

Examine The Impact Of Peer Mentorship Programs On Influencing Learning Attitudes And Promoting A Proactive Academic Culture Among Undergraduates

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ABSTRACT

This research investigated the impact of peer mentoring programs on Chinese pupil mindsets concerning education and their role in cultivating an optimal atmosphere for learning. The researchers used a mixed-method strategy, using both qualitative interviews and quantitative surveys, to get comprehensive insights into the students' perspectives. The research selected 1,200 students using stratified and purposive sampling methods. The data was collected using standard questionnaires with a five-point Likert scale and in-depth interviews. Descriptive statistics were used to look at quantitative data, while theme analysis was used to look at qualitative data. Their research showed that peer mentoring programs made students far more confident, motivated to study, and interested in their studies. The people who took part in the investigation showed better study habits, more hope, and were more likely to seek for help with their schoolwork. Both the mentees and the mentors learnt something from the event. The mentees learnt how to be proactive about their development, while the mentors learnt how to guide and interact better. The mentoring environment also helped to make colleges and universities more inviting and student-centred by encouraging accountability, respect for individuals, and a desire to keep getting better. The study concluded that structured peer mentorship programs were crucial in Chinese universities for enhancing academic success, fostering positive learning mindsets, and cultivating productive learning environments. These results illustrated the significance for instructional establishments and governments in sustaining and expanding peer mentorship programs to foster proactive intellectual behaviour and improve undergraduate learning outcomes. .

Keywords: *Peer mentorship; learning attitudes; proactive academic culture; undergraduates; China..*

prepare for what they expect from life. In numerous instances, the mentor's connection with the protégé improves their own feeling of confidence, competence, and dignity. By creating an accepting favourable environment, mentoring allows for the disclosure of therapeutic sincerity and understanding. The mentee and mentor use loving intents and actions with each other in a special way to impart knowledge that might be characterised as a learning connection and an important interaction. Furthermore, the casual connection that occurs during mentor-mentee interactions enhances individual discussions. Peer mentorship programs have become popular tools in colleges and universities for helping people do well in school and grow as people. These actions are necessary for creating a proactive educational environment and altering how pupils think about acquiring knowledge in China's constantly shifting educational world. Mentoring pairs experienced students with new ones to provide them intellectual help, emotional support, and a place to share knowledge. This boosts their passion and desire (Lapon & Buddington, 2024). This plan aligns nicely with China's efforts to enhance its schools, which concentrate on educating students and sharing

1. INTRODUCTION:

Whenever it involves helping students comprehend research issues and develop answers to scholarly difficulties, regulating instructional practices and teaching concepts becomes exceptionally challenging and complex. According to the pupil's traits, one may classify the many strategies for learning pupils employ. In a similar setting, mentoring is a form of peer instruction that aims to develop a caring, supportive relationship amongst a skilled individual and another less accomplished one. In this collaboration, the novice gets training and feedback whereas the seasoned individual gives the novice knowledge, support, and guidance. Another behavioural component of mentoring is providing guidance, advice, and empathy to the mentee. When both teacher and the mentee are physically present to each other, mentorship interactions are most successful (Nuankaew et al., 2020). It establishes an environment that helps the mentee

training. Examining the impacts of peer assistance initiatives yields significant insights into their influence on academic conduct and the promotion of a learner-centred culture.

1. BACKGROUND OF THE STUDY

More teens and young adults, particularly in China, are opting to earn higher education since they live in an economy based on knowledge. In China's college sector, there has recently been a time of globalisation. This move has led to a huge increase in the number of undergraduate students in China. The most crucial thing that makes undergraduates able for success is their capacity to come up with new ideas and do research. In relation to the Ministry of Education of the People's Republic of China, China has the second-most enrolment of freshmen in the world. This means that boosting the population of undergraduates is important for improving academic levels. Consequently, enhancing China's educational framework currently depends on devising techniques to foster undergraduate students' inventive abilities while navigating these constraints (Yang et al., 2024). Peer mentoring programs are becoming more common in Chinese college learning to get students more involved and help them do better in school. Historically, Chinese colleges concentrated on instructional design, but the changing academic climate today shows how important cooperative and student-focused teaching is. Peer mentoring, in which seniors help and advice younger classmates, is a good way to help undergraduates overcome their learning, interpersonal, and mental obstacles. These initiatives not only help students do better in school, but they also create a culture of helping each other, believing in themselves, and growing on their own. In China's driven and test-focused society, these kinds of programs help students have a views mindset towards school, take charge of their own learning, and become involved in educational circles (Zhang, 2025). Grasping the impact of peer mentoring on learner mindsets and the fostering of a proactive educational environment yields significant insights for enhancing college-level procedures and advancing comprehensive pupil growth.

