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CORRELATES OFRESEARCH MENTORSHIP AND ATTITUDE TOWARD PROJECT COMPLETION AMONG FINAL-YEAR STUDENTS IN THE FACULTY OF EDUCATION, UNIVERSITY OF CROSS RIVER STATE, NIGERIA

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ABSTRACT

The study examined correlates of research mentorship and attitude towards project completion among final-year students in the faculty of education, university of Cross River State, Nigeria. the study adapted three objectives, research questions and hypotheses to guide the study and the study adopts the ex-post facto research design with an assessable population of all final-year students the in Faculty of Education CRUTECH numbered 793 in 2016/2017. The study adopted stratified and purposive sampling techniques and a sample of this study comprised made up of 277 students in the Faculty of Education CRUTECH was purposively drawn. The study utilized a researcher's developed instrument entitled "Research Mentorship and Attitude Towards Project Completion questionnaire (RMATPCQ). validated by experts in the Measurement and Evaluation Unit of the Department of Educational Foundations, and Childhood Education Faculty of Education, CRUTECH. Cronbach Alpha reliability method was used to test the reliability of the instrument Cronbach Alpha reliability method and the reliability index ranged from 0.76-0.82. The data were analysed with simple linear regression in testing the stated hypotheses. Based on the research hypotheses tested, the following findings were drawn; building mutual trust significantly predicts attitude toward project completion among final-year students in CRUTECH. Also, effective listening significantly predicts attitude towards project completion among final year CRUTECH. Finally, it was found that students asking the right question significantly predict their attitude toward project completion among final-year students in CRUTECH. It was concluded that the final year student in the faculty of education must develop a culture of mentorship, especially in all their research undertaking. It was however recommended among others that students and supervisors should be re-oriented by their respective departmental heads on the need for originality before they start any educational research project.

Keywords: Correlates, Research mentorship, Attitude, and Project completion

INTRODUCTION

The word mentorship original Greek conceptions painted a more complex picture of the relationship between the Mentor and Telemachus (Garvey, 2017). A mentoring relationship, like any relationship, has good and bad momentsand good and bad outcomes – and mentoring experiences can range from effective to dysfunctional (Scandura, 1998). Mentoring involves both benefits and costs to those engaged in mentoring relationships. A mentor is someone who takes a special interest in helping another person to develop into a successful professional. Good mentors can share life experiences and wisdom, as well as technical expertise. They are good listeners, good observers, and good problem-solvers.

In the words, of Mohammed, Gbenu, and Lawal (2014) supervisors' mentorship process of undergraduate project completion has attracted a lot of attention and consideration from higher educational institutions around the world. Many books, articles, and best practice guidelines have been released for undergraduate students and supervisors' mentorship to explain this process, to increase their awareness about the main challenges and the key issues to avoid, and to help students establish effective relationships. In contrast, undergraduate supervisors' mentorship and final-year project completion require the production of a dissertation report at the end, having a focus for different reasons.

The requirement and the standards for a higher quality project completion are supervisory processes on academic assurance. Although some supervisors developed some specific guidelines and pro-former methods to ease and control project completion for undergraduate students. They have not been supported by a central electronic technology-based system that federates the relationship between all those who are involved either directly or indirectly in the mentorship process having such a collaborative system can help to enhance students' learning experience. Supervisors' mentorship method, can ensure the homogeneity of the project completion with an academic institutional learning experience. There is today an urgent need for higher educational institutions to design and implement a police collaborative system that could be used simultaneously by all supervisors in undergraduate students' project completion (Marais & Meier, 2004). This implies that quality mentorship is very necessary for project completion in tertiary institutions.

Attitude toward project completion in an undergraduate study is an important learning activity and has several educational functions. It provides the opportunity for students to integrate their coursework, and knowledge with professional applications. Also, it involves not only the implementation of the research method but the ability to acquire skills to add to one's own body of knowledge and manage project work (Feigenbaum, 2014). This connotes that the success of any project completion depends on the quality of the supervisors' mentorship that the students receive, as well as the hard work and initiative students of the students. Many students and supervisors are not aware that project completion is more demanding than other kinds of teaching and learning, it has rewards in terms of increased confidence as well as the development of skills associated with research and writing.

