



An empirical investigation into the role of mentor competence in the development of career intentionality among the underprivileged girls in India

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Abstract

Project PUTHRI is an initiative, which contributes towards women empowerment particularly school going children through offering mentorship and support to them. In any nation economic progress could be attained through girl child's education and empowerment. Project PUTHRI focuses towards empowering underprivileged teenage girls from the downtrodden socio economic status by offering them mentorship programs that would help them emotionally and morally thereby leading them towards following their own dreams. Project PUTHRI is India's first ever initiative, which has chosen 10,000 female children across Tamil Nadu and Puducherry and offered mentorship and counseling to them. The underlying principle of project PUTHRI is to act as a social awakening tool. Besides, this project intends to make sure that girl children gain access to tertiary education and ensure that they get corporate sector jobs upon their graduation. This project is keen on providing them the potential to exhibit flexibility, capability towards working towards passion, pay attention to their careers and to make progress as an individual in the society. Mentor, role-model and employment exposure with the help of career coaches are the three important dimensions through which Project PUTHRI empowers the girl children of the society. The aim of this research is to investigate the role of mentor competence towards the development of career intentionality among underprivileged girls in India in the context of Project PUTHRI. A conceptual framework inspired by the Mentor Competency Framework of Johnson (2003) has been developed exclusively for this research work. Primary quantitative data was collected from 80 mentors who have been part of the mentorship programme based on the questionnaire designed for the framework developed and a statistical analysis was carried out with SPSS. The results reveal that mentor virtues, mentor competencies and mentor abilities create an impact in enhancing the career intentionality of the PUTHRI participants.

Keywords: project PUTHRI, women empowerment, mentor competency framework, career intentionality

1. Introduction

Though developing countries have made significant improvement towards the increase of participation of women in education, high dropout ratios, meager levels of conversion of primary to secondary school and underprivileged learning effects continue to be a social issue across the globe. In all these aspects, there is frequently seen a sign of gender disparities, for example teenager girls having a greater tendency of dropping out of primary and secondary school. The reason behind dropout rates, poor learning consequences and gender inequality are multifaceted and differ both across and within nations. Girls are more likely to drop out from the school for a number of reasons, particularly on account of economic burden of their family, health issues such as menstrual reasons. The role of mentoring in preventing underprivileged girls of India from dropping out of school and the impact it could create on the career competency enhancement of women is to be discussed in the forthcoming sections through an empirical approach.

2. Research background

Education is the prerogative of every child across the world, which paves the way for changing both the individual life of the young girl and that of her entire community. Young girls without education are deprived of the possibility to rise to

their maximum potential and to have a positive and equal part in their families, society, country and the world at large. But, economic factors, early marriage practice, insecurity in the county are some of the factors that actually hinder teenage girls' education. Girl children are either forced to get married at their early age or to do household work to meet financial needs. Their drop-out factor is largely related with household tasks. This is since teenage girls spend longer hours supporting with household tasks and wind up either missing schools, performing weakly at classes or dropping out of school. Adala (2013) ^[1] emphasized that introducing psychosocial and mentor programs might reduce girls' dropout rate in schools. Mentoring is nothing but providing guidance and assistance for concerned person, which later continues over a certain period of time. It is a relationship wherein a more knowledgeable or qualified person acts as a consultant for a less privileged person (mentee). Mentoring has been in practice in academia over the past few decades. In the conventional academic model, a person with prominent accomplishments in a field might look for students, particularly teenagers to encourage their development. Education plays an important role in everyone's life, more so for girl children. Girl children are more likely to dropout from their schools on account of various socio-economic reasons.

