The lived experience of students in a formal mentoring program: Exploring students' motivation based on the Organismic Integration Theory

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Abstract

Background: There has been a growing number of educational institutions which incorporated formal mentoring programs in their curriculum. When the mentoring program is given as an optional service, a good number of students avail of it, while some do not. Among those who attend the mentoring sessions are motivated mentees who initiate the mentoring sessions themselves.

Purpose: Discover the motivations of mentees who seek mentoring sessions with their mentors in the context of a formal mentoring program.

Research design: Qualitative; phenomenological research design

Data source: Semi-structured interviews of 12 university students

Data analysis: A researcher-constructed semi-structured questionnaire was used to interview participants about their mentoring experiences and their motivations to seek their mentors for mentoring sessions. van Manen's 'existentials' and the analysis process of Sloan and Bowe's hermeneutic phenomenological analysis were used in analyzing the interview videos and transcripts. Though frameworks are not normally used in phenomenological analysis, the Organismic Integration Theory (OIT) was used as a framework since the phenomenon of interest is the motivation of these students to seek mentoring, and motivation is covered by the OIT.

Findings: The motivations of the interviewed students are primarily identification and secondarily integration which were present in the experiences of most if not all mentees interviewed. The rest were present in half or less than half of the total respondents. Identification, a type of internalization where there is more relative autonomy and conscious endorsement of values and regulations, is evidenced when the students identify the things they get from their mentors as personally valuable and important to them. They experience greater autonomy and have a more internal perceived locus of causality. Integrated regulation results from bringing a value or regulation into congruence with the other aspects of the person, such as certain religious practices, valuing of family, studies, friends, and life choices.

Recommendations: Include training needs, such as giving advice and feedback, ways of helping the youth, setting goals, and relationship-building, in mentoring programs. Develop a mentoring program that is university-wide with cross-sectoral participation. Conduct research on instruments development, phenomenological studies of successful graduates, and mixed-method research on academic performance and adaptation capacity of students. Include mentoring programs dedicated to the youth in educational institutions and non-governmental organizations.

Keywords
mentoring, motivation, integrated regulation, identified regulation, hermeneutic phenomenology

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Introduction

Helping the youth become responsible and productive adults is at the core of youth mentoring, something practiced for over a century now (Rhodes & DuBois, 2008). Because adolescents tend to be highly emotional, impulsive, and disorderly, they have to learn how to orchestrate their thoughts and actions according to internal goals (Miller & Cohen, 2001). It is up to adults to guide adolescents at this crucial stage of their lives, which is where youth mentoring plays an important role.

Since the first youth mentoring movement at the dawn of the 20th century in the United States, youth mentoring programs have been growing. But just how effective are these? In a meta-analysis done by Raposa et al. (2019), most mentoring programs have small to medium effects. Despite all the good reviews from anecdotal reports on the impact of mentoring, the 2019 study showed that most relationship-based mentoring programs do not work, and those few mentoring programs with medium to large positive effects are targeted and skills-based programs.

An important factor in mentoring success includes student motivations (Fallatah et al., 2018). Motivation is a well-studied field in educational psychology (Krapp, 1999; Weiner, 1990). It is defined as an internal state of a person that arouses, directs, and maintains certain behaviors (Woolfolk, 2013). Research on motivation has been a focus of the Self-Determination Theory (SDT) developed by Ryan and Deci (2000b). The SDT is an organismic meta-theory for the study of human motivation. It can provide a compelling theoretical framework to study the mentor-mentee relationship and mentee motivations (Firzly et al., 2022).

Mentoring is recognized as essential in large organizations as well (Kram, 1985, as cited in Firzly et al., 2022), and research on mentoring provides support on the importance of mentoring relationships in workplace outcomes (Allen et al., 2008). In a study conducted by Janssen et al. (2014), the motives of informal mentors on why they provide developmental support to their protégés were examined. They found five broad categories of mentor motives: self-focused motives, protégé-focused motives, relationship-focused motives, organization-focused motives, and unfocused motives. Using the SDT, the researchers showed five subcategories of self-focused motives, ranging from extrinsic motivation to intrinsic motivation.

The above-mentioned research by Janssen et al. (2014) is what prompted the use of the SDT in this study in exploring motivations among university students who seek their mentors for mentoring conversations. In particular, one of the six sub-theories under the SDT was used as a framework—the Organismic Integration Theory (OIT). The motivations of mentees to seek their mentors were not as explored as other aspects of the mentoring relationship.

Though a few educational institutions in the Philippines have implemented formal mentoring programs, the past decade has shown a rise in the implementation of a mentoring program in educational institutions (Lactao, 2016). This study is focused on the lived experiences of students in a formal mentoring program offered by a higher education institution. In this study, the experiences of mentees as they go through their mentoring conversations with their mentors were explored, particularly when the mentees initiated a mentoring session with them. Recognizing the dearth of research on the specific phenomenon of seeking one's mentor, hermeneutic phenomenology was utilized.

Review of literature

Mentoring

Like coaching, counseling, and psychotherapy, mentoring is a helping relationship. There are basic skills that a mentor needs to possess to be effective—listening, empathizing, responding, and rapport-building, to name a few (Converse & Lignugaris/Kraft, 2009). However, unlike a coach, counselor, or school psychologist, a mentor does not need specialized training because what he puts in the mentoring sessions is mostly drawn from his personal life experiences. The term 'mentor' has been defined in various ways. A natural mentor is a "non-parental adult, such as extended family members, teachers or neighbors, from whom a young person receives support and guidance as a result of a relationship developed without the help of a program specifically designed to connect youth and adults to form such a relationship" (Zimmerman et al., 2005). A mentor has been identified by Kram (1983) as someone who provides career guidance and psychosocial support. DuBois and Karcher (2005) described a mentor as one who has more life experience or wisdom than the mentee, and who offers guidance or instructions that facilitate the growth and development of the mentee.

Youth mentoring

Eby et al. (2008) made a meta-analysis of peer-reviewed academic journals. This quantitative analysis focused on the three major areas of mentoring research—youth, academic, and workplace. They concluded that the mentoring outcomes include behavioral, attitudinal, health-related, relational, motivational, and career outcomes. They also saw that larger effect sizes were detected for academic and workplace mentoring compared to youth mentoring.

Youth mentoring focuses on reducing risky behavior and improving the youth's social and academic functioning (DuBois & Karcher, 2005). Parents enroll their kids in a mentoring program if they observe that their kids exhibit risky behaviors or tend to truancy and misbehavior. Youth mentoring programs help the mentee achieve personal, emotional, cognitive, and psychological growth. Thus, to achieve these outcomes, mentors have to be trained well so that youth mentoring involves the relationship between a caring, supportive adult and a child or adolescent (Rhodes, 2005).

Academic mentoring

Academic mentoring focuses on student retention, academic performance, and adjustment to college life (Jacobi, 1991, as cited in Anderson & Shore, 2008). The

main goal of academic mentoring is skills development for academic survival. Indeed, mentors can help their mentees improve their academic performance in school (C. S. Chan et al., 2013; Eby et al., 2008). Another example is the adviser-graduate student mentoring relationship. The adviser, also referred to as the Research Adviser, guides the graduate student towards a career in the academe. Among the skills that a graduate student learns from his adviser-mentor are research, networking, and writing. This mentorship approximates the apprentice model of education where a faculty mentor imparts knowledge, provides support, and offers guidance to a student protégé on academic and non-academic issues. This mentorship also facilitates psychological adjustment and fosters a sense of professional identity (Austin, 2002).

