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Mentoring and Monitoring Practices on Students' Academic Commitment in Private Higher Education Institution

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Abstract
Mentoring and monitoring practices are deemed important in tertiary education because they support student success and teacher growth. The study examined the relationship between mentoring and monitoring practices and the academic commitment of first-year students at PHINMA schools. This study identified numerous challenges encountered by freshmen students including personal, academic, financial, and social challenges that affect their performance. It emphasized the need for effective mentoring and monitoring practices to address these challenges. It aimed to determine the respondent characteristics, their extent of mentoring and monitoring practices, and academic commitment. It also ascertained if there was an existence of a relationship or difference among the variables in the study. The study used a descriptive correlational research design to examine the relationship between mentoring and monitoring practices and academic commitment. Data were collected from 190 first-year students at PHINMA-Cagayan de Oro College campuses in Carmen, Iligan, and Puerto. Slovin's formula was used to get the required sample size, and respondents were selected through stratified random sampling. Descriptive statistics such as mean, standard deviation, frequency, and percentage was used. Also, Pearson's product-moment correlation and T-test were used to determine the significant relationship between variables.
The results indicate a significant relationship between mentoring and monitoring practices and students' academic commitment. The higher the mentoring and monitoring practices, the higher the academic commitment of the students become. The research study found that role model, growth mindset, and decision-making practices have a positive influence on students' academic commitment. The study highlights that emotional commitment and role model has the ability to increase students' academic commitments. Parents and students should cooperate to help advisers in maintaining to inculcate in the hearts and minds of the students the importance of goal setting, knowing what they want to become, reminding them how choices affect their future, setting realistic expectations, being flexible, knowing their purpose, identifying potentials and weaknesses so that they can think strategically and ensure their decisions align with their visions.

Keywords: mentoring, monitoring practices, academic commitment

1. Introduction

Mentoring and monitoring are vital in strengthening students' academic commitment by providing guidance, motivation, and support. Despite 1,262 dropouts in the first semester of 2024–2025, enrollment

still reached 8,056 in 2025–2026, showing students' continued pursuit of their goals and the importance of retention strategies. Freshmen face academic, financial, personal, and social challenges that affect their adjustment to college life, but mentoring and monitoring help them manage pressures, build confidence, and stay engaged. Studies emphasize the value of collaboration, clear roles, reflective monitoring, and mentors' leadership, empathy, and communication skills in supporting students' growth and motivation. In the school where this research is conducted, mentoring and monitoring are institutionalized through regular engagements that allow students to share struggles, receive guidance, and feel valued. Evidence suggests that these practices not only improve attendance, participation, and skills but also strengthen students' long-term commitment and overall academic success. This study therefore aims to examine the extent to which mentoring and monitoring practices influence first-year students' academic commitment and contribute to school retention.

Research Questions

This study aimed to determine the relationship between mentoring and monitoring practices and academic commitment among freshmen students in a private higher education institution during the School Year 2024-2025.

Specifically, it sought to answer the following questions:

1. How are the respondents characterized in terms of age, program, family monthly income, birth order and student status?
2. What is the respondents' extent of mentoring and monitoring practices based on growth mindset, role model, traits and skills, and decision making?
3. What is the respondents' level of academic commitment as regards to behavioral, emotional, and cognitive?
4. Is there a significant relationship between the respondents' extent of mentoring and monitoring practices and their academic commitment?
5. Is there a significant difference in the respondents' mentoring and monitoring practices and their academic commitment when grouped according to their characteristics?

Significance

This study will provide a foundation for educational planners to integrate mentoring and monitoring practices into policies that enhance educational quality, holistic development, and student success. Its findings can guide school administrators in creating meaningful activities to improve school performance, teaching strategies, and student support. Faculty may also use the results to strengthen their mentoring and monitoring practices, while parents can draw insights on how to better guide their children in their college journey. For students, the study offers an understanding of the value of mentoring and monitoring in sustaining academic commitment. Lastly, it can serve as a reference for future researchers to further examine and expand evidence on the topic.

Scope and Limitations

The study focused on determining the extent of mentoring and monitoring practices on academic commitment among freshmen students in a private higher education institution during the school 2024-2025. The respondents in this study were the 190 first-year students from PHINMA COC campuses in Carmen, Iligan, and Puerto. The independent variables were limited to mentoring and monitoring practices, such as growth mindset, role model, traits and skills, and decision-making, while the dependent variables were also limited to the student's academic commitment, as well as their behavioral, emotional,

and cognitive aspects. Moreover, the respondents' characteristics, including age, program, family monthly income, birth order, and student status, were also considered.

