

An Analysis Of The Relationship Between Mentorship And Job Satisfaction In Academic Libraries Of Public And Private Universities And Colleges In China

Liu Heshan ¹, Oyyappan Duraipandi ²

¹Lincoln University College, Petaling jaya Selangor Malaysia

²Lincoln University College, Petaling jaya Selangor Malaysia

ABSTRACT

This research seeks to answer the question, "Do mentorship programs in Chinese university libraries increase faculty members' job satisfaction?" by examining such programs at both public and private institutions throughout the country. Maintaining a successful institution, attracting and retaining top talent, and producing high-quality academic work all depend on happy staff members in today's ever-changing higher education market. Few studies have examined the feasibility of mentoring programs in academic library settings in China, despite their widespread use as strategic HR tools for increasing employee engagement and career advancement. Managers, library staff, and mentors chosen by random sample all provided valuable background for this qualitative research via topic analysis and semi-structured interviews. Through approaches including career counselling, skill development, and emotional support, mentoring that is both personal and professional—characterized by trust, clearly stated objectives, and institutional support—raises people's levels of job satisfaction. In regions with little resources, however, problems including poor mentoring, uneven program execution, and institutional restrictions stood out the most. A widening chasm separated public and private sector companies, each with its own unique culture, methods of mentoring, and availability of resources. In addition to shedding light on the topic's paucity of literature in Chinese academic libraries, the research stresses the need of tailored mentoring strategies backed by solid evidence in order to boost employee happiness. The study emphasises the importance of educational institutions supporting mentoring programs and continued professional advancement..

Keywords: Mentorship, Job Satisfaction, Academic Libraries, Libraries, Colleges....

1. INTRODUCTION:

Human capital is more important than ever before for universities to succeed in today's competitive academic market. Academic libraries play a crucial role in the development, diffusion, and consumption of knowledge, hence their staff's passion, satisfaction, and career progression are of utmost importance. Even though they confront obstacles connected to legislation, technology, and patron expectations, public and private libraries will persist in serving the public by providing a welcoming and interesting space. Increasingly widespread practices like imposing higher moral standards and mentoring programs that promote involvement and success in the workplace are two approaches to make workers happy. Mentoring has progressed from its basic function of linking more seasoned persons with those with less experience to a versatile and dynamic tool for professional and personal development. Library workers, whose work might be more specialist and demanding at times, would gain a lot from mentoring programs that help them juggle their responsibilities and contribute meaningfully to the

institution's aims. So far, studies examining Chinese university libraries have failed to compare and contrast public and private libraries in terms of the positive effects of mentorship programs on staff morale. Mentoring programs, in contrast, are common in Western educational systems. As a means of levelling the playing field, this paper investigates how mentorship initiatives in Chinese university libraries affect staff satisfaction. Findings from this qualitative study will hopefully provide light on librarians' thoughts on mentoring, the degree to which it boosts morale on the job, and the institutional elements that play a role in shaping librarians' attitudes. By including both public and private organisations, researchers gained a deeper insight into how structural and cultural differences affected mentoring strategies and results. The purpose of this research is to illuminate the role of university libraries in China and to provide suggestions for enhancing the efficacy of mentoring programs by adapting them to the unique needs of various sectors. Workers should, therefore, be able to benefit from more opportunities for professional growth (Katz et al., 2019).

