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Title

Optimality of Integrating Mentoring System in Higher Education to Overcome Learners' Challenges and Difficulties: The case of first year students of English Department at Barika University Center

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DEDICATION

Benkorichi Soundous:

To my family, that has indeed been supportive and encouraging, especially my mother, Zidi Karima, as well as my sisters and brothers.

'Omar', my nephew and the apple of my eye.

I owe a big debt of appreciation to Dr. Khadidja Samira Zitouni, my supervisor, friend, mentor, and motivator. For her invaluable guidance and assistance, energy, effort, tolerance, For her never-ending requests for correction. For who showed me that numbers of graduation diplomas are endless, and that each one multiplies the exhaustion.

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Abstract

Higher education students face various challenges as they progress to the early stages at the university, which may cause many educational barriers. In this vein, this study describes the optimality of integrating mentoring to first year students from the English department at Barika university centre. It is carried out with a qualitative descriptive analytical method that involves describing, analysing then interpreting the obtained results. Interview and observation have been chosen as the main data collecting tools. The line of inquiry of this study is to check mentoring's benefits and effects on first year students' challenges and performance. In this regard, to collect effective and efficient results, the study was based on a focus group sampling technique to better explore the issue at hand. Hence, eight first-year students were targeted. The results obtained reveal that eighty percent of the sample were having difficulties to adjust to the new system and the content of several subjects. In response to the collected data and their analysis, students expressed confidence, excitement as well as appreciation for receiving the necessary assistance from mentorship programs, claiming that it has influenced and raised their motivation levels.

Keywords: Higher education students, challenges, mentoring, students' performance, teachers' guidance.

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List of Abbreviation

EFL= English as a Foreign Language

PT= Personal Tutoring

QAA= Quality Assurance Agency

NUS= National Union of Students

Introduction:

Since the higher education system at the university is remarkably different from ministry education, the students face many difficulties. They experience an extent shift in the system such as, the number and the names of the subjects; the scoring system, the upcoming projects; exams and presentations, the use of online teaching material. As a consequence of this transition, the students face the above difficulties, and this will surely impact their learning process and even their academic success.

Therefore, the educational system provides an important process which is tutoring or mentoring. It is designed as a special system increases the motivation of the learners in order to help them to improve their learning and encourage them to become independent learners.

Nowadays, there is a remarkably increased focus on developing, enhancing, and improving formal mentoring in higher education (Jacobi, 1991).

Feldman et al. (2010) mentioned that faculty who were supervised were more satisfied with their work, had higher self-efficacy and was more distributed than those who were not mentored. The topic is broad. therefore, the purpose here is to examine the impact of mentoring implementation in higher education on first-year students, as shown in a review of the related literature.

This part provides a clear roadmap for the reader to follow in order to understand better the work. It provides a starting point in our own study. This part notably places our work in perspective with the ongoing issues.

As well as, the motivation that contributed to the accomplishment for our study. The significance is explained to highlight the importance of the study and to underline its necessity. Besides, the research methodology design includes the research method, population, sample and sampling technique, and data collection tools. Furthermore, the study's limitations, delimitations, and background are presented. Therefore, this part provides more information

about the topic we aim to study, discusses how we will investigate it, and explains why it needs to be studied.

Background:

For graduate students, the idea of using and employing mentors has piqued their interest. Numerous researchers have examined into the potential relationship between personal tutors and students' success. According to Swain (2008), the job of the mentoring is more crucial than ever due to the diversity of students' backgrounds. Students who feel cognitively and socially integrated succeed better.

In September 2013, universities implemented mentoring system for all undergraduate students (with the exception of Medicine where the Regent scheme continued). The mentioned mentoring programs gives certain assistance for academic individuals, especially in areas such as Communication skills, employment prospects, co-curricular activities, recommendations, and counselling services.

The National Union of Students (NU 2011), the Departments of Education, Employment, and Workplace Relations (DEEWR, 2009) are all pushing for more involvement in higher education. Despite the fact that this tends to result in students accessing college who had and continue to have a variety of challenges and difficulties, there is a growing recognition that University Access should be more accessible (McIntosh and Grey 2007; Crozier et al. 2008).

One of the most serious challenges that has come from the expanded participation agenda is the engagement of students in university courses (Cameron et al. 2011). Given the indisputable importance of focusing on engagement, there is a growing demand for supporting students that experience enhances achievements while minimizing attrition.

Connectivity to a college's personal tour program is becoming a more valued aspect of students' assistance, and it is a vital tool for engagement in this competitive climate (Thomas,

2006). The emergence of neoliberalism, as well as the successful privatization of colleges, has added to the complication (Olssen and Peters 2005; Levidow 2002; Torres 2011). Students have evolved into people who buy their educational achievements, with the performance of the learners taking precedence (Universities UK 2017; Hiller, Woodall, and Mawer and Resnick 2013). Furthermore, many varieties of new measurements allow students to assess colleges using the grades, National Student Satisfaction Survey, as well as graduates' ultimate rates of employment (Beech 2017; Lincoln 2018; Baird; Bunce, and Jones 2017). The creation of a Student Office with powers over the sector in the United Kingdom highlights the importance of creating a positive student (Gov.uk 2018).

Statement of the problem:

Once graduating to higher education, first-year students challenge a variety of changes in life because their future career path is determined by their selections. Students at Barika University Centre come from different places, some as far as sixty kilometres away, as they are often away from home for unusually extended durations. They live in the university residence halls. The disparity between both the number of hours studying and the scoring system mystifies them. As a result of the significant shift in the system, and based on randomly collected information from students of Barika University Centre, they might be confused concerning class sessions and even how to fit them in. They also fail to remember the subjects, as well as impending tasks and presentations. The majority of them may be unfamiliar with the E-learning system, depending on their personal circumstances, such as whether or not they have access to the Internet and technological equipment.

Research Questions:

There have been several difficulties with students in their higher academic education. The need of guidance and psychological support of the first-year students becomes very important nowadays especially within the integration of online learning. In this account, the

Algerian ministry of higher education suggests the integration of mentoring system for first year students to help them to overcome their difficulties and hindrances.

The present study tries to answer the following main research questions:

1. What are the main difficulties and challenges that face 1st year higher education students?
2. Is the implementation of mentoring system in higher education an effective solution?
3. How does the mentors help the learners to improve their learning levels?

Research hypothesis:

We propose the following hypothesis as a result of our attempts to answer the research questions:

Integrating mentoring system in higher education to first year English students at Barika University centre will help them to ameliorate their academic performance.

Research aim and objectives:

The main aim of the study is to investigate the influence of the mentoring implementation in higher education among the first-year students. The influence of mentors was investigated to explore the impact of the mentoring process to improve the students' levels as well as their learning obstacles to become an independent learner.

The researchers will accomplish this aim by meeting the following objectives:

- Unveiling the effectiveness of mentoring on EFL learners' performance.
- Identifying the major factors that affect students learning process.
- Highlighting some strategies that help 1st year students to overcome their difficulties.
- Clarify the integrating of the mentoring process to improve students' learning levels

Motivation:

No work can be accomplished without motivation. The motivation to this study arose from two main factors:

First, the University, in higher education, has a different system from the Ministry education. Students in their first experience at the university face multiple difficulties. Hence, our experience as novice learners in higher education motivates us to tackle this issue.

Second, although the official mentoring began between 8th and 9th century; some universities still does not use the mentoring process. These difficulties and challenges faced by higher education students, especially the first-year university students, motivated us to tackle and highlight the mentoring process as an important topic in itself and to study the implementation of mentoring in higher education to show its impact and effectiveness on the educational attainment students.

Significance of the study:

This research is necessary because of its long-term goal. the current study seeks to focus and solve issues faced by higher education students and facilitate their learning process.

Furthermore, the study tries to reduce learners' anxiety about learning new things and increase their motivation, helping them digest scientific material. The research intends to clarify and focus on the previously mentioned advantages and academic benefits of using mentors.

Methodology:

a) Method:

Our study uses a descriptive analytical method within a focus group of study. The study is primarily concerned with discussing how learners might benefit from mentoring, or effectively overcome obstacles and psychological issues that may impede their educational progress when trying to learn EFL. In addition, this work is attempting to analyse the nature of the challenges and the assistance that learners demand.

Consequently, challenges and obstacles are conceptual terms that are difficult to quantify or test. As a result, we have been careful to choose tools that help us in using a qualitative method approach for the data qualifying that we have obtained from of the focus group.

b) The Population:

In terms of the study's population, we will work with first-year English students at Barika University Centre in the academic year 2021/2022 in semester two for observing, describing, and analysing the improvements of their learning progress. Because most first-year students are new comers to the institution, their obstacles are greater, their psychological status is greatly impacted, and their perspectives are still limited by their backgrounds.

c) The Sample:

Year one has an excessive number of students. In the English Department, there are a total of 160 students. Only eight of them were chosen randomly to perform as the study focus group, and they have been mentored by their teacher Mrs. Khadidja Samira Zitouni.

Data gathering tool:

The structured interview will be separated into sections, with questions concerning the student's age and whether or not this was their first educational opportunity, as well as the challenges and obstacles they faced at the beginning of their higher education and that possible causes of these barriers. Furthermore, we will employ a direct observation to determine whether students are receiving any developments in order to ensure the effectiveness of our data.

Limitations:

The following part discusses the situations that limit our methodology research. The research constraints and limitations, obviously, cannot be controlled or changed. Therefore, any constraints that may have an impact on the work's outcomes must be mentioned. As a result, the following are the study's limitations:

First, while challenges and difficulties are concepts that are difficult to quantify, their nature may be described and analysed. As a consequence, the study's worth is determined by the quality of data analysis rather than the quantity of data.

Second, due to time constraints, we can only pursue students for one semester.

In fact, if the investigation would last longer than one semester, the findings will be more reliable.