At the undergraduate project completion level, independent inquiry, the exercise of judgment, and a reasonable standard of presentation of results are required. The mentee should develop the 3c in the course of working with the supervisor which are

Building mutual trust; in this aspect, the mentee must try to understand their thoughts and what are they feeling about certain challenges in their life. This would help you to guide them in a particular direction. Also, Kohner (2014) posits that one of the most outstanding research mentorshipfactors to be considered is effective listening. This is because the purpose of the mentorship programme in research practices is that you will guide your mentees but it is also about "listening" to your mentee's fears, insecurities, and any pattern that they have been repeating that needs an upgrade.

Finally, asking the right questions: in this regard, the mentee must be encouraged to ask questions for a deeper understanding. Specifically, phrase the questions in a way so that your mentees can easily communicate with you.It is against this backdrop that the study was conducted to an evaluation of the $3c^s$ in mentorship and attitude towards project completion among final-year students in the faculty of education, university of Cross River State, Nigeria.

Statement of the Problems

In tertiary institutions in Nigeria, students (supervisees) assigned to a project topic are expected to be guided by a supervisor who is generally regarded as a mentor. The supervisee is expected to critically follow all the instructions given by the supervisor to enhance a better outing in the research undertaking. In recent times the problem of project completion has been a thing of concern to all and sundry in the school system. This is because most students feel that it is too tough to successfully execute a research project and complete it at the stipulated time. They do not understand the concepts of research and its importance in their professional life. Most especially as it related to mentorship. Most students lack the basic skills and application of research skills ranging from searching and evaluating literature sources to paraphrasing and giving citations. observation has also shown that the majority of the students feel that the research project embarked upon would not be beneficial to their future career aspirations. The problem has further escalated that most students follow hardly build mutual trust, effectively listen to supervisors' instructions, and above all do not seem to ask the right questions during the process supervisor. It has been a common problem that most students will want to choose who supervises them to ease their project completion. In most cases, if their "desired supervisor" is not assigned to them, they deliberately shy away from completing the research. Today, most students are not ready to learn from the bulk of Knowledge of most supervisors. Mere hearing a supervisor who is strict and ensures that what is right is done, they tend to shy away from such a supervisor instead of accepting and embracing the $3c^s$ in mentorship (building mutual trust, effectively listening, and asking the right questions), they rather prefer to throw in the towel. Thus, the problem of this study is:How does Building mutual trust, effective listening, and asking the right question predict attitude toward project completion among final-year students in CRUTECH? Answers to these questions constitute a central problem for this research undertaking.

Purpose of the Study

The main purpose of this study was to examine the correlates of research mentorship and attitude towardproject completion among final-year students in the faculty of education, university of Cross River State, Nigeria.Specifically, the study is aimed at:

1. Evaluating how building mutual trust predicts attitude towards project completion among final-year students in CRUTECH.
2. Assessing how effective listening predicts attitude towards project completion among final year CRUTECH.
3. Evaluating how asking the right question predict attitude toward project completion among final-year students in CRUTECH?

Research Questions

To guide the direction of this study, the following research questions are posed;

1. How does Building mutual trust predict attitude toward project completion among final-year students in CRUTECH?
2. To what extent does effective listening predict attitude towards project completion among final year CRUTECH?
3. To what extent does asking the right question predict attitude towards project completion among final-year students in CRUTECH?

Statement of hypotheses

To achieve a well-tailored investigation on correlates of research mentorship and attitude towards project completion among final-year students in the faculty of education, university of Cross River State, Nigeria**.** The following hypotheses are raised;

1. Building mutual trust does not significantly predict attitude toward project completion among final-year students in CRUTECH.
2. Effective listening does not significantly predict attitude towards project completion among final year CRUTECH.
3. Asking the right question does not significantly predict attitude toward project completion among final-year students in CRUTECH.

LITERATURE REVIEW

The review of this study was carried out under the following subheadings: Building mutual trust and attitude toward project completion, effective listening and attitude toward project completion. asking the right question and attitude toward project completion

Building mutual trust and attitude toward project completion.

Building mutual trust and understanding is the sole responsibility of every mentee in the mentor-mentee relationship to enhance academic excellence. This is because it will help to promote the ultimate goal of the mentor is to establish the trainee as an independent researcher.