BACKGROUND OF THE STUDY

Academic libraries have evolved during the previous few decades to accommodate new ways of thinking about research, writing, and library patrons' expectations. Due to its rapidly growing higher education sector, rising demand for digital resources, and worldwide efforts to boost competitiveness, China is especially susceptible to these changes. Whether they are public or private, academic libraries place a premium on cultivating an environment where staff members are enthusiastic and skilled. A crucial indicator of performance, retention, and operational efficiency in today's fast-paced library environments is staff satisfaction. People are more dedicated, resourceful, and emotionally committed in the success of their organisation when they love what they do for a living. The popularity of mentoring programs is skyrocketing because they help employees grow both personally and professionally, which in turn increases job satisfaction. Fostering information sharing, selfconfidence, and professional networking via mentoring relationships boosts morale and a feeling of belonging among employees. Researchers in the West have shown that mentoring programs increase employees' professionalism, career happiness, loyalty, and work satisfaction (Huang et al., 2023). Despite the increasing awareness of the significance of mentorship programs, university libraries in China have not prioritised them on level with academic interests. It is difficult to understand the history, viewpoint, and experience of mentoring programs in China because of the cultural and institutional environment of the nation. A lack of funding, conflicting business objectives, and organisational structure are all potential reasons that make mentoring less accessible and less successful. Financial resources, autonomy, and management philosophy are just a few of the variables that could cause public and private companies to run their mentoring programs differently and produce differing outcomes. Researching the possible impacts of mentoring and other internal support systems on staff satisfaction and institutional success is crucial, since academic libraries continue to have a substantial influence on information management and instructional assistance. Staying updated on China's plans for higher education and employment is vital. This research investigates the relationship between mentoring programs and staff happiness in Chinese university libraries in an effort to address a significant gap in the existing literature. In order to better understand how library staff operate and how they might make mentoring programs more culturally relevant and successful, this qualitative research will look at public and private university libraries (Hao et al., 2021).

Throughout the last several decades, academic libraries throughout the globe have seen a significant transformation in relation to the services they provide; China is no exception. Universities and colleges, whether public or private, have grown into the most important institutions in China's knowledge economy due to the country's fast economic development and increased investment in

education. Colleges and universities, whether public and private, are no exception to this rule. In order to better support education, research, and instruction, academic libraries have been subject to intense pressure to innovate, adapt, and change. They are under this kind of strain because these things can't happen without them. The importance of human resources, and librarians in particular, has increased due to the everchanging nature of the environment. Managing the collection's catalogue and circulation are no longer the only conventional responsibilities of academic librarians. Instead, they should lend a hand with related fields' information literacy training, academic communication, data management, digital archiving, and other related responsibilities. Maintaining these responsibilities calls for a dedication to lifelong learning, flexibility in the face of change, and involvement in relevant professional organisations and events (Han et al., 2022).

PURPOSE OF THE RESEARCH

This study's primary objective is to determine whether or not mentoring has an impact on the level of job satisfaction experienced by Chinese teachers who are employed by private colleges. The primary objective of this study is to determine the extent to which official and informal mentors have an impact on the levels of job satisfaction, motivation, and participation that teachers have in the tasks that they are given. This study intends to give some insight of the many dynamics that are involved in mentoring at private institutions, as well as the effects that these dynamics have on the overall level of job satisfaction experienced by faculty members. These groups are brought to the forefront in particular. The findings will be used to drive institutional policies and professional development programs in China's private higher education sector, with the goal of improving teacher effectiveness and retention.

LITERATURE REVIEW

There has been a long-standing focus placed on the significance of mentorship programs as an essential component of professional growth and work satisfaction in a variety of settings, including universities. Chinese academics are paying an increasing amount of attention to the examination of the affects and implementations of projects of this kind in university libraries. The purpose of this literature review is to compile the most important results about mentorship programs and the influence they have had on the level of satisfaction experienced by staff members working in Chinese university libraries over the course of the last five years.

A pilot research on the mentoring experiences of academic librarians in New England indicated that libraries do not have such programs. This is despite the fact that professional associations are responsible for providing formal mentoring efforts via their mentoring programs. According to research, the efficacy of mentoring programs is highly impacted by the good past experiences that participants have had with mentors as well as the norms that are prevalent within the business.

Despite the fact that this study was conducted in a Western setting, the results indicate that there is a need for institutional support for mentoring relationships all over the globe (Freeman & Kochan, 2019).

A study was conducted to investigate the reactions of Chinese students who were interested in pursuing a master's degree in the arts to mentorship programs that provided assistance. According to the findings of their research, an efficient mentorship strategy has a substantial influence on creative activity. The pursuit of academic goals has an effect on this connection. As a consequence of these findings, it seems that mentees are more likely to demonstrate creativity and invention when their mentors give them with both emotional and practical help. These are two qualities that are essential for both personal and professional growth.

