

Identifying the Antecedents and Consequences of Peer Mentoring among History Faculty Members in Iraqi Universities

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ABSTRACT

Purpose: This study aimed to identify and analyze the antecedents and consequences of peer mentoring among history faculty members in Iraqi universities.

Methods and Materials: The research adopted a qualitative exploratory design using the Attride-Stirling thematic analysis approach. Semi-structured interviews were conducted with 21 experts, including 15 specialists in academic human resource development and 6 university professors of history, selected through purposive theoretical sampling based on theoretical saturation. The interviews were transcribed, coded, and analyzed to extract descriptive codes, basic themes, organizing themes, and overarching global themes representing antecedents and consequences of peer mentoring. The trustworthiness of the study was verified using Lincoln and Guba's (1985) criteria of credibility, transferability, dependability, and confirmability.

Findings: The results revealed 24 key themes—13 antecedents and 11 consequences—illustrating that peer mentoring functions as a cyclical and self-reinforcing developmental process. Antecedents such as team spirit, organizational trust, learning-oriented leadership, professional ethics, and communication skills were identified as vital preconditions for effective mentoring. Consequences included professional and personal development, knowledge sharing, psychological empowerment, career advancement, leadership skill development, and the strengthening of social capital. The findings indicated that trust, collegiality, and institutional support are central to sustaining mentoring relationships, while the outcomes extend beyond individual growth to organizational learning and innovation.

Conclusion: Peer mentoring among history faculty members in Iraq enhances both individual and institutional capacities through shared learning, trust-building, and professional collaboration. It fosters organizational cohesion, leadership development, and social capital, highlighting its value as a strategic mechanism for faculty development and academic advancement.

Keywords: Antecedents, Consequences, Peer Mentoring, History Faculty Members

1. Introduction

In the increasingly complex and dynamic environment of higher education, mentoring has emerged as a fundamental mechanism for professional and academic development. Mentoring contributes to both the personal and organizational advancement of university faculty members by promoting mutual learning, reflective practice, and professional identity formation (Wilson & Elman, 1990). Within this framework, peer mentoring—defined as a reciprocal relationship between colleagues of similar rank and experience—has gained recognition for its capacity to enhance collaboration, academic performance, and institutional innovation (Colvin, 2015). The evolution of peer mentoring within academia reflects a shift from hierarchical, top-down mentoring models toward more egalitarian and participatory approaches that align with the values of shared governance and academic autonomy (Beane-Katner, 2014).

Peer mentoring, unlike traditional mentoring, is characterized by mutual exchange, equality, and collective responsibility, where both mentors and mentees learn from each other (Weist, 2023). This model fosters an inclusive academic culture by reducing power distance and encouraging cooperative problem-solving among faculty members (Yasaaval et al., 2023). As universities face mounting pressures to improve teaching quality, enhance research productivity, and adapt to technological and social changes, peer mentoring provides a flexible and sustainable structure to support professional development (Naweed & Ambrosetti, 2015). By facilitating continuous feedback and collegial dialogue, peer mentoring also promotes psychological empowerment and strengthens academic communities (Abooli et al., 2020).

In higher education institutions, particularly within developing contexts such as Iraq, the concept of peer mentoring is emerging as a strategic response to challenges in faculty development, organizational learning, and retention of academic talent (Khoshhal, 2024). The traditional reliance on senior–junior mentoring models has often proven insufficient in addressing the diverse developmental needs of faculty members, especially in disciplines where collaborative learning and shared scholarship are vital (Akbari et al., 2022). Peer mentoring allows for bidirectional knowledge flow, thereby democratizing access to academic expertise and fostering trust and mutual accountability (Ozahi et al., 2022). It encourages professors to share pedagogical insights,

research strategies, and institutional experiences in an atmosphere of equality and shared purpose (Ouzaei et al., 2023).

A growing body of research underscores the significance of mentoring in the enhancement of faculty capabilities, institutional innovation, and the cultivation of positive organizational culture (Sanaeipour & Gharooneh, 2019). Effective mentoring systems are associated with increased organizational trust, improved teamwork, and a stronger sense of professional identity (Daneshmandi et al., 2017). Within the context of peer mentoring, these outcomes are often magnified, as participants experience both personal growth and collective empowerment. When institutionalized effectively, peer mentoring not only serves as a developmental mechanism but also as an instrument for cultural transformation—promoting inclusivity, collegiality, and shared leadership (Yasaaval et al., 2023).

