

Mentor-Mentee Dynamics In English Language Education: Unveiling The Graduate Students' Success

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ABSTRACT:

This study “Mentor-Mentee Dynamics in the English Language Program: Unveiling the Graduate Students’ Success” investigates the mentor-mentee dynamics within an English Language Program, engaging on how these relationships commit to the research success of graduate students. Through a qualitative approach, interviews and surveys with both mentors and mentees, the researcher identifies crucial and fundamental elements that stimulate constructive mentoring, including communication styles, research key factors that include research design and methodology, literature review, time management, writing skills, critical thinking, revision and editing, citation and academic integrity, presentation skills, stress management and resilience, networking and professional development, and attainment of common academic goals. The findings reveal that strong mentor-mentee relationships boost students’ research skills and build up their confidence and motivation. Moreover, the study accentuates the influence of cultural differences and the importance of personalized support to meet different needs. This research reinforces the significance of mentorship in academic settings and offers suggestions for improving mentor training and program structure to promote better research outcomes for graduate students in English Language studies.

KEYWORDS: *English Language program, Mentee, Mentor, Qualitative approach, Research key factors*

1.) Introduction:

Conducting quality studies is an essential function of the Higher Education Institutions (HEIs) in the educational sphere. Higher Education (CHED) Memorandum Order No. 25, Series of 1998, stipulates research as one of the paramount criteria in education. According to Menesis & Moreno (2019), undertaking enquiry is of prime importance for HEIs to acquire university status, become Institute of Excellence, gain freedom to govern themselves, obtain educational quality, and offer graduate study programs. Article XIV, section 10 of the Philippine Constitution has set forth that “the state shall give prime concern to research developments, invention, and innovation”. The CHED serves this mandate by expanding research and learning through the creation and implementation of plans, policies, priorities, and action plans. In accordance with the CHED’s directive, Philippine HEIs established research-based policies that mandate faculty members conduct studies in their fields to boost their teaching methods and contribute to the nation’s economic growth.

Research skills are essential, thus educational institutions must have mentoring programs that could help their graduate students develop their fields, mentor them and improve the university’s reputation by engaging in quality research work. The university mentors can play a crucial role in influencing the academic landscape and fostering a lively intellectual community inside the university by consistently improving their research abilities and actively engaging in scholarly efforts.

Scholarly research and independent study are pivotal in graduate programs like the English Language specialization. Graduate students must not only get profound comprehension of the subject area, but they must also develop the critical thinking and problem-solving skills required to do research. Mentoring graduate students is a fundamental strategy to help them get the information and skills they need to find their way through difficult processes. Among the burdensome tasks that a skilled mentor may assist with are developing a career strategy, encountering obstacles and hurdles in the classroom, performing research, and investigating strategies.

This study aims to close the gap by investigating the ways graduate students in the English Language program benefit from mentoring dynamics to propel their careers and academic careers in general, as well as their research agendas and skills.

The impact of mentoring on graduate students’ confidence and research abilities is one of the pertinent topics that the research will analyze. This study will explore the qualities that make a mentor strong and effective, and how these qualities might affect how well research is conducted. It will also investigate the effects mentoring techniques have on the advancement of research of the concerned mentors and their mentees. The study offers a deep understanding of the influence of mentorship in graduate education

programs particularly in the English Language Program, by closely investigating these subjects. Lastly, this study highlights the requisites mentors play in supporting graduate students' intellectual development and helping them overcome difficulties.

Basically, this study brings out the important roles mentors play in supporting graduate students to steer the difficulties of academic research and developing their intellectual potential. It is hoped that the advancement of mentoring best practices will enhance graduate education's general reliability.

Statement of the Problem

The main purpose of the study is to explore the dynamics of mentoring and how it leads to graduate school students' success at the selected institution.

Specifically, it attempted to investigate the mentor-mentee dynamics aiming to understand how these relationships function and their impact on graduate students' success.

1. How do mentors and mentees perceive the roles and responsibilities within their mentoring relationships in the English language program?
2. What strategies and approaches do mentors use to support mentees, and how do these impact mentees' academic and personal success?
3. What are the main challenges encountered in mentor-mentee relationships, and how are these challenges addressed by both mentors and mentees?

This study aims to close the gap that there is a dearth of existing literature on mentoring in English Language Program. Likewise, education focusing on mentor-mentee dynamics within English language graduate programs are scarce.

2.) METHODS AND METHODOLOGY:

LITERATURE REVIEW

Theoretical Framework

A. Bandura's Social Learning Theory McLeod (2024) underpins this study about mentor-mentee's dynamics that leads to the graduate students' success in the English language program. Social Learning Theory posits that people learn new behaviors through observation and imitation. The theory hypothesizes the paramount importance of observational learning, where individual or the mentee learns new knowledge, skills, attitudes, and beliefs leading him to modeling and adopting of the observed behaviors.

Social Learning Theory explains that the mentor-mentee relationship is reciprocal, where both parties learn from each other. Mentees provide fresh perspectives, and mentor refines his own practices based on mentee's feedback.

