

**CONTRIBUTIONS OF PEER MENTORSHIP TO BACHELOR OF SCIENCE
NURSING STUDENTS' ACADEMIC PERFORMANCE AND SOCIAL
ADJUSTMENT IN UNIVERSITIES IN KENYA**

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in Nursing of Masinde Muliro University of Science and Technology**

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DECLARATION

This thesis is my original work prepared with no other than the indicated sources and support and has not been presented elsewhere for a degree or any other award.

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CERTIFICATION

The undersigned certify they have read and hereby recommended for acceptance of Masinde Muliro University of science and technology a thesis entitled, **“Contributions of Peer Mentorship to Bachelor of Science Nursing Students’ Academic Performance and Social Adjustment in Universities in Kenya.”**

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My desire and greatest passion for mentoring has been born and natured by great men and women who make me to always stop and think before taking any action. This is because I always hear their voice behind me.

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DEDICATION

This research is dedicated to my loving family Nixon, Marvell, Cephric and Glorious who were very supportive and patient with me as I spent long hours and resources doing this work.

God bless you.

ABSTRACT

Student success has always been one of the main goals of education. Regardless of a lot of literature showing evidence that the peer mentorship has benefits if implemented, its utilization in the schools of nursing in institutions of higher learning in Kenya has remained low. The study sought to investigate the contributions of peer mentorship to bachelor of science nursing students' academic performance and social adjustment in universities in Kenya. The specific objectives included assessing effects of peer mentorship on student academic and social adjustment, determining mentorship factors influencing student academic performance and social adjustment, examining perceptions of nursing students on peer mentorship with an aim of proposing a model for peer mentoring. The study was quasi experimental adopting mixed methods of data collection. It was conducted in four universities namely MMUST, GLUK.UEAB and Uzima. Target population were second year nursing students in sampled universities in Kenya where a total of 386 served as peer mentees and 60 third years who were peer mentors. Quantitative data was analyzed using descriptive statistics (mean, standard deviation and percentages while inferential statistics employed paired sample t-test, independent t-test and regression analysis. Qualitative data was analyzed thematically. The mean age of students was approximately 20 years and 54.4% of them were female. Findings showed a correlation coefficient of 0.455, $t=-12.9$ and 0.659, $t=-6.43$ for association between clinical and class results when exposed to mentorship and not respectively. $P < 0.05$ indicated a significant positive association between results achieved when there is mentorship and when not. There was a significant difference in the mean scores $P < 0.05$ for clinical and class results between the experimental and control groups under each pair with t of 12.90 and 6.43 above the t critical of 1.97. All components of social adjustment had a positive Pearson correlation level $P < 0.05$ with coefficients as $R_{TR} = \text{coefficient } 0.168$ and $P < 0.05$ and $R_{MR/SC} = \text{coefficients } 0.127$ and $P \geq 0.05$. Faculty and institutional factors revealed absence of peer mentorship in schools. Mentees narrated positive experiences of peer mentorship thus appreciating the programme. The study further proposed a peer mentorship model for universities. In conclusion, there was a significant relationship between peer mentorship and student academic performance and social adjustment thus rejecting the null hypothesis and adopting the alternate hypothesis. The study recommends that institutions of higher learning should utilize peer mentorship as an approach of student support.

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LIST OF ABBREVIATIONS AND ACRONYMS

AMS	Academic Motivation Scale
ART	Anti-Retroviral Therapy
BScN	Bachelor of Science in Nursing
CAT	Continuous Assessment Test
GLUK	Great Lakes University of Kisumu
GPA	Grade Point Average
HIV	Human Immunodeficiency Virus
KII	Key Informant Interview
KU	Kenyatta University
MCS	Mentorship Competence Scale
MMUST	Masinde Muliro University of Science and Technology
NACOSTI	National Council of Science, Technology and Innovation
PM	Peer mentor respondent
PMM	Peer mentee respondent
PMP	Peer Mentorship Programme
SPSS	Statistical Package of Social Sciences
UEAB	University of East Africa Baraton
UK	United Kingdom
USA	United States of America

OPERATIONALIZATION OF KEY TERMS

There are numerous concepts commonly mentioned in this study. For us to understand the background, the methodology and findings of these study, it is important to define these terms as they are used for purposes of this study.

Contributions: Refers to the aspects of change reported by the respondents in regard to the implemented peer mentorship programme. It is the measure of overall effects of the peer mentorship programme as an intervention on the academic performance and social adjustment of the respondents.

Master mentor: Refers to appointed members of faculty who serve to ensure that they monitor the mentor mentee activities in the institutions where peer mentorship is done. They are appointed by the super mentor and trained on student mentorship support.

Mentee characteristics: Refers to factors within the mentee that serve as inhibitors or facilitators of the mentorship programme.

Mentor Characteristics: Refers to the internal and external factors within the mentor that serve as facilitators for the mentorship activities. They include social democratic variables, psychological variables and educational variables.

Mentor manager: Refers to a faculty functioning in the role of a chair of department of nursing, acting as a link between the master mentor and the super mentor.

Mentor: Refers to a senior and definitely more experienced person in the institutional context who draws upon her experience to guide and support the mentee's efforts to advance within that same context

Mentoring activities: Refers to a group of activities outlined in the peer mentoring guidelines that are to be adhered to.

Peer mentee: Refers to a student in the institution undergoing mentorship support by a peer mentor. In this study the peer mentee is also acknowledged as the learner in the second year of study

Peer mentor: Refers to a lead person or guide that helps the peers (belonging to same cohort such as students) to maneuver through the academic, social and personal encounters in the institutional setting.

Peer Mentorship Guideline: Refers to the tool that was used to guide the activities of the mentorship programme. It provided the rules to be adhered to by the peer mentors and peer mentees and the boundaries to be observed.

Peer mentorship: Refers to a process that entails a junior student being supported by a senior student in both academic and social activities surrounding their learning.

Perceptions: Refers to the expression of the way that an individual think and feels about a product or service and for this study perception was assessed in the respondents who have had an experience with the peer mentoring programme and this included both peer mentor and peer mentees.

Resiliency: Refers to the individual strength, courage or determination that enables students to stay in institution

Super Mentor: Refers to a faculty at the level of a dean or principal for the school of nursing within an institution overseeing the nursing program. In this study, the super mentor collaborates with the mentor manager and top management of the institution in supporting mentoring activities.

Western region: Refers to the areas comprising of northern rift valley and the lake basin. Counties emanating from the northern rift valley included Uasin-Gishu county, Trans-nzoia and Nandi county, from the lake basin we had Kisii County, Kisumu

County, Homa –Bay, Siaya, Migori and Nyamira County from former Nyanza province and Kakamega, Busia, Bungoma and Vihiga County from the former western province.

CHAPTER ONE

INTRODUCTION

1.1 Overview

This chapter provides a background of the study. It dwelt on peer mentorship as the major concept, the problem statement for the study, the objectives and the research questions and hypothesis of the study. It also provides the justification of the study, limitations and a framework based on theory and conceptual framework. Finally, terminologies and concepts in the study were also defined as used in the study.

1.2 Background of the Study

Mentorship is a relationship that involves two parties and in the process of the association, one party takes the supporting role of a mentor while the other takes upon themselves the role of the mentee or one being supported (Cole, 2015). Literature on mentorship reveals many benefits that cannot be underscored (Rodríguez et al, 2021 ; Montgomery, 2017).

1.2.1 Mentorship

The concept of mentorship dates back to the old Greek history from the character ‘Mentor in Homer’s Odyssey’ who was a companion of Telemachus, Odysseys son and this companion gave Telemachus advice and guidance while the father was away. In a study by Kanchewa et al. (2018) almost all interpretations of mentor referred to a protective, guiding and supportive figure. This relationship can take two forms in which one is form is formal while the other form is informal and these two forms can take several aspects including individual or group, in person or remote among many others (Collier, 2017).

Mentoring can also be defined as an exclusive relationship with one person being more experienced providing premeditated guidance to enable the professional and personal improvement of a less experienced individual (Meschitti & Lawton 2017).

Mentorship as a professional relationship has demonstrated to be having a distinct positive impact on their academic performance and professional development as the mentee walks a path walked before by the mentor (Nugumanova & Shaykhutdinova, 2019). It is acknowledged as an often-thought-provoking role especially for new mentors supporting students in clinical areas and can impart positively or negatively on the learner as reported by (Sibiya et al., 2018)

West. (2016) in his study revealed that although general conceptions regarding the nature of mentoring revolve around the idea that mentoring utilizes a more experienced and knowledgeable individual that provides support to a novice, there exist great variance in the way in which the goals of peer mentorship are realized hence providing a window of exploring peers as mentors. Mentoring is shown to improve students' transition to and through the university, by either helping them to attend university or once they are there, to be retained through to degree completion (Rohatinsky et al,2017)

In as much as the desire for mentorship is ultimate success in the mentee, some challenges impede this and such includes lack of development of organizational structure for mentorship, culture of devaluing accountability in staff, poor selection of mentors and poor mentor mentee match (Treasure et al., 2022). Mentor mentee biases may also pose a challenge to success of mentorship as participants engage in mentorship perspectives relating to personal experiences (Hill et al., 2022) .Poor communication, lack of commitment, personal differences, perceived competition were identified by Straus et al.,(2013). Similarly, confidentiality breeches and natural failure to evolve have been reported (Hill et al., 2022)

1.2.2 Peer Mentorship

Peer mentoring has received several definitions from different scholars and in this study, one of the most identified significant definitions was a definition by Kandiuki, (2016) who defined peer mentorship as a peer-to-peer developmental relationship which is founded on a multiple mentor approach in which benefit can be gained from a variety of experiences and people. A peer mentor in educational setting or context is a guide who is usually a senior student that helps other fellow students that are junior to go around through educational and social hitches (Bonin, 2013).

Bandeal et al.,(2023) reported a global shortage of nurses in low and middle income counties accounting for 89% of shortage, there is need for strategies to enhance and retain the output. Globally, the nursing workforce falls short by 5.3 million nurses (WHO, 2021) and these puts a need produce adequate numbers at each cycle. However, this can be hampered when transition is not controlled. Nursing students have been found to experience several challenges and in clinical settings that include inappropriate social norms and inadequate unsupportive environment (Moghaddam et al., 2020). Fear of making mistakes, lack of preparedness and lack of planning were identified as major challenges facing nursing students in clinical settings (Al-Dweik et al., 2021). Similarly, anxiety, sociocultural challenges, organizational stressors, environmental stressors were also among the challenges experienced by nursing students, non-readiness and unsupportive environment (Berhe & Gebretensaye, 2021).

It is therefore imperative that the focus of peer mentoring is anchored on exploiting the experience of senior students in assisting the less experienced peers in almost all aspects of their learning which include advising, encouraging and supporting of the

mentee thus leading to overall academic improvement (Seery et al., 2021). According to Gamez et al., (2017), peer mentoring encompasses use of an institutions vital assets, which are the institutions own learners hence providing an opportunity for establishment of a true win-win state in which new students feel that they belong and older students and existing students cultivate new skills while the institutions experience minimal or no student attrition. Furthermore, peer mentoring offers an approach whereby students help their peer who are usually new students discover the new world of university life through the formation of safe and supportive peer (Sibiya et al., 2018).

Similarly, a study in South Africa by Murrell et al., (2021) reported that peer mentoring was a positive resource that provided an enabling perspective to engage in self-reflection and negotiated engagements. Hacking et al., (2019) in a study conducted in south Africa on peer mentorship found out that the model was beneficial and supportive as it increased the desired outcome which was linkage to ART and that mentors reported satisfaction with the interaction.

In Kenya, Ndwiga et al., (2014) stated that success of peer mentoring highly depended on the amiable relationship that existed between the participants and that the personal interest in learning by the peer mentee facilitated better outcomes of mentoring. However, during student orientation periods, they would be given information on where to find help in times of need. Formal trainings even for faculty to support mentorship nor even students on mentorship were not done in any of the universities. Plans within the schools did not factor in their programme any need for peer mentorship and therefore no resources were allocated towards the same.

1.3 Statement of the Problem

Every year, thousands of students enter universities from secondary schools. However, several studies reveal that majority of the students do not exit university as a result of high attrition levels (Ngemu, 2023). The average attrition rates among university students in Kenya approximate at 35% of the total population (Njoroge et al., 2016) and (Frida et al., 2021). The main challenge therefore of transiting in the higher institutions of learning is navigating life stressors (Geng & Midford, 2015). This was because for many, being away from home for the first time is a liberating experience that test their abilities to create structure in the course of their day (Rohatinsky et al, 2017)

To ensure that the learners are successful, several forms of mentorship have been utilized to include group, staff -student, hierarchal and peer mentoring among others (Collier, 2017). Throughout the course of mentorship, there is transfer of knowledge, skill and attitude from a mentor to a mentee that leads to the growth and development that occurs to both mentor and mentee (Rochford, 2020). According to Lorenzetti et al. (2020) mentoring is a critical part of education which had positive effect on clinical competence of nursing students.

In North America several peer mentorship programme exist in communities, in schools in colleges and in universities which have recoded noteworthy success (Karcher & Berger, 2017). Several benefits of PM are identified in literature (Lorenzetti et al., 2020); (Rodríguez et al., 2021). In Portland, peer mentoring was an effective approach for promoting college student success with positive student outcomes (Collier, 2017). In Austria, there was positive effects on the academic performance of mentees (Noroozi & De Wever, 2023). In the UK, the findings of (Flyer & Joong, 2016) revealed a dramatic improvement in the learning culture and overall satisfaction and

success of the peer mentees in the areas where the programme were carried out. In Australia, it provided initial year teacher education students with an extra dimension of support over and above that available from universities and schools thus improving their overall academic performance (Geng & Midford, 2015).

In south Africa, the peer module mentoring programme demonstrated its benefits to students with the mentees displaying positive attitudes towards the programme and faculty identifying it as able to promote academic success, increase throughput and decrease attrition thus an overall better performance for the learners (Du Preez et al, 2013).

According to Abrahamson et al, 2019) the mentors reported that the peer mentorship exercise was worthwhile as mentees gained a lot socially, professionally and academically. Peer mentoring if adopted has high impact practices necessary for achieving essential higher education learning outcomes which is reflected in academic success (Abdolalizadeh et al., 2017). A study by Yomtov et al, (2017) and Gunn et al., (2017)) found out that peer mentored students were reporting several benefits of the peer mentoring programme as compared to the non-mentored students.

Participating in mentoring especially as students strengthens studying habits and learner roles thus making them transit easily through their academic programmes (Jacobsen et al., 2022). Overall positive student experiences have been reported as an outcome of peer mentorship (Chavez, S., 2019). Phuma-Ngaiyaye et al., (2017) and Hafsteinsdóttira et al., (2017) reported that students gained more confidence and competence in application of knowledge and also achieved their learning outcomes when supported by mentors especially peers. Mentoring ensures academic excellence

and success as it provides positive effects for mentees, mentors and institutions as a whole (Noroozi & De Wever, 2023).

In Kenya, regardless of a lot of literature showing evidence that peer mentorship has benefits if implemented, its utilization by the institutions of higher learning and more so the schools of nursing has remained low. Moreover, in places where peer mentorship is utilized, it was mainly concentrated to post graduate students and faculty to faculty mentoring (MacMillan et al., 2016). This is irrespective of the fact that the most challenging cohort that requires a lot of support in transition through academics who are undergraduates are left unattended (Noroozi & De Wever, 2023).

According to (Oluchina & Amayi, 2016) the status of mentorship in Kenyan universities revealed that majority of the universities had student support mechanisms, but none of the support mechanism involved use of peer mentorship and most students were expected to find their own means of discovering their way within the university. Several universities anecdotally are reported to conduct both formal and informal mentorship (Oluchina & Amayi, 2016). Little is known about contributions of peer mentorship on BScN academic performance and social adjustment despite the fact that nursing is a programme that requires intense preparation of the learner and thus the student could benefit from it (Law et al., 2020). Therefore, the aim of this study was to investigate the contributions of peer mentorship on academic performance and social adjustment of Bachelor of Science nursing students in universities in Kenya.

1.4 Main Objective

The main objective of the study was to investigate the contributions of Peer mentorship to BScN nursing students' academic performance and social adjustment in universities in Kenya

1.5 Specific Objective

1. To assess effects of Peer mentorship to BScN nursing students' academic performance and social adjustment in universities in Kenya
2. To examine mentorship factors influencing student performance and social adjustment in universities in Kenya
3. To determine the perceptions of nursing students on peer mentorship
4. To propose a peer mentoring model for Universities in Kenya

1.6 Hypothesis

H_0 : There is no statistically significant relationship between Peer mentorship between BScN nursing students' academic performance and social adjustment in universities in Kenya.

H_1 : There is a statistically significant relationship between Peer mentorship between BScN nursing students' academic performance and social adjustment in universities in Kenya.

1.7 Justification

In light of the poor throughput rates in the institutions of higher learning, Mashehela and Mabika.(2017) in their study identified key issues that exacerbated poor performance and attrition of students to be highly attributed to academic under-preparedness of students, transition or adjustment problems among the students reflected in their inability to manage minor life stressors and career choice uncertainties in students while appreciating the major role that the peer mentorship was able to perform in alleviating this situation.

It is clear from literature that institutions of higher learning and more so nursing programs are in need of workable solutions for learners to easily navigate through the learning environment. Evidence demonstrates the success of peer mentorship in developed countries where the programs are applied and lack of the same in the Kenyan context. This study was therefore conducted in Kenya to investigate the contributions of peer mentorship on student performance in the Kenyan context.

Since literature review identified several weaknesses not adequately addressed in the previous studies on peer mentorship such as conducting cross sectional studies using only qualitative means to collect data and application of self-reported benefits of mentorship to make judgment and conclusion, this study was quasi experimental using both qualitative and quantitative approaches thus bringing in the triangulation effect.

Most of the previous studies identified in literature had not used comparison groups for studies that had intervention in place to assess programme effects informed decision for the study to the contrary in order to bring out clearly the contributions of the intervention. Similarly, literature had identified studies using much smaller samples as small as 7 participants of which this study sought to deviate from thus higher sample. It was noted with concern from literature that the studies also lacked theory basis to guide the study implementation. This study therefore combined two theories; Parses' and Vygotsky to form basis of study. It is therefore on the basis of these findings that the study attempts to fill the gap identified in literature while generating new knowledge. The findings of the study documented the situation regarding peer mentorship as experienced in the schools of nursing in Kenya thus adding to the body of knowledge. The findings from this study would assist in a sustainable, accessible and affordable student support mechanism in universities in

Kenya, empowering the learner with both social and academic responsibilities in relation to their performance.

The findings of this study would stimulate the utilization of peer mentors as a valuable resource in the institution and school for the policy developers and implementers as well as regulatory bodies in higher educations. The findings of the study would be beneficial to institutions of higher learning as well as curriculum designers in planning student support.

1.8 Limitations of the study

The study design was quasi experimental thus not applying strict controls between the experimental and control groups. Future studies may employ other designs to enhance generalization of findings. Though longitudinal in nature, investigation of the contributions was done for a shorter period of time. However, the findings of this study will form a basis for follow up studies that can provide information on trends and long term impact of peer mentorship of academic performance and social adjustment. Similarly, studies taking longer periods may have participants changing behavior as a result of knowledge of being under study. This was mitigated by ensuring partial disclosure at beginning of study with full disclosure occurring and end.