Lastly, the focus of the study is limited to the English department at Barika University Centre, in which the findings cannot be generalized. The student's psychology and delayed the administration in applying the process aspects, among many other aspects that can be influenced while implementing mentoring in higher education.

Delimitations:

In order to achieve the research objectives, certain restrictions must be established.

Firstly, due to time constraints and a lack of instruments and abilities to examine these conceptual elements, we elected to employ a descriptive method instead of an experimental one. In fact, we are dealing with human internal aspects in which data can be gathered through observing, analysing and then interpreting rather than testing and measuring. The sample was drawn from English department at Barika university Centre where the participants in the mentoring program were only eight students. The results of this study may not be the same for mentoring models that are different in design and structure from that research. A focus group of study was chosen to collect detailed and more specific data through open ended questions with the use of observation for more reliability.

Structure of the study:

The dissertation is consisted of a general introduction, which contains a Background of the study, statement of the problem, the research question and hypothesis, research aims and objectives, motivation, and the methodology used and finally limitation and delimitation. There

are two parts in this dissertation. The first is the theoretical; and it is about the reviewing of the literature for mentorship programs. It is made up of eleven sections; the first one discusses mentoring definition and the second one is about the history of mentoring, the third section discusses the mentoring in the case of higher education, then the benefits of mentoring in higher education, mentoring types, the difference between mentoring and personal tutoring, later the personal Tutoring in higher education as well as its challenges, advantages and disadvantages of mentoring, challenges of mentoring and finally the challenges students face in higher education.

- The second part is the Analytical, and it consists of three sections. The first section is the research methodology design; explaining the research Questions, and the hypothesis, the method and population and sample, in addition to data gathering tools. The second section is about the results while the third section is about the discussion. Finally, the research conclusion and the recommendations.

Part I

Theoretical

Chapter one: Review of literature

1. Introduction:

Mentoring is not a new approach. It has its origins in Homer's epic poem *The Odyssey*, written almost 2000 years ago. The term mentor nowadays is used to define the act of giving someone guidance and counselling in order to help them through the transitional periods of life and affect their personal and professional development (Galbraith & Cohen, 1995). In recent years, official mentoring in higher education have grown in popularity. Higher education, career development, and academic achievement among students at failure have all been addressed through such programs (Jacobi, 1991).

The following literature review is focused with identifying main concepts and presenting different approaches and challenges for dealing with the study.

The purpose of this chapter is to whether there is any evidence in the literature that there is an influence of the implementation of mentoring process in higher education and to distinguish the differences between tutoring and mentoring, also to show the main similarities between them.

2. Mentoring definition

Lester and Johnson (1981) stated that: mentoring, as a role of higher education institutions, is described as a personal learning interaction among an experienced individual and a student focused on modelling conduct and extended discourse. Mentoring is a method of personalizing a student's education by encouraging or enabling the student to interact with a member of the faculty members who has experience in a specific profession or set of talents. The relationship contains official and informal parts; what appears to establish a mentorship program is its informal aspects, which place greater emphasis on communication between the two individuals involved. They also highlight the mentor must be respected as an instructor and as a person being who is leading a life deserving of that regard by the student. The mentor must be concerned as much about the learner to devote time to him or her. To instruct, teach, challenge, and encourage

the mentor must encapsulate principles, goals, wisdom, and compassion in some enigmatic way. strength that the students admire and perhaps aspires to achieve. Mentoring, according to Levinson (1978), is defined as follows:

The mentor may act as a teacher to enhance the younger [person's] skills and intellectual development. Serving as a sponsor, [the mentor] may use his influence to promote the young [person's] entry and advancement. [The mentor] may be a host and guide, welcoming the initiate into a new occupational and social world and acquainting him with its values, customs, resources, and cast of characters. Through his own virtues, achievement, and way of life, the mentor may be an exemplar that the protégé can admire and seek to emulate. He may provide counsel and moral support in times of stress (p. 98)

Additionally, according to Wunsch (1994); Perhaps the most common notion is that mentoring is a natural kind of teaching that occurs between students and faculty, as well as between undergraduate and graduate faculty colleagues, as well as the popularization of mentoring. Mentoring as a 'quick' remedy for career progress has blurred the lines. definition, the notion was devalued, and little progress was made in the comprehension of the concept. the relationship's development. Mentoring is a relationship in which multiple people commit to sharing their expertise, growing together, receiving important criticism, and having an open dialogue (Laden, 1999).

Moreover, Hall (2002) emphasizes that an implicit focus on the development of the next generation in the context of interpersonal connections; a deliberate relationship centred on growing the self of a relatively inexperienced protégé via discourse and reflection The essential function of such a relationship, he says, is to pass on knowledge, corporate culture, wisdom, and experience to the protégé, whose learning ability will be enhanced. Hobson, Ashby, Malderez,

& Tomlinson, (2009) state that Mentoring can serve different purposes and aims, and it can be accomplished in a range of methods.

Gibbons (2002) pointed out that mentoring is a safe setting in which people can learn and explore new things, develop new talents, and have their success graded on competence achieved rather than curricular ground covered (as cited in Mentoring as a developmental tool for higher education).

According to Earwaker (1992), mentor is a lecturer who is willing to take on the task of checking up on each student's specific performance and efforts. Mentors might well be obligated to provide counselling according to Phillips (1994); Jordá (2013); and Richardson (1998), and take on a spiritual function in order to assist learners who might face personal issues, which is assured through the years by Dobinson-Harrington et al. (2000). Mentoring at the British College in Egypt has three basic goals: to help students comprehend their own learning, plan their career aspirations, and improve their grades.

The primary function of a mentor is to provide guidance, in what aspect that could take (Rhodes and Jinks 2005).

Despite the fact that the principle of a private coach is not recent, it is frequently misunderstood as stated by Gidman, Humphreys, and Andrews (2000), Braine and Parnell (2011). As a result, more clarity on the functions and duties of private mentors is deemed necessary, because they are just one of the assistance programs open to students at colleges and universities in order to successfully achieve their goals and have a positive learning experience. Module leaders, instructional designers, new teachers, preparatory organizers, and institutional support executives are just a few of the positions obtainable. As a result, the jobs of mentors and many others has some overlapping and similarities.

As a consequence, students may be bewildered and struggle to classify their individual instructor's position, as Gallagher, Bassett, and Price assured that it is even harder particularly after portraying them as instructors and spectators of school projects (2014)

In research studies by Bassett, Gallagher, and Price (2014), Myers (2008), and Stephen, Hall (2008), O'Connell survey respondents reported that they were unclear about the roles and responsibilities of individual mentors; however, according to Gallagher, Bassett, and Price (2014), an ambiguity could occur over those who are best to approach either with school or home challenges (2014, p. 27).

3. Mentoring history:

earlier 1200 B.C., society began steps to foster mentoring based on human survival principles. When a guardian was assigned to households of Odysseus, a Greek hero, the ancient Greeks began mentoring. a king and a warrior preparing to go on a 10-year siege This protector, He was chosen to tutor and mentor his son by a trusted friend, adviser, and counsellor Telemachus' son. Telemachus and his mentor had a difficult relationship. one that is challenging (Clawson, 1980). According to Clawson, the mentor's role was to assist Telemachus realize his errors in judgment in a manner that allows the young protégé to develop in knowledge rather than defiance resistance (1980).

Since the foundation of Harvard College, mentoring has been a part of American higher education. Harvard was established with the goal of educating society's leaders (Doreen, 1997)

Mentoring is gaining increasing interest in industry, government, and other institutional settings (Shea, 1994).

4. Mentoring in higher education:

Mentorship is of great relevance to adult educators and the expanding number of programs intended specifically for adults, according to Daloz (1990). Goddard College established the mentoring role in the 1950s, and it was eventually adopted by other colleges. Institutions like

Empire State College and the Fielding Institute have altered it. Academic, career, and personal mentoring are the three forms of mentoring identified by Brewster and Fager. Each type of mentorship is distinguished by these definitions. At various degrees, all three basic types of mentoring can occur. The goal of academic mentoring was to help students improve their academic performance. The goal of career mentoring was to help people develop skills that would help them enter or maintain in a career path. Personal mentorship emphasized the development of abilities for dealing with personal stress and the improvement of decision-making process (Brewster & Fager).

In order to help new and inexperienced faculty succeed, an effective mentoring program must be in place. Whereas most mentoring is conducted informally, Paquette (2014) believes that implementing a defined mentorship program would be a great step in ensuring that all incoming faculty had comparable experiences (as cited in *Mentoring Processes in Higher Education*)

Formal mentoring connections are ones that are established as a result of an organizational strategy that allocates mentors and mentees and enables and promotes developing interactions within the designated dyads only for a certain duration of time (Wanberg, Walsh, & Hazlett, 2003). Whereas mentorship can follow the traditional structured, personal approach, mentoring programs have changed over through the previous decades. Peer partnerships, team mentoring or mentoring circles, and organized networks are all examples of formal mentoring relationships (Douglas and McCauley, 1999; Kram & Hall, 1996)

Tourigny and Pulich (2005) noted the main benefits of structured mentorship programs:

1. Professional guidance may help the mentee advance in his or her profession
2. the program was in line with the mentee goals.
3. the program was frequently recognized by the organization's standards and expectations.

They highlighted the following shortcomings of formal mentor programs:

1. The mentor may not be able to meet the demands of the mentee.

2. the mentee may be less trusting, and therefore may not expose weaknesses

3. interpersonal chemistry may be lacking the personal learning may be reduced if the time is reduced to six months to one year.

4. the mentor may be lacking in intrinsic motivation.

Kline (2009) said that mentoring is for the benefit of the mentee in his own opinion mentoring should focus and enhance the mentee's best independent thinking about their career in this specific relationship, the mentor's point of view is significant, it does, however feed in not a feast.

