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Article

The Role of Mentorship and the Efficacy of Learning in Jordan's Secondary School Leaving Test 'Tawjihi': An Empirical Study

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Abstract

Success on any examination is contingent upon student mentoring and learning effectiveness, contributing to student happiness. This problem requires researchers' attention, and the current study examines the impact of mentorship and instructional efficacy on secondary school examination (Tawjihi) success in Jordanian higher secondary schools. Additionally, the research explores the mediating function of student happiness in the mentorship, learning effectiveness, and achievement in the secondary school examination (Tawjihi) in Jordanian higher secondary schools. The research used questionnaires to collect primary data from Jordan's higher secondary schools. The current researchers used the PLS-SEM to investigate the relationship between the understudy components. The findings indicated that mentoring and instructional efficacy positively correlate with secondary school examination success (Tawjihi). Additionally, the findings indicate that student happiness significantly mediators between mentorship, learning effectiveness, and achievement on the secondary school test (Tawjihi) in Jordanian higher secondary schools.

Keywords

Mentoring, learning effectiveness, success in the secondary school, Tawjihi, 'students' satisfaction, Jordanian higher secondary schools

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The education system of any country is critical to the effective development of that country's people resources (Kholid & Purba, 2021; Rastogi, 2021). A country's human resource base determines its success in development. Any country's educational system is founded on its past. English is the native language of Western countries, whereas Arabic is the native language of Arabian countries. Each country tailors its system to its culture and available resources. This study aimed to determine the Tawjihi's success in Jordan. As is the case in other countries, Jordan's primary education system is critical to developing trained workers successfully. Educational institutions are built on two primary pillars: tutors and students, and the literature suggest that these two aspects are inextricably linked (Kong et al., 2021; Samuelsson, 2021). Examinations are regarded as a necessary component of the curriculum. Teachers' performance is evaluated using the outcomes of any exam taken by students. Examinations are critical in determining both the parties' teachers' and students' comprehension. The connection between teachers and students is critical for their performance to improve. To optimise the results of any examination, elements such as mentorship and learning efficacy are critical. Mentoring is critical to the success of educational programmes. Any educational system begins with student mentorship and ends with student learning. Both aspects work in tandem to get the intended effects. The literature established a link between mentorship and learning (Gadomska-Lila, 2020; Scerri et al., 2020).

Jordan is a developing country with few universities. Due to the scarcity of universities, students are forced to compete for admission to high-ranking institutions to assure a better future. Tawjihi, Jordan's pre-entry level exam, is critical in determining students' futures. Similarly, SAT, IELTS, and similar tests are used in European countries, whereas Tawjihi is used in Jordanian colleges. Tawjihi is the one who determines which subjects' students will study in Jordanian universities. The minimal passing percentage is 40%, qualifying students for local colleges. In 2018, 145905 students passed the Tawjihi exam. 88000 of the 145905 pupils were enrolled in school, while the rest 57905 studied privately for their exams. Approximately 25JD per semester for two or three semesters, with private candidates paying more. Only 5% of university seats are still available for those who did not attempt the Tawjihi. Numerous factors influence the success rate of Tawjihi students, including writing components and English language proficiency. As with all other countries, Covid significantly impacted Jordan's educational system (Ahmad, 2021; Mamon Saleem Alzboun et al., 2021). Covid's impact results in an increase in the failure rate in Tawjihi, Jordan. Tawjihi's success rate has been declining in recent years. There are various reasons for this, including fear, high coaching costs, and covid-19. There is a need to address the elements that could contribute to an increase in the success rate in Tawjihi. The current study will examine the effects of elements such as mentoring and learning effectiveness on Tawjihi's success in Jordan. Tawjihi's achievement is critical to Jordan's literacy rate improvement.

The current study will address several gaps in the literature, including 1) Tawjihi is seen as critical for Jordanian students, even though it has been investigated but has not yet reached its zenith from a Jordanian perspective. 2) QALALWI (2021) researched the factors that contribute to low achievement in Tawjihi exams in Jordan. In contrast, the current study examined the factors contributing to high achievement in Tawjihi examinations in Jordan. 3) Al-Zoubi (2019) examined the Tawjihi test anxiety and the efficacy of its cognitive representation, whereas the current study examined the Tawjihi success and moderating impact. 4) The current study will examine the Tawjihi from both the student and instructor perspectives, which has not been done previously. 5) The proposed model of mentoring, efficacy of learning, student satisfaction, and success in Tawjihi has not been examined previously in Jordan. Additionally, the current study will contribute to the literature by 1) emphasising the significance of Tawjihi for Jordan's educational system, and 2) examining how mentorship and effective learning elements affect the Tawjihi test in Jordan. 3) will assist policymakers in developing a more effective strategy and implementing it to increase prosperity in Tawjihi success ratio in Jordan.

The current study's structure is further subdivided into distinct phases. The study's inception was discussed in the first phase. The second phase will discuss the evidence relating to mentorship, learning effectiveness, student happiness, and success in Tawjihi considering previous research. The third phase will examine the process for collecting and analysing data on mentoring, learning efficacy, student happiness, and achievement in Tawjihi. The fourth phase will reveal the study's conclusions based on the research completed thus far and will include approval of the results. The article will conclude with the study's implications, conclusion, and final recommendations.