Sampling technique purposely selected peer mentees since they had had exposure to both theory and practical aspect of learning. Mitigation of sampling bias involved use of entire cohort of second years as peer mentees and recommendation for further studies. The sample size included only four institutions out of the entire country emanating from only one region out of the five regions of Kenya which a small sample to generalize findings. However, to address the small sample of the institutions, entire

class cohort was used for every institution providing a wider perspective of the contributions of peer mentorship.

1.9 Theoretical Framework of the Study

This study utilized the Parse's theory of human becoming (Rizzo, 2012) and Levy Vygotsky's zone of proximal development as documented by Irshad et al. (2021) a concept in the constructivism theory. This was to explain the expected changes that occurred in the mentee and the mentor as it guides the mentor to focus on all round perspective of the mentee in the educational setting. This was to provide the twin approach in view of peer mentorship among nursing student. One theory provides change from educational aspect while the other provides the nursing approach. Integrated together becomes easy to examine change from a nursing education perspective.

Viewing man from a totality paradigm the mentee is a total being whose nature is a combination of characteristics that make him unique and the mentors understanding of these enabled him to create an environment that was conducive for the desired change (Judd, 2017). From the simultaneity paradigm, the mentee is seen as an able being free to choose in mutual interchange with environment and the mentor therefore guided the mentee on the appropriate alternatives available within the reach of the mentee because learners are known to learn strategies that can enable them attain their goals (Gamez et al., 2017). Eventually the mentee gave meaning to situations and was able to make choices of bettering self within the environment that is both internal and external since it was assumed that the mentee co-existed in the environment and was able to make rhythmical and relating patterns with the environment thus promoting positive outcomes (Kanchewa et al., 2018).

Parse chose to utilize the terms human becoming and human universe indivisibly to put emphasis on the nature of the indivisibility these concepts hold in their application and thus mentee could not be separated from the change that occurred in the them during the process and again, the mentee was part and parcel of the environment that produced the change (Rizzo, 2012).

The human becoming aspect in the mentee became by the mentee freely choosing personal significance in situations in the process of relating and thus rising above circumstances and going beyond the expected levels multidimensionality with unfolding possibilities. As a result of the assumption that human evolve mutually within the environment, the mentee, together with the mentor experienced change over time due to the existing relation and thus the two were therefore able to convey meanings that were personal which reflected their dreams and hopes. According to Rizzo, (2012), humans construct personal realities with unique choices arising with illimitable human universe options thus the peer mentorship programme appreciated the potential vested in an individual of being able to create when they received the essential support and an enabling environment.

This study also borrowed from the learning theories that uphold the constructivist approach which expect the learner to actively search for information and process it according to their own identified needs (Aljohani, 2017). Using Vygotsky's view of constructivism, the study emphasized the interaction between internal and external aspects of learning and its emphasis on the social environment of learning which in this case was provided by the peer mentors as they processed information and this was evidenced in a study by Giridharan. (2012) who after applying the theory reported a state where the learners testified to work quite well with peers.

According to Vygotsky in his approach on constructivism, learning occurred when students worked on uncharted tasks that were within reach of their abilities or in their zone of proximal development (Frey, 2018). These was a real-life underdevelopment area defined as the ability to solve problems independently and the level of potential development defined as problem-solving abilities under the guidance of more capable adults or peers (Suhendi & Andagi., 2018). In this model, the peer mentors provided the upper level of the zone where the mentee strived to achieve and once they did so they were able to set higher goals. The study was guided by the conceptual framework in figure 1.1

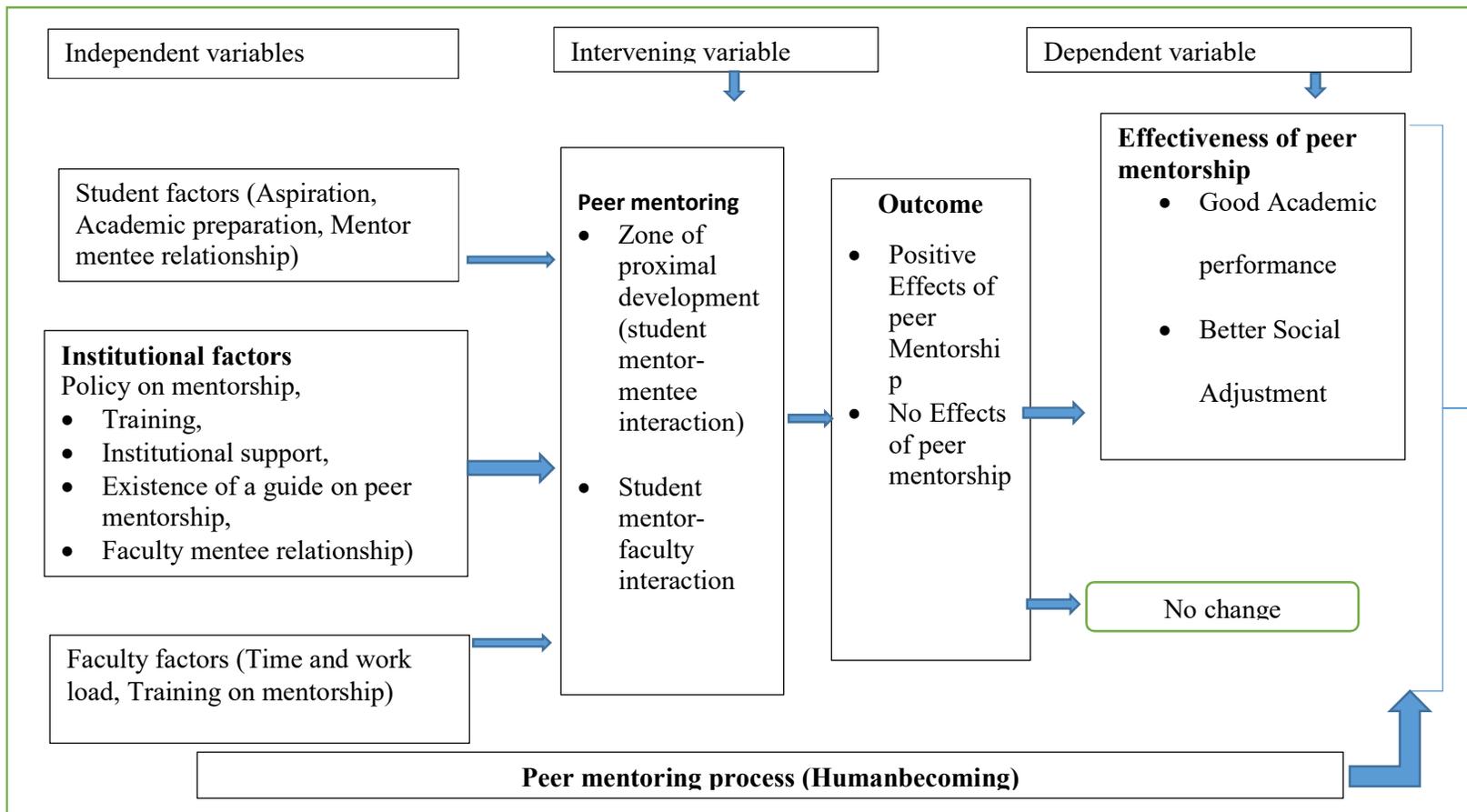


Figure 1.1: *Conceptual Framework of the Study*. Source: Adapted from Parses' (2012) and Vygotsky's (1978) theoretical models

In the model in figure 1.1, both the peer mentor and the mentee had environments that were slightly similar by the virtue that they were both students and their interactional environment (humanuniverse) were the same. However, the goals of the two were quite different with one acting as a guide to the other. In the process of their interaction, their attention was drawn to the mentoring guideline which was a frame work within which the mentoring process took place. The entire mentoring process was defined by the specific activities which were observed throughout the period of mentorship.

The independent variables derived for this particular study were the peer mentorship factors influencing academic performance and social adjustment as they emanated from the humanuniverse as adapted from the Perses' theory. The mentor –mentee interaction developed in the zone of proximal development for both the peer mentor and peer mentee as demonstrated from Vygotsky's theory. The dependent variable is the student academic performance and social adjustment. This outcome was measured in terms of the change in the behavior of the mentee. This change was conceptualized as academic performance, social interactions, resilience and stress management abilities.

1.10 Operationalization of Variables

This study used the Parses' theory of human becoming and Vygotsky's' theory of constructivism adopting the concept of zone of proximal development. The dependent variable in the study was the student academic performance and social adjustment while the independent variable was the peer mentorship factors influencing student academic performance and social adjustment. This section thus aimed at operationalizing the variables as they are applied in the study.

Social adjustment: Refers to ability of students to adapt in interacting with other people and certain situations that exist around the school environment consisting of teachers, peers, subjects, and other matters related to effective and healthy school conditions. It is an outcome variable realized through peer mentoring process.

Academic performance: Refers to the measure of student academic achievement across various theoretical and clinical courses in a program of study. A higher mean post intervention was a clear indication of positive academic performance. It is also an outcome variable realized through peer mentoring process.

Faculty factors: Refers to characteristics of individual faculty members that influenced the success or failure of peer mentorship and eventual positive or negative academic performance and social adjustment of the mentee. They included experiences of faculty on peer mentorship, time and work load of faculty member and training on mentorship.

Peer mentorship: Refers to a process that entails a junior student being supported by a senior student in both academic and social activities surrounding their learning. In this study, peer mentorship was regarded as the intervening variable.

Institutional Factors: Refers to characteristics within the institution, independent of the faculty that influenced the success or failure of peer mentorship and eventual positive or negative academic performance and social adjustment of the mentee. These include training on mentorship, Policy on mentorship, Institutional support and existence of a guide on peer mentorship. These factors were identified as possible confounders in the study.

Student factors: Refers to characteristics within the learner, both peer mentee and peer mentor that influenced the success or failure of peer mentorship and eventual

positive or negative academic performance and social adjustment of the mentee. These included the aspirations of the mentee, academic preparation and the mentor mentee relationship.

Student academic performance and social adjustment: Refers to student performance and social adjustment is defined as the achievement of nursing students in the university mainly reflected as average grade scored in semester examination, practical tests both as individual and average and the students ability to wade through the stormy waters of the university by being persistent and resilient together with the desire to mentor others.

Mentor-mentee relationship: Refers to interaction between two individuals that moves one or both individuals toward positive change; typically, one member in the relationship, the mentor, is at a higher level of development than the other. For the purpose of this study, mentor-mentee relationship represented informal and formal interaction between students

Possible confounders for the study included institutional characteristics, age and gender of peer mentees as well as high achievers.

Zone of proximal development: the space between what the learner can do without support and what they can do with support.

CHAPTER TWO

LITERATURE REVIEW

2.1 Overview

The chapter focused on reviewing the relevant literature in relation to peer mentorship and student performance. Conceptions of mentorship and peer mentorship were examined in terms of effects of peer mentorship on student academic performance and social adjustment. Also explored were mentorship factors influencing student academic performance and social adjustment. The perceptions of nursing students on peer mentorship and peer mentorship models used in learning institutions were highlighted together with models of peer mentorship. Finally, the researcher highlighted possible gaps that the study sought to fill.

An integrative approach to review of literature was conducted (Snyder, 2019). Literature review was guided by the process outlined by Pare and Kitsiou.,(2016) where understanding of the variables and formulating objectives was the entry point to the process. The research therefore identified what was written on the topic using key words in the title as this was paramount in answering questions the researcher sought to answer. The researcher then screened the identified sources for inclusion of relevant information as well as evaluating the quality and credibility of the information and developed rules of exclusion or inclusion of the source. This highlighted to the researcher possible gaps that the study sought to fill.

2.1.1 Mentorship

This section provides literature on general mentorship. Academic success that comes on the bedrock of good academic performance has a great influence on a student's self-esteem, motivation, and perseverance in higher education (Valli et al, 2014). The need for mentoring programs for youth is high especially in our current society (Mikkonen

et al.,2022). There are several ways in which mentorship has been defined and all these definitions put at their core approaches two individuals called “the mentor and the mentee” (Brown et al., 2020). In the relationship, the mentor helps the mentee achieve their goals (Narayan & Sharma, 2016). The partnership brought into mentorship is that of desire for mutual growth by each of the two parties with one having advanced knowledge, skills and experience than the other (Bung, 2015).

The desire for mentoring is to experience positive outcomes. However, there are incidences where negative experiences are felt such as general malfunction, mentor mentee mismatch, non-experienced mentors, and manipulative mentors or even when mentors are not in touch with the mentees (Striler et al., 2022). Law et al., (2020) proposed a more comprehensive way of coereleasing the mentoring term by researchers suggesting that the mentoring programme incorporates psychosocial support, career guidance and academic and programme guidance.

2.1.2 Peer Mentorship

This is a model of mentorship where participants fall in one category of classification with one being slightly higher in terms of knowledge, skill or experience. In a near peer mentoring model by (Tenenbaum et al., 2014), the concept of peer mentorship entails peer mentors applying their newly acquired knowledge and skill in teaching and supporting the younger peers referred to as peer mentees. The field of peer mentoring still has several avenues for innovation and improvement in order to attain the best effects while trying to organize concepts that yield best results (Collier, 2017).

It is also of importance to note that while weak students are unlikely to demonstrate progressive improvement, students who were peer mentored performed much better consistently (Asgari & Carter, 2016). Peer mentors and mentees taught each other

strategies for navigating the uncharted waters, and mentally rehearsed how to approach similar situations should they arise in practice (MacMillan et al.,2016).

2.2 Status of Peer Mentorship in Schools of Nursing

The purpose of any educational system is to develop the minds of individuals so as to become responsible rational adults well prepared to handle every situation of life (Chan, 2016). With the increasing dynamics in the health care and demands for quality, the main aim of Schools of Nursing is to deliver quality services to the consumer which comes as a result of aligning proper interventions and strategies (Caruana et al., 2015). Bandal et al.,(2023) reported that of the global shortage of nurses in low and middle income countries accounting for 89% of shortage, there is need for strategies to enhance and retain the output. Globally, the nursing workforce falls short by 5.3 million nurses (WHO, 2021).

A study by Yomtov et al., (2017) was able to establish that mentoring systems in most institutions did not work adequately with majority claiming to be having mentorship when not leaving it to peers to help each other the best way they thought. Nursing education and practice requires mentorship in all aspects including academic and social adjustment. Botma et al., (2013) found out that nursing schools did not optimally support mentoring programs. Jacobs. (2016) in the scoping review reported that peer mentorship for nursing students was geared to and worked towards fostering connectedness between peers and learning to communicate within the environment.

Successful initiatives for student retention and success included peer mentoring, faculty student mentorship and social networking among many others as reported by (Varga & Frenn, 2016). College undergraduate student experiencing difficulties in adjustment to college will highly appreciate the outcomes derived from a mentoring

relationship regardless of the mentor's social position and does not care whether the support comes from the faculty or peer (Collier, 2017).

However, it is to be noted that peer mentoring programme were most effective within a highly structured academic environment thus the need to provide for structured academic environmental controls that enhance the positive effects of peer mentorship based on evidence (Casey, 2013). Student mentees in the study by (Collier, 2017). viewed peer mentors as more credible thereby affirming the approach to be more effective in ensuring success of the mentee because the mentee is able to attribute the mentor success to who they are and role model their mentors.

2.3 Effects of Peer Mentorship on Student Academic Performance and social Adjustment

The students' success especially has received increasing attention in many countries and has always been one of the main goals of education leading to many studies being conducted to identify the factors that affect positively or negatively the students' performance (Du Preez et al.,2013). A peer mentorship relationship is an element that has been demonstrated to ease university transition and promote positive outcomes including better student performance academically (Egege & Kutieleh, 2015)

2.3.1 The Effects of Peer Mentorship on Students' Academic Performance

One of the high impact strategies that can be adopted to promote student success in institutions of higher learning is peer mentorship (Collier, 2017). which reported that as much as there was consistent improvement in the learners following a peer mentorship model, those who had initial lower grades were able to exhibit significant improvement in the subsequent examinations, thus posting higher grades after undergoing the peer mentorship process.

In the spirit of nurturing of the mentee, a study by Mashehela and Mabika., (2017) reported that peer mentoring was able to impart academic and cultural capital among the peer mentored students thus progressively developing in them a culture that appreciates individuals' responsibility for their own academic growth and development and subsequently making them achieve better grades Beyond traditional faculty-trainee mentorship programme, there happens to be an additional and underutilized resource of peer mentors within every training programme that meets the exceptional and cyclical needs of the mentee (Flyer & Joong, 2016).

Collier. (2017), while reviewing several literature was able to identify a commonality among the several authors who identified peer mentoring to have been displayed to positively influence traditional pointers of student success such as average GPA, credits earned, and retention among many other variables.

Studies have been able to reveal a significant relationship between learners' attitude which can easily be improved with peer mentoring according to Mattimoe et al., (2021) and their performance in the licensure examination as manifested by a 0.027 significance level (Tan, 2014). Peer mentoring relationships have also been shown to support personal and academic outcomes, regardless of a young person's background, as well as help prepare young people for the future workforce (Bruce & Bridgeland, 2014).

Peer mentoring is a proven mechanism for increasing social integration and therefore enabling learners integrate well with their peers and their seniors who may also be faculty in the institution (Reindl et al., 2022). A study by Asgari and Carter., (2016) reported that peer mentors mainly functioned as source of information, encouragement and support to fellow students and even sometimes in the classroom settings by role

modeling and showing examples of how success in the specific settings may be realized.

2.3.2 The Effects of Peer Mentorship on Students' Social Adjustment

2.3.2.1 Social Interaction and Integration

Social interaction and integration is described by Chavez. (2019) and Reindl et al., (2022) a key pre-requisite for any student success since it established potential to facilitate the transition to university and improve retention and student persistence through enhancing student satisfaction, sense of belonging and connectedness. It can distinguish itself from conventional mentoring in that in conventional mentoring, the person being mentored has a development relationship with someone who is more senior in an organization or is more experienced in a particular area of interest to them while in peer mentoring the relationship, as there is one of equality between members of the peer group (Kandiuk, 2017).

When successful, peer mentoring can provide psychosocial support, role modeling and career advice needed to overcome the challenges (Sambunjak, 2017). (Meschitti and Lawton., (2017) established that mentoring provides mentees with personal satisfaction in the entire process hence impacting on their academic performance.

In one of the universities in Ohio, USA, the concept of socialization was identified as a key theme in doctoral student success and the role of peer mentors could not be underscored (Bagaka et al., 2015). A follow up study on the same revealed that Mentees seemed to benefit from the peer mentoring programme independently of the peer mentor's individual mentoring style because of the connectedness that develops (Noroozi & De Wever, 2023). The study also established that Peer mentors linked their apprentices to key resources by providing information about opportunities, helping

them navigate their university, and acting as links to faculty and other significant people (Hirst et al., 2014)

Studies revealed that the benefits of peer mentoring were felt from the first year when they were mentored through to the final year when they were exiting the institution with a wide range of social support being witnessed thus need for redefining of student support to ensure the sustained success. Aderibigbe et al., (2015) argue that in as much as there may be better forms of mentoring and that fellow student support may not provide accurate information required for the peer mentee, it still remains the most accessible and widely acceptable means as it provides informal opportunities to learn from peers who are and have been in similar situations.

Similarly, Boud et al., (2016) found out that students in most cases were unwilling to discuss their issues with faculty and faculty mentors who were presumed to be mainly adopting superior and supervisory roles above them and thus preferring their peers as much as they are aware that they may not be well experienced. Using a hermeneutic interpretive phenomenological method, a study by Kostovich and Thurn., (2013). identified four key themes expressing the lived experience of undergraduate nursing students participating in a group mentoring course to be conversation, communication, connection, and cohesion thus proving the peer mentorship as an effective means of supporting student transition through the university.