Mentoring responsibilities include sharing knowledge and skills, overseeing the trainee's work, helping the trainee to contact other researchers and assisting with career counseling. Mentorship is instrumental for research capacity strengthening, as it provides an opportunity to support skill development, promote research interest, offer career advice and build professional networks. The research mentorship process involves an experienced researcher (the mentor) taking a special interest in guiding another individual, usually a student or another researcher (the mentee) in the development and appraisal of their research ideas, abilities, project activities and professional profiles. Research mentors can support mentees in several ways, including supporting the development of research topics, helping to transform ideas into research projects, planning and managing project activities, seeking research funding and writing and disseminating research reports. Mentoring also provides a safe platform where mentees can make and learn from their mistakes, and mentor-mentee relationships foster personal, professional and career advancement.

Supervisors (mentors) occupy a very significant position in any education system. They are major determinants of success or failure towards project completion. Whatever learning outcomes students attain depend on what goes on in the classroom between supervisors and students. In addition, Supervisors are critical to human capital development and are the most significant contributors to the overall development of a nation's educational system. Adewuyi and Alabi (2013) emphasized that education unlocks the door to modernization and sustainable development and that for successful research project completion, the mentor and mentee must build mutual trust and understanding in the research undertaking.

Mentoring relationships are also useful even to the senior partner in the union, as it provides an opportunity for them to develop a base of technical support and power which can be readily summoned in the future (Hunt & Michael, 1983). Being recognized as the mentor of a successful protégé enhances the reputation of the senior academic/partner among his or her peers. The positive outcomes of mentoring are capable of fostering a satisfied and 'well-groomed' professional workforce.

The process of embarking on a research project in school begins with the intention of a cordial relationship (mutual trust) between the teacher (supervisor or mentor) and students (supervisee or mentee) in the school. There are various intentions of the school system in that teachers and students need a cordial relationship to enhance learning. The relationship between supervisors and students determines the extent of career development, fulfilling academic requirements and self-actualization. The extent of the relationship between supervisors and students depends on the ability of prospective relationships between students to write their research proposals and search for suitable prospective supervisors. The success of the enrolment process depends on the student's ability to convince the respective postgraduate schools and prospective supervisor that his/her research is of significant value to the intended research field. The final process is the process of completion which is the students' journey from day one of registration as students until the completion of their research.

In terms of the relationship between the supervisor and students during project writing there is a great deal of mutual understanding between parties which will make the supervisor

guide and lead the student all the way, advising on shortcomings, appraising strengths and encouraging until the student teacher can present the lesson effectively.

Maphosa (2007) noted that students' writing projects need mentors who should be constantly empowered by giving the students proper guidance and direction to enable them to be able to work effectively in leading and guiding student supervisors. This suggestion implies that students (mentees) need additional training for them to be effective in mentoring student supervisors. To the author, for this to happen there must be an effective mutual understanding and trust between the mentor and the mentee.

Empirical studies by Okurame (2008) study explores the mentoring experiences, mutual trust, and challenges among 48 members of the academic staff in a Nigerian university social science faculty, where the mission was to enhance the skills of academic staff members through mentoring programmes. The findings of the survey revealed that the few existing mentoring relationships are informal and were developed based onthe similarity of research interests, the initial delegation of work activity by mentors to their protégés, the delegation of conference/workshop attendance by mentor to protégés, inclusion of protégés in research projects and supervision of the protégé's thesis. Results showed that mutual trust has a significant influence on meters' success in their academic exercises in school.

Another study by Azam, Watson and Katie (2016)on the characteristics of effective student-supervisor relationships, mutual trust and the opinions of students and supervisors about research supervision. Four research questions were posed in the study and the survey research design was employed in the study. Data were collected using an online questionnaire with 30 Likert-scale statements from 131 undergraduate and postgraduate research students and 77 supervisors. Following exploratory factor analysis, a three-factor model consisting of leadership, knowledge, and support was extracted. Results indicate that mutual trust and understanding are strong attributes of effective supervision. Both supervisors and students consider that a supervisor should have an interest in the student's research. The supervisor must provide timely and constructive feedback and should help the student to manage time effectively. Students and supervisors believe a supervisor should help the students where limitations and learning needs are identified.

