Graduate Students' Needs for a Mentoring Program in a Saudi Context

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Abstract

Mentoring programmes are very common in many educational environments, especially for MA students. This study focuses on MA students' needs for a mentoring programme in the ELI of king Abdul-Aziz University (KAU), Saudi Arabia. It examines the type of services that graduate students might need in the mentoring programme. The sample of participants were 30 MA students in TESOL at KAU. The data was collected through distributing a questionnaire consisting of 21 questions in which 19 items were open-ended questions and 2 items were closed-ended questions. The study followed a mixed method approach. The closed-ended questions were analysed quantitatively while the open-ended questions were analysed thematically. The findings showed that MA students are in urgent need of a mentoring programme that offers academic support, library services, and other support services like psychological counselling and guidance with MA dissertations. This study is a thorough literary work since it focuses on the needs of MA students in the Saudi context before the actual implementation of the mentoring programme. It also suggests that after a period of initiating the mentoring programme, a survey can be sent to MA students via email to ask about their opinions of it and any further recommendations to enhance it. Finally, it suggests that further research can be tackled from the male perspective through investigating their needs.

Keywords: Mentoring programme, TESOL, Academic needs, Library services, Support services

1. Introduction

Mentoring programmes are very significant in simplifying graduate students' progress throughout their studying years (Cusanovich & Gilliland, 1991). Such programmes can raise students' performance, encourage them to think critically and intellectually, give them greater self-confidence, and motivate hard work (Girves et al., 2005; Campbell & Campbell, 1997). Mentoring programmes also provide enrichment in undergraduate studies and help reduce dropout rates (Jacobi, 1991). In terms of the interactions between students and faculty, mentoring is extremely beneficial for students, particularly first-year students. It enhances their academic competence, helps them develop the skills they need for lifelong learning, helps them develop both intellectually and socially, and enables them to better adjust to their new institution. It also provides motivation for remaining in college (Fuentes et al., 2014). With such a multiplicity of benefits accruing from mentoring, it is encouraging to make investment in effective mentoring programmes. Effective mentoring processes do not simply happen; they require an investment of planning, time, and patience.

To monitor and improve the quality of mentoring, gathering feedback directly from graduate students is a valuable tool, particularly considering the diversity of students who make up many graduate student bodies. To build a successful mentoring programme, a needs assessment must be created in line with established practice for assessing effective service delivery for higher education (Rimmer & Burt, 1980). Some studies have demonstrated that a lack of mentoring can impede career prospects, publication levels, and academic progress (Tracy et al., 2004).

Mentoring of graduate students has often been analyzed (Rose, 2003), but mostly in terms of a one-way relationship between mentor and student. However, interest in mentoring research increased after Kram's pioneering work (1983) about mentoring in the workplace. Since then, research into mentoring and its practice has become commonplace in academia, higher education, community and social services (Eby et al., 2007; Gerstein, 1985).

1.1 Saudi Context and Background of the Study

Many institutions at the national, state and local level have implemented mentoring programmes as an essential support service for students (Girves et al., 2005). Many western countries (e.g. the United States, Australia, and the United Kingdom) have executed and reviewed formal mentoring programmes in education (Nguyen, 2013). However, in the context of Saudi Arabia, little literature exists about mentoring programmes, and this is particularly true in terms of mentoring for graduate students. The opinions of mentees regarding the mentoring programme at the English Language Institute (ELI) and what challenges they were facing were canvassed by Shukri and Abu Leil (2017). This mentoring programme intended to offer support for beginning teachers, helping them to settle into their new employment. Those interviewed for this study were, in general, positive regarding the mentoring programme.

It is noteworthy that the MA TESOL programme at ELI does not provide a mentoring programme for the graduate students, but it does provide academic support, including

proofreading services, academic writing tutorials, and academic writing workshops. However, the academic support programme faces many challenges. For example, due to time and transportation issues, academic workshops are difficult to organize because students may not be able to attend (N. Saaty, personal communication, April 8, 2018). Al-Rabai (2014) and Al Qahtani (2015) argued that mentoring programmes need to be implemented in the Arab world. Based on these assumptions, this study will investigate the support services that MA students in TESOL need at the ELI of King Abdul-Aziz University (KAU), in terms of how a mentoring programme can be implemented successfully.

