



STUDENT SUCCESS PROGRAM (SSP): TEACHERS' EXPERIENCES ON MONITORING AND MENTORING AND STUDENTS' RETENTION AND MIGRATION AS BASIS FOR IMPLEMENTATION ENHANCEMENT

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ABSTRACT

This study aimed to find out the effectiveness of the Student Success Program (SSP) through the lens of teachers' experiences on monitoring and mentoring and students' retention and migration as basis for implementation enhancement using the phenomenological approach under qualitative method. The participants of the study were twenty (20) teachers who underwent the program from the eight (8) departments of PHINMA University of Iloilo. The data were gathered using researcher-made in-depth interview questions. The research results stressed how the program's current practices influenced teachers' roles in guiding students and how these practices contributed to students' retention or their migration to other schools or department. The research gained insights into teachers' mentoring strategies, challenges faced during monitoring, and perspectives on the outcomes of student retention and migration. Data analysis highlights key factors affecting the SSP's implementation, including instructional module update, SRM (Student Relations Module) link, teachers' expertise in handling the subject, class schedule and class ratio.

The findings offered recommendations for enhancing the program, aiming to improve the aforementioned factors affecting the implementation of the program. The study serves as

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a foundation for refining Student Success Program strategies to better address the evolving needs of students and teachers, ultimately fostering student success and institutional stability.

Keywords: *Student Success Program (SSP), monitoring, mentoring*

INTRODUCTION

The study sought to know the impact of monitoring and mentoring on the retention and migration of college or university students from the different year levels. The institution attracts mostly first-generation students who come from disadvantaged schooling backgrounds from urban and rural communities within Iloilo. These students face financial challenges, under preparedness, a lack of exposure to various technologies, poverty and a range of emotional burdens which can significantly affect their academic participation and performance, and attendance.

However, in its effort to deal with some of these challenges, PHINMA University of Iloilo introduced an institution-wide academic memorandum rolling out monitoring and mentoring program generally known as Student Success Program last 2020 up until the present. This program is added to the curriculum with units added to the teaching loads of some teachers. (SSP Course Outline, 2020)

It is focused and individualized in identifying the key areas of the student's financial, academic and personal difficulties. The program also identifies and understands the reason behind their struggle and ask for help. (SSP Framework, 2020)

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Through Monitoring and Mentoring (M&M), the students get the chance to talk to their teacher and open up the things that they are only willing to share.

The role of the teacher in the monitoring and mentoring is very important and it must be done properly. Each student assigned to them must be guided accordingly so that the program achieves its purpose.

The teacher in the program has to be the person who has gone through similar things or at least close to what the students experience and succeeded. Teachers who serve as role models act as a guide to help the student understand who they would like to become in the future. By understanding what they did in the past, with similar circumstances, the student can hopefully gain a better understanding of what they need to do to gain a similar — or better — future.

Specifically, the Student Success Program is designed to help students stay in school despite difficulties that affect our low-income, first generation students in particular. (SSP Framework, 2020)

In response to the multifaceted challenges faced by the student body, PHINMA Education has developed a program aimed at addressing prevalent gaps and enhancing student success. One key challenge is the issue of graduation delays, where many students struggle to complete their degrees on time. Research shows a clear connection between extended academic journeys and reduced chances of successfully graduating. Therefore, the central focus of the Student Success Program (SSP) is to expedite on-time graduation.

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The core of the SSP blueprint involves a strategic approach to facilitate efficient and synchronized student graduation outcomes. The program revolves around a paradigm shift that prioritizes on-time graduation as its foundational goal. By creating an academic environment that supports and guides students towards timely degree completion, we aim to enhance their overall success.

The paper aimed to share the goal of PHINMA University of Iloilo in helping first generation member of the family to have the chance to set foot on college. Student Success Program is an extension of Guidance and Counseling program done in the classroom by the teacher.

MATERIALS AND METHODS

This chapter describes the research method, research design, sampling design, the participants of the study, the data gathering procedure, research instruments, validity of research instrument, and the data analysis employed in this study.

Research Method

The study utilized the qualitative research method under the phenomenology approach. The researcher aimed to explore the experiences and perceptions of the researched phenomenon and form an understanding based on these perceptions. Phenomenology was conducted through in-depth interviews to identify and describe the aspects of each teacher's and students' experiences with challenges and coping strategies for monitoring and mentoring in student success program (Psych Educ., 2023).

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Research Design

The study gathered information on the teachers' experiences on monitoring and mentoring and students' retention and migration as basis for Implementation enhancement. The study utilized phenomenological approach. The primary purpose of the was to describe the methodology to be used to achieve the research objectives of the study. The study aimed to find out the teachers' and students' experiences while doing the monitoring and mentoring in the student success program.

The study used descriptive- qualitative under the descriptive method of research, employing in-depth interviews, key informant interviews and documentary analysis. For documentary analysis, pertinent data relative to determine the teachers' experiences on monitoring and mentoring and students' retention and migration were carefully examined and evaluated.