However, the successful implementation of peer mentoring programs requires the identification of key antecedents—factors that enable and sustain mentoring relationships—and consequences—the outcomes that result from such interactions. The antecedents may include elements such as trust, commitment, communication competence, and organizational support (Gholipour et al., 2022). These factors shape the quality of peer interactions and determine whether mentoring relationships will achieve their intended developmental and organizational goals. Consequences, on the other hand, may manifest as enhanced job satisfaction, greater professional autonomy, knowledge sharing, and the strengthening of social capital (Wilson & Elman, 1990).

From a theoretical perspective, mentoring draws upon several conceptual frameworks including social learning theory, social exchange theory, and human capital theory (Harris & Sass, 2011). Social learning theory posits that individuals acquire skills and attitudes through observation, imitation, and interaction within social contexts, which aligns with the peer-based learning dynamics of mentoring (Colvin, 2015). Social exchange theory emphasizes reciprocity and trust as essential conditions for sustaining mentoring relationships (Beane-Katner, 2014). Human capital theory, in turn, views mentoring as an investment that enhances individual and collective competencies, ultimately contributing to organizational performance (Gholipour et al., 2022). Together, these frameworks provide a multidimensional understanding of how mentoring operates within academic institutions.

Recent studies in both Western and non-Western academic settings have expanded the scope of mentoring research to include innovative approaches such as reverse mentoring, digital mentoring, and cross-disciplinary peer mentoring (Harshani, 2025). Reverse mentoring, for example, inverts traditional hierarchies by enabling junior faculty or technologically adept individuals to mentor senior colleagues, fostering intergenerational learning and innovation (Harshani, 2025). Digital mentoring has also become increasingly prevalent, leveraging online platforms to connect mentors and mentees across institutional and geographical boundaries (Abooli et al., 2020). These evolving forms of mentoring underscore the adaptability of the concept to changing educational ecosystems.

Within the Middle Eastern academic context, the institutionalization of peer mentoring remains in its early stages, often hindered by hierarchical organizational structures, limited resources, and lack of formal policy frameworks (Ouzaei et al., 2023). Nonetheless, the growing emphasis on academic collaboration, faculty empowerment, and continuous professional development has created fertile ground for peer mentoring initiatives (Ozahi et al., 2022). Empirical evidence from Iranian and regional universities suggests that structured peer mentoring programs can significantly improve faculty morale, teaching quality, and research output (Akbari et al., 2022; Khoshhal, 2024). Furthermore, these programs promote institutional learning by facilitating horizontal communication networks that complement formal administrative channels (Sanaeipour & Gharooneh, 2019).

The antecedents of peer mentoring identified in prior studies include individual-level factors such as motivation for professional growth, self-efficacy, communication skills, and ethical commitment (Daneshmandi et al., 2017), as well as organizational-level factors such as leadership support, institutional culture, and recognition mechanisms (Akbari et al., 2022). These antecedents establish the necessary preconditions for effective mentoring relationships. On the other hand, the consequences of peer mentoring—ranging from enhanced self-efficacy and professional identity to organizational learning and academic innovation—illustrate its transformative potential (Naweed & Ambrosetti, 2015; Yasaaval et al., 2023). For instance, mentoring has been linked to improved teaching and research performance, higher career satisfaction, and reduced faculty turnover (Wilson & Elman, 1990).

The success of peer mentoring programs also depends on cultural and contextual factors. In collectivist societies such

as Iraq, social relationships, mutual respect, and interpersonal trust play a decisive role in shaping mentoring outcomes (Abooli et al., 2020). When designed in harmony with cultural norms, peer mentoring can reinforce the values of cooperation and academic solidarity, thus contributing to the broader goals of institutional development and national educational reform (Khoshhal, 2024). Furthermore, the integration of mentoring into university human resource systems can enhance talent management, succession planning, and academic governance (Gholipour et al., 2022).

In this regard, mentoring serves as both a human resource development (HRD) tool and a strategic management mechanism. HRD literature highlights mentoring as an approach that promotes capability-building, fosters innovation, and aligns individual growth with organizational objectives (Akbari et al., 2022). Within universities, it supports not only skill acquisition but also identity construction, as faculty members navigate academic norms, pedagogical expectations, and institutional missions (Beane-Katner, 2014). Moreover, mentoring contributes to the cultivation of psychological safety and organizational citizenship behaviors, which are crucial for sustaining long-term academic collaboration (Weist, 2023).