Mentoring has become a focus in various schools for

improving educational, social and career outcomes for teenagers (Lunsford 2012) ^[20]. It has been acknowledged as one of the most employed techniques for encouraging individual and career development of young people (Kolar and McBride 2011) ^[15]. Otieno, (2017) ^[27] points out that mentoring is a powerful tool for supporting teenage girls in various education, career and community related contexts and to promote personal bonds. Hickman and Garvey (2006) emphasized that students who have been in mentoring session were more likely to enroll in further higher education program than the ones who did not participate in it. Other advantages for mentored students comprise strong employability and interpersonal abilities (Kolar and McBride 2011) ^[15]. In school-based mentoring relationships, Larose *et al.* (2011) ^[16] mean ‘a prolonged correlation between a teenager and a volunteer adult wherein the adult gives the teenager with various kinds of educational, career and interpersonal support Mitika, (2015). Mentoring relationship gives a protected space wherein teenager girls can articulate their feelings regarding their educational, behavioral, and individual problems. Further, mentoring gives a platform for individual professional development. Particularly for academic growth, mentoring programs executed in the education field have proved to exhibit positive impacts for mentees, and also for mentors and educational institution as a whole. Mentors promote through the progression of personal relationships with learners (Eby & Lockwood, 2005) ^[9] and the contentment linked with being a mentor. In the perspective of education, peer mentoring is considered to be an efficient tool to encourage students (Crisp & Cruz, 2009) ^[6]. Leidenfrost, *et al* (2011) ^[9] emphasized that student peer mentors are capable of developing constructive manageable employability competencies for example leadership, determination and communication skills.

From psychologists’ point of view, establishing strong positive links with mentors endorses resilience among underprivileged youth since mentoring improves their capacity to take advantage of the support of family members and other contributors, and impacts positively the youths’ perspective of self-esteem and their viewpoint about their competence as novices and their valuing of school (Rhodes *et al.*, 2000). In general, as pointed out by Rodríguez-Planas, (2010) ^[30] the problem with dropout is not essentially because of the students’ poor cognitive skills, but instead caused by family, and social hurdles that inhibit girls’ capability to be present at school and perform well.

The importance of mentoring to fend for novices and minority groups have been emphasized over decades (Allen, *et al* 2008). In general, mentoring refers to a relationship where a more professional person (mentor) guides a less proficient one (mentee). Daloz (2012) ^[7] writes that the mentor’s role is “engendering hope, encouraging in every aspect, and showing the right way for the journey”. In line with the current era, Megginson *et al.* (2006: 4) ^[21] describes mentoring as, “off-line support by one individual to other in making important changeover in knowledge, work or thoughts.” Schramm (2004: 64) emphasizes the developmental element of this relation and asserts that the mentor must “challenge the mentee to meet the comfort level. As stated by Meschitti and Smith (2017) ^[22] mentorship signifies a special relationship wherein a more knowledgeable person gives strategic guidance to assist the professional and personal growth of another, less proficient

one. Though girl children are trying to be at par with boys in every aspect of life, large numbers of girls continue to be denied education. There are various reasons behind this, one of the main reasons is the belief that girl children are limited to having a domestic role alone and another reason is socio-economic issues. Of the total population in India, the literacy ratio of girl children is around 65.5% whereas the average literacy rate of boys is around 82.1% (Census Report, 2011). Similarly, according to report of DISE Data, (2014-15) average dropout rate of girl students in primary level is 4.14% every year, whereas in higher level is around 4.49%. Indian Government has various initiatives to better the scenario – for example making girls’ toilet available in every school with the intention of reducing dropout ratio in the schools. This is as a response to the report by Annual Status of Education Report (2014), which emphasized that there is a strong link between poor toilet services and dropout rates at school Sahoo, (2016) ^[31]. A study made by Downs, (2011) ^[8] in recent times adds that school-based mentoring implementations have evolved as a prospective technique to enhance pro-social attitude, educational accomplishment, and resilience, create a feeling of school connectedness, and lessen dangerous behaviors and drop-out reasons particularly amongst teenagers. The dropout issue is so critical in certain regions of the country that many schools have been considered “dropout factories”. Dropout from schools have serious effects, both for the person and society as a school. Stearns and Glennie (2006) ^[33] figured out considerable differences in dropout ratio by gender and social background of students. The study reported that girls have had comparatively constant dropout ratios and discussed various reasons behind this. These reasons were understood through interactions of the students by investigating the background of their family, community, and school. For girl students they are sometimes pulled out from their school and are forced to help become their family breadwinner in order to contribute to their families’ well-being. Besides, this factor is likely to come into play while parents are having one or more jobs at hand, and girls are required to take care of their family responsibilities, younger siblings, etc. In this regard, by assuring that the focal point of mentoring is on teaching and/or direction, it could efficiently confront pull-out factors of working, family trouble, and protection; together with the push-out factor of turnout ratio and school engagement.