2. PURPOSE OF THE STUDY

This study investigated the benefits of student mentoring initiatives, focussing on Chinese students' attitudes regarding learning in the presence of a dynamic educational opportunity's environment. The requirements examined for structured peer mentorship between higher- and lower-class students were inspiration, academic confidence, and engagement in collegiate life. The findings showed that peer mentorship made pupils feel far more accepted and better about their own intelligence. Mentors observed that those they mentored were more dedicated to seeking aid with homework and collaborating on assignments than their classmates. Mentors noticed that those they mentored were getting more proficient in communicating to and directing other people, causing them want to acquire knowledge further. The supportive environment of the programs encouraged candid conversation, academic exploration, and group

responsibility for success. Furthermore, the mentorship program promoted a positive attitude towards lifetime learning and made pupils feeling completely at ease in the classroom. Peer mentorship was shown to be a crucial element in Chinese educational institutions for establishing a lively learning environment and a more peaceful, personalised classroom environment.

3. LITERATURE REVIEW

A research study investigated that peer mentoring programs that provide instant guidance, model learning strategies, and establish norms asking for assistance may improve first-year students' confidence, achievement, and perseverance. These kinds of programs may also foster a more positive attitude regarding education. Extensive tests and substantial varied studies have shown that students who benefit from mentoring tended to do better in the following categories: their overall grade point average (GPA), academic persistence, and peer aid. These improvements all contribute to a strongly autonomous and self-driven learning style (Zhao & Zheng, 2025). Another study focused on teaching advisors to conduct friendly and structured talks with students during newbie transfers and additional periods during transitions boosted persistence even further and promoted educational settings that value collaboration above rivalry. The study found that when administrators set a positive pattern with respect to topics like time management, utilising college amenities, and constructive feedback chains, students' impressions regarding education shift from absorbing instruction to constructively contributing. evaluation of initiatives and systematic reviews the evidence showed that programs that integrate academic teaching, social activities, and long-term engagement had the most effect. According to managerial evaluations, this scheduling approach resulted to higher levels of executive participation and a shift in the department's setting. Investigations have shown that for institutions to regularly develop fresh instructional environments, programs had to be carefully evaluated and put into place. This might be since the effects of programs vary based on things like the standard of the curriculum, the way guidance operates, the way students were grouped, and the type of students (for example, either new or ineligible students) (Liu & YaoPing Peng, 2025). A previous literature explained in tutoring outcomes measuring students guide participation and peer interaction via an instructional internationalisation exercise (peer mentorship action). International pupils who acted as guides for their local counterparts were the primary subjects of the research. According to the results, a mentoring program that brought together students from different nations to gain insight from one another was a great way to help international students experience life abroad while simultaneously boosting their interest in and dedication to accounting as a profession (Li et al., 2024).

4. RESEARCH QUESTION

- What is the impact of peer mentorship programs on influencing learning attitudes among undergraduates?

5. RESEARCH METHODOLOGY

5.1 Research Design

A mixed-method approach was used for the study. This study made use of SPSS version 25 for statistical analysis. There were a 95% confidence interval and odds ratio utilised to determine the direction and intensity of the statistical link. If the p-value is less than 0.05, then the result is considered statistically significant. To get to the heart of the data, descriptive analysis was useful. The examiner also used in-depth interviews to collect qualitative data.

5.2 Sampling

The research used a mixed-methods sample design, drawing from stratified and purposive sampling techniques. The Rao-soft program predicted a sample size of 1,123. After sending out 1,350 questionnaires, the researcher got 1,280 responses but had to exclude 80 due to missing data. The survey contacted and questioned a total of 1200 Chinese residents. Out of the 1200 surveys and interviews, 576 men and 624 women participated.

5.3 Data and Measurement

A mix of qualitative and quantitative techniques was used to collect the primary data for the research. Using a 5point Likert scale, the investigator collected quantitative data from the participants using questionnaires. In addition, qualitative data was evaluated via in-depth interviews. While collecting secondary data, the investigator mostly relied on online resources.

