# EFFECTIVENESS OF PEER MENTORING VERSUS TRADITIONAL MENTORING ON ACADEMIC PERFORMANCE AMONG B.SC NURSING STUDENTS AT SELECTED NURSING COLLEGES, KOLAR.

RESEARCH CONDUCTED BY

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PROJECT RPORT SUBMITTED TO,

Sri Devaraj Urs College of Nursing, Tamaka, Kolar.

In partial fulfillment of the requirement for the degree of

Master of Science in Nursing

In

Medical Surgical Nursing

UNDER THE GUIDANCE OF

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PROFEESOR AND PRINCIPAL

SRI DEVARAJ URS COLLEGE OF NURSING

TAMAKA, KOLAR.

2023-24

DECLARATION BY THE CANDIDATES

I here by state the project entitled **effectiveness of Peer Mentoring versus Traditional mentoring on Academic performance among B.Sc Nursing students at selected Nursing Colleges, Kolar.** is a bonafide and genuine research work carried by the student of II year MSc (N) under the guidance of **DR.G Vijayalakshmi**, Professor and Principal, Department of Medical surgical Nursing, Sri Devaraj Urs College of Nursing, Tamaka, Kolar- 563103.

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CERTIFICATION BY THE GUIDE

This is to certify that the project entitled **effectiveness of Peer Mentoring versus Traditional mentoring on Academic performance among B.Sc Nursing students at selected Nursing Colleges, Kolar.** is a bonafide research work done by **Ms. ANJALI M** as a part of curriculum requirement for the degree of M.Sc (N).

Signature of the Guide

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ENDORSEMENT BY THE HEAD OF THE

DEPARTMENT/PRINCIPAL/HEAD OF THE   INSITITUSION

This is to certify that the dissertation entitled evaluate effectiveness of Peer Mentoring versus Traditional mentoring on Academic performance among B.Sc Nursing students at selected Nursing Colleges. Is a bonafide research work done   by   **Ms. Anjali M** under the guidance of **Dr.G.Vijayalakshmi, Professor and Principal,** in partial fulfillment of the requirement for the degree of **Master of Science in Medical Surgical Nursing.**

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Thank you all

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LIST OF ABBREVIATIONS

Sl.no	Abbreviations
1.	F: Frequency
2.	%: Percentage
3.	SD: Standard deviation
4.	df: Degree of Freedom
5.	NS: Not significant
6.	SS: Statistically significant
7.	HE: higher education

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CHAPTER- I

Introduction

Mentoring can be defined as a one-to-one relationship between an experienced colleague (a mentor) and a less experienced colleague (a mentee) that provides a variety of career development and personal growth functions. There has recently been growing interest in formal mentoring in Higher Education (HE)[1]. This interest is likely due to the increasing importance attached to university-based mentoring programmes in supporting student-to-work transitions and its potential to facilitate a range of career development outcomes. The term Traditional mentoring or "face-to-face" mentoring is commonly used since ancient times where a qualified teacher teaches, guides and motivates the students to learn.[2]

Peer mentoring is a complex process by which students learn from students who are more experienced and knowledgeable on subject matter. The commonest model of peer mentoring is when a senior student performs as a teacher for another student. Here students will be more active because as a equal partners they share learning activities and involving in discussions and feedback. Learning together means that students working in pairs are given an opportunity to practice critical thinking, collaboration, reflection, problem solving and independence.[3]

National education policy 2020 introduced competency and outcome based curriculum using innovative educational approaches. In that, different learning models have been discussed and one of which is peer mentoring. However, it has been suggested that a more favourable approach is to combine students from the same year as this will allow students to have an alternate role as a teacher and student, and motivates students to become more involved in their own learning.[1]

NEED FOR THE STUDY

Peer learning has been used in education to address critical thinking, psychomotor skill, cognitive development, clinical skills and academic gain.

Traditional mentoring has focused on the expert presenter or teacher who shares his or her knowledge. Peer mentoring focuses on gaining knowledge and sharing the rights with peers who phase similar daily challenges.

The results of study conducted on need assessment for peer mentoring among medical students in comparison of traditional mentoring at Mumbai states that, students' required peer mentoring to make others around them which can lead a better learning environment for all students with different types of learning styles. Most of the time, students are unable to contact the faculty and even sometimes parents at difficult times related to studies or even their personal problems.[4]

Hence the study was undertaken to know the effectiveness of peer mentoring versus traditional mentoring among nursing students in the present setting.

CHAPTER –II

OBJECTIVES

This chapter deals with the statement of the problem, objectives of the study, operational definitions, hypothesis, and conceptual frame work which provides a frame for the study

STATEMENT OF THE PROBLEM

A comparative study to assess the effectiveness of Peer Mentoring versus Traditional mentoring on Academic performance among B.Sc Nursing students at selected Nursing Colleges, Kolar.

OBJECTIVES

1. To assess the effectiveness of Peer mentoring versus Traditional mentoring among Nursing Students using performance checklist.
2. To find out the association between the Peer mentoring versus Traditional mentoring with selected socio demographic variables.

NULL HYPOTHESIS

$H0_1$: There was no significant difference between peer mentoring versus traditional mentoring.

$H0_2$: There was no significant association between peer mentoring versus traditional mentoring.

ASSUMPTIONS

Peer mentoring will be more effective than traditional mentoring.

OPERATIONAL DEFINITION

Effectiveness

In this study, it refers to improvement in the performance score achieved by the students after exposing to the Peer mentoring and Traditional mentoring.

Peer mentoring

In this study peer mentoring refers to senior students who will be guiding and helping juniors to get best academic performance.

Traditional mentoring

In this study, it refers to Teacher who share their knowledge and skills in helping students to study to get best academic performance.

Academic performance

In this study it refers to students measurable achievements in the form of marks obtained after the final year examination.

Nursing students

In this study it refers to students who are studying Iyr B.Sc Nursing II semester students.

CONCEPTUAL FRAMEWORK

Conceptual framework refers to the interrelated concepts or abstractions that are assembled together in some rational scheme by virtue of their relevance to a common theme (George BJ 2002).The present study was aimed to compare the effectiveness of Peer Mentoring versus Traditional mentoring on Academic performance among B.Sc Nursing students II semester at selected Nursing Colleges, Kolar.

The conceptual framework for this study is based on concept, input, process and product (CIPP) model evaluation developed by Daniel Stufflebean (2003). It aims to provide an analytic and rational basis for decision making based on the cycle of planning, structuring, implementing, reviewing and revising decisions. Each concepts are examined through a different aspect of evaluating like concept, input, process and product evaluation (CIPP) & it provides a comprehensive systematic continuous ongoing framework for programme evaluation.

Concepts of Daniel Stuffle beam Evaluation

- Context evaluation
- Input evaluation
- Process evaluation
- Product evaluation

Context Evaluation

It highlights the environment in which the proposed programme exists. It assesses the needs, problems, opportunities, basis for defining goals, priorities and objectives. It helps in making programme planning decisions. In this context, in the present study

the researcher assessed effectiveness of peer mentoring versus traditional mentoring among I BSc Nursing IInd semester students at selected colleges, Kolar.

Input Evaluation

Input evaluation involves steps and resources needed to meet the goals and objectives. It serves as a basis for structuring decisions. In the present study input refers to the,

- Preparation of checklist on academic performance for students satisfaction

- Validation of checklist with experts

- Establishing reliability of the tool.

- Selection of sample and Framing a research design

Process Evaluation

It involves the implementation of plans to guide the activities and later to explain outcome. In the present study it refers to;

- Setting inclusion and exclusion criteria

- Setting the research design and sample size

- Approaching authorities for permission and consent from sample

- Grouping students for peer mentoring & traditional mentoring.