Qualitative analysis has different steps that start from the bottom up, and they range from data transcription, segmenting information into categories using codes, generation of themes or categories, description of themes and to interpretation of data (Creswell, 2009).

These steps are critical to check for accuracy and consistency of the findings. In a qualitative study, interviews afford interviewees an opportunity to provide their viewpoint, insight, and explanation without predetermination by the researcher (Galanes, 2003).

The findings were supported by the existing literature regarding Teachers' Experiences on Monitoring and Mentoring and Students' Retention and Migration and future research.

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Sampling Design

Phenomenology was defined by Neubauer et al. (2019) as a science whose purpose is to describe particular phenomena or the appearance of things, as lived experiences. The phenomenological study aimed to investigate the various reactions or experiences of a specific phenomenon. The researcher gained insights into the world of the participants and described their experiences and reactions.

Data were collected through in-depth interviews where the researcher identified and described aspects of everyone's perceptions and reactions to their experience in detail. Phenomenologists generally assumed that there is some commonality to how human beings perceive and interpret similar experiences. They sought to identify, understand, and describe these commonalities.

Respondents of the Study

The participants of the study were one (1) to ten (10) teachers each from College of Education, College of Criminal Justice Education, College of Allied Health Sciences, College of Information Technology Education, College of Engineering, College of Maritime Education, College of Accountancy, and College of Management and one (1) to ten (10) students each from the said department of PHINMA University of Iloilo during the school year 2022-2023. The participants were selected using a purposive sampling technique. The researcher identified those significantly involved in teaching and undergoing the Student Success Program (SSP). The researcher decided to choose a sample that they believed, based on prior

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information, and provided the needed data. The researcher's judgment may be in error, or he/she may not be correct in estimating the representativeness of a sample or their expertise regarding the information needed (Fraenkel and Wallen, 2010).

Research Instrument

The research instrument used in this study was the researcher-made interview. A panel of experts did the validation of the researcher-made interview guide. All comments and suggestions relative to the validation of the tool were considered.

Face-to-face or focused group interview was used to conduct the in-depth interview. Audio recorders were used to record all the proceedings during the in-depth interviews accompanied by photos.

Data Gathering Procedures

The researcher formulated instruments to gather data for the study. A letter of request to conduct the study was sent to the office of the chief operating officer for approval. After such, the request was disseminated to the respective program deans. After the approval of the request, permits to conduct the study were also secured from different levels of governance such as human resource manager and general services department.

Respondents were identified through purposive sampling. Total populations of student success program teachers in PHINMA University of Iloilo were secured from the respective program department. Upon determination of the sample size to be respondents of the study,

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schedule for the distribution of research instrument was scheduled for the conduct of group interview.

The researcher coordinated with the deans and program heads of PHINMA University of Iloilo in gathering data of the teachers and students. Upon completion of the research instrument by the teacher and student respondents, the same were gathered and subjected for proper treatment. Observance of minimum health protocols were followed during the process of data gathering.

Validity of the Research Instrument

A panel of experts validated the researcher-made interview guide. All comments and suggestions relative to the validation of the tool were considered and integrated. The validation ensured that the questions would gather the needed information to answer the research questions.

Data Analyses

The information gathered in the study were properly analyzed using thematic approach.

This method is for analyzing qualitative data that entails searching across a data set to identify, analyze, and report repeated patterns (Braun and Clarke, 2006). This method involves interpretation in selecting codes and constructing themes for describing data.

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The study was conducted to determine the student success program (SSP): teachers' experiences on monitoring and mentoring and students' retention and migration as basis for implementation enhancement, at PHINMA University of Iloilo during the school year 2023-2024.

The respondents of the study were ten (10) student success program teachers or advisers in PHINMA University of Iloilo per department composed of the following; College of Education, College of Criminal Justice Education, College of Allied Health Sciences, College of Information Technology Education, College of Engineering, College of Maritime Education, College of Accountancy, and College of Management.

The study employed qualitative research under the phenomenological research design to describe the teachers' experiences on monitoring and mentoring and students' retention and migration as basis for implementation enhancement.

A researcher-made instrument was used to gather data. This instrument was validated by experts and was tested for its reliability.

RESULTS AND DISCUSSIONS

The following are the findings of the study:

Based on the information gathered during the in-depth interview, the result shows that there are different views and opinions among teachers about the student success program. Teachers defined the student success program as an avenue for the students to open up and share their concerns with the teacher. With the help of monitoring and mentoring, students

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were helped by their instructors in any way they could with proper referral to the in-charged committee of the institution.

However, with this positive impact, things still need to be improved with the program. Based on the results of the in-depth interview, the respondents shared different experiences while undergoing the program. Almost all of the teachers follow the same trend of challenges in monitoring and mentoring.