Literature Review

Success on any examination is contingent upon student mentoring and learning effectiveness, contributing to student happiness. This problem requires researchers' attention, and the current study examines the impact of mentorship and instructional efficacy on secondary school examination (Tawjihi) success in Jordanian higher secondary schools. Because everyone has a fundamental right to education, kids must get free education at the fundamental and elementary levels. The Universal Declaration of Human Rights also supported the importance of education for all people on this planet. The Ministry of Education is responsible for establishing substantial educational requirements that provide experience for teachers. In this regard, [Schatz-Oppenheimer \(2017\)](#) examined mentors' conceptions and the training they provide to assist students in achieving success on examinations. Using proper approaches, the professional abilities of mentoring are identified as a key factor affecting exam achievement ([Lissa & Elizabeth, 2021](#); [OZYURT et al., 2021](#)). There is a shortage of education in most of the world due to a lack of emphasis on education and upbringing. Mentoring is a critical component of education and achievement for Tawjihi students in Jordan's upper secondary schools.

Additionally, [Langdon \(2017\)](#) examined mentors' learning and the unravelling routines that assist them in instructing pupils on how to take their examinations. The findings highlighted the mentoring dynamics and their effect on students receiving integrated mentoring's test achievement. Tawjihi is a general secondary education examination at the end of the study in Palestine and Jordan. Thus, [Ambrosetti et al. \(2017\)](#) evaluated teachers' pre-service preparation and their mentoring of students, assisting them in building professional skills necessary for exam achievement. The dyad model outlined the comprehensive impact of mentorship on exam and assessment success. To pass the tests in Tawjihi, teachers' direct involvement may enable students to achieve great achievement.

Similarly, [Jamison et al. \(2020\)](#) investigated mentor dynamics and mentoring frameworks that assist students in reaching success. The findings demonstrated that beneficial learning experiences and mentoring of teachers significantly impact exam success. This exam is for students who receive their education physically in schools, not those who receive their education via distance learning ([Abubakari, 2021](#); [Alshuaybat, 2021](#)). [Kilpatrick et al. \(2017\)](#) documented students' achievement in the Australian education sector when teachers provide sufficient mentoring. The finding implies that students' performance and success are contingent on teachers' positive and purposeful mentoring. Most distance learners dislike the actual mentoring required to meet opportunities and difficulties. Mentoring is a critical component of a person's development in the international world, leading to greater education and possibilities. [Tezer and Çimşir \(2018\)](#) investigated the effects of academic mentorship on student progress of learning management systems. Numerous studies have demonstrated that students' success depends on their learning and mentoring approaches. Mentoring by instructors substantially affects students' progress in Tawjihi in Jordanian schools. Experienced and competent teachers are becoming increasingly valuable as assets to educational institutions and students alike. These abilities among teachers aid in developing students pursuing education for success in Tawjihi.

The learning assessment based on the addressed course of studies throughout the world determines the efficiency of learning. Effective learning is critical for pupils in Jordanian schools to progress toward Tawjihi. With the previous in mind, [Hong et al. \(2018\)](#) investigated procedural knowledge and declarative learning and the efficacy and cognitive load. According to the findings, learning effectiveness is defined as knowledge and information that aids in achieving achievement. There are numerous modes of instruction used in the student-raising process.

Additionally, [Chang et al. \(2020\)](#) revealed that the efficacy of learning and the variety of virtual and physical modes of instruction aid students in their success. The findings reveal that studying motivation and achievement is useful for achieving exam success. This parenting mostly depends on the acquired knowledge's effectiveness and its impact on success in Tawjihi. Thus, [Zhang et al. \(2017\)](#) examined whether perceived learning efficacy via task technology is the primary predictor of test achievement. The findings indicated that the accessibility of technology boosted the effectiveness of learning, which aided in exam achievement.

Numerous learning mechanisms occur in the effectiveness of learning, including both short- and long-term learning. Additionally, [Pee \(2020\)](#) outlined the increase in learning effectiveness that results in students addressing problems and reaching academic goals. The findings suggested that epistemic learning effectiveness is critical in achieving examination success. This assists students in overcoming the isolation caused by a lack of knowledge, which is the primary impediment and impediment to reaching their goals. Institutions establish learning objectives to assist students in maximising their learning effectiveness, which culminates in exam achievement.