5. The benefits of mentoring in higher education:

The benefits of mentorship programs in universities, according to Thurston and colleagues (2009) have included a higher involvement in research, financing, and education a more active teaching faculty, and an educational group engaged in learning, participating, and developing. These mentorships, according to Thurston et al. (2009), have the potential to be "transformative higher education's power" and expanded on it:

Mentoring programs in higher education are being developed to advance a diverse faculty, promote supportive academic environments, and recruit and retain outstanding faculty. Effective mentoring programs can assist new professors by coaching them in the formal and informal aspects of the academic culture, helping them develop networks for collaboration, and helping them understand and meet the expectations for promotion and tenure. There are often added benefits for those who mentor, such as renewed interest in the field and the altruistic nature of mentoring. (p. 401)

6. Mentoring types:

Mentoring may be accomplished in multiple forms for different functions, since certain types of mentoring could be more beneficial than others in accomplishing certain

objectives. Whereas high-potential graduates may benefit most from one-on-one mentoring, individuals starting study after paternity leave or maternity may benefit more from peer mentoring because of their shared experience. On the other hand, if you're trying to enhance retention, reverse mentoring isn't the best method to use. Once it comes to the online skill sharing, however, younger staff may be more suited to mentor older ones (Nicola Cronin, January 21, 2020).

Ambrose (2003) stated that a single mentor worked with a single mentee in the traditional mentoring type. Mentoring has long been characterized as a long-term, face to face, relationship among a supervising adult and a mentee student that supports the protégés personal, academic, or professional growth (Donaldson, Ensher, & Grant-Vallone, 2000). According to Colky and Young (2006), mentoring in the traditional type is a procedure that brings together the unskilled and the skilled in an attempt to bridge the gap between them.

The inexperienced will acquire knowledge, self-confidence, and skills, various advantages from the latter as they go through the procedure. According to the authors, mentoring in a traditional type helps to provide the groundwork for mentoring in a virtual setting. To put it another way, The writers think that mentorship is essential.

Before beginning, the procedure must be setup in a conventional manner. transitioning to an e-mentoring model; Young and Colky (2006) state that there are various factors that lead to effective business. Mentoring approach in a virtual setting like self-confidence, self-motivation, adaptability, communication abilities, and ability to use technology, mentors use a nonthreatening and non-judgmental one-on-one mentoring to focus on a mentee accomplishments and opportunities for improvement.

Mentoring, according to Butterworth, Henderson, and Minshell (2008), is a partnership. Both will benefit from lifetime learning, which may extend beyond the college years.

The educational establishment of a relationship between both the mentee and the mentor is the major benefit of One-on-One mentoring. Mentoring on a one-on-one type allows the mentee and mentor to spend more beneficial time together as possible. This implies that they will be able to form a positive connection and, more crucially, trust. As a consequence, the mentee will tell the mentor everything about their concerns, and the mentor will be able to respond more thoroughly. In general, one-on-one mentoring provided for the mentee of a more trustworthy connection, which increases the chance of personal growth.

Moreover, One-on-One mentoring allows the mentor to devote all of his or her attention to a specific individual. Since a result, his or her suggestions are significantly more likely to be personalized, as the mentor will be able to evaluate his or her mentee emotional state. In a group setting, this is more difficult to do when the mentor must attempt to fulfil all of the mentees. However, in a one-on-one relationship, the mentoring can take a more personal approach. (Self-made 2019).

Other types of mentoring at times had been used. Peer mentoring, co-mentoring, and mentoring circles. The group members were generally in charge of peer or team mentoring. In most cases, there was no formal mentor. For example, a peer mentoring group might be created to collaborate on projects where individuals were previously mentored from many departments Cross-training, for example, was one of the advantages of these type team building, as well as a reduction in the expense of formal training (Ambrose, 2003).

Tourigny and Pulich mentioned that Co-mentoring is a situation in which two mentors work together to offer knowledge transfer. In cases where a more junior mentor had current information and a more senior mentor had vital expertise, co-mentoring might be employed. the corporation Nursing is one example of when this type of process might be useful exist. These types of mentoring must be handled with caution to avoid causing problems. an unsatisfying relationship in which one person feels humiliated (2005).

A mentor worked with a group of mentees in the mentoring Circle type. This option, as stated by Ambrose (2003), is useful in instances in which the number of accessible mentors is restricted. In most mentoring circles, a seasoned mentor serves as the group's focus and offers organizational and technological support and advice. The mentor supports the circle participants in combining their talents and knowledge to assist one another in ways that go beyond what any one member understands or provides. Mentoring circles have the advantage of generating many diverse viewpoints rather than just one.

7. Difference between Mentoring and Tutoring:

(Irby, 2012) states that both mentors and coaches can tutor, but tutors seldom mentor or coach, and mentor can coach. however, coaches rarely mentor.

Mentoring focuses on developing excellent connections, exchanging experiences in life, and providing positive perspectives on achieving the most of one's potential. tutors focus on specific results; however, mentoring enhances a person's ability to learn for the rest of their life. (Vincent stokes ,2018).

Mentoring became normal practice in the time of the professions when college students, having gained technical skills, typically profited from the support of more expert and established professionals, according to Mckimn, Jollie and Hatter (2007)

Whereas, tutoring implies to guide, generally one-on-one, in a certain subject or for a specific goal. Tutoring may be viewed as a service in the current setting. procedure with a limited scope helping learners' academic difficulties in a certain subject as well as with short-term objectives help students improve their academic performance. perceived of mentoring and tutoring as two aspects of the same coin in supporting, guiding students. Tutoring is a form of education effort that is specific and well-defined in order to assist the acquisition of specialized academic skills by students. In the other hand, mentoring is a more indirect type of guidance attempting to develop academic attitudes that will help students succeed (Weber state university, 2010).

New teachers, according to Conrad (2014), want to integrate into the department and create strong form strong partnerships with learners, classmates, and administration, as well as acclimatize to a new society and function. Furthermore,

Higher education is unique, so there are certain aspects that could not have been experienced in another venue. Mentoring is important because people are going through things for the first time at many stages of their lives. All people need support in all aspects of their journeys. (Sibert, personal communication, 2014)

In this case, the function of mentoring is necessary. Without effective mentoring, a prospective faculty member's first year experience may have been more challenging than required. A successful first year at university have to provide the groundwork for a successful university career. It does not have to be a terrible event overcome in later years so that a faculty member has a thorough knowledge of the needs of his or her learners as stated by Frantz (2014).

Moreover, mentors are commonly thought to provide different forms of support to their mentees (Kram, 1985). For starters, mentors can assist with career options. Professional roles cover a wide range of behaviours that help mentee “learn the rules” and prepare them for progression within their employers’ hierarchies. These behaviours include mentoring protégés, assisting in their growth, increasing their beneficial access and exposure, and providing them with security and difficult assignments. Mentors may also perform psychosocial functions.

Psychosocial functions are behaviour’s that enhance the mentee’s personal and professional development, as well as his or her identification, consciousness, and personality. They are built on the foundations of the relationship’s trust, closeness, and interpersonal relations. Mentoring behaviours involve things like acceptance and confirmation, as well as counselling, friendship, and role modelling. (Kram and Ragins,2007)

There is a type of tutoring seems the same with mentoring which is the personal tutoring.

Personal Tutoring:

Owen (2002), stated that personal tutoring was defined as an “anchor” to learner assistance strategies at institutions of higher learning. Hence, according to Thomas (2006), the PT purpose can help students develop a sense of incorporation and commitment into college by presenting knowledge about academic approaches, procedures, and perceptions, as well as providing special and spiritual assistance and referring to those information sources and assistance. As Wootton (2006) pointed out that it is sometimes referred to as faculty’s person’s figure, since it depicts the students’ engagement as Wellin (2007) explained it.

The above means that the goal could simply supply extra information that goes further than the faculties and university education system's specific relationship. PT methods according to Aynsley-Smith and Marr (2006) differ by university and range from internet only assistance to one-on-one academically and personally aid with a delegated instructor. Tutoring can take several forms and approaches based on a variety of criteria; for example, some universities may just provide educational services, while others provide both academic and moral support along through the tutoring function.

Tutoring is included into courses, and learners meet with their own tutoring on a regular basis in subgroups in lectures as well as separately during reactive and proactive requirements encounters, according to Owen (2002).

According to Owen (1999), this allows students to develop a comprehensive approach to student assistance by allowing them to get to meet their instructors on a scheduled basis, increasing their likelihood of seeing them if an issue occurs. Elliot (1999) assured that tutoring studies focuses on improving training at certain higher education colleges instead of producing knowledge.

Braine and Parnell (2011) stated that qualitative methodologies, notably interpretive phenomenological assessment, are necessary to recognize the phenomenon of learning outcomes of personalized tutoring (IPA). Tutors, according to Por and Barriball (2008), must wear many hats in order to fulfil their complex and nuanced roles, which include providing educational and psychological training to individuals while multitasking their direct instruction, evaluating, investigations, and institutional obligations.

As a consequence of expanding number of students as well as the circumstance that students come from a diversity of academic, socioeconomic, and backgrounds and cultures, the necessity for support grows each year. As a result, according to the National Union of Students (2011), individualized tutoring might be impossible to accomplish

reliably across a university due to work and caseloads. If it is successful, FitzGerald (2014) believes it may be used as a key strategy for student participation, intellectual development and research, psychosocial assistance, and advancement.

When it comes to supporting students, tutors must be conscious of their duties and the limits of their mentoring job.

Furthermore, limits between the instructor and the student must be accepted upon to avoid potential issues. As said by Dobinson-Harrington (2006), tutors can help students comprehend what they can desire in the role and how they can achieve it.

New faculty may have challenges when they make the transfer from their past employment experience to higher education.

- **Challenges of Personal Tutoring:**

Because academic personalities differ, some may feel uneasy, nervous, or unwilling to offer support for personal difficulties that aren't within their circle of influence.