In another study, Lilian's (2012) research aims to study the relationship between social science students' and supervisors' attitudes toward research methods and statistics, self-efficacy, effort, and academic achievement. A self-administered questionnaire was chosen as the primary data collection method and a sample of 153 students from the Department of Applied Social Studies at the City University of Hong Kong were invited to complete the survey. After analyzing the data collected, Pearson's correlation coefficient reflected that there was a positive correlation between all four variables attitude toward research methods and statistics, self-efficacy, effort and academic achievement. Also, a multiple regression analysis was conducted to estimate the prediction power of attitude and self-efficacy on effort. The result showed that both attitude and self-efficacy could significantly predict effort. However, when another multiple regression analysis was conducted to estimate the prediction power of attitude, self-efficacy, and

effort on academic achievement, it was found that effort failed to predict academic achievement. To conclude, in the present study, the effort could only be regarded as an indirect factor but not a necessary factor in bridging the relationship between attitude, self-efficacy, and academic achievement.

Effective listening and attitude toward project completion.

Mentorship is a personal developmental relationship in which a more experienced or more knowledgeable person helps to guide a less experienced or less knowledgeable person. However, true mentoring is more than just answering occasional questions or providing ad hoc help. It is about an ongoing relationship of learning, dialogue, and challenge. According to Allen, Eby,and Lentz (2006), mentoring is a process for the informal transmission of knowledge, social capital, and psycho-social support perceived by the recipient as relevant to work, career, or professional development. To them, the mentee must be willing to develop effective listening skills and the ability

According to Schlee (2000), mentoring involves effective listening and putting yourself into multiple roles to improve a younger person's life. Whether helping someone to cope with a difficult situation, survive school or achieve a personal goal, mentors serve the role of being caring, a friend, and a confidant. The relationship and extent to which the supervisee effectively listens to all the instructions of the supervisor to promote speedy completion of the research exercise. Many students entering undergraduate programs are misinformed about the process of undergraduate education and lack the knowledge necessary to navigate the system (Golde& Dore, 2001) a failure for students to adhere to and listen to the corrections of the supervisor can pose serious damage to the research undertaking Lindblom-Ylanne, 2016). Thus, there is a need for cordiality about these requirements so that the students can be prepared. Students also need determination and perseverance (rather than brilliance) to complete their research (Phillips & Pugh, 2000). In addition, they need adequate supervision and clear communication with supervisors. They should also be familiar with evaluation criteria (Shannon, 2015). Another problem is that the role of supervision and the motive for supervision also seem to be unclear. In the first instance, the role of supervision is described as the most advanced level of teaching. This implies that insufficient time and effort in establishing trust within the supervision relationship is likely to be reflected in trainee resistance to addressing client or therapist issues because they have differential needs for support depending on the level of training. For example, Heppner and Roehkle (2014) conclude that supervisory interaction may become more complex and confrontative depending on the experience of the trainee. In this sense, the person of the supervisee is increasingly likely to become the focus of supervision as the trainee becomes more skilled.

A study by Amesi (2017), the study examined mentoring strategies and effective listening skills by mentees adopted by entrepreneurs in Rivers State. Two research questions were posed to guide the study and one hypothesis was tested at 0.05 level of significance. The entire populations of 471 were the target of the research and issued with a questionnaire as no sample

was drawn. Data for this study were collected using a questionnaire. A total of 356 entrepreneurs who returned their instruments were studied. Test-retest method was used for the reliability test, which yielded a reliability coefficient of 0.78. Mean and standard deviation was used to analyze the research questions while z-test was used to test the hypothesis. Findings revealed that entrepreneurs adopted some of the strategies and techniques raised by the researcher as the hypothesis proved that there was no significant difference in the strategies and techniques of the entrepreneurs in Rivers State. Based on the findings, recommendations were made which include that entrepreneurs should adopt effective mentoring strategies and techniques that will help them to excel and succeed in their businesses.

Jeje, Elebute, Olawepo, Sule and Atoyebi(2017) study aims at ascertaining experiences of mentorship in their respective institutions and what they recommend as ways of bridging the gap between them (the mentees), and their trainers (mentors).The study was a cross-sectional descriptive study using a 19-item self-administered questionnaire. The study population consisted of all Resident Doctors attending the mandatory update courses of the Postgraduate Colleges. Statistical analysis was performed using SPSS version 20.Four hundred and thirty-seven doctors fully completed the questionnaires. There were 262 and 175 males and females respectively, giving a male-to-female ratio of 1.5 to 1. One hundred and eleven (25.4%) respondents claimed that their institutions had a structured mentorship program.Although the understanding of the concept of mentorship is widespread among resident doctors, there is a dearth of mentoring experiences among resident doctors in Nigeria due to the lack of formal mentoring schemes. The integration of formal mentoring programmes into the postgraduate medical curriculum may increase its prevalence.