Mentor-mentee relationship
To make the mentoring relationship work, the feeling of trust in the mentor and the feeling of friendship need to develop as soon as possible (Adey, 1997). Having shared characteristics and experiences between the mentor and the mentee is crucial to building relationships. If there are differences in gender, ethnicity, language, and generation, then an interference occurs in the development of the mentoring relationship (Bickel & Rosenthal, 2011). To remedy this, it was suggested that the mentee, who feels vulnerable, be provided a safe space to explore. For the mentees to develop relationship-building behaviors, the mentors must find areas where they share similarities and common interests (Zheng et al., 2021). When mentors perceive those similarities with the mentees, they tend to share more things with them, leading to the aforementioned relationship-building behaviors. Further, Mitchell et al. (2015) found that protégés have more organizational and professional commitment when they see themselves as similar to their mentors. Sharing likes and dislikes could predict longer mentoring relationship (Raposa et al., 2019).

To analyze the mentoring relationship, the core elements must be looked into. DuBois and Karcher (2005) collated several definitions of mentoring and condensed these into the three core elements of a mentoring relationship: (a) the mentor has more experience or wisdom than the mentee, (b) the mentor offers guidance or instruction that is intended to facilitate the growth and development of the mentee, and (c) there is an emotional bond between mentor and mentee, a hallmark of which is a sense of trust.

In another study done on graduate students doing community-engaged dissertation research, the advisor-advisee relationship had the following characteristics: (a) background and experience matter, (b) faculty advisors and advisees are co-learners, (c) the advisor-advisee relationship can approach a synergistic state, (d) faculty advisors often serve as interpreters and interveners, and (e) community-engaged dissertation studies often lack "structural" support (Jaeger et al., 2011).

Self-determination theory and motivation
What motivates a student to engage in a mentoring relationship? Motivation is a well-studied concept applied in various research fields—education, psychology, sociology, athletics, among others.

Deci and Ryan's (1985) SDT states that there are two types of motivation based on one's goals. One type is intrinsic motivation which is the motivation that comes from activities that one finds inherently enjoyable or interesting. The second type is extrinsic motivation, which is what moves one to an action that has a separable outcome (Ryan & Deci, 2000a). These are important concepts since the quality of experience and performance greatly differ if it is intrinsically motivated or extrinsically motivated. Intrinsic motivation is seen as something that results in high-quality learning in the field of education, and often, the outcomes of extrinsic motivation pale in comparison (deCharms, 1968, as cited in Ryan & Deci, 2000a). However, while there are impoverished forms of extrinsic motivation, there are those that represent active and agentic states (Ryan & Deci, 2000a).

Extrinsic motivation is contrasted with intrinsic motivation with the source fulfillment or accomplishment. Intrinsically motivated individuals enjoy the activity itself, whereas extrinsically motivated individuals are fulfilled by the instrumental value. For example, someone who enjoys solving math problems for the sake of the satisfaction of getting the correct answers is intrinsically motivated to do his homework. On the other hand, an externally motivated student would solve the math problems to avoid the punishment of the parent (e.g., no videogame time), or because of the praise that they might get from their parents or teacher. In these examples of external motivations, two degrees of autonomy are seen—one is out of fear, while the other is for a reward (praise).

Internalization is the process of taking in a particular value or regulation, while integration is the process of assimilating this value or regulation so that it becomes something of one's own and that it would emanate from himself. Ryan and Deci described a continuum from amotivation (unwillingness) to intrinsic motivation, which they called the OIT. From amotivation comes external motivation in gradation of external regulation, introjection, identification, and integration. After integration comes intrinsic motivation (Ryan & Deci, 2017).

Theoretical framework
The theoretical framework of this study is from the SDT of Ryan and Deci (Deci & Ryan, 1985), specifically, the OIT. The OIT supports the various levels of internalization of external motivations such that there is greater autonomy and internal perceived locus of control.

The OIT discusses the internalization of the various forms of extrinsic motivation. The concepts of internalization and integration are central to this theory. On one hand, internalization can be described as an internal psychological process that corresponds to the process of socialization. Socialization is a way for society to transmit behavioral regulations, attitudes, and values to its members (Ryan & Deci, 2017). Ryan et al. (1985) describe internalization as a process where one takes in values, beliefs, or behavior regulations from external sources and turns them into one's very own. This means that what was an external motivation for someone could become more internally motivating. For example, consider when a child is externally motivated to study because of the reward (access to one's smart phone, for example) that they can receive by accomplishing that behavior (studying). This behavior can become more internally motivating if they feel good about the praises they hear in performing this behavior (i.e., they feel good when their parents praise them for studying). Yet, this is not totally internally motivating (i.e., enjoying the act of studying in itself) because of the external motivation of praise. Internalization is a natural growth process that manifests an inherent tendency towards integration. Integration, on the other hand, involves the process of self-reflection and reciprocal assimilation. A motivation is integrated into a person when they see a personal value in that behavior and brings this in congruence with the other aspects of one's self. The result of integration is a more mature and stable form of self-regulation that allows for flexible guidance of one's actions (Ryan & Deci, 2017).

These concepts of internalization and integration in Ryan and Deci's (2017) OIT result in the four types of motivational regulation—external, introjected, identified, and integrated. What makes these four different, though all four are considered forms of external motivations as well, are the degrees of autonomy one performs and the specific antecedents and effects on experience and behavior. Ryan and Deci describe these regulations in the succeeding statements. External regulation, as the name implies, is the most externally motivated regulation of the four. The performance of the behavior is dependent upon external rewards or punishments. As with the example above, a child may be externally motivated to study because they are given access to use their smartphone after studying. It is also possible that one performs a behavior to avoid punishment, such as deprivation of the use of one's smartphone when studying is not done. For introjected regulation, there is an initial internalization but only in a partial or incomplete assimilation. An example would be feeling good for the praises one received for studying. Identified regulation is a more internalized regulation as compared to introjected regulation; there is now a more conscious effort to see behavior as personally important to the person performing

the behavior. A student may have an introjected motivation when they see their studies as something valuable in their life because it makes them knowledgeable of things, and not because of the rewards or punishments given or the praises associated with studying. The fullest type of internalization is integrated regulation, which is considered the most autonomous form of extrinsic motivation. A child may integrate the behavior of studying when they see that studying is something valuable and in congruence with other aspects of their life.

Method

This study employs a qualitative research design. This design was selected because the study involved an exploration of the motivations of students who sought out their mentors. This means that a one-on-one interview is the best method for gathering data for this research. As such, phenomenology was used for this study because of the interest in investigating the phenomenon of "seeking the mentor" among mentees who experienced good mentoring relationships with their mentors. To do so, mentees were asked to share these experiences in an in-depth, one-on-one interview.

Purposive sampling was used for this research. The participants were selected from a list of mentees provided by the mentoring office. From this list, mentors were also asked to refer students who fulfill the requirements for this study. There were also some students who were asked to refer other students with the following criteria: (a) had pleasant mentoring experiences with their mentors, (b) were assigned to a mentor of their choice for at least one year, (c) had at least eight mentoring sessions with the same mentors in a span of two consecutive semesters, (d) had sought or initiated at least one mentoring session with their respective mentors, and (e) were not in the final year of their courses (so that it will be easier for the researcher to get back to them for further questions or clarifications in the following year).

Research participants

A sample of 12 student-mentees (undergraduate and post-undergraduate students), and their mentors from a private university (hereinafter referred to as the University) were chosen for this research through purposive sampling. The University was selected because it has a long history of mentoring. It started an informal form of mentoring in the late 1960s when it was still a think tank. In 2010, it formally established a Student Mentoring Committee to focus more on formal mentoring. The University is a non-sectarian private university that offers undergraduate and postgraduate degrees. It is a small university of about 2,200 students.