As a result, according to Grant (2006), student aid services would be crucial in meeting the unique needs of college students throughout their education. As a direct consequence, it is vital for mentors to understand their roles and the distinctions between them and those who work in support services. In addition, it will be necessary to establish a direct relationship between the tutor and the private practices. Until this happens, the existing setup will always have serious flaws, as Bassett, Gallagher, and Price have pointed out (2014).

The absence of interactions with instructors was perceived as harming the private coaching method.

There was inadequate engagement with individual instructors, according to a QAA institutional audit report (2012/2013), and meetings were only conducted once for each educational year. According to the findings of Sosabowski et al. (2003), collegiate class

at Brighton University chose to visit their mentor once every year or do not at all. This corresponds to the findings of Gubby and McNab (2014) from the Winchester's University. Further research performed at Queen's College Belfast (2014) discovered that due to Basset et al., attendance at tutoring sessions had increased.

Stephen et al. (2008) revealed that just a few colleges of Brighton seemed to have no interaction with their tutors beyond the formal introduction during that year.

Although, some tutees keep blaming their mentors for being unresponsive, mentors have stated in interviews that they believe students should be responsible for scheduling appointments with their mentors, as stated by Owen (2002). In order to make the program sufficient, both parties must end up making an equal effort to schedule regular meetings (Basset et al. 2014).

The effectiveness of the individual coaching approach appears to be influenced by a variety of additional elements. In research done by Gallagher, Bassett, and Price (2014), the majority of mentors stated that there were failings with the observed methodology as with the submission of tutoring. In addition, all of the tutors polled felt that tutoring sessions should not be required. Another important aspect of the tutoring system has always been having students believe in it.

As a result, it is thought that a deeper comprehension of how tutoring program would assist learners is crucial for its success.

According to the findings of research studies by Dobinson-Harrington (2006), a better knowledge of what learners and mentors might expect from this system is required.

According to Gallagher, Bassett, and Price (2014), discussions with mentors' underline that many consider that the real potential of private counselling is primarily based on raising the students' sense of its own importance.

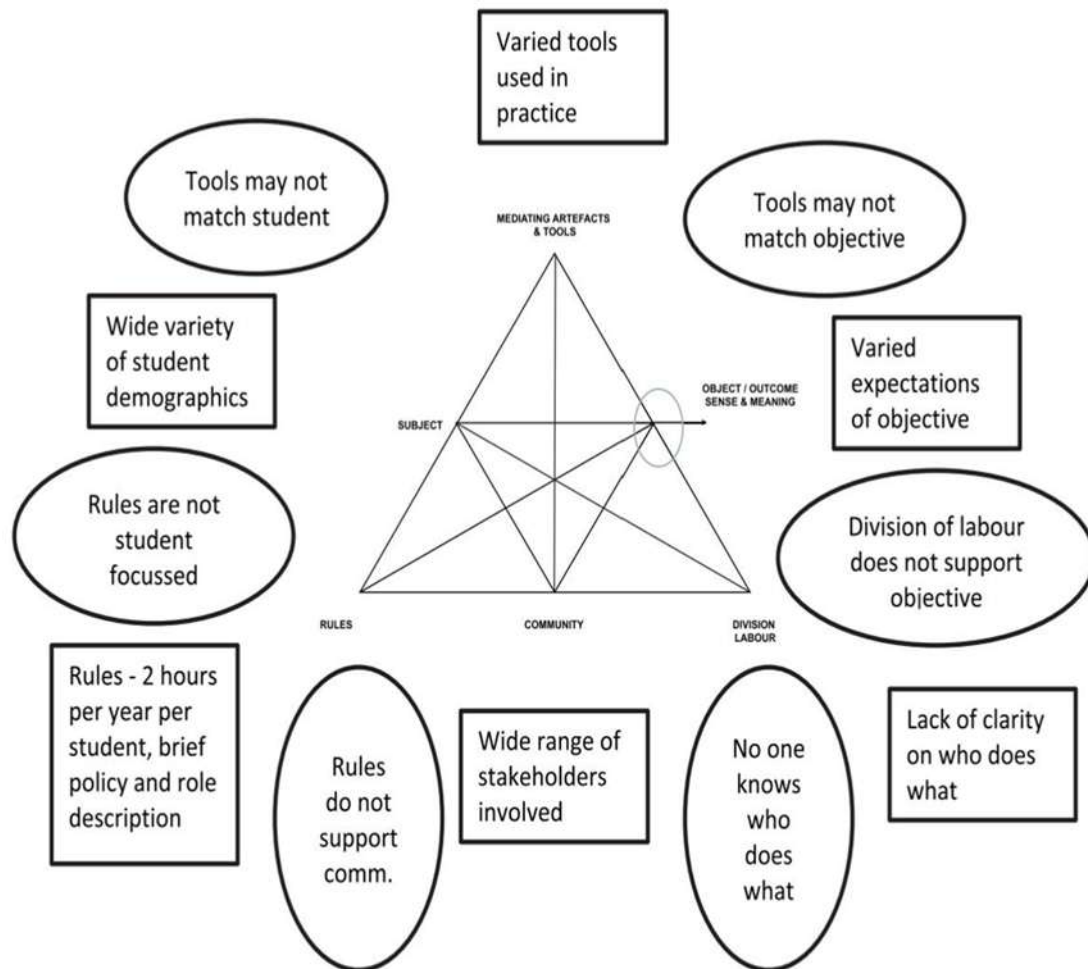


Figure 1. The findings summarized as a personal tutor activity system (Engstrom 2008).

8. Advantages of using mentorship system:

Because a mentor helps and encourages, it is a more widely employed approach in today's schools, institutions, and businesses. However, there are quite few publications that discuss the impact of mentorship on mental health development. The study conducted by Nicola Cronin (2019) tackling the mentor's, as well as the mentee's, perspectives are included in the following list of mentorship impacts:

a) *Psychological impacts:*

To Nicola Cronin (2019), one sharing their feelings, experiences, and thoughts, they must connect with people. Isolation may provide peace of mind and a private time for some, but it has a negative impact on many psychological issues when used for a lengthy period of time. To connect the subject with education and academic individuals, students, like any other human, require a companion or partner with whom they can discuss educational materials, academic problems, and even psychological issues that affect their educational stage.

One of the most essential lessons gained, especially when Covid-19 spread across the world, locking inhabitants and changing their way of life, was the importance of having someone to chat with. The importance of having a sense of community cannot be emphasized in such times.

Cronin (2019), divided it to:

Mentor's psychological impacts:

- Improved employment satisfaction, consciousness, and self-belief, as well as greater productivity harmony.
- Improved communication abilities, being inspired and motivated in personal development, developing mentoring skills.
- Knowledge sharing, job satisfaction surveys.
- Leads to new perspectives and ways of thinking.

Mentee's psychological benefits:

- Overcoming isolation and getting attached to colleges and groups of work. As a consequence, mentees would not feel separated neither afraid of their career decisions.
- Increases self-conscious, self-confidence, self-esteem, that impacts mental health directly.

- Reduced rates of anxiety and depression, which rates their performance as more valuable.

- Self – compassion, empathy, kindness, respect, intimacy, cultural diversity and community engagement are all factors that can contribute to a more optimal environment.

b) Academic impacts:

Cronin (2019), also listed some of mentoring impacts for;

Institution:

- Career planning to improve academic performance of both the individuals and groups

- Reaffirming the institution’s contribution to education and training, and fostering new insights and ideas.

- Increasing productivity, encouragement, preservation, and participation boosting The Institution’s popularity through career progression locations for its professional staff

- Illustrating to organizations which have an innovative and important mentorship program.

- Attracting talented individuals.

Mentor and mentee’s:

- Better salary, more chances, and a better chance of continuing at the college.

- A better chance of obtaining external financial support.

- Individual and career growth.

- Increasing their mentor and mentee’s confidence

- Developing and preserving a greater view on professional life opportunities.

- Allowing access to a management role model.

- Gaining understanding into college system.
- Progress in their chosen field, along with a greater rate of development.
- Improved time management and greater efficiency
- Long term planning, and higher career ambitions.
- Being conducted to discover and made improvements goals.
- Being aided to find and rectify disparity in skill sets and knowledge

9. Disadvantages of mentoring:

There have been several classifications proposed to address issues in mentoring relationships. The extent where the mentoring partnership is "destructive" (Kram, 1985 p. 10) or "dysfunctional" (Feldman, 1999, p. 253; Ragins & Scandura, 1999, p. 498; Scandura, 1998, p. 449) or "marginal" (Ragins et al., 2000, p. 1178) or "negative outcomes" (Allen et al., 1997, p. (Hunt & Michael, 1983, p. 478). A mentoring relationship, for instance, may struggle to satisfy the requirements of one or both individuals, or it may be a cause of misery, disappointment, tension, or dissatisfaction (Feldman, 1999; Johnson & Huwe, 2002; Kram, 1985; Ragins et al., 2000; Scandura, 1998). Similarly, a mentorship program may leave one or both individuals experiencing as though the partnership's overall expenditures exceed the advantages (Feldman, 1999; Johnson & Huwe, 2002), or even that mentorship is more trouble than it's worth (Feldman, 1999; Johnson & Huwe, 2002). (Ragins & Scandura, 1999).

Other definitions of mentoring issues relate to "negative mentoring experiences" (Eby et al., 2000, p. 3; Eby, Butts, Lockwood, & Simon, 2004, p. 412) or "corrupt and inefficient psycho- logical grounds for (relationship) termination" (Eby, Butts, Lockwood, & Simon, 2004, p. 412). (Ragins & Scandura, 1997, p. 946). This encompasses particular relationship events like sabotaging, fraud, and over exploitation, as well as common mentor or mentee behaviours including

overexploitation, envy, personality issues, and inability to study (Eby & Allen, 2002; Eby et al., 2000; Eby et al., 2004; Ragins & Scandura, 1999)

Mentor or mentee skill gaps are one example of a small relationship issue. This might include poor job performance, a lack of certain technical abilities, or minor interpersonal issues (e.g., poor communication skills). Personal issues that affect work-related efficiency and have the tendency to stress the mentoring are another instance of a small relational problem. As in Eby et al. (2000) research, a mentee talked about a circumstance for which her or his mentor had personal and family difficulties from outside work that made it difficult for the mentor to give assistance.