Mentor reinforces positive behaviors through constructive feedback, encouraging mentee to refine his skills. This two-way interaction fosters a supportive learning environment conducive to growth. It also boosts mentees' confidence and encourages them to take risks in their academic endeavors. In sum, Social Learning Theory offers a powerful structure for understanding how the mentor-mentee relationship impacts the success of graduate students in an English language program. Through observation, imitation, reinforcement, and a supportive social environment, mentees develop the competence and credence necessary to be proficient academically and professionally. This theory highlights the significance of interpersonal dynamics in upholding learning and achievement, boosting the crucial role that mentors play in shaping their mentees' educational journeys.

What is Mentoring

Mentoring is accomplishing an expert's role and responsibilities to expedite and aid another learner's development in conducting research. This process includes modeling as the mentor adapts the messages and comments the graduate student needs to acquire. Mentoring procedure consists of training as an educational technique used in endeavors at the workplace. It is also indicated that the mentor must be able to act as a replica of the teacher's role in research.

Roles of Mentors in Mentoring Programs

Maintaining that language teachers are called to perform a variety of different educational, psycho-social, technical, and ethical obligations, mentors support their mentees in creating and drafting their research projects (Garrido and Alvarez 2006). Language mentors play essential functions in the following areas:

- Educational Roles- Mentors provide language models, develop, assess and evaluate student's learning and communication.
- Psychosocial Roles- Mentors act as motivators, coaches, guides, counselors, advisors and supporters of the graduate students' work.
- Technical /Managerial Roles- Mentors are resource managers, monitors, consultants and coordinators.
- Ethical Roles- Mentors are facilitators, fosters, counselors, and cultural mediators.

Roles of Mentors and Mentees

Cook (2022) avowed that for mentors and mentees to benefit in their relationship, they should be cognizant of their roles. Among the roles mentors play are

- Provider of resources and recommendations
 - Mentors know what tools to recommend and leverage to assist those they are mentoring develop both professionally and personally. This requires being aware of the most suitable books, learning materials, and workshops to offer, besides other things.
 - Mentors inspire students they mentor to join organizations that can help them create new contacts and expand their network.
 - Mentors motivate their mentees to participate in associations that can intensify their network and introduce them to new people for new contacts.
- Champion and cheerleader
 - Mentors know when and how to encourage and assist their mentees. Learning new things, meeting new people, seeing new places, and trying new experiences. More importantly, mentors must learn how to celebrate their mentees' success, no matter how big or small.
 - Mentors as role models share or give the spotlight to their mentees, which is crucial to the development of the mentees.
- "Truth-sayers"
 - Mentors develop the skill of devil's advocate. They ought to provide the students they mentor with valuable feedback that helps them move forward and improve.
 - Mentors teach students how to think through numerous possibilities, analyze the probable results and implications of their decisions and actions, and navigate clearance of unexpected challenges and dangers.

Mentee Roles

Mentees play diverse roles in a mentoring relationship.

Good mentees are willing to work with their mentors. They should be able express what they want to know about their study as well as how to communicate with their mentor.

- Relationship drivers

To get the most out of the mentoring process, students need to be aware of their own goals as well as the skills and expertise required. Additionally, students ought to learn the way to communicate with their mentors; they ought to ask questions, exchange reports on their progress, bring up important issues, and even express feedback.

As students

Mentees take on the student's role. Mentees should make the most of every opportunity to learn, even on things that are not directly related to the mentee- mentor relationship. After learning from their mentor-mentee experiences, mentees put what they have learned into practical situations. They should be motivated to go back to meet with their mentor to discuss their activities and get comments on whether they were good, poor, or in between. For growth, self-reflection and action are needed.

- Administrators and organizers

Graduate school students should be timely for their mentors' meetings, set the topics for their meetings, and write short- and long-range action plans.

The Aims and Objectives of Mentoring Programs:

- to deepen teachers' capacities and tools for a critical understanding of language, culture and appropriate methodologies in the conduct of their research activity.
- to advance teachers' ability to reflect upon their beliefs and practices and construct and reconstruct their personal theories of language and teaching.

- to evolve positive attitudes of lifelong learning and professional self- development.
- to develop the myth of the native speaker and offer opportunities for teachers to recognize and value themselves as intercultural speakers.
- to raise teachers' awareness of diversity and focus on helping teachers construct attitudes, knowledge and skills which will be effective when working with their study.

In Bokina's article, *Mentorship at Its Best* (n.d.), the concept of mentoring is defined as;

Mentoring is a complex, interactive process occurring between individuals of differing levels of experience and expertise which incorporates interpersonal or psycho-social development, career and/or educational development, and socialization functions into the relationship. This one-to-one relationship itself is developed and proceeds through a series of stages which help to determine both the conditions affecting and the outcomes of the process. To the extent that the parameters of mutuality and compatibility exist in the relationship, the potential outcomes of respect, professionalism, collegiality, and role fulfillment will result. Further, the mentoring process occurs in a dynamic relationship within a given milieu.

Mentoring is always helpful for the mentees to deal with cultural differences, logistical issues, communication gaps and problems with undertaking mentorship relationships as the graduate student performs his/her research task. Mentoring is a relationship between two people where the mentor advises and guides the mentee to help him grow, learn, and develop professionally.

Four Cs of Mentorship

Mentoring is reciprocal, with the mentee and mentor cooperating to advance the latter's abilities. Four pillars of social capital are upheld by organizations that run spouse mentorship programs.