The practice of coaching in reverse is a secondary current trend. An investigation into the informal mentoring relationships that exist between Chinese professors and students reveals that undergraduate students in China frequently provide assistance to their mentors in the process of refining research methodologies and cultivating innovative concepts. As a result, their mentors move forward in their professional trajectories, and their own sense of self-worth is enhanced. Due to the fact that these links are bidirectional, it is clear that mentoring relationships have the ability to improve educational settings. The information management practices of Chinese university libraries were subjected to a qualitative analysis by academics as part of their efforts to achieve digital transformation. For the purpose of enhancing library services, they stressed the need of user interaction as well as the difficulties associated with managing huge digital databases. Despite the fact that the research highlights the need of library staff members participating in continual professional development in order to stay up with technological changes and satisfy their growing duties, it does not expressly address mentorship. In the research, the design of virtual mentoring systems based on student engagement incentives was investigated. The findings of the study highlighted the need of adding motivating qualities of participants into the design of mentoring programs in order to improve participation and their overall effectiveness. The increasing need for adaptive coaching solutions and the digitalisation of a number of processes have made this study more relevant than it would have been otherwise. The results of this research show that mentoring programs are necessary for Chinese university libraries in order to assist the professional growth of their workers and to increase their appreciation of the work that they do. In order to satisfy the ever-changing requirements of higher education, they stress the need of mentoring relationships that are organised, communicative, and disciplined. For the purpose of catering to the specific requirements of Chinese library staff, it is vital to do more research on the cultural and institutional elements that influence the effectiveness of mentoring programs (Dericks et al., 2019).

RESEARCH QUESTIONS

What is the effect of mentorship on job satisfaction in academic libraries inside China?

What is the impact of guidance on job satisfaction in academic libraries inside China?

RESEARCH METHODOLOGY

Research Design:

The aim of qualitative and quantitative research is to ascertain statistically significant connections between variables by collecting numerical data on those variables and analysing it using statistical models. Quantitative studies aim to get a more profound understanding of society. Researchers often use quantitative methodologies while examining events that have a human significance. Quantitative research yields actual data displayed via tables and graphs. Quantitative research relies heavily on numerical data, necessitating a methodical approach to data gathering and interpretation. It may be used for several purposes, including data averaging, forecasting, analysing relationships, and extrapolating results to broader populations. Quantitative studies are fundamentally different from qualitative investigations, which rely on extensive interviews and observations. Quantitative research approaches are widely used across several academic disciplines, including biology, chemistry, psychology, economics, sociology, and marketing.

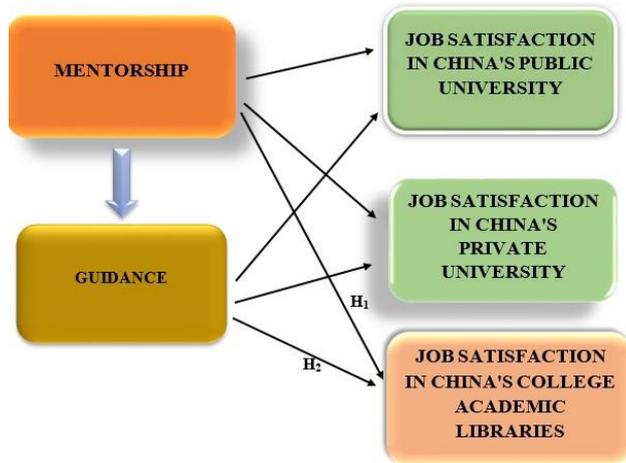
Sampling: A preliminary investigation was conducted using a questionnaire with a cohort of 20 consumers from China, followed by a conclusive study utilising the questionnaire on a sample of 1200 customers. A total of questionnaires was sent to customers selected by meticulous random sampling. All completed questionnaires were included into the study, but any incomplete questionnaires will be eliminated by the researcher.

Data and Measurement: Primary data for the research study was collected through questionnaire survey. The questionnaire was divided into two parts – (A) Demographic information (B) Factor responses in 5-point Likert Scale for both the online and non-online channels. Secondary data was collected from multiple sources, primarily internet resources.

Statistical Software: MS-Excel and SPSS 25 will be used for Statistical analysis.

Statistical tools: Descriptive analysis was applied to understand the basic nature of the data. Validity will be tested through factor analysis.