Mentoring could be implemented as a dropout prevention tool to present school students with encouraging associations from non-parental adults to help with their educational and nonacademic requirements. In the context of academics, a mentor is someone who is assigned to a particular school student to make sure that the student remains on track rationally, be of assistance to reach their academic goals and progress attitude and attendance, and offer a helping hand for student’s personal issues. The more general motives schools gave for offering mentoring policy were to deal with the educational and social requirements of students (Exhibit 2). The top five reported reasons for mentoring in schools are to make certain that students follow their academic track in a fine way, to increase student engagement in school, to develop positive and polite attitude, to deal with personal concerns and at-risk behavior, and to assist nurture students’ career objectives. Besides, the objectives of mentoring in school varied by graduation rate, poverty level and settings NSHSS, (2017).

The dropouts signify a considerable human cost to children and the country as they would most likely be eternally uneducated. Illiteracy, paucity, poor earnings and deprived living states of parents enforce them not just to leave their protégé from schools but as well place them in different categories of jobs for better contribution to their family revenue. Sengupta and Guha (2002) in their study of girl dropouts from school have found out that father’s education level is considerably associated with dropout behavior. As said by Gouda and Sekher (2014) [10] education in India has been subjected to high frequency of dropout at middle level and this is comparatively more for girls than boys. Gouda and Sekher (2014) [10] shows that in most countries, like India, more girls are likely to drop out from boys and suggested that unless and until there is substantial development in the economic position of families and transformation in the social behavior of parents, accomplishing the objective of generalization of school education will continue to be the most important challenge for India.

Fundamental to that, mentoring is a continued interest by the mentor in the long-standing growth of the mentee, not only in the completion of certain set of tasks. In many aspects, specifically in the academic system, the role of mentor continues till their career level starts. However, mentoring is far more complicated than advising; it entails more time, strength, proficiency and an emotional investment by the mentor. The mentor looks over completed tasks or obtained skills within a context of broader development of the person. The correlation between a mentor and a student is a very prominent and powerful relationship in the student’s career. Mentors are role considered as role models, counselors, problem solvers, and patrons. Lee, (2017) [18] emphasized that they give opportune and positive feedback, career guidance and contacts and sources of information all through the mentees/ professional careers.

In general, mentors build a vision and growth plan that makes use of students’ own strengths, skills, and prospect for growth. Goldsmith, *et al* (2000) shared his perspective that successful mentors are so reliably convinced that mentees have strength in them, and their forethought of what is probable is so comprehensible and influential, that they end up assuring students as well. Though a person might not be looking for mentorship, the personalities he or she reveals are particularly those that have been defined as traits for attracting a mentor. Schrubbe, (2004) [32] expressed that these traits have been recognized as willingness to take up responsibility, receptiveness to criticism and opinion, self-perceived growth potential, capability to act upon in many skill areas, and a history of looking for new and challenging tasks. A successful mentor will assist the progression of self-determination, self-assurance, upward mobility, and problem-solving abilities in the responsibility. Effective mentors have a clear vision and direct their mentees to accomplish the goals linked with these visions. The most thriving mentor relationships develop from a natural empathy between two persons. They start to interrelate casually, normally after the two persons have teamed up for a while and built mutual respect. The

subsequent sections explain how the conceptual model has been developed in this work data has been collected and hypotheses have been tested in order to find out how Mentor competencies are associated with career intentionality with specific reference to Project PUTHRI.

3. Triangular model of Mentor Competence

This research has developed a model inspired by that of the Triangular model of mentor competence developed by Johnson (2003) [14]. The Triangular Model formulated by W. Brad Johnson gives a speculative framework for the growth of successful mentorship. Fifteen tips collected from the literature and the researcher’s individual experience is given to help develop mentoring skills of mentors. The first two in triangular model are found from Sternberg’s (1986) triangular theory of love and associated with the outline of the mentor triangle. Various researches of mentoring have since showed that individual, one-on-one communications with their mentees are important components in fostering the budding interest learners might have in a career.