- **Conversation:** Involves building trust from the start.
- **Connection:** Both embrace and understand differing perspectives, share lessons and knowledge and prioritize consistent feedback.
- **Community:** This involves coaching leaders in mentoring, building mentor-mentee groups, and ensuring responsibility through shared goals.
- **Customs & Traditions:** Building this culture requires: linking mentoring to organizational values, championing mentoring from top leadership, and tracking the impact of mentoring initiatives.

Components of Mentoring Program

The Mentor-Mentee Program consists of:

- **The Matching Procedure:**

The mentees and mentors team up. While some programs allow participants and instructors to self-select, others might use more informal mentor matching practices monitored by an administrator.

Training: To equip mentors and mentees with the skills they need and establish specific requirements for their relationship, the programs deliver interactions.

Feedback and evaluation: To measure the impact of mentorship and make any appropriate adjustments, regular evaluations check-ins, feedback conferences, and evaluations are done.

Goals and objectives: Setting easy to understand objectives at the start directs the mentorship procedure and lays a foundation for the mentees' growth and development.

Duration: Mentorship programs vary in length, from short-term initiative to long-term partnerships that last several years. Structures include resources, regular meetings, workshops, and other support mechanisms to ease the mentorship relationship.

Peer networking: Delivering opportunities for peers to connect through different activities and peer-to-peer mentoring is an appropriate way to enhance the mentorship program, and to encourage learning.

Mentorship programs are found in various settings. They concentrate on various aims, from career development and skill improvement to individual's growth and specific life challenges. The success of a mentor program often depends on the rapport of the mentor-mentee relationship.

Importance of Mentorship

Graduate students can improve and become more effective in their professions through mentoring, and they can also get ready for future growth chances. Being the primary facilitators of performance, mentors and mentees have a lot to receive and reap. The best way to learn is to teach others about mentors' leadership and communication skills via assisting and mentoring others.

Advantages of Being a Mentor

Mentoring is helpful because it affirms the mentors' abilities, establishes their credibility as an advisor, teaches them how to communicate effectively, opens their eyes to new ideas, and helps them discover fresh talent.

Advantages of Being a Mentee

On the one hand, mentees can get advantages such as understanding the culture of the organization, improving their skill development, networking possibilities, opportunity for promotion, learning problem solving, and knowledge transfer.

Types of Mentoring Models

One-on-one mentoring: This approach involves an experienced mentor supporting one mentee. They collaborate with each other to grow professionally and personally. It is a give and take relationship—while the mentee grows, the mentor polishes leadership techniques and acquires new insights.

Peer Mentoring: This type calls for two individuals of the same professions standing or age helping together. Their reciprocity could involve alternating roles or a more mutual mentoring experience. By sharing knowledge and experiences, they work toward growing together and maintaining mutual responsibility.

Group mentoring: This type needs several mentees simultaneously. This type makes it possible for a mentor to reach out to more individuals in a shorter time span. This arrangement fosters shared learning, knowledge retention, and improved teamwork among participants.

Reverse mentoring: This model uses the traditional setup. A less experienced individual mentors someone senior or more experienced. This allows learning to flow in both directions.

Flash mentoring: These are short, highly motivated mentoring sessions delineated for quick knowledge transfer or skill acquisition. They remove the need for long-term commitment and are particularly useful for meeting immediate learning needs.

Team mentoring: Team mentoring requires several mentors supporting a group. It is advantageous when a group of individuals is working towards a familiar objective. This setup builds a multitude of learning environment as mentors bring a variety of ideas and knowledge.

Virtual mentoring: With the increase of remote work, virtual mentoring has gained distinction. Different mentorship styles can be carried out remotely using an array of digital tools. This ensures that geographical barriers do not block mentorship programs, and those who prefer or online connections are not left out.

Mosaic mentoring: This is a hybrid style where mentees cooperate with multiple mentors or explore various mentoring programs. By extending their mentoring interactions, individuals acquire a comprehensive view of their area of interest, boosting their learning experience.

Functional mentoring: It is a more project-integrated approach, where the mentoring rotates around a clear, predefined goal. Instead of an extensive developmental goal, the mentee seeks guidance on specific projects, utilizing into the expertise of those experts in that area.

Benefits of Mentoring Graduate Students in Research Skills

A mentor helps his mentee to refine his research questions by challenging the graduate student's assumptions, suggesting alternative views, and pointing out potential issues. A mentor also helps the student align his research questions with his goals, interests, and strengths, as well as the expectations and standards of the discipline.

Mentorship enhances the written and oral communication skills of graduate students during research by providing constructive feedback on writing, coaching in public speaking, and developing a collaborative learning environment. This hands-on guidance improves immediate communication outcomes and equips students with valued skills for their academic and professional journeys. Counsel and information from mentors support graduate students direct research complexities and achieve practical insights. Mentorship encourages hands-on skill development, going beyond theoretical knowledge. Mentors assist in surmounting challenges, dispensing valuable problem-solving support. Networking opportunities arise through mentorship, expanding students' academic and professional circles. The reassuring environment of mentorship increases students' confidence, motivates them to tackle more pioneering research projects. Another benefit of mentorship is that it presents opportunities for graduate students to access various resources and networks that can promote research skills and outcomes. Hence, a mentor can introduce his mentee to other experts, collaborators, or mentors in the field, who can offer novel insights, feedback, or support. A mentor can also help his mentee find and apply for grants, scholarships, or fellowships that can fund the research or support the student's professional development. A mentor also guides his mentee to relevant and reliable sources of information, data, or methods that can advance his research.