According to Boyd (2001, as cited in Groenewald, 2004), two to 10 participants are sufficient to reach saturation. Creswell (2014) suggested that around three to

Table 1. List of mentees

Code	Mentee (pseudonym)	Gender	Course	Age	Year level	Years with current mentor
MeM-1	Amos	Male	Humanities	22	5	4
MeM-2	Billy	Male	Communications	20	2	2
MeM-3	Chuck	Male	Political Science	19	1	3
MeM-4	Dan	Male	Management	20	4	2
MeM-5	Emman	Male	Management	21	5	2
MeM-6	Felipe	Male	Humanities	20	2	2
MeF-1	Amanda	Female	Economics	22	4	2
MeF-2	Beth	Female	Communications	21	2	2
MeF-3	Celeste	Female	Education	22	3	2
MeF-4	Dette	Female	Management	20	4	2
MeF-5	Eve	Female	Law	27	3	3
MeF-6	Fatima	Female	Education	20	2	1
			Average	21.17	3.08	2.25

10 participants are sufficient for in-depth interviews for phenomenology. There were equal numbers of female and male participants in the sample—six male and six female (see Table 1).

Among the 12 student-mentees, three were Management majors; two were taking Humanities; two were Communications majors; two were Education students; one was taking up Political Science; one was in Economics; and one was in Law. The age of the students ranged from 19 to 27 years old ($M = 21$). The number of years of the mentee-mentor relationship ranged from 1 to 4 years ($M = 2.25$). The age of the mentors ranged from 26 to 79 years old ($M = 46.58$). The number of years that they have been a mentor ranged from 2 to 30 years ($M = 16.33$).

Data collection
Except for a face-to-face interview with one mentee, all the other 11 mentees were interviewed through video call using a semi-structured interview protocol due to the health restrictions imposed by the government because of the COVID-19 pandemic.

Notes were taken down by the interviewer while conducting the interview to capture the nuances that could not be revealed by the audio recording, such as facial expressions, gestures, and other observable behaviors and circumstances.

In the middle of this series of interviews, a worldwide pandemic happened. Because of this, face-to-face interviews were no longer possible. Only one mentee was interviewed in person. The remaining 11 interviews had to be conducted in another way. After agreeing to change some parameters (revising the informed consent form, video recording, transcription, and consent of the interviewees), online video call interviews were approved by the research adviser. Only one interview was done per interviewee and each interview lasted from 16 to 101 minutes. There is a wide range of interview duration since some mentees gave more explanations, and shared more stories, while others are not as talkative as the others. In one case, the interview lasted for only 16 minutes since the rapport-building part was skipped, and because the story of the mentee went straight to the main questions. The researcher took advantage of this to explore the phenomenon of focus.

Here are some interview questions in the interview schedule: "Tell me one time when you sought mentoring," "What were you experiencing at that time?" and "Can you tell me how it is to be a mentee of [name of mentor]?" Some iterative questions that were not in the interview schedule include: "So you consider your mentoring sessions as story time or time to unwind?" "What do you think is the difference between going to your friends and going to your mentor when you have difficulties?" and "What does this mother-daughter relationship that you described mean to you?" These iterative questions were taken from the interview with Beth, and were based on her previous answers.

The conduct of the online interviews transpired similarly to the face-to-face interview, though there were advantages and disadvantages. One advantage was the facility to capture video and audio recordings. With this, the video interview can be played back. As such, there was less notetaking since the interview can be reviewed later on. The video also captured the facial expressions, gesticulations, and changes in intonation and volume of the voice. These can indicate emphasis and importance. They also communicate emotions.

Another advantage of online video call interviews is the flexibility of the venue. The interviewees chose the place where they wanted to be, which could even be in the comfort of their own homes.

In spite of these advantages, there were several drawbacks to this mode of interview. Internet connections

were very slow or even get cut off in the middle of the interview. Thus, questions had to be asked again or replies had to be reiterated. This caused some delay in the response during the conversation.

There were also delays in the video and audio transmissions, usually when the bandwidth of the internet was unstable and fluctuating. With these interferences, simultaneous talking and losing one's train of thought happened. With these taking place, some rectifications were done by reiterating what one just mentioned and at times with one person reminding the other what was last discussed. Online video call interviews also felt different from face-to-face interviews since the actual physical and virtual presences between the interviewer and the interviewee were not the same, but given the circumstances brought about by the pandemic, the use of online video interviews was a necessity.

Data analysis

Bracketing, or phenomenological reduction, was conceptually developed by Husserl to isolate one's biases so as not to contaminate the essence of what is being studied. To bracket means to reflect and realize one's experiences and biases over the phenomenon being studied, and set them aside (Laverty, 2003). This is often used to validate data collection and data analysis.

However, given that the researcher is involved with youth mentoring for more than two decades, his understanding and experiences as a mentor and mentor trainer cannot be set aside or 'bracketed'. Moreover, LeVasseur (2003, as cited in Z. C. Y. Chan et al., 2013) states that bracketing was found inconsistent and problematic in hermeneutic phenomenology.

According to van Manen (1990), there is no single correct way of analyzing data in hermeneutic phenomenology, but for the coding and gathering of common themes of this research, a revised method for hermeneutic phenomenological analysis used by Sloan and Bowe (2014) was adopted (see Table 2).

The data analysis started with the listening to or viewing of each recorded interview. Changes in volume of voice, changes in intonation, pauses, laughing, facial expressions, repeated words or ideas, and other gestures were noted down. For example, it was noted that Beth mentioned several times during the interview that her mentor is like a second mom to her.

After reviewing the recordings, the interviewer himself transcribed these so that he can remember and reflect more on the conversation that happened during the interview.

After transcribing the interview, the researcher started reading the text of the transcription, taking note of important aspects of the interview. Then an initial wholistic theme was written, with the intention of revising it when needed. Wholistic themes are statements that best de-

Table 2. Hermeneutic phenomenological analysis for each transcript

1. Listening to an audio recording or watching a video recording and taking note of certain behaviors; exploring patterns and noting ideas that are often mentioned
2. Transcribing the recording
3. Reading through the text to generate a temporary wholistic theme
4. Going through the text and identifying lifeworld themes (corporeality, spatiality, relationality, and temporality) by van Manen (1997)
5. Re-reading the text and reflecting on the identified lifeworld themes if they are captured in the temporary wholistic theme
6. Refining the wholistic theme to fit the identified lifeworld themes
7. Re-reading again until a more definitive wholistic theme that represents the essence of the interview is generated
8. Generating the wholistic theme
9. Having mentees verify the themes

scribe the essence of the interview transcripts.

Themes for each transcript were identified as "structures of experience." This involved taking a wholistic theme for each individual transcript, which then was followed by selecting and highlighting thematic phrases and statements throughout the transcript. These used van Manen's existentials or theme types that served as guides for reflection on the data under analysis. These existentials are corporeality, spatiality, relationality, and temporality.

Corporeality, or lived body, refers to the phenomenological fact that we are always bodily in the world (van Manen, 1997). When we meet someone, we meet that person through their body. Our physical presence reveals and conceals something about ourselves. It includes feelings of tiredness, happiness, throbbing of the heart, and others. An example is when Beth mentioned that she cried in front of her mentor, "Actually, sir, there are a lot of times when I cried in front of Dr. Barbara [her mentor]."