2. Literature Review

2.1 Definition of Mentoring Programme

while there is no general definition of mentoring currently exist (Rodriguez, 1995). The literature offers many definitions that often differ greatly from one another. Such diversity is attributable to the different ways in which the term "mentoring" has been applied. Some researchers have seen it as applying to particular activities carried out by a "mentor" (Brown et al., 1999), while others have viewed it more as a process or concept (Roberts, 2000). Furthermore, the definition of mentoring can vary depending upon context; for example, Roberts (2000) looked at mentoring from the perspective of business. Campbell and Campbell (1997) suggested a particular definition of mentoring as a set of exercises where professional mentors can help and give advice to recent registers in the program to enhance the probability of such members becoming successful in the organizational context.

Regarding higher education, Blackwell (1989) and Murray (2002) defined mentoring programmes as the relationship between senior and junior members in the mentoring programme for learning or improving particular capabilities. Mentoring is not necessarily solely the province of faculty members; it can be offered by staff at a college or university, senior or graduate students, colleagues and family members (Zallaquett & Lopez, 2006). Furthermore, the benefit is not unidirectional: mentors can accrue positive benefits from participating in mentoring programmes.

2.2 Mentoring Graduate Students

For many years, theoretical discussion took place regarding the positive influences mentoring could have, without sufficient amount quantitative data being gathered to support the discussion and to test the theories of mentoring (Crosby, 1999). In the United States, data was gathered that demonstrated that higher education students who took part in mentoring programmes were both more productive and more satisfied with their educational experience (Tenenbaum, Crosby & Gliner, 2001). Appropriate monitoring is highly effective in promoting the success of graduate students (Davidson & Foster-Johnson, 2001).

Higher education foundations use mentoring to help graduate students be more sociable with other members, increase their retention rates, and enhance their academic performance (Austin, 2002). Many studies focused on the importance of mentoring programmes for

graduate students (Cosgrove, 1986). Sorrentino (2007) found that an academic mentoring programme specifically directed at students performing poorly academically increased academic performance and decreased dropout rates.

Mentoring programmes in higher education can positively affect dropout levels. A positive correlation has been found between mentoring levels and career commitment for both genders (Ülkü-Steiner, Kurtz-Costes, & Kinlaw, 2000). Work commitment is a more indicative of future intentions for graduate students than solid action, but this variable does offer some insight into the positive ways in which mentoring influences students' perceptions.

Research into best practice in student mentoring at all levels has identified several key factors that are common to successful mentoring programmes. One of the factors is holding regular meetings to discuss progress, whether on a course in general or with a specific piece of work, i.e., dissertation or thesis (Whiteside et al., 2007). Other key factors are continuing to keep an open channel of communication (Carsrud, 1984), considering psychosocial elements, and assessing the developmental requirements of the mentee through bolstering their competence and confidence (Douglas, 1997). Moreover, helping students prepare for their professional career (Barker & Pitts, 1997) and maintaining high levels of personal association can be very effective and valuable key factors for graduate students who are studying all over the world (Rose, 2005). Finally, offering practical assistance to increase students' productivity levels can be a valuable factor (Tenenbaum et al., 2001). The literature clearly shows that at all levels of education, well-designed mentoring programmes bolster students' attainment.

2.3 Needs Assessment

Many students in graduate schools have a number of roles to fulfil, e.g., parent, student, spouse, part-time employee, full-time employee (Globetti, 1991). This diversity of roles will inevitably mean a variety of needs that can be examined in several ways. Graduate students' needs have been tackled from the academic area in the research field: what they need for their research, the ways in which they use the library, or how institutions can be made more attractive (Gibbs et al., 2012).