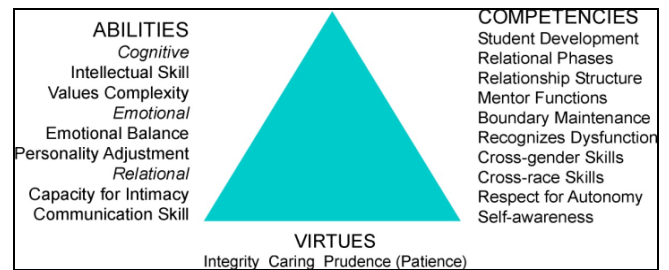


Fig 1: Triangular Model of Mentor Competence (Modified from Johnson, 2003) [14] Source: Ramirez, (2012) [29]

This “Triangular Model of Mentorship” puts forward three essential dimensions that describe mentoring skill, which are virtues, abilities, and competencies. The latest version of the triangular model has been presented by Ramirez (2012) [29]. Ramirez (2012) [29] explored the various value of mentoring, the developmental profile of mentees, and the qualities involved in a good mentor. As stated by Johnson (2003) [14] there are many inferences of the triangular model for formulating mentor competence. Primarily, degree of competence can be formulated as changing between larger and lower quantities; the better a mentor’s triangle, the higher the amount of competence in his/her specific role.

A second implication of the triangular model refers to balance between component sections of the mentor triangle. The framework puts forward that the mentor is supposed to have virtue, i.e., the mentor has to perform in reference to moral principles signifying a sincere and forthright individual. Abilities comprise three groups of assets, which include cognitive, sensitive, and relational. The end phase of the triangular model, fundamentally include the basic skill set and awareness that a mentor fetches to the mentorship. In fact, it is this feature of the model wherein the deliberate mentor could make considerable gains in a mentoring bond. The study concludes with benefits of triangular model implications for faculty hiring, training and development and assessment. Modifying the triangular model of Johnson (2003) [14], a new model has been developed and

conceptualized for Project PUTHRI with some modifications in the Johnson (2003) [14] model such that it would be tested for the PUTHRI scenario.

4. Views of various researchers on the Triangular model

According to Crisp, *et al* (2013) [5]; Crisp and Cruz (2009) [6]; triangular model of mentorship presents a broad structure taking into account a broad evaluation of mentoring skills and understanding in order to facilitate proper education. The concept puts forward that mentoring competency is derived from three elements: virtues, skill, and competencies. Virtues are the basis of the triangle and of successful mentoring practice, emphasizing the significance of mentors having a higher level of integrity, care, and forethought. Capabilities form one section of the triangle and deal with the cognitive and emotional competencies that a mentor should accomplish in order to impart their roles and functions, such as cognitive complexity, rational abilities, and capacity for understanding. Likewise, Larose and Tarabulsky (2005) [16] and Crisp, (2013) [5] have stated that component virtues make mentoring competencies achievable. They represent the abilities exhibited by successful mentors and form the second arm of the triangular model. Competencies consist of knowledge in terms of mentees’ development, self- knowledge, and cross-gender engagement abilities, and knowledge regarding mentor functions. Stability across all three sides of the triangle indicate high mentor competency and endorses more dynamic relationships. Plamondon (2007) [28] points out, virtues form the bottom of the triangular model; these are the important traits in a person habitually considered by society as estimable traits that put forward ethical and behavioral morality. The model puts forward that the mentor must have integrity, i.e., it is essential for the mentor to act in reference to ethical principles signifying a trustworthy and upfront individual. A competent mentor is supposed to be caring, showing actual concern for the mentee, and prudent, defining effective judgment and astuteness. Johnson (2003) [14] has recommended that these components must be integrated into faculty assessment and training to endorse more constructive experiences and learning gains across developmental relations. Johnson, (2003) [14] looked at the issues involved in mentoring relationship and explained three important components in triangular model. “Abilities” in triangular model constitutes three different sections, which include cognitive, emotional, and relational. As Johnson represents in his model, these sections are not essentially trainable; they are skills persons might or might not hold as part of their psychosomatic character. The control of emotional and relational components might be less reliable across potential mentors. In line with this model, competencies, the third stage of the triangular concept, fundamentally include the primary skill set and understanding that a mentor eventually brings to the mentorship. In place of virtues and abilities, mentoring competencies could be promptly tailored and improved through determined effort. In fact, it is this outlook of the model wherein the deliberate mentor could make considerable impact in a mentoring relationship.