Asking the right question and attitude toward project completion

Mentoring is a process that always involves communication and is relationship based, but its precise definition is elusive. It can also be referred to as a practice of transmitting knowledge, communal resources and societal sustenance perceived by the inheritance or as appropriate to the profession, and competence development. Mentoring entails informal communication, usually face-to-face and during a sustained period, amid an individual perceived to have greater appropriate acquaintance, wisdom, or experience (the mentor) and a person who is perceived to have less experience (the protégé)" (Bozeman & Feeney, 2007) Mentoring can be defined in terms of the expected results. It is a relationship between a junior/subordinate staff, often a younger person (referred to as the Mentoree or the protégé), and Senior/superior persons (the mentor) by which the mentor serves as a guide, counselor, confidant, adviser, and role model to the protégé (the mentored).

Osemeke (2000) focus of this study is to address the possibility of using mentorship respect for asking the right question as a technique for training and development of competence in Nigerian organizations. The author conducted an extensive review of relevant literature from studies based on quantitative, qualitative, and mixed-method research on mentoring. This paper describes different forms of mentoring: formal and informal with their main features. The theoretical framework was based on some theories such as mature/Adult learning, Andragogy,

and Pedagogy theory of learning; Humanistic theories and self-directed learning theory including concepts such as reflection-on-action and reflection-in-action were critically x-rayed to enhance effective analysis and discussion of both the dependent and independent variables. The purpose of the study is to expand understanding of how mentorship can be used as a pedagogic tool to incorporate theory and practice in Nigerian organizations. The study revealed amongst others that mentorship which is an important concept has no universally and comprehensively accepted theory based on the tenacious complications in its development. The paper recommends that further research be conducted using both measurable and qualitative research methodology and other statistical tools to deduce a generally and universally accepted theory of mentoring and mentorship

RESEARCH METHOD

Research Design

The study adopts the ex-post facto research design Eyong (2016) ex-post facto research design is a method in which groups with qualities that already exist are compared on some dependent variable. Also known as "after the fact" research, an ex post facto design is considered quasi-experimental because the subjects are not randomly assigned, they are grouped based on a particular characteristic or trait. Ex-post facto research design is considered most appropriate for this study because the study is concerned with examining how an independent variable, present before the study, affects a dependent variable.

Population of the study

The assessable population of this study comprised final-year students in the Faculty of education CRUTECH which is about 793 final-year students 2016/2017 academic session. The choice of these students is on the fact that they undergo rigorous individual research courses and are currently embarking on the research undertaking in the Faculty of Education.

Sampling Technique

The study adopted stratified and purposive sampling techniques. Stratification was based on the various departments in the chosen faculty. This is to ensure that the entire departments are well represented. Purposive sampling was used to select only those who are currently embarking on the research project exercise based on their department.

Sample

The sample of this study comprised 277 students purposively drawn from the Faculty of Education CRUTECH. The departments of library and Information Sciences and Human Kinetic and Health Education are not included as it does not have final-year students.

Instrumentation

The study utilized a researcher's developed instrument entitled "Evaluation of the $3c^s$ In Mentorship and Attitude Towards Project Completion Questionnaire (EMATPCQ)". The instrument consists of three parts (parts 1,2 and 3). Part 1 elicits information on the respondents' demography, which are: gender and department. Part 2 comprised of structured ten (10)

questions on the three Cees of mentorship while part C comprised 15 structured questions on students' attitudes towards project completion. The response pattern ranges from Strongly Agreed (SA) to Strongly Disagreed (SD) scoring 4 points to 1 point for positively worded items and vice versa. Respondents are to read carefully through each statement and tick the correct alternative out of the four responses.

Validity of the Instrument

The Instrument EMATPCQ which was designed by the researcher was subjected to face validity. It was validated by experts in the Measurement and Evaluation Unit of the Department of Educational Foundations, and Childhood Education Faculty of Education, CRUTECH, to examine and scrutinize. The correction and suggestions offered by the experts were adhered to before producing the final copy of the instrument.

