

# THE EFFECTIVENESS PEER MENTORING MODULE TO IMPROVE STUDENT MOTIVATION

Haizan binti Mohd Taha; Mastura binti Johar; Madihah binti Mujaini; Rogemah binti Ramli  
Dept. of Social Science & MPU  
Universiti Tenaga Nasional (UNITEN)  
Selangor, Malaysia  
[haizan@uniten.edu.my](mailto:haizan@uniten.edu.my); [Mastura@uniten.edu.my](mailto:Mastura@uniten.edu.my);  
[Madihah@uniten.edu.my](mailto:Madihah@uniten.edu.my); [Rogemah@uniten.edu.my](mailto:Rogemah@uniten.edu.my)

Fauziah Hanim Abdul Jalal  
Fakulti Pembangunan Manusia  
Universiti Pendidikan Sultan Idris (UPSI)  
Perak, Malaysia  
[fauziah@fpm.upsi.edu.my](mailto:fauziah@fpm.upsi.edu.my)

**Abstract**— The aim of the study is to measure the impact of Peer Mentoring Module Intervention on self-esteem and motivation on the trained mentors. The manual of Peer Mentoring Module (PMM) will be implemented to train the mentors holistically with emotional, social and psychological skills. This method assists the mentors with activities provided for good understanding about the module. An experimental design has been conducted on 40 subjects of 20 subjects for treatment and 20 subjects for control group, among students of high academic achievement, at a Private University in Malaysia. The intervention of PMM module towards the trained mentor shows different level of self-esteem and motivation where Rosenberg Self-Esteem (RSE) Scale and Achievement Goal Questionnaire (AGQ) are used to measure the pretest and posttest experimental design. Data were analyzed using frequency, percentage and mean, with inferential analysis tests. The result shows that Peer Mentoring Module intervention can increase self-esteem and motivation for the Treatment Group compared to the Control Group. This study has implications in training more students as academic peer mentors in the field of mentoring guidance in the Higher Institutions in Malaysia.

**Keywords**— Peer mentoring module, skilled mentor, group guidance

## I. INTRODUCTION

Trained mentors functioned to assist and to be peer mentors who always understand not only on mentees academic problems but also can guide mentees (with low self-esteem) towards excellence of character which recommended by Du Preez, Steenkamp and Baard [1]. It focused on training module with a nuanced understanding of the academic and social supports that enable students at all levels to succeed in high school and college [2]. Some describe mentoring as a concept or process [3]; a process involving emotional (friendship, acceptance, support), while others use the term to describe a specific set of activities [4]. These activities, in a structured environment, are growing in popularity for a number of reasons; a. They can produce a number of positive outcomes for both sets of participants, b. They capitalize on the importance of peer relationships for adolescents and, c. They can help with transition points in participants' lives. Across research studies, common characteristics of mentoring emerge [5]. They include: a relationship that becomes

more impactful over time [6], and nurturing the mentee's social and psychological development, serving as a role model, and providing support for goal setting and future planning [7]. Peer Mentoring Module (PMM) in this study is an approach of training module that used helping skills to train mentors. Those skills are interpersonal, motivation, communication, empathy and positive emotional skills. By providing information, guidance, and encouragement, trained mentors can play an important role in nurturing students' college aspirations, helping them prepare for college and, advising them on how to make successful transitions from high school to their first year on campus [8].

## II. METHODOLOGY

The research design used in this study is an experimental design that has been conducted on 40 subjects; 20 subjects for treatment and 20 subjects for control group, among degree students of high academic achievement, at a Private University in Malaysia. They are selected according to their academic performance with CGPA of 3.00 and above. The intervention of PMM module towards the trained mentor shows different level of self-esteem and motivation where Rosenberg Self-Esteem (RSE) Scale and Achievement Goal Questionnaire (AGQ) are used to measure the pretest and posttest experimental design. Data were analyzed using frequency, percentage and mean, with analysis tests.

A two-day workshop on PMM has been conducted to train 20 subjects from the treatment group. As for the control group, surveys of both RSE & AGQ are delivered without any treatment given to them.