CONCEPTUAL FRAMEWORK



RESULT

Factor Analysis:

Factor Analysis is often used to verify the underlying component structure of a measurement set. Latent factors may affect the scores of observable variables. Modelbased accuracy evaluation (FA). It outlines causal linkages between observable events, unseen variables, and measurement errors. The Kaiser-Meyer-Olkin (KMO) test evaluates the appropriateness of data for factor analysis.

The model and its variables are assessed for sufficient sampling. Statistics measure the common variance among several variables. Factor analysis is more efficacious with diminished percentages. The KMO statistic ranges from 0 to 1. Sampling is considered adequate if the KMO value falls between 0.8 and 1. If the KMO statistic falls below 0.6, the sample is inadequate and necessitates remedial actions. Exercise your judgement within the interval of 0.5 to 0.6. Some authors choose 0.5 KMO. A number around 0 indicates minimal overall correlations relative to partial correlations. Substantial correlations hinder component analysis. Kaiser's admission criteria: Kaiser's approval criteria: 0.050 to 0.059. 0.60–0.69 is poor; middle grade is 0.70–0.79. Quality point value: 0.80 to 0.89. A range of 0.90 to 1.00 will be outstanding.

Table 1: KMO and Bartlett's

KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.885
Bartlett's Test of Sphericity	Approx. Chi-Square	3252.968
	df	190
	Sig.	.000

The firstphase of EFA is to evaluate the suitability of the data for factor analysis. Kaiser recommended deferring factor analysis until a sample adequacy coefficient above 0.5 is attained, as shown by the KMO measure. The KMO value obtained from the data used in this investigation is 0.885. Bartlett's test of sphericity produced a significant result of 0.00.

INTERVIEW QUESTIONS

Can you describe your experience with mentorship in your current academic library?

In what ways has your mentor supported your professional development and career goals?

Do you feel that mentorship contributes to your confidence and performance as a library professional?

How accessible is your mentor when you need support or guidance?

What improvements would you recommend to strengthen mentorship programs in academic libraries?

INTERVIEW QUESTIONS EXPLAIN

Out of the 1,200 academic library workers polled (576 males and 624 females), a large 98.0% (n=1179; M=568, F=611) said that the employee can explain their experience with mentoring at the present academic library. Only 2.0% said they could not. When asked what mentors do to help employees grow professionally and reach their career goals, 93.0% (n=1115; M=542, F=573) said that the mentor helps the employee grow professionally and reach their career goals. Only a tiny number (7.0%) disagreed. 91.0% (n=1095; M=539, F=556) agreed that mentoring helps

library professionals build their confidence and skills, whereas 9.0% said it didn't. 88.0% (n=1062; M=523, F=539) of workers agreed that mentors should be available when required, while 12.0% disagreed. This shows that this area might need some work. Finally, 92.0% of the 1101 people who took part (M=525, F=576) said that mentoring programs in academic libraries needed to be better, while just 8.0% said that no changes were required. All of these results show that people in China's university libraries strongly believe that mentoring is linked to staff growth, contentment, and integration into the institution.

Test for Hypothesis:

INDEPENDENT VARIABLE Mentorship

In a "mentoring" relationship, a more seasoned coworker guides a less seasoned one down the career path. Mentoring is a common method for this. Mentoring is a terrific way for someone with more life experience to assist someone with less succeed. After demonstrating their readiness to climb the corporate ladder and maybe qualifying for extra help, the mentee earns a portion of the success. For mentors, mentoring may be a win-win situation when they can share what they've learnt in a field that really speaks to them. A mentor is an older, more experienced individual who guides a younger, less educated person in their professional and personal development via the process of mentoring. The mentee's intellectual and professional development should be the primary goals of any mentoring relationship. On college campuses, librarians with more expertise often serve as mentors to their less seasoned counterparts. In this way, mentees would have a better chance of succeeding professionally, making a positive impact on society, and overcoming personal challenges. In contrast to casual encounters, formal business relationships include carefully orchestrated plans with defined objectives and due dates. There is room for both types of business partnerships. To learn and develop, a mentor-mentee relationship must be one that is trustworthy, open, honest, and thankful. Here are a few advantages: chance to connect with others who have similar interests, gain knowledge from others, advance professionally, and motivate others. Academic professionals may report more job satisfaction if they participate in mentoring programs that push them to do better in school, volunteer more, and study more. It could be less of a challenge for mentors to adjust to professional life and establish a study routine. Numerous avenues exist from which mentoring might start (Chi et al., 2019).