Reliability of the instrument

The reliability estimate of the instrument is established through trial testing. The researcher administered the instrument to 30 respondents from other departments in CRUTECH who were not part of the final study. The copies of the questionnaire were administered once to the respondents. The Cronbach Alpha reliability method was used to test the reliability of the instrument Cronbach Alpha reliability method and the reliability index ranged from 0.76-0.82 respectively which shows that the instrument is reliable for data collection.

Procedure of data collection

The researcher visited each of the sampled departments and obtain permission from the Heads of departments to use their students for the study. The questionnaires EMATPCQ were administered to students. The researcher with the help of two research assistants trained assisted in the administration of the instrument. The completed copies of the instrument were collected from the respondents at the end of the exercise. At the end of the exercise, the completed EMATPCQ were collected on the spot from the respondents, given a 98% return rate

Procedure for Data Preparation and Scoring

To prepare the data collected for statistical analysis, a coding formula was designed to code the responses of the respondents. Completed questionnaires were scored according to the assigned codes, Strongly Agree (SA) Agreed (A), Disagreed (D) Strongly Disagreed (SD).

Strongly	(SA)	-	4 points
Agreed	(A)	-	3 points
Disagreed	(DA)	-	2 points
Strongly Disagree	(SD)	-	1 point

Procedure for Data Analysis

Based on the research hypotheses raised in the study, inferential statistics were used to analyze the data. All the null hypotheses were stated in null form and were tested at a .05 level of significance.

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RESULTS AND DISCUSSIONS

This section deals with the results and discussions of the data gathered from the field. A step-by-step presentation of the descriptive statistics, presentation of results and interpretation of the outstanding results of the study were presented.

General description of research variables

The study focused on research mentorship and attitude towards project completion among final-year students in the faculty of education, university of Cross River State, Nigeria. The major independent variable of this study is3cs in mentorship categorized in terms of building mutual trust, effective listening, and asking the right questions. The dependent variable of this study is the attitude toward project completion which was continuous. The results of the descriptive statistics are presented in Table 1.

Table 1

Descriptive statistics of correlates of mentorship and attitude towards project completion (n=268)

S/no	Variable	$\overline{X}$	SD
1	Building mutual trust	17.6791	2.31782
2	Effective listening	15.7276	3.40033
2	Asking the right question	16.9254	2.72078
5	Attitude toward project completion	24.7388	3.02159

The result in Table 1 shows the descriptive statistics for research mentorship and attitude towardproject completion among final year students in the faculty of education, university of Cross River State, Nigeria. While building mutual trust dominated the study with a mean value of 17.6791, followed by asking the right question 16.9254 and the least independent variable is effective listening 15.727.

Presentation of results

The results of the data analysis were presented hypothesis-by-hypothesis as shown below

Test of hypotheses

In testing the stated hypothesis, an alpha level of .05 was employed. In doing this, the decision rule used was that a null hypothesis is rejected if the p-value associated with the computed test statistic was less than or equal to .05 but retained if otherwise.

Hypothesis one

Building mutual trust does not significantly predict attitude toward project completion among final-year students in CRUTECH. To test this hypothesis, simple linear regression analysis was

employed with building mutual trust as the predictor variable and attitude toward project completion as the criterion variable. The result obtained from the test statistical analysis is summarized and presented in Table 2

Table 2
Regression analysis of building mutual trust and attitude toward project completion among final year students in CRUTECH

R	R Square	Adjusted R Square	Std. Error of the Estimate
.120[a]	.014	.011	.120[a]

Sources of variation	Sum of Squares	df	Mean Square	F-value	p-value
Regression	35.125	1	35.125	3.889	.050[b]
Residual	2402.591	266	9.032		
Total	2437.716	267			

Variables	B	Std. Error	Beta	t-value	p-value
(Constant)	17.505	1.415		12.373	.000
Building mutual trust	-.156	.079	-.120	-1.972	.050

*p<.05

Table 2 is the analysis of the hypothesis that states building mutual trust does not significantly predict attitude toward project completion among final-year students in CRUTECH. With 267 respondents revealed an R-value of .120 was obtained, resulting in an R-squared value of .014. This means that the variation in building mutual trust accounted for about 14.0% of the total variation in attitude towards project completion thus, the p-value (.050) connected with the computed F-value (3.889) is less than .05. As a result, the null hypothesis is rejected. This means that states building mutual trust does significantly predict attitude toward project completion among final-year students in CRUTECH.