Spatiality refers to the lived space where one operates and the physical place where the experience took place (van Manen, 1997). In short, it is the space that one feels. This includes the home, school, on land, underwater, and other such places that a person can experience. One's experience of space is pre-verbal, meaning one does not reflect on the space one enters; take, for example, the experience of entering a crowded elevator or entering a huge building. An example is when Beth

said to her mentor on campus, "When I see her around campus, I'm not afraid to say 'Hi!' or like say 'Mom!'.".

Relationality refers to lived human relations as one interacts with another person in a shared interpersonal space (van Manen, 1997). This can refer to how one deals with another person, how one is treated or how one treats another person, and other such experiences. For Beth's case, she mentioned during the interview "My mentor is like a mother-figure to me."

Finally, temporality refers to lived time (van Manen, 1997). It refers to subjective time, which is the time that seems to slow down when we are bored or suffering and seems to speed up when we are enjoying ourselves, having a good time, and working in a state of flow. It also means the temporal dimension of past, present, and future. Beth mentioned "There are a lot of things to do, so it's really a matter of balancing my time."

The transcript was read once more to note the phenomenological lifeworld themes of corporeality, spatiality, relationality, and temporality as described and used by van Manen (1997). These lifeworld themes, also referred to here as experiential data, are what van Manen (1997) described as "productive categories for the process of phenomenological question-posing, reflecting, and writing." Only those phrases and statements that fall in any of the above existentials were considered for analysis while considering the wholistic theme (which constituted the hermeneutic circle (van Manen, 1997)). The experiential data were analyzed using computer software called MAXQDA Analytics Pro 2020 in classifying texts as phenomenological lifeworld "themes" or coded segments (the experiential data), and clustering these experiential data into clusters, and then finally into themes.

This process was repeated until a refined and definite wholistic theme that captures the other identified existentials was generated for that particular transcript. This same process was repeated with the other transcripts. The end result was one wholistic theme per transcript.

Once the wholistic theme went through several iterations (three to four re-readings of each transcript), it was then sent to the interviewees for verification. Along with the wholistic theme, the transcript and the lifeworld themes were also sent to the mentees or interviewees for verification. Once feedback was given by the interviewees, the clarifications, comments, and suggestions were incorporated accordingly.

The "world themes" analyzed as experiential data in this study were later grouped to form categories that, in turn, were grouped into themes that emerged from these data. Instead of using the term "codes" to refer to isolated data from transcripts, what is used is "experiential data" (Sloan, 2015).

These "world themes" or experiential data were then used to refine or revise the initially generated wholistic theme, as the case may be. In the end, a more definite

Table 3. Analysis by Sloan and Bowe (2014) as used in this study

Process of analysis
1. Taking the wholistic themes from individual transcripts, identified as "structure of experience"
2. "Selective" and "highlighting" approach to statements or phrases throughout the transcript using van Manen's (1997) "existentials." These "existentials" were used to guide reflection on the data under analysis.
3. Extraction and interpretation, with consideration for the wholistic theme constituted as the "hermeneutic circle" (van Manen, 1997)
4. "Hermeneutic reductions," one for each transcript, that represents findings for each participant

wholistic theme that reflects the essence of the transcript was generated. For the case of Beth, the initial theme was "A mentor is a go-to person when she has personal problems." Eventually, the final wholistic theme for this interview with Beth is "A mother in the University."

The above process was used for this research, and as explained by Sloan and Bowe (2014), is presented in Table 3.

To validate the results, a peer debriefing was done with another researcher doing qualitative research. The latter validated the themes that were formulated from the author's reflections.

The analysis used in this study is deductive in nature. The analysis allowed for the emergence of themes by identifying experiential data. The themes were formed by grouping or clustering the lifeworld "themes" (or experiential data) by their common traits. This clustering made use of the OIT as a framework. The experiential data were clustered into five categories: the four types of motivational regulations of the OIT (external, introjected, identified, and integrated) and intrinsic regulation. The four motivational regulations show the degree of internalization and autonomy of the behavior while intrinsic regulation shows fully autonomous or self-determined behavior.

Results

Below are the themes categorized using the trajectory of external regulation to intrinsic regulation.

External regulation
For external regulation, there were only two experiential data under two transcripts. One mentee, a second-year Humanities major named Felipe, shared "It was nice [to do mentoring] because he actually treated me out for lunch at times." The external regulation mentioned by

Table 4. Themes under introjected regulation

1. Feeling important
2. Feeling more confident
3. Feeling affirmed
4. Not feeling being judged

Table 5. Themes under identified regulation

Important tasks of the mentor	Supporting mentees' needs
1. Advising & giving tips	1. Academic needs
2. Giving feedback	2. Emotional needs
3. Encouraging	3. Spiritual needs
	4. Developing virtues
	5. Decision-making
	6. Maturity
	7. Interpersonal skills
	8. Time management
	9. Professional needs

the mentee was when they were treated to lunch by his mentor. It was a form of reward, externally regulated, for having attended the mentoring session with the mentor.

The activity was done because of external rewards or punishments. It was done out of compliance or reactance. From the interview, it seems that this kind of motivation is the least experienced since mentoring is not obligatory. Students are not graded nor are they penalized if they do not attend their mentoring sessions. One activity that manifests as an external motivation is when mentors bring out their mentees for lunch. This is a welcome treat for the mentees, especially if the mentor pays for the lunch of the mentees. This could pave the way for more frequent mentoring sessions since being treated for lunch is a good motivation to go to mentoring, and later on, the mentee realizes that he can get more things from it. These are shown in the succeeding external regulations.

Introjected regulation

For introjected regulation, eight experiential data in six transcripts were gathered. Introjected motivation includes the feeling of safety. For the mentees, this means they did not feel that they were being judged for what they were about to say. Fatima, a second-year student majoring in Education mentioned, "I can talk to her about my personal life and problems without being judged." They also had that sense of feeling important. They received affirmations from their mentors, especially when they felt that they were not doing well and were in need of support. They also felt more confident when they had been given this affirmation and encouragement or when the mentor had given them pieces of advice and some reassurance (see Table 4).

In introjected regulation, there is ego-involvement in doing the activity (mentoring conversations). The focus is on the approval from self and from others. The activity is done to preserve one's self-worth, and for ego-enhancement (or the experience of feeling proud). It was evident from the responses of the mentees that they went to mentoring because of the feelings they either get or avoid.

Identified regulation

In this research, the motivational regulation in the continuum that received the greatest number of experiential data, which were also cited in all the interviews, is identified regulation or identification. Identification is a more

internalized motivation as compared to introjection. In identification, one sees the personal importance of the activity, as well as the conscious valuing of it. There is self-endorsement of goals, and the behavior is performed because it is instrumental in a beneficial outcome to the mentee. There were 67 experiential data found in 12 transcripts that refer to the motivation of identification. Discussed below are the two themes under this regulation: (a) important tasks of the mentor, and (b) supporting mentees' needs.

In identification, there is personal importance and conscious valuing of the activity, and the activity is done because there is self-endorsement of goals. Also, doing the activity is instrumental in a beneficial outcome for the mentee—this enhances the competencies of the mentee. Billy, a second-year Communications major stated, "He does not even have to talk about time management. For me, I learned it from him the way he is. He is a very busy person."

Of the four types of the external motivation continuum, it is the identified motivation that had garnered the most experiential data (67), from all 12 transcripts. Given these numbers, it can be concluded that identified regulation is the reason why most of the respondents are motivated to go through mentoring. It is expected that one of the major goals in mentoring is the achievement or development of certain goals, whether explicitly mentioned in the mentoring conversations or not.