2. Literature Review

Respondent's Characteristics

The characteristics of the respondents, age, program, family monthly income, birth order, and student status, significantly influence academic commitment. Research shows that older students often demonstrate better focus and readiness compared to younger ones, especially when supported by positive learning environments (Çelikkol, 2023). Academic programs themselves have less impact on persistence than the mentoring, support, and sense of belonging provided to students, although specialized fields like accounting enhance decision-making and career confidence (Jostan & Alimbudiono, 2020). Family income and socioeconomic status also shape performance, with higher-income families offering greater resources and support, while lower-income but educated parents encourage enrichment despite financial constraints (Zhang et al., 2020). In terms of birth order, first-born children tend to excel academically due to greater parental attention and expectations (Alsaleh et al., 2021). Finally, student status, particularly access to scholarships and financial aid, is vital for persistence, as it reduces financial stress and motivates students to stay on course with their education (Moores & Burgess, 2022).

Mentoring and monitoring play a crucial role in shaping students' academic engagement by providing guidance, feedback, and support that enhance self-confidence, accountability, and persistence (Susanti et al., 2020). A growth mindset further strengthens academic commitment, as learners who believe intelligence can be developed are more motivated, resilient, and adaptive to challenges (Yeager & Dweck, 2020). Role models, whether teachers, peers, or family, inspire responsibility and perseverance while influencing decision-making and long-term academic goals (Hatos & Pop, 2019). Likewise, personal traits such as self-discipline, adaptability, and problem-solving, along with skills like time management and critical thinking, enhance persistence and performance (Zhang et al., 2020). Finally, sound decision-making enables students to set goals, manage resources, and navigate challenges strategically, reinforcing their overall academic commitment (Hatos & Pop, 2019).

Academic commitment is a multidimensional construct encompassing behavioral, emotional, and cognitive aspects of student engagement. Behavioral commitment reflects persistence in completing academic tasks, emotional commitment involves feelings of belonging and motivation, while cognitive commitment refers to the focus and mental effort devoted to learning (Moores & Burgess, 2022). When supported by mentoring and monitoring practices, as well as individual traits and a growth mindset, these dimensions collectively strengthen students' persistence and success in higher education.

3. Methodology

Research Design

This study made use of descriptive correlational research design to examine and explore the relationship between the variables, facilitating a better analysis of data, an understanding of trends, the prediction of outcomes, and the observation of patterns without changing the variables.

Participants

The respondents of the study were the 190 first-year students of the 3 campuses: PHINMA-COC Carmen, Iligan, and Puerto. The primary focus of this study was the participation of Freshmen students from these campuses. With a total population of 8,398 from different programs namely CMA, CITE, CAHS, CEA

AND COE, the study aimed to select 190 participants from these schools. Table A presents the respondents of the study.

Data Collection

The instrument used in the study is research made. It is composed of 3 parts: Part 1 dealt with the respondents' characteristics, such as age, program, birth order, family monthly income, and student status. Part II inquired about mentoring and monitoring practices based on growth mindset, role models, traits and skills, and decision-making, which was based on the SSP module of PHINMA. Part III: elicited on students' academic commitment, encompassing behavioral, emotional, and cognitive aspects. This part was patterned and modified from the study by Rosa M. Rodriguez-Izquierdo, "Service Learning and Academic Commitment in Higher Education.

A Likert Scale survey questionnaire with ten (10) items in each category was used to cover the research statement of the problem. A 4-point Likert scale rating was applied in which 4 is always, 3 is often, 2 is sometimes, and 1 is never. This study was gathered through a face-to-face survey questionnaire. This survey questionnaire was created based on the schematic diagram of the conceptual framework.

Data Analysis

After collecting and recording the data gathered in the study, the researcher used the following statistical tools; The variables were described using descriptive statistics such as frequency, percentage, mean, and standard deviation. In the study. Pearsons' product moment correlation (r) was also utilized to determine the relationship between the respondents' mentoring and monitoring practices and their academic commitment. Meanwhile, a T-test was employed to test the significant difference in the respondents mentoring and monitoring practices and their academic commitment when grouped according to their characteristics.

4. Results and Discussions

Problem 1. How are the respondents characterized in terms of age, program, family monthly income, birth order, and student status?

Table 1
Distribution of Respondents' Characteristics in terms of Age

Category	Frequency	Percentage
26 years old and above	5	2.63
24-25 years old	15	7.89
22 -23 years old	50	26.32
18 – 19 years old	120	63.16
16-17 years old	0	0.00
Total	**190**	**100.00**

Table 1 shows that most respondents are aged 18–19 (63.16%), indicating that freshmen generally transition directly from senior high school to college, reflecting the structured pathway of the education system. This age group is often adaptable and enthusiastic about learning, making them receptive to mentoring and academic support. In contrast, only 2.63% of respondents are 26 and older, suggesting that delayed college entry is uncommon due to work, family, and financial responsibilities. While fewer adults

pursue higher education later in life, those who do often face challenges in balancing school with other commitments, though flexible opportunities can support their continued learning.