- Implementing data collection process

Product Evaluation

It helps to identify both intended and unintended outcome to keep the process on track and comparing them to anticipated outcome. It can be decided if the programme should be continued, modified or dropped altogether. In this study product evaluation refers to;

- Comparing the effectiveness of peer mentoring versus traditional mentoring among I st year B.Sc Nursing II nd semester students.

- Finding out the association of students outcome between peer mentoring versus traditional mentoring with their selected socio-demographic variables.

This step of the model further leads to recycling decisions and need for modification to terminate which is not in the research study.

SUMMARY:

This chapter dealt with the statement of problem, objectives of the study, operational definitions, assumptions, hypotheses and conceptual frame work.

Context evaluation	Input evaluation	Process evaluation	Product evaluation
Effectiveness of peer mentoring versus traditional mentoring.	Steps and resources needed to meet the goals and objectives.	Implementation of plans to guide action.	Identify intended and unintended outcome.

Goal	**Plans**	**Action**	**Outcome**
Effectiveness of peer mentoring versus traditional mentoring were assessed for I BSc Nursing IInd semester students.	• Preparation of checklist on academic performance for students satisfaction • Validation of checklist. • Establishing reliability of the tool. • Selection of sample and framing a research design.	• Setting inclusion and exclusion criteria • Setting research design & sample size. • Approaching authorities for permission & consent from sample. • Grouping students for peer mentoring and traditional mentoring. • Implementing data collection process.	• Compare the effectiveness of peer mentoring versus traditional mentoring in I B.Sc Nursing II semester students. • Finding out the association of students out come between peer mentoring and traditional mentoring with their selected socio demographic variables.

Recycling decision and need for modification

BASED ON DANIEL STUFFLE BEAM CIPP MODEL (2003)

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CHAPTER – III

REVIEW OF LITERATURE

Review of literature makes the researcher familiar with the existing studies and provides information which helps to focus on a particular problem and lays a foundation upon which to base a new knowledge. The review of literature for the present study is categorized under the following heading;

I.   Studies related to peer mentoring among students.

II.   Studies related to traditional mentoring among students

III.   Studies related to peer mentoring versus online teaching among students

I. Studies related to peer mentoring among students.

1. A quantitative study was conducted to find out the impact of peer-mentoring on the experience of first year business students at Manchester Metropolitan University. For the study 346 students who were invited, 105 were included through random sampling technique. The results revealed that it shows that there were not significant differences between level of familiarity or on the respondent of perception.[5]

2. A qualitative study was conducted to find out the Impact of Peer Mentoring on First-Generation College Student Peer Mentors' Development of the Five Practices of Exemplary Leaders at north Umbria UK. For the study 47 peer mentors were included through random sampling technique. The result revealed that peer mentoring helped First generation students feel successful.

Inspite of other practices, Peer Mentoring laid the foundation for many interactions.[6]

3. A qualitative, quantitative and mixed methods study was conducted to find out the effectiveness of peer mentoring in promoting a positive transition to higher education for first-year undergraduate students: a mixed methods systematic review protocol at global transfer of Nursing and Midwifery education institutes. For the study first-year students were included through random sampling technique. Results revealed peer mentoring is most effective.[7]

4. An explorative study was conducted to find out the Student peer mentoring in an entrepreneurship course at Western Norway University of Applied Sciences. For the study approximately 100 nonbusiness students of undergraduate level students were included through random sampling technique. Results revealed that the use of more guidance introducing student peer mentors generate positive effects on students learning process.[8]

5. A qualitative study was conducted to find out the effects of peer mentoring on academic performance of first-year accounting students at South Africa**.** For the study eight IInd year students,(two Mentors and six mentees) were included through purposive sampling technique. Results revealed that through peer mentoring program, the students had acquired success-oriented studying skills which developed meaningful and productive learning. Students were intrinsically motivated, and those who actively participated in the program showed signs of academic improvement. Moreover, academic performance of mentees also improved.[9]

6. A quantitative and qualitative study was conducted to find out the Effects of a peer –to- peer mentoring program supporting first year college student's academic and social integration at Harford Community College. For the study pool of mentees and peer mentor all who attend a mid-size university in the south west region of the United States were included through Purposive sampling technique. Results revealed that Mentoring Programme enhanced participants college experience ,campus involvement and retention, 86 percentage of students expressed that the Mentoring Programme helped to improve their overall college experience ,93 percentage of Mentees mention that their Peer Mentors encouraged or helped them to become involved on campus, 63 percentage of Mentees reported that the Mentoring Programme influenced their decision to remain on campus for the following semester.[10]

II. Studies related to traditional mentoring among students

7. A cross sectional survey study was conducted to find out the need assessment of peer mentoring in medical students in comparison with traditional mentoring system at bharathi Vidyapeeth dental college, Navi Mumbai. For the study 150 medical students were included through random sampling technique. The results revealed that students received regular mentorship from faculty, they showed high possibility of open discussion about their problems either related to studies or about their personal are been comfortably handled and addressed by peers.[4]

III. Studies related to peer mentoring versus online teaching among students

8. A qualitative correlational study was conducted to find out the relationship of peer-mentoring and online undergraduate and graduate college student retention at Liberty University, Lynchburg, VA. For the study 30 participants were included through random sampling technique. The results revealed that the second question posed in the study was, is there a significant association between peer-mentoring and online graduate student retention.[12]

9. A non experimental, exploratory- descriptive quantitative study was conducted to find out the effects of nursing students and peer mentoring in a nursing college: perceived benefits at kwazulu-natal, South Africa. For the study 60 nursing students (24 mentors and 36 mentees) participants were included through random sampling technique. The results revealed that there is the need to introduce a peer mentoring central committee in order to support and train mentors who are capable to help other students in their learning problems.[13]

CHAPTER- IV

METHODOLOGY

This chapter deals with the methodology adopted for the proposed study and the different steps undertaken. It includes research approach, design, setting, sample, sampling technique, description of the tool for data collection procedure used for data collection and data analysis.

The present study was aimed to know the Effectiveness of peer mentoring versus traditional mentoring on academic performance among I BSc Nursing II semester students at selected Colleges, Kolar.

RESEARCH APPROACH

Research approach is the fundamental part of the research study. For the present study evaluative research approach was used.

RESEARCH DESIGN

The term research approach refers to the researchers overall interests for obtaining answers to the research questions or the testing research hypothesis. The research design selected for the present study was experimental post test only control group design.

SETTING OF THE STUDY

Setting refers to the area where the study was conducted (Burns and Groove2002).

The present study was conducted among I year B.Sc Nursing II semester students who were studying at Sri Devaraj Urs College of Nursing & ETCM College of Nursing. This setting was selected based on the availability of subjects and feasibility of conducting the study.

POPULATION

The population referred as the target population which represents the entire group or all elements (individuals or objects) that meet certain criteria for inclusion in the study. In the present study, population refers to all I year B.Sc Nursing II semester students studying in respective colleges.

SAMPLE AND SAMPLE SIZE

Sample refers to a portion of population which represents the entire population. (Burns and Groove 2002). The sample for the study was I year B.Sc Nursing II semester students studying at Sri Devaraj Urs College of Nursing, Kolar & ETCM College of Nursing.

The sample size was 93 I B.Sc Nursing II semester students, in that 68 students of SDUCON were in peer mentoring group and 25 students of ETCM CON were in traditional mentoring group.

SAMPLING TECHNIQUE

Sampling defines the process of selecting a group of people or other elements to conduct a study (Burns and grove 2002). For the present study purposive sampling technique was adopted.