The mentor's network is his mentee's network, his resources are also his mentee's resources. Both develop professionally and progress far in the field. The mentor-mentee dynamics stimulates skills learning, promotes professional growth, and amplifies the accessibility to research sources like articles, podcasts, webinars or workshops can supply valuable information, insights, and tips on how to conduct and communicate research effectively.

Research skills relate to conducting and analyzing research, as well as communicating and disseminating the findings effectively. A mentor aids the student to improve his writing and communication skills by giving constructive criticism, editing, or proofreading of the drafts, proposals, or presentations. A mentor can also help his mentee in his writing and communication style to different audiences, purposes, and formats, such as journals, conferences, or media outlets. A mentor helps him cope with rejection, feedback, or criticism from reviewers, editors, or peers, and helps him revise and improve his work accordingly.

A mentor aids in refining communication skills for research by offering constructive critique, refining writing styles, and guiding effective presentation techniques. A mentor's commentary and critique ensure that the research findings are effectively communicated to diverse audiences and making one's work more impactful and accessible.

A mentor helps with drafting, suggestions and adapting writing especially when communicating with different purposes and audiences. A mentor really takes writing and communication skills to the next level.

Research can be a demanding and tough process, especially for graduate students who may face high expectations, tight deadlines, or isolation. A mentor helps his mentee increase self-confidence and motivation by acknowledging the student's achievements, celebrating with his successes, and providing emotional support. A mentor helps overcome obstacles, setbacks, or failures by encouraging the student to persevere, learn from his mistakes, and seek help when needed. A mentor also helps balance the research with other aspects of life, such as teaching, service, or personal commitments.

Mentorships for graduate students can significantly improve research skills by offering personalized guidance, sharing experiences, and providing constructive feedback. It nurtures self-confidence by validating their abilities and encouraging independent thinking. Moreover, a mentor's support and encouragement can ignite motivation, helping students stay focused, overcome challenges, and pursue their research goals with determination.

A nurturing mentor plays a crucial role in boosting research students' self-confidence and motivation. A mentor provides guidance, constructive feedback, and promotes a positive learning environment. A mentor's encouragement and expertise strengthen research skills, instill a sense of belief and enthusiasm in students, and empower them to direct challenges and excel in their academic journey.

Mentorship can have a positive and life-long impact on a graduate student's research skills and academic career. By finding and working with a mentor who suits one's needs, interests, and style, a graduate student can benefit from his/her experience, expertise, and support, and grow as a researcher and a professional.

final benefit of mentorship is that it can help graduate students plan their career path and prepare for the transition from graduate student to researcher. A mentor can help them explore career options, identify their strengths and weaknesses, and set realistic and attainable goals. A mentor can also help his mentee develop professional identity, portfolio, and network, and provide the student with advice, referrals, or recommendations for job applications, interviews, or negotiations. A mentor can also help his mentee steer the academic culture, norms, and expectations, and provide his student with role models, examples, or best practices.

Related Studies

Roman, (2021) in his study, "Research Competencies and Performance of Higher Education Institutions (HEI) Faculty", investigated the research performance of higher education institutions (HEIs) faculty based on the number of research completed, presented, published, and cited. The yielded results showed that the frequency of faculty in the HEIs decreased as the analysis moved from one research performance parameter to another higher parameter. The findings also revealed that the research competencies of the universities' faculty members predicted research productivity. Participants of the study were also found to have inadequate research competencies in nine out of the 10 parameters except for knowledge on types of research. The researcher suggested that a pressing to provide fundamental ways to develop further research competencies of the HEI faculty on research. Additionally, it was recommended that research training and mentoring programs be provided to HEI faculty.

Hall and Liva (2021) conducted a descriptive qualitative study that aimed to probe graduate students' views about mentoring. Fifty-four Canadian participants in 12 focus groups from different courses participated. Focus groups were composed of two to seven students. Content analysis was used to delve into the data gathered from the interviews. The participants considered mentoring as transformational experience because mentors polished their path. Transformational mentoring bolstered the students' eagerness to develop their research endeavor. Mentoring reinforces institutional supervisory applications and graduate student retention and success, but it requires orderly methods.

Strava Kou and Lozga's study (2022) analyzed Greek postgraduate students' views about mentoring in Greek primary and higher education. The texts were investigated utilizing qualitative content analysis. Results yielded prevailing themes of mentoring such as mentoring functions, outcomes, and purposes. In spite of similarities found for mentoring in both contexts studied, some differences emerged like types of mentoring relationship preferred and the purposes of mentoring in each context.

Hoover and Lucas (2022) in their study avowed that mentoring is a positive and ongoing relationship between an expert researcher and student that fosters academic growth and achievement. According to the researchers, the dearth of research mentorship, specifically when it involved similar issues that students experienced such as academic rejection, the pressure to publish scholarly work, and career conversations in post-graduate school could impact demotivation among graduate school research writers. Academic rejection refers to the act of receiving a rejection for a scholarly task such as a rejection notice for a manuscript, award, grant, or even employment. Correspondingly, the study aimed to qualitatively explore academic rejection, the pressure to publish, and post-graduate career conversations using a convenience sample of 75 faculty members who were appointed to a criminology and criminal justice department at a university or college. Themes related to academic rejection, the pressure to publish, and career conversations were analyzed.