Meanwhile, [Deale and Lee \(2017\)](#) established a connection between student accomplishment, loyalty, satisfaction, and politics. These characteristics all play a significant role in determining students' success, and one of the most significant is learning effectiveness. Learning effectiveness is often quantified using an intervention and a standard combination of specified subjects. This contributes to learning effectiveness since it assists educational institutions in evaluating the provided education to establish its effectiveness. Additionally, [Gu et al. \(2018\)](#) evaluated the relationship between student career success and learning effectiveness in a competitive labour market. The findings indicate that good supervision and suitable learning effectiveness considerably and favourably impact students' career and exam success. The efficacy of learning is also enhanced by various approaches and techniques used to instruct students in several ways. These methods are excellent and widely recognised as necessary for educational growth worldwide. It helps pupils develop their capacities, skills, knowledge, information, and success abilities. It is concerned with the educational activities provided to pupils by educational institutions to pass the Jordanian Tawjihi exams. Effective learning is a critical factor for students and teachers alike since it enables great success on their examinations. To achieve success in Tawjihi of Palestine and Jordan high secondary schools, learning effectiveness plays a critical role in conjunction with a variety of learning talents, and the following paper has produced the following hypothesis:

Additionally, the research explores the mediating function of student happiness in the mentorship, learning effectiveness, and achievement in the secondary school examination (Tawjihi) in Jordanian higher secondary schools. While many schools and universities worldwide place a premium on mentorship and its impact on performance in Tawjihi, they also place a premium on student pleasure. Generally, students face numerous obstacles and difficulties when pursuing an education at different schools. Similarly, [Li and Lee \(2018\)](#) examined the availability of work about the success and satisfaction of international students who receive adequate mentoring from teachers. The finding implies that international students must be appropriately coached to achieve success and increase student happiness. Effective teacher mentoring typically overcomes these obstacles, contributing to Tawjihi's success in Jordan's high schools. Students in schools and universities can successfully pursue possibilities and overcome obstacles with proper mentoring. [Rajeh et al. \(2021\)](#) examined student happiness and its effect on students' learning, mentorship, and achievement in their professional and educational careers. Regression study suggested that incorporating all measures of student happiness could help elevate mentoring and its impact on students' success.

Additionally, this mentoring emphasises the importance of student contentment, which acts as a buffer between achievement and mentoring. With the preceding in mind, [Betlem et al. \(2019\)](#) discussed mentoring toward mentors and their professional growth through universities' efforts to assist students in achieving success on assessments and exams. The findings supported mentorship as a crucial component of considerable attainment of success on multiple assessments, with student happiness as a moderating factor.

Student satisfaction has played a critical part in the motivation and development of mentoring in educational institutions. [Glazier et al. \(2021\)](#) investigated the relationship between student achievement on examinations and their professions and mentoring through the mediating role of student happiness. Regression study revealed a correlation between students' achievement on various assessments and teachers' positive mentorship and the critical role of student satisfaction. Typically, student happiness is highly dependent on educational institutions' facilities and offerings. This delegation of facilities and services that foster an educational mentality also encourages teachers to give their all to students. Thus, student happiness has a moderating effect on the association between success in Tawjihi and teacher mentorship.

Additionally, Finn and Darmody (2017) examined the predictability of higher education among students through teacher mentoring and the effect of student happiness on student achievement. The statistical investigation found that student happiness is the most important and rewarding factor mediating between mentoring and students' exam success. Students' effective satisfaction with suitable mentoring substantially aids and assists them in achieving success in Tawjihi. Students will constantly require advancement in their education and abilities to advance in their professional jobs. The evaluation of educational experiences and academic performance also demonstrates that student happiness has a moderating effect on the mentorship that effects students' achievement in Tawjihi in Jordan schools. Thus, the following article developed the hypothesis:

Over the last few decades, students and teachers have emphasised the importance of operationalizing learning objectives. These objectives increased significantly when student happiness surpassed learning effectiveness in success in Tawjihi or Jordan schools. Additionally, Wooten et al. (2018) analysed the facilities aimed towards students in terms of learning effectiveness and enhancing learning effectiveness by examining the impact of student satisfaction in mediating learning effectiveness. The highest level of student satisfaction is attributed to its prominent and major function in enhancing learning effectiveness, which can aid in achieving success on examinations (Ateek, 2021; Kim, 2021). These learning objectives were critical for exam success, which could be accomplished by the positive inclusion of knowledge, attitude, and skills. Meanwhile, Landrum et al. (2021) discussed student happiness and its relationship to graduate and undergraduate students' learning effectiveness to increase their academic achievement. The findings indicate that student happiness plays a mediating role in learning effectiveness, affecting exam achievement.

Students must grasp the topics their instructors deliver in lectures. These notions may assist students in reaching their highest level of satisfaction while preparing for their exams. Thus, Sun et al. (2017) investigated the relationship between learning effectiveness, adaptive teaching, and smart learning and their effect on goal attainment. Regression study revealed that enhancing learning effectiveness is critical for exam achievement when combined with student happiness (Duru et al., 2021; Suryana & Yulia, 2021). For success in Tawjihi in Jordan's high schools, learning objectives played a critical part in developing attitudes, skills, and knowledge.