CRITERIA FOR SELECTING THE SAMPLE

Inclusion criteria:

Students who were:

1. Studying in I year B.Sc (N) II nd semester for the academic year 2022-23.
2. With average (50%)and below average(<50%) marks in IA Test.
3. Willing to participate in the study.

Exclusion criteria:

Students who were:

1. Irregular for the classes.
2. Having health issues.
3. Peer mentors who were scored highest marks and having good knowledge in study subjects.

Inclusion criteria for peer mentoring

Students who :

1. Were III rd year BSc Nursing for the academic year 2022-23

2. Are Advanced learners

3. Obeys the teachers command

4. Had Communication skills

5. Were able to mingle with juniors without superiority

6. Are able to provide regular feedback to the teachers and students performance.

DATA COLLECTION TOOL

The tool was prepared after referring text books, journals, and discussing with subject & research experts and presented under the following sections;

ETHICAL CLEARENCE

Before conducting the study, an ethical clearance was obtained (Annexure-) with reference number SDUCON/1 /2023 date 2023 from an institutional ethics committee of Sri Devaraj Urs College of Nursing, Tamaka, Kolar.

Section A: Socio demographic variables

It consists of Socio-demographic variables such as Age, gender, domiciles data, method of preparing notes, and method of study habits

Section B: Student's academic performance checklist

It consists of fifteen variables on students activities to improve academic Performance and it is prepared in the form of checklist.

METHOD OF DATA COLLECTION

The data was collected from 13-3-24 to 14-6-24 by using following steps;

Step-1: Ethical clearance was obtained from the institutional ethical committee of Sri Devaraj Urs College of Nursing. A formal written permission was obtained from Principal of ETCM & SDUCON colleges of Nursing, kolar. Based on inclusion criteria I year BSc (N) IInd semester students who scored below average (<50%) &

average (50%) in Ist IA were selected using purposive sampling technique. 93 students were identified. In that 68 of SDUCON were allotted to peer mentoring & 25 students of ETCM College of Nursing were allotted to traditional mentoring. Then all these students were explained about the study & its purposes & obtained informed consent.

Step-2: In peer mentoring, for every 5 students one teaching faculty & one peer mentor was allotted, and divided into thirteen subgroups, and every day feedback was obtained from the peer mentors and teacher mentor. In traditional mentoring there was no manipulation, as usual classes & teachers guiding was going on only teaching faculties taking responsibility. This was conducted for 3 months.

Step-3: At the end of the academic year both (peer mentoring and traditional mentoring) group students were assessed for their academic performance by using students academic performance checklist.

PLAN FOR DATA ANALYSIS

- Socio demographic data was analyzed using frequency and percentage.
- Effectiveness of peer mentoring versus traditional mentoring were analyzed using mean, standard deviation, and unpaired t test
- Association between peer mentoring versus traditional mentoring on academic performance with selected socio demographic variables were analyzed using chi square test.

SUMMARY

This chapter deals with the methodology, research approach, research design, setting population, sample and sample technique, development and description of tool and plan for data analysis. The next chapter deals with the results found through the statistical analysis.

CHAPTER- V

DATA ANALYSIS AND INTERPRETATION

Data analysis is defined as the systemic organization and synthesis of research data and the testing of research hypothesis using those data.[14]

This chapter deals with the analysis and interpretation of data collected from 93 (68 in peer mentoring and 25 in traditional mentoring) nursing students on academic performance using performance checklist. Data collected were analyzed and interpreted by using descriptive and inferential statistics based on the following objectives and hypothesis of the study:

OBJECTIVES OF THE STUDY

1. To assess the effectiveness of Peer mentoring versus Traditional mentoring among Nursing Students using performance checklist.
2. To find out the association between the Peer mentoring versus Traditional mentoring with selected socio demographic variables.

NULL HYPOTHESIS:

$H0_1$: There was no significant difference between peer mentoring versus traditional mentoring

$H0_2$: There was no significant association between peer mentoring versus traditional mentoring with their selected socio demographic variables.

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Based on the objective and hypothesis of the study, the collected data was tabulated, organizes and presented under the following section:

SECTION-A: SOCIO DEMOGRAPHIC VARIABLES OF NURSING STUDENTS

SECTION-B: EFFECTIVENESS OF PEER MENTORING VERSUS TRADITIONAL MENTORING

SECTION-C: ASSOCIATION BETWEEN PEER MENTORING VERSUS TRADITIONAL MENTORING WITH SELECTED SOCIO DEMOGRAPHIC VARIABLES

SECTION- A: SOCIO DEMOGRAPHIC VARIABLES OF NURSING STUDENTS

This section deals with socio-demographic variables of I year B.Sc Nursing II semester students. Before assessing academic performance of students they were assessed for their socio-demographic variables and presented in table -1.

TABLE-I: DISTRIBUTION OF NURSING STUDENTS BASED ON SOCIO

DEMOGRAPHIC VARIABLES

N=93

Variables	Peer mentoring n=68		Traditional mentoring n=25	
	Frequency	Percentage	Frequency	Percentage
1.Age				
a. 19 years	**68**	**100%**	**19**	**76%**
b. 21 years	0	0%	3	12%
c. 23 years	0	0%	3	12%
2. Gender				
a. Male	1	1.47%	6	24%
b. Female	**67**	**98.5%**	**19**	**76%**
3. Domiciles data				
a. Karnataka	09	13.2%	4	16%
b. Kerala	**55**	**80.8%**	**11**	**44%**
c. Tamilnadu	4	5.88%	6	24%
d. other	0	0%	4	16%
4. Method of Preparing notes				
a. Depends on class.	**43**	**63.2%**	**16**	**64%**
b. Referring books	20	29.4%	5	20%
c. Question banks	3	4.4%	2	8%
d. Internet	2	2.9%	2	8%
5. Method of study habits				
a. Regular reading habits.	8	11.7%	4	16%
b. Reading during IA & exams.	**60**	**88.2%**	**21**	**84%**

The above table shows that the distribution of socio demographic variables of I B.Sc Nursing IInd semester students. With regard to age, majority (100%) were in peer mentoring & 76% in traditional mentoring were with 19 years of age group.

With regard to Gender, most (98.5%) of them were in the peer mentoring and 76% of them traditional mentoring were females.

With regard to Domiciles data, majority (80.8%) were in peer mentoring and 44% in traditional mentoring were from Kerala. Remaining 13.2% from Karnataka, & 5.88% were from Tamilnadu in peer mentoring. Whereas 16% from Karnataka 24% from Tamilnadu & 16% were from other states in traditional mentoring.

With regard to Method of Preparing of notes, most (63.2% in peer mentoring and 64% in traditional mentoring) of them were depending on class notes. Remaining 29.4% in peer mentoring and 20% in traditional mentoring were referring books, 4.4% peer mentoring and 8% in traditional mentoring were referring question banks & 2.9% peer mentoring and 8% in traditional mentoring were referring internet for preparing notes for study purpose.

With regard to Method of study habits, majority (88.2%) were in peer mentoring & and 84% in traditional mentoring were read only during IA or examination time.

EFFECTIVENESS OF PEER MENTORING VERSUS TRADITIONAL

MENTORING

This section deals with the first objective that was to evaluate effectiveness of peer mentoring versus traditional mentoring among nursing students using performance checklist and presented in table -2&3.