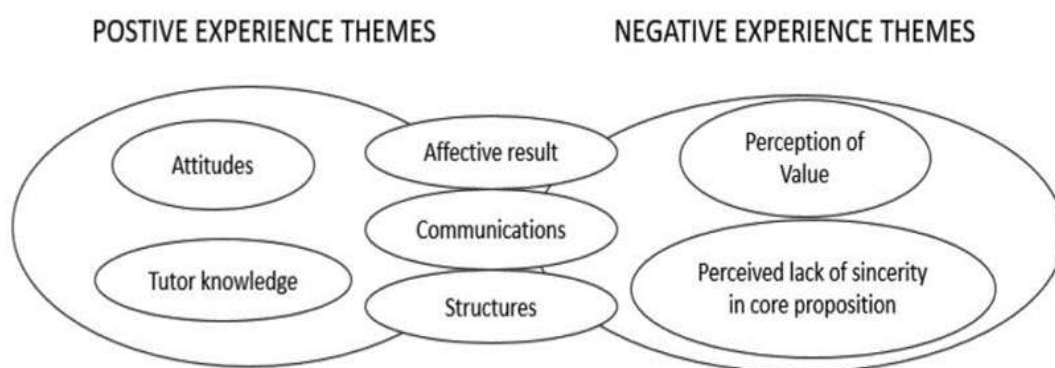


Figure 2. Positive and negative experiences of personal tutoring. Common themes in both positive and negative experiences are shown spanning both areas (Alicia Prowse, Valeria Ruiz Vargas & Stephen Powell 2020).

10. Challenges that students are facing in higher education:

Learners entering university will certainly face challenges with which they are inexperienced and being unable to cope effectively. Since each learner is unique, they will meet distinct challenges that will have an influence on their career and educational achievements. If a learner's challenges are interfering with their studies, they must face them and seek more

support, or they may be forced to drop out of university and possibly sink deeper into despair (Zia Uddin, 2021).

Zia Uddin stated the below challenges and difficulties:

Homesickness, students may experience homesickness, particularly if they are studying farther from home or are international students, which is harder to face with. Students must sometimes adjust to the fact that they are away from family for a purpose. The first week (commonly called as freshers' week) is typically the most difficult. It starts to affect them after several days of that week, and they begin to miss home. The following are some examples of emotional, psychological, and physical signs and symptoms; Alone crying; Inability to concentrate on academics and Sleep trouble. Also, Time Management, as perplexing as it may appear, is another crucial subject in higher education. We all believe there aren't enough hours in the day to do what we desire. Every student in college or university will be affected by the passage of time. When students have to submit before a deadline, for example, it will add a lot more stress on their studies. Moreover, shyness is a delicate topic that shy students must deal with. They typically stay silent during class in the hopes that the teacher will not pose them any questions that they must respond in front of the other pupils. They find it tough to communicate and make new friends (Zia Uddin, 2021).

A further issue that stated by Felicia.N that university students faced is academic pressure. You may have been an excellent high school student, but college academics may put you under a lot of stress. The transition in university academics may cause a lot of worry for freshman throughout their exams. Still another, issue confronting students in educational establishments is the development in competitiveness. As a student, the most difficult obstacle you face in terms of competitiveness is passing exams with satisfactory scores. Even though healthy competition is beneficial, you should exercise caution and avoid competing because

of jealousy or biases from other students. (Felecia.N, What Are the Challenges You Face as A Student and How to Overcome Them?).

Part II

Analytical

Chapter one: research methodology

1. Introduction:

The relevant literature on the terms of student's higher education challenges, psychological issues, implementing mentoring process and improve learners' performers as well as the relationship that exist between them is presented and detailed upon in chapter two. Thusly, this literature provides and explains the background of the study and clarify the effectiveness of the integrating of mentoring in higher education.

Obviously, the purpose of the third chapter of our study is to clarify the methodology used in greater depth, to investigate the successfulness of mentoring on first year English department learners' performance at Barika university centre.

Additionally, this section describes the fieldwork research methodology and explains the research methods and tools that were used to complete the study in order to achieve the research objectives. This chapter also includes a full description of the target population, the sampling process, data collecting procedures.

The section is divided into fifth elements, The first one explains the research question. The second section investigates the method used and explains its choice. The third section explain the hypothesis. The fourth one presents the population and the sample of the study along with the technique used to select our sample. The fifth section deals with data gathering tools.

2. Research questions:

First-year students face a range of life transitions after graduating from higher education since their choices define their future career path. Students at Barika University Centre come from all over the country, as they are frequently away from home for lengthy periods of time. They are confused by the disparity in the number of hours spent studying as well as the grading method. Students at Barika University Centre may be mystified about class

sessions and even how to fit them in, as a result of the major shift in the system, according to data taken randomly from students at the university. Hence, we seek to find out some strategies that help first year students to overcome their difficulties. In general, this study is expected to have some solutions and raise additional concerns in the field of mentoring efficacy.

Overarching questions with three qualitative research questions, these three questions were developed to eliminate the study's overall goal. As a result, the following questions are asked: 1. What are the main difficulties and challenges that face 1st year higher education students?

2. Is the implementation of mentoring system in higher education an effective solution?

3. How does the mentors help the learners to improve their learning levels?

The first question inquiry involves knowing and collecting the main challenges and difficulties that face the first-year English department students in Barika centre.

It is important to know the challenges and the obstacles that face learners in their first experience in university in order to support and guide them. The purpose of this question is to generate a list of the most significant difficulties that students meet, in the interest of helping and supporting learners to overcome their challenges. Concerning the second research question, it aims to discover the effectiveness of integrating mentoring system in higher education. As cited in mentoring process in higher education “Without successful mentoring, the first-year experience for an incoming faculty member may be more difficult than necessary” (Frantz, personal communication, 2014). In this account, we would like to inquire about the influence of implementing the mentoring process in the university among the first-year English department students to overcome their challenges and improve their learning levels and, thus, to become independent learners. Respectively, the third research question aiming to show mentors strategies to guide their learners and give them the help

that they need. Daloz (1999) declared that “effective mentors add value and moral content to the relationship” (p. 244). Additionally, the question is meant to inquire on how to inquire how does mentor facilitate the development and the growth of their mentee.

3. The Hypothesis:

To respond to all of these qualitative research questions, the research describes one significant research hypothesis about the influence of mentorship on student’s academic performance:

Integrating mentoring system in higher education to first year English students at the Barika University Centre will help them to ameliorate their academic performance.

The hypothesis was founded on prior studies to hold satisfactory findings, which suggested that mentoring has an impact on a learner’s results. A supportive classroom climate, as well as collaboration and group engagement rather than individual and inactivity in the classroom, can both play a vital role in success or failure in educational situations like this one. In particular, students who are required to meet with their assigned professor were interviewed in the second semester to get their impressions on the system and to see if their performance in various educational topics had been adversely affected.

4. The Method:

One of the most challenging steps for the researcher is the choice of the most appropriate method for the study, as the research hopes to gain a better understanding of the psychological and academic impacts of mentorship programs on students. That is, it deals with abstract concepts that are difficult to quantify. As a result, the research decided to use descriptive analytical methodology within a focus group. Therefore, descriptive methods are thought to be the most appropriate for this research; by observing and describing students’ emotions, ideas, and views related to their academic progress and performance

The researchers used the strategy because they wanted to follow the student's opinion for an entire semester and compare their academic outcomes with their educational progress, both with and without a mentor. As a result, the focus of this research is on determining whether academic aid has an impact on EFL learners' performance, and if it is, how the impact happens. As a consequence, a qualitative method was considered necessary to achieve the study's goals and objectives. The following are the reasons why qualitative research is preferred:

- The scope of the research question is whether a mentoring program improves learner performance without focusing on the number of students who are enrolled in the study.
- To understand how and why this influence happens, a qualitative method is required. This methodology is seen to be appropriate for research that demands a knowledge of the why and how.

5. The population and Sampling

a) *The population:* The current study is focuses on first-year students of English department at Barika University centre of the academic year 2021/2022. There is a total of 154 first-year students. Students are from the same region, which is Batna, but different country sides. The majority of the learners are new comers to the institution, most students facing the higher education challenges for their first time, Since the higher education system at the university is remarkably different and more complicated than higher school ministry education.

Moreover, this population was mainly targeted based on the following reasons:

Most of the participants are university newcomers and their obstacles are greater, their psychological status is seriously affected, and their perspectives are still restricted by their background.

Of course, these salient reasons would help us to identify their challenges and difficulties and to have asses to help students to overcome them.

b) The sample: The researchers used a random sampling technique in which they randomly selected a percentage of eight students, in which the administration divided the population into groups, each group having a mentor, and the representative sample were conducted by the supervisor of the researchers. In order to select a representative sample from which the results can be adequately expanded to the population overall. The purpose of this selection is to ensure that each student has an equal chance of being chosen (Brown, 2001). the group volunteered to participate in the mentor program during the second semester. Specifically, students will be interviewed during the application of the mentoring system.

6. Data Gathering Tools:

The study necessitates in-depth questioning and thorough observation of students who are exposed to mentoring. As a result, we concentrate on picking the necessary and relevant tools to identify our participants' inner impressed thoughts. Without a doubt, one instrument is insufficient to meet the study's aims. As a result, our study employs two different data collection techniques: an interview and an observation.