Additionally, Cook-Sather (2018) explored students' experiences and learning effectiveness, examining their major impact on students' achievement via the lens of student satisfaction. The finding reveals that student happiness has a moderating role in determining students' learning effectiveness and success in their education and examination. This arrangement of materials also contributes to the effectiveness of learning and, on the other hand, may boost student satisfaction. Student satisfaction acts as a mediator between learning effectiveness and achievement of success in Tawjihi. It is believed that learning effectiveness has a beneficial effect on achievement in Tawjihi and demonstrates that learning effectiveness is capable of coping with any examination. With the preceding in mind, Zhang et al. (2018) investigated how students' education and learning factors contribute to their educational examinations and assessments. According to the logistic regression analysis results, student satisfaction contributes to increased engagement, which adds to the enhancement of learning effectiveness and success in an educational career. Numerous concomitant aspects related to student satisfaction are critical for increasing and expanding learning effectiveness. There is a need to operationalize learning effectiveness related to exam success through the positive and significant mediating effect of student satisfaction. Student satisfaction is also considered a strong and significant predictor of learning effectiveness that is further influencing the success in Tawjihi, and the present article has developed the hypothesis as follow:

H1: *Mentoring of the student significantly influences the success in Tawjihi.*

H2: *Learning Effectiveness significantly influences the success in Tawjihi.*

H3: *Student's satisfaction significantly mediates the relationship between mentoring and success in Tawjihi.*

H4: *Student's satisfaction significantly mediates the relationship between learning effectiveness and success in*

Tawjihi.

Research Methodology

The study examines the impact of mentoring and learning effectiveness on secondary school examination (Tawjihi) success in Jordanian higher secondary schools and the mediating role of students' satisfaction in the relationships between mentoring, learning effectiveness, and secondary school examination (Tawjihi) success. The research used questionnaires to collect primary data from students in Jordan's higher secondary schools. Thus, secondary school students are chosen using "purposive sampling," as the researchers chose respondents administering tests during data collection. The researchers distributed the surveys by "personal visit." On the same day, the researchers collected the surveys. The researchers distributed around 531 surveys but received only 293 valid surveys for analysis, representing a response rate of approximately 55.18 percent.

The current researchers used the PLS-SEM to investigate the relationship between the understudy components. PLS-SEM is the statistical technique that the smart-PLS statistical tool uses well. It is utilised for complicated models because it is regarded as the best estimation tool, even when big sample sizes or complex frameworks are used by researchers (Hair Jr et al., 2021). Additionally, the current article used two independent variables: mentorship (MNT), which included eight items from Lyons and McQuillin (2019), and learning effectiveness (LE), which included five items from Anthony et al. (2019). Additionally, the current research used student satisfaction (SS) as a moderating variable, with ten items derived from Pham et al. (2019), and success in Tawjihi (ST) as the dependent variable, with fifteen items extracted from Tarteer and Ismail (2020). These variables are discussed in greater detail in the framework depicted in Figure 1.

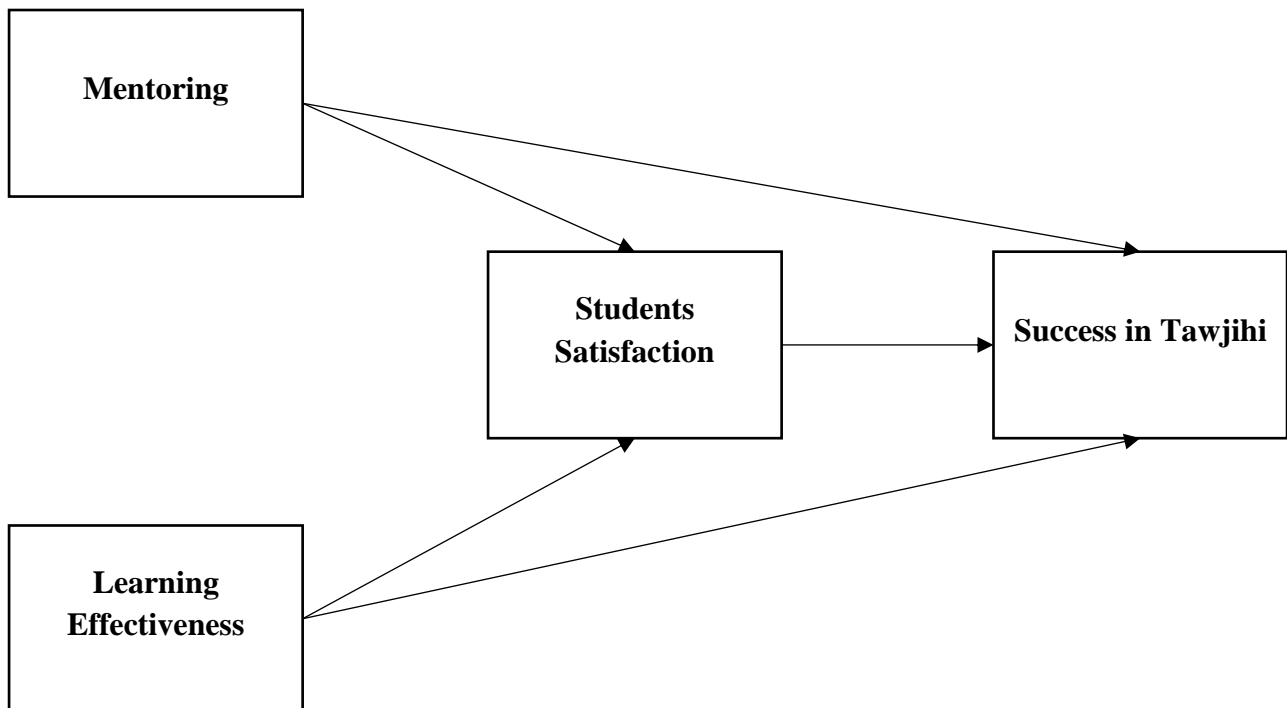


Figure 1: Study Model

Results of Data Analysis

The current study has shown the "factor loadings" that show the validity of the items. The study has retained only items with more than 0.50 "factor loadings" and removed items with less than 0.50

factor loadings". Thus, the SS6, SS8, and ST13 are eliminated from the study because the loadings are lower than 0.50. These results are shown in Table 1.