Students enroll in the University not only to learn theoretical and practical concepts about the courses they are taking, but also to learn other skills that are not taught in the classrooms, such as intra- and inter-personal skills, decision-making skills, time management skills, among others. It is through the mentoring conversations that these other skills are developed, and the mentor plays an important role in facilitating the learning of these skills (Lankau & Scandura, 2007). See Table 5 for the themes generated that fall under identified regulation.

Table 6. Themes under integrated regulation

Shared experiences & qualities	What effective mentors do	Integrating personal growth
1. Background	1. Help	1. Setting goals
2. Experiences	2. Trust	2. Growing in spiritual life
3. Interests	3. Guide	3. Life lessons
4. Values	4. Inspire through the mentor's optimism	4. Developing virtues
5. Traits	5. Help the mentee see something good in themselves that they had not seen before	

Table 7. Mentees and types of motivation

Mentee	Year level	Course	Types of motivation				
			External	Introjected	Identified	Integrated	Intrinsic
Amos	5	Humanities		●	●	●	●
Billy	2	Communications		●	●	●	
Chuck	1	Political Science			●	●	●
Dan	4	Management	●		●		
Emman	5	Management		●	●	●	●
Felipe	2	Humanities	●	●	●	●	●
Amanda	4	Economics			●	●	
Beth	2	Communications			●		
Celeste	3	Education			●		●
Dette	4	Management			●	●	●
Eve	3	Law		●	●	●	
Fatima	2	Education		●	●	●	
		Total	2	6	12	9	6

Integrated regulation

The next most referred motivation on the continuum is integration found in 30 experiential data from nine transcripts. This is a more internalized motivation as compared to identification. In integration, there is congruence, synthesis, and consistency of those behaviors found in identification. One of the mentees mentioned, "I was already educated of the values but he elaborated more for me to understand how I can apply it better in school." The mentoring behavior is done because the mentee believes that it is important and that it is in harmony with his personal values, beliefs, needs, and identity. See Table 6 for the themes that fall under integrated regulation.

Intrinsic regulation

For an intrinsically motivated person, there is inherent enjoyment and satisfaction in doing the activity. The activity is done autonomously and is self-determined. There is a sense of enjoyment in doing the activity. Felipe mentioned, "It's fun to be with him [the mentor] at times. And we'd laugh about stuff also. Enjoyable, it's enjoyable, sir." Intrinsic motivation was found in half (six) of the transcripts, and in 22 experiential data. This is essentially when the mentees mentioned that they enjoyed their mentoring sessions with their mentors. This en-

joyment also happened when the mentees unburdened themselves of their problems and concerns during mentoring conversations. This is classified under intrinsic motivation because there was genuine intrinsic motivation to talk to the mentor to unload themselves of some burdens so as to feel better. When one's psychological needs are fulfilled, one feels better (Ryan & Deci, 2017).

Table 7 shows the types of motivation that were present in the interview transcripts of mentees. The motivation that was present in all the transcripts is identified motivation. Next, integrated motivation was present in nine out of 12 interview transcripts. Both introjected and intrinsic motivations were present in half (six) of the transcripts. Lastly, external motivation was present in only two transcripts.

The most prominent among the four motivational regulations in this study are identified regulation followed by integrated regulation. As shown in Table 7, identified regulation was apparent in all 12 transcript interviews, while intrinsic regulation appeared in nine transcript interviews. Identification is a more internalized form of external motivation than introjection. In the interviews, there were two major areas that pointed to this motivation—what the mentors did to help their mentees, and those aspects where the mentees got help. The help that mentors gave came in the form of giving pieces of advice, feed-

back, and encouragement; showing a good example; and teaching the skills that the mentors possessed. The help that the mentees received from the mentor were classified as supporting academic needs, emotional needs, spiritual needs, developing virtues, decision-making, maturity, interpersonal skills (social), time management, and professional needs (see Table 5).

Integrated regulation is considered as representing the fullest type of internalization and is the most autonomous compared to the other three. Three major themes surfaced from this type of regulation. One theme was the experiences and qualities shared by the mentors and mentees that facilitate integration. The second theme was on what the mentors did to facilitate integration. Mentors gave help to their mentees; trusted, guided, and inspired them; and helped the mentees realize things that they had not seen before. The last theme, integration, was further enhanced by setting goals with the mentees, sharing their personal and spiritual lives in the conversations, living the lessons told by the mentor, and developing virtues through the help of the mentor. (see Table 6).

The second theme, integration, was further enhanced by setting goals with the mentee, sharing their personal and spiritual lives in the conversations, living the lessons told by the mentor, and developing virtues through the help of the mentor. The last theme was on what the mentors did to facilitate this integration. Mentors gave help to their mentees; trusted, guided, and inspired them; and helped the mentees realize things that they had not seen before (see Table 6).

These are what can be concluded as shared experiences by the interview participants. These experiences cut across the majority if not all of the mentees interviewed. The remaining motivational regulations appeared in half or less than half of the interview transcripts (six transcripts or less).

Discussion

External regulation

External regulation takes place when an external demand is complied with and is the most externally motivated regulation (Ryan & Deci, 2017). The behavior is motivated by an external reward or punishment. An example was mentioned earlier; Felipe likes to go to mentoring sessions because his mentor treats him out for lunch during certain mentoring sessions. The free food is the motivation to go to mentoring, even if he may have other internalized motivations to do so. Before mentored pairs meet, the mentees do not have the motivation to see their mentors. They usually have doubts about the trustworthiness of the mentors. But it is important that the mentoring session takes place because some students realize later on that mentoring is worthwhile, as was later

on realized by Felipe, "When I first met my mentor at the dormitory, he looked very strict. But when I started to get to know about him, he is actually fun to be with." As such, external motivations could help in making the mentees meet up with their mentors. And hopefully later on, as the OIT suggests, more internalized and integrated motivations develop (Ednie & Stibor, 2017).

Introjected regulation

One characteristic of introjected regulation is ego involvement in doing the activity. The activity is performed to preserve self-worth and ego enhancement (Ryan & Deci, 2002). For example, when mentees experienced being affirmed by their mentor, or not being judged, it was introjected regulation at work.

Eve, a third-year Law student, said that her mentor boosted her morale when she was feeling low and down, and that it was good to know that her mentor was at her back. This made her more confident and it inspired her to do better. "So I think that's also one of the things— that she will always be at your back. Having that kind of morale booster from a professor's standpoint is also one of the advantages. You keep being inspired," she said. Eve, as with other students in this study, has received encouragement that boosted her self-esteem.

One thing that mentees did not want to feel was being judged, as verbalized by Fatima: "And I can talk to her about my personal life and problems without being judged. Without the feeling, like I didn't get the feeling that I was being judged."

It was important for them not to be judged by their mentor. The feeling of being judged serves as a barrier for young people to get help (Ijadi-Maghsoodi et al., 2018). The feeling of being judged came from the experiences they had with other people, with their peers, and even with their family. Not feeling judged facilitated the opening of the mentees' personal concerns to the mentor and enabled them to share deeper and more personal matters with the mentor. Finally, introjected regulation leads people to behave in socially acceptable ways so that they feel worthy (Gagné & Deci, 2005).

Identified regulation

Identified regulation is more internalized as compared to introjected regulation. Here, the mentee saw personal importance in doing the activity of seeking the mentor. The mentee also valued this activity since the pieces of advice one got from the mentor were personally valuable and beneficial. Table 5 shows the themes under this type of regulation.