The first challenge that the respondents experienced was scheduling. The teachers shared that the schedule is either too early in the morning or too late in the evening. The teachers, shared that when the subject is in the middle of major classes they don't have the energy to do monitoring and mentoring anymore.

The second challenge the respondents shared was about the teacher's expertise in handling the program. The teachers shared that they sometimes get overwhelmed by the problems of the learners during the monitoring and mentoring sessions.

The third challenge that the respondents encountered was the class ratio. The teachers faced a huge problem when it comes to the number of students per section. The teachers shared that it's very difficult for them to handle a class of 50 students times the number of SSP subjects they have.

The fourth challenge that the respondents encountered was the Student Relations Module or the SRM, which is an online platform to identify the needs of the learner in terms of academic, personal, and financial aspects. Although there were no problems with the technicality of the website, the only case is the urgency of the submission of the link to the

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students and the completion of the teachers in submitting their report based on what the respondents shared during the interview.

The last challenge that the respondents encountered was the module. They shared that they have the same instructional module in every year level and every subject code of the student success program such as SSP 006, SSP 007, SSP 008, and SSP 009. The respondents also shared that if they are new to the program, they have no idea that the module is just a repeat of the other module in SSP. The teacher will only know it when their student will tell them about it.

Based on the findings, the following insights were drawn:

Teachers' monitoring and mentoring skills are important aspects of helping students graduate from college, fostering academic achievement and personal growth. Monitoring involves the systematic tracking of students' academic performance, attendance, and financial status, allowing instructors to identify and address challenges early on. With the help of the teachers' intervention and support programs, it lessens the students' chances of derailing their educational journey.

On the other hand, mentoring adds a personal and relational dimension to student support. Their instructors serve as their mentors who offer them encouragement and emotional support. This relationship not only builds a sense of belongingness but also enhances students' motivation and resilience in the face of college difficulties.

The combined impact of monitoring and mentoring creates a comprehensive support system that addresses the difficulties faced by the student, whether it is academic, personal

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or financial. This approach to the educational endeavor of the student significantly boost retention and migration of the students in PHINMA University of Iloilo.

Capacitating teachers is also needed in order to properly implement monitoring and mentoring. Capacitating teachers is the manner of building and enhancing the skills, knowledge, and abilities of teachers so they can perform their roles more effectively. This term is often used in the context of professional development and training aimed at improving teaching practices, pedagogical strategies, subject matter expertise, and overall classroom management. Well-equipped teachers are prepared and better positioned to facilitate student’s needs in the classroom. In Student Success Program, it is vital that the teachers are well-versed of the process of monitoring and mentoring the students for this is the core of PHINMA University of Iloilo – making lives of others better through education.

Conclusion

In light of the findings and insights arrived in this study, the following recommendations are forwarded:

There were suggested implementation enhancements based on the following aspects of the program identified by the respondents: (a) scheduling, (b) teachers’ competence in handling the subject, (c) class ratio, (d) student relations module (SRM) website, and (e) instructional module as a reference tool. The goal is to enhance students’ engagement and success by offering personalized learning experiences, develop interactive and engaging learning materials, provide workshops on psychological management and methods to support

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diverse learning needs, and offer support and counseling services for teachers to manage stress and professional challenges.

The suggested policy recommendation was R.E.A.C.H: Revitalizing Educational Access and Comprehensive Help: A Semestral Training and Workshop for Student Success Program. It offers a flexible and comprehensive approach to supporting students by combining both in-person and online resources. This program recognizes the diverse needs of students, many of whom face challenges such as balancing work, family responsibilities, and academic demands. By offering a blend of synchronous and asynchronous learning, the training and workshop allow teachers to access workshops, tutoring, mentoring, and counseling at times and locations that suit their schedules. The workshop also ensures teachers are trained to cater students from various backgrounds and with different levels of digital access to benefit from the program.

The Team Learning managers and facilitators of PHINMA University of Iloilo shall have this R.E.A.C.H: Revitalizing Educational Access and Comprehensive Help: A Semestral Training and Workshop for Student Success Program during the semestral breaks of the school year.

Attendees of this training and workshop are all teachers handling student success program in the eight (8) departments identified by the deans.

The institution should put an effort of revising or rewriting the module content and structure in order for the students to have fun and engaging classroom discussions. By doing this, we are not only helping the child academically but gauging their interest in school. Apart

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from the module, the link to the student relations module must be done weeks before the deadline to avoid late filing and rush submission.

Teachers should be provided with training and support to become an effective agent in the program. One of the recommendations is a training that includes understanding the individual differences of the students. On that note, the class schedule should also be flexible and adaptive to both the students and teachers. For the program to thrive, it has to be done for the benefit of the students who are primarily affected by the schedule format. The best-case scenario is when the students and teachers have a good schedule and a medium class size for the school year.

A medium classroom size for the student success program should be implemented. The teachers believe that they can cater to the needs of the students properly if they only have a few students to attend to.

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