Table 1: Factor Loadings

<i>Constructs</i>	<i>Items</i>	<i>Factor Loadings</i>	
Learning Effectiveness	LE1	0.800	
	LE2	0.843	
	LE3	0.794	
	LE4	0.767	
	LE5	0.860	
Mentoring	MNT1		0.833
	MNT2		0.862
	MNT3		0.849
	MNT4		0.821
	MNT5		0.873
	MNT6		0.866
	MNT7		0.849
	MNT8		0.785
Students Satisfaction	SS1		0.923
	SS10		0.921
	SS2		0.943
	SS3		0.931
	SS4		0.933
	SS5		0.940
	SS7		0.922
	SS9		0.930
	Success in Tawjihi	ST1	
ST10			0.778
ST11			0.865
ST12			0.862
ST14			0.775
ST15			0.863
ST2			0.628
ST3			0.651
ST4			0.617
ST5			0.660
ST6			0.637
ST7			0.709
ST8			0.669
ST9		0.864	

In addition, the current article results also check the items validity using "Alpha, average variance extracted (AVE) and composite reliability (CR)". The results indicated that AVE figures are more than 0.50, and the "Alpha and CR" values are higher than 0.70. The statistics exposed a high association between items and valid "convergent validity". Table 2 shows these outcomes.

Table 2: Convergent Validity

	<i>Cronbach's Alpha</i>	<i>Composite Reliability</i>	<i>AVE</i>
LE	0.872	0.907	0.662
MNT	0.941	0.951	0.710
SS	0.978	0.981	0.865
ST	0.937	0.943	0.544

The current article results also check the reliability of the variables using "Fornell Larcker, cross-loadings, and Heterotrait Monotrait (HTMT) ratio". The results of "Fornell Larcker" indicated that the first figure is larger than other figures in the column. The figures exposed a low association between variables and valid "discriminant validity". Table 3 shows these outcomes.

Table 3: Fornell Larcker

	<i>LE</i>	<i>MNT</i>	<i>SS</i>	<i>ST</i>
LE	0.813			
MNT	0.447	0.843		
SS	0.456	0.434	0.930	
ST	0.775	0.468	0.546	0.737

The results of "cross-loadings" also indicated that the figures related to variable loadings are more than the other variable loadings. The statistics exposed a low association between variables and valid "discriminant validity". Table 4 shows these outcomes.

Table 4: Cross-loadings

	<i>LE</i>	<i>MNT</i>	<i>SS</i>	<i>ST</i>
LE1	0.800	0.349	0.386	0.642
LE2	0.843	0.359	0.324	0.593
LE3	0.794	0.367	0.451	0.709
LE4	0.767	0.348	0.316	0.526
LE5	0.860	0.393	0.351	0.651
MNT1	0.324	0.833	0.351	0.358
MNT2	0.387	0.862	0.354	0.396
MNT3	0.362	0.849	0.346	0.362
MNT4	0.393	0.821	0.379	0.386
MNT5	0.394	0.873	0.369	0.385
MNT6	0.407	0.866	0.376	0.426
MNT7	0.398	0.849	0.392	0.451
MNT8	0.340	0.785	0.352	0.377
SS1	0.422	0.406	0.923	0.503
SS10	0.406	0.376	0.921	0.519
SS2	0.430	0.421	0.943	0.504
SS3	0.436	0.432	0.931	0.489
SS4	0.436	0.400	0.933	0.511
SS5	0.424	0.419	0.940	0.509
SS7	0.407	0.377	0.922	0.523
SS9	0.429	0.399	0.930	0.507
ST1	0.389	0.356	0.344	0.660
ST10	0.711	0.392	0.442	0.778
ST11	0.746	0.349	0.463	0.865
ST12	0.762	0.351	0.462	0.862
ST14	0.709	0.395	0.444	0.775

ST15	0.750	0.347	0.458	0.863
ST2	0.410	0.333	0.403	0.628
ST3	0.336	0.307	0.306	0.651
ST4	0.355	0.359	0.322	0.617
ST5	0.390	0.354	0.332	0.660
ST6	0.329	0.318	0.307	0.637
ST7	0.432	0.337	0.398	0.709
ST8	0.445	0.364	0.429	0.669
ST9	0.757	0.347	0.459	0.864

The "HTMT ratio" results indicated that the values are lower than 0.85. The figures exposed a low association between variables and valid "discriminant validity". Table 5 shows these outcomes.