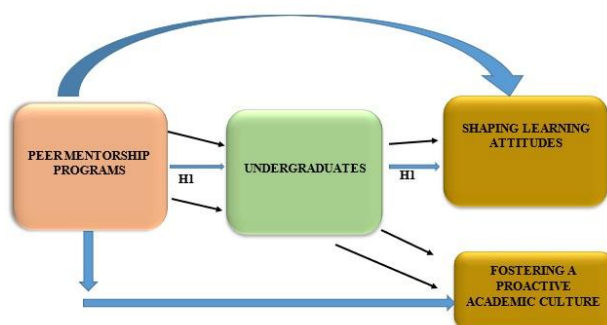
5.4 Statistical Software

The statistical analysis was carried out by the researcher using SPSS 25 and Microsoft Excel.

5.5 Statistical Tools

Descriptive statistics were used to provide light on the level-specific and demographic characteristics of different programs. Some of the statistical processes used in inductive statistical investigations include analysis of variance (ANOVA), factor analysis for theoretical reliability and validity assessment, 95% confidence intervals for odds ratios, and a lot more.

6. CONCEPTUAL FRAMEWORK



7. RESULTS • Factor Analysis

Factor Analysis (FA) is used for finding hidden variables in observable data. When there are no obvious symptoms

or indicators, it is common practice to utilise regression coefficients to determine a rating. Models are critical to the success of FA. Finding mistakes, intrusions, and apparent correlations are the main objectives of modelling. One way to assess a dataset is by using the Kaiser-Meyer-Olkin (KMO) Test, which is often used in multiple regression analyses. They make that the variables in the model and the sample are indeed representative. Based on the numbers, it seems like there is duplication data. Data is better understood when proportions are reduced. The result of running KMO is an integer from 0 to 1. If the KMO value is between 0.8 and 1, then the sample size is considered adequate. Table1: KMO and Bartlett's Test

Testing for KMO and Bartlett's

Sampling Adequacy Measured by Kaiser-Meyer-Olkin .850

The results of Bartlett's test of Sphericity are as follows: Approx. chi-square = 4350.175 df = 190 sig =.000

Table 1: KMO and Bartlett's Test

KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.850
Bartlett's Test of Sphericity	Approx. Chi-Square	4350.175
	df	190
	Sig.	.000

This facilitates statements about sampling. The investigator used Bartlett's Test of Sphericity to determine the statistical significance of the correlation matrices. The Kaiser-Meyer-Olkin statistic, valued at 0.850, indicates an adequate sample size. Bartlett's Sphericity test produced a p-value of 0.00. A positive outcome from Bartlett's Sphericity test indicates that the correlation matrix is not an identity matrix.

† INDEPENDENT VARIABLE

• Peer mentorship Programs:

Peer mentorship programs match experienced people (mentors) with fewer knowledgeable peers (mentees) in a structured environment to support scholarly, professional, or individual advancement. Such initiatives are often used by civil groups, businesses, and education institutions to promote cooperative and learning-focused mindsets. Mentors share their knowledge and support peers through challenging situations, helping them develop in confidence, competency, and compassion. Peer mentorship increases the potential for successful engagement, management abilities, and creative thinking, which benefits both individuals (Venegas-Muggli et al., 2023). These kinds of programs help new students acclimatise to the demands that come from educational institutions and community, which makes them feel less lonely and helps them stay in school longer. The organisation makes it easier for people to share

knowledge, embrace jobs, and move forward in their jobs. Effective peer mentoring programs need defined goals, good teaching, and regular evaluation to make sure that the relationships are interesting, and the outcomes persist. Every aspect in it, peer mentorship is a good way to build stronger societies, help people feel more powerful, and make instruction and development alternatives better in a lot of different places (Latham et al., 2020).

✚ MEDIATING VARIABLE • Undergraduates

Most people start attending college as undergraduates following finishing high school. This is the first step in a long life of studying. During this part of their schooling, students can acquire new things, enhance their abilities, and see the globe in new ways. In the first three or 4 terms of college, students study the basics of the job they choose to pursue while also improving their logical, intellect, and creative abilities. First-year students can get involved in a range of extracurricular activities outside their academic responsibilities to foster civic involvement, community connectivity, and governance, among other entities, jobs, and educational projects (Nuankaew et al., 2020). During this time of change, pupils get ready for more difficult classes or jobs. Someone's freshman year possess a big effect on how they think, what they believe, and how they react about things. It promotes rational evaluation, and important contributions to society. Undergraduate learning not only gets students ready for a lifetime of growth and change, but it also gets them ready to be active citizens in an environment that is always changing (Gamlath, 2022). The growing academic business in China has made the country's undergraduates a diversified and lively population. They are a good example of China's focus on learning to improve the country since they really want to do well in school and in their careers. Chinese students are making a big difference in the country's scholarly marketplace by combining old traditions with new goals. They are pushing for new ideas, investigation, and the growth of China's academic markets. This is all because they are becoming better at understanding new perspectives and technology from across the world (Niu et al., 2025).