Cutillas et al's (2023) created a structural model showcasing research skills of undergraduate students. Due to the stages in their research project implementation, mentoring students became crucial initiative in higher education institutions. The study participated by 539 students was anchored on the Social Learning Theory and supported by six of the seven hypothesized paths. Three major contributions emerged from the research: mentoring improved information-seeking skills and information-sharing behaviors and facilitated students' research skills due to the technical knowledge transfer from the faculty mentor to student mentees; information literacy constructs and competency development promoted research skills, emphasizing that students with those behaviors and capacities would achieve enhanced research skills; and that their findings suggested that mentoring did not directly translate to improved research skills. However, information-seeking and sharing behaviors and competency development fully

intervened such a link. Thus, mentors aided these behaviors for mentoring to develop students' research skills.

Bueno (2023) conducted a qualitative case study that established the effect of faculty mentorship on the research skill development of MAEd students. The professor-mentorship provided to MAEd students played a critical role in developing their research skills. The research process steered the students' passion to do research, promoted their abilities in choosing research topics, conducting literature reviews, designing methodologies, and analyzing data. Moreover, mentorship improved the students skills in conducting research and critical thinking, analytical skills, and a deeper understanding of the research process. Constructive criticisms and motivations from mentors were helpful in polishing students' research proposals, writing, and presentations. Research mentors inspired students to share their research findings through conferences and publications, offering important growth opportunities. This exposure promoted students' research skills and maintained their confidence as researchers. Overall, professional-mentors' mentorship remarkably shaped the research skills and career paths of MAEd students, inculcating love/interest for evidence-based practices in education and preparing them for future research ventures.

The technique and procedures selected for the investigation are justified in this chapter. It explains the decisions taken on the sampling, technique, measures, and analytical approach that were used to examine the relationships in the conceptual model. It covers the study's research methodology, including the study's demographic, sample, sample size, research design, and data collection tool.

Research Design

This study utilized a qualitative descriptive design. A qualitative descriptive design is most appropriate as it recognized the subjective nature of the problem, and the different experiences participants had. Since the design of choice when a simple description of a phenomenon is sought, a qualitative descriptive technique was employed. When researchers want to know about occurrences, who is involved, what is involved, and where things take place, this method is highly helpful.

Participants

Three mentors from the English Language Program in the graduate school of Bulacan State University participated in this study, along with six mentees who were enrolled in the same department as the mentors. The six mentees were graduate students enrolled in the English Language Education Program during the school year 2023-2024.

Data Gathering Procedure

Semi-structured interviews with both mentors and mentees to gather in-depth narratives were used.

Data Analysis

The method was described and identified by coding. Interview transcripts were coded to find themes and describe the process. To arrange the participant data, N Vivo Coding was utilized. The method of knowing and organizing data according to themes, or doing thematic analysis of the data, is known as coding. Describing trends is the primary objective of coding. When coding manually, a set of codes, knowing themes, are built from small samples of the respondents' feedback data, and each item of input is carefully labeled for patterns and meaning.

3.) RESULTS AND DISCUSSION:

Through an overarching analysis, this section stresses significant directions, shows comparisons, and gives interpretations that help to contextualize the findings within existing literature. Ultimately, this part seeks to bridge the gap between raw data and meaningful conclusions, contributing to a deeper understanding of the study.

The discussion follows the questions as presented in the statement of the problem. The participants' responses are presented verbatim.

1.How do the mentors and mentees perceive the roles and responsibilities within their mentoring relationships on the English language program?

N-Vivo coding of Participants' Perceptions of their Roles and Responsibilities in the Mentoring Relationship

Participants	Verbatim Descriptions	Theme/ Code
Mentor 1	I play a crucial role in fostering a sense of community within the program. By connecting mentees with each so they can help create a collaborative learning environment. This sense of belonging can significantly enhance educational experience and motivate students to engage more deeply with their research or in writing. As a mentor, First, I should assist mentees in setting academic and career goals. This includes helping them identify what they want to achieve during their program and creating a plan to reach those goals. I also provide resources, such as reading materials to enhance the learning experience. , I am responsible for offering constructive feedback on their research work so they can publish papers and write their thesis. I am providing insights that can help improve their quality. Mentors should also encourage mentees to reflect on their work and consider how they can grow as writers and scholars.	Fostering collaborative community. Goal setting and strategic planning. Providing resources and learning support. Constructive feedback for growth. Encouraging self-Reflection and growth. Constructive feedback for growth.
Mentor 2	Ultimately, being a mentor is an opportunity to give back to a community that has enriched my own life and to empower others to thrive in their linguistic endeavors.	Giving back. Empowering others. Legacy and empowerment.
Mentor 3	To be a mentor in the English Language Program has been one of the most rewarding decisions of my academic journey. I believe that language is a powerful tool for connection, and by helping others navigate the complexities of English, I contribute to their personal and professional growth. Mentoring allows me to share my passion for language and culture while fostering a supportive environment where students can build confidence in their skills.	Passion for language and culture. Mentorship as empowerment. Creating a supportive environment. Rewarding nature of mentorship.
Mentee 1	I believe that my perspectives on my role, as well as my duties and responsibilities as a mentee, differ from those of the majority. I believe I could provide my mentors with some technological know-how that she might lack. Given that our generation is more adept at using technology, I thought I may share some of my knowledge with her. On the one hand, I expected to learn more about conducting research because I respect and believe in her career. Consequently, I have a reciprocal obligation. As a result, I could compare my role as a mentee to that of a daughter to her parents. Because this is what my mentor has benefited from being a professional, I respect and trust her. I must meet with her at the appointed time and date, be ready to learn as much as I can about the subject, and welcome her advice, fresh perspectives, and helpful critiques.	Technological expertise vs. experience. Reciprocal obligation. Commitment to growth.