First, because it is meant to acquire a deeper piece of information from one small percentage of individuals, a structured interview is the tool of choice. For qualitative research, it is the most accurate technique. It would assist the researcher in describing, deeper understanding, and analysing learner viewpoints, activity, experiences, interactions, and so on. The questions are largely open-ended so that detailed information can be gathered.

Second, because nothing is changed or manipulated, the researcher cannot make a judgement about cause and effect, and because this is a non-experimental piece of research where such impacts are carefully seen and documented, the choice of observation was the most suited for the study. Its purpose is to get a picture of how mentorship affects

the performance of a small group of students. As a result, the data acquired in this observational research study is primarily qualitative.

Chapter two: Results and discussion

1. Results:

a) Introduction:

Presenting the methodology used throughout the intervention, and also the data gathering tools and analysis procedure. This section basically summarizes the findings of this investigation and discusses their relevance. As previously stated, the study aims to investigate the optimality of integrating mentors in higher education to overcome challenges and difficulties among first year students.

This section is focusing on determining the validity of the research hypothesis and achieving the study's aim that consist of examining the influence of the mentoring implementation in higher education among the first-year students. Also, the section attempts to determine the nature of impact of mentors in improving the students' levels as well as their learning obstacles to become an independent learner.

Since the research aims to investigate the nature of the challenges and the guidance that learners require. It implies a focus group descriptive research technique examination of the collected data. The goal is to determine and explore whether or not there is an influence between variables.

There are two data sources used in the dissertation. It mainly depends on data from two parts of a structured interview, as well as direct observation.

The findings are presented in tables and figures, and the data collected by each of the two instruments is discussed and analysed in detail as follow:

b) Structured interview:

To attempt a comprehension of the influence of the implementing of mentoring process on the development of the learner’s performance, a structured interview was provided to the selected group of participants from the first-year English department.

Typically, the interview is usually divided into two parts, each of which contains items. The first part is focused to gathering background information on our participant. The second component collects information regarding the first experience at university, as well as challenges they face and the influence of mentor support on the student's perspective and effectiveness.

As previously stated, the designed interview is divided into two parts. The first one, attempts to gather facts about our participants. In addition, the following figures and tables clearly illustrate the gathered data.

Section 1: personal questions.

- Item 01. Gender

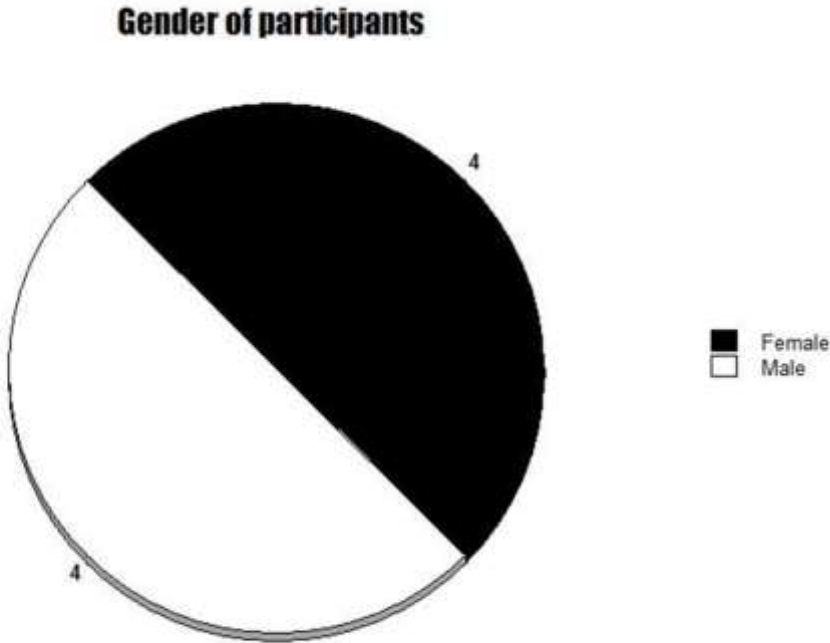


Figure 3: Participants’ gender

As shown in the (figure 03) the participants consist of 50 % females and 50 % males, they are equal 4 male and 4 female. Furthermore, it is critical to characterize the act that the females are the most influenced by the challenges because they are so sensitive (McClure, 2000; Donges et al., 2012; Erol et al., 2013; Lee et al., 2013; Weisenbach et al., 2014).

- Item 2. Age group.

Table 1.

Students' age

Age	Participants
18 ≤	4
[19 – 21]	2
[22 – 24]	1
25 ≥	1

The energy, attentiveness, and determination of young students to achieve their objectives set them unique especially when they are adults. This question was asked in order to identify our participants' age group. Certainly, the age is an important aspect that impact the motivation and the achievement of the learners. Throughout this vein, the answers gathered and shown in the table (01) pointed out that half of the participants (four) have their age group 18 or less (18 years old in particular). Two of them were from group B (from 19 to 21), one from group C (from 22 to 24) and the last from group D (from 25 and over). The focus group supported the differentiation between individuals and reached out to students of all ages, in order to compare their challenges and hindrances as well as their learning progress

- Item 3: Are you a newcomer to the university?

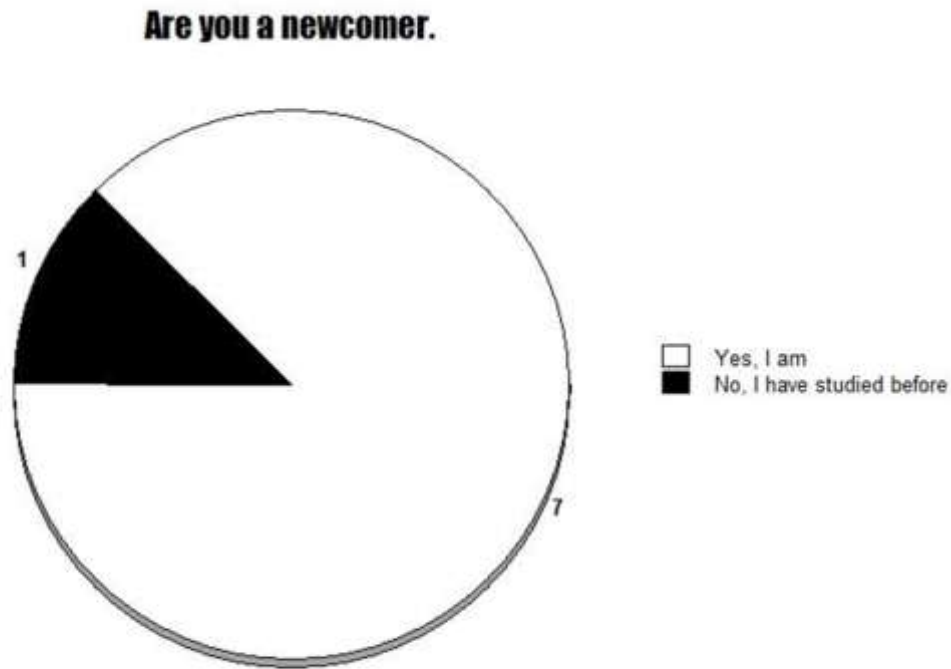


Figure 4. Are you a newcomer?

This question aims to determine whether the participants have previously studied at a university or if this is their first experience, with the goal of identifying and categorizing their challenges.

In this account, there is indeed a distinction between newcomer learners from those who are not. This means the newcomers face more challenges than the others according to their first experience. As shown in (Figure 04), results were saying that seven of the participants confirmed that this was their first university experience and that they had never attended any other universities or specialized in any other branches. One of them stated that this was their second experience, and that they had previously studied and graduated from a different specialty. The results stated that focus group individuals were mostly newcomers and this was their first experience and opinions about the university system.

- Item. 4 Where are you from?

Participants were asked where they came from specifically to see if the distance between institution and hometown is considered as a challenge, as well as if university residential circumstances had an impact on learning results.

For this purpose, item 4 was used to establish the exact location of each participant. As a result of the answers gathered, it is clear that practically all students are from Batna region and its surroundings. As a consequence of the research based on the interview, six of the students live in Barika (the same village as the university) and the final two (males) live around two hours away from the university headquarters. The findings suggest that the spatial distance between the university and home may require (or not for students living close to the campus) students to stay in university residence.

Section 2: Interview questions.

Table 2.

Expressions of the students' experiences.

Participants	Their first expressions of the experience
Par.1	The first time I got here, I was surprised, and honestly confused. I didn't see any friends and there was a new face all around.
Par.2	Umm... I honestly don't know...! It was kind of a new adventure for me and since I met my classmates and teachers for the first time, though it was a good experience.
Par.3	Actually, it was confusing, but I thought it's a new routine and I'll get used to it with time.
Par.4	I was so terrified of what's next. Someone had to explain what's is going on, so I kept asking random strange students about the whole system... how many subjects we have to study, what would be the content like, etc..
Par.5	I remember when my mom asked me the first time I went back home: How was the university? I couldn't say much. And simply replied "we'll wait and see."
Par.5	I have studied before so the system was not so strange. But still I Spent so much money till the day! and I don't understand most of subject.
Par.6	I thought it's much bigger than my high school and absolutely cleaner. I liked the teachers; they were being motivating. I have already been examined in the first semester but I still get confused about exams' process.
Par.7	My parents were supportive and hopefully I will not disappoint them and adjust the new system as soon as I can.
Par.8	I'm used to trying new adventures considering learning so I think this one was easy and only needed time and some teachers' guidance.

- Item 5 How do you describe your experience as a new bachelor at the university?

The major purpose of this discussion was to address general perspectives and define the difficult and easy points.

The impression of a student's first university experience determines his educational style in general and highly influences their motivation. As represented in the previous table, all students agreed that their first experience was "new" to them in terms of new classmates, new subjects, new professors, new discipline etc. However, most of them stated that it was very confusing at first and that they needed time to get used to it. Also, some were anxious if they would understand the subject contents and the professor's methods. However, the statements

of one student (the one who attended university in the previous years) were specifically about what the subjects are only since they were accustomed to the university system. The results of the statements indicate that the students unanimously agreed on the difficulty and anxiety of adapting to the new system.