Du Preez et al., (2013) in his study findings reported that in most instances students prefer to ask assistance from students rather than lecturers because usually the mentoring sessions are in smaller groups, the mentor can address specific concerns or unclear concepts to a particular student, the mentor may use language that is more comprehensible by the mentee. Reporting in one studies,(Priest and Donley., (2014)

found out that Mentors were able to gain peer mentees trust by being informal, more conversational, and sharing information about themselves like and thus all peer mentors and mentees indicated the development of a more personal connection with one another over the duration of the peer mentoring relationship. It is reported that a feature of peer mentorship makes it friendlier as the mentees feel secure with their peers (Seery et al., 2021).

2.3.2.2 Development of Resilience

Persistence in carrying out an activity is quite important as demonstrated in a study where mentors' encouragement to the peer mentee increased, led to development of resilience and ability to wade through the stressful events of life with flexibility (Chrysoula *et al*, 2018; Zoe *et al*, 2020). By incorporating first year students' psychosocial development into the concept of student success, adaptation to the university environment and achieving social-emotional well-being also form an important domain in the students' transition (Collier, 2021). Gamez et al., (2017) in their study reported that majority of mentees were able to overcome the stressors of education and educational intuitions through the support of peer mentors that acted as guides in all aspects of college life thus providing an enabling environment for ease of transition.

Wright-Mair, (2020) also reported that the participants in their study felt an increased sense of belonging which came as a result of reduction in the anxiety and stress levels among the peer mentees as they were supported all round by their peers who had navigated through the same circumstances before, thus making them to have the believe that indeed even them can overcome. As a result of role modeling which was identified as key in peer mentoring and highly practiced in institutions, majority of the

peer mentees looked upon the abilities of their seniors to circumvallate through their studied to build a belief in their own abilities (Collier, 2017).

The connections between self-efficacy and college adjustment were identified to be of high significance because university adjustment comprises of a learner's assimilation within the academic and social environment of the university they are attending and therefore the feelings of a sense of community has been found to increase academic success (Baier, 2014). Class attendance according to a study by Ancheta et al.(2021) on effects of class attendance on academic performance had been shown to positively influence student academic performance in academic settings and thus a study by Judd. (2017) indicate that peer mentoring had enhanced the peer mentees behavior of attendance to lessons thus providing them an avenue for academic management and success.

Examining the different benefits of mentorship, existence of role model and goal setting and career path were identified as the most beneficial outcomes of the process by the peer mentees and these facilitated the development of resiliency among both the peer mentors and peer mentees (Gunn et al, 2017). Similarly, having a mentor demonstrated the ability to develop positive resilience among the peer mentored participants (Striler et al., 2022).

Davey et al., (2020) found out that actually mentorship demonstrated the ability to support the development of work based resiliency among mentored nurses. In another study also on nurses, nurse managers that completed the mentor programme demonstrated an increase in resiliency scores with pre-mentor programme having scores of 91.17 (SD=7.76) and post-mentor programme 92.33 (SD=5.20 (Thomas, 2018). In another study by Arora and Rangnekar., (2014) mentoring was well able to

be identified as a precursor of the career resilience in the participants that were being mentored. On the side of mentors, it is worth to note that as part of their participation in the study they also developed their resilience through overcoming adversity and feeling socially supported by both their fellow mentors, their protégés, and the course instructor (Kukreja, 2018). The study by Arora and Rangnekar., (2014) reported that mentorship was adequately able to influence career resilience and therefore from a learner perspective viewed as success.

2.3.2.3 Stress Management

Geng & Midford., (2015) in their study found out students especially in their first years in an educational institution experienced high levels of stress which can negatively impact on their performance throughout their course of studies and also their ability to withstand problems while undergoing studies. Peer mentoring was therefore one of the avenues that was found to be able to address stress in the learning environment. In a study on effect of mentoring programme on ways of coping with stress and locus of control for nursing students, the mentoring programme was identified to increase students' internal locus of control and active coping with stress both by course and academic standing (Nogaj, 2017).

Lack of professional knowledge and the inability to intergrade the knowledge gained in class to the practicability aspect generated a lot of stress to learners and ability to be supported with their peers was a highly welcome idea (Klassen et al., (2013). In most of the universities word wide, programme that have been utilized to engage the first year students when they report to the universities have ensured smooth transition and better performance through their ability to achieve social integration that is quite key for learners in new environments, increasing the stress tolerance while decreasing negative thoughts and action (Reindl et al., 2022).

Bonin. (2013) in her study observed that goals of undergraduate peer mentoring is to retain students who solve their own problems, develop alternatives, untangle impediments, and create methods of figuring out answers thus providing an opportunity for development of new models. It is noteworthy that peer mentoring process is able to achieve stress reduction in the peer mentee, promote positive academic behaviors through increased learners' motivation and adoption of positive methodologies of learning (Kostovich & Thurn., 2013).

In a study on mentoring at-risk youth: An examination of strain and mentor response strategies, Wesely et al., (2017) found out that mentoring helped bring on board coping strategies for at risk youths who applied several stress management activities and reported lesser stress in the course of the period of mentorship. Similar findings were made by (Mlaba, 2016) as student nurses demonstrated ability to manage stress and reduce their chances of attrition on job following a one-year period of mentorship intervention. From the findings of (Betts, 2019) results indicated higher stress levels in un- mentored students compared to those who were mentored indicating their inabilities to manage stress.

2.4 Mentorship Factors Influencing Student Academic Performance and Social Adjustment

For any positive academic performance and social adjustment, there must be factors that can influence both negatively or positively. Academic performance and social adjustment in academics is dependent on many factors which can be attributed to the students, the faculty and the institution.

2.4.1 Student Mentorship Factors

Among the student factor implicated in mentorship that can lead to student social adjustment include the aspirations of the learner in life which is determined by what the learner describes as their goals or desires. Peer mentor –peer mentee relationship can also be attributed to the eventual student positive academic performance and social adjustment. The biggest task in this category is the academic preparation of the learner because if the learner does not prepare, and all other factors remain constant, they shall still not succeed.

2.4.1.1 Mentee Aspirations

Achievement of a student's own educational goals has been illustrated as the most important measure of success and thus the understanding of their aspiration is a key in enabling one measure these success (Perger & Takács., 2016). Students form strong social connectedness and bonds with parents and faculty in school when mentorship is adequately conducted as students spent time and discuss aspirations and means of achieving which makes them put their plans including academic plans into realities (Foster et al., 2017).

Harwood et al. (2015) in their study identified that mentoring experience significantly imparted on the students' aspirations to finish school and further their studies. According to O'Sullivan et al., (2017), the quality of mentoring relationship and the number of mentoring sessions predict confidence to succeed in college, college application efficacy and college-going aspirations.

A study (Khattab, 2015) reported that when students are supported to develop higher aspirations and expectations, then social achievement is positively affected. High career aspirations were identified as a predictor and pre- requisite for high for high

academic performance mean of secondary school students (Mwaura, 2020). Sharma(2020) in his study was able to establish a relationship between educational aspirations and academic achievement of senior secondary school students. Furthermore, individual aspirations and expectations are considered important because they might influence key choices, and outcomes such as educational achievement and occupational attainment (Chen & Hesketh, 2021). Students self-efficacy effected in the aspirations held by individual learners were able to significantly on the learning process success by contributing to the variation in the criteria of study (Al-Abyadh & Abdel Azeem, 2022).

2.4.1.2 Mentor Mentee Relationship

Mentors employ various approaches and techniques to enable learning to take place and among them are coaching, guiding, counseling, supporting and the use of reflective dialogue on experiences (Montgomery, 2017). Through these approaches, the mentee learns experientially from the lessons offered by the mentor, as well as from reflection on his or her own experiences (Queiruga-Dios et al., 2023). Since leaning is evaluated on basis of the change in the behavior of the learner, it is imperative to acknowledge that the learning relationship is at the heart of change and thus learning and change occur through the relationship with the peer mentor. This is well demonstrated in the study by Du Preez et al., (2013) who found out that majority of mentees enrolled in the peer mentorship program out of a desire to perform better academically. This therefore meant that the peer mentor and mentee will engage and relate in a manner that if the mentorship is sufficient they connect, are willing to discuss issues share perspectives, listen, understand, open to new ideas and to take joint responsibility for the conversation and the outcomes. In every learning support system, the focus of learning is the learner and therefore the peer mentor acts as a

facilitator who supports the mentee to learn and develop by acquiring new awareness, insight, skills, ideas and knowledge and integrating their learning into their status thus developing into new beings (VanWeelden et al, 2017).

The ultimate goal of peer mentorship is change that is reflected in student performance and a study by MacMillan et al., (2016) documents respondents reporting how they taught each other strategies for navigating difficult circumstances while mentally rehearsing how to approach similar situations should they arise later and using that to clarify values and goals. By understanding the context and purpose for peer mentoring is academic success, the peer mentor will understand the complex and whole person of the peer mentee and their academic capabilities in order to facilitate exploration of issues that promote college success by helping new students learn the college student role (Collier, 2017).

While keeping in mind that the framework for the change process provides movement and direction, peer mentorship offers a design for the mentoring process and provide a sense of direction to the mentor and mentee which culminates into better performance for both (Collier, 2017). The peer mentor skills enable them to develop insight, release potential and deliver result by knowing how to use the skills in an integrated way within the learning relationship and this is well demonstrated by Bonin. (2013) in her study which revealed that the psychosocial component of the peer mentor's role helps new students confidently adjust to a college or university environment and subsequently reduces students' tendency to transfer or drop-out of school.

The qualities of the peer mentor affirm, enable and sustain the peer mentoring models a way of becoming and offers the mentee the possibility to learn through them as shown in the study by Bunting.(2014) which reported peer mentor support as an important part of the growth for the participants in the study and these allowed the mentee to experience affirmation and positive challenge from the mentor leading them to value themselves more. When personal mentor mentee relationship existed, there was enhanced sharing of experiences and views and these was identified as one of the most influential ways of achieving success in the mentee (Mlaba, 2016). Similar findings were reported by Zaniewski and Reinholz.,(2016) who reported that mentoring relationship provided mentees with the much needed psychological and academic support.

2.4.1.3 Academic Preparation of Mentee

Because mentorship revolves around the mentee, he or she sets the agenda of the process and therefore the need to have an understanding of ‘who’ they are, their strengths, weakness and areas where support is needed and thus the need for help in the journey of self-discovery (Nebhinani et al., 2021). Once this is done then the mentee is helped to identify his internal or external resources needed for the desired change and development (Suleman et al., 2022). Through engagement in different roles and activities as guided, it is of importance to note that these helps in shaping of the identity of the mentee towards the understanding of their academic roles leading them to achieve success (Nganga et al., 2020).

Student attitudes towards the responsibility they have in the university revealed a significant relationship with the subsequent success that they achieved in learning institutions thus calling on the learners to relook at how they viewed and utilized their academic responsibilities (Hill et al., 2022). Peer mentorship has been established to

aid in development of cognitive skills such as self-questioning which are key in enhancing success of the learner as they process information with an understanding of their position and where they intent to reach academically (Merga et al., 2016).

2.4.2 Faculty Mentorship Factors Influencing Students Academic Performance and Social Adjustment

2.4.2.1 Training of Faculty on Mentorship

Mentorship, like any other activity the teacher may be required to take up requires the understanding of the roles and responsibilities that one is going to be engaged in and (Jones, 2017) reports that understanding the core things faculty needs to discuss with learners is highly attributed to how the learners eventually succeed as a result of the relationship. Straus et al., (2013) reported that it was impossible for instructors and tutors who did not have an understanding of their roles in mentoring to discharge their duties with an easy escape from these being abandoning the roles which subsequently imparts negatively on the unsupported learner. This is because a competent faculty according to VanWeelden et al., (2017) understands which actions are beneficial to the learner and implements them to produce the eventual success of the learner.

2.4.2.2 Faculty Workload

As much as the key mandate of faculty is teaching, it is evident that faculty can do great in supporting student success as faculty student interaction is key in enhancing the feeling of safety when workload is enabling (Perger & Takács, 2016). Lorenzetti et al., (2020) reported that almost all participants identified time, workload and competing priorities as a key challenge to implementing mentorship because “people really have to work hard at to be able to take somebody on and be willing to help them through. This was as a result of academic pressures becoming greater thus limiting the

time available to dedicate to mentorship. Estep et al., (2016) in their study suggested a dedicated position for faculty mentorship was needed because majority of faculty felt that having somebody do this off the side of their desk highly increased workload yet mentors needed to focus on listening to students and understanding their interests among other activities.

2.4.2.3 Perception of Faculty on Peer Mentorship

According to Rohatinsky et al.,(2017),the feelings of majority institutions cumulated around the thoughts that peer mentoring had a higher probability of enhancing mentees' sense of belonging within the institutions as reported from the experiences shared. It is a desire of many institutions to have formal staff student mentorship, but since the possibilities of achieving this appear to be elusive studies indicate that peer mentoring was adequately able to supplement the formal staff student mentorship desired in many institutions (Graham et al., 2022).

2.4.3 Institutional Mentorship Factors Influencing Students Academic Performance and Social Adjustment

The cost of mentoring cannot be underscored because any effective mentorship would require a sustainable source of financing which can be a challenge to many institutions therefore leaving peer mentoring as one of the unique programme that can run efficiently with resource constraints (Collier, 2017). Globally, peer mentorship programme are used in many academic settings, often at the collegiate level, to provide support, foster community spirit, and cultivate leadership skills which are all geared toward good performance of students (Boud et al., 2016). Studies have documented that the cost, effectiveness and availability of peer mentors cannot be underscored and so institutions grappling with financial challenges cannot afford to miss this

opportunity (Collier, 2017). It is on the basis of these that institutional factors are considered in this literature to establish their role in student success.

2.4.3.1 Policy and Guidelines on Peer Mentorship

According to American dictionary, policy is a set of ideas or plans indicating what to do in particular circumstances that has been agreed to by a group of people, organizations and institutions. In as much as most institutions lacked policies that guide the peer mentorship programme in place, it was quite evident that the programme were used to provide information that would guide in formulation and implementation of other policies that enhanced student success (Du Preez et al., 2013). Noting the positive impact of most peer mentoring programme, Sharp, (2021) recommends that policies should be put in place to enable formal peer mentoring practices to run as standard operational procedures in universities because most of the programme identified lacked the policy aspect.

To ensure consistency and stability, mentorship programme need to have some established, thought out guidelines and some evidence to support that what you're going to put together is valuable for the mentor and mentee because having consistent guidelines are always useful, so that it's not just hit or miss and should include a really clear job description and roles and what the person is responsible for and outline objectives and expectations really clearly (Lorenzetti et al., 2020).

2.4.3.2 Training of Peer Mentors

Mentorship training specifically for mentors was viewed as important because people are thrown in to be a mentor and they don't have a clue what they're doing really (Lorenzetti et al., 2020). A study by Gandhi. (2016) identified several competencies that are necessary in a mentor for an effective peer mentorship process to take place which

include good interpersonal attributes and possession of adequate skills, knowledge and resources. On the other hand, according to Annear et al., (2014), the ability to work together with the mentee in trying to address the issues that confront them was one of the competencies that a good mentor would exhibit and if possible all through the process of mentoring. Kostovich and Thurn., 2013) in their study on one of the peer mentoring methods called group mentoring reported that during the process of mentoring as students listened to each other there was a shared relation that emerged from deliberating collective concerns that can help students when they come across related circumstances and through these, learning took place to a new level thus affirming communication as a competence key in mentorship as through this the mentees would be prepared for the next courses.

Affirming to the fact that possession of knowledge is one of the key competencies, in one of the studies a respondent reported that the peer mentor had supported them by helping them to go through the course work, finding solutions to difficult questions and acting as role models whom they could look unto in the process of transition through the university (Metcalf, 2015).

The British and Finnish mentors reported that adequate knowledge and professionalism was quite important and beneficial in mentoring activities as both the mentor and mentee were able to develop professionally (Jokelainen, et al.,2013).

2.4.3.3 Institutional Support

Lorenzetti *et al.* (2020) in their study established the importance of the leadership support to any programme support while highlighting key areas that the leadership needed to actively engage in in terms of mentorship to ensure student success (Rogers & Révész, 2019). reported that mentoring like any other activity in the school required

adequate funding to ensure that the mentoring activities run smoothly. However, she noted with concern the limited funding provided towards mentoring while viewing it as a huge impediment to success.

2.5 Perception of Peer Mentors and Mentees on Peer Mentorship

2.5.1 Perception of Peer Mentees on Peer Mentorship

In a qualitative study carried out in North Carolina on peer mentorship, participants recounted how the mentor had helped them and changed their life for better thus promising to keep in touch with them beyond the programme (Metcalfe, 2015). In a study by Du Preez et al., (2013), mentees enrolled for peer mentorship programme mainly because majority felt that it was one of the most significant ways that they could adopt to perform better and also as a result of listening to experiences of others on the effect of peer mentoring on the student performance.

Individuals are likely to experience different feelings while undertaking a programme and for the students, it is important to note that majority reported feeling quite positive about their experience in the peer mentorship programme accorded to them with subsequent record of improvement in their performance (VanWeelden et al., (2017).

Participants in a qualitative study by Dale et al., (2013) reported that it was important to have a good and positive beginning in order to transit without problems and this promotes the feeling of being wanted and welcomed with friendliness from the beginning thus providing the basis for future motivation and confidence in the educational system. Du Preez et al., (2013) found out that academically strong students can have very positive experiences from being mentored. Using a hermeneutic interpretive phenomenological method, a study by Kostovich and Thurn., (2013) identified four key themes expressing the lived experience of undergraduate nursing

students participating in a group mentoring course to be conversation, communication, connection, and cohesion thus proving the peer mentorship as an effective means of supporting student transition through the university.

2.5.2 Perception of Peer Mentors on Peer Mentorship

Abrahamson et al., (2019) in their study reported that peer mentors perceived their role as important in developing a sense of belongingness. Peer mentors in a study by Du Preez et al., (2013) were very enthusiastic about the process and majority of them reported that though the programme was meant to support the peer mentees, they found themselves to be more benefiting than the mentees as they were able to develop self-regulatory mechanism that can support easy transition through the university. In a study on peer mentors' experiences and perceptions of mentoring in undergraduate health and sports science programme, mentors while describing their process of becoming reported that becoming a mentor was born out of a desire to support and help other student (Abrahamson et al., 2019). To provides mentees in an institution with opportunity to holistic growth that is reflected in both social and academic success of the mentee (Nugumanova & Shaykhutdinova, 2019).

2.6 Models of Peer Mentorship

West. (2016) identified key components of a mentoring programme which was awareness and understanding by the mentor and fronted two aspects of mentoring approaches that are further divided. Kamarudin et al., (2020) in their study identified several models basing on theoretical frameworks such as the Biggs's presage-process-product model where factors that influence learning enable teachers to develop learning environment that facilitates efficient learning thus the GROW model that provided framework on mentoring and coaching but faulted it for too much of simplicity and non-applicability in wider scenarios.