5. Conceptual research model

The following figure illustrates the conceptual framework for the role of mentor competence in the development of

career intentionality among underprivileged girls in India developed exclusively for Project PUTHRI taking into consideration the Johnson’s (2003) [14] model as the base:

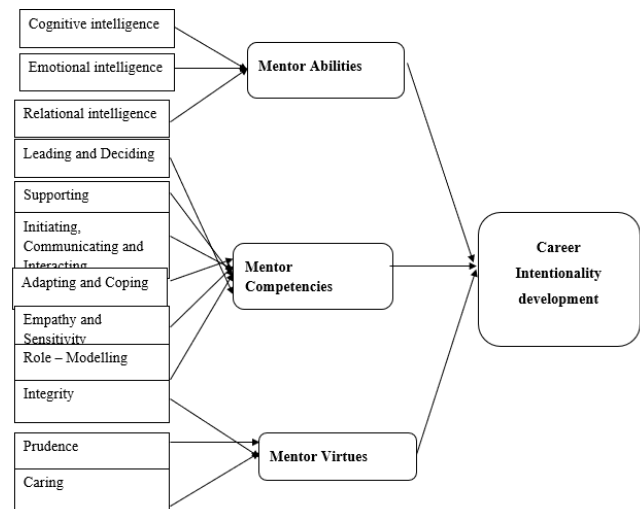


Fig 2: Conceptual Model on the Relationship between Mentor Competency and Career intentionality among underprivileged girls in India

To meet the research objectives the following hypotheses were derived from the model. In order to facilitate statistical testing further forming sub-hypotheses operationalized the main hypotheses.

Hypothesis (H1): There is a relationship between mentor abilities and career intentionality development

- H1.1 There is a relationship between cognitive intelligence and career intentionality development.
- H1.2 There is a relationship between emotional intelligence and career intentionality development.
- H1.3 There is a relationship between relational intelligence and career intentionality development

Hypothesis (H2): There is a relationship between mentor competency and career intentionality development.

- H2.1 Leading and deciding have a relationship in accomplishing career intentionality development.
- H2.2 Supporting the mentees has a relationship in accomplishing career intentionality development
- H2.3 Initiating, communicating and interacting have a relationship in accomplishing career intentionality development.
- H2.4 Adapting and coping has a relationship in accomplishing career intentionality development.
- H2.5 Empathy and sensitivity have a relationship in accomplishing career intentionality development.
- H2.6 Role – modeling has a relationship in accomplishing career intentionality development.

Hypothesis (H3): There is a relationship between mentor virtues and career intentionality development

- H3.1 There is a relationship between integrity and career intentionality development.
- H3.2 There is a relationship between prudence and career intentionality development.
- H3.3 There is a relationship between caring attitude of mentor and career intentionality development.

6. Research Methodology

Research design is a reliable plan that offers the legitimate structure that guides the researcher to address study issues and answer study questions (Cooper and Schindler 2006). The present study makes use of positivism as the research paradigm and deductive approach as the research approach. Primary data collection has been done in quantitative form. Survey was carried out with 80 mentors who have been a part of Project PUTHRI and have hands on experience in mentoring the underprivileged girls in India through the mentorship programme. The “Triangular Model of Mentorship” with their three dimensions mentoring skill - virtues, abilities, and competencies presented by Ramirez (2012) [29]. Ramirez (2012) [29] was adopted measure for the study.

7. Sample design and sampling technique

This study follows the stratified random sampling method which is a probability sampling method, as the mentors were grouped based on their localities and were asked to take part in the survey. The sample size was 80 respondents. Healy and Perry (2000) [12] classify research data into two major categories namely primary and secondary data. In this research both the forms of data were collected. Primary data was collected through design of a survey instrument by the researcher and distribution of the same to the PUTHRI mentors. Secondary data was collected through secondary literature on the theories of Mentorship and Career Competency respectively.

8. Reliability and Validity of the Questionnaire items

Reliability of a construct is the consistency of a measurement over time or stability of measurement over a variety of conditions.