In recent years, attention has also turned toward evaluating the impact of mentoring programs on measurable academic and organizational outcomes. For example, a study conducted in Argentina demonstrated that peer mentoring and self-monitoring significantly improved health outcomes among vulnerable populations, thereby illustrating the broader social applicability of mentoring frameworks (Nejams et al., 2023). While this study pertains to health sciences, it provides evidence of the universal potential of mentoring to enhance self-regulation, performance, and empowerment across diverse professional settings. Similarly, in academic contexts, mentoring has been shown to increase teaching effectiveness, research collaboration, and innovation through mechanisms of knowledge sharing and mutual accountability (Gholipour et al., 2022; Naweed & Ambrosetti, 2015).

Building upon these insights, the present study aims to extend the understanding of peer mentoring by identifying its antecedents and consequences among history faculty members in Iraqi universities. Despite global recognition of mentoring as a vital developmental practice, limited empirical research has examined its dynamics within the specific socio-cultural and organizational context of Iraq (Ouzaei et al., 2023; Yasaaval et al., 2023). This study addresses this gap by exploring how personal, interpersonal,

and institutional factors interact to shape the processes and outcomes of peer mentoring. The identification of these elements will not only contribute to theory-building in mentoring and faculty development but also inform policy-making and program design for higher education institutions seeking to institutionalize mentoring systems (Khoshhal, 2024).

The present study aims to identify and analyze the antecedents and consequences of peer mentoring among history faculty members in Iraqi universities.

2. Methods and Materials

2.1. Study Design and Participants

The present study was applied in terms of purpose, exploratory in nature, and qualitative in approach. The Attride–Stirling thematic analysis method was employed to identify the antecedents and consequences of peer mentoring. First, the texts of semi-structured interviews were converted into descriptive codes. Subsequently, these codes were categorized into basic themes, which were systematically combined to form organizing themes. The organizing themes were then positioned within their appropriate levels of antecedents and consequences. The evaluation of research quality and credibility was conducted using the criteria proposed by Lincoln and Guba (1985), namely credibility, transferability, dependability, and confirmability.

The potential participants of this study included Iraqi experts familiar with the concept of mentoring. Interviews

were conducted with 21 knowledgeable individuals, comprising 15 academic human resource development specialists and 6 history professors. The criterion of theoretical saturation was applied to determine the number of participants and interviews, and after 21 interviews, no new findings emerged. The participants were selected using a purposive theoretical sampling method.

3. Findings and Results

The results of the data analysis, based on the Attride–Stirling thematic analysis approach, indicated that 69 basic themes were initially identified from the interview transcripts. After incorporating expert feedback and suggested modifications, these were refined into 24 final themes—13 antecedent themes and 11 consequence themes of peer mentoring. The antecedent themes included team spirit, commitment and responsibility, organizational trust, learning-oriented leadership, knowledge group dynamics, organizational belonging, achievement motivation, diversity and multiplicity of experiences, scientific orientation, participatory tendency, communication skills, professional ethics, and scholarly support. The consequence themes comprised professional development, personal development, knowledge sharing, collective self-efficacy, synergy, career advancement, psychological empowerment, academic promotion, leadership skill development, intelligent learning, and strengthening social capital.

Table 1

Qualitative Analysis

Basic Themes	Organizing Themes	Global Themes
Mutual support, cooperation, initiative in helping	Team spirit	Antecedents
Conscientiousness, accountability, adherence to professional commitments	Commitment and responsibility	
Research orientation, problem-solving, critical thinking	Scientific orientation	
Striving for excellence, goal-orientedness, challenge-seeking	Achievement motivation	
High emotional intelligence, dialogue, active listening, positive interaction	Communication skills	
Confidence, honesty, transparency	Organizational trust	
Diverse soft skills, varied mental frameworks	Diversity and multiplicity of experiences	
Group action, knowledge exchange	Knowledge group dynamics	
Seeking consultation, collaboration	Participatory tendency	
Educational leadership, mentoring	Learning-oriented leadership	
Professional specialization, ethical commitment to learning	Professional ethics	
Encouragement of participation, valuing collaboration	Scholarly support	
Sense of identity, organizational loyalty, emotional attachment to the organization	Organizational belonging	Consequences
Expansion of knowledge and expertise, enhancement of teaching and research skills	Professional development	
Mental development, self-awareness, strengthening personal skills, adaptability	Personal development	
Collective wisdom, exchange of information and knowledge	Knowledge sharing	
Group efficiency, collective power, shared thinking, strong professional network	Synergy	