Table 5: Heterotrait Monotrait Ratio

	LE	MNT	SS	ST
LE				
MNT	0.491			
SS	0.487	0.452		
ST	0.795	0.503	0.562	

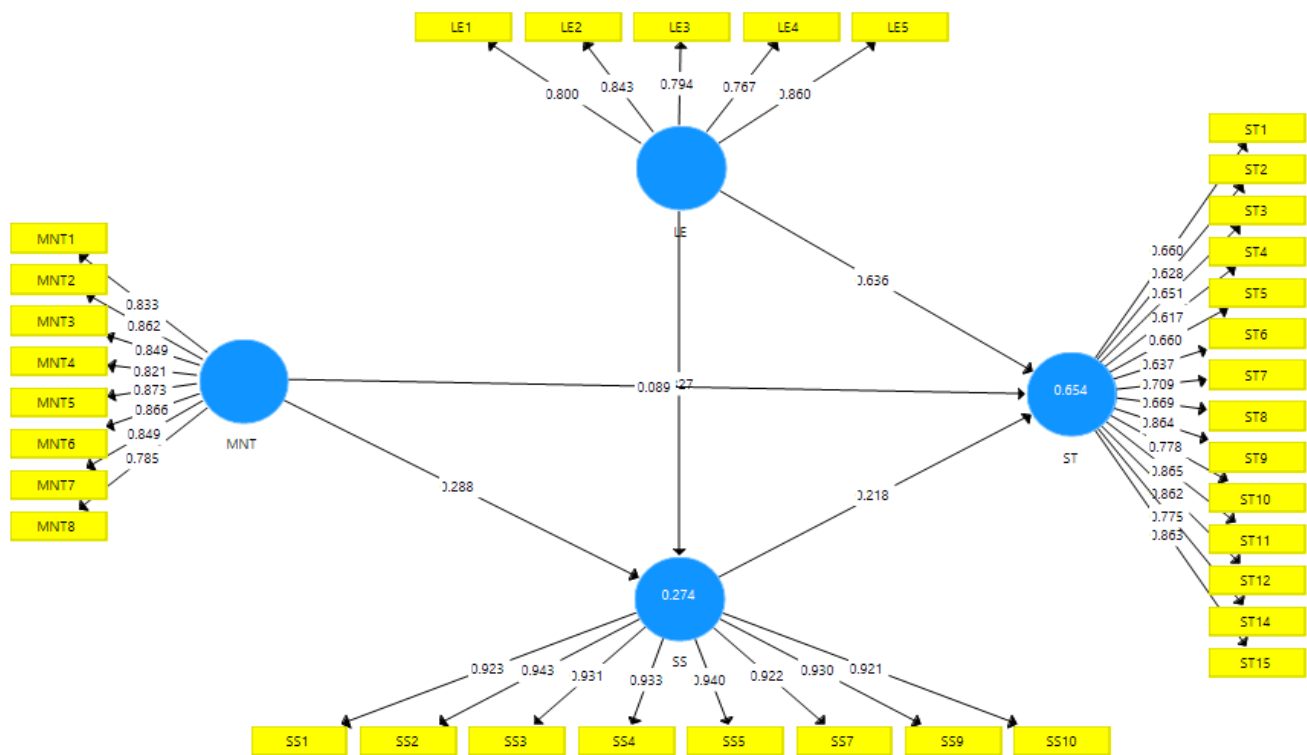


Figure 2: Measurement Model Assessment

The results of the direct path exposed that mentoring and learning effectiveness have positive nexus with success in the secondary school examination (Tawjihi) in Jordanian higher secondary schools and accept H1 and H2. In addition, the findings also indicated that if one per cent rises in LE, the ST will also rise 0.636 per cent and vice versa. Moreover, the findings also indicated that if one per cent rise in MNT, the ST will also rise 0.089 per cent and vice versa. Finally, the findings also indicated that if one per cent rise in SS, the ST will also rise

0.218 per cent and vice versa. Table 6 shows the direct association among constructs.

Table 6: Direct Path Analysis

Relationships	Beta	Standard Deviation	T Statistics	P Values	Lower Limits	Upper Limits
LE -> SS	0.327	0.056	5.799	0.000	0.233	0.416
LE -> ST	0.636	0.041	15.421	0.000	0.570	0.705
MNT -> SS	0.288	0.060	4.780	0.000	0.152	0.376
MNT -> ST	0.089	0.041	2.191	0.015	0.025	0.161
SS -> ST	0.218	0.048	4.538	0.000	0.125	0.284

The results of the indirect path also revealed that 'students' motivation significantly mediates among the relationships of mentoring, learning effectiveness, and the success in the secondary school examination (Tawjihi) in Jordanian higher secondary schools and accept H3 and H4. Table 7 shows the indirect association among constructs.