The University of Iowa assessed their graduate students' needs. The results showed that graduate students are in need to be guided regarding the use of services in the library and how to have more social interaction with other members (Barton et al., 2002). Another study looking at the instructional requirements of graduate students in four subject areas revealed that students wanted to be instructed about how to find information, manage it, and stay up to date with subject developments. They would like this assistance to be delivered personally or (the preferred choice) online. Students indicated that assistance specific to their subject, as well as general use of facilities, would have been welcome (Hoffman et al., 2008).

Rempel et al. (2011) used focus groups to assess the needs of graduate students. Their study identified extensive requirements for graduate students' support in their roles as learning teachers and researchers. A library could not provide all the support needed on its own, but it could offer leadership in this area. This research focused on the individual but also covered a broader picture, revealing a more complex picture of needs than a simple survey. For example,

students requested a database of current research projects, so they could connect with others on their own campus and elsewhere to collaborate on interdisciplinary research.

Fong et al. (2016) investigated the types of workshops graduate students in different disciplines preferred and what formats, times, and communication suited them best. These data were used to plan new workshop series and to revitalize existing ones.

Covert-Vail and Collard (2012) investigated the necessity to reform library sitting rooms for graduate students since they need to collaborate with other members to complete their research papers and dissertations across the subjects. Similarly, the Boston University Graduate Student Library Survey Report (2012) noted that graduate students spend long hours in the library, sometimes at unusual hours, and that the space needed to be adaptable for different types of work, particularly group work.

When graduate students were asked about their research needs (Gibbs et al., 2012), they revealed that they needed assistance with writing, note taking, and editing and proofreading. Clearly, graduate students' research needs exceed those provided by standard library induction programmes, but they lack knowledge about how they can access the assistance they need.

Throughout the literature we can observe the positive impact of mentoring programmes on graduate students including improvement of expert aptitudes, self-confidence, expert personality, academic efficiency, satisfaction and an expanded profession fulfillment and accomplishment which eventually lead to enhance the learning experience.

MA TESOL students need to be occupied in training activities that upgrade their learning experience to help them succeed. To design a successful mentoring programme, we need to understand what graduate students need to ensure successful results. This can be achieved by investing some time to initiate a needs assessment to facilitate the process. The objective of mentoring programmes for MA TESOL students is to provide support and help and create positive environment for Learning.

This study is significant since it focuses on graduate students needs which would hopefully lead to a better establishment of a mentoring programme. This study should have guidance for practice at the ELI, and KAU context, while it may have implications for similar higher education institutions in Saudi Arabia.

2.4 Research Questions

This study aims at answering the following research questions:

1) What type of academic guidance do MA students in TESOL believe should be implemented in the mentoring programme?

2) What type of library services do MA students in TESOL need?

3) What type of support services do MA students in TESOL need to cover in the mentoring programme?

3. Methodology

This study uses a mixed-method approach to investigate MA students' needs at King Abdulaziz University (KAU) Women Campus in Jeddah, Saudi Arabia for the mentoring programme in the academic year 2017-2018.

3.1 Participants

The selection of participants was purposive sampling because it focused on 30 female MA students in TESOL. The sample only included female students due to the lack of time to include male MA students. MA students participated voluntarily in this study to decide upon what type of support services they need in the forthcoming mentoring programme for graduate students. Their confidentiality was guaranteed through answering the questionnaire anonymously.

3.2 Research Methodology

The questionnaire consisted of 21 questions in which 19 items were closed-ended questions and two items were open-ended questions. The questionnaire was arranged based on three main sections. The first section investigated MA students' academic needs. The second part examined the type of library services MA students need. The last part included open-ended questions about the support services and recommendations for other services MA students need. The questionnaire items were adapted from Crisp (2009) and Fidzani (1998) and were modified for the current study. The questionnaire was piloted by five MA students in TESOL. Then, to improve the validity of the items, it has been revised by an experienced TESOL instructor. The questionnaire's reliability was guaranteed through using Cronbach's alpha. The reliability of the questionnaire items is confirmed because Cronbach's alpha's significance value is (.898), which is higher than 0.70. This value implies that the items show good internal consistency and reliability.