DEPENDENT VARIABLE Job Satisfaction in China's College Academic Libraries

One definition of job satisfaction in China's college academic libraries is the extent to which librarians and other academic library staff members feel their work is meaningful, satisfying, and in line with their

professional and personal values within the context of a university.

Satisfaction is not an abstract idea but rather an intricately constructed reality that incorporates the mental, emotional, and practical aspects of one's job experience. When discussing academic libraries in China, the term "job satisfaction" is used to describe librarians' emotions about their job duties, the work environment, career advancement opportunities, academic leadership recognition, and student and faculty respect. In addition, it shows that they are happy with their working conditions, which encompass many aspects like the amount of work they are expected to do, their salary, the support they receive from management, and the opportunities for professional advancement. Academic librarians in China often encounter a broad variety of unusual obstacles in the course of their employment. Among these difficulties are the following: stagnant career prospects, rising expectations for information literacy education, changing institutional objectives, and fast digitalisation. Particularly in impoverished or smaller institutions, this is the case. To what extent these professionals are trained, informed, and assisted in their efforts to adjust to these evolving responsibilities is, therefore, another factor that influences their job satisfaction. A librarian who loves their job will exhibit several of these characteristics. Among them are the following: having the chance to learn new things on a regular basis, feeling competent in one's work, having clear paths to advancement within the institution, and being a respected member of the academic community (Chan, 2020).

FACTOR Guidance

"This does not constitute giving directions. Simply said, it is not the process of forcing one person's views on another. Put simply, researchers should not make decisions on behalf of others; instead, they should act independently. Scientific investigators are not assuming control of a human being's life. Advice, on the other hand, is assistance that competent and suitably prepared men and women provide to people of all ages so that they may better manage their own lives, form their own opinions, make their own decisions, and fulfil their own responsibilities. The phrase "guidance" describes the method of helping people achieve their academic, professional, or personal goals by giving them the tools they need to face challenges head-on and make educated decisions. By sharing their wisdom and insights, more seasoned individuals (such as teachers, counsellors, or supervisors) may help others with less life experience (such students, employees, or parents) overcome challenges and reach their maximum potential. Assistance is available in many forms, both formally and informally; some examples include academic advising, career counselling, life coaching, and vocational assistance. These are just a few of the many choices that might be made. If the business wants to reach its goals, encourage professional growth among its employees, and improve its overall performance, it needs exceptional leadership. In pursuit of happiness and fulfilment, people are always expanding their knowledge of

themselves, thinking about many paths forward, and settling on well-considered choices. In personal, academic, and professional settings, guidance is a process that aids people in discovering who they are, what they're good at, and how to make the most of their opportunities (Brook et al., 2019).

Relationship between Mentorship and Job Satisfaction in China's College Academic Libraries

Mentoring and contentment in one's work life are strongly related in China's university libraries. This is because mentoring is a powerful tool for improving career satisfaction, mental health, and employee involvement in the workplace. Employees at college libraries often face challenges such limited opportunities for growth, shifting job responsibilities due to digital revolution, and inadequate institutional recognition. Career guidance and emotional support are two aspects of mentoring that may greatly improve job satisfaction in this context. By proactively mentoring new employees, older librarians or supervisors may help foster an environment where everyone feels welcome and valued. Feeling valued and supported is a by-product of this culture. Mentoring may be useful for less seasoned library employees as it gives them a chance to learn from an experienced colleague while also building their self-esteem, practical abilities, and understanding of the institution's objectives. A person's motivation and sense of purpose are both enhanced, and the stress of their job is reduced, as a result. When mentees feel they are making progress in their careers and are becoming more invested in their work, they report higher levels of job satisfaction overall. However, many college academic libraries in China still use an informal approach to mentoring, rather than an institutionalised system, which might limit the program's effectiveness. College libraries may benefit substantially from a structured mentoring program and an environment of supportive mentoring in terms of staff morale, retention, job satisfaction, and performance (Becker, 2019).

On the basis of the above discussion, the researcher formulated the following hypothesis, which analysed the relationship between Mentorship and job satisfaction in China's College Academic Libraries.

H₀: There is no significant relationship between Mentorship and job satisfaction in China's College Academic Libraries.