Table 7: Indirect Path Analysis

Relationships	Beta	Standard Deviation	T Statistics	P Values	Lower Limits	Upper Limits
LE -> SS -> ST	0.071	0.021	3.389	0.001	0.037	0.109
MNT -> SS -> ST	0.063	0.017	3.691	0.000	0.031	0.085

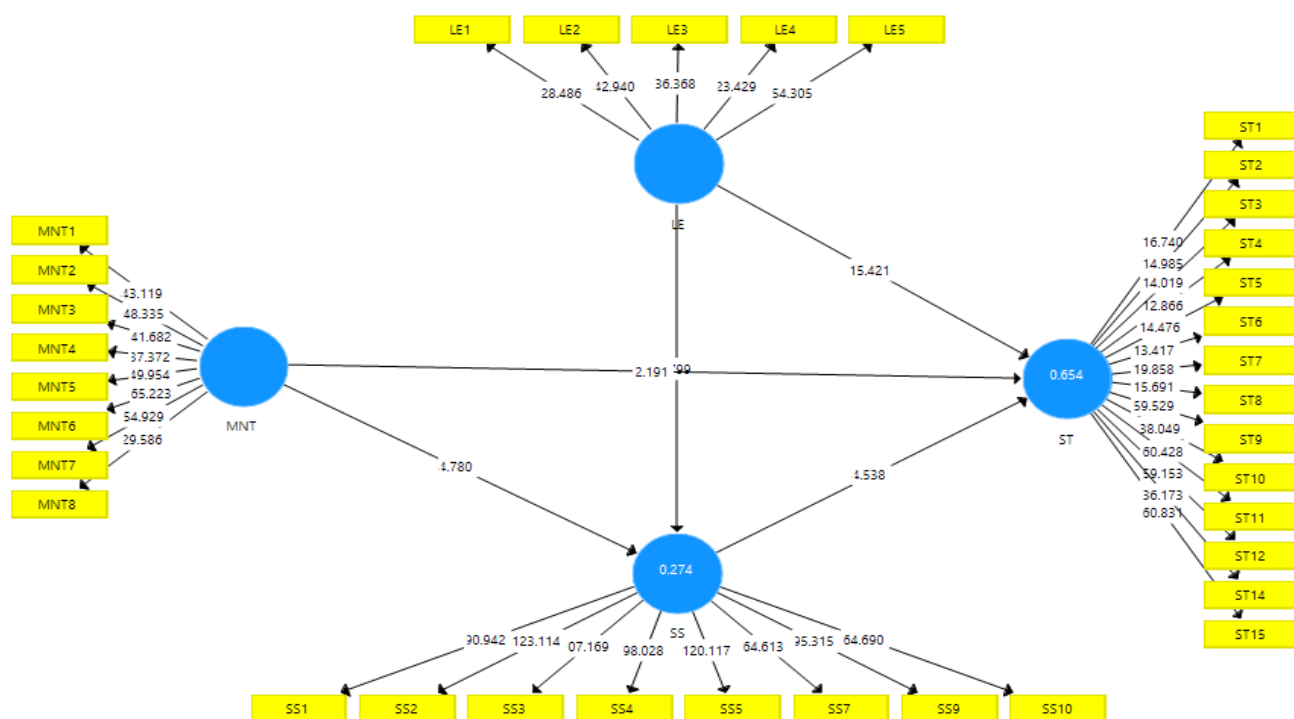


Figure 3: Structural Model Assessment

Discussions and Implications

The findings indicated that mentoring in schooling is associated with achievement in Tawjihi. These findings corroborate a recent study by Al-Rousan et al. (2018), which found that educational mentoring incorporates pairs of individuals, one of whom is a young student and the other of whom is an older student or adult peer. This mentoring is beneficial in building confidence, relationships, cooperation, resilience, ethics development, and aspiration, all of which contribute to achieving secondary education's aims, such as preparing pupils for social and

professional life. It strengthens pupils' abilities, knowledge, and stamina, preparing them to succeed in the Tawjihi. These findings are also consistent with a previous study by Hassan (2018), which found that mentorship promotes consistency among educators in higher education institutions due to teacher retention. Mentoring programmes increase teachers' happiness with their jobs and motivate them to execute them effectively. When instructors exhibit self-confidence, persuasive leadership, high levels of cooperation, resilience, and aspiration, they convey these attributes to their students. Mentoring at educational institutions prepares students for academic success and passing the exams required for university admission. These findings corroborate a previous study by Najdawi et al. (2022), which showed that mentorship enables institutional workers and students to work in pairs, with one being younger and the other being older. They can exchange information about their characteristics, abilities, and experiences. Students prepare for university entrance exams in this instructional environment.