Templeton et al., (2022) highlighted several models of mentorship and this included the ecological, formal, and informal models while arguing that mentoring was a transforming experience and fluid process requiring determination. Institutions of higher learning are charged with the responsibilities of adequate support to students which can be achieved through peer mentoring. (Johnson et al., 2022). (Čiučiulkienė & Mičiulienė, 2019) revealed that peer mentored students performed better than their non-mentored groups regardless of the style of peer mentoring used. Seery et al., (2021) views peer mentoring as a reciprocal relationship in which both the mentor and the mentee learn to interact with clear roles on their mind thus culminating in a mutual benefit for both of them while the focus goes beyond only academics but also looks at social and emotional growth and development of the mentee.

In a model where senior students received a four-hour training on mentoring and paired with mainly first year students in need of mentoring support, the results revealed a tremendous improvement in the academic success of the peer mentored students (Du Preez et al., 2013). Several forms of peer mentorship identified in different institutions and are usually distinguished by their duration, function, and source(s) of mentoring, amount of contact provided to students and the duration of informal and formal relationships also differs, with varied time limit (Treasure et al., 2022). In several other institutions of higher learning, peer mentorship takes place with various titles being used to refer to it such as peer leaders, peer advisors, peer tutors, peer educators, peer mentors in as much as they share a common set of functions (Bunting, 2014).

A study in Austria identified three major styles to include motivating master mentoring, informative standard mentoring and the negative minimalist mentoring styles which were identified basing on the level of the interaction of the peer mentor with the mentee (Noroozi & De Wever, 2023). In the Australian tertiary sector, models of

peer mentoring identified include the generic, targeting all students, most frequently first-year students, or selective, targeting identified student cohorts such as international students and tiered models where peer mentors are supported by academic or professional staff (Johnson et al., 2022)

2.7 The Summary of Literature Review and Knowledge Gap

Most literature has reported that entering college is a stressful event and thus peer mentoring is one of the most efficient strategies employed in enabling a smooth transition. Basing on the literature above, it is evident that mentorship is key in achieving student success not only in the institutions of higher learning but in all manner of institutions. Several mentorship styles have been tried and found to be effective. However certain factors have also been found to be hampering effectiveness of some mentoring styles. Peer mentoring, among all the mentoring styles has been found to be mentee friendly, cost effective for all institution with a high level of efficiency exhibited with good utilization. The contributions it has displayed in literature cannot be underscored to include success in academics of the learners, development of resiliency and ability to manage own stress. It is therefore important to view student support network enhancement strategies that lead to improved college adjustment and student success. Several studies recommend further investigations into peer mentoring to establish their role and contributions in student academic performance and also in development of more friendly models of use in peer mentoring (Perger & Takács, 2016): (Bagaka's et al., 2015): (Priest & Donley, 2014).

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Overview

In this section, the study described the research design used, the study area and the target population including the sampling technique. The study then outlines the criteria for inclusion and exclusion and further discusses the data collection instruments. Piloting and data collection process are explained and at this point, how the intervention was carried out from the beginning to the end is well documented. Finally, how data was analyzed is explained together with the ethical considerations applied.

3.2 Research Design

The study was a pre-test post-test type of quasi-experimental design with a control group. Following the experiment data was collected retrospectively, a common phenomenon with quasi experiments (Maciejewski, 2020), since they are distinctively designed to address comparative effectiveness and this includes treatments and outcomes. The scores of the subjects in classroom examination and clinical examination before the intervention were computed and compared to the scores of the same subjects after the intervention. Similarly, scores of intervention group were compared to those of control group. The study employed mixed methods of data collection. In the study, human becoming was the change required for mentee to become from what they were before the intervention to what they became after the intervention and time factor was an essence of the becoming. When specifying a change, the “time” variable is only used as a marker to track a substantive change process, (Wang et al., 2017). Longitudinally, studies employ continuous or repeated measures to follow a particular subject over a period of time with quantitative and or

qualitative data being collected (Caruana et al., (2015). This study used a period of eight months of intervention before final data was collected.

In the study, there was manipulation of the independent variables by use of peer mentorship as an intervention, random assignment of institutions into the experimental and control groups and also a presence of control group with similar characteristics with the experimental group. This study design enabled the researcher to estimate causal contributions of an intervention on target populations (Rohatinsky et al,2017). This method also allowed the researcher to improve on the internal validity and balance the known risk distribution.

In the qualitative arm of the study, the researcher adopted a hermeneutical phenomenological research design by utilizing vital experiences of the peer mentees in attempting to bring meaning to the contributions of the peer mentorship programme. Phenomenology in this study played a huge role of interpretation, comprehension as well as re-establishment of educational attention towards the essence of peer mentorship (Guillen, 2019).

Hermeneutics refers to the theory and practice of interpretation, where interpretation involves an understanding that can be justified while phenomenology is an approach or design used in qualitative studies to explain how humans' awareness is implicated in the formation of an action and so phenomenologist trace out the lived experiences of people and generate models or theories of the phenomena under study (Narayan & Sharma, 2016). The phenomena are explored and the logical, ontological assumptions of the experiences and what we want to know, together with the metaphysical force which is 'the being' and the change behind the phenomena unfolded. It takes into account the perceptive experience of the phenomena

and attempts to concentrate it from the main qualities of experience and the meaning of what we experience.

3.3 Study Area

The study area included the schools of nursing offering BScN in sampled universities in Kenya. This is occasioned by the high number of attrition rates reported in Kenya approximating at 35% of the total population (Ngemu, 2023) These universities included Masinde Muliro University of Science and Technology, University of East Africa (UEAB), Great Lakes University of Kisumu (GLUK) and UZIMA University.

3.4 Target Population

The participants in these study included second year nursing students who served as mentees while the third year students served as peer mentors. These students were drawn from sampled universities in Kenya. Out of the sampled institutions, three were included in the experimental group while one was included in the control group and therefore a total of four out of seven schools were used

3.5 Sampling Technique

In selecting the study area, the researcher used one stage cluster sampling to arrive at western Kenya region after identifying the five regions of Kenya. These regions were Northern region, Eastern region, Southern region, Western region and Central region. Using simple random sampling where pieces of folded paper were all indicated no with one yes and put in a box, a yes was picked from the box representing western region and thus included in the sample.

Western region of Kenya comprises of three former provinces in Kenya out of eight accounting for 37.5% of the total regions which was a significant sample size. These provinces are former western, former Nyanza, and the North Rift valley. Universities

offering Bachelor of Science in nursing were then identified from the western region. The identified universities were then evaluated using the eligibility criteria set by the researcher which included only universities having had BScN program basic for the past five years and therefore from the region, seven Universities met the eligibility criteria. These universities were Moi University and University of East Africa, Baraton from Northern Rift valley, Masinde Muliro University of Science and Technology from Western, and Kisii University, Maseno university, great lakes University and Uzima University from Nyanza.

According to Fayose and Adebara. (2018), proportionate allocation allowed partitioning sample size among the components in the cluster proportionate to their size. Proportionate allocation was then conducted in which one out of two universities was picked from Rift valley, two out of four from Nyanza and the one from Western thus a total of four universities.

The sampling frame consisted of universities included in the study and so sample size was determined using the rule of the thumb. Key from the rule of the thumb was rule # 1 which states that a larger sample increases the statistical power of evaluation. Rule # 6 on the other hand suggests that for a sample size where randomization is conducted at cluster level, the more similar the outcomes of the individuals in the cluster, the larger the sample. It was on this basis that considering that 7 universities met the eligibility criteria, 4 out of seven which was more than fifty percent was used. Out of the four universities sampled simple random sampling was done to allow allocation of participants into either experimental or control group.

Similarly, folded papers, three of which indicating yes and one no were put in a box and the no was to represent the control group. Three universities were then used as experimental while one was used as a control group. Randomization was done at

cluster level to prevent contamination of treatment and control groups. All the universities included met the eligibility criteria which included having had BScN direct entry intake for five consecutive years. This was because by five years, a four-year programme cycle would be complete and any adjustments or amendments done to the curriculum. From the institutions, Deans and Chairs of Departments for were included in the sample as key informants. For the student peer mentees, census was done thus including all students in the institutions. From the student population, purposive sampling was done in which second years were purposefully selected as peer mentees while the third years as the peer mentors in the experimental group. However, in the control group, data collection was done on a similar cohort to the experimental group thus the second year nursing students.

3.6 Inclusion and Exclusion Criteria

- **Inclusion**

Only universities offering BScN programme for the past five years included in the study. This is because by this time the schools should have completed well over a cycle of curriculum and done reviews where gaps were felt. Second year students served as mentees while third year served as mentors. This was based on the premise that the peer mentee was already participating in the clinical practice as a student nurse. Only those participants who consented as peer mentors were included. For the key informants, only those who consented were included in the sample.

- **Exclusion**

All third year students repeating the class were not included in the study. Any student undergoing a disciplinary case was excluded from being a peer mentor. All students who did not score 80% and above in the mentorship competency test were excluded from being a peer mentor. Students doing upgrading programme were excluded.

Similarly, students who came from a background where they had been mentored in high school were excluded from the study and high achievers identified pre intervention were also excluded. Participants who did not consent were excluded from the study. For institutions, those who did not consent and those who did not grant permission to conduct the study were excluded from the study.

3.7 Data Collection Instruments

Research instruments were adopted from Literature review and modified to suit the study. To measure the mentoring competence prior to intervention, the mentoring competence assessment tool was adopted from University of Wisconsin Madison Institute for Clinical and Translational Research was used (Fleming et al, 2013). This is a self-assessment tool administered to peer mentors before and after the training for peer mentorship. The tool outlines the skills the peer mentor possess that will aid him or her in carrying out the mentoring arranged in a 26 item Likert scale.

Data collection tools were adopted were developed by the researcher with the guide of supervisors to suit the study. The quantitative tool comprised of questionnaire organized structured manner together with a Likert scale. To assess the effects of peer mentorship on academic performance, a transcription form which collected data quantitatively was used. This transcription form collected data of students' class room and clinical scores and was computed pre intervention and post intervention. To assess the effects of peer mentorship on student social adjustment, a Likert scale was used with several items questions divided into three main components that included development of social interaction and communication abilities component, development of stress management abilities and development of resiliency component. To determine factors affecting peer mentorship, questionnaires in form of Likert scale combined with a few structured closed ended question type of questionnaire were

administered to the respondents. The peer mentees, chairs of departments and Deans of schools responded to different questionnaires depending on the category among the factors where they belonged. For the key informants, the guide was used to triangulate the Likert scale. The perceptions of nursing students were captured using interview guides derived from specific themes.

3.8 Pilot Study

A pilot study is referred to as a small scale study conducted prior to conducting an experiment and is beneficial in giving advance warning about where the main research project could fail, where research protocols may not be followed, or whether proposed methods or instruments are inappropriate or too complicated (Fraser et al., 2018). In many studies, pilot test is done in order to examine validity of the instruments and identify logistical problems which might occur using proposed methods (Muresherwa & Jita, 2022). Generally piloting comprises of 10 to 20 percent of full scale survey target population or 30 to 50 participants. Pilot test was conducted in Kisii University with a total of thirty-one participants who filled the questionnaire administered to them and two responded to the interview guide. The findings were analyzed and findings revealed that some questions on the tool could not be responded to with options provided. This led to some items in the tools being expunged and others restated.

3.9 Validity of the Instrument

Validity according to Mohajan.(2017) is defined as the degree to which the results that are obtained from data analysis tool represent the actual phenomenon under study by demonstrating the ability to measure the extent to which they purport to.

By applying the concept of validity, the researcher needed to establish whether the tools in use for data collection were measuring what they purported to measure and therefore the accuracy of the data in representing the variables under study. Internal

validity for the study reflected how the study captured the extent to which manipulation in the independent variable was responsible for the change observed in the dependent variable (Rogers, & Révész, 2020). Intervention implementation requires holding fast on internal validity needs while incorporating external validity considerations and so the Quasi-experimental designs are increasingly employed to achieve a balance between internal and external validity (Rohatinsky et al, 2017). This was achieved through piloting and refining of the tool with the help of supervisors.

3.10 Reliability of the Instruments

According to Mohajan. (2017), reliability refers to the extent to which the measurability of the phenomenon can yield similar results repeated under similar circumstances thus providing accurate and consistent information. The researcher employed repeated trails on the data, which was expected to consistently yield similar or near similar results thus implying its replicability. For this purpose, a tool was checked for its content and structure to ensure that it was relevant in collecting the required information. The research tools were then subjected to test to determine their validity and enable refining. Questionnaires and Likert scales were subjected to Cronbach alpha to measure internal consistency thus ensuring reliability of the tool. Acceptable internal consistency was 0.7 and above. This study tool achieved a Cronbach alpha index of 0.76 after refining. Reliability and validity of qualitative data was achieved through triangulation where several peer researchers were involved in reviewing the tools prior to use.

3.11 Data Collection Procedures

Data collection is a key component in research and prudent utilization of the procedures goes a long way in ensuring reduction of errors and further validity of the (Taherdoost, 2018). It is imperative to determine the type of data required for the study

prior to selecting the data collection procedure (Syed, 2016). The study collected both qualitative and quantitative data.

3.11.1 Peer Mentoring Process

Peer mentorship activities conducted in this study were guided by the works of Clark et al., (2011) in their institutional manual of “Peer Mentoring Works”. The aim to the manual was to achieve student retention and success by providing tools and knowledge necessary for setting up a peer mentoring program. Reviewing the topology for implementation provided in the manual, the study adopted a one to group models of peer mentoring because it was less resource intense. All the activities therefore from the pre intervention to the intervention phase were as guided in the model while customizing to our study setting.

3.11.2. Pre-Intervention Activities

3.11.2.1 Training of Peer Mentors

The process began with identifying and training the peer mentors in the experimental group. Peer mentors were identified first following a several stage procedures. At the beginning all the third years were met and the concept of peer mentorship introduced to them. They were informed of the process required and were allowed to submit their names for training if they agreed to take part in the study. Majority of the peer mentors voluntarily accepted to be involved in the process of peer mentorship. The peer mentors were informed of the process that will be involved to arrive at the final team.

The peer mentors were then subjected to a mentorship competency assessment prior to a training during which they were taken through the expected activities they would be undertaking with the peer mentees. These included the number of sessions they are to have with the mentee, the objectives for each session and content of activities. They

were also expected to have a brief evaluation of themselves and the peer mentee for every session. The training ended with a peer mentor posttest competency assessment where only those who scored eighty percent and above were considered competent and permitted to proceed. The peer mentors were then expected to conduct mentorship basing on the guide provided during the training and document the activities in the mentorship activity report book provided.

3.11.2.2 Mentor-Mentee Match

After identifying the mentors, the next task involved matching the mentors and the mentees. The mentors were given forms to fill indicating the attributes they wish their mentees to have. This form had similar attributes as for the ones provided to the mentees requesting them to fill the attributes they would wish to see in a mentor. This attributes were matched and the closer the match is what directed the mentor mentee matching. The ratio of number of mentees per mentor was also considered with the mentor –mentee ratio being 1:5.

The mentors were provided with the contacts of the mentees and informed to contact them within one week. A meeting between the peer mentors, peer mentees and research assistant was planned and conducted where the research assistant affirmed the group and shared the plan of activities and subsequent meetings. This was followed by an official mentor mentee meeting organized by the research assistant for all the groups within the institution.

3.11.2.3 Training of Research Assistants

The research assistants were trained and taken through their expected activities during the period of experiment and what to monitor from the peer mentee and the peer mentor on every occasion of their meeting. Key to the training was the scoring of clinical tests

and monitoring of activities. They were expected to provide frequent feedback from the research assistants to enhance smooth flow of information and data during the process of the experiment. They were also expected to monitor all the scheduled clinical mentorship which were carried out in the school of nursing skills lab and hospital settings.

3.11.3 Intervention Activities

The intervention involved the actual mentoring phase in the experimental group. Mentors worked together with mentees on various aspects of their tasks. All the mentoring activities were documented in a book provided for the purpose of mentorship and signed by both the mentor and mentee upon completion of the meeting. Different aspects of support were provided by the mentor as identified by both of them. A minimum of one meeting after every two weeks was recommended as the standard. However, the peer mentors and peer mentees were allowed to have as many meetings depending on their needs. During the meetings, they were expected to plan and share their time so as to address academic issues which included class work challenges and clinical challenges as well as social life challenges. Identification of key resources within the university to support learning was key to their discussion. Minimal counseling support was provided and referral to relevant areas of counseling for support was expected to be done by the peer mentors. Key in the meetings was sharing of experiences and study tips among the participants.

Research assistants monitored activities, provided mentor –mentee group meetings while observing the clinical support provided by the peer mentors. They also followed up the activities to ensure that the peer mentor- peer mentee activities were ongoing. They provided guidance on availability of resources and means of accessing the

resources to the peer mentors who would in turn use the information to support the peer mentees.

3.11.4 Post Intervention Activities

At the end of the eight-month period which was completion of two trimesters, data collection was done by the researcher at point and retrogressively. Information to ascertain the status in regards to mentorship was conducted at the end of the experiment. As much as peer mentorship is not a practice in the schools of nursing, the nursing students are somehow supported in the transition through the university and so the researcher wanted to compare peer mentoring versus the available support in the control group.

Data was collected first by conducting record review of performance. This was followed by administering questionnaires to the groups to fill by the participants. This was done by the researcher since the participants could be accessed in groups. Finally, focused group discussions were conducted to peer mentees then peer mentors until saturation. For triangulation purposes, one on one interviews were done after focused group discussions, Questionnaire and interview guides were used to collect data for this purpose. These questionnaires provided for demographic data which included the age and gender of the respondents for every tool used. This data collected was analyzed to provide clear picture of the status of events in the schools. The baseline academic and social contributions of the peer mentorship on the mentees were ascertained on both experimental and control groups and documented and inferences made between the pre and post intervention results.

For faculty, data collection using key informant guides was done concurrently with record review. Record review of students' performance pre intervention, and after the intervention in which transcription forms were used fill information on clinical and classroom scores. Since higher achievers could act as confounders to the study, looking at their results pre intervention, they were excluded from the study. Similarly, they were excluded from the focused group discussions and interview guides conducted. Questionnaires in form of Likert scales were used to collect data on social adjustment and factors influencing student academic performance and social adjustment. Interview guides were used to collect data on social adjustment and perceptions of nursing students. Other support mechanisms would have been documented as confounders for the study, however, on a closer look at what entailed the support, it was similar across the institutions and so and limited to warrant any concerns to the researcher. Age and gender were also identified in the current study as confounders and their effect analyzed.

Results of students from the pre intervention period and the post intervention was collected and converted into means and computed by reviewing the student mark sheets for both experimental and control group. The grade point mean was calculated using institutional scoring standard both for the class results and the clinical results. Faculty provided key informant data that was collected using a key informant guide.

For the qualitative arm of the study, a hermeneutic phenomenology approach utilized themes coalescing around specific content in collecting information on the lived experiences of the peer mentors and peer mentees on their experiences with peer mentorship that formed their perception of peer mentorship. Using this method, the researcher was able to ability to obtain rich insights into the complexity of peer

mentorship phenomenon. The main phenomenon of the peer mentor-peer mentee experience was explored.

In these perspective, peer mentorship was the phenomena of interest that the researcher endeavored to explore by inquiring on the lived experiences with a sole aim of examining how these lived experiences connected with academic performance and social adjustment as well as providing a model that could fit their perception in relation to lived experiences while subsequently being applied to enhance the positive student performance and social adjustment. The concept of human becoming was exploited in these study as all events coalescing around the becoming of an individual. In the process of becoming, the researcher considered the meaning through the changes that took place both in the mentor and the mentee as they experienced them through the different stages of peer mentorship.