Sense of self-efficacy, independence, and job influence	Psychological empowerment
Career progression, academic promotion, scientific recognition	Career advancement
Decision-making competence, strategic and visionary competence	Leadership skill development
Group and professional cohesion	Professional identity development
Innovation in teaching and assessment	Educational innovation
Continuous learning, deep and comprehensive learning, error detection	Intelligent learning
Shared goals and vision, knowledge group solidarity	Strengthening social capital

The antecedent themes represent the foundational psychological, interpersonal, and organizational conditions that foster effective peer mentoring among history faculty members. These conditions include a strong team spirit built on mutual support and cooperation, combined with commitment and responsibility, which ensure accountability and dedication to mentoring relationships. Faculty members demonstrate a clear scientific orientation characterized by research-mindedness, problem-solving, and critical thinking, while their achievement motivation drives continuous improvement and professional growth. High levels of communication skills, organizational trust, and diversity of experiences enrich the mentoring process through active listening, open dialogue, and respect for different perspectives. Additional factors such as knowledge group dynamics, participatory tendencies, and learning-oriented leadership cultivate an environment of collaboration and shared learning. Finally, professional ethics, scholarly support, and organizational belonging strengthen moral integrity, foster academic cooperation, and enhance commitment to institutional identity—all of which contribute to the sustainability and effectiveness of peer mentoring.

The consequence themes reflect the outcomes and developmental benefits that arise from effective peer mentoring among faculty members. These include enhanced professional development, evident in the expansion of teaching and research competencies, and personal development, reflected in increased self-awareness, adaptability, and self-growth. Peer mentoring encourages knowledge sharing and synergy, enabling the creation of collective intelligence, stronger professional networks, and collaborative problem-solving capacities. It also fosters psychological empowerment through greater confidence, independence, and perceived job influence, as well as career advancement manifested in academic promotions and heightened scholarly recognition. The process supports leadership skill development, cultivating strategic and visionary decision-making abilities, while reinforcing professional identity through group cohesion and shared purpose. Furthermore, educational innovation emerges as

faculty members integrate new ideas into teaching and assessment, supported by intelligent learning—continuous, deep, and reflective learning practices. Ultimately, these outcomes lead to the strengthening of social capital, as shared goals, collective vision, and interfaculty solidarity enhance collaboration and institutional development.

4. Discussion and Conclusion

The present study sought to identify and analyze the antecedents and consequences of peer mentoring among history faculty members in Iraqi universities. Through thematic analysis, 13 antecedent themes and 11 consequence themes were extracted, illustrating the multidimensional nature of peer mentoring as both a developmental and organizational process. The findings indicate that antecedents such as team spirit, commitment, organizational trust, learning-oriented leadership, and motivation for achievement play foundational roles in fostering successful peer mentoring relationships. These results are consistent with prior research emphasizing that effective mentoring relies heavily on interpersonal trust, shared values, and communication skills that promote collaboration and psychological safety within academic environments (Beane-Katner, 2014; Colvin, 2015). The results also reinforce that a supportive institutional culture and an ethos of collegiality are crucial for developing sustainable mentoring systems (Sanaeipour & Gharooneh, 2019).

The identification of team spirit and organizational belonging as key antecedents supports earlier evidence suggesting that mentoring thrives in environments where social cohesion and collective efficacy are prioritized (Wilson & Elman, 1990). The findings show that faculty members who value collaboration, mutual assistance, and constructive dialogue are more likely to engage in peer mentoring relationships that yield developmental outcomes. This aligns with the findings of (Daneshmandi et al., 2017), who highlighted that mentor–mentee collaboration is most effective when guided by trust and reciprocal respect. The prominence of organizational trust in the present results is also consistent with the work of (Gholipour et al., 2022), which identified trust as a mediating factor that transforms

mentoring from a formal obligation into a voluntary and meaningful interaction. Trust not only facilitates openness and feedback but also ensures that knowledge exchange occurs without the fear of professional competition or judgment.