The findings indicated that learning efficacy has a favourable correlation with achievement in Tawjihi. These findings corroborate a recent study by Dardas et al. (2018), which examined instructors' instructional efficiency and students' preparation for the university admissions test after graduating from secondary education. The study demonstrates that when teachers successfully learn from the available sources of information during learning or training sessions, they increase their knowledge, master the subject, improve their knowledge of the world around them, and build excellent teaching or training skills. As a result, their expertise, information, and abilities help them clarify issues on the Tawjihi questionnaire, improve their understanding, and instil confidence and motivation in them, all of which are necessary for passing the tests. These findings are also consistent with a previous study by Malak and Khalifeh (2018), who support students' ability to learn effectively to pass the Tawjihi. According to the survey, premier secondary educational institutions are constantly attempting to increase students' learning effectiveness by providing effective learning courses, engaging highly trained, talented, experienced tutors, and effectively organizing resources. The increased capacity for learning combined with effective learning outcomes enables pupils to grasp all necessary knowledge or information for exam success. These findings corroborate a previous study by Assaad et al. (2018), which found that when higher secondary institutions prioritise the effectiveness of the learning environment and take supportive measures such as providing effective learning tools, improving tutors' teaching methods, developing effective courses of study, and designing evaluation processes, students remain alert and confident, and their knowledge increases. As a result, students generated by these institutions can pass Tawjihi.

The findings indicate that student satisfaction plays a role in mediating the relationship between mentorship and achievement in Tawjihi. These findings are corroborated by the literary work of Elrehail et al. (2018), which demonstrates that when students are divided into groups in which younger students or those with less life experience are grouped with older or more experienced students, they can act as a complement to one another by sharing their ideas, dispelling misconceptions, and ensuring success on exams. This all contributes to students' satisfaction with their performance in Tawjihi, the test's outcome, and their potential to secure university admission. Thus, the students' satisfaction, fostered by mentoring, propels them toward success in Tawjihi. These findings corroborate a recent study by Aburub and Alnawas (2019), which found that mentoring fosters healthy relationships among students, resulting in cooperation, encouragement, and confidence, all of which are necessary characteristics for students to perform well on exams. Thus, students who receive mentoring can succeed in Tawjihi and position themselves for admission to the university. The findings indicate that student satisfaction is a mediator between the effectiveness of learning and achievement in Tawjihi. These findings are corroborated by Krafft and Alawode (2018). They assert that educational institutions that provide effective learning tools, experienced and qualified students, and a concentration-oriented learning environment enable students to study well. With effective learning, students report high levels of satisfaction with their education, ability to think clearly, and achievement on exams. Thus, student satisfaction establishes a link between the effectiveness of students' learning and their achievement in Tawjihi.

The current study earns a prominent place in the literature by making numerous contributions to education. The study is primarily concerned with the success of Tawjihi, Jordan's General Secondary Education Certificate Examination. This study aims to explore the effects of mentoring on education and learning on the success of students in Tawjihi. Numerous studies have been undertaken in the past that examine mentoring in education and the effectiveness of learning as predictors of students' achievement on the Tawjihi or any other secondary education certificate test. However, little attention has been paid to the concurrent analysis of mentorship in education and the effects of learning effectiveness on students' achievement in Tawjihi or any other secondary education certificate test. The current study studied the effects of mentoring in education and learning on students' progress in Tawjihi, contributing to the body of knowledge. Including student happiness as a mediator between mentoring in education and learning effectiveness and student achievement in Tawjihi contributes to the body of knowledge. This study is relevant empirically in Jordan and similar nations because it benefits the education sector, the largest economic sector. The report advises the government on delivering efficient students to colleges who will eventually become the economy's long-term assets through successful educational strategies. It is a guideline for educational institutions to adopt mentorship and increase the efficacy of learning among teachers and students to ensure that they are satisfied and prepared to perform well on the Tawjihi or any other secondary education certificate test.

Conclusion

When the authors noticed that students enrolled in secondary educational institutions were having difficulty passing the Tawjihi or any other secondary education certificate examination and so were unable to enter universities, they decided to publish this study. The purpose of this study was to determine the effects of mentoring in education and learning effectiveness on students' success in Tawjihi and the relationship between student satisfaction and mentoring in education and learning effectiveness and students' success in Tawjihi. A questionnaire-based research survey was administered to Jordan's upper secondary schools, and data on mentorship in education and learning efficacy and student satisfaction and achievement were collected in Tawjihi. The results of the analysis indicate a positive correlation between mentorship in education and learning effectiveness, as well as student success in Tawjihi. The findings indicated that mentoring between students and teachers brings out students' knowledge, abilities, and character traits, preparing them for successful performance in Tawjihi. Similarly, upper secondary institutions concerned with the effectiveness of the learning environment implement supportive behaviour in this respect, which helps students develop their learning effectiveness, enabling them to succeed in Tawjihi. The study concluded that mentorship in education and the effectiveness of learning increases students' contentment, hence ensuring their success in Tawjihi.

Limitations

The current study has certain limitations that future writers should address. To begin, this study explores only two factors that contribute to students' performance in Tawjihi: mentoring and learning effectiveness. Numerous aspects contribute to students' performance in Tawjihi, but none of these factors have been investigated. Additionally, while a secondary education certificate test is required in practically all educational sectors, the use of Tawjihi limits the scope of this study. Future authors are expected to examine as many aspects as possible to analyse students' success in Tawjihi and other secondary education certificate examinations. The authors used questionnaires to collect data on the factors examined in this study from Jordan's higher educational institutions. This calls into question the study's comprehensiveness and dependability. It is assumed that upcoming authors must take some method other than issuing questionnaires and collecting data from multiple countries.

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