## III. FINDINGS

### A. Descriptive Data Analyses

The descriptive data analyses will describe the respondents' profile, namely gender, race, college, program and year of program, as depicted in Table 1 below:

TABLE 1. Distribution of demographic features on mentors.

Group	Gender	Race	College	Program	Year
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Control	M=15 F=5	M=14 C=2 I=4	COE=16 CSIT=4	Engineering=16 CS & IT=4	1=10 2=10
Treatment	M=6 F=14	M=15 C=5	COE=8 CSIT=12	Engineering=8 CS & IT=12	1=11 2=9

**B. Respondents**

Forty respondents (40) have participated in this study. All respondents are degree students from College of Engineering (COE) and College of Computer Science & Information Technology (CSIT), National Energy University (UNITEN). The results obtained from the preliminary analysis of the frequency distribution is shown in Table 2 below, regarding respondent’s treatment and control group.

TABLE 2. Distribution of group according to numbers of mentor

Group	Mentor (N=40)	Total
Control	20	20
Treatment	20	20
Total	40	40

Further to that, Table 3 explained the respondent profile on frequency and percentage on the categories of gender, race, college, program and year of program.

TABLE 3. Respondent profile on frequency and percentage

Variables	Frequency	Percentage (%)
Gender	M=21	52.5
	F=19	47.5
	Total=40	100.0
Race	M=29	72.5
	C=7	17.5
	I=4	10.0
	Total=40	100.0
College	COE=24	60.0
	CSIT=16	40.0
	Total=40	100.0
Program	Engineering=24	60.0
	CS & IT=16	40.0
	Total=40	100.0
Year	1=21	52.5
	2=19	47.5
	Total=40	100.0

**C. Peer Mentoring Module (PMM)**

The Peer Mentoring Module has been validated by 6 experts appointed to be local panel; 2 experts from public universities and 4 experts from private universities. They are actively involved in research and publication on Psychology and Guidance & Counseling.

**D. The intervention of PMM module towards level of self-esteem and motivation on the trained mentors.**

The intervention of PMM module towards the trained mentors shows different level of self-esteem and motivation with pretest and posttest experimental design. Rosenberg Self-Esteem Scale (RSES) and Achievement Goal Questionnaire (AGQ) are used to measure self-esteem and motivation of the research design.

Table 4 below, shows the descriptive data on marginal mean score of dependent variable in pretest and posttest for Treatment and Control Group. Mean score for Treatment Group stated that an increased score for self-esteem in posttest compared to the score in Control Group. The output describes that Treatment Group has a higher mean score after receiving the PMM intervention.

TABLE 4. Descriptive mean value of self-esteem in pretest and posttest between Treatment and Control Group (N=40)

Group	Mean/SD	Pretest (A)	Posttest (B)	Difference (B-A)
Control	Mean	12.250	14.700	2.450
Treatment	Mean	12.110	19.115	7.005

Table 5 below, shows the descriptive data on marginal mean score of dependent variable in pretest and posttest for Treatment and Control Group. Mean score for Treatment Group stated that an increased score for motivation in posttest compared to the score in Control Group. The output describes that Treatment Group has a higher mean score after receiving the PMM intervention.

TABLE 5. Descriptive mean value of motivation in pretest and posttest between Treatment and Control Group (N=40)

Group	Mean/SD	Pretest (A)	Posttest (B)	Difference (B-A)
Control	Mean	9.330	11.020	1.69
Treatment	Mean	10.004	16.905	6.901

**IV. CONCLUSION**

The Peer Mentoring Module (PMM) is a valuable strategy to provide students with the emotional and instrumental support students need to achieve the goal of a college degree. The intervention of PMM module towards the trained mentors shows different level of self-esteem and motivation with pretest and posttest experimental design. The difference in descriptive mean value for treatment group of self-esteem (7.005), and motivation (6.901) conclude that trained mentors have confidence and commitment towards helping others especially their future mentees. Cross-age peer mentoring programs are an increasingly popular choice for educators and youth development professionals to create positive outcomes for youth. Finally, the skilled mentor with highest level of self-esteem and motivation will assist younger student for future programs.

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