Important tasks of the mentor

There were certain actions or activities of the mentors that facilitated the development of certain skills in the mentees. These actions included giving advice, tips,

feedback, and encouragement. Several studies have shown that mentoring has helped in the social functioning and academic performance of the youth (C. S. Chan et al., 2013; DuBois & Karcher, 2005; Eby et al., 2008). Mentors also influence the professional identity of their mentees (Austin, 2002).

Advising and giving tips. Mentors helped mentees learn the skills that mentors possessed. Mentors taught certain skills that mentees may not even be fully aware of. One student, Billy, said that he learned about time management and work ethics by merely looking at how his mentor worked as well as through his examples.

> *Billy*: He doesn't even have to talk about time management. For me, I learned it from him the way he is. He's a very busy person. He always sets a schedule. So just by looking at him work, it's kinda inspiring enough for me like you know—Oh, I got to try to be like him in order to be successful.

Mentors also gave some tips on how to study certain subjects and how to approach certain lessons and some professors. Mentors gave several tips on various topics to their mentees, as evident in what Felipe shared during the interview: "I think that one of the problems I actually asked him for help was for my Shakespeare class because it was difficult for me to understand the reading. And especially reciting during class." Giving the right kind of advice is important in mentoring (Bradbury & Koballa, 2007).

Giving feedback. Mentees went to their mentors to get feedback on certain issues. Beth, a second-year student majoring in Communication, said that at times she needed to be told if she was not doing something right—"So I need someone to remind me or to tell me, 'Hey, you weren't doing this right.' " This came in the form of feedback from her mentor. The mentee felt bad hearing the feedback, but she knew that it was good for her. For this situation to happen, there has to be a high level of trust in the mentor since students are sensitive to the negative comments given to them by others. However, since the mentees felt safe, knew that the negative feedback was given for their own good, and were assured of the support of the mentor, they were willing to take on the negative feedback (Lactao, 2017). The negative feedback was then transformed into goals of students aimed at self-improvement.

Encouraging. Ms. Frida, an employee of the University working in human resources, encouraged her mentee, Fatima, to go through a subject that she was finding difficult. This encouragement was important for Fatima because she eventually passed the subject. "And that gave me strength, and encouraged me to go through

the subject and not to drop it," Fatima said. At times, mentees went to their mentors for reassurance, especially when they felt they are at a dead end or at a roadblock and would not know what to do next. Take the case of Amanda, a fourth-year Economics major. "But then when I go to my mentor, it's more for the deeper things because I go to my mentor for reassurance," she said. Some researchers have suggested that mentors give encouragement to their mentees (Bradbury & Koballa, 2007; Grantham, 2004). When mentors give encouraging words, mentees are motivated to push through and move forward. Giving words of encouragement is a small act with a huge effect on the mentees.

Supporting mentees' needs

The needs of the mentees are classified into nine categories: academic needs, emotional needs, spiritual needs, developing virtues, decision-making, maturity, interpersonal skills, time management, and professional needs.

Academic needs. Acceptable academic performance is essential for students to stay in the University. Thus, this was a constant concern of students, especially those who needed to reach a certain grade or grade point average. As such, it was inevitable to talk about one's academic performance in mentoring (C. S. Chan et al., 2013; Eby et al., 2008). Fatima was also helped by her mentor in this respect. She consulted her mentor about whether it was a good decision to drop a certain subject or not. She also brought up other matters related to her studies and academic performance.

> *Fatima*: There was a time when I was about to drop a subject because of a certain professor. And then I consulted with her [Fatima's mentor] because I know she can help me. And she can give advice on what I can do.

Another direct way that mentors helped their mentees was through tutorials. This was one of the ways that Mr. Earl, a professor under the School of Management, helped his mentee, Emman, a fifth-year Management major. Mr. Earl was a professor who was good with numbers and finance. Emman sought his help on how to study some subjects related to accounting and finance, and Mr. Earl obliged. "For example, Earl, my mentor, is from the School of Management. He also helps me with things that I don't understand, especially Math. I'm not good at accounting and finance...," Emman said. Another mentee, Billy, recalled running to his mentor for help at the time when he was failing a subject.

> *Billy*: I was failing her subject, and I ran to Dr. Bernard and asked for his advice, like, "Doc, should I drop this class or not because like I feel as though… it's pressuring me and I feel as though that this professor hates me."

Emotional needs.   Dette, a fourth-year Management student, shared how her mentor helped her open up and speak about what she was feeling. "She's helped me open up more, and that's what I've learned, especially in my 4th year as compared to my 3rd year, I really opened up in my 4th year because of her," she said. This student was not used to talking about her feelings to anyone, and according to her, her mentor was instrumental in helping her to open up. Another student, Celeste, a third-year majoring in Education, mentioned that it was important for her to let out her emotions, and she found the perfect listener in her mentor.

> *Celeste*: I felt really like disheartened and bad about the news so I, I actually ended up, I am a very emotional person, so like when I start to feel a lot of emotions, I have to let it out right away. And Ms. Corazon seems like a very, uhm, warm and approachable person. And I didn't really know her that well, but it was just, it just like came out and she was very comforting, and, uhm open to listening.

Celeste described herself as an emotional person, and it was Ms. Corazon, an employee of the University working under the Office of Student Affairs, who helped her handle her emotions well. Mentors who provide psycho-emotional support to their mentees have better chances of having close and enduring mentoring relationships with their mentors (Rhodes & DuBois, 2008).

Spiritual needs.   In some cases when students had a sense of spirituality, their mentors who shared the same personal relationship with God were able to help them develop or deepen this spirituality. The University where the mentees study fosters an atmosphere conducive to living one's religious life. Thus, this environment facilitates the prayer life and spirituality that the mentee and mentor share. The mentor can just bring the mentee to one of the chapels in the University, or bring the mentee to a priest for spiritual direction or sacramental confession. They could also attend Holy Mass in the chapel of the University.

For example, Emman was glad that his mentor helped him improve his relationship with God. "I'm really struggling. Yeah, that's the first time I asked him for mentoring—to help me balance my academic life, my social life, and then my relationship with God," he said. Sometime later in the interview, he mentioned something similar. "He can actually help you with other things like, you know, relationship with God, and all those academics," he said. "Maybe not just academics but more spiritual. I do not know what you'd call it… spiritual virtues."

Emman mentioned several times during the interview how his mentor helped him with his relationship with God. Some years ago, this spirituality was something that Emman would avoid. However, he saw its value through his mentor without the mentor even prompting it. It evolved organically during their conversations.

Chuck, a first-year Political Science student, mentioned in the interview that his mentor, a professor of Communication, helped him with his spiritual formation as well. "Of course, personal struggles, spiritual formation, even. It really does help to have that mentor to guide you in what you're trying to do for yourself in the University," he said.

Spirituality is also an important aspect of the lives of the respondents. It has not been commonly found in research on mentoring, though. Only when there is a common interest between mentors and mentees can spirituality and life of prayer impact them in the course of their mentoring relationships.

Developing virtues.   Character development, or virtues, was among the other things that mentees learned from their mentors. Emman mentioned that his mentor helped him to work hard by looking at the rewards of this hard work, and by offering this work to God.

> *Emman*: You work hard to excel, and then *mas magaganda yung* rewards *mo kasi* you feel *na* you did your best. *Tapos* you can actually do whatever you want *na* after. And then *yung* opportunity to offer to God. [You work hard to excel, and then the rewards will be sweeter since you feel that you did your best. Then you can actually do whatever you want after. And then the opportunity to offer to God.]