3.3 Data Collection

After the project received ethical approval from the Graduate Study and Academic Research Unit, the participants received the questionnaire online. It took a week to gather responses from MA students.

3.4 Data Analysis Procedure

The closed-ended questions were collected and coded using an Excel spreadsheet to prepare the answers for data analysis. In addition, the participants' answers were analysed using a 5-point Likert scale (5 for strongly agree, 4 for agree, 3 for neutral, 2 for disagree, and 1 for strongly disagree). They were analysed statistically using SPSS. The statistical treatment is percentage. The open-ended questions were coded and analysed thematically using NVivo.

4. Results

4.1 Quantitative Results

The following tables describe the quantitative results for the closed-ended questions in the questionnaire which was answered by MA students in TESOL. First, table 1 demonstrates MA students' needs for academic services.

Table 1. MA Students' Needs for Academic Services

During the master's degree programme, I need someone who...	Response Rating	Number of Participants	Percentage
helps me with master's programme-related issues	Strongly agree	22	73.3%
	Agree	5	17.2%
	Neutral	3	10.3%
	Disagree	-	-
	Strongly disagree	-	-
offers factual suggestions for enhancing my academic performance	Strongly agree	22	73.3%
	Agree	7	23.3%
	Neutral	1	3.3%
	Disagree	-	-
	Strongly disagree	-	-
guides me in my academic work	Strongly agree	18	60%
	Agree	10	33.3%
	Neutral	2	6.7%
	Disagree	-	-
	Strongly disagree	-	-
discusses the benefits and future opportunities of my master's degree	Strongly agree	12	40%
	Agree	11	36.7%
	Neutral	7	23.3%
	Disagree	-	-
	Strongly disagree	-	-
helps me work towards achieving my potential	Strongly agree	19	63.3%
	Agree	9	30%
	Neutral	2	6.7%
	Disagree	-	-
	Strongly disagree	-	-
helps me find solutions for the academic life's challenges	Strongly agree	21	70%
	Agree	4	13.3%
	Neutral	5	16.7%
	Disagree	-	-
	Strongly disagree	-	-
conveys empathy for any concerns I have	Strongly agree	18	60%
	Agree	2	6.7%
	Neutral	7	23.3%
	Disagree	2	6.7%
	Strongly disagree	1	3.3%

Table 1 shows that the majority of the participants strongly agreed with most of the statements in the section about academic services. For example, 73% of MA students strongly agreed that the mentoring programme needs to provide them with experts who can help them with masters' related issues and make factual suggestions for enhancing their academic performance. Moreover, 70% reported that they need someone who can help them find solutions for the academic life's challenges. In addition, 63% of the respondents strongly agreed that mentoring programmes should provide them with access to professionals who can help them achieve their potential in completing their masters' degree. In all, 60% of the participants agreed that they need guidance in their academic work and help with their concerns. Last, 40% of MA students need someone who can discuss with them the benefits and future opportunities of their degree. Next, table 2 displays MA students' needs for library services.

Table 2. MA Students' Needs for Library Services

As a graduate student, I need...	Response Rating	Number of Participants	Percentage
printing devices on campus	Strongly agree	16	53.3%
	Agree	11	36.7%
	Neutral	2	6.7%
	Disagree	-	-
	Strongly disagree	1	3.3%
photocopying services	Strongly agree	19	63.3%
	Agree	7	23.3%
	Neutral	2	6.7%
	Disagree	1	3.3%
	Strongly disagree	1	3.3%
CD-ROM search	Strongly agree	12	40%
	Agree	5	16.7%
	Neutral	9	30%
	Disagree	3	10%
	Strongly disagree	1	3.3%
extended periods for book reservations at the library	Strongly agree	17	56.7%
	Agree	2	6.7%
	Neutral	8	26.7%
	Disagree	3	10%
	Strongly disagree	-	-
more academic software workshops	Strongly agree	15	50%
	Agree	11	36.7%
	Neutral	4	13.3%
	Disagree	-	-
	Strongly disagree	-	-
more advanced workshops	Strongly agree	13	43.3%