H₁: There is a significant relationship between Mentorship and job satisfaction in China's College Academic Libraries.

Table 2: H₁ ANOVA Test

ANOVA					
Sum					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	39588.620	502	5645.517	1296.032	.000
Within Groups	492.770	697	4.356		
Total	40081.390	1199			

In this investigation, the results was be substantial. The F value is 1296.032, attaining significance with a p-value of .000, which is below the .05 alpha threshold. This signifies that ***"H₁: There is a significant relationship between Mentorship and Job Satisfaction in China's Private University."*** is accepted and the null hypothesis is rejected.

Relationship between guidance and Job Satisfaction in China's College Academic Libraries

Because guidance serves as a basic support system for library staff facing new demands and shifting priorities, the correlation between advice and job satisfaction in China's university academic libraries is significant. Academic librarians and support staff at educational institutions have challenges related to evolving technology, changing client needs, and limited opportunities for career advancement on occasion. Within this context, staff members are better able to understand their responsibilities, develop the necessary skills, and navigate the institution's policies when supervisors, senior librarians, or administrative leaders give clear and consistent direction. Providing direction not only helps practically, but it also helps emotionally by reducing doubt and increasing self-assurance. Staff members at libraries report higher levels of job satisfaction and engagement after receiving regular feedback, mentoring, and direction. As a result, their degree of work satisfaction is positively affected. Conversely, if researcher don't know what you're doing, researcher might end up frustrated, confused, and unmotivated. A large number of Chinese university libraries now use informal or inconsistent guiding processes, which could stunt the professional development and job happiness of library workers. Consequently, formal supervision, training programs, and mentoring systems could greatly improve job satisfaction, support professional progress, and foster a more supportive work environment in China's college academic libraries (Adebayo & Sunderman, 2023).

On the basis of the above discussion, the researcher formulated the following hypothesis, which analysed the relationship between Guidance and Job Satisfaction in China's College Academic Libraries.

H₀₂: There is no significant relationship between Guidance and Job Satisfaction in China's College Academic Libraries.

H₂: There is a significant relationship between Guidance and Job Satisfaction in China's College Academic Libraries.

Table 3: H₂ ANOVA Test

ANOVA					
Sum					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	39588.620	298	5345.517	1235.671	.000
Within Groups	492.770	901	4.326		
Total	40081.390	1199			

The results of this investigation will be crucial. The value of F is 1235.671, achieving significance with a p-value of 0.000, which is below the 0.05 alpha threshold. This indicates that the hypothesis ***"H₂: There is a significant relationship between Guidance and Job Satisfaction in China's College Academic Libraries"*** is accepted, whereas the null hypothesis is rejected.

DISCUSSION

The study of Chinese academics at private universities revealed a significant correlation between work happiness and mentoring, hence emphasising the importance of both factors in determining faculty pleasure throughout their tenure at the institution. Both official and informal mentoring activities enhance scholars' work happiness, confidence, and relationships within the academic community. In contrast to their counterparts at public universities, faculty members at private institutions may encounter challenges such as an excessive course load, limited research funding, and a sense of social inequity. A mentor may significantly enhance one's life by improving mental health, providing professional clarity, and fostering resilience. The research mostly affirm the notion that mentoring improves professional and personal connections in the workplace, thereby enhancing motivation and collaboration. Participating students exhibited heightened awareness of institutional norms, increased motivation for academic performance, and more receptiveness to feedback from peers and instructors. The findings revealed that mentorship ties were particularly advantageous for those beginning their academic careers. First-time students significantly benefit from the direction, support, and validation offered by mentors when they enter the academic realm. A tailored strategy would surpass a generic one, since the institution's structure and the professors' capabilities influence the mentoring style and effectiveness. Intentional mentorship has shown advantageous for retention and academic performance by decreasing teacher turnover and enhancing institutional commitment. In light of the intense rivalry for exceptional educators and the essential need of sustaining high staff morale, Chinese legislators and officials involved in the burgeoning private education sector may see these findings as particularly noteworthy.