- Item 6 Can you cite some of the challenges and hindrances you have met?

Challenges' EFL students face in first year.

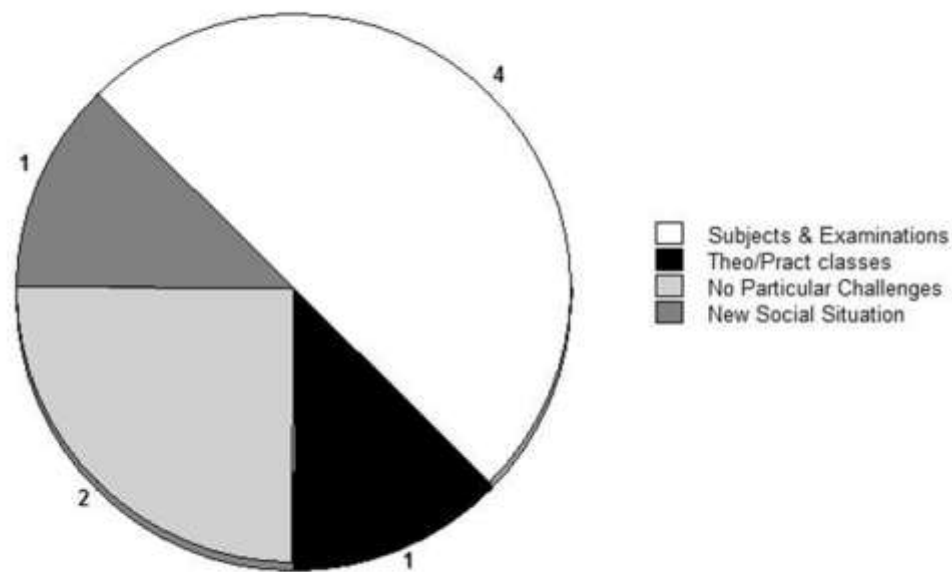


Figure 5. Challenges' EFL students face in first year.

Paying attention to the participant's difficult feelings of being detached and disconnected, and encouraging them to describe them in detail. Also, knowing the students' specific difficulties makes it easier for the academic organization to provide assistance and find appropriate solutions. The figure (05) shown that four of the students complained about the subjects that they were completely new and did not understand what they were or their goals, as well as the assessments and examinations. One participant specified that the group lessons and the practical classes were vague and could not differentiate between them. Two informants said it was a new experience but they are thankful for everything and there were not too many

obstacles to talk about. A student also admitted that the only difficulty they faced was their lack of knowledge of academic individuals, whether colleagues or professors. Most of the statements made by the individuals involved at the interview were either about subjects or the university system in the formation of exams or the new social situation.

- Item Do you find him helpful?

Once the student is asked about his opinion of what he needs, he will start looking at his requirements and what he needs from the teacher, his answer will determine whether he is self-reliant enough or if he needs academic help. In this regard, all the students involved in the interview (eight) answered 'Yes' and acknowledged that they need academic assistance and that they have great ambition, hope and dependence on it, and that it would improve their educational progress. The results conducted from the interview stated that students agreed that they see themselves in need of mentor. However, two participants reported that the period was not enough since the mentoring system was recently launched, and they hope to find it useful.

- Item.8 Do you think that your mentor will genuinely provide support and encouragement to you in stressful times?

The function of the question is to discover if the student intends to report and discuss difficulties with their mentor during their meetings, including whether they are welcoming about the experience and willing to take the chance of posing the question. All students agreed to do so. As a result, they were being receptive to the idea and open to asking for help.

- Item. 9 Which techniques are used in your mentoring?

The question's objective is tackling the method employed for optimal communication, and whether or not they find it sufficient. Participants reported that the mentor made general advices and discussions with them gathered, but also gave them the chance to talk privately

with each student for additional details and more personal subjects in case they felt they need it.

- Item. 10 Is there a frequent and continuous evaluation of your progress?

The student who knows himself best can analyse and evaluate his progress using different criteria such as grades and other test equipment. He is asked to tackle any slight changes, in order to approve or disapprove the influence of the mentor on his academic progress. The students agreed that the classes have just started and that they are in their infancy, and that the results have not yet appeared and they have to wait until the exams are over and get their grades to determine whether they are useful or not. They note, however, an ease about the fluidity of the university system and that their motivation is definitely on the rise. As a consequence, to these statements, students are hopeful to get the necessary aid they need.

- Item. 11 Do you trust on your mentor to discuss your educational or personal problems?

To understand the mentor-student relationship's boundaries this question was asked, as well as whether or not learners dare to tell their mentor and reveal about the most private details of their learning experience. Most students answered yes, I trust my mentor to discuss all kinds of problems, whether personal or academic. Two participants' answers were different and they declared that personal problems cannot be revealed to the mentor. The study shows that most students are completely open to academic therapy and are even grateful for it.

- Item 12: Do you feel ready and comfortable to ask for help without the fear of being criticized or judged?

Students may be nervous and fearful of being less valued if they tell their classmates or friends about their difficulties, but the goal of this question is to find out if they get so along with their mentor. The students admitted that they are not afraid to tell what hinders them, what they think honestly, or the judgments that their mentor might make. A student added

that it is related to the mentor's intelligence and the amount of acceptance and support they show.

- Item 13 Do you prefer to be given the opportunity to choose your mentor (instead of being chosen by the administration) who can help in your educational development?

This question encourages the learner to convey his true feelings about the mentor's selection as it allows for other suggestions. Six students declared that they would like to have the opportunity to choose their own mentor since there are specific teachers, they feel they might be more comfortable with, and only two stated that they would accept any option given by the administration, as long as the mentor is doing their duty and providing the adequate assistance. As a consequence, to this study, most students agreed to being comfortable around certain teachers.

c) Observation:

Since the 1980s, especially the 1990s, educators have employed observations in natural settings to analyse classrooms (Lichtman, 2006). Richly comprehensive descriptions of activities seldom acquired from interviews alone, with observations to offer deeper information about social practices, events, and processes. (Lank shear & Knobel, 2004, p219). According to the results obtained after a deep observation of EFL first year students, the sample was of eight participants in their mentoring session, it is concluded that the majority of students are struggling with elementary notions of the language in general; the results have shown that 80 % of EFL first year students face difficulties in new vocabulary that represent deep use of the language as a specialty, the structure of the language.

In addition to the lack of capacities to store, preserve and take advantage information gained from their learning / acquisition of the language during a significant of at least 5 months

Despite what many said in the interviews, according to the observation data; students pointed out that some of their teachers had a negative impact on their learning process, motivation and behaviours at classrooms that could affect the whole process of learning, acquiring and using the language.

Students are affected negatively by some of their teachers therefore, many outcomes occurred on their language progress, and the most affected aspects are; the methodology and the comprehension.

Among the most serious issues that majority of the students are struggling with, is the lack of the academic fluency of the language, which means that the most of the participants are unable to construct a full correct academic composition at classroom. on the other hand, they appear to be better in slang English which is mostly required from external resources.

Students indicated their low level in phonetics and linguistics, in addition to the lack of motivation towards such modules.

2. Discussion:

a) Introduction:

The goal of this study was to create a descriptive image of mentorship and its significance in foreign language education in Barika University Canter. The research was divided into two sections in order to answer the main research questions addressed by this study.

The first is the theoretical chapter, which discussed the conclusions of prior investigations (literature surveys). The second one was created to be more practical so that the phenomenon can be practiced.

b) Discussion:

A structured interview was conducted with our group of first year English department students in order to try to identify the impact of the mentoring process on the development of the learner's performance.

The mentoring programs were scheduled from March to May on a weekly basis. Tourigny and Pulich (2005) listed many advantages of structured mentoring programs, and meeting on a regular basis is one of these advantages. Also, Paquette (2014) believes that implementing a defined mentorship program would be a great step in ensuring that all incoming faculty had comparable experiences.

Students mutually voted on the difficulties of adapting to the new system. According to results of item five and the obtained statements that are mentioned by Zia Uddin (2021), students attending university would probably face obstacles which they are unfamiliar and will struggle to deal with. Considering the fact that one informant stated that it was typical, because it was not his first time, confirms the previous statement. Also, students were perplexed by being examined and assessed. As a consequence, this causes the anxiety and reduces their motivation.

Furthermore, the students appreciated the counsellor's strategy of giving them the choice of being alone with him to chat more comfortably and without apprehension. The mentor provided broad counsel and talks with the students, but also gave them the opportunity to speak individually with each student for extra specifics and more personal themes if they felt they needed it.

Item eight was designed to determine whether the student intends to report and discuss issues with their mentor during meetings, many participants refused to engage in personal concerns outside the context of schooling. These responses confirm what Gallagher, Bassett, and Price have already stated; mentoring is difficult when students do not believe in it. Tourigny and Pulich (2005) pointed out that the mentor may not be able to satisfy the

needs of the mentee, the mentee may be less trusting, hence, may not expose deficiencies, and personal learning may be lowered. The mentor may not be intrinsically motivated.

A student reported that “it is the mentor’s responsibility to get his mentee’s confidence, and if he was intelligent enough his mentees wouldn’t have problems in being honest with him”. As declared by Dobinson-Harrington (2006), mentors can help students comprehend what they can desire in the role and how they can achieve it.

To avoid the previously mentioned disconnections between the mentor and their mentee, the last item was structured. Most students stated that they would like to have the option of selecting their own mentor, because they are specific teachers with whom they feel more comfortable. However, two students stated that they would accept any option provided by the administration; as long as the mentor is performing their duties and providing adequate assistance.