on how to search in the library	Agree	10	33.3%
	Neutral	4	13.3%
	Disagree	3	10%
	Strongly disagree	-	-
more proofreading services	Strongly agree	23	76.7%
	Agree	6	20%
	Neutral	1	3.3%
	Disagree	-	-
	Strongly disagree	-	-
more sources in my subject area	Strongly agree	20	66.7%
	Agree	8	26.7%
	Neutral	2	6.7%
	Disagree	-	-
	Strongly disagree	-	-
more networking resources in my area of specialization	Strongly agree	18	60%
	Agree	8	26.7%
	Neutral	4	13.3%
	Disagree	-	-
	Strongly disagree	-	-
access to external libraries	Strongly agree	19	63.3%
	Agree	9	30%
	Neutral	2	6.7%
	Disagree	-	-
	Strongly disagree	-	-
a graduate students' lounge equipped with TESOL materials such as books, journals, and magazines	Strongly agree	19	63.3%
	Agree	7	23.3%
	Neutral	3	10%
	Disagree	1	3.3%
	Strongly disagree	-	-
statistical counsellor for quantitative data analysis	Strongly agree	24	80%
	Agree	6	20%
	Neutral	-	-
	Disagree	-	-
	Strongly disagree	-	-

Table 2 shows most of the MA students strongly agreed with the majority of the statements under the section of library services. In all, 80% strongly agreed that they need statistical counsellors for quantitative data analysis, and 77% reported that they need more proofreading services. Of the participants, 67% agreed that they need more sources in their subject area. Moreover, 63% strongly agreed that they need more photocopying services, access to external libraries, and a graduate students' lounge equipped with TESOL materials such as books, journals, and magazines. In all, 60% declared that they need more network resources in their area of specialization, while 57% agreed that they need extended periods for book

reservations at the library. Moreover, 53% reported that they need printing devices on campus, while 50% reported that they need more academic software workshops. Last, 43% declared that they need advanced workshops on how to search in the library, and 40% of them need CD-ROM search.

4.2 Qualitative Results

At the end of the questionnaire, two open-ended questions were added, and MA students answered them accordingly. The two-open ended-questions were "What type of other support services do you need to cope with academic life in the TESOL programme?"; and "What other recommendations can you offer to help establish a successful mentoring programme at KAU for graduate students?" The following tables describe the thematic analysis for the open-ended questions in the questionnaire which was answered by MA students in TESOL.

Table 3. Support Services for MA Students in TESOL

Theme	Description	Number of Participants	Percentage
help in academic writing	"MA students need help with academic writing."	4	22%
statistical counsellor for quantitative data analysis	"The most important assistance that can be given is a statistical counsellor."	4	22%
psychological counselling	a consultant to listen to our fears and anxieties, especially at the beginning of the programme, and give us advice	2	11%
improving searching skills	online courses to help me improve my searching skills	2	11%
guidance with thesis topics	We need guidance with thesis topics.	2	11%

Table 3 shows the main support services that MA students need. In all, 22% need for more academic writing workshops and statistical counsellors for quantitative data analysis. Moreover, 11% of the participants need psychological counselling. One participant stated, "We need a consultant to listen to our fears and anxieties, especially at the beginning of the programme to guide us". In addition, 11% reported that they need courses to improve their searching skills and guidance with MA dissertations.

Table 4. More Recommendations for the Mentoring Programme for MA Students

Theme	Description	Number of Participants	Percentage
students' guidance in their research by a research committee	"research committee to guide students in their research"	4	22%
assigning proof-readers in TESOL	"assigning proof-readers who are aware of TESOL subjects, so they can give advice about content and grammatical mistakes"	4	22%

Table 4 shows recommendations MA students made for the anticipated mentoring programme at KAU. In all, 22% need guidance in their research by a research committee. In addition, 22% reported that they need proof-readers who are specialized in TESOL to guide them in the content and structure of their research projects.