Table 1: Reliability results of the Questionnaire items

Construct	Cronbach alpha value	Number of items
Mentor Ability	.860	20
Mentor Competency	.949	35
Mentor Virtue	.927	34

Sample size = 80

The reliability of the instrument was verified using Cronbach’s alpha calculation. The reliability results are given are tabulated above. The Cronbach alpha value is more than 0.70 is in a good position has suggested by Hair *et al.*, (2006) [11].

Validity is the degree to which a measure accurately represents what it is supposed to be Hair *et al.*, (2006) [11]. Face validity is the most significant validity test and must be established prior to any analytical testing of the constructs. It is important to understand every item’s content or meaning. For the research study, the face validity has been obtained through expert opinions.

9. Statistical Analyses

The primary data collected was subject to statistical analyses techniques ANOVA and Multiple Linear Regression. Analyses was carried out using SPSS software. The empirically presents the role of mentor competency towards the development of career intentionality among underprivileged girls in India with respect to mentors who work for Project PUTHRI, a social initiative based in India.

9.1 Hypothesis (H₁): Mentor Abilities and Career Intentionality

The following is the Model summary table explaining the relationship between Mentor Abilities and Career Intentionality

Table 2.1: Model Summary Table for Mentor Abilities and Career Intentionality

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.283 ^a	.080	.044	.78889

a. Predictors: (Constant), cognitive, rational, Emotional

b. Dependent Variable: career Intentionality

The "R" value is the multiple correlation coefficient. R can be considered to be one measure of the quality of the prediction of the dependent variable; in this case, mentor abilities. A value of 0.283, in this case, indicates a good level of prediction. The "R Square" c value is the coefficient of determination. It is the proportion of variance accounted in the dependent variable explained by the independent variables It can be seen from the value of 0.080 that the independent variables explain 8% of the variance of the dependent variable.

Table 2.2: Anova Table for constructs of Mentor Abilities and Career Intentionality

ANOVA ^A						
Model	Sum of Squares	Df	Mean Square	F	Sig.	
1	Regression	4.117	3	1.372	2.205	.004 ^b
	Residual	47.298	76	.622		
	Total	51.415	79			

a. Dependent Variable: career intentionality

The F-ratio in the ANOVA table tests the overall regression model is a good fit for the data. The table 2.2 shows that the independent variables statistically significantly predict the dependent variable, $F(3, 76) = 2.205, p < .0005$ (i.e., the regression model is a good fit of the data)

Table 2.3: Co-efficient Table for the constructs of Mentor Abilities Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.370	.913		2.595	.000
	Emotional	.089	.299	.047	.296	.003
	Rational	.447	.217	.273	2.058	.030
	Cognitive	-.324	.228	-.200	-1.419	.000

a. Dependent Variable: Career intentionality

The general form of the equation to predict the Challenges and Career Intentionality development from mentor ability such as emotional intelligence, rational intelligence, cognitive intelligence on carrer intentionality = 2.370 + (0.089x emotional) + (0.447 x rational) - (0.324 x cognitive) is obtained from the coefficients table 2.3

Unstandardized coefficients indicates how much the dependent variable varies with an independent variable when all other independent variables are held constant. Consider the effect of emotional intelligence in this example. The unstandardized coefficient, B₁, equal to (see Coefficients table 2.3). This means that with a small Increase in emotional intelligence, there is a decrease in the

career intentionality.

The multiple regression analyses predicts the challenges and career intentionality development. These variables are statistically significant - $F(3, 76) = 2.205, p < .0005$ (i.e., the regression model is a good fit of the data), $R^2 = .080$. All the variables added statistically to the predictions with significance, $p < .05$.

Hence, the result is to accept the tested hypothesis - *There is a significant relationship between the mentor's abilities such as emotional intelligence, rational intelligence, and cognitive intelligence on the challenges in the career intentionality development among underprivileged girls in India.*

9.2 Hypothesis (H₂): Mentor Competencies and Career Intentionality

The following table is the model summary table illustrates the relationship between mentor competencies and career intentionality

Table 2.4: Model Summary Table for Mentor Competencies and Career Intentionality

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.251 ^a	.063	-.014	.81234

A. Predictors: (constant), role modeling, empathy, leading, support, adapting, initiating
 B. Dependent variable: career intentionality

The R value 0.251, indicates a good level of prediction and R Square value of 0.063 that the independent variables explain 6.3% of the variance on career intentionality.