Considering our research question;

Starting by the one; what are the main difficulties and challenges that face first year higher education students? According to the collected data, it is possible to say that the new system of assessments, presentations, and exam preparation are among the most severe challenges faced by students throughout their first academic year. Also, subject substance and objectives, as well as the teacher’s method. Anxiety and motivational issues were also addressed.

Second, is the implementation of mentoring system in higher education an effective solution? It is found that students' belief in the mentorship program was highly recorded. As Gallagher, Bassett, and Price (2014) stated it as a factor that influences the mentoring process. The focus group agreed on the benefit of mentoring sessions, as well as the mentor’s assistance and inspiration, with the expectations that this would be evidenced at the final semester scores.

Third, how do the mentors help the learners to improve their learning levels? It is suitable to conclude that participants appreciated and preferred the mentor's strategy of considering their opinion of speaking individually or in public. The mentor attempted to focus on the students' issues, both personal and educational.

Based on the data findings and discussions from earlier sections, as well as the answers to the research questions, the proposed hypothesis of the study; Integrating mentoring system in higher education to first year English students at Barika University Centre will help them to ameliorate their academic performance; is accepted. Mentoring helps students to overcome their fears and anxieties, motivates them to improve their academic performance and learn more rapidly.

c) Conclusion:

We attempt to identify the important points that were obtained from the research tool in this last section. In this vein, the present chapter presents an examination of the data gathered throughout the investigation of implementing the mentorship program in higher education among the first-year students in order to help them to overcome their difficulties and to improve their learning level. Two data sources were applied to examine the qualitative research questions. Actually, the results obtained from the data tools refer to the fact that: the most of students are unable to compose a complete academic writing in the classroom and the majority of them stated that they need the mentor and they were open to the suggestion and ready to seek for guidance.

Recommendations:

Recommendations for practice:

for the mentoring programmed to be successful and acknowledge as a part of the university environment including the university management, the mentors and the mentee should believe in mentoring and work towards a common goal. mentors should give enough time to carry out their mentoring sessions. Good mentors, like those who undertake excellent teaching and research, deserve credit for their efforts. According to Cunningham (1993), formal mentorship programs are becoming more prevalent.

Successful formal mentoring programs also include:

- (1) top leadership support.
- (2) careful matching of mentors and mentees.
- (3) a comprehensive orientation program encouraging the formation of realistic expectations defining the connection.
- (4) explicitly specified roles for both the mentor and the mentee.
- (5) specific guidelines for mentor and mentee interaction frequency and duration.

Mentors must have communication skills and must be open, flexible, and approachable. Individuals, having a purpose or goal, and a motivation to learn are all desirable qualities in mentees. In an environment of responsibility, mutually respectful, and clear focus, the mentor-mentee relationship develops (Shea, 1992).

It is fervently recommended that the following suggestions should be taken for adoption at the Barika University centre as a result of this study:

- 1) Mentoring should be included as part of the curriculum.
- 2) Mentoring should also not be regarded just as a university requirement that ends at the finish of the first year. According to Forret, Turban, and Dougherty (1996), the mentor-mentee relationship in a structured mentoring program is for a fixed period of time, such

as six months, a year, or two years. Once this period has passed, it is usually up to the mentor and mentee to decide whether or not to continue communicating.

3) Mentoring is a continuous process of professional development, not a one-time experience. Chuckrow (1998) stated that mentoring should not be seen as a one-way street, but as a two-way street in which both the mentor and the mentee may learn a lot. Mentoring should follow accepted educational criteria.

Recommendations for further study:

Besides to the shortages that should be considered in the field of this study, future research needs to tackle the following recommendations:

1) The methodological limitation of this thesis reflects the data collection tools.

Actually, the study was limited to use tools that solely pinpoint the state of the challenges that face the learners in their first year at university. However, it would be better to adopt tools that search deeper into this process and accurately describe their challenges, such as quasi-experimental tool.

2) Time restriction leads us to pursuit students only for one semester. In fact, research results would have been more valid in a longer study.

Overall, the mentioned limitations have no relevance on the research results' significance or validity. Such limitations just serve to highlight the fact that there is still much work to be done.

General Conclusion:

The last section provides a summary of the research of student's higher education challenges, psychological issues, implementing mentoring process and improve learners 'performers. As has been explained in detail before "in an environment of collective responsibility, tolerance and respect, and clear focus, the mentor-mentee relationship develops" (Shea, 1992). Mentoring is a two-way process in which both the mentor and the mentee have a lot to learn (Williams, 1994). As Steven Spielberg stated that the distinction of mentoring person is not to transform them to your image, but to enables them to develop themselves. DeAnna M. Laverick noted that "without successful mentoring, the first-year experience for an incoming faculty member may be more difficult than necessary" (p.17).

As a result, the topic of this dissertation concerns whether the implementation of the mentoring system in higher education is an effective solution for the first-year English students at Barika university centre to face their challenges. In this respect, the research hypothesises that integrating mentoring system in higher education to first year students will help them to ameliorate their academic performance. As we investigate at this issue further, the impact of mentors was examined to see how the mentoring process might help students increase their levels and overcome their learning obstacles to become independent learners. The main aim of the study, as well, is to investigate the influence of the mentoring implementation in higher education among the first-year students. In this account, the study addressed the following questions:

What are the main difficulties and challenges that face 1st year higher education students and whether the implementation of mentoring system in higher education an effective solution, and if so, how does the mentors help the learners to improve their learning levels, are the central questions that the research aims to answer?

After explaining how the literature has presented certain thoughts, conceptions and theories about mentoring benefits in higher education and the role of this process help the students to face their challenges, the research methodology was determined. The study follows a descriptive analytical study due to the nature of the topic to be investigated. Basically, we selected 8 first-year English students from the Barika university centre as our sample after conducting a thorough random selection sampling technique. Furthermore, two data sources were developed to collect information. these tools consist of interview and observation. The results gotten from a review of the fieldwork findings clarify that:

80 % of EFL first year students face difficulties in new vocabulary that represent deep use of the language as a specialty, the structure of the language especially learning grammar and the most of students are unable to compose a complete academic writing in the classroom. Also, the majority of participants pointed out that some of their teachers had a negative impact on their learning process, motivation and behaviours at classroom, they stated that they need the mentor and they were open to the suggestion and ready to seek for guidance. According to the data collection, students are perfectly receptive to academic therapy and even appreciate it.

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Appendix:

Learners' interview

a) Personal Information:

1. Gender: M F.....
2. Age group: 18 or below.....
 - a. 19-21.....
 - b. 22-24.....
 - c. 25 or above
3. Are you newcomer to the university?
4. Where are you from?

b) Interview Question

5. How do you describe your experience as a new Bachelor at the university?
6. Can you cite some of the challenges and hindrances you have met?

As we both know, the administration has assigned a mentor to guide and help you in your 1st experience,

7. Do you find him helpful?
8. Do you think that your mentor will genuinely provide support and encouragement to you in stressful times?
9. Which techniques are used in your mentoring?
10. Is there a frequent and continuous evaluation of your progress?
11. Do you trust on your mentor to discuss your educational or personal problems?
12. Do you feel ready and comfortable to ask for help without the fear of being criticized or judged?
13. Do you prefer to be given the opportunity to choose your mentor (instead of being chosen by the administration who can help in your educational development?)

Abstract

Higher education students face various challenges as they progress to the early stages at the university, which may cause many educational barriers. In this vein, this study describes the optimality of integrating mentoring to first year students from the English department at Barika university centre. It is carried out with a qualitative descriptive analytical method that involves describing, analysing then interpreting the obtained results. Interview and observation have been chosen as the main data collecting tools. The line of inquiry of this study is to check mentoring's benefits and effects on first year students' challenges and performance. In this regard, to collect effective and efficient results, the study was based on a focus group sampling technique to better explore the issue at hand. Hence, eight first-year students were targeted. The results obtained reveal that eighty percent of the sample were having difficulties to adjust to the new system and the content of several subjects. In response to the collected data and their analysis, students expressed confidence, excitement as well as appreciation for receiving the necessary assistance from mentorship programs, claiming that it has influenced and raised their motivation levels.

Keywords: Higher education students, challenges, mentoring, students' performance, teachers' guidance.

Summary in Arabic

يواجه طلاب التعليم العالي تحديات مختلفة أثناء انتقالهم إلى السنة الأولى، مما قد يسبب العديد من المشاكل. في هذا السياق، تصف هذه الدراسة الأمتل لدمج التوجيه مع طلاب السنة الأولى من قسم اللغة الإنجليزية في مركز جامعة بريكة. يتم إجراؤه باستخدام طريقة تحليلية وصفية نوعية تتضمن وصف النتائج التي تم الحصول عليها وتحليلها ثم تفسيرها. تم اختيار المقابلة والملاحظة كأداتين رئيسيتين لجمع البيانات. يتمثل خط الاستفسار في هذه الدراسة في التحقق من فوائد توجيه الأستاذ المرافق وآثارها على تحديات طلاب السنة الأولى وأدائهم. في هذا الصدد، ولجمع نتائج فعالة، استندت الدراسة إلى أسلوب أخذ عينات مجموعة التركيز لاستكشاف القضية المطروحة بشكل أفضل. وبالتالي، تم استهداف ثمانية طلاب في السنة الأولى. تظهر النتائج التي تم الحصول عليها أن ثمانين بالمائة من العينة واجهوا صعوبات في التكيف مع النظام الجديد ومحتوى العديد من المواد. استجابةً للبيانات التي تم جمعها وتحليلها، أعرب الطلاب عن ثقتهم وإثارتهم وتقديرهم لتلقي المساعدة اللازمة من برامج الأستاذ المرافق، مدعين أنها أثرت في مستويات تحفيزهم ورفعتهما.

الكلمات المفتاحية: طلاب التعليم العالي، صعوبات، فوائد توجيه الأستاذ المرافق، أدائهم الأكاديمي