TABLE-II: DISTRIBUTION OF FREQUENCY PERCENTAGE BETWEEN PEER MENTORING & TRADITIONAL MENTORING

N=93

DOMAINS		Peer mentoring n=68		Traditional mentoring n=25	
		Frequency	**Percentage**	**Frequency**	**Percentage**
1.	Motivated students to learn	**67**	**98.5%**	**21**	**84%**
2.	Received an advice or reassurance for study	**66**	**97.0%**	**22**	**88%**
3.	Helped to identify academic abilities	50	73.5%	15	60%
4.	Supported to improve subject knowledge	**65**	**95.5%**	**21**	**84%**
5.	Taught new approaches to study for the examination	63	92.6%	18	72%
6.	Guided on tips in solving previous question papers for academic achievements	52	76.4%	12	48%
7.	Help to organise the content	62	91.1%	15	60%
8.	Clarified doubts with regard to subjects	**65**	**95.5%**	**21**	**84%**

9.	Taught on recall, reproduce in examination and study habits	55	80.8%	15	60%
10.	Helped in collecting study material	62	91.1%	11	44%
11.	Helped to prepare for examination while using schematic diagrams /pictures	59	86.7%	16	64%
12.	Taught Relaxation techniques during study breaks	52	76.7%	10	40%
13.	Taught time management	**64**	**94.1%**	8	32%
14.	Taught diet and sleep management	47	69.1%	5	20%
15.	Helped in Preparation of study schedule	60	88.2%	12	48%

The above table depicts the distribution of effectiveness of peer mentoring versus traditional mentoring in various domains of academic performance. There were 15 parameters. Here student satisfactions were assessed with two categories like Yes and No, and their affirmative performance satisfaction is projected with frequency and percentage.

TABLE-III: EFFECTIVENESS OF PEER MENTORING VERSUS TRADITIONAL MENTORING ON ACADEMIC PERFORMANCE

N=93

Group	Mean	SD	df	Unpaired t value	p value
Peer mentoring **n=68**	13.2	1.94	91	-9.03	**0.00 SS****
Traditional mentoring **n=25**	8.88	2.43		-8.14	**0.00 SS****
t(tab 91)1.98* SS=statistically significant at 0.05 level**					

The above table shows that effectiveness of Peer mentoring versus traditional mentoring by comparing scores of both groups using performance checklist. The mean score of peer mentoring is 13.2 with SD 1.94 where as the mean score of traditional mentoring is 8.88 with SD of 2.43. When comparing peer mentoring with traditional mentoring there was a statistically significant difference was observed. The unpaired t value of peer mentoring is -9.03 and in traditional mentoring -8.14 which is lesser than the table value of (1.98) indicating that, peer mentoring was effective than the traditional mentoring. Hence the stated null hypothesis is rejected.

SECTION-C

ASSOCIATION BETWEEN PEER MENTORING VERSUS TRATIONAL MENTORING WITH SELECTED SOCIO DEMOGRAPHIC VARIABLES

This section deals with 2nd objective that was to "to find out association between the Peer mentoring versus Traditional mentoring with selected socio demographic variables. The association academic performance of among nursing students with selected Socio demographic variables between peer mentoring versus traditional mentoring was done using chi-square test and presented in table: 4-5.

TABLE-IV: ASSOCIATION BETWEEN PEER MENTORING ON ACADEMIC PERFORMANCE WITH SELECTED SOCIO DEMOGRAPHIC VARIABLES

N=68

SL. No	Variables	Peer mentoring		$\chi2$ & p value	Interference
		Below Median < 14.5	Above Median $\geq$ 14.5		
1	**Domiciles data** • Kerala • Other than Kerala	28 02	27 11	$\chi2=5.38$ p=0.02	SS
2	**Method of Preparing notes** • Takes class notes • Referring books/question banks/internet	23 17	20 8	$\chi2=1.37$ p=0.24	NSS

3	**Method of study habits** • Regular reading habits • Reading during IA& exams.	01 33	07 27	$\chi 2=5.10$ $p=0.02$	SS
1df =3.84 , **SS** − (Statistically significant), **NSS** −(Not statistically significant)					

The above table projected the association between peer mentoring an academic performance with selected socio-demographic variables. With regard to Domiciles data, there were two categories: Kerala and other than Kerala The obtained chi square value is 5.58 which was greater than the table value (3.84) indicating that there was a statistically significant difference between peer mentoring with domiciles data at 0.05 level.

With regard to method of Preparation of notes, there were two categories takes class notes & referring books/ question banks/internet. The obtained chi square value 1.37 which was smaller than the table value (3.84). Hence there is no statistically significant difference between peer mentoring with method of preparation of notes at 0.05 level.

With regard to study habits, there are two variables that is Regular reading habits and reading during IA &exam time. The obtained chi square value is 5.10 which was greater than the table value (3.84) indicating that there was a statistically significant difference between peer mentoring with method of study habits & it was significant at 0.05 level.

TABLE-V: ASSOCIATION BETWEEN TRADTIONAL MENTORING ON ACADEMIC PERFOMEANCE WITH SELECTED SOCIO DEMOGRAPHIC VARIABLES

N=25

SL. No	Variables	Traditional mentoring		χ^2 & p value	Interference
		Below Median < 8	Above Median ≥ 8		
1	**Domiciles data** • Kerala • Other than Kerala	05 04	06 10	χ^2=0.76 p=0.38	NSS
2	**Method of Preparing of notes** • Takes class notes Referring books/question banks/internet	04 05	12 4	χ^2=2.33 p=0.12	NSS
3	**Method of study habits** • Regular reading habits • Reading during IA& exam	01 07	03 14	χ^2=0.10 p=0.74	NSS
1df =3.84 , **SS** – (Statistically significant) **NSS** –(Not statistically significant)					

The above table projected the association between traditional mentoring an academic performance with selected socio-demographic variables. With regard to Domiciles data, there were two categories: Kerala and other than Kerala The obtained chi square value is 0.76 which was lesser than the table value (3.84) Hence there is no statistically significant difference between traditional mentoring with domiciles data at 0.05 level.

With regard to method of Preparation of notes, there were two categories takes class notes & referring books/ question banks/internet. The obtained chi square value 2.33 which was lesser than the table value (3.84). Hence there is no statistically significant difference between traditional mentoring with method of preparation of notes at 0.05 level.

With regard to study habits, there are two variables that is regular reading habits and reading during IA &exam time. The obtained chi square value is 0.10 which was lesser than the table value (3.84). Hence there is no statistically significant difference between traditional mentoring with study habits at 0.05 level.

CHAPTER- VI

DISCUSSION

Mentoring is a process for the informal transmission of knowledge, and the psychosocial support to the student's related education, work, career, or professional adjustments and development, for this different innovating mentoring have emerged [1] in recent year such as traditional mentoring, online teaching, and peer mentoring etc.

The literature reviewed for the present study showed the following gaps;

- Majority of the studies conducted were focusing peer mentoring learning.

- Most of the studies conducted in abroad.

- Only few studies are conducted traditional mentoring among students.

Hence researcher made an attempt to include few of the above issues which was not addressed by the previous researchers. The present study is an attempt to know the effectiveness of peer mentoring versus traditional mentoring on academic performance among I BSc Nursing II semester students. So the obtained data from 93 I BSc Nursing II semester students (68 peer mentoring and 25 traditional mentoring) were analysed in chapter-V and findings were discussed based on the objectives with references in the presence chapter.

SECTION –I

DISTRIBUTION OF I B.SC NURSING II SEMSETER STUDENTS BASED ON   THEIR SOCIO-DEMOGRAPHIC VARIABLES.