Mentee 2	I had to be enrolled in the institution's mentorship program as a graduate student getting ready to work on my last master's degree requirement. I discovered that being a mentee requires taking on multiple roles. Having a mentality of the things I wanted to accomplish was the most important of these jobs. I must determine the goals that will act as a roadmap for achieving my target. My determination to be an active and committed participant was another crucial role. I had to consider my mentor as someone who had the know-how to help me persevere till I achieved my objectives.	Goal setting and determination Active participation and commitment Mentor as guide
Mentee 3	I had many doubtful thoughts when I signed up for the university's mentorship program. I was initially apprehensive because I thought I might not be able to handle the amount of work I had to do. I discovered that I had to act like a new student and do what a good student should do: pay attention to my mentor, keep track of all the notes, comments, and important information, ask questions, and ask for help when I needed it. I must make all the necessary changes. I also must be grateful to my mentor and always trust and respect her.	Overcoming Initial Doubts. Adaptability and Growth. Active participation. Respect, Gratitude, and Trust.
Mentee 4	It took me a long time to discover that being a mentee is both challenging and enjoyable. To make the necessary modification, I first had to learn about my mentor's traits. I needed to learn how she communicated. I take on the role of a curious starting researcher and a novice neophyte. I tried to be receptive to criticism and a friend who was willing to absorb her counsel and insights to strengthen our bond.	Adaptability and Growth Active participation. Respect, Gratitude, and Trust
Mentee 5	Being a mentee is a role I was certain to accept because, even though I completed the graduate-level coursework, I couldn't fully realize my dream without being able to produce a final research report. Writing a thesis was one of the new talents I knew I needed to acquire. To comprehend relevant concepts and ideas related to my studies, I needed to be a proficient communicator. I had to be receptive to take in what she wanted me to know and do. I had to tell the mentee straight up to make things easier to understand. I had to take her advice to heart and accept her criticism. I must think about the truthfulness of her teachings so I could come up with excellent output.	Overcoming Initial Doubts. Adaptability and Growth Active participation. Respect, Gratitude, and Trust.
Mentee 6	I was a dreamer as a mentee, and I tried to envision a bright future for myself when I fulfilled my aspirations. To accomplish my aims, I also planned my objectives. I had to acknowledge my mentor's work and the knowledge she gave. I had to have faith that my mentor had done everything in her power to assist me in reaching my objectives. I must express gratitude for helping me grow personally and professionally.	Vision and aspiration. Goal setting and planning. Trust in mentor's guidance. Gratitude and acknowledgement. Personal and professional growth.

The following are the themes and codes of the duties and obligations of the mentor and mentees in the mentoring program, as defined by ChatGPT and based on participant verbatim descriptions:

Mentor 1

- **Fostering a Collaborative Community:** The mentor plays a paramount role in forging a community within the mentoring program. The emphasis is on collaboration among peers. The mentees do their work together to establish a positive learning environment.
- **Goal Setting and Strategic Planning:** The mentor assists and guides the mentees to work out their goals and objectives to reach what they want to attain.
- **Providing Resources and Learning Support:** The mentor helps mentees search for the right resources that could bolster up research work.
- **Constructive Feedback for Growth:** The mentor strives to check the mentees' research, thesis, and writing to ensure they are properly progressing in their work.
- **Encouraging Self-Reflection and Growth:** The mentor motivates her/his mentees to undertake reflexive work to evaluate what they have been doing to continuously achieve personal and academic growth.

Mentor 2

- **Giving Back:** The mentor should be aware that his/her role offers him /her a chance to give back to a community that has previously improved one's own life. This involves the reciprocal nature of mentorship, where mentors understand having a notion motivated by a sense of gratitude and an enthusiasm to give back to another good things within a specific field or community. **Empowering Others:** The mentor considers a responsibility to help his/her mentees succeed and make it through their linguistic endeavors. This emphasizes the theme of supporting and uplifting others, giving mentees the tools, knowledge, and confidence they need to reach their goals.
- **Legacy and Impact:** One cognizant role of a mentor is to leave a bequest that would leave a lasting impact on the community for the mentees to carry forward the knowledge and values they have gained.

Mentor 3

- **Passion for Language and Culture:** The mentor possesses a profound love for language and culture, thus looks at mentoring as a rare occasion to share that zeal and eagerness with others. This makes mentoring a means to inspire the mentees to have a genuine love for learning.
- **Mentorship as Empowerment:** The mentor beholds her/his role as one who gives assistance to others to steer the intricacies of English. Mentorship refines the essential skills that impact on mentees' future opportunities and confidence.
- **Creating a Supportive Environment:** The mentor highlights the value of a supportive learning environment that strengthens confidence in the mentees' language skills. This underscores the theme of sustaining environments where mentees feel safe, reassured, and motivated to strive to learn the rudiments of doing research.
- **Rewarding Nature of Mentorship:** The mentor considers his/her experience as one of the most fulfilling choices in the academic journey, emphasizing the personal fulfillment that comes from supporting others. This denotes personal growth through mentorship, where the mentor also gains from the experience by helping to the success of others.