Table 2.5: Anova Table for Mentor Competencies and Career Intentionality

ANOVA ^a						
Model	Sum of Squares	df	Mean Square	F	Sig.	
1	Regression	3.243	6	.540	.819	.000 ^b
	Residual	48.173	73	.660		
	Total	51.415	79			

a. Dependent Variable: CINT
 b. Predictors: (constant), role modeling, empathy, leading, support, adapting, initiating

The F-ratio in the ANOVA table tests the overall regression model is a good fit for the data. The table shows that the independent variables statistically significantly predicts career intentionality, $F(6, 73) = 0.819, p < .0005$. Therefore, the regression model is a good fit of the data.

Table 2.6: Coefficient table for the constructs of Mentor Competencies

Coefficients ^a					
Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant)	2.359	.933		2.527	.000
Leading	-.127	.301	-.081	-.421	.050
Support	.192	.311	.108	.618	.030
Intiating	-.453	.279	-.353	-1.626	.046
Adapting	.522	.360	.309	1.451	.000
Emapathy	.175	.256	.125	.684	.027
Rolemodeling	-.042	.346	-.026	-.121	.000

a. Dependent Variable: Career Intentionality

The general form of the equation predicts mentor competency on the challenges and career intentionality development from leading, supporting, initiating, adapting, empathy, the role model on career intentionality = $2.359 - (0.127x \text{ leading}) + (0.192 x \text{ support}) - (0.453 x \text{ initiating}) + (0.522 x \text{ adapting}) + (0.175 x \text{ empathy}) - (0.042 x \text{ role modeling})$ is obtained from the coefficients table 2.6.

The multiple regression analyses predicts the challenges and career intentionality development. The main and the sub hypotheses of mentor competencies and career intentionality statistically significantly predict $F(6, 73) = 0.819, p < .0005$ with a $R^2 = .063$. All the variables added statistically to the predictions $p < .05$. There is a significant relationship between the mentor competency attributes - leading, supporting, initiating, adapting, empathy and role modeling are the challenges in the career intentionality development among underprivileged girls in India.

9.3 Hypothesis (H₃): Mentor Virtues and Career Intentionality

Table 2.7: Model Summary Table for Mentor Virtues and Career Intentionality

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.227 ^a	.052	.014	.80094

A. Predictors: (constant), caring, integrity, prudent
 B. Dependent variable: career intentionality

The following is the model summary table showing the relationship between mentor virtues and career intentionality R value of 0.227, indicates a good level of prediction. The R^2 value (the coefficient of determination) the proportion of variance in the dependent variable that can be explained by the independent variables. it is the proportion of variance accounted for by the regression model and with the value of 0.052 R^2 value, the caring, integrity, prudent (independent variables) explain 5.2% of the variance of on career intentionality (dependent variable)

Table 2.8: Anova Table for Mentor Virtues and Career Intentionality

Model	Sum of Squares	df	Mean Square	F	Sig.	
1	Regression	2.661	3	.887	1.382	.000 ^b
	Residual	48.755	76	.642		
	Total	51.415	79			

A. Dependent variable: career intentionality
 B. Predictors: (constant), caring, integrity, prudent

The F-ratio in the ANOVA table 2.8 represents the overall regression model is a good fit for the data. The independent variables statistically significantly predict the dependent variable, $F(3,76) = 1.382, p < .0005$ and the regression model is a good fit of the data.

Table 2.9: Coefficient table for the constructs of Mentor Virtues

Coefficients						
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	
	B	Std. Error	Beta			
(Constant)	3.160	.939		3.367	.001	
1	Integrity	.267	.350	.132	.761	.044
	Prudent	-.682	.362	-.394	-1.883	.006
	Caring	.498	.296	.299	1.685	.009

a. Dependent Variable: Career intentionality

The general form of the equation predicts the challenges of Career Intentionality development is off from Integrity, Prudent, Caring are predicted by carrer intentionality = 3.16 + (0.267x integrity) - (0.682 x prudent) + (0.498 x caring) is obtained from the coefficients table 2.9

The unstandardized coefficients indicate how much the dependent variable varies with an independent variable when all other independent variables are held constant. Consider the effect of integrity in this example. The unstandardized coefficient, B₁, equal to (coefficients table 2.9). This means that a small increase in integrity, there is a decrease in the carrer intentionality.