With regard to distribution of socio demographic variables of I B.Sc Nursing II [nd] semester students, age majority (100%) were in peer mentoring & 76% in traditional mentoring were with 19 years of age group, 98.5% were in the peer mentoring and 76% of them traditional mentoring were females and only 1.47% in peer mentoring and 24%   were males & it was supported by the study conducted by Dr Haritha kumari Nimmagadda, Dr. Arati Bedia and etal where 70.6%   students were females and 29.4% were men[4]

Majority (80.8%) were in peer mentoring and 44% in traditional mentoring were from Kerala. Remaining 13.2% from Karnataka, & 5.88% were from Tamilnadu in peer mentoring. Whereas 16% from Karnataka 24% from Tamilnadu & 16% were from other states in traditional mentoring, 63.2% in peer mentoring and 64% in traditional mentoring of them were depending on class notes, 29.4% in peer mentoring and 20% in traditional mentoring were referring books, 4.4% peer mentoring and 8% in traditional mentoring were referring question banks & 2.9% peer mentoring and 8% in traditional mentoring were referring internet for preparing notes for study purpose,

In peer mentoring 88.2% & in traditional mentoring 84% were read only during IA or examination time. To support these findings there were no studies.

<center>**SECTION-II**</center>

<center>**EFFECTIVENESS OF PEER MENTORING VERSUS**</center>

<center>**TRADTIONAL MENTORING**</center>

With regard to effectiveness of peer mentoring versus traditional mentoring of teaching, the investigator compared the mean value between both groups. The mean value of peer mentoring was 13.2 with SD 1.94. & in traditional mentoring it was 8.88 with SD 2.43.The unpaired t value between peer mentoring and traditional mentoring was -9.03 & -8.14. Which are lesser than the table value (1.98) indicating that peer mentoring is better than traditional mentoring teaching which is statistically significant at 0.05 level. This was supported by the study conducted by jean Carragher, Jennifer McGaughey[8]

<center>**SECTION-III**</center>

<center>**ASSOCIATION BETWEEN PEER MENTORING VERSUS**</center>

<center>**TRADITIONAL MENTORING WITH SELECTED SOCIO**</center>

<center>**DEMOGRAPHIC VARIABLES.**</center>

With regard to association between academic performance on peer mentoring with selected socio-demographic variables there were 3 variables that is Domiciles data, method of Preparation of notes, method of study habits.

With regard to Domiciles data, there were two categories: Kerala and other than Kerala The obtained chi square value is 5.58 which was greater than the table value

<center>32</center>

(3.84) indicating that there was a statistically significant difference between peer mentoring with domiciles data at 0.05 level. There was no studies to support these findings.

With regard to method of Preparation of notes, there were two categories takes class notes & referring books/ question banks/internet. The obtained chi square value 1.37 which was smaller than the table value (3.84). Hence there is no statistically significant difference between peer mentoring with method of preparation of notes at 0.05 level. There was no studies to support these findings.

With regard to study habits, there are two variables that is regular reading habits and reading during IA &exam time. The obtained chi square value is 5.10 which was greater than the table value (3.84) indicating that there was a statistically significant difference between peer mentoring with method of study habits & it was significant at 0.05 level. There was no studies to support these findings.

With regard to Domiciles data, there were two categories: Kerala and other than Kerala The obtained chi square value is 0.76 which was lesser than the table value (3.84) Hence there is no statistically significant difference between traditional mentoring with domiciles data at 0.05 level. There was no studies to support these findings.

With regard to method of Preparation of notes, there were two categories takes class notes & referring books/ question banks/internet. The obtained chi square value 2.33 which was lesser than the table value (3.84). Hence there is no statistically significant difference between traditional mentoring with method of preparation of notes at 0.05 level. There was no studies to support these findings.

With regard to study habits, there are two variables that is regular reading habits and reading during IA &exam time. The obtained chi square value is 0.10 which was lesser than the table value (3.84). Hence there is no statistically significant difference between traditional mentoring with study habits at 0.05 level. There was no studies to support these findings.

CHAPTER- VII

SUMMARY

This chapter deals with a summary of the study, nursing implication, limitation and recommendation for future study.

The present study aimed to evaluate the effectiveness of peer mentoring versus traditional mentoring on academic performance I BSc nursing II semester students.

THE OBJECTIVES OF THE STUDY ARE:

1. To assess the effectiveness of Peer mentoring versus Traditional mentoring among Nursing Students using performance checklist.
2. To find out the association between the Peer mentoring versus Traditional mentoring with selected socio demographic variables.

NULL HYPOTHESIS:

$H0_1$: There was no significant difference between peer mentoring and traditional mentoring.

$H0_2$: There was no significant association between peer mentoring versus traditional mentoring with their selected socio demographic variables.

MAJOR FINDINGS OF THE STUDY

With regard to distribution of socio demographic variables of I BSc Nursing II nd semester students, age majority (100%) were in peer mentoring & 76% in traditional mentoring were with 19 years of age group, 98.5% were in the peer mentoring and 76% of them traditional mentoring were females and only 1.47% in peer mentoring and 24% were males.

With regard to effectiveness of peer mentoring versus traditional mentoring of teaching, the investigator compared the mean value between both groups. The mean value of peer mentoring was 13.2 with SD 1.94. & in traditional mentoring it was 8.88 with SD 2.43.The unpaired t value between peer mentoring and traditional mentoring was -9.03 & -8.14. Which are lesser than the table value (1.98) indicating that peer mentoring is better than traditional mentoring teaching which is statistically significant at 0.05 level.

With regard to association of academic score between peer mentoring versus traditional mentoring on academic performance with selected socio-demographic Variables revealed that, there was no significant association between academic score with selected socio demographic variables.

NURSING ADMINISTRATION

The present study results revealed that student centric method is effective than multimedia method of teaching, hence the administrator can follow few innovative techniques as mentioned below;

- Nursing administrators should involve in formulating policies to develop an innovative method of teaching both in the college and clinical area.
- The nursing administrators should provide in-service education programme to all faculties and encourage them to involve in adapting an innovative method of teaching.

NURSING PRACTICE

- At the clinical area, teachers can implement the peer mentoring such as case study, case presentation, nursing process & health education for patients.

- Nursing students can be adopt peer mentoring to train their juniors in the class room   and clinical area as a roll model.

NURSING EDUCATION

Nursing students can adopt the peer mentoring in their life as learning activity both in classroom as well as clinicals.

NURSING RESEARCH

- This study helped nurse researcher to know the best method of learning to which students are more interested.

- Nurse researcher should take efforts to disseminate the findings of research while presenting papers in national or international conference as well as publishing in journal.

LIMITATION

- The study was limited to two nursing colleges.
- Mentoring styles is considers as peer mentoring & traditional mentoring that is face –face.

RECOMMENDATIONS

- A similar study can be conducted in different places or courses.

- Comparison of different method of teaching can be conducted.

- Similar study can be conducted on long term to know the retention of knowledge.

CHAPTER- VIII

CONCLUSION

A study to evaluate the effectiveness of peer mentoring versus traditional mentoring on academic performance among I year BSc Nursing II semester students was conducted at Sri Devaraj Urs Nursing College and ETCM College of Nursing, Kolar. For the study experimental Post test control group design was used. Through purposive sampling technique, 93 students were allotted to peer mentoring (68 students) and 25 students were allotted to traditional mentoring. Post test was conducted using student's academic performance checklist. The result reveled that, there was an increased mean score of 13.4 in peer mentoring when compared to traditional mentoring(mean value 8.88), indicating that, peer mentoring was effective than traditional mentoring on academic performance among the I BSc Nursing II semester students.