5. Discussion

This section describes the study's contribution to the field of support services. Based on the results shown in the previous section, all participants showed strong agreement about their vital need to have a student mentoring programme through which they can obtain academic guidance, affordable and available materials, online resources, and support services. Their responses confirm that having a mentoring programme will help them with a great deal in their academic progress and development.

The first research question investigates the type of academic guidance MA students in TESOL perceive as important for the mentoring programme. Analysis of the questionnaire showed general agreement that participants need specific mentors who can guide them in their academic journey. They need someone they can consult with when they have concerns about their studies in general. The literature shows that providing graduate students with mentors is a necessity and that it improves their academic performance (Douglas, 1997; Whiting & de Janasz, 2014).

Most graduates confront major transitions in their daily routines after enrolling in the master programme that might be challenging and confusing for them at the begging. Therefore, their responses demonstrate a great need for someone who can help them find solutions for any academic challenges they might face. Challenges could result from the multiplicity of roles graduate students have to perform at the same time (Globetti, 1991) and could provoke fear and anxieties. Moreover, almost two-thirds of the responses demonstrate participants' desire for professional assistance that will enable them to achieve their full potentials. They need a qualified mentor who encourages them to commit themselves to the process of academic improvement and to explore their capabilities to complete their master's degrees and achieve their goals. This aligns with most of the findings of the field that have reported that mentoring programmes decrease the drop-out rate and help graduate students to attain their degrees (Jacobi, 1991; Fuentes et al., 2014; Sorrentino, 2007; Ülkü-Steiner, Kurtz-Costes, & Kinlaw, 2000).

Graduate students need more psychological support. Participants agreed on two psychological aspects of mentoring that would be very beneficial to them: guidance in academic matters and conveying empathy about their concerns. These aspects have been verified in the literature as effective in a successful mentoring programme (Rose, 2005; Whiteside et al., 2007; Tenenbaum et al., 2001; Carsrud, 1984). Establishing a high level of communication and personal association between the mentor and the mentees increases their motivation and decreases their concerns, thereby resulting in better productivity. Another factor of creating a successful mentoring programme is helping students prepare for their professional careers (Johnson, 2002). The participants in the current study also largely agreed that they wanted someone with whom to discuss the opportunities and benefits that will be achievable once they get their degrees.

The second part of the questionnaire addresses participants' needs for distinctive library services, including assistance with researching and academic writing. Although the MA in TESOL programme at KAU provides academic support services, analysis of the responses reveals a great need for a more focused and carefully planned mentoring programme. Based on MA students' answers, most of them were agreeing that they needed many services. For example, MA students need a mentor or an expert to help them with master's program-related issues and providing them with practical suggestions to improve their academic performance. As a result, a carefully planned needs analysis should be done with MA students before initiating the mentoring programme to have a closer look on what they really lack and need.

Higher education naturally requires students to do a lot of research. The TESOL programme in KAU particularly requires students to publish multiple research articles as a prerequisite for attaining the degree. Consequently, graduate students must obtain the aptitudes and skills necessary to produce well-constructed papers. They need more help in improving their data analysis skills, especially quantitative data, and more proof-reading services. Despite the services presently provided, these two needs were evident in the participants' responses to the questionnaire and their answers to the open-ended questions. The literature suggests that one of the benefits of implementing a mentoring programme is that students produce more productive research (Barker and Pitts, 1997; Carsrud, 1984; Dooley et al., 2004).

As some participants suggest, the mentoring programme should include other services. Mentoring should assist students in exploring their subject areas, train them to pursue different information resources, and guide them when they are choosing their thesis topics.