Table 2
Distribution of Respondents' Characteristics in terms of Program

Category	Frequency	Percentage
BS Psychology	10	5.26
BS Secondary Education	15	7.89
BS Elementary Education	15	7.89
BS Nursing	15	7.89
BS Medical Technology	10	5.26
BS Architecture	15	7.89
BS Engineering	20	10.53
BS Pharmacy	10	5.26
BS Accountancy	30	15.79
BS Information Technology	20	10.53
BS Hotel Management	30	15.79
Total	**190**	**100.00**

Table 2 shows that most respondents are from BS Accountancy and BS Hotel Management, reflecting strong student interest in careers related to business, finance, and hospitality due to professional opportunities, program reputation, and influence from peers or family. These programs may require strengthened academic support in technical areas to ensure student success. In contrast, BS Psychology, BS Medical Technology, and BS Pharmacy had the lowest enrollment, likely due to strict admission requirements, challenging subjects, and perceptions of longer training and limited job prospects. Studies highlight that academic stress and burnout affect students' confidence and motivation, underscoring the importance of providing support systems, stress management strategies, and a positive learning environment to enhance both academic performance and well-being.

Table 3
Distribution of Respondents' Characteristics in terms of Family Monthly Income

Category	Frequency	Percentage
P50,000 and above	15	7.89
P40,000 to P49,999	10	5.26
P30,000 to P39,999	15	7.89
P20,000 to P29,999	50	26.32
P10,000 to P19,999	88	46.32
P9,999 and below	12	6.32
Total	**190**	**100.00**

Table 3 shows that nearly half of the respondents come from families earning between P10,000 and P19,999 monthly, suggesting limited financial resources yet a strong prioritization of education as a means to improve their future. Students in this bracket may face financial stress, but institutional support, scholarships, and family involvement in financial literacy help them manage challenges and remain academically committed. In contrast, only a small portion of students belong to higher-income households, likely reflecting wealthier families' preference for private universities. Schools like PHINMA address these disparities by offering inclusive interventions such as mentoring, remedial classes, and financial aid, ensuring disadvantaged students have equal opportunities to succeed. Effective mentorship, especially when inclusive and culturally sensitive, strengthens students' confidence and performance, particularly for those from lower socioeconomic backgrounds.

Table 4
Distribution of Respondents' Characteristics in terms of Birth Order

Category	Frequency	Percentage
Eldest	50	26.32
Second	45	23.68
Third	42	22.11
Fourth	21	11.05
Fifth	10	5.26
Youngest	22	11.58
Total	**190**	**100.00**

Table 4 shows that most respondents are first-born children, suggesting they often carry leadership roles, greater responsibility, and stronger parental expectations, which may drive them to excel academically. Being the eldest typically brings more attention and encouragement from parents, reinforcing their commitment to education. In contrast, the fifth-born category has the lowest frequency, reflecting smaller family sizes and possible financial or age-related factors that limit younger siblings' chances to enroll in college. Students lower in birth order may receive less parental focus, making peer networks, mentoring, and teacher support crucial to sustaining their motivation. Overall, birth order appears to influence educational commitment, with first-borns generally benefiting from higher parental expectations and younger siblings relying more on external support systems.

Table 5
Distribution of Respondents' Characteristics in terms of Student Status

Category	Frequency	Percentage
Regular Paying	27	14.21
With Scholarship	163	85.79
Total	**190**	**100.00**

Table 5 shows that most students rely heavily on financial aid, with 85.79% benefiting from scholarships, while only 14.21% are regular-paying students. This highlights those scholarships are not only helpful but essential in reducing financial burdens, encouraging academic performance, and preventing dropouts, as

many families cannot afford education costs on their own. The findings emphasize the socioeconomic gap among students, where only a small fraction can independently finance their studies. Financial assistance enables students to focus on learning, adjust better to campus life, and access support services, while the lack of such aid often leads to financial stress, lower engagement, and potential withdrawal from school. Overall, the widespread dependence on scholarships underlines their role as a vital support system for student retention and success.

Problem 2. What is the respondents' extent of mentoring and monitoring practices based on growth mindset, role model, traits and skills and decision making?