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ANNEXURE-I

Ethical Committee Clearance Certificate

SRI DEVARAJ URS COLLEGE OF NURSING
Tamaka, Kolar-563 103, Karnataka.
(Affiliated to RGUHS, Bangalore and Recognized by KNC, Bangalore & INC, New Delhi)
ISO 9001:2015 Certified& NAAC Accredited
Phone: 9480880802   E-mail: sduconson@yahoo.com, Website: sducon.ac.in

Ref,:No. SDUCON/IEC/129 / 2022-2023   Date: 28-07-2023

From,,
The Institutional Ethics Committee
Sri Devaraj Urs College of Nursing
Tamaka, Kolar-563103

To,
Ms. Anjali M
M.Sc. (N) student
OBG Nursing
SDUCON Tamaka Kolar 563103

This is to certify that the Institutional Ethics Committee of Sri Devaraj Urs College of Nursing, Tamaka, Kolar has examined and unanimously approved the M.Sc. (N) Topic on A **comparative study to Assess the effectiveness of Peer Mentoring versus Traditional mentoring on Academic performance among B.Sc. Nursing students at selected Nursing Colleges, Kolar** of Ms. Anjali M under the guidance of **Dr. G Vijayalakshmi Principal,** Sri Devaraj Urs College of Nursing, Kolar.

Member Secretary
ETHICS COMMITTEE
SRI DEVARAJ URS COLLEGE OF NURSING
TAMAKA KOLAR - 563103.

Chairperson
ETHICS COMMITTEE
SRI DEVARAJ URS COLLEGE OF NURSING
TAMAKA KOLAR - 563103.

ANNEXURE-II

Letter seeking permission to research study

From,
Anjali M
ll Year MSc Nursing
SDUCON
Tamaka, Kolar.

Date: 12-03-2024

To,
The Principal,
Sri Devaraj Urs college of Nursing
Tamaka, Kolar.

Respected Madam/sir
Subject: Requesting permission to collect data for my Research study-reg.

      With the subject to the above, I the under signed student of II year MSc Nursing under the Department of Medical Surgical Nursing speciality would like to conduct below mentioned Research study as a partial fulfillment of my curricular requirement.

A comparative study to assess the effectiveness of Peer Mentoring versus Traditional mentoring on Academic performance among B.Sc Nursing students at selected Nursing Colleges, Kolar

Hence I request you to grant permission to collect data from the records of II semester Nursing students document maintained at Sri Devaraj Urs College Nursing. The Collected data will be kept confidential and used only for study purpose.
Kindly consider and do needful.

Thanking you

Yours faithfully
.M
Miss Anjali M

Place: Tamaka, Kolar.

Date: 12-03-24

Permitted & forwarded to Research committee SDUCON to forwarded to ^ note
12/03/24

Enclosure:

- Synopsis
- Ethical clearance
- Tool
- Informed consent

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Informed Consent Form

Study title: A comparative study to assess the effectiveness of Peer Mentoring versus Traditional mentoring on Academic performance among B.Sc Nursing students at selected Nursing Colleges, Kolar.

Code Number:

I confirm that I have read and understood the information given to me about this study and my role in it. I had opportunities to ask questions and questions have been answered to my satisfaction.

Or

I confirm that all information about this study and my role in it has been read / explained to me by a member of the investigating team in a language that I understand. I had opportunities to ask questions and questions have been answered to my satisfaction.

b) I understand that my participation in this study is voluntary and that I am free to withdraw from the study at any time, without giving any reason and legal rights being affected.

c) I understand that my identity will not be revealed in any document or publication.

d) I agree not to restrict the use/publication of any data or results that arise from this study provided such use is only for scientific purposes.

e) I am aware that by agreeing to my participation in this investigation, I will have to give more time for learning and assessment by the investigating team and that these assessments will not interfere with the benefits that I am entitled to or my daily routine.

f) I give my consent, voluntarily to take part in this study. I also agree for the investigator to record the observation whenever they are held.

Signature of the study participants /Legally Acceptable Representative:

Name of the study participant: _____Date: _/_/_/_____
Place:

Study   participant   signature: _____

Name of the investigator: _____ Date: ___/___/_____
Place:

Study Investigator's Signature: _____
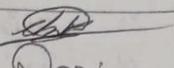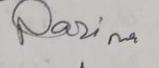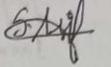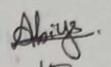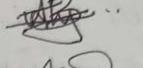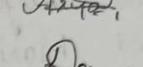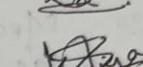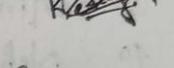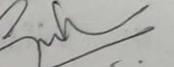
SRI DEVARAJ URS COLLEGE OF NURSING, KOLAR.

INFORMED CONSENT FORM

I'm here by giving my consent to participants in the study on **A comparative study to Assess the Effectiveness of Peer Mentoring versus Traditional mentoring on Academic performance among B.Sc. Nursing students at selected Nursing Colleges Kolar,** conducting by Ms. Anjali M II year MSc Nursing student of SDUCON Kolar.

Sl. no	Name of the student	Phone number	Signature
1.	Advaitha Suresh	7901080530	Advaitha
2	Akra jinu	8592854538	Aku
3	Aleena Babu	9895920524	
4	Aleena john	9188854887	
5	Aleena jose	9961838235	
6	Akhya. M. Varghese	8590328604	
7	Anakha. R	7012127265	
8	Amy peter	6282639162	
9	Angel joby	9048626351	
10	Anu Mary jamon	9778057703	
11	Anjana.s. Kumar	9072465476	
12	Anhiya. K.S	8547363142	
13	Anusree. S	9946106167	
14	Ann Varghese	9461870230	
15	Aparna Anil	6235834560	
16	Aparna Sajiev	8921364739	
17	Aparna shaji	8590817208	
18	Ashna. K.S	8187972457	
19	Aswathy. N.S	8078540181	
20	Athulya Sunny	8590571225	
21	Bista Stephen	8606483387	Bista
22	Blessy baby	8129245381	Blessy
23	Cinta lalu	8714559980	
24	Cellarose jom	9778239174	cellary
25	Deepa Varkey	8075756349	
26	Devananda anil Kumar	8330880302	Devanandha
27	Diya denny	6292381387	
28	Dona Binoy	7736307625	Dona
29	Dona Thomas.	9544337451	Dona

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No.	Name	Phone	Signature
30	Elizabath janson	9623877 2178	
31	Fathima Sulfiker	8075109247	
32	Gayathri Shoji	9497306724	
33	Jamiya reji	8590581101	
34	Joyce George	7025660038	
35	Krishna priya NM	9074661149	
36	Liya Lalichan	8138810097	
37	Mariya jimmy	9037542059	
38	Meenakshmi. M	7594855931	
39	Minnu Manoj	8590735887	
40	Neha Mariya biju	9048521699	
41	Nidhuna Santhosh	8590068168	
42	Remya shaji	7510195745	
43	Rishma Elizabath IPE	8547567134	
44	Rosmy reji	8590913059	
45	Selma Sajeev	8547862 98.	
46	Soumya lakshmi.B	7510677578	
47	Stephy.S	8301040503.	
48	Viji.P	8714402346	
49	Jisma Mary.R	7594855931	
50	Diya Marian Bejoy	9746693393	
51	Angel Thomas	6237619 36	
52	Monika.N	9900707412	
53	Ashley Varghese	6235951191	
54	Merin Anna Reji Alex	7907245923	
55	Anumol Saju	7994570984	
56	Nadavathi K.M	9353682401	
57	Umea Kulsum	8050732187	
58	Monika.G	7349377278	
59	Rashmitha SD	9731391472	

60	Balamurali Krishna	6361238067	
61	Nazima Taj	8867264980	Nazima
62	Shaik asif	9550317931	Asif
63	Abiya Ann chandy	7736810694	Abiya.
64	Abiya. K. lalu	9048891872	
65	Arya Manoj	7356908292	Arya.
66	Dona David	9778165726	Do
67	Kesiya Shaji	6235747566	
68.	S. Gayathri.	7736965583	
69	/		

47

ETCM COLLEGE OF NURSING, KOLAR.