Mentee 1

- **Technological expertise vs. experience.** The mentor provides traditional knowledge in the field of research whereas the mentee may offer technological modern skills. This code stipulates a balance of skills and experiences that each person brings to the mentorship relationship.
- **Reciprocal Obligation:** Everyone (mentor and mentee) has her/his own responsibility and respect for one another. The mentee expects to learn, respect, and trust the mentor that is likened to the nurturing bond between a daughter and parents. This illustrates guidance and support from the mentor and growth and learning from the mentee.
- **Commitment to Growth:** It is paramount that the mentee must be prepared when meeting the mentor, ready to receive feedback, and be open to learning. Mentee must be dedicated to personal and professional growth. This code symbolizes mutual respect, knowledge exchange, and shared responsibility for each to contribute to each other's growth and advancement.

Mentor 2

- **Trust the mentor. Goal Setting and Determination:** The mentee underscores the basic need to clearly define the goals of joining the mentoring program as a path for success. The mentee must have goals he/she pledged to achieve.

- **Active Participation and Commitment:** The mentee must diligently and devotedly work on the attainment of the goals.
- **Mentor as a Guide:** The mentee must consider the mentor as a main figure of support, whose expertise and guidance will help him/her encounter challenges and stay on course toward the goals. It is paramount for the mentee to fully trust the mentor's wisdom and perseverance.

Mentee 3,4 &5

- **Overcoming Initial Doubts:** At first the mentee admits feelings of uncertainty and fears about taking on the mentorship program. This shows that self-doubt often accompanies stepping into new and challenging situations.
- **Adaptability and Growth:** The mentee realizes that to succeed, he/she must adopt a desire to learn and be open like a "new student" by being receptive, diligent, and willing to make necessary adjustments. This code shows the basic quality of
 - being resilient and flexible learner.
- **Active Participation:** The mentee emphasizes the importance of attentive listening, note-taking, and actively engaging with the mentor by asking questions and seeking help. This denotes being a proactive learner of the mentee, as being accountable for his/her growth and development as a researcher.
- **Respect, Gratitude, and Trust:** The mentee must be cognizant of the significance of being respectful, trustful, and appreciative toward the mentor. This theme of gratitude, respect, and trust are indispensable indicators of a successful mentorship relationship.

Mentee 6

- **Vision and Aspiration:** The mentee sees herself as a dreamer with a clear vision of her future. This gives back the importance of having inclination and target of long-term goals as the impetus in the mentee's journey. The code indicates that a mentee has a grand dream to succeed with the support of her mentor.
- **Goal Setting and Planning:** The mentee highlights the motivation for careful and thoughtful planning to achieve her aspirations. This highlights the value of strategic thinking, having clear objectives, and taking intentional steps toward personal and professional development.
- **Trust in the Mentor's Guidance:** The mentee places significant trust in her mentor, acknowledging that the mentor's competence and efforts are vital for her own success. This indicates trust in her mentor.
- **Gratitude and Acknowledgment:** The mentee demonstrates deep gratitude for the mentor's role in her personal and professional growth. This points up the theme of appreciation, where the mentee appraises the mentor's contributions and guidance, understanding that mentorship is inherent to her development.
- **Personal and Professional Growth:** The mentee recognizes the transformative impact of mentorship on her personal and professional growth. This theme reveals that mentorship is about a mentee's complete development as a person.

2. What strategies and approaches do mentors use to support mentees, and how do these impact mentees' academic and personal success?

Mentors used diverse strategies and approaches to support their mentees according to what they perceived as most fitting for the mentee.

Mentor 1 perceives *using an approach that requires dedication and thoughtful strategies. One effective method is to establish clear communication from the beginning. This means setting expectations about how often to meet and the preferred modes of communication, whether through email, video calls, or in-person meetings. Regular check-ins not only help track progress but also create a supportive environment where mentees feel comfortable discussing their concerns and thoughtful strategies. One effective method is to establish clear communication from the beginning. This means setting expectations about how often to meet and the preferred modes of communication, whether through email, video calls, or in-person meetings. Regular check-ins not only help track progress but also create a supportive environment where mentees feel comfortable discussing their concerns. Another tactic is to create personalized goals with each mentee. Collaboratively setting specific, measurable, achievable, relevant, and time-bound (SMART) goals helps provide direction and focus. This approach ensures that mentees are working towards objectives that align with their academic and professional aspirations. Additionally, providing constructive feedback is crucial. By reviewing their work and offering insights, mentors can help mentees identify strengths and areas for improvement. Lastly, fostering a sense of community can enhance the mentoring experience. Encouraging mentees to participate in group discussions, workshops, or networking events allows them to build relationships with peers and professionals in their field. This not only enriches their educational experience but also prepares them for future collaborations in their*

careers. Overall, these tactics and methods create a robust support system that empowers graduate school mentees to succeed.