To test the significance of the combination of both the regression constant (17.505) and the regression coefficient (-.156) making a significant contribution to the model that is, prediction of attitude towards project completion (t=12.373: p=.000 <.05), thus, the extent of building mutual trust can satisfactorily predict attitude towards project completion. The relationship can Mathematically be presented with the equation y=29.739+.417x where y= attitude towards project completion and x is building mutual trust.

Hypothesis two

Effective listening does not significantly predict attitude towards project completion among final year CRUTECH. To test this hypothesis, simple linear regression analysis was employed with Effective listening as the predictor variable and attitude towards project completion as the criterion variable. The result obtained from the test statistical analysis is summarized and presented in Table 3.

International Research Journal of Education and Technology
Peer Reviewed Journal
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Table 3
Regression analysis of effective listening and attitude toward project completion among final year students in CRUTECH

R	R Square	Adjusted R Square	Std. Error of the Estimate
.670[a]	.448	.446	2.24838

Sources of variation	Sum of Squares	df	Mean Square	F-value	p-value
Regression	1093.034	1	1093.034	216.220	.000[b]
Residual	1344.682	266	5.055		
Total	2437.716	267			

Variables	B	Std. Error	Beta	t-value	p-value
(Constant)	5.380	.651		8.264	.000
Effective listening	.595	.040	.670	14.704	.000

*p<.05

Table 3 is the analysis of the hypothesis that states effective listening does not significantly predict attitude toward project completion among final-year students in CRUTECH. With 267 respondents revealed an R-value of .120 was obtained, resulting in an R-squared value of .014. This means that the variation in effective listening accounted for about 14.0% of the total variation in attitude toward project completion thus, the p-value (.050) connected with the computed F-value (3.889) is less than .05. As a result, the null hypothesis was rejected. This means that effective listening does significantly predict attitude toward project completion among final-year students in CRUTECH.

To test the significance of the combination of both the regression constant (17.505) and the regression coefficient (-.156) making a significant contribution to the model that is, prediction of attitude towards project completion (t=12.373: p=.000 <.05), thus, the extent of effective listening can satisfactorily predict attitude towards project completion. The relationship can Mathematically be presented with the equation y=29.739+.417x where y= attitude towards project completion and x is effective listening.

Hypothesis three

Asking the right question does not significantly predict attitude towards project completion among final-year students in CRUTECH. To test this hypothesis, simple linear regression analysis was employed byasking the right question as the predictor variable and attitude toward project completion as the criterion variable. The result obtained from the test statistical analysis is summarized and presented in Table 4.

International Research Journal of Education and Technology
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Table 4
Regression analysis of asking the right question and attitude toward project completion among final year students in CRUTECH

R	R Square	Adjusted R Square	Std. Error of the Estimate
.123[a]	.015	.011	.123[a]

Sources of variation	Sum of Squares	df	Mean Square	F-value	p-value
Regression	36.822	1	36.822	4.080	.044[b]
Residual	2400.894	266	9.026		
Total	2437.716	267			

Variables	B	Std. Error	Beta	t-value	p-value
(Constant)	12.429	1.158		10.729	.000
Asking the right question	.136	.068	.123	2.020	.044

*p<.05

Table 4 is the analysis of the hypothesis that states asking the right question does not significantly predict attitude toward project completion among final-year students in CRUTECH. With 267 respondents revealed an R-value of .120 was obtained, resulting in an R-squared value of .014. This means that the variation in asking the right question accounted for about 14.0% of the total variation in attitude towards project completion thus, the p-value (.050) connected with the computed F-value (3.889) is less than .05. As a result, the null hypotheses were rejected. This means that asking the right question does significantly predict attitude toward project completion among final-year students in CRUTECH.

To test the significance of the combination of both the regression constant (17.505) and the regression coefficient (-.156) making a significant contribution to the model that is, prediction of attitude towards project completion (t=12.373: p=.000 <.05), thus, the extent of asking the right question can satisfactorily predict attitude towards project completion. The relationship can Mathematically be presented with the equation y=29.739+.417x where y= attitude towards project completion and x is asking the right question.