INFORMED CONSENT FORM

I'm here by giving my consent to participants in the study on **A comparative study to Assess the Effectiveness of Peer Mentoring versus Traditional mentoring on Academic performance among B.Sc. Nursing students at selected Nursing Colleges Kolar,**conducting by Ms. Anjali M II year MSc Nursing student of SDUCON Kolar.

Sl. no	Name of the student	Phone number	Signature
1	Arya .N	9606255204	Arya.N
2	B.S Haripriyanka	9148563705	Haripriyanka
3.	Bhavana. R.	8431380782	Bhavana
4.	Bhumika. S.R.	6366657729	Bhumika.SR
5.	Kusuma. G.S	9019225702	kusuma
6.	Megha Mahesh	7907009820	
7.	Misbha Khanum	9591590913	
9.	Nandini.R	8431938988	Nandini.R
10.	Neena Elizabeth joseph	9037532316	Neena
11.	Neyoma Immaglet Rani	8489185578	
12	Prabhu. R.	9384306008	

13.	Pratap. G	7676264292	Pratap
14.	Pratibha Prathiba k	8098407039.	
15.	Saniya Roy. K	7559989942	
16	Sarun. J. Shaji	7483112987	
17.	Serina cheruperril dathi	9747899409	
18	Sharmi Selvia Kumari	6369688559	
19.	Sneha biju	9072994898	
20	Swetha. K	8903904853	
21	Yashwanth. W.	9901481966	yashwanth
22	Susan George	6238009978	Susan George
23	Sona Susan baby	8606239823	
24	Shreya biswas	9635300142	Shreya
25	haya. N	9880577489	Kaya.N

ANNEXURE-IV

VALIDATION LETTER

1. **DR.SUJA KARKADA**
   PRINICIPAL
   LOMBARD MEMORIAL HOSPITAL SCHOOL OF NURSING
   UDUPI

2. **DR. PRATHIBA SWAMY**
   PROFESSOR
   DEPT OF MSN (N)
   NIMHANS COLLEGE OF NURSING
   BANGALORE

3. **DR. ZEENATH CARINA J**
   CNO RLJ HOSPIATL
   HOD & DEPT OF MSN (N)
   SDUCON
   KOLAR

4. **DR. MALATHI KV**
   HOD & DEPT OF COMMUNITY HEALTH NURISNG
   SDUCON
   KOLAR

5. **DR. RAJESH**
   PRINCIPAL
   HARSHA COLLEGE OF NURSING
   BANGALORE

6. **MRS.GAYTHRI K V**
   ASST. PRF. DEPT. OBG
   SDUCON
   KOLAR

7. **MRS. UMA DEVI .T**
   ASST. PROFESSOR
   DEPT MSN (N)
   SDUCON
   KOLAR

8. **MR. RAJENDRA PRASAD**
   MSN (N) DEPT
   SDUCON
   KOLAR

CONTENT VALIDITY CERTIFICATE

I here by certified that, I have validated the students of Sri Devaraj Urs College of nursing a research project as a requirement for Bachelor of Science in nursing using degree on

EFFECTIVENESS OF PEER MENTORING VERSUS TRADITIONAL MENTORING ON ACADEMIC PERFORMANCE AMONG B.SC NURSING STUDENTS AT SELECTED NURSING COLLEGES, KOLAR.

Signature of the expert

SECTION -A

SOCIO DEMOGRAPHIC PERFORMA

Instruction: Please answer while putting tick mark (✓) to the following questions with appropriate answer which you feel correct. The information provided by you will be kept confidential and used only for study purpose.

1 .Age

    a. 19years
    b. 21years
    c. >22years

2. Gender

    a. Male
    b. Female

3. Domiciles data

    a. Karnataka
    b. Kerala
    c. Tamilnadu
    c. other

4. Method of Preparing notes

    d. Depends on class.
    e. Referring books
    f. Question bank
    g. Internet**.**

5. Method of study habits

    a. Regular reading habits.
    b. Reading during IA & exams.

SECTION –B

Student academic performance checklist

SL. No	STATEMENT	Peer Mentors		Teachers Mentor	
		Yes	No	Yes	No
1	Was motivated to learn				
2	Received an advice or reassurance for study				
3	Helped to identify my academic abilities				
4	Supported to improve subject knowledge				
5	Taught new approaches to study for the examination				
6	Guided on tips in solving previous question papers for my academic achievements				
7	Help to organise the content				
8	Clarified doubts with regard to subjects				
9	Taught how to recall, reproduce and study habits				
10	Helped in collecting study material				
11	Helped to prepare for examination while using schematic diagrams /pictures				
12	Taught Relaxation techniques during study breaks				
13	Time management				
14	Taught diet and sleep management				
15	Helped in Preparation of study schedule				

Any other you would like to specify please mention here _____

_____

_____

ANNEXURE-VII

MASTER SHEET

SOCIO DEMOGRAPHIC VARIABLES ON PEER MENTORING

SL.No	Age	Gender	MOSH	MOP Notes	DAPYou	POResid
1	1	2	2	1	3	5
2	1	1	2	3	3	1
3	1	2	2	2	2	5
4	1	2	2	2	2	5
5	1	2	1	1	2	5
6	1	2	2	1	2	5
7	1	2	2	2	2	5
8	1	2	2	1	2	5
9	1	2	2	2	2	5
10	1	2	2	1	2	5
11	1	2	2	2	2	5
12	1	2	2	1	2	5
13	1	2	1	1	2	1
14	1	2	2	1	2	5
15	1	2	2	1	2	5
16	1	2	2	1	2	5
17	1	2	2	1	2	5
18	1	2	2	3	2	5
19	1	2	2	2	2	5

20	1	2	2	2	2	5
21	1	2	2	1	2	5
22	1	2	2	3	2	5
23	1	2	2	2	2	5
24	1	2	1	1	2	1
25	1	2	2	2	2	5
26	1	2	2	1	2	5
27	1	2	2	2	2	5
28	1	2	1	1	2	1
29	1	2	2	1	1	5
30	1	2	2	1	2	5
31	1	2	2	1	2	5
32	1	2	2	1	2	1
33	1	2	2	1	2	4
34	1	2	1	1	2	1
35	1	2	2	2	2	5
36	1	2	2	2	2	5
37	1	2	2	4	2	5
38	1	2	1	1	2	5
39	1	2	2	2	2	4
40	1	2	2	1	2	5
41	1	2	2	2	2	5
42	1	2	2	1	2	5
43	1	2	2	2	2	5
44	1	2	2	2	2	5
45	1	2	2	1	2	5
46	1	2	2	1	2	5
47	1	2	2	1	2	5
48	1	2	3	1	2	5

49	1	2	2	1	2	5
50	1	2	2	1	2	5
51	1	2	2	2	2	5
52	1	2	2	1	2	5
53	1	2	2	1	2	5
54	1	2	2	1	2	4
55	1	2	2	2	3	5
56	1	2	2	4	2	5
57	1	2	2	1	3	5
58	1	2	1	1	2	1
59	1	2	2	2	2	5
60	1	2	2	1	2	5
61	1	2	2	1	2	5
62	1	2	2	1	2	1
63	1	2	2	1	2	4
64	1	2	1	1	2	1
65	1	2	2	2	2	5
66	1	2	3	1	2	5
67	1	2	2	1	2	5
68	1	2	2	1	2	5