The researcher utilized interview guides in collecting information from participants with questions amalgamating around key themes that captured the different times of the process of the experiment and at different points. The qualitative interview questions for peer mentors were structured in a manner that the first question was able to provide a grant tour of the experiences with the peer mentorship followed by supportive questions. For the peer mentees, the first two qualitative questions captured exclusive experiences prior to peer mentorship followed by the entire process experience as conceptualized by (Roberts, 2020).

Focused group discussions were used to generate rich understanding of participants' perceptions and beliefs as the area of mentorship was a new phenomenal experience for the participants (Mishra, 2016). The Six focused group discussions comprising of ten to fifteen participants were conducted for the peer mentees with a total of sixty

peer mentees participating while the one on one included six participants thus a total of sixty-six. These FGDs included two in each of the experimental institution and one for peer mentors in each institution. The number of FGDs was not pre-determined but depended on the point at which researcher felt the data saturation was achieved and no newer information was coming forth. For peer mentors, a total of 20 participated in the FGD with each group having between six to seven participants.

From the groups data was recorded, transcribed and summarized into themes that were presented as the emanating active voices. From the groups, some individual perceptions were randomly selected and presented as documented stories. This was intended to achieve triangulation of the results. Results of qualitative arm were shared with two participants who went through the report and agreed that it was true representation of their discussion. For consistency of data collected using interview guides, data was collected by the principle researcher alone till saturation was achieved. The researcher conducted two FGDs per day thus taking six days to accomplish FGD data collection in both mentors and mentees. Triangulation with one on one interviews and key informant interviews were conducted on separate days. A total of six focused group discussions were done for peer mentees and three for peer mentors.

This data was then transcribed into verbatim. Detailed accounts of each individual's experiences with mentorship were elicited in the qualitative arm at individual level and also from focused group discussion to provide insight into their perception. Much needed information to the researcher was how this information was perceived by both the peer mentor and peer mentee as a contribution to their academic performance and social adjustment. Finally, after data collection, a debriefing session was conducted on the participants in the intervention group to explain in details the nature of the study

and the reasons behind partial disclosure of the study. This session was also used to enrich the model development phase as comments on the felt gaps both by faculty and participants were put into consideration.

For purposes of this study, the key informants included the deans of schools and the chairs of departments. Two out of four deans accounting to fifty percent provided information on institutional factors while nine out of 13 (69.2%) chairs of departments provided information on faculty factors. An interview guide expanded from a five point Likert scale was used to collect data from the key informants.

For fairness on all the study participants, the researcher shared the concepts of peer mentoring training on the control arm of the study institutions at the end of the intervention period. The researcher then went ahead to make interpretations of the phenomena basing on the concept of human becoming and the zone of proximal development.

3.12 Data Analysis

Data analysis is a process whereby data is organized and synthesized so as to answer research questions and or test hypothesis (Narayan & Sharma, 2016). Data collected was compiled, edited, coded and stored securely then analysed using Statistical Package for the Social Sciences (SPSS) version 28.

Descriptive statistics are critical part of initial data analysis as they provide a foundation for accompanying variables that are measured with inferential statistics (Fook & Sidhu, 2015) and these include measures of central tendency, frequency, dispersion and position. The study employed statistics involving mean, range, standard deviation, frequencies and percentages to understand the average student demographics and distribution per university.

3.12.1 Objective One: To Assess Effects of Peer Mentorship on Academic Performance and Social Adjustment

Paired-samples t-test were used to determine the paired samples mean differences between pre and post intervention groups. Independent t-test was used to determine mean differences between intervention and control groups. The test was based on the null hypothesis that there is no mean difference in social adjustment indices between the control and experimental groups. To assess effects of peer mentorship on social adjustment, Likert responses were used indices based on equation by kassem et al 2020; A Likert captured components of social interaction and communication abilities component, development of stress management abilities and development of resiliency component. Similarly, qualitative data was analysed thematically.

3.12.2 Objective two: To Examine Peer Mentorship Factors Influencing Student Academic Performance and Social Adjustment

Cross-tabulation Pearson's correlation and regression analysis was done based on Likert-scale responses that were used to compute aspiration, mentor mentee relationship, academic preparation, social interaction ability, stress management ability and resilience indices based on equation (3.1) proposed by Kassem et al., (2020); Chougule. (2020) where the values range between 0 and 1 with interpretations as in Table 3.1. Similarly, qualitative data was analyzed thematically.

The indices computed transformed categorical data into continuous data set for the independent variables to be used in Pearson correlation and linear regression analysis based on Ordinary Least Squares technique (OLS) which analyzed the association between factors and mentorship factors influencing student academic performance and social adjustment. Before linear regression, factorial analysis was employed to conduct dimension reduction based on principal component analysis by singling out

the principal components to be included in the linear equation based on their contribution in the variance of the dependent variable.

$$I = \frac{\sum(W \times n)}{A \times N} \quad (3.1)$$

Where:

I-Index

W-Weight for each factor response i.e. 1, 2, 3, 4 and 5

n- Number of responses per factor

A-The highest weight i.e. 5

N- Total number of respondents

Table 3.1: Index Interpretation Guide Factor Analysis

Index	Ranking
0–0.19	Very low
0.20–0.39	Low
0.40–0.59	Moderate
0.60–0.79	High
0.80–1.00	Very High

Source; Kassem et al., (2020); Chougule. (2020)

3.12.3 Objective Three: To Determine the Perceptions of Nursing Students on Peer Mentorship

thematic analysis was conducted.

, independent samples t-test was used to assess the effects of peer mentorship on student social adjustment, independent samples t-test analysis where the outcome variables were social adjustment indices of good listening (GL), non-fear of mistakes but learn from them (NAM) and confidence about academic skills (CAS) while the

independent variable was the peer mentorship with two categories (experimental group and control group). In as much as qualitative data analysis employs different methodologies and none is superior over the other, finding the best suited method will highly depend several factors including the type of study being conducted as documented by (Belotto, 2018) and (Mattimoe et al., 2021). Qualitative data was analyzed using themes depicting the change expected as experienced both by the peer mentor and the peer mentee as conceptualized in hermeneutic phenomenology. Thematic analysis is a method used to analyze qualitative data that involves searching across dataset to identify, analyze and report repeated patterns (Kiger & Varpio, 2020). The purpose of this kind of analysis was to present the shared lived experiences of the peer mentors and mentees who participated in this study. This type of analysis adequately met the desire of the researcher as reported by (Kiger & Varpio, 2020) when they said that it was an appropriate and potent tool when seeking to understand a set of experiences. Several steps were employed in thematic analysis as depicted by Akinyode & Khan., (2018) and these included data logging where raw data from interviews and focus group discussions as well as observations was recorded. This was followed by anecdotes that involved streamlining data to make comprehensive notations of what was collected.

The next step was the vignettes in which in-depth description of research setting, participants and themes was done to enable representation of a narrative story of the interpretation. Data coding was then conducted and in this step, fragmentation and classifying was done to form explanations and comprehensive themes in data. Finally, thematic networking where exploration of understanding of denotations of ideas was conducted so as to avoid contradictory explanations of the problem thus establishing a thematic analysis. Findings from the interviews provided insight into how peer

mentors and peer mentees made meaning of their experiences in this role. The aspects of their lived experiences as peer mentors were amazingly consistent with one another thus indicating how they perceived it. The peer mentors and mentees were expected to narrate their experiences with each other from their first day of meeting in their specific roles. The peer mentors were expected to explain how the mentorship process had changed them and finally provide recommendations that could help improve peer mentorship.

During the analysis process, I repeatedly reviewed the interview data, as well as the coding of the themes to ensure that the peer mentors' and mentees experiences were captured accurately. The process of interviewing provided the participants an opportunity to make meaning of their experience by reflecting and sharing how they perceived their peer mentoring role.

From the peer mentors, three categories were revealed in which the first category which was development of social relations, revealed the change in how the peer mentor transited in their interpersonal growth. The second category was the intrapersonal development which focused on how the role provided the peer mentor with an opportunity to learn about self and develop mechanisms to manage others through self-management. The peer mentors described how learning about others had helped them develop personally and understand themselves better.

In the third category where the peer mentor developed resilience, they were able to describe the strength they had gained through the process. For peer mentees, the themes revolved around their prior concerns about joining university, their experiences with the peer mentorship and their recommendations concerning peer mentorship.

Following these two approaches, information was obtained thus enhancing modification of the peer mentorship model to be adopted. The results of the study were further used to develop a model of peer mentorship that can be applied in similar settings including the tertiary institutions.

3.13 Ethical Considerations

According to the Helsinki declaration any research conducted should ensure that the human rights of the participants are protected. This includes the privacy of the participants being upheld, their dignity considered to the highest level and the data should remain anonymous of the participants (Al Tajir, 2018).

It is on the basis of these that the ethical principles were adhered to. The researcher sought approval to carry out the study from Masinde Muliro University Directorate of Post Graduate Studies as guided by the institutional policies on research. This was to ensure that all the protocols in regard to conduct of research are conformed to. Ethical issues of the research focused on ensuring excellent research practices in accordance to global research standards. It is for this purpose that ethical clearance from the Research Ethics Committee of Masinde Muliro University was also sought to ensure conformity with the ethical principles. This paved way to obtaining a permit from National Commission of Science Technology and Innovation (NACOSTI). Furthermore, institutions where data was collected gave the researcher permission to conduct study.

3.13.1 Autonomy

Autonomy as a principle puts demand on the researcher to ensure that subjects are free to make their own decisions without being coerced in any manner while the study is ongoing. For this reason, whatever decision that was made by the subjects, the

researcher acknowledged and respected. It is therefore culminated in the process where the researcher provided information to subjects prior to them signing informed consent. For the purpose of this study, the subjects fell in a category that was legally sanctioned to make such consent and for those with reduced autonomy, the researcher endeavored to protect their right by gaining institutional consent.

3.13.2 Informed Consent

Informed consent in research is where a participant in a study is given information about all aspects of the study that are necessary for the participant to make an informed decision after critically appraising the information (Nijhawan et al., 2013). This is then followed by the participant voluntarily confirming their willingness to participate. In this study, informed consent was sought from the participants after taking them through the consent form. A written consent form was provided for the mentors, mentees and key informants who were required to place a tick on the consent form without writing their name then appending a signature on it after being informed of the purpose of the study and other essentials. Any benefits or risks associated with the study were discussed in the process of consenting and the participants were allowed to withdraw from the study at any point without suffering any consequences (Owonikoko., 2013). It is worth noting that the participation in the study at all stages was purely on voluntary basis.

3.13.3 Confidentiality

This was another aspect that was upheld throughout the study. It is imperative that the confidentiality of information shared be adhered to because it is on the basis of trust that the information would and remained confidential that participant's shared their information. In the process of conducting research, the participants were protected

from discomfort and disadvantages as a result of being included in the study and willingly providing their information. In the analysis of data from the questionnaires and key informants, each questionnaire was coded and each conception of mentors was given a particular code the name of the mentor thus enhancing the anonymity of the data. Institutions included in the study were given codes UEAB (PRB), GLUK (PRG), MMUST (PRU) and UZIMA (PUM) for purposes of anonymity. It was noted during the process of consenting that the participants especially the key informant attached high regard of confidentiality and more so anonymity particularly to matters student results that the researcher ensured that their concerns are not breached as conceptualized by (Fleming & Zegwaard, 2018).

3.13.4 Non-maleficence

This concept places a demand on the researcher that the subjects should not be exposed to any form of harm during the process of research. However, in an event that possibility of harm is anticipated, it is imperative to the researcher that they provide a plan on how the study intends to mitigate the harm likely to occur. Harm in a study could result from either asking questions which are embarrassing, being disappointed or forcing people to divulge information which could result into anxiety or even fear among the respondents. It is the duty of the researcher to explain the consequences of the research which should be balanced against the risks involved and all these was adhered to. A researcher should then at the end of the study carry out debriefing to the subjects by clarifying the precise aim of the study and why the disclosure was not full (Nijhawan et al., 2013). Review of questions and anonymity of participants ensured they suffer no psychological harm.

3.13.5 Justice

Justice in research requires that all subjects be treated equally. The liability placed on the subjects should be proportionate with the probability of benefiting from the outcome of the research within the limits possible. This was achieved by the researcher randomly sampling the institutions that were involved in the study then randomly assigning the participants in the treatment and control groups. By doing this, the participants had an equal chance of being involved or not involved in the study and thus an equal distribution of any benefit or harm likely to occur.

3.1.4 Dissemination of Research Findings

Research findings dissemination involves spreading of research output to potential relevant audience. It is essential to note that dissemination helps draw attention of relevant policy makers and implementers thus informing change (Marin-Gonzalez et al., 2017). The data generated from this study will be disseminated in scientific conferences and strategic institutional meetings in different institutions. The findings will also be published in referred journals for general public consumption.

CHAPTER FOUR

RESULTS

4.1 Overview

The chapter is presented in details on results regarding all the aspects of the study. It begins by providing information on how participants are distributed across the universities included in the study. The study then highlights the socio-demographic characteristics of participants in the universities and their performance. Results on effects of peer mentorship on student academic performance and social adjustment are presented together with results on mentorship factors affecting student academic performance and social adjustment and finally the perception of nursing students on peer mentorship.

4.2 Students Distribution across Universities

Regarding information in table 4.1, the distribution of 386 of nursing students included in the sample for the specified universities was as follows; 106 (27.5%), 99 (25.6%), 96 (24.9%) and 85 (22.0%) for PRB, PRG, PRU and PUM respectively. Of the total number, 301 were included in the experimental arm while 85 were in the control group. From the distribution it is evident that PRB had a majority of students with PUM having the least.

Table 4.1 Students (Participant) Distribution Across Universities

University	N(%)
PRB	106 (27.5)
PRG	99 (25.6)
PRU	96 (24.9)
PUM	85 (22.0)
Total	386 (100)

4.2.1 Socio-Demographic Characteristics of the students

Concerning age of the students in the universities, it is clear that of 386 nursing students, the mean age was approximately 20 (19.37) years where the youngest student was 17 years old while the eldest was 29 years and with a standard deviation of 1.375. Majority of the students in both the experimental and the control group belonged to age approximate of twenty years. PRU had the highest mean age of 19.93 while PRB had the lowest mean of 19.25. Majority of the students 321 (83.2%) belonged to age bracket 17-20years while only 64 (16.6%) belonged to age bracket 21 -24 years with a pantry 0.3% belonging to above 24 years. Within the age bracket of 17 to 20 years PUM had the highest percentage of students in the age at 87 %followed by PRB at 86.8% and PRU at80.2%. For age bracket 21 -24 years, PRG had the highest percentage of 21.2%, followed by PRU with 19.8%, PRB with 13.2%and the least was PUM with 11.8%.

Gender distribution results showed that 176 (45.6%) and 210 (54.4%) were male and female respectively. Out of the 106 from PRB, 50 (47.2%) were male while 56 (52.8%) were female. From the 99 from PRG, 44 (44.4%) and 55 (55.6%) were male and female respectively. The 85 from PUM indicated 41(48.2%) for male and 44 (51.8%) for female while out of the 96 from PRU, 41(42.7%) and 55 (57.3%) were male and female respectively. From the foregoing, it was evident that majority of the students pursuing nursing are female which might be due to perceptions that nursing is course that ascribes more for females and the general stereotyping of women and nursing. This is illustrated in table 4.2 as shown.

Table 4.2 The Sociodemographic Characteristics of Students

Variable	University(n/%)				Total
	Experimental			Control	
Gender	PRB	PRG	PRU	PUM	
Male	50(47.2)	44(44.4)	41(42.7)	41(48.2)	176(45.6)
Female	56(52.8)	55(55.6)	55(57.3)	44(51.8)	210(54.4)
Total	106(100)	99(100)	96(100)	85(100)	386(100)
Age (years)					
17-20	92(86.8)	78(78.8)	77(80.2)	74(87.0)	321(83.2)
21-24	14(13.2)	21	19(19.8)	10(11.8)	64(16.5)
Above 24	0(0)	0(0)	1(1.2)	0(0)	1(0.3)
	106(100)	99(100)	96(100)	85(100)	386(100)

4.3 Objective 1: Effects of Peer Mentorship on Student Academic Performance and Social Adjustment

The effects of peer mentorship were assessed dichotomally with one direction assessing the effects on academic performance while the other social adjustment. Academic performance assessment used the scores of the peer mentees in classroom and clinical examinations. On the other hand, the assessment of social adjustment examined three components to include development of social interaction and communication abilities component, development of stress management abilities and development of resiliency component.

4.3.1 Effects of Peer Mentorship on Student Academic Performance

To assess effects of peer mentorship on student academic performance, two sets of data were collected using a transcription form. Data on clinical performance collected included student clinical scores before the intervention and the scores after the intervention. For classroom scores, the average score of the learner in all the subjects were assessed before the intervention and after the intervention. Independent sample t- test was further conducted to determine if the gender and age influenced performance among the mentored and non-mentored groups. Concerning age and

performance, the participants' data was further divided into age group of 17-20 years, 21-24 years and above 24 years.

For clinical results, the experimental group had higher mean of 81.14 compared to the control of 74.68 and the class result experimental group also exhibited higher mean of 67.28 compared to control group results of 64.34. For ages 21-24 the experimental mean was higher at 81.05 for clinical result compared to 74.82 of the control group while the class results had 65.92 which was higher compared to the control results mean of 63.25. For the ages 25 and above, the clinical experimental results mean was also higher at 81.00 compare to control mean of 75.00 while for the class, the experimental result mean was 79.00 compared to the control group with a mean of 74.00. However, looking at the mean across the ages, the difference was very minimal implying no relationship between age and performance.

Conducting an analysis of variance (ANOVA) on the same the levels of significance were 0.985 for clinical control, 0.997 for clinical experimental, 0.112 for class control and 0.015 for class experimental this all being non-significant. This can be explained by the fact that the age differences among the students were not big with a majority belonging to the age group of 17 – 20 years thus able to share similar characteristics.

The means of the total student pre intervention scores were generated for the clinical and classroom and compared against the means for the post intervention scores. The different means were then compared between the experimental and the control groups. Academic performance was then measured basing the ability of the means in the experimental group being higher than the means in the control group because the difference reflected the change. Paired samples analysis was conducted that produced

results on paired samples correlations, mean differences and statistics as in Tables, 4.3, 4.4 and 4.5 respectively. The test was based on the hypothesis;

H_0 : There is no statistically significant relationship between peer mentorship and student academic performance and social adjustment in universities in Kenya.

4.3.1.1 Paired Samples Correlations

Table 4.3 illustrates the results on correlations indicating a correlation coefficient of 0.445 and 0.659 for the association between clinical results and class results when exposed to mentorship and not respectively. $P < 0.05$ indicated that there is a significant positive association between results achieved when there is mentorship and when not. These results therefore indicate that mentorship enhances both the clinical and class results. Given that the paired samples correlations could not give the actual mean difference in the results between the two groups, a paired samples test was employed to display the mean differences.

Table 4.3: Paired Samples Correlations Results for The Experimental and Control Group

Pair		N	Correlation	Sig.
Pair 1	Clinical results & experimental results	386	.445	.000
Pair 2	Class control results & Class experimental results	386	.659	.000

Sig. value < 0.05 indicate a significant association between the groups under each pair at 5% level of significance

4.3.1.2 Paired Samples Statistics

Results in Table 4.4 for pairs 1 and 2 showed that the average scores for $74.39\% \pm 4.56\%$ and $78.48\% \pm 6.73\%$ for clinical results respectively, $63.92\% \pm 5.97\%$ and $65.49\% \pm 5.64\%$ for class results respectively indicated that

nursing students on peer mentorship performed better than the students' not on peer mentorship for both clinical and class work.

