0
	S. Agree	36	29.8	30.0	100.0
	Total	120	100.0	100.0	

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62.5% Respondents largely agree & strongly agree (32.5% + 30.0%) that their mentors provide opportunities for reflection and self-assessment. Only 11% disagree and strongly disagree (9.2% + 1.7%), while 26.7% remained undecided. Mentors are seen as promoting growth and self-awareness through reflective practices.

		<i>f</i>	%	Valid %	Cumulative %
Valid	Disagree	1	.8	.8	.8
	Undecided	26	21.5	21.7	22.5
	Agree	34	28.1	28.3	50.8
	S. Agree	59	48.8	49.2	100.0
	Total	120	99.2	100.0	

Most respondents credit their mentor with shaping their leadership style 28.3% agreeing and 49.2% strongly agreeing, highlighting mentorship's positive impact on leadership development. Only 0.8% of respondents disagreed while 21.7% remained undecided.

		<i>f</i>	%	Valid %	Cumulative %
Valid	Disagree	6	5.0	5.0	5.0
	Undecided	27	22.3	22.5	27.5
	Agree	41	33.9	34.2	61.7
	S. Agree	46	38.0	38.3	100.0
	Total	120	100.0	100.0	

More than half of the respondents feel comfortable approaching their mentor 34.2% agreeing and 38.3% strongly agreeing, indicating supportive mentorship relationships. While 5% disagree & 22.5% remained undecided.

		<i>f</i>	%	Valid %	Cumulative %
Valid	Disagree	7	5.8	5.8	5.8
	Undecided	21	17.4	17.5	23.3
	Agree	42	34.7	35.0	58.3
	S. Agree	50	41.3	41.7	100.0
	Total	120	100.0	100.0	

76.7% respondents agree and strongly agree (35.0% + 41.7%) that their mentors establish a trust level, allowing open discussion of concerns. Only 5.8% disagree, while 17.5% remain undecided. Mentors are seen as trusted confidants, fostering a supportive environment for academic success.

		<i>f</i>	%	Valid %	Cumulative %
Valid	S. Disagree	1	.8	.8	.8
	Disagree	13	10.7	10.8	11.7
	Undecided	19	15.7	15.8	27.5
	Agree	34	28.1	28.3	55.8
	S. Agree	53	43.8	44.2	100.0
	Total	120	100.0	100.0	

Respondents express high satisfaction with their mentorship experience, with 72.5% (28.3% + 44.2%) agreeing and strongly agreeing. Only 11.7% (11.7% + 0.8%) disagree and strongly disagree, while 15.8% remain undecided. Overall, the mentorship program is seen as meeting respondents need and providing valuable support.

### **Main Findings:**

In connection with the overall results of the data collected, this survey results reveals a prominent positive perception of the mentorship among students. From the analysis we can understand that majority of the respondents showed satisfaction with the mentorship they receive. In shaping respondents leadership style, mentors are perceived as playing an evident influential role, more than half of the respondents agreeing that their mentors help them mold their leadership style. Additionally, as concern with respondents anxieties, fears, and ambivalence that may prove an obstacle of productive academic performance, the greater part of respondents expressed that their mentors establishes a trust level, encouraging them to have an open conversation about their concerns.

Analysis also shows that mentorship is also seen as valuable support and guidance provider, the bulk of respondents reported that their mentor provides them with opportunities of self-assessment and reflection. Moreover, the lion's share of respondents showed satisfaction that after receiving mentorship they are making progress towards academic goals. Overall, the results of this study imply that mentorship is having profoundly positive influence on respondents personal and academic performance, providing them with valuable guidance, support, and skills to succeed.

### Conclusion

Mentorship is the need of every student at every level of formal education settings. This research study showcase the crucial role of mentorship in enhancing students' academic success at the Elementary College of Education at Taluka Khairpur. The findings of this study, reveals an evident positive impact of mentorship on students' academic success. The majority of the respondents expressed their satisfaction of mentorship experience that they receive, while they also respond that their mentors help them develop their competence and confidence to achieve academic goals. Results of this study also highlights that bulk of respondents agree that their mentors provides opportunities of reflection and self-assessment which reveals the positive impact of mentorship on students' academic performance.

Ultimately, this research tutelage the transformative power of Mentorship in empowering students to achieve academic success, to overcome the obstacles they face to achieve academic success, and reach their full potential. The findings of this study serve as a reminder of the vital role that mentorship plays in fostering students' academic success, as Higher Education Institutions strive to create inclusive and supportive learning environment.

### Recommendations

On the basis of the findings of this study, following recommendations are proposed for teacher, educators, and policy makers.

- **Institutionalized Mentorship Programs:** Formal mentorship programs should be prioritised and implemented by the educational institutions, to ensure students' academic and personal growth by providing training and support to mentors.
- **Frequent feedback mechanisms:** To ensure that needs of mentees are being met and that mentors are providing influential support, educational institutions should establish regular feedback mechanisms.
- **Promote a culture of trust and open communication:** To create a supportive and safe environment for students to share their anxieties and concerns, mentors should promotes the cultural of trust and open communication with their mentees.
- **Promote mentorship as a pivotal component of academic support:** Recognize mentorship as a crucial component of academic success, that help students cope academic challenges faced by them and provides guidance and support necessary to achieve academic success.

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