IA MARKS & STUDENT PERFORMANCE CHECKLIST ON PEER MENTORING

SL.NO	1A&P	1S&P	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
1	23	14	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
2	19	13	1	1	1	1		0	1	1	1	1	1	1	1	1	1
3	22	12	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
4	18	8	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
5	21	12	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
6	23	14	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1
7	23	11	1	1	0	1	1	1	1	1	1	1	1	0	1	0	0
8	21	12	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
9	17	9	1	1	0	1	1	1	0	1	1	1	1	0	1	1	1
10	14	7	1	1	1	0	1	1	0	1	1	0	1	0	1	0	1
11	22	9	1	1	0	1	1	1	0	1	0	1	1	1	1	1	1
12	25	8	1	1	1	1	1	1	1	1	1	1	0	1	1	1	0
13	24	7	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
14	24	12	1	1	1	1	1	1	1	1	1	0	0	1	1	0	0
15	22	11	1	1	1	1	1	1	0	1	1	0	1	0	1	0	1
16	22	7	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
17	16	6	1	1	1	1	1	1	1	1	1	1	1	0	0	0	0
18	24	14	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
19	23	12	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
20	23	14	1	1	1	1	1	1	0	0	1	1	1	1	1	1	1
21	19	10	1	1	1	1	1	1	1	1	1	1	1	0	0	0	0
22	16	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
23	23	14	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1

24	21	14	1	1	1	1	1	1	1	1	1	1	1	1	1	1
25	17	8	1	1	0	1	1	1	1	1	1	0	1	0	1	0	1
26	15	9	1	1	0	1	1	0	1	1	1	1	0	1	1	1	1
27	24	13	1	1	0	1	1	0	1	1	1	0	0	0	1	0	1
28	21	12	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
29	25	12	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
30	23	9	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
31	23	10	1	1	0	1	1	0	1	1	0	1	1	1	1	0	1
32	23	7	1	1	0	1	1	0	1	1	0	1	1	1	1	1	1
33	15	13	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
34	18	6	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
35	19	6	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
36	17	6	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1
37	18	13	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
38	22	15	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
39	24	12	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
40	17	15	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
41	21	8	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1
42	21	8	1	1	1	1	1	1	1	1	1	1	1	0	1	0	0
43	17	13	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
44	20	11	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1
45	23	3	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1
46	12	6	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
47	18	12	1	1	1	1	1	1	1	1	0	1	1	0	1	0	1
48	19	15	1	1	1	1	1	0	1	1	0	1	1	0	1	0	1
49	17	7	1	1	0	1	1	0	1	1	0	1	1	1	1	0	1
50	22	14	1	1	0	1	1	0	1	1	0	1	0	1	1	1	1
51	13	15	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
52	20	10	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1

53	21	11	1	1	1	1	1	1	1	1	1	1	1	1	1	1
54	18	9	1	1	1	0	0	1	1	1	1	1	1	0	1	0	0
55	11	11	1	1	1	1	1	1	1	1	1	1	1	1	1	1
56	14	15	1	0	0	1	1	0	1	0	1	1	0	0	1	0	1
57	8	10	1	1	0	1	1	1	1	1	1	1	0	0	1	1	1
58	22	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
59	13	15	1	1	0	1	1	0	1	1	1	1	1	1	1	1	1
60	17	10	1	1	1	1	1	1	1	1	1	1	1	1	1	1
61	22	3	1	1	0	1	1	0	1	1	0	1	1	1	1	0	1
62	22	3	1	1	0	1	1	0	1	1	0	1	1	1	1	1	1
63	19	11	1	1	1	1	1	1	1	1	1	1	1	1	1	1
64	20	6	1	1	1	1	1	1	1	1	1	1	1	1	1	1
65	24	13	1	1	1	1	1	1	1	1	1	1	1	1	1	1
66	17	15	1	1	1	1	1	0	1	1	0	1	1	0	1	0	1
67	15	10	1	1	0	1	1	0	1	1	0	1	1	1	1	0	1
68	12	11	1	1	0	1	1	0	1	1	0	1	0	1	1	1	1

SOCIO DEMOGRAPHIC VARIABLES ON TRADITIONAL MENTORING

SL. No	Age	Gender	MOSH	MOP Notes	DAP You	PO Resid
1	3	2	1	2	2	5
2	3	2	2	1	2	1
3	1	1	2	2	2	4
4	2	2	2	1	2	1
5	1	2	2	1	2	4
6	1	1	1	1	2	4
7	1	2	2	1	2	4
8	1	2	2	1	3	6
9	3	2	2	3	2	4
10	2	2	2	1	2	1
11	1	2	1	2	2	5
12	1	2	2	1	2	4
13	2	2	1	1	2	1
14	1	2	2	1	2	6
15	1	1	2	2	1	2
16	1	2	2	1	2	5
17	1	2	2	2	2	5
18	1	2	2	1	2	5
19	1	2	2	1	3	6
20	1	1	2	3	3	5
21	1	2	2	1	2	5
22	1	2	2	1	1	5
23	1	1	2	4	1	5
24	1	1	2	4	3	5
25	1	2	2	1	2	5

IA MARKS & STUDENT PERFORMANCE CHECKLIST ON TRADITIONAL MENTORING

SL. No	1A&P	1S&P	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
1	38	45	1	1	0	1	0	0	1	1	0	0	1	0	0	0	1
2	30	25	1	1	0	1	1	1	0	1	1	0	1	0	0	0	1
3	38	54	1	1	0	1	1	0	0	0	1	1	1	0	1	0	0
4	30	57	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
5	23	36	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
6	38	38	1	1	1	1	1	1	0	1	1	0	0	0	0	0	0
7	33	38	1	1	0	0	1	1	1	1	0	0	0	0	0	0	1
8	33	32	1	1	1	1	1	1	0	0	1	0	0	1	0	1	0
9	35	46	1	1	0	1	0	1	1	1	0	0	1	0	0	0	0
10	23	26	1	0	1	1	1	0	0	1	1	0	1	1	0	0	0
11	39	38	1	1	0	0	1	1	1	0	1	1	1	0	0	0	1
12	29	32	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1
`13	23	42	1	0	1	1	0	0	0	1	1	1	1	1	0	0	0
14	39	31	0	1	1	1	0	0	1	1	1	1	0	0	0	1	0
15	27	32	1	1	0	1	0	0	0	1	1	1	1	0	0	0	0
16	35	44	1	1	1	0	1	0	1	1	0	1	0	1	0	0	1
17	26	44	1	0	0	1	1	1	0	1	1	0	1	1	1	0	0
18	33	50	0	1	1	1	0	0	1	1	0	1	1	0	0	0	0
19	30	41	1	1	1	1	1	0	0	1	0	0	1	0	1	0	0
20	33	48	1	1	1	1	1	0	1	1	0	1	0	1	0	0	1
21	30	30	1	1	1	1	1	1	1	1	1	0	0	0	1	0	0
22	35	33	1	1	1	0	0	0	0	1	0	0	0	1	0	0	1
23	16	36	0	1	0	1	1	0	1	1	0	0	1	0	0	0	1
24	28	44	0	1	0	1	1	0	1	1	0	0	1	0	0	0	1
25	38	57	1	1	1	1	1	1	1	1	1	0	0	0	1	0	0

ANNEXURE-VIII

PEER MENTORING

TRADITIONAL MENTORING