When mentors point out certain weaknesses in the mentees, one course of action is to improve in that point. As in the case of Emman above, his mentor made him realize that he needed diligence and hard work to attain excellence. And added to this, he elevated this diligence to another level by giving meaning to this task by offering this work for God.

Decision-making.   Decision-making is a skill that one needs in life. School is a place to develop good decision-making skills. In mentoring, students are given the opportunity to consult their mentors regarding decisions they are considering. Billy spoke to his mentor before making a decision on some important matters. "When it comes to critical stuff, like academics, things of that nature, he would be on the list of like people I need to talk to before considering a decision that I have to make," he said.

Mentees learn the decision-making process of their mentors when the mentors guide the mentees in a step-by-step process of problem solving. At times, this is vicariously transmitted by the mentor to the mentee (Lactao, 2017).

Maturity.   Celeste went to her mentor because her mentor offered what she called a "mature perspective" of things.

> *Celeste*: It means a lot to me because it's really nice to just have someone in the school if I'm feeling like if I need advice, or I need help, or I just need someone to talk to, who has like a more mature perspective on things.

Dan, a fourth-year Management student, mentioned that he went to his mentor because Mr. Darren, a professor who finished the same course as Dan, gave him a perspective that he would not have heard from his friends. "I think my mentors have different perspectives towards certain problems that my friends won't know," he said.

As adults, mentors have made life decisions that shaped their maturity. And they can share these life decisions and other experiences that made them mature, or capable of facing one's duties and responsibilities, and also life's challenges.

Interpersonal skills.   Felipe's mentor helped him deal with problems that arose among his friends. This was part of his answers when he was asked about the help that his mentor offered him. "If the mentee is open to talking about their problems about their friends—my mentor has actually helped me with those problems," he said. "I actually came to him once for problems with my friends and relationships. He really gave good points and ideas on how I should deal with it, which I really appreciate."

Interpersonal skills or social skills are another set of skills that mentees develop in the mentoring relationship (Lactao, 2017). They appreciate how the mentors facilitate the improvement of their social skills. These concerns are usually in the context of one's group of friends. Mentees share the struggles of keeping friendships loyal and truthful. In turn, mentors ask questions to help them look at things from the perspective of other people. Mentors also give several suggestions on how one can manage the challenges of interpersonal relationships.

Time management.   Emman said that his mentor was able to help him balance all the things he had to do, especially at the times when he felt lost and overwhelmed by the quantity of work he had to do (usually during midterms and finals week).

> *Emman*: I remember the first time I asked him for a mentoring session, I was in the middle of, if I recall, midterms. Actually *dalawang beses*, *eh* [I actually went to him twice]. It's usually midterms and finals. And that was the time when I was really struggling with… with really balancing my life.

One of the difficulties of mentoring is setting a common time to meet since both the students and professors are very busy. Students are involved in a lot of extracurricular activities, and mentors usually hold multiple roles in the University—teaching, research, administration, and mentoring, among others. As such, time management is brought up during mentoring conversations. Mentors share how they manage their time, and they also give advice on how students can manage their time.

Professional needs.   Professional competencies were also developed in the mentees (Austin, 2002; Kram, 1983). Eve, the student taking up law, mentioned that some of her conversations with her lawyer-mentor revolved around the practice of law.

> *Eve*: Of course I think it's the goal towards achieving a particular profession. Since she's already a lawyer, I'm aspiring to become a lawyer myself. All our discussions would revolve around the study of law, tips, and tricks, on how to go about this particular subject. She has been through those subjects already, in terms of course alignment or of understanding, or how to understand things.

She mentioned that her mentor shared her experiences as a lawyer since she worked for the government and in law firms. Eve's mentor also helped her to study for her law subjects—she shared strategies on how to approach certain classes in law and other issues that she could encounter whether as a law student or as a practicing lawyer. Through mentoring, Eve gets to vicariously live different ways of practicing law through the lens of her mentor. This way, she can better gauge which aspects of lawyering she prefers even before becoming a lawyer.

Integrated regulation

As a more internalized form from identified regulation, integrated regulation involves congruence, synthesis, and consistency of behavior. The mentees identified the behavior with all other aspects of their life. The behavior was performed because it was seen as something important and in harmony with one's personal values, needs, and identity. In this research, integrated motivation is founded on three concepts: (a) shared experiences and qualities, (b) what effective mentors do, and (c) integrating personal growth, all listed and described below.

Shared experiences and qualities

People who have similar hometowns and career paths may have shared values. Communities have certain values lived by their members. Persons belonging to the same professions also share similar interests and values. Some mentor-mentee pairs shared things in common,

such as hometowns, experiences, and even an interest in pop culture. One pair with an aforementioned similarity is Eve and Atty. Everlyn, an experienced lawyer and professor of Law, who both came from the same city.

> *Eve*: Yes, because it, aside from the fact that we knew each other before entering law school, she's also from Leyte, from Tacloban. I am from there also. She knows my grandfather. She would also ask how they are, my family members.

Fatima intimated that she had some identical experiences with her mentor, including having strict parents. These shaped their values and behaviors. "We have the same, identical experiences. We came from the same school, we both have strict parents, and those private stuff I can talk to her about," she said. Personal connection is one of the characteristics of successful mentoring relationships. On the other hand, personality differences are a factor in unsuccessful mentoring relationships (Raposa et al., 2019; Straus et al., 2013). Thus it is important that common characteristics and interests are established from the beginning since these pave the way for trust-building. It would be good to discuss these during the first mentoring conversations. Activities that can uncover these shared experiences can facilitate relationship-building.

What effective mentors do

Effective mentors did several things that helped mentees acquire an integrated motivation to mentoring, like when Emman was tutored in Math by his mentor. Mentors also trust, guide their mentees, inspire them, and help them see something good in the mentees that the mentees are unaware of.

Emman felt the trust given to him by his mentor, and as a consequence, he felt more comfortable trusting him back even more. Emman further shared: "He was the one who initiated talking about his interests first, what he likes and doesn't like. Then his spiritual struggles. So that gave me assurance that I could trust him because he is already putting trust in me." When mentors trust their mentees, the mentees feel the trust and reciprocate this trust to the mentor.

Beth was guided by her mentor on the right decision to make when she was thinking of dropping a subject.

It is clear that Billy was inspired by the optimism of his mentor when he said, "He's not like a half-glass, empty person. He's always half-glass, full. It's inspiring. It makes you look at things hopefully."

At times, mentors help mentees realize something good in them that he may not have seen before, as in the case of Amos, a fifth-year Humanities major. "So something that is good for you, something that you didn't see before, and it means it's something that the mind recognizes as higher difficulty, . . . is that positive intellectual stimulation I'm looking for." Effective mentors are able to uncover good qualities of the mentees that were initially hidden to them. Effective mentors help (Tryon & Winograd, 2011), trust, and guide (Rhodes, 2005) their mentees. They also inspire their mentees through the optimism they manifest. They also make their mentees see some good traits unbeknownst to them.

Integrating personal growth

Mentors helped their mentees integrate certain behaviors in their lives that led to personal growth through goal-setting, tackling one's spiritual life, sharing life lessons, and developing virtues.

Dette agreed on a set of goals with her mentor, Ms. Dorothy, a professor of History, at the start of the semester. She usually updated her on the progress of these goals during the course of their mentoring sessions throughout the semester. "So it was more of like a catchup-type of thing that made me want to talk to her again. After like setting goals at the start of the semester, I was always like updating her," Dette said.

According to Emman, spiritual formation was something that also got integrated into his life. "He also helps me with my spiritual formation," he said. The mentor suggested to Emman to offer his work as a student to God, a concrete way of integrating his spirituality in his life.