Analysis of mentor 1's response revealed that mentoring tactics, such as active listening and rendering constructive feedback, and setting achievable goals, have significantly benefited mentees in various ways. These approaches created a supportive environment where mentees feel valued and appreciated, and which boosts their confidence and motivation. Through regular check-ins and personalized guidance, mentees develop essential skills that enhance their academic performance and personal growth. Additionally, these strategies vitalize strong relationships between mentors and mentees, inspiring open communication and trust. As a result, mentees often experience improved and enriched problem-solving abilities, increased resilience, and a greater sense of purpose in their educational journey.

Mentor 2 avowed, *My approach to mentoring in the graduate English Language program is characterized by support, collaboration, and active engagement. As a mentor, I have the obligation to guide students through their academic journey by providing constructive feedback on their writing, facilitating discussions about literature and language, and helping them develop critical thinking skills. Additionally, I am responsible for creating a safe and inclusive environment where students feel comfortable sharing their ideas and challenges. This involves being approachable, listening actively to their concerns, and encouraging them to explore diverse perspectives within the field of English studies. Ultimately, my goal is to empower students to become confident, independent scholars who can navigate their academic and professional paths effectively.*

The foregoing approach used by mentor 2 offered feedback on the mentee's work, whether it's an early draft of a research proposal, a data analysis, or a presentation. This feedback is typically specific, clear, and aimed at improvement. More importantly, constructive feedback helped improve critical thinking and writing skills. The feedback also helped the mentees to refine their research and thinking thus, fostering self-esteem allowing mentees to deal with issues they would encounter in the research process.

Mentor 3 claimed foremost... *I aspired to make a difference in my mentees' life. I inspired them to believe in themselves and to pursue their passions such as writing. Mentoring is not just about giving advice; it's about building connections, encouraging growth, and making a lasting impact on the future.*

I encouraged my mentees to share their knowledge, experiences, and insights to help them navigate challenges and develop their skills. I guide them in setting their goals by giving them constructive feedback. Together we sat to discuss the feasible goals and how to work on achieving such goals. I motivate them to list from the very start their plans, the purposes of the plans, and the probable ways to attain them. My mentees should post their goals in a conspicuous place for them to regularly check how far they had been going.

3. What are the main challenges encountered in the mentoring system and how are those challenges addressed by the mentors and mentees?

Mentor 1 averred: *I have faced several challenges in building strong connections with my mentees. One significant difficulty is communication; oftentimes, mentees feel shy or unsure about sharing their thoughts and concerns, which can hinder open dialogue. Additionally, differences in personality and learning styles can create barriers to understanding each other, making it hard to establish a trusting relationship. Time constraints also play a role, as busy schedules can limit the opportunities for meaningful interactions. Despite these obstacles, I strive to create a supportive environment that encourages my mentees to express themselves and build a strong connection.*

Another significant issue was managing my time effectively while balancing schoolwork, sports, and extracurricular activities. To overcome this, I created a detailed schedule that prioritized my tasks and set aside specific time blocks for studying and practice. Additionally, I learned to ask for help when needed, whether from teachers, friends, or family, which made a big difference. This approach not only improved my time management but also helped me develop a stronger support network, ultimately leading to my success in both academic and personal interests.

Mentor 2, discovered, *establishing a strong connection with my mentees is navigating differing communication styles and expectations. Everyone comes with his own background, experiences, and preferences, which could lead to misunderstandings or a lack of engagement. Additionally, it can be challenging to find a balance between providing guidance and allowing mentees to explore their own paths. Building trust takes time, and there are moments when mentees feel hesitant to open up about their struggles or aspirations, which can hinder the development of a meaningful relationship. Recognizing and addressing these challenges is crucial for fostering effective mentorship connections that can ultimately lead to personal and professional growth for both parties involved.*

Mentor 3 asserted: *Throughout my academic journey, I have encountered various challenges that tested my resilience and problem-solving skills. One significant issue arose during a group project where conflicting ideas among team*

members led to misunderstandings and a lack of progress. To overcome this, I initiated a structured discussion where each member could express his thoughts and concerns. By facilitating open communication, we were able to identify common goals and delegate tasks according to each member's strengths. This collaborative effort not only improved our project's quality but also strengthened our team dynamics. Through this experience, I learned the importance of communication.

Based on the responses of the mentors, communication was among the stumbling blocks in the mentoring system. Bukhari et al lent support to the findings as regards one main issue in the study. The findings of their study showed that the lack of communicative competence of students at the Graduate level affects their academic performance. To fix this issue language modules were introduced to the students to compensate for the needs in writing their research work.

4.) CONCLUSION:

The participants' answers regarding their roles and responsibilities as mentors or mentees revealed several codes or themes. Whatever responsibilities or accountability they perform it is always aimed towards doing their accountability. As dedicated research advisors, their duties stem from the roles they have taken on as students, researchers, feedback recipients, facilitators, guidance counselors, or friends; The mentors employed a variety of tactics and methods that they felt could help the mentees succeed. Before starting the program, mentors and mentees need to work together to establish their goals and objectives. To understand one another, they must communicate in a comparable way. Mentors serve as role models, offering practical advice and assistance, and communication problems, time limits, unclear goals and expectations, and a lack of commitment on both sides are some of the problems and difficulties that hinder the effectiveness of mentoring relationships.

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