Table 4.4: Paired Samples Statistics for Both Experimental and Control Groups

Pair		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Clinical control results	74.39	386	4.563	.232
	Clinical experimental results	78.48	386	6.727	.342
Pair 2	Class control results	63.92	386	5.970	.304
	Class experimental results	65.49	386	5.638	.287

4.3.1.3 Paired Samples Test Mean Difference Results

Table 4.5 results having $P < 0.05$ indicated that there was a significant difference in the mean scores (clinical and class results) between the groups (students exposed to mentorship and those not exposed to mentorship) under each pair. Means of -4.09 ± 6.22 and -1.57 ± 4.80 showed that, there was a mean difference of approximately 4% with a deviation of 6% and 2% with a deviation of 5% in the clinical and class results respectively scored between nursing students on mentorship and not on mentorship programme.

Standard errors of 0.317 and 0.244 resulted in t-statistics of -12.90 and -6.43 given

by mean difference divided by standard errors such that; $\frac{-4.09}{0.317} = -12.90$ and

$\frac{-1.57}{0.244} = -6.43$. From a total of 386 participants, we have $386 - 2 = 384$ degrees of

freedom resulting into a t-critical value of 1.97 from the t-distribution table at 5% level of significance. Both the absolute values of t-statistics being greater than 1.97 implied that the mean differences were statistically significant.

To establish actual marks scored between the pairs, paired sample statistics were also computed.

Table 4.5: Paired Samples Test Mean Difference for Classroom and Clinical Results

Pair		Mean	Std. Deviation	Std. Error Mean	T	Sig.
Pair 1	Clinical control results & Clinical experimental results	-4.09	6.22	.317	-12.90	.000
Pair 2	Class control results & Class experimental results	-1.57	4.80	.244	-6.43	.000

Sig. value $p < 0.05$ indicate a significant association between the groups under each pair at 5% level of significance

4.3.1.4: Independent Samples T Test

To examine the difference in the mean results of the peer mentored group verses the control group, an independent t test was done. The findings revealed a significant result with clinical experimental being significantly better than the clinical control $t = -2.5769$ and $p < 0.05$. Similarly, class experimental had significant difference from class control $t = -6.3849$ and $p < 0.05$. indicating that mentored students performed better than non-mentored as shown in table 4.6.

Table 4.6: Independent Samples T Test

Pair		N	Mean	Std. Devia	T	P- Value
1	Clinical control	85	63.92	5.970	-2.5769	0.0051
	Clinical experimental	301	65.49	5.638		
2	Class control	85	74.39	5.563	-6.3849	0.0000
	Class experimental	301	78.48	6.727		

T CRITICAL =1.97

Sig. value $p < 0.05$ indicate a significant association between the groups under each pair at 5% level of significance

4.3.2 Effects of peer mentorship on students' social Adjustment

To assess the effects of peer mentorship on student social adjustment, three components of social adjustment were examined. A Likert scale was used to capture the components and these included development of social interaction and communication abilities component, development of stress management abilities and development of resiliency component.

4.3.2.1 Development of Social Interaction Abilities

To examine student social adjustment in relation to development of social interaction, an analysis was conducted on how learning from working with peer mentors influenced the student's ability to share ideas and resources (SI), ability in solving problems of my peers (PPS), open mindedness and able to consider others' feelings and attitudes (AT), self-esteem (SE), easiness to connect with others (CO), good listening (GL), critical thinking (CT), positive attitude towards others (PA), effective communication with others (CM), easiness in helping other who need my help (HE) and ability to adapt well to new circumstances (AD).

Frequency and index results in Table 4.7 indicated that all the aspects of social interaction abilities indicated an index greater than 0.7 but less than 0.8. This implied that perceptions of nursing students on peer mentorship based on the development of social interaction abilities were ranked high. However, two aspects; good listening (GL) and effective communication with others (CM) were perceived by the students to be the most influenced social interaction ability aspects by peer mentorship that generated an index of 0.73.

Table 4.7: Findings on Development of Social Interaction Abilities

Aspect	Significantly Decreased	Decreased	No Change	Increased	Significantly Increased	Total	Index
SI	46	62	40	88	150	386	0.72
PPS	54	58	43	88	143	386	0.71
AT	54	61	26	111	134	386	0.71
SE	57	53	53	66	157	386	0.71
CO	46	75	25	85	155	386	0.72
GL	55	59	26	81	165	386	0.73
CT	55	61	27	86	157	386	0.72
PA	59	58	27	80	162	386	0.72
CM	56	59	23	82	166	386	0.73
HE	64	58	22	81	161	386	0.71
AD	59	58	24	106	139	386	0.71

On interviewing the participants, one participant said.....

“Before the peer-mentorship, I could not stand before people..... imagine I would just look on the groundsay nothing or just mummur then sit down.....and if forced to talk... then I would cry.... You can imagine now; I openly discuss with others because my mentor helped me to know that I am able to improve from what I was. In fact, I really appreciate who I am and believe my destiny is great, and shaped by me” (PM3).

Development of social interaction abilities is an ongoing process in life. However, to some individuals, the process could be slower thus affecting their daily life and achievements especially in academics. Similarly, poor social interactions can limit an individual from seeking help when need demands. Good listening skills is important for information processing that when found lacking can lead to poor academic outcomes. PMM3s’ revelation of the transformational experiences was able to illustrate the effect of peer mentorship.

4.3.2.2 Development of Stress Management Abilities

In understanding perceptions in relation to development of stress management, a frequency and perception index analysis was conducted to gauge; how the support gotten positively influenced the way learning is approached (LA), how working with

a peer helped identify stressors (IS), ability to share my stressors with my mentor (MSS), ability to consistently evaluate my actions in stressful moments (AE), openness sharing alternative ways to respond to stressors (ARS), management of stressful moments with much ease (SEM), development of better coping skills (CS), allaying of any fears about coming to the university (AF), better preparedness to cope with demands of my course (BPR), learning responsiveness to my individual needs (SR), freeness to talk to my mentors if a am worried (MAC) and development of positive self-image (PSI).

Table 4.8 results indicated that all the aspects of stress management abilities indicated an index between 0.65 and 0.7. This implied that perceptions of nursing students on peer mentorship based on the development of stress management abilities were ranked high. However, four aspects; management of stressful moments with much ease (SEM), development of better coping skills (CS), learning responsiveness to my individual needs (SR) and development of positive self-image (PSI) were perceived by the students to be the most influenced stress management ability aspects by peer mentorship that generated an index of 0.70.

Table 4.8: Development of Stress Management Abilities

Aspect	Significantly decreased	Decreased	No change	Increased	Significantly increased	Total	Index
LA	50	71	24	128	113	386	0.69
IS	53	69	40	105	119	386	0.69
MSS	55	71	33	99	128	386	0.69
AE	52	72	34	107	121	386	0.69
ARS	76	70	29	106	105	386	0.65
SEM	58	62	35	97	134	386	0.70
CS	59	64	27	100	136	386	0.70
AF	56	60	38	109	123	386	0.69
BPR	67	64	31	112	112	386	0.67
SR	57	63	39	88	139	386	0.70
MAC	65	76	34	101	110	386	0.66
PSI	62	56	33	100	135	386	0.70

Questioning respondents on development of stress management abilities, one of them said.....

“.....My sisters used to call me “cry baby” because I would cry over small issues..... When I met my mentor at first I dint like her because I thought she would intrude my space,but after some time we were going along and I found here so strong in handling issued until I was like.... What used to make me cry, I can tell you, just from observing how she has been handling issues,, I have learned a lot.I can solve problems, I can grade issues and seek solutions..... to me it’s been great.”(PMM4)

Another respondent said...

“Hey.... I can assure you that I am now a grown up... I share out when need be,.....I don’t just do things,.. I plan what to do and I think I can cope with all manner of situations”. (PMM7)

The two scenarios presented by the respondent depicted an emotional and psychological growth in the peer mentees. Their expressions clearly showed how they were able to celebrate the achievement of being able to manage stressors of life. Now they would not cry over small issues but solve problems as they arose.

4.3.2.3 Development of Resilience

To examine perceptions in relation to development of resilience, an analysis was conducted on to establish whether peer mentorship enhanced students; confidence in succeeding in studies (MCS), confidence about academic skills (CAS), ability to connect with others (MAC), focus on goals (FOG), active participation in learning (APL), desire for opportunities for self-discovery (SD), Non-fear of mistakes but learn from them (NAM), maintenance of a hopeful outlook (MHO), ability to maintain routine (MAR), confidence about successfully completing of studies (STC), acceptance of change as part of life (CCA) and good insight into studying at university level (GI).

Frequency and index results in Table 4.9 indicated that all the aspects of resilience development showed an index between 0.74 and 0.8. This implied that perceptions of nursing students on peer mentorship based on the development of resilience ranked high and very high. However, three aspects; confidence in succeeding in studies (MCS), desire for opportunities for self-discovery (SD) and confidence about successfully completing of studies (STC) were perceived by the students to be the most influenced resilience development aspects by peer mentorship that generated an index of 0.80.

Table 4.9: Findings on Development of Resiliency Abilities

Aspect	Significantly decreased	Decreased	No change	Increased	Significantly increased	Total	Index
MCS	16	26	83	75	186	386	0.80
CAS	9	54	89	82	152	386	0.76
MAC	9	31	93	93	160	386	0.79
FOG	8	27	99	86	166	386	0.79
APL	9	29	122	85	141	386	0.77
SD	8	27	91	96	164	386	0.80
NAM	9	25	104	100	148	386	0.78
MHO	28	29	105	93	131	386	0.74
MAR	9	21	110	82	164	386	0.79
STC	11	19	98	82	176	386	0.80
CCA	12	33	95	100	146	386	0.77
GI	9	38	87	109	143	386	0.78

One respondent said.....

“I was not sure of completing my studies when I came.... I was not just sure and thought everybody else was better than me. However, along the way I now believe in myself and my confidence has really increased over the period I have been supported. I believe I can also help others given an opportunity. I easily connect with friends when I need help both classmates and even outside the class environment.”
(PMM3)

“One other key thing I find is the joy in my studies and this is helping me to focus so... I can’t complain at all.” (PMM1)

A narration of events by the peer mentee clearly showed that the mentee through support was able to gather inner strength and transform into a stronger person. This was demonstrated by the increased confidence and the willingness to take up mentorship roles given an opportunity. Changing from a fearful individual to one who found joy in conducting their activities required perseverance on the part of the peer mentee thus culminating in an all-round development of resiliency.

4.3.2.4 Narratives from Peer Mentors on Effects of Peer Mentorship on Social Adjustment

During the analysis process, I repeatedly reviewed the interview data, as well as the themes to ensure that the peer mentors' perceptions were captured accurately. The process of interviewing provided the peer mentors an opportunity to make meaning of their experience by reflecting and sharing how they perceived their peer mentoring role. Three categories were revealed.

The first category, development of social relations, revealed the change in how the peer mentor transited in their interpersonal growth. They were able to make meaningful relationship with those they were mentoring and even their own peer's at their level and above. The second category, intrapersonal development, focused on how the role provided the peer mentor an opportunity to learn about self and develop mechanisms to manage others through self-management. Majority of the peer mentors were amazed at this development. To be seen as role models, they had to work a lot on themselves which gave them this opportunity for intrapersonal development. They expressed a lot of appreciation of the self that they were developing into. The peer mentors described how learning about others had helped them develop personally and understand themselves better. In the third category where the peer mentor developed

resiliency, they were able to describe the strength they had gained through the process. One of the things they had to overcome was dividing their time with peer mentees. Finally, it came with much ease that they were able to maneuver through other aspects of college life that initially had been perceived as difficult.

4.3.3.1 Theme One; Development of Social Interactions

Reporting on the peer mentorship experience and how it was developed abilities for social interaction, the peer mentors said....

“The mentorship experience is one I had never had before. I actually didnt know much what I was getting into when I accepted to be enrolled as a mentor. However, since one of my friends encouraged me I decided to take it up. The training was so superb that I made up my mind immediately to continue. However, come the real thing and I found myself too shy to even confront my mentees. I wished I had not accepted at all. The first session I skipped until our group leader who was supporting me called to find what was wrong. I can assure you it is not easy to start making connections with people especially if you are an introvert like me.” (PM5)

“This mentorship programme has helped me in a number of ways which include increasing my confidence. It has helped me improve my social interaction, teaching and study skills because I am now more organized in my study and focused. My skills in the clinical area have improved a lot. You can imagine that if I have to teach, because I don’t want embarrassments then it means that I have to practice until I am quite sure of what I am teaching. This has also helped me increase my knowledge through research. I can tell you I now read because I don’t want to appear blank when being asked questions and imagine saying... “I don’t know” to everything.” (PM4b)

... “The programme has changed me in that I have been able to share my strengths and weaknesses with my mentees and fellow mentors, something I could never do before. When it comes to teaching I can tell you that I have developed the confidence to stand before my peers, support them, direct the and even teach them. Before I had mixed feelings concerning nursing, but since I started mentoring my attitude has really changed that when I say I love nursing, it is indeed from my heart and I can support someone to appreciate nursing the way I do. My self-esteem as a nurse and as an individual has really gone up.....actually.... I love myself and I love nursing and my confidence is superb. That now I am competent even in my clinical area.” (PM4).

Concerning the theme of development of social interaction abilities, the findings revealed that the peer mentorship was a new undertaking by majority of the peer mentors as they were experiencing it for the first time. However, as much as it was new they were able to identify right from the beginning the good aspect of the process especially the training and how it provided insights to them. The walk through performance of tasks never encountered nor performed before was such a thrill as well as demanding to the peer mentors and served a way to the experience of the worthiness of the relationship. One of the unexpected outcomes was the importance and increased self-esteem that culminated out of the relationship. Indeed, the study was able to establish an open communication, thought organization as well as maturity in decision making that enhanced the social interaction.

4.6.3.2 Theme Two; Development of Stress Management Abilities

Responding on the stress management abilities some of the peer mentors said....

“I was so closed in myself before and most of the times I was not able to share any of my problems with anybody. This was until I started mentoring others and discovered that some were open with the situations they were going through and sincere in their search for help. It made me to soul search myself and ask how comes I was keeping other peoples secrets, helping them overcome challenges yet so confined to myself. Slowly I started also opening up and found it so easy going. I slept with no pending unresolved internal issues and this I credit to lessons learnt through peer mentoring.” (PM3)

Peer mentors also reported their abilities to manage stress by one of them saying.....

“I have learned a lot in managing myself during this period in time. When I am annoyed with someone, I ask myself if I was the one who had annoyed someone what I would want them to do with me. Surely this has changed me into a person that I have never been because now, I easily forgive and yet not willing to forgive had been one of the stressors for me. I have also learned to balance my time and follow my time table and this has made me avoid many things that could have stressed me.” (PM5b).

The responses of the peer mentors on development of stress management abilities provides an insight not only to participants but also consumers of these results that peer mentorship as an intervention is resourceful if solving a myriad of stressors and potential stressors in the institutions of higher learning. Peer mentorship provided a platform for sharing information, concerns and problems and collectively applying problem-solving techniques that reduced the tension from the participants. It brought to the surface the understanding that problems are universal and not to specific people and the equalizer is the ability to solve them as they arise and the need to seek help when need arises. The process provided an opportunity for reflecting on life activities and issues thus managing the unresolved issues. Since majority of student issues and stressors were emanating from their inability to balance their time, the information from the respondents indicated that the peer mentorship was able to provide the much needed support in balancing time.

4.6.3.3 Theme Three; Development of Resilience

Concerning development of resilience, the peer mentors reported.....

.... "As a mentor, you have to tread very carefully knowing that my mentees and other students look up to me both in and out of school and clinical area. I have learned to go and read much deeper for understanding so as to better my grades and competence. I don't want an instance where my mentee asks me a question and I am left dumbfounded. I have also learned to be patient with people since I have heard to work with different people from different backgrounds hence different personalities" (PM2)

Similarly, another peer mentor reporting on development of resilience said.....

... "It has been a learning experience working with my mentees as it has been calm contrary to my thinking that it was going to be difficult because they were so new to me and we had not interacted before.....As we continued working and interacting together, thing became easier, we understood each other and there was an embrace to each other's difference.....I have shared a lot with my mentees and I have learned a lot from them and I know that they have also

learned something from me..... my experience with my mentees has been so favorable, interesting and a learning experience.”(PM6b).

Concerning development of resiliency, it was amazing to note how peer mentors shared their feelings of achieving the perceived unachievable and overcoming unimaginable obstacles. All these was attributed to the persistence that the program opened doors for them to exercise. The burden of being role models also worked resiliency in the peer mentors that they all appreciated the learning opportunities and experiences provided by the programme.

4.4. Objective 2: Peer Mentorship Factors Influencing Student Academic Performance and Social Adjustment

Several mentorship factors as guided by literature were examined. Student factors examined included, aspiration, academic preparation and mentor mentee relationship. The faculty factors included the faculty perceptions on peer mentorship, work load and faculty training on mentorship, while the institutional factors included the policy on mentorship, institutional support towards mentorship activities present of guidelines and the model of mentorship adopted by the institution.

To determine mentorship factors influencing student academic performance and social adjustment, the study considered linear regression analysis an ordinary least squares (OLS) regression technique as in section 4.3.4.3. However, since the technique requires that both independent and dependent variables must be continuous, the study employed cross tabulations to understand factors influencing student academic performance and social adjustment across the four universities from which the indices for the independent variables that were measured on 5 point Likert scale were computed. This was aimed at transforming them from categorical to continuous data

set as in sections 4.5.1 to 4.5.3 for student's aspirations, mentor mentee relationship and academic preparation of the mentee.

4.4.1: Student Factors

4.4.1.1 Aspirations of the Nursing Students

The aspirations of the students were classified on the basis of the desire to be exposed to variety of study skills, endeavor to pass examinations, effort to gain new skill that are applicable to future career opportunities, being hands on with the clinical procedures and endeavor to obtain a stronger track record of result making. An aspiration index was then calculated for every variable. The results for different factors related to aspiration of nursing students are in table 4.10 as shown below.

4.4.1.1.1 Exposure to Variety of Study Skills (NS)

A cross-tabulation analysis to examine whether students desire to be exposed to a variety of skills was conducted a cross the four selected universities. From the findings it is clear that higher percentages among the peer mentored group expressed the desire to be exposed to a variety of study skills. total of those who agreed and strongly agreed per group displayed the following percentages (PRB- 43.4+39.6=83%, PRG- 35.4+61.6=97%, PRU 26.0+36.5=62.5%) as compared to similar categories in the non-mentored group. From the results an aspiration index relating to desire to be exposed to a variety of skills (NS) was computed for each university where results indicated a low ranking for PUM, High for PRU while very high for PRB and PRG with an overall aspiration index of 0.72.

4.4.1.1.2 Effort to gain applicable new skills (COO)

To understand effort made by nursing students to gain new skills applicable to future career opportunities, a cross-tabulation analysis a cross the four selected universities was conducted. From the results an aspiration index relating to effort to gain new skills (COO) was computed for each university with results indicating a low ranking for PUM, High for PRU while very high for PRB and PRG at 0.72

4.4.1.1.3 Hands on with clinical procedures (HCP)

In order to examine whether students ensure most often that they are more hands on with the clinical procedures, a cross-tabulation analysis was conducted. Aspiration index relating to hands on clinical procedures (HCP) also indicated low ranking for PUM, High for PRU while very high for PRB and PRG while in overall, all universities collectively ranked high at 0.74.