Other library services identified in the results are basic needs that should be provided by the mentoring programme. First, graduate students spend a great deal of time working on campus, so they need an equipped place (lounge) where they can gather, socialize, and do collaborative work (Coulter, Goin, & Gerard, 2004; Boston University, 2012; Covert-Vail & Collard, 2012). Second, the ELI TESOL program allocates a specialized library for sufficient facilities in the TESOL province, including books, journals, and magazines, photocopying services and printers. Moreover, it would provide access to external libraries and online resources.

6. Conclusion

Mentoring programmes that support both undergraduate and post-graduate students have been established worldwide. Furthermore, they have been proven to be effective and beneficial in enriching students' experiences and raising the level of their academic performance. However, mentoring programmes have yet to be initiated in the Arab world. This study investigated students' needs for a mentoring programme in the MA TESOL programme in the Saudi context. It also examines the types of support services that graduate students might need in the mentoring programme. The findings indicate that students recognized the need for a mentoring programme that would help them make academic progress. This mentoring programme should offer different aspects of support. First, it should offer graduate students help with academic work (researching skills, research paper writing, data analysis skills, online courses to promote academic improvement). Second, it should offer psychological care (conveying empathy regarding students' concerns, giving advice about the academic life's challenges, helping students commit and achieve their full potentials, discussing future prospects). Last, it should provide better academic support services (specific area for graduate programme meetings and workshops and for graduate students to socialize and collaborate, specialized library for TESOL resources and materials, photocopying and printers, access to online resources). A mentoring programme will make it more likely that students will show improved performances, increased aptitude, and more research productivity and publications.

7. Limitations and Future Research

Due to the formal regulations of the Saudi context, it is difficult to contact the male MA TESOL students. Therefore, all the data are collected from female participants. It is safe to say that in this study; the mentoring programme needs analysis was tackled from a feminine perspective. Future research should confront the issue from the male perspectives and investigate their needs. It could be used as a comparison between females and males for better implementation of mentoring programmes in the Saudi context.

8. Implications of the Study

This study encounters a minor shortcoming in higher education in the Saudi context in which mentoring programmes are not regarded as important. Regardless, the current study sheds light on what can be done to better the mentoring programme at KAU. First, administration can support the mentoring programme through creating opportunities for MA students to have a voice in determining what type of needs the programme has to offer; what kind of enhancement it requires based on students' lacks, wants and needs. Second, upper management can be involved more through initiating more gatherings with students to communicate with them personally and have a discussion over the problems they face in the MA programme and how it can be resolved. Third, the faculty members can cooperate more with students through helping them with any academic issues or consultations they need in the MA programme. Finally, after a period of initiating the mentoring programme, a survey or questionnaire can be sent to graduate students individually via email to ask them about their opinions of it and any further recommendations to enhance it.

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Appendix

Appendix 1. Graduate Student Mentoring Needs

A.   Indicate your preference of academic needs based on the following statements:

	During the Master program, I need someone who	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	helps me with master's program-related issues					
2	offers factual suggestions for enhancing my academic performance					
3	guides me in my academic work					
4	discusses the benefits and futuristic opportunities of my master's degree					
5	helps me work toward achieving my potential					
6	helps me find solutions for academic life's challenges					
7	conveys empathy for any concerns I have					

	Indicate the type of library resources, facilities, and services you need through answering the following questions:					
	A. As a graduate student I find myself in need for:					
8	printing devices available in campus					
9	photocopying services					
10	CD-ROM search					
11	extended period for book reservation at the library					
12	more academic software's workshops					
13	more advanced workshops on how to search in the library.					
14	more proofreading services					
15	more information sources in my subject area					
16	more network resources in my area of specialization					
17	accessibility to external libraries					
18	a graduate students' lounge equipped with TESOL materials such as books, journals and magazines					
19	statistics consultant for quantitative data analysis					
	B. Please, answer the following questions:					
20	What type of other support services do you need to cope with academic life in the TESOL program?					
21	What other recommendations can you offer to help establish a successful mentoring program at KAU for graduate students?					