Table 6
Summary of the Respondents' Extent of Mentoring and Monitoring Practices

Variable	Mean	SD	Interpretation
Growth Mindset	3.06	0.81	Very High Extent
Role Model	3.27	0.88	Very High Extent
Traits and Skills	3.16	0.83	Very High Extent
Decision Making	2.96	0.83	High Extent
Overall	**3.11**	**0.84**	**Very High Extent**

Table 6 reveals that respondents show a very high extent of engagement in mentoring and monitoring practices, with an overall mean of 3.19, highlighting strong commitment to providing guidance, support, and supervision that fosters both academic and personal growth. Mentoring is seen not only as a responsibility but also as an essential tool for professional development, helping students build confidence, resilience, and self-esteem while preparing them with soft skills needed for future careers. The highest-rated aspect, Role Model (M = 3.27), reflects students' ability to remain composed, positive, and solution-focused under pressure, demonstrating emotional resilience and healthy stress management. Conversely, Decision-Making received the lowest mean (M = 2.96), suggesting that students often lack strategic thinking in aligning choices with long-term goals. Encouraging reflective practices, goal setting, and effective mentor-mentee communication can strengthen decision-making skills, enhance clarity of purpose, and promote academic and professional success. Overall, the findings emphasize the importance of mentorship in shaping students' character, leadership, and readiness for future opportunities.

Problem 3. What is the respondents' level of academic commitment as regards to behavioral, emotional, and cognitive commitment?

Table 7
Summary Distribution of the Respondents' Level of Academic Commitment

Variable	Mean	SD	Interpretation
Behavioral	2.84	0.89	High Level
Emotional	2.90	0.87	High Level
Cognitive	2.88	0.86	High Level
Overall	**2.87**	**0.87**	**High Level**

Table 7 show that students demonstrate a high level of academic commitment across behavioral, emotional, and cognitive dimensions, with an overall mean of 2.87 (SD = 0.87). Emotional commitment ranked highest, suggesting that students are able to manage their emotions, remain resilient under pressure, and maintain a positive outlook when facing academic challenges, which enhances decision-making, problem-solving, and self-control. Behavioral commitment, though still at a high level, recorded the lowest mean, indicating the need to strengthen students' involvement and participation in school activities to boost motivation, responsibility, and time management. Overall, the findings highlight the importance of fostering supportive learning environments that promote holistic student growth by nurturing emotional resilience, encouraging consistent participation, and developing effective cognitive strategies for meaningful and sustained academic success.

Problem 4. Is there a significant relationship between the respondents' mentoring and monitoring practices and their academic commitment?

Table 8
Results of the Test on Significant Relationship Between the Respondents' Mentoring and Monitoring Practices and their Academic Commitment

Mentoring and Monitoring Practices	Students' Academic Commitment			
	Behavioral	Emotional	Cognitive	Overall
Growth Mindset	r-value 3.2 p-value 0.0007 S	2.85 0.0042 S	3.10 0.0018 S	**3.06** **0.0022** **S**
Role Model	r-value 2.45 p-value 0.0153 S	2.33 0.0201 S	2.60 0.0116 S	**2.46** **0.0157** **S**
Traits and skills	r-value 1.95 p-value 0.0524 NS	2.10 0.0452 S	1.98 0.0489 S	**2.01** **0.0488** **S**
Decision–Making	r-value 3.05 p-value 0.0028 S	2.75 0.0061 S	2.90 0.0039 S	**2.90** **0.0043** **S**

Table 8 show a significant relationship between mentoring and monitoring practices and students' academic commitment across behavioral, emotional, and cognitive domains, with all p-values below 0.05, leading to the rejection of the null hypotheses. Growth mindset, role model practices, and decision-making were found to strongly influence all areas of commitment, suggesting that students who adopt these practices are more resilient, motivated, and engaged in their studies. Traits and skills, however, showed mixed results, impacting emotional and cognitive aspects but not behavioral commitment, likely due to external factors like motivation and habits. Overall, these findings highlight the critical role of mentoring in shaping students' academic engagement, with mentors serving as role models, fostering growth mindsets, encouraging participation in decision-making, and providing emotional and cognitive support.

A holistic mentoring framework that integrates these practices can enhance students' independence, accountability, and academic success, while promoting resilience, motivation, and long-term commitment to learning.

Problem 5. Is there a significant difference in the respondents' mentoring and monitoring practices and their academic commitment when grouped according to their characteristics?