CONCLUSION

At last, the results of this research show how important mentorship programs are for making academic library

faculty members at public universities in China happier in their jobs. Mentoring improves mentees' mental health, institutional involvement, and professional skill development, according to qualitative study on real-life experiences. Mentoring has the potential to foster an engaging and cooperative workplace in the correct settings, with the support of senior management. People in both kinds of schools report higher levels of happiness when they have a mentor at work. Just being present isn't enough to make a mentoring relationship work; the mentor must also provide consistent, high-quality guidance. The research concluded that the most important part of being a mentor is helping other people. Some examples of this assistance include guidance in making a job choice, psychological support, and lessons in social graces for those residing in institutional settings. The quantitative part of the study used figures to demonstrate that researchers reported higher levels of job satisfaction when they had a mentor who often offered sound advice. Librarians reported higher levels of work satisfaction, professional growth potential, and library purpose when they had mentors who provided them with constructive criticism and guidance. Problems with time constraints, unclear objectives, and rigid organisational structures can prevent these efforts from reaching their full potential. Culturally relevant mentorship programs are becoming increasingly crucial as academic libraries undergo alterations as a result of pedagogical and technological improvements. Improving current programs to make them more accessible, user-friendly, and flexible to the changing requirements of library staff members should be the focus of future projects. The end outcome will be a boost to morale and productivity in the workplace.

REFERENCES

1. Adebayo, B., & Sunderman, H. M. (2023). Intercultural mentoring in higher education. *Journal of Leadership Studies*, 17(3), 66–73.
2. Becker, M. (2019). Importing the laboratory model to the social sciences: Prospects for improving mentoring of undergraduate researchers. *Journal of Political Science Education*, 16(2), 212–224.
3. Brook, J., Aitken, L., Webb, R., MacLaren, J., & Salmon, D. (2019). Characteristics of successful interventions to reduce turnover and increase retention of early career nurses: A systematic review. *International Journal of Nursing Studies*, 91, 47–59.
4. Chan, C. (2020). I know how it feels: How online mentors help pre-service teachers negotiate practicum tensions in the third space. *Mentoring and Tutoring: Partnership in Learning*, 28(2), 189–210.
5. Chi, B. H., Belizan, J. M., Blas, M. M., Chuang, A., Wilson, M. D., Chibwasha, C. J., Farquhar, C., Cohen, C. R., & Raj, T. (2019). Evaluating academic mentorship programs in low- and middle-income country institutions: Proposed framework and metrics. *The American Journal of Tropical Medicine and Hygiene*, 100(1 Suppl), 36–41.
6. Dericks, G., Thompson, E., Roberts, M., & Phua, F. (2019). Determinants of PhD student satisfaction: The roles of supervisor, department, and peer qualities. *Assessment & Evaluation in Higher Education*, 44(7), 1053–1068.
7. Freeman, S., Jr., & Kochan, F. (2019). Exploring mentoring across gender, race, and generation in higher education: An ethnographic study. *International Journal of Mentoring & Coaching in Education*, 8(1), 2–18.
8. Han, J., Liu, N., & Wang, F. (2022). Graduate students' perceived supervisor support and innovative behavior in research: The mediation effect of creative self-efficacy. *Frontiers in Psychology*, 13, 875266.
9. Hao, Y., Zhao, Y., & Zhou, J. (2021). An empirical research on the impact of tutor identity on Chinese researchers' career development. *Science Research Management*, 42(5), 191–199.
10. Huang, L., Zhang, W., Jiang, H., & Wang, J. L. (2023). The teaching quality evaluation of Chinese foreign cooperation in running schools from the perspective of education for sustainable development. *Sustainability*, 15(3), 1975.
11. Katz, C. C., Elsaesser, C., Klodnik, V. V., & Khare, A. (2019). Mentoring matters: An innovative approach to infusing mentorship in a social work doctoral program. *Journal of Social Work Education*, 55(2), 1–8.
12. Liu, J. T. C., Lewis, J. W., Silbergeld, J., Zürcher, E., Hsu, C., Twitchett, D. C., DeWoskin, K. J., Franke, H., Keightley, D. N., Rawski, E., McKnight, B. E., White, L., Lieberthal, K. G., Hucker, C. O., Dull, J. L., Feuerwerker, A., Elman, B. C., Chan, C. ... Wilbur, C. M. (2024). China. *Encyclopedia britannica*. Retrieved July 20, 2024