The multiple regression analyses predicts the challenges and career intentionality development. The variables statistically significantly predict, F (3,76) = 1.382, p <.0005 and the regression model is a good fit of the data, with R² = .052. All the variables added statistically to the predictions, p <.05. So, the tested hypothesis is accepted. There is a significant relationship between the mentor virtues such as integrity, prudent, caring on the challenges in the career intentionality development among underprivileged girls in India.

10. Results and Discussion

Table 3: Individual contributions of the constructs in achieving Career Intentionality

Career Intentionality		
Mentor Virtues	Mentor Abilities	Mentor Competencies
<ul style="list-style-type: none"> • Integrity 0.267 • Prudence -0.682 • Caring 0.498 	<ul style="list-style-type: none"> • Cognitive Intelligence 0.324 • Emotional Intelligence 0.089 • Rational Intelligence 0.447 	<ul style="list-style-type: none"> • Leading and Deciding -0.127 • Supporting 0.192 • Initiating, Communicating and Interacting -0.453 • Adapting and Coping 0.522 • Empathy and Sensitivity 0.175 • Role-modelling -0.42

Table 3 gives to what extent each of the constructs influence career intentionality. The results reveal that the progression of a strong pool of mentors and mentees is significant and essential to the success of any formal mentoring programs. The following section discusses the findings of the research with respect to relevant literature.

Formal mentoring has gained more significance in the recent times, especially with respect to education and empowerment of people. Project PUTHRI acts as a means to support girl children who are encountering problems towards keeping themselves on the right track in terms of their education towards a meaningful career. PUTHRI bridges the gap between what skill set the underprivileged girls of India possess and what exactly the industry requires through implementation of mentorship programmes.

However while looking at finding the answer to the questions, “Do mentoring programmes really serve their purpose?” and “To what extent the mentors participating in PUTHRI are successful in terms of developing the career intentionality among underprivileged girls in India?” the following findings could be inferred: The model for Project PUTHRI mentors developed based on the triangular model of Johnson, (2003) [14] when tested reveals that all the three sides of the triangle represented by mentor virtues, mentor abilities and mentor competencies respectively play an important role towards assessing the competency of the mentor as a whole. Further all the three dimensions contribute towards the enhancement of career intentionality among underprivileged girls who attend the mentorship

programme.

Looking at the individual traits that the mentors’ possess, it is clear that prudence, leading and decision making, interacting and communication, and role modeling is less among the mentors. At the same time cognitive, relational and emotional intelligence levels, integrity, care, support, empathy and, adaptability are high among the PUTHRI mentors. The mentors therefore must work towards enhancing the weaker areas so as the make the results of the programme more effective.

11. Conclusion and Recommendations

Girl childrens’ education is the need of the hour and will help India to upgrade socially and economically as a nation. Educated girls’ can help create a positive effect on the society as a whole by means of their contribution at home and at their respective places of work. But for various reasons, still a large number of girl children do not gain access to the education and the drop out ratio of girls is higher when compared with that of the boys in this Indian society. Initiatives like Project PUTHRI attempt towards empowering women through their mentorship programmes thereby preventing the drop out ratio of girls at school and empowering them as an individual. Project PUTHRI provides mentoring assistance to underprivileged students from deprived backgrounds to empower and facilitate their dreams and ambitions. The study reveals that the virtues, competencies and abilities of the mentors who actively participate in PUTHRI’s mentorship programmes significantly influence the extent to which they create the career intentionality among the mentees, who are none other than the underprivileged girls who have enrolled themselves in the programme. Therefore PUTHRI can concentrate towards recruiting mentors through proper recruitment policies and practices wherein their competencies are assessed before they are brought into action towards mentoring a particular group of underprivileged girls in order to make the results of this programme more effective and successful than it is at present.

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