Discussions of finding

The findings of this study are presented based on the stated hypothesis as shown bellow

Hypothesis one

The results of the findings revealed that building mutual trust does significantly predict attitude toward project completion among final-year students in CRUTECH. From experience, students

who have confidence in their supervisor's ability tend to come out with quality research output. The mentee's ability to have the full support of the supervisor is a condition for quality research output. The findings agree with the findings of Okurame (2008) findings showed that mutual trust has a significant influence on meters' success in their academic exercises in school. Also, the present finding agrees with Azam, Watson and Katie's (2016)results indicating that mutual trust and understanding are strong attributes of effective supervision. Both supervisors and students consider that a supervisor should have an interest in the student's research. In the same vein, Lilian (2012) result showed that both attitude and self-efficacy could significantly predict effort.

Hypothesis two

The results of the findings revealed that effective listening significantly predicts attitude towards project completion among final-year CRUTECH. The findings may be in this direction because students who effectively listen and take appropriate corrections done by their supervisor complete their research undertaking more than those who hardly obey the instruction of their supervisors. The findings ais in harmony with the study of Amesi (2017), whose findings revealed that entrepreneurs adopted some of the strategies and techniques raised by the researcher as the hypothesis proved that there was no significant difference in the strategies and techniques of the entrepreneurs in Rivers State.

Hypothesis three

The result of the finding revealed thatAsking the right question significantly predicts attitude toward project completion among final-year students in CRUTECH. The findings are in this direction because most supervisors prefer students to as the right questions demanded. When a student does not ask the right and needed questions required such a student is likely to be corrected. thus, the kind of question a student ask determine his/her level of understanding and preparedness to complete the research on time. This finding conforms with the findings of Osemeke (2000) study revealed amongst others that mentorship which is an important concept has no universally and comprehensively accepted theory based on the tenacious complications in its development.

Summary of the Study

The study focused on an evaluation of the $3c^s$ in mentorship and attitude towards project completion among final-year students in the faculty of education, university of Cross River State, Nigeria. the study adapted three objectives, research questions and hypotheses to guide the study and the study adopts the ex-post facto research design with an assessable population of all final-year students in the Faculty of education CRUTECH numbered 793 in 2016/2017. The study adopted stratified and purposive sampling techniques and a sample of this study comprised made up of 277 students in the Faculty of Education CRUTECH was purposively drawn. The study utilized a researcher's developed instrument entitled "Research Mentorship and Attitude Towards Project Completion questionnaire (RMATPCQ), validated by experts in the Measurement and Evaluation Unit of the Department of Educational Foundations, and Childhood Education Faculty of Education, CRUTECH. Cronbach Alpha reliability method was used to test

the reliability of the instrument Cronbach Alpha reliability method and the reliability index ranged from 0.76-0.82. From the data analysis, findings revealed that:

1. Building mutual trust significantly predict attitude toward project completion among final-year students in CRUTECH.
2. Effective listening significantly predicts attitude towards project completion among final year CRUTECH.
3. Asking the right question significantly predict attitude toward project completion among final-year students in CRUTECH.

CONCLUSION

Project research is a compulsory course in school as such students should focus on their project exercises to enhance performance. the attitude of the students and supervisor plays a paramount role in the success of the students in the project undertakingOne of the most important reasons for nurturing a positive attitude towards educational research writing is that it may increase one's tendency to answer many educational research problems, and prepare one for related challenges in his or her subsequent career. But, attitude (whether positive or negative) cannot just happen but is moderated by certain factors or variables such as experience, self-concept, teacher-student relationship and age. Attitude is a complex psychological construct that plays an essential role in the explanation of behaviour. The attitude can be positive or negative. Therefore, research attitude could be positive or negative, strong or weak. A student's concept of himself or herself as a researcher may influence his or her attitude toward research writing.

RECOMMENDATIONS

Based on the findings of this study, the researcher made the following recommendations.

1. Students and supervisors should be re-oriented by their respective departmental heads on the need for originality before they start any educational research project.
2. Students who deliberately want to change supervisor for no concrete reason should be disciplined. This act will promote mutual trust between the students and their supervisor.
3. School guidance counselors should endeavour to counsel supervisees on the role of mentorship and tolerance on the part of their research project undertakings.

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