4.4.1.1.4 Endeavor to Obtain Strong Result Making Track Record

In determining whether nursing students endeavor to obtain a strong track record of result a cross the universities, a cross-tabulation analysis a cross the four selected universities and collectively was conducted. From the results, an aspiration index relating to results track record (RTR) was computed for each university and all of them collectively where results indicated a moderate for PUM, High for PRU while very high for PRB and PRG and collectively at 0.74.

Table 4.10: Results of Mentee Aspirations with Resultant Indices

Variable	Response	University (n/%)				Total
		Experimental group			Control group	
		PRB	PRG	PRU	PUM	
Aspiration for desire for exposure to a variety of study skills	Strongly disagree	2(1.9)	1(1.0)	6(6.2)	53(62.4)	
	Disagree	7(6.6)	1(1.0)	17(17.7)	16(18.8)	
	Neutral	9(8.5)	1(1.0)	13(13.5)	3(3.5)	
	Agree	46(43.4)	35(35.4)	25(26.0)	5(5.9)	
	Strongly agree	42(39.6)	61(61.6)	35(36.5)	8(9.4)	
	Total	106(100)	99(100)	96(100)	85(100)	
	Aspiration index	0.82	0.91	0.74	0.36	0.72
Aspiration index for Efforts to gain new skills both for academic performance purposes and for social development	Strongly disagree	3(2.8)	1(1.6)	8(8.3)	43(50.6)	
	Disagree	7(6.6)	3(3.0)	14(14.6)	23(27.1)	
	Neutral	9(8.5)	2(2.0)	17(17.7)	6(7.1)	
	Agree	47(44.3)	26(26.3)	27(27.1)	6(7.1)	
	Strongly agree	40 (37.7)	67(67.7)	31(32.3)	7(8.2)	
	Total	106 (100)	99(100)	96(100)	85(100)	
	Aspiration index	0.81	0.91	0.72	0.39	0.72
Aspiration index for endeavor to be hands on with clinical procedures	Strongly disagree	1(0.9)	1(1.0)	5(5.2)	35(41.2)	
	Disagree	5(4.7)	3(3.0)	16(16.7)	32(37.6)	
	Neutral	9(8.5)	2(2.0)	25(26.0)	7(8.2)	
	Agree	28(26.4)	21(21.2)	29(30.2)	5(5.9)	
	Strongly agree	63(59.4)	72(72.7)	21(21.9)	6(7.1)	
	Total	106(100)	99(100)	96(100)	85(100)	
	Aspiration index	0.88	0.92	0.40	0.69	0.74
Aspiration index for endeavor to maintain good track record	Strongly disagree	2(1.9)	1(1.0)	6(6.2)	41(48.2)	
	Disagree	5(4.7)	0(0.0)	17(17.7)	26(30.6)	
	Neutral	8(7.5)	3(3.0)	14(14.6)	2(2.4)	
	Agree	34(32.1)	24(24.2)	31(32.3)	6(7.1)	
	Strongly agree	57(53.8)	71(71.7)	28(29.2)	10(11.8)	
	Total	106(100)	99(100)	96(100)	85(100)	
	Aspiration index	0.86	0.93	0.72	0.41	0.74

4.4.1.2 Mentor Mentee Relationship

Mentor mentee relationship was based on high quality relationship between student and peer mentor, effective utilization of peer mentor, benefit from mentoring relationship and smooth running of peer mentoring programme across the universities. A mentor mentee relationship index was then calculated for every variable. The results for mentor mentee relationship are presented in table 4.11 as shown.

4.4.1.2.1 Peer Mentor Relationship

The study sought to establish if nursing students are enjoying a high quality relationship with their mentors based on cross-tabulation analysis. Given the foregoing results a mentor mentee relationship index relating to peer mentor relationship (MR) was computed for each university and all of them collectively where findings portrayed a moderate ranking for PUM, High for PRU and PRB while very high for PRG.

4.4.1.2.2 Effectively Utilizing of Peer Mentor

To examine if students utilize their mentors a cross-tabulation was done to aid in the generation of mentor utilization (MU) index. From the results a mentor mentee relationship index relating to effort to mentor utilization (MU) was computed for each university and all of them collectively with results indicating a moderate ranking for PUM and PRU while very high for PRB and PRG and an overall ranking of 0.71.

4.4.1.2.3 Benefiting from the Mentoring Relationship

In determining whether nursing students are benefiting from the mentoring relationship across the universities, a cross-tabulation analysis across the four selected universities and collectively was conducted. From the results, a mentor mentee relationship index relating to mentor relationship benefit (MRB) was computed for each university and all of them collectively where results indicated a moderate ranking

for PUM, High for PRU while very high for PRB and PRG with the overall index of 0.71.

4.4.1.2.4 Smooth Running of Peer Mentoring Programme

The study sought to establish if the mentoring programme runs smoothly across universities based on cross-tabulation analysis. Given the foregoing results a mentor mentee relationship index relating to mentoring programme running (MPR) smoothly was computed for each university and for all of them collectively where findings portrayed a moderate ranking for PUM, High for PRU and PRB while very high for PRG with an overall index of 0.68.

Table 4.11: Results of Mentor Mentee Relationship and The Resultant Indices

Variable	Response	University (n/%)			Control group PUM	Total
		Experimental group				
		PRB	PRG	PRU		
Mentor mentee relationship index for benefiting from mentor mentee relationship	Strongly disagree	594(7)	2(2.0)	11(11.5)	22(25.9)	
	Disagree	7(6.6)	0(0.0)	23(24.6)	42(42.4)	
	Neutral	6(5.7)	1(1.0)	20(20.8)	9(10.6)	
	Agree	58(54.7)	35(35.4)	31(32.3)	4(4.7)	
	Strongly agree	30(28.5)	61(61.6)	11(11.5)	8(9.4)	
	Total	106(100)	99(100)	96(100)	85(100)	
	Aspiration index	0.80	0.94	0.61	0.45	0.71
Mentor mentee relationship index for adequately utilizing the mentorship support	Strongly disagree	5(4.7)	2(2.0)	11(11.5)	19(22.4)	
	Disagree	8(7.5)	0(0.0)	27(28.1)	46(54.1)	
	Neutral	7(6.6)	1(1.0)	20(20.8)	6(7.1)	
	Agree	33(31.1)	32(32.3)	32(33.3)	7(8.2)	
	Strongly agree	53(50.0)	64(64.6)	6(6.2)	7(8.2)	
	Total	106(100)	99(100)	96(100)	85(100)	
	Aspiration index	0.83	0.92	0.59	0.45	0.71
Mentor mentee relationship index for benefiting from mentorship relationship	Strongly disagree	5(4.7)	2(2.0)	9(9.4)	22(25.9)	
	Disagree	10(9.4)	0(0.0)	30(31.2)	41(48.2)	
	Neutral	5(4.7)	0(0.0)	16(16.7)	10(11.8)	
	Agree	44(41.5)	23(23.2)	30(31.2)	4(4.7)	
	Strongly agree	42(39.6)	74(74.7)	11(11.5)	8(9.4)	
	Total	106(100)	99(100)	96(100)	85(100)	
	Aspiration index	0.80	0.94	0.65	0.45	0.71
Mentor mentee relationship index smooth running of mentorship programme as experienced by mentee	Strongly disagree	20(18.9)	3(3.0)	7(7.3)	31(36.5)	
	Disagree	10(9.4)	0(0.0)	28(29.2)	34(40.0)	
	Neutral	4(3.8)	0(0.0)	22(22.9)	7(8.2)	
	Agree	34(32.1)	20(20.2)	33(34.4)	3(3.5)	
	Strongly agree	38(35.8)	76(76.8)	6(6.2)	10(11.8)	
	Total	106(100)	99(100)	96(100)	85(100)	
	Aspiration index	0.71	0.94	0.61	0.43	0.68

4.4.1.3 Academic Preparation of the Mentee

The academic preparation of the mentee aspect focused on planning and timetable follow up, spending time with friends with similar aspirations, endeavor to attend all class and clinical lessons, endeavor to solve problems with my teachers immediately in the course of studies, taking note of anything that requires clarity and endeavor to use resources around me efficiently. An academic preparation of the mentee index was then computed for all the variables and the results presented in table 4.12 as shown.

4.4.1.3.1 Planning and Timetable Follow Up

A cross-tabulation analysis to examine whether students had planned and followed their timetable was conducted a cross the four selected universities using cross-tabulation analysis. From the results an academic preparation of the mentee index relating to planning and timetable follow-up (TFI) was computed per university and all of them collectively where results indicated a low ranking for PUM, High for PRU and PRB while very high for PRG and an overall index of 0.68.

4.4.1.3.2 Spending Time with Friends with Similar Aspirations

The study sought to establish if students spend time with friends who have similar aspirations across universities based on cross-tabulation analysis. Given the foregoing results an academic preparation of the mentee index relating to friends with similar aspiration (SA) was computed for each university and all of them collectively where findings portrayed a moderate ranking for PUM, High for PRU and very high for PRB and PRG and an overall of 0.73.

4.4.1.3.3 Endeavor to Attend All Class Lessons

A cross-tabulation analysis to examine whether students endeavor to attend all classroom lessons was conducted a cross the four selected universities using cross-

tabulation analysis. From the results, an academic preparation of the mentee index relating to endeavor to attend all class lessons (CA) was computed for each university and all of them collectively where results indicated a moderate ranking for PUM, High for PRU and PRB while very high for PRG with an overall index of 0.73.

4.4.1.3.1.4 Endeavor to Attend All Clinical Lessons

The study sought to establish if students endeavor to attend all clinical lessons across universities based on cross-tabulation analysis. Given the foregoing results an academic preparation of the mentee index relating to endeavor to attend all clinical lessons (CLA) was computed for each and all of them collectively where findings portrayed a moderate ranking for PUM, High for PRU and very high for PRB and PRG with an overall index of 0.75.

4.4.1.3.1.5 Endeavor to Solve Problems with My Teachers Immediately

A cross-tabulation analysis was employed to examine whether students having a problem endeavor to solve with lecturers in the course of their study. From the results an academic preparation of the mentee index relating to lecturer student problems solving (LSPS) was computed per university and all of them collectively where results indicated a low ranking for PUM, High for PRU and very high for PRB and PRG with a collective index of 0.73.

4.4.1.3.1.6 Taking Note of Anything That Requires Clarity

To examine if students endeavor to take note of anything needed to seek clarity a cross-tabulation was done to help in the generation of seeking clarity (SC) index. From the results a mentor mentee relationship index relating to seeking clarity (SC) was computed for each university and all of them collectively with results indicating a

moderate ranking for PUM, high for PRU while very high for PRB and PRG and an overall index of 0.73.

4.4.1.3.1.7 Endeavor to Use Resources Around Me Efficiently

The study sought to establish if students endeavor to efficiently use resources around them such as advisors across universities based on cross-tabulation analysis. Given the foregoing results an academic preparation of the mentee index relating to resource use efficiency (RE) was computed for each university and all of them collectively where findings portrayed a moderate ranking for PUM, High for PRU and very high for PRB and PRG and an overall of 0.73.

Following peer mentorship there was clear indication that majority of the respondent's behavior toward academics changed to better with majority adequately preparing for any academic activity.

Table 4.12: Results of Academic Preparation of the Mentee and the Resultant Indices

Variable	Response	University (n/%)				Total
		Experimental group			Control group	
		PRB	PRG	PRU	PUM	
Academic preparation of the mentee index on developing and adhering to learning timetable	Strongly disagree	1(0.9)	1(1.0)	5(5.2)	44(51.8)	
	Disagree	9(8.5)	0(0.0)	26(27.1)	21(24.7)	
	Neutral	24(22.6)	3(3.0)	22(22.9)	8(9.4)	
	Agree	41(38.7)	51(51.5)	36(37.5)	4(4.7)	
	Strongly agree	31(29.2)	44(44.4)	7(7.3)	8(9.4)	
	Total	106(100)	99(100)	96(100)	85(100)	
Aspiration index		0.77	0.88	0.63	0.39	0.68
Academic preparation of the mentee index on spending time with friends with similar aspirations	Strongly disagree	1(0.9)	1(1.0)	2(2.1)	33(38.8)	
	Disagree	6(5.7)	1(1.0)	21(21.9)	29(34.1)	
	Neutral	5(4.7)	2(2.0)	23(24.0)	8(9.4)	
	Agree	35(33.0)	40(40.4)	40(41.7)	7(8.2)	
	Strongly agree	59(55.7)	55(55.6)	10(10.4)	8(9.4)	
	Total	106(100)	99(100)	96(100)	85(100)	
Aspiration index		0.87	0.90	0.67	0.43	0.73

Academic preparation of the mentee index on endeavor to attend all class lessons	Strongly disagree	2(1.9)	1(1.0)	2(2.1)	30(35.3)	0.73
	Disagree	6(5.7)	2(2.0)	14(14.6)	29(34.1)	
	Neutral	23(21.7)	1(1.0)	19(19.8)	12(14.1)	
	Agree	39(36.8)	34(34.3)	36(37.5)	4(4.7)	
	Strongly agree	36(34.0)	61(61.6)	25(26.0)	10(11.8)	
	Total	106(100)	99(100)	96(100)	85(100)	
Academic preparation of the mentee index on endeavor to attend all clinical lessons	Aspiration index	0.79	0.91	0.74	0.45	0.75
	Strongly disagree	1(0.9)	1(1.0)	2(2.1)	23(27.1)	
	Disagree	10(9.4)	0(0.0)	15(15.6)	33(38.8)	
	Neutral	6(5.7)	2(2.0)	19(19.8)	13(15.3)	
	Agree	47(44.3)	20(20.2)	37(38.5)	8(9.4)	
	Strongly agree	42(39.6)	75(75.8)	23(24.0)	8(9.4)	
Academic preparation of the mentee index on endeavor to solve problems with teachers immediately	Total	106(100)	99(100)	96(100)	85(100)	0.73
	Aspiration index	0.83	0.94	0.74	0.48	
	Strongly disagree	2(1.9)	1(1.0)	3(3.1)	32(37.6)	
	Disagree	9(8.5)	2(2.0)	15(15.6)	25(29.4)	
	Neutral	7(6.6)	3(3.0)	29(30.2)	10(11.8)	
	Agree	45(42.5)	29(29.3)	31(32.3)	12(14.1)	
Academic preparation of the mentee index on taking note of anything that requires clarity	Strongly agree	43(40.6)	64(64.6)	18(18.8)	6(7.1)	0.73
	Total	106(100)	99(100)	96(100)	85(100)	
	Aspiration index	0.82	0.91	0.70	0.45	
	Strongly disagree	1(0.9)	1(1.0)	2(2.1)	34(40.0)	
	Disagree	8(7.5)	0(0.0)	19(19.8)	25(29.4)	
	Neutral	26(24.5)	2(2.0)	20(20.8)	9(10.6)	
Academic preparation of the mentee index on using available resources efficiently	Agree	23(21.7)	27(27.3)	33(34.4)	8(9.4)	0.73
	Strongly agree	48(45.3)	69(69.7)	22(22.9)	9(10.6)	
	Total	106(100)	99(100)	96(100)	85(100)	
	Aspiration index	0.81	0.93	0.71	0.44	
	Strongly disagree	3(2.8)	1(1.0)	2(2.1)	31(36.5)	
	Disagree	7(6.6)	1(1.0)	16(16.7)	27(31.8)	
Academic preparation of the mentee index on using available resources efficiently	Neutral	24(22.6)	1(1.0)	21(21.9)	9(10.6)	0.73
	Agree	26(24.5)	23(23.2)	43(44.8)	11(12.9)	
	Strongly agree	46(43.4)	73(73.7)	14(14.6)	7(8.2)	
	Total	106(100)	99(100)	96(100)	85(100)	
	Aspiration index	0.80	0.94	0.71	0.45	
	Strongly disagree	3(2.8)	1(1.0)	2(2.1)	31(36.5)	

4.4.1.3.2 Correlation and Regression Analysis

To determine the factors affecting student academic performance and social adjustment, the indices for all the 15 factors defining student's aspirations, mentor mentee relationship and academic preparation of the mentee were clustered as in Table

4.13 and a factor analysis was conducted to determine factors to be used in correlation and regression analysis. For student aspirations four factors indices ranging from 0.72 to 0.74 were elicited for the analysis while for mentor- mentee relationship four factor indices ranging from 0.68 to 0.71 were elicited and for the academic preparation of the mentee, seven factor indices ranging from 0.68 to 0.73 were elicited.

Table 4.13: Showing Factors in Each Category Identified for Factor Analysis

Aspect	Factor	Overall Index
Student's aspirations	NS & COO	0.72
	HCP & RTR	0.74
Mentor-Mentee Relationship	MR	0.70
	MU & MRB	0.71
	MPR	0.68
Academic Preparation	TFI	0.68
	SA, CA, SC, RE & LSPS	0.73
	CLA	0.75

4.4.1.3.3 Factor Analysis

The factor analysis matrix based on principal component analysis as in Table 4.14 indicated a single component was extracted and therefore from the 15 factors, one factor having the highest coefficient value was selected from each aspects of student's aspirations, mentor-mentee relationship and academic preparation such that RTR, MR and seeking clarity (SC)SC having values of 0.91, 0.90 and 0.90 respectively were selected.

Table 4.14: Principal Component Analysis Results Coefficient Values

	Student aspirations aspect				Mentor-mentee relationship aspect			
Component	NS	COO	HCP	RTR	MR	MU	MRB	MPR
Coefficient	0.88	0.90	0.89	0.91*	0.90*	0.88	0.88	0.83
	Academic preparation of the mentee aspect							
Component	TFI	SA	CA	CLA	SC	RE	LSPS	
Coefficient	0.88	0.89	0.89	0.76	0.90*	0.88	0.88	

* Indicate the extracted variables

4.4.1.3.4 Correlation Analysis

Pearson correlation analysis was used to establish the association between dependent and independent variables. Results in Table 4.15 indicated significant association between strong track record of result making (RTR) and score having a Pearson correlation coefficient of 0.168 with a $P < 0.05$ and a significant positive association between MR/SC and score given correlation coefficients of 0.127 with $P < 0.05$. This is implied that the endeavor to obtain strong track record of result making (RTR) and enjoying high quality relationship with mentors or taking note of anything needed to seek clarity (MR/SC) increases the performance (score) for nursing students.

A correlation coefficient of 0.982 with a $P < 0.05$ for strong track record (RTR) and quality relationship (MR) that is also similar to the association between RTR and SC indicated a strong positive association between the strong track record of result making (RTR) and the two variables of quality relationship (MR) and seeking clarity (SC). Further, a correlation value of 1 with $P < 0.05$ indicated a perfect significant positive association between quality relationship (MR) and seeking clarity (SC) an indication that the two variables cannot be used jointly in regression analysis as they are perfectly equal and therefore using one gives similar results for the other.