✚ DEPENDENT VARIABLE • Influencing learning attitudes

Chinese views on learning are greatly shaped by social, cultural, and academic factors that originate from Confucian practices. Learners who value admiration for instructors, hard work, and academic success see learning as an ethical and social obligation. China's educational system is known for its competitive culture, and exams like the Gaokao are exceedingly important, yet they may also make students quite stressed and worried. familial goals have significance because education is generally considered to improve one's social standing and move forward in the world (Yang et al., 2024). Moreover, the way that fast modernisation and globalisation have altered how people think about education has a big effect on teens who grew up with Western ideas about schooling. These changes promote imaginative and innovative thinking and

learning on one's own. Also, the blend of new and foreign ways of learning gives students greater flexibility and a wider range of opinions. Even though conventional practices still promote learning attitudes in the country, China's restructuring of its institutions and inclusion with worldwide implications are encouraging a new, wide, and concentrated way of learning (Wong, 2025).

• Relationship between peer mentorship programs and influencing learning attitudes among undergraduates

Peer mentoring programs greatly affect how kids think about school. By means of these programs, graduates help and advise the freshmen as they acquire the skills to handle their schoolwork, become used to college life, and perform well. A peer mentor can aid they get over school problems by giving they inspiration, encouragement, and advice based on their individual successes. This link helps students have a positive perspective about learning because it makes teachers look like they are included, appreciated, and able to keep overseeing what they are learning (Gao & Mohamad, 2025). Providing mentoring helps students work together, believe in themselves, and communicate clearly. It also makes the classroom an additional welcoming and stimulating place to study. Students feel stronger and resilient therefore, and they worry least about failing courses and feeling less alone. Through this education, mentors may enhance their individual influence, compassion, and ability to look back on themselves. By promoting mutual development, accountability, and an upbeat academic mindset regardless of the classroom, peer mentorship programs have a favourable influence on pupils' cognitive success and general learning attitude (Wang & Wang, 2024).

“H₀₁: There is no significant relationship between peer mentorship programs and influencing learning attitudes among undergraduates.”

“H₁: There is a significant relationship between peer mentorship programs and influencing learning attitudes among undergraduates.”

Table 2: H₁ ANOVA Test

ANOVA					
Sum					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	39936.307	486	3993.631	2350.855	.000
Within Groups	145.083	713	1.6530		
Total	40081.390	1199			

The outcome is substantial in this research. Statistical significance is achieved with a p-value of .000 (below the 0.05 alpha criterion), and the F value is 2350.855. This indicates that researchers may endorse the alternative hypothesis, ***“H₁: There is a significant relationship between peer mentorship programs and influencing learning attitudes among undergraduates.”*** is accepted and the null hypothesis is rejected.

8. DISCUSSION

The results showed that peer mentoring programs were having a big and good effect on how students felt about education. Mentoring programs make pupils more motivated to study, more inspired, and more confident. Mentors gave students psychological assistance and helpful advice to help them take more ownership of their educational pursuits. The mentors became better leaders, researchers, and speakers because of what they learnt. Controlled peer contact created a more pleasant and helpful learning environment that made learners less lonely disconnected and encouraged them to work together. Participation in the classes fostered an environment of collaboration and development, enhancing resilience in academia and a fervour for gaining knowledge. In every instance, peer assistance fostered the cultivation of a dynamic intellectual milieu that equipped individuals with the competencies essential for promoting enduring instruction and maintaining academic success inside the educational institution.

9. CONCLUSION

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- Investigators discovered that college the educational participation of pupils and behaviour while studying significantly improved after their involvement in peer mentoring programs in China. Students that took part in mentoring initiatives were more motivated, confident, and responsible in their schoolwork. Mentorship offered mentees both psychological and mental encouragement in addition to learning resources, which boosted their feeling of identity and confidence. Thinking critically, teamwork, and proactive learning practices were encouraged by mentoring interactions that were both regular and organised. The program helped mentors as well as mentees broadly by improving their respective positions abilities, encouraging admiration for one other, and boosting their educational achievements. Peer mentoring also helped make the educational setting a welcoming and vibrant place where individuals liked working together and learning new things. Peer mentoring was identified as an effective approach in Chinese schools for promoting healthy study habits and encouraging active student engagement in class..
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