> *Emman*: I remember he kept telling me *na*, "If *nahihirapan ka*, or *hindi mo lang alam*, or *sobrang* down *na* down *ka*, you can offer everything to God." So that's one of the biggest things *na* he taught me. [I remember he kept telling me, "If you are finding it difficult, or if you don't know what to do, or you feel so down, you can offer everything to God." So that's one of the biggest things that he taught me.]

Mentors integrated certain behaviors in their mentees through sharing of life lessons. Mr. Earl taught Emman the value of excellence and having fun as a later reward. "Like one of the values he taught me was [try to] excel now, and then have fun and get your reward later," he said.

Mentors also helped their mentees grow in virtues. In the case of Emman, he was helped in the spiritual virtues. "Maybe not just academics but more spiritual. I do not know what you'd call it. . . spiritual virtues. . . ," he said.

These are more internalized forms of motivation for mentees to seek out their mentors. These themes show that they are more integrated, and are on a more personal level since they are aligned with their personal values and have fully assimilated them (Ryan & Deci, 2017).

Intrinsic regulation

When mentees mentioned that their mentoring conversations were enjoyable, they were referring to internal motives. In the mentoring conversations, mentees spoke freely about what they wanted to say during the conversations. The mentor scheduled time in his day to talk to the mentee. The conversations become enjoyable when the mentors were bubbly, not stiff, and manifested trust in the mentee. These conversations were usually light, casual, and free-flowing. There were exchanges of ideas that resulted in the intellectual stimulation of the mentees.

Described below are lived experiences of mentees that showed that they were internally motivated to go to mentoring. This is followed by descriptions of how these conversations were and descriptions of the mentor during this engagement.

Mentees described their mentoring experience as enjoyable. Dette mentioned how she enjoyed the conversation when she was talking to her mentor about the concert she watched. "Like my concert experience. I told her about it, and what I felt during the concert—that it was also fun—she actually felt genuinely interested in it because she understood the topic," she said. Another student, Chuck, described his mentoring conversations as enjoyable, too. "I really found it quite, ah, enjoyable, and I am actually quite grateful for it," he said. These mentoring conversations also served as moments to vent out his frustrations. "So it really is quite free for me to just vent out everything, and he will just listen, and then give advice," he said.

Mentees described these conversations as light, casual, enjoyable, and intellectually stimulating. Amos described his mentoring conversations with Dr. Albert, a professor and prominent figure in theatre, as light but substantial. "So low pressure, high substance. Those are the kind of conversations that I like," he said. He also enjoyed the intellectual stimulation and appreciated the opportunity to share his ideas during those conversations. "I mean, secondarily there is also the intellectual stimulation which you get out of it," he said. Later on, he said "…having a relationship and having a sort of time to share your ideas…"

The mentees did not feel like a burden while talking to their mentors. At times, Celeste felt that she was a burden to her friends when she shared her problems with them. She thought that by sharing her problems with them, she was adding to their burdens, but this was not what she felt when she poured out her heart to her mentor. "So it didn't feel like a burden talking to her…," she said. Celeste knew that her mentor was there to listen to her. She felt better after talking to her mentor. "Ah, I felt better talking to her. I felt happy to finally have a mentor," she said.

During these light conversations, mentees described

their mentors as someone who was easy to talk to, who made time for them, who cracked jokes, who was bubbly and not stiff, and who trusted the mentee. Dette said that her mentor was nice and easy to talk to because she shared her college experiences with her. "So it's nice to talk to someone who's already experienced the whole college thing. So it's different. And I feel like it's easier to talk to her than someone who's also struggling at the same time with me."

Mentoring was fun when mentors joked around from time to time for a laugh. This was the experience of Felipe with his mentor, Mr. Fernando, a member of the Management Committee of the University. "Ah…it's interesting [laughs]. It's fun to be with him at times. He can make jokes from time to time. And we'd laugh about stuff also [laughs]. Enjoyable, it's enjoyable, sir."

These were the intrinsic motivations for mentees to attend their mentoring sessions. It was also previously mentioned what the mentees felt and did during these conversations, how enjoyable and worthwhile these conversations were, and what the mentors did to make them enjoyable and intrinsically motivating for their mentees. It is intrinsic regulation that is the most autonomous form of regulation since there is inherent enjoyment and satisfaction in doing the activity (Ryan & Deci, 2017).

Conclusions

While mentoring programs in educational institutions in the Philippines are gaining popularity, research on this subject is currently at its nascent stage. This study aims to jumpstart interest in research on youth mentoring. As shown in this research, there is evidence that students in a mentoring program are motivated to engage with their mentors. Mentees' needs as supported by their mentors facilitated the internalization and integration of the value of mentoring in their lives. This very much aligns with the OIT, which states that need-support facilitated internalization and integration.

Our findings reveal that mentors play a crucial role in providing need-support in the diverse needs of mentees, including academic, emotional, spiritual, personal, and professional needs. Through giving pieces of advice and tips, feedback, and encouragement, mentors facilitate the internalization of the value of mentoring in the lives of these mentees. This aligns with the proposition of the OIT, which highlights the importance of need-support in facilitating the internalization and integration of behaviors. Our analysis reveals that identified regulation is prevalent among mentees, indicating a strong personal investment in the mentoring process.

Additionally, integrated regulation, the fullest and most autonomous type of internalization, emerged as a significant factor among mentees who perceive mentoring as integral to their personal growth and development.

And as such, they are most likely to endorse mentoring to their friends and classmates, and to even become mentors themselves eventually.

Recommendations

Based on this study, the following recommendations are made:

1. For existing mentoring programs, especially those in higher education, the results of this study can help guide in selecting mentors, developing mentoring programs (particularly the training modules for new mentors), and re-capacitating mentors with new skills.

   a. Mentors should be taught how to give advice and feedback that are appropriate to the age group that they are mentoring. Mentors should be trained on how to help their mentees and on how to be encouraging in the mentoring sessions. These were evident in the results of identified regulation.

   b. Moreover, various ways of providing help or assistance through identified regulation—academic, emotional, social (interpersonal skills), spiritual, and professional (decision making skills, time management)—should also be part of the mentor training program.

   c. As for other considerations in mentor training, the results under integrated regulation, the fullest type of internalization, could be factored in. These include emphasis on relationship building by discussing shared experiences and shared personal qualities in the mentoring conversations. Setting goals with mentees is important in the mentoring sessions. The mentors also have to see that they trust, guide, and inspire their mentees.

   d. Incorporating training on building relationships and focusing on skills development can greatly push the effectiveness of the mentoring program.

2. Students can be encouraged to participate in a school or community mentoring program if they are given a chance to, with the knowledge and consent of their parents or guardians.

3. For administrators, a University-wide mentorship program can be implemented with cross-sectoral participation of guidance counselors, select school administrators, successful mentors, successful mentees, students, and faculty members across disciplines.

4. Researchers can conduct

   a. development of instruments that measure the motivations of mentees to be mentored,

   b. a phenomenological study on successful graduates who are products of mentoring programs across disciplines, e.g., prolific researchers who are products of mentorship of prolific mentors who are researchers themselves, or notable leaders who are products of mentorship of successful leaders, and

   c. a study using mixed-methods on effects of mentoring on the academic performance and adaptation capacity of students across disciplines.

5. Policy makers can seek government support in creating mentorship programs dedicated to underprivileged youth and youth-at-risk.

6. Non-government organizations can institutionalize a community-based mentoring program aimed at helping underprivileged youth and youth-at-risk.

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