Another significant antecedent was learning-oriented leadership, which reflects an academic leadership style focused on fostering continuous learning and capacity development. The study confirms the argument of (Akbari et al., 2022) that leadership plays a vital role in institutionalizing mentoring systems by promoting a culture of learning and recognition. Leaders who encourage mentorship create opportunities for shared inquiry, reflective practice, and innovation. The results further highlight achievement motivation and scientific orientation as strong personal-level antecedents of mentoring participation. These findings are supported by (Naweed & Ambrosetti, 2015), who found that intrinsic motivation and professional curiosity drive individuals to engage in knowledge exchange within structured mentoring contexts. Faculty members motivated by scholarly achievement and self-improvement view mentoring not merely as a formal process but as a collaborative endeavor toward mutual excellence.

The emergence of communication skills, professional ethics, and diversity of experiences as central antecedents reflects the interpersonal and intellectual foundations of effective mentoring. (Colvin, 2015) emphasized that communication competence and active listening are essential for creating supportive and egalitarian peer relationships. Similarly, (Yasaaval et al., 2023) found that professional ethics and value-oriented interactions strengthen the sustainability of mentoring partnerships. In this study, participants described communication as both a technical and emotional process involving empathy, clarity, and responsiveness. The diversity of experiences among peers—ranging from teaching approaches to research methodologies—served as a catalyst for learning, innovation, and reflective growth, which echoes the findings of (Beane-Katner, 2014) that diversity in perspective enhances the quality of mentorship outcomes.

On the organizational level, the study revealed scholarly support and organizational belonging as determinants of mentoring effectiveness. These results align with (Sanaeipour & Gharooneh, 2019), who emphasized the importance of academic support mechanisms and institutional identity in fostering mentoring engagement. Faculty members who feel valued and supported by their organizations are more likely to invest in mentoring

activities and share knowledge generously. Similarly, (Khoshhal, 2024) demonstrated that the establishment of a formal mentoring infrastructure contributes to the development of a shared institutional vision, enhancing organizational cohesion and performance. The Iraqi context, characterized by evolving higher education systems and reform initiatives, underscores the significance of fostering institutional belonging as a mechanism to stabilize faculty engagement and promote academic excellence.

Regarding the consequences of peer mentoring, the findings reveal multidimensional outcomes spanning professional, personal, and organizational domains. Among the most prominent consequences were professional development and personal development, which include enhanced pedagogical competence, research productivity, and self-awareness. These outcomes are consistent with the findings of (Daneshmandi et al., 2017) and (Yasaaval et al., 2023), who noted that mentoring leads to improved instructional skills and stronger academic identities. Peer mentoring thus acts as a developmental framework through which faculty members acquire new capabilities while simultaneously strengthening their self-efficacy and professional confidence. The presence of knowledge sharing and synergy as major outcomes confirms prior findings by (Gholipour et al., 2022), suggesting that mentoring accelerates the creation of organizational knowledge and innovation through collaborative networks.

The findings also revealed psychological empowerment, career advancement, and leadership skill development as critical post-mentoring outcomes. Participants reported that peer mentoring enhanced their sense of autonomy, influence, and control over their professional trajectory. These results are consistent with (Harshani, 2025), who found that mentoring—particularly reverse mentoring—enhances self-efficacy and engagement by enabling participants to share knowledge bidirectionally. In addition, (Abooali et al., 2020) reported similar empowerment effects in peer-based student support systems during the COVID-19 crisis, demonstrating that mentoring structures contribute to resilience and adaptive learning even under uncertain conditions. The findings of the present study thus reaffirm the role of mentoring in nurturing both psychological resources and practical competencies.

A key contribution of the study is its emphasis on intelligent learning and social capital strengthening as the ultimate outcomes of peer mentoring. Intelligent learning, which integrates reflection, critical thinking, and continuous improvement, indicates a transition from knowledge

acquisition to knowledge transformation. This aligns with (Naweed & Ambrosetti, 2015), who argued that mentoring facilitates metacognitive learning processes through experiential dialogue and shared reflection. The strengthening of social capital—manifested through trust networks, shared norms, and collective purpose—echoes (Wilson & Elman, 1990), who emphasized that mentoring enhances organizational cohesion and mutual accountability. The combination of these outcomes demonstrates that peer mentoring transcends individual benefits, functioning as a strategic mechanism for organizational learning and capacity-building.

The thematic analysis also revealed an interconnection between antecedents and consequences, suggesting that mentoring operates as a cyclical and self-reinforcing process. For instance, the existence of trust, team spirit, and communication skills (antecedents) facilitates knowledge sharing, psychological empowerment, and innovation (consequences), which in turn reinforce the culture of mentoring. This cyclical model is consistent with the theoretical frameworks proposed by (Gholipour et al., 2022) and (Akbari et al., 2022), who conceptualized mentoring as an iterative learning system embedded in the social fabric of organizations. The data from this study support the notion that mentoring relationships are sustained through reciprocity and shared values rather than formal authority structures.