Respondent Characteristics	Mentoring and Monitoring Practices			
	Growth Mindset	**Role Model**	**Traits and Skills**	**Decision Making**
Age	0.73 r-value 0.02 p-value **S**	0.43 0.15 **NS**	0.87 0.01 **S**	0.76 0.01 **S**
Program	0.86 r-value 0.18 p-value **NS**	0.87 0.27 **NS**	0.85 0.02 **S**	0.95 0.03 **S**
Family monthly income	0.65 r-value 0.01 p-value **S**	0.87 0.02 **S**	0.93 0.02 **S**	0.92 0.01 **S**
Birth Order	0.65 r-value 0.18 p-value **NS**	0.38 0.11 **NS**	0.85 0.01 **S**	0.95 0.03 **S**
Student Status	0.87 r-value 0.02 p-value **S**	0.77 0.01 S	0.86 0.01 **S**	0.81 0.01 **S**
Overall	**0.75** **0.08** **S**	**0.66** **0.11** **NS**	**0.87** **0.01** **S**	**0.88** **0.02** **S**

Table 9
Difference in the Respondents' Level of Mentoring and Monitoring Practices when Grouped according to their Characteristics

Table 9 show that students' characteristics significantly influence mentoring and monitoring practices, with age, family monthly income, and student status emerging as key factors, while program and birth order showed little or no impact. Age differences affected growth mindset, traits and skills, and decision-making, reflecting maturity and life experiences, while role model perceptions remained consistent across groups. Family income strongly influenced all aspects, as students from wealthier families benefited from more resources and support compared to those from lower-income backgrounds who faced added challenges. Student status also revealed significant differences, with scholarship recipients experiencing distinct mentoring approaches that shaped their decision-making and growth. In contrast, program affiliation and birth order showed minimal effects, as mentoring practices and role model perceptions were

largely uniform. Overall, the results highlight the need for inclusive, flexible, and responsive mentoring strategies that address students' diverse backgrounds and circumstances, ensuring equitable support for academic success and personal growth.

Table 10
Test Result on the Difference in the Respondents' Academic Commitment when Grouped according to their Characteristics

Respondents Characteristics	Respondents Academic Commitment		
	Emotional	**Behavioral**	**Cognitive**
Age	0.94 (f-value) 0.02 (p-value) **S**	0.92 0.01 **S**	0.81 0.01 **S**
Program	0.67 (f-value) 0.15 (p-value) **NS**	0.55 0.02 **S**	0.84 0.01 **S**
Family Monthly Income	0.91 (f-value) 0.01 (p-value) **S**	0.67 0.03 **S**	0.79 0.01 **S**
Birth Order	0.73 (f-value) 0.11 (p-value) **NS**	0.83 0.02 **S**	0.71 0.01 **S**
Student Status	0.93 (f-value) 0.01 (p-value) **S**	0.90 0.03 **S**	0.93 0.01 **S**
Overall	**0.84** **0.06** **S**	**0.77** **0.02** **S**	**0.82** **0.01** **S**

Table 10 reveals that students' academic commitment, emotional, behavioral, and cognitive varies significantly depending on characteristics such as age, family monthly income, student status, program, and birth order. Age strongly influences all three dimensions, with older students demonstrating greater maturity, responsibility, and problem-solving abilities that enhance their commitment. Family income also plays a key role, as students from wealthier households show stronger dedication due to better resources and support, while those from lower-income families face greater challenges. Student status, particularly receiving scholarships or financial aid, significantly improves emotional stability, focus, and effort, reducing financial stress and increasing overall commitment. Meanwhile, program and birth order primarily affect behavioral and cognitive aspects, with program demands shaping effort and skills, and first-born students often displaying higher responsibility and critical thinking due to family roles. Emotional commitment remains relatively consistent across groups, suggesting it is shaped by more stable internal factors, while behavioral and cognitive commitment are more influenced by external circumstances. Overall, these findings highlight the importance of age, socioeconomic background, and

financial support in shaping student dedication, while emphasizing the need for inclusive mentoring and targeted interventions to address diverse student needs.

5. Conclusion and Recommendations

Conclusion

Mentoring and monitoring practices strengthen academic dedication when mentors provide emotional support and act as positive role models. Emotional involvement fosters trust, motivation, and a sense of belonging, while role models inspire students to adopt positive qualities and stay engaged in their studies. Together, these factors build confidence and commitment, making emotional support and role modeling essential for improving academic performance.

Recommendations

The study recommends that parents and students work closely with advisers to instill the importance of goal setting, self-awareness, and strategic decision-making for aligning choices with future aspirations. It also highlights the value of recognizing and participating in school activities, where awards and incentives can foster camaraderie, confidence, and a sense of belonging. Lastly, faculty are encouraged to focus on real-world applications of learning rather than rote memorization, guiding students to think critically, apply knowledge in daily life, and develop problem-solving skills for meaningful learning.

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