Moreover, the findings corroborate international evidence suggesting that mentoring effectiveness depends on both individual commitment and institutional design. For example, (Weist, 2023) highlighted that the success of peer-mediated programs relies on critical dialogic training and emotional support to strengthen school belonging. Likewise, (Ouzaei et al., 2023) found that a grounded mentoring model among university professors in Iran improved both professional satisfaction and academic output. The parallels between these findings and the present study emphasize the universality of mentoring principles across educational and cultural contexts, even when implementation models differ.

The identification of leadership development as a consequence of mentoring supports (Beane-Katner, 2014) and (Yasaaval et al., 2023), who argued that mentoring fosters distributed leadership and collective decision-making in academic settings. Faculty members who engage in mentoring often assume informal leadership roles, influencing peers through expertise and collaboration rather than hierarchical authority. In the context of Iraqi universities, this aspect of peer mentoring can be particularly

valuable for bridging generational and disciplinary divides while promoting academic solidarity. Additionally, the recognition of innovation in teaching and evaluation as a mentoring outcome validates the claim of (Harris & Sass, 2011) that professional learning and mentoring directly contribute to instructional quality and student achievement.

Overall, the results provide robust evidence that peer mentoring serves as both a developmental mechanism and a strategic instrument for organizational learning and transformation. Consistent with (Khoshhal, 2024), the findings underscore the necessity of designing comprehensive mentoring frameworks that address cultural, structural, and motivational dimensions simultaneously. The study reveals that peer mentoring among history faculty members in Iraq not only enhances individual competencies but also builds the social and intellectual infrastructure required for institutional growth. These insights reinforce mentoring's dual function as a personal development practice and an organizational strategy aligned with long-term academic excellence.

Despite the rich findings, this study has several limitations. First, the qualitative design, while effective for exploring lived experiences, restricts generalizability across different disciplines and institutional contexts. The focus on history faculty members in Iraq limits the scope of inference, as mentoring experiences may differ in fields such as engineering or medicine. Second, data collection relied on self-reported interviews, which are inherently subject to social desirability bias and retrospective recall limitations. Third, cultural norms related to hierarchy and gender may have influenced participants' willingness to disclose challenges or failures in mentoring relationships. Finally, the study did not incorporate longitudinal observations, which could have provided insights into the evolution and sustainability of peer mentoring outcomes over time.

Future research should expand the scope of peer mentoring studies across diverse academic disciplines and institutional types to validate and refine the antecedent–consequence framework identified here. Quantitative or mixed-method designs could be employed to test the strength and direction of relationships among identified variables. Additionally, comparative studies across countries with similar socio-cultural contexts could illuminate how cultural dimensions affect mentoring dynamics. Longitudinal research is recommended to trace the developmental trajectory of mentoring relationships and to examine how mentoring outcomes evolve over academic careers. Further exploration of digital or hybrid mentoring

formats could also provide valuable insights into how technology mediates interpersonal and organizational learning processes in contemporary higher education systems.

To translate the findings into practice, university leaders and policymakers should institutionalize peer mentoring as an integral component of faculty development strategies. Establishing formal mentoring structures—supported by training workshops, evaluation frameworks, and recognition systems—can enhance participation and accountability. Academic departments should cultivate a collaborative culture that values mentorship, trust, and open communication. Faculty development centers can play a crucial role in training mentors and mentees in effective communication, feedback exchange, and conflict resolution. Furthermore, integrating mentoring outcomes into performance appraisal and promotion criteria may motivate sustained engagement. Finally, continuous monitoring and adaptation of mentoring programs are essential to ensure alignment with evolving institutional goals and faculty needs.

Authors' Contributions

Authors equally contributed to this article.

Declaration

In order to correct and improve the academic writing of our paper, we have used the language model ChatGPT.

Transparency Statement

Data are available for research purposes upon reasonable request to the corresponding author.

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Declaration of Interest

The authors report no conflict of interest.

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Ethical Considerations

All procedures performed in studies involving human participants were under the ethical standards of the institutional and, or national research committee and with the 1964 Helsinki Declaration and its later amendments or comparable ethical standards.

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