Table 4.15: Pearson Correlation Results Showing Association Between Dependent Variable (Score) and Factors Influencing Student Academic Performance and Social Adjustment

Variable		RTR	MR	SC	Score
RTR	Pearson Correlation	1	.982**	.982**	.168**
	Sig. (2-tailed)		.000	.000	.010
MR	Pearson Correlation	.982**	1	1.000**	.127
	Sig. (2-tailed)	.000		.000	.042
SC	Pearson Correlation	.982**	1.000**	1	.127
	Sig. (2-tailed)	.000	.000		.042
Score	Pearson Correlation	.168**	.127**	.127**	1
	Sig. (2-tailed)	.010	.042	.042	

** . Correlation is significant at the 0.05 level (2-tailed)

4.4.1.3.5 Ordinary Least Squares (OLS)

A multiple linear regression analysis based on OLS was carried out based on the equation (4.76).

$$P = \beta_0 + \beta_1 RTR + \beta_2 MR + \beta_3 A + \beta_4 G + \varepsilon \quad (4.76)$$

Where;

P – Student score

RTR – Strong track record of result making index

MR – Peer mentor relationship index and since $MR=SC$ also denoting seeking clarity index (SC).

A – Student age

G – Student gender such that;

$$G = \begin{cases} 1 \\ 0 \end{cases}, \text{ 1-male and 0-female}$$

$\beta_0, \beta_1, \beta_2, \beta_3, \beta_4$ – Regression parameters

ε – Error term representing other factors not included in the regression equation

Regression results in Table 4.16 indicated that age (A) and gender (G) having both $P > 0.05$ that implied that nursing student's age and gender did not influence student score. A coefficient of 0.561 with a $P < 0.05$ indicated that high quality relationship with mentors (MR) or taking note of anything needed to seek clarity (SC) had significant positive influence on nursing student's score such that a 1% increase in the quality relationship index and seeking clarity index increases nursing student's score by 0.561%. A regression coefficient of 0.377 for RTR with a $P < 0.05$ indicated that the endeavor to obtain strong track record of result making (RTR) had significant positive influence on nursing student's score such that a 1% increase in the results track record index increases nursing student's score by 0.377%. A significant constant value of 0.779 given $P < 0.05$ indicated without peer mentorship a nursing student is likely to score an approximate average mark of 78%.

A coefficient of determination value ($R^2 = 0.239$) implied that 23.9% of the variation in nursing student score (the dependent variable) is significantly explained by changes in the independent variables of high quality relationship with mentors (MR), seeking clarity (SC) and endeavor to obtain strong track record of result making (RTR). From the results, a regression equation (4.76)

$$P = 0.779 + 0.561RTR + 0.377MR + 0.377SC \quad (4.76)$$

Table 4.16: Regression Results for Student Score Against Factors Age and Gender

Model	Coefficients		T	Sig.
	B	Std. Error		
(Constant)	.779	.042	18.621	.000
RTR	.377	.088	4.291	.000
MR	.561	.101	5.583	.000
A	.001	.002	.589	.557
G	.006	.006	.973	.331

Dependent variable: Student score, $R^2 = 0.239$

4.4.2 Faculty Factors Affecting Peer Mentorship

There was a common agreement among the key informants that the institutions had mentorships programs in place. However, none of the key informants reported to have a formal mentorship program and neither was there a peer mentoring model being used. The study also found out that there was no documentary evidence of any form of student support. Student mentorship was not appraised and no faculty had workload relieved to focus on mentoring. However, there was common agreement that mentorship was necessary and beneficial as shown in table 4.17 below.

Table 4.17: Faculty Factors Affecting Student Academic Performance and Social Adjustment

Factor	PRG	PRB	PRU	PUM
Presence of peer mentoring for students	x	x	x	x
Who is responsible for student mentorship	All faculty	CoD	All faculty	None
Faculty are trained on student mentorship	x	x	x	x
There is a schedule for faculty training on mentorship	x	x	x	x
Only trained mentors are assigned to mentor students	x	x	x	x
Student mentorship is part of staff annual appraisal	x	x	x	x
Faculty on mentorship programme are given adequate time to conduct student mentorship	x	x	x	x
Faculty have time allocated on the time table for mentorship	x	x	x	x
The workload for faculty is adequate to allow mentorship	x	x	x	x
Perception				
Mentorship is a key strategy to facilitate student academic performance and social adjustment	√	√	√	√
Mentorship should be a separate programme within nursing	√	√	√	√
Adequate mentorship relieves undue stress on faculty and students	√	√	√	√
Mentorship improves communication and personal skills of faculty	√	√	√	√

Majority had varied conceptions of what mentorship entailed. One participant said,...

“we just support learners, you are given a group and when they have problems they come to you.....if they want. In fact most of them never even come, you only notice when someone tells you...he!.... that your class!..... and mention a student’s name with myriad of problems or even disciplinary issues”. (KII8)

Another participant said.....

“We are supposed to meet the students but the work is so much that sometimes you forget.and the students themselves will never look for you You only hear them when they have issues.” (KII2)

All the respondents reported to know of a mentor among the faculty in the school but some did not know if the mentors were formally appointed or not. This is an indication that the schools of nursing may somehow be having a support mechanism for their students. However, none of the respondents could tell exactly how many mentors they were in the school because they were also not very sure who the mentors were except for a few. The names being mentioned by the different respondents in the nursing schools were also lacking in consistency since not the same people were being mentioned by all the respondents in the same institution. None of the institutions reported to be having or utilizing student peer mentors to support the students. However, majority reported that they have witnessed students being supported by their fellow students either by their own volition or when they are referred by the specific lectures. Some of the respondents reported that most of the mentors they have are usually nominated in the school or departmental meetings with no specific trainings being given to them on how to conduct the mentorship and no information on how the mentorship is eventually carried out.

None of the respondents reported to have undergone training on student mentorship. However, as leaders and faculty, they know that they are expected to develop mentorship qualities over time. None of the respondents reported to have had a schedule of training nor witnessed one in the school, leave alone their departments. All respondents felt that there was need for them to be supported in terms of training in order for them to adequately be able to address the student needs in terms of mentorship. The researcher could therefore not verify any documentary evidence in support of training on mentorship from all the institutions. It therefore goes without saying that since peer mentorship was not factored in any of the agendas in the institutions, performance appraisals for the faculty was not based on it.

All the respondents reported that lack of time high workload and lack of motivation were the key challenges in conducting of student mentorship in the schools of nursing. Majority were already having course loads more than the recommended due to faculty shortages and none of the time was allocated to peer mentorship. One respondent said....

“The kind of work we do here... I don't think if that mentorship can fit in,,,,, unless we readjust downwards in terms of work load” (KII3).

A few of the respondents felt that lack of incentives and lack of training were the main reasons that made mentorship not to be active in the schools of nursing.

Concerning faculty perception, it is clear that peer mentorship is a key strategy to achieving student positive academic performance and social adjustment as demonstrated by all the respondents that strongly agreed to the fact. In as much as majority of the respondents did not agree to having peer mentorship as a separate programme within the schools, they felt that it was worth being integrated within the programme. The virtue of adequate mentorship could not be underscored as the faculty

felt that if well-structured it was able to relieve undue pressure on faculty while empowering the learner through peer mentorship. Where constant interaction with learners is embraced, respondents expressed their feeling that this could lead to improvement in communication skills and abilities not only within the faculty but also within the student fraternity.

When asked to give recommendations on how mentorship can be improved in the institutions, one respondent said.....

“The school should train mentors and pay them separately for the mentorship activities. Even if it means using students’ as peer mentors, they need support and this should be from a trained person.... This will motivate them to go an extra mile putting in mind the kind of workload that we have”. (KII3)

Another respondent said.....

“With the current workload, let the mentors be trained and their workload be reduced to fewer courses. In fact, let mentorship be treated as a separate course paid to the faculty involved” (KII5).

Some respondent said...

“teacher student mentorship alone is too much expectation from faculty and therefore other models of mentorship need to be explored and adopted... may be even this one you are talking of...., the peer mentorship” (KII9).

When asked what they think about peer mentorship among the students, majority felt that it was a long overdue idea that needed to be adopted. One respondent said.....

“This is a long overdue thing; it needs to be brought on board as soon as yesterday”. (KII3).

Another respondent said.....

“In fact we have upgrading students here who can support these young ones to maneuver their way through the university”. (KII2).

Another respondent said.....

“I believe it is something evidence based, it has been found to be working elsewhere in other countries, we can try it and see”. (KII1)

This was a clear indicator that the respondent had a willingness to adopt peer mentorship activities in their institution if initiated.

4.4.3 Institutional Factors Affecting Peer Mentorship

Respondents confirmed to the researcher that the institutions did not have mentorship in place and none of the respondents had peer mentorship. However, they still indicated that they support students using varied means not well elaborated to the researcher. The research also found out that there were no individuals in the faculty assigned the responsibility of facilitating peer mentorship activities. There was no policy in any of the institutions on peer mentorship nor any other form of mentorship. However, most of the respondents reported that they believed that if policy was in place and implemented then may be it would reflect in better performance of students across board. In some institutions however, respondents reported that the students hand book outlined to the students where to get support and how of which majority of the respondents alluded to. One respondent said,.....

“I think there is a policy..... but I have never seen it..... But all students.... all the same have the students hand book.....I think they can read and know where to be supported..... For nursing.....I don't think”(KII1).

The study also reported unavailability of mentors nor even any attempts to train any faculty to take up mentorship. There was no policy on mentorship, no guidelines and no training nor resources allocated for mentorship. As a result of this, the study could not establish any support for any individual conducting or willing to conduct student mentorship activities such as being allocated fewer courses nor allowances. The

institutions did not recognize mentorship in any way as a special responsibility and therefore no resources such as office space, funds and personnel and office equipment were available for the same in as much as there was no guideline even if one wanted to do on how to carry out the function. In as much as the findings revealed no mentorship, interaction with the respondents revealed their deep feelings on how beneficial peer mentorship would be especially those in the intervention groups. Their desire to initiate the programme in their institutions was great with open discussions on mechanisms being explored as shown in table 4.18.

Table 4.18: Institutional Mentorship Factors Affecting Student Academic Performance and Social Adjustment

Factor	PRG	PRB	PRU	PUM
Presence of peer mentoring model used by institution	x	x	x	x
Presence of policy on student peer mentorship	x	x	x	x
Presence of mentors (not peer mentors)	√	√	√	√
Training of mentors	x	x	x	x
Financial support of student mentors	x	x	x	x
Reduced course load for faculty mentors	x	x	x	x
Mentorship recognized as a responsibility	x	x	x	x
Provision for resources for mentoring	x	x	x	x
Presence of mentorship guide	x	x	x	x

4.5 Objective 3: Perceptions of Nursing Students on Peer Mentorship

In examining the perceptions of nursing students on peer mentorship focused group discussion were conducted on three groups of peer mentees and also on peer mentors. This was followed by narrations by one member of the group on the entire process for both the mentor and the mentee groups.

4.5.1 Perceptions of Peer Mentees on Peer Mentorship

Data on these aspect of perception was collected qualitatively and thematic analysis done using the hermeneutic phenomenology approach. The themes revolved around

the concerns prior to joining university and the experiences with the peer mentorship as shown in table 4.19 below with further details in the narration.

Table 4.19: Themes from Perception of Peer mentors

Theme	Theme Dimension
Prior concerns	Bullying Low self esteem Non- completion of studies Examination challenges
Early years into university	Fear and anxiety Non exploitation of university environment and resources Poor interpersonal relationships
Peer mentoring experiences	Progressiveness Eye opening moments Adaptive Explorative
Challenges of Peer mentorship	Overbearing mentor Absent faculty in the process

4.5.1.1 Prior Concerns About University

This question was asked to explore the baseline needs of the student prior to entry into the university and use it to gauge from their perceptions if the Programme addressed their needs. All the mentees had prior concerns about the university and these included, which friends will they have, if they would be bullied by others, the uncertainties about the nursing course, fear of failing the nursing course, if they would adapt to the clinical environment, if really they would be accepted as nurses, if they would be able to pass the nursing examination, whether they would finish their education in time and after the nursing course, what next among many others.

Majority of the students' concerns were based on their ability to settle in the university and form a good network of friends. One of the respondents said.....

“I feared everything about university..... I was told people pretend to be your friends thenthey drug you,...um..... some rape othersand a lot of bad things happen. In fact, I dint know how I was going to make friends with the people I feared” (KII7)

PMM 4 b, a mentee on the other hand said.....

. “I feared being bullied.....you can imagine how I kept dreaming of..... running away from the university and not completing my course because I could not stand being bullied.”

PMM9 c, adding to the other voices said.....

“My brother had really been stubborn while at the university that I thought if that is the case..... I rather go to a medical training college. In fact, it’s my aunt who told me that I can still make it and be different. I...I...I... also feared seeing sick people and I dint know if the training would help me change my perception of the sick people and the hospitals.”

PMM 2 said.....

“For me I was told nurses read big books and had no time. As much as I had wanted medicine and now was to join nursing, this thing kept disturbing my mind and I thought I would not finish my training. In fact, at one point I thought of looking for money, I start business and forget all about university education”

PMM 6 said.....

“I was nervous and uncertain about the course and my abilities. I feared everything and everyone when told about university..... yet I was very eager to start my course in nursing. I feared failing examination..... having bad friends..... going to the hospital.....um..... and just everything”.

PMM 3c said.....

“For me..... I was told there are so many examinations for nurses that people failand so I was not sure of myself. I was also afraid of taking care of myself,..... doing my own shoppingandand just being independent. I was just not sure of my own capabilities and so I feared myself.”

From the peer mentee responses above it was clear that even as students' transit into the university settings, fear of myriad of expectations cloud their minds. The results from the above responses indicate that the range of aspects included in what the students feared traversed both academic and social life and some had wider aspects of issues causing them fear while others had few. There was one respondent who literally feared everything concerning the university that one can only imagine how such a student finally transits through university without help.

The social aspects that caused fear in the students included fear of having friends who will not be true or rather lead them to negative effects of peer pressure, being bullied, being drugged among many others. The academic aspects that were highlighted included the fear of inability to comprehensively read the big books, issues of squeezed timetable that posed challenges of completing studies in case of any other issue arising. Examinations especially for nursing was also another threat and some respondents feared failing and the consequences that came with that. To some students, clinical placements thoughts provoked a lot of anxiety. The students could not just understand how they would interact with patients as nurses in the complexity of nursing. It was an unimaginable thought that they really would think through how that transformation would eventually happen with a lot of fear. There was another aspect of the intrapersonal capabilities that was also exhibited as an area of fear with respondents saying that they feared they may have not been able to exercise self-control or may have succumbed to peer pressure.

PMM 9 B's story as documented

In as much as I knew within me that I was an out shiner in academics..... I had a lot of reservations and fears concerning joining university and furthermore perusing my course which was

nursing. I dint fear making new friends because I had been in the boarding school since my primary education far away from my parents. However, I had a lot of internal battles and conflict within me that made me fear joining university. I felt a lot of self-worthlessness I had never experienced before. I felt that I would just not fit in the system at all. A strange feeling that I would not pass any of my examination kept cropping in my mind and I feared rejection by my college mates and my teachers. I can't explain my self any further than this."

From the above documented narration, the study was able to elicit internal battles that go unnoticed among students that could be anxiety pathways leading to depression and its aftermath. This was demonstrated by the feelings of worthlessness, negative self-image and self-abilities and the thought process deficits when the participant stopped the discussion in the midst of explaining their fears and concerns. The need for support was very much evident in this participant if any form of positive academic performance and social adjustment social was to be achieved.

4.5.2 Perceptions of the Peer Mentees

One respondent from a focus group discussion said.....

"I found being a mentee really useful especially in terms of knowing what was coming up and what to expect. Understanding expectations from the lecturers and also helping me prepare for examination and placement.Just getting that advice from someone who has is also going through it already and that they are approachable as well was quite an unexpected milestone for me".(PMM3b)

Another respondent said...

"...for me the experience was good and one I will live to cherish... my great appreciation to the mentors."(PMM1)

Another mentee said.....

"I will start by saying that I am a winner. This is a statement I had never thought before that it could come out of my mouth. I always felt deficient and would give up at the shortest instance of an uphill task. One thing my mentor kept rebuking me of was the word .. "I cannot".. and every time she would tell me to repeat after her that.. "I can".. even when I did not believe her. One day I scored some high marks in a subject I had known I could not and I tell you... it was a celebration.

I learned to persist and never give up and indeed the persistence works for me.” (PM 5)

These two experiences denote benefits that come with peer mentorship as peer mentee narrate how they were supported to plan in synchrony with the course outlines thus aligning their expectations as well as preparation for examinations. Moreover, the feeling that came with the reality that the support could come from their peers was one that provided confidence in the mentee.

PMM 4’s story;

“Even though I was dedicated to ensuring that I excelled academically a flood of questions and self-inadequacies mugged my mind and body until when I stopped and asked myself if I am the only one going through this. I then reached out to one of my classmates and on sharing this is when we discovered we shared a lot. This happened to change life around us a bit but one time some third year students came looking for me. She said she wanted to help me as I navigated through my nursing education because I had been assigned to her and also because she felt a strong desire to help.”

“Actually, I doubted her intentions but decided to give it a benefit of doubt and accepted the friendship. The following week, she called me so that we could meet and discuss a few things. She arranged a venue and told me that I would meet other people with her. Actually I went hesitantly and on reaching I found four of my classmates with her. That day we just talked about us, who we are and our aspirations in the college. I can tell you I learned a lot from the group. For the first time since I joined college, I felt accepted, respected, and valued by my classmates, there by relieving some of my early uncertainties. However, inspiring a new group of students to work together and trust each other can never be a one-day event. We actually felt hat we needed to bond more if we were to overcome what was “us”. Our leader encouraged us to do a lot of meetings together so that we can become real friends that can comfortably support one another and at this point I felt my heart accepting her.

From the documented story of participant four, it’s clear that prior to the peer mentorship, the mentees were already experiencing challenges that were not clear to them how to go about. This is a scenario expected by the institutions but mostly assumed that with time the learners will be able to cope. However, the need to understanding that some may not cope necessitates planned support for all students.

With the introduction of the peer mentor to the scene, we also see a process of bonding that was not a one-day event necessitating the need for adequate peer mentor preparation for the peer mentoring activities as well as mentee preparation for the same. There was need for support from the institution at this level of bonding to enhance a smooth process. Once the process picked, the participant expressly explains the outcome that includes the feelings of acceptance, being respected and valued. Such feelings increase social connectedness among students while providing them with opportunities to settle and concentrate on their studies. The respondent explains how their uncertainties were relieved which was key to relieve of anxiety.

PMM 9's story documented

“For me, the experience was quite different from what I hear people say. I don't know if it was by coincidence but the mentor I was assigned to was a friend who had welcomed me to college when I came. Though we dint know each other prior, we found ourselves attracted to each other from the beginning and she helped me a lot to settle in the college. The moment we were introduced to one another on the pairing day it was as if we were dreaming. So... we did not have to start afresh, we continued from where we had reached although now being guided and of course..... The experience was nice. We did our assignments together, and my mentor supported me so much in the practical area. Because we could not carry the procedure manual to the wards, she used to tell me to write the procedure on a paper, and then once we finish our individual work, she could pick a patient and we practice the procedure with her following the steps. The only challenge we had was that our wards did not have most equipment for doing procedures that made us not be able to carry out ideal procedures. For class work, actually did assignments together as much as we dint belong to the same class. My mentor loved reading aloud... and so I learned even thing I had never heard from her. To me, I will stick to her as a friend even after the mentorship period. Another thing I can say about my mentor is that we have known each other's families and are now family friends. She introduces me to her family as her younger sister while the mother refers to me as her daughter. This has made life so easy for us.”

Participant 9's story was quite encouraging as it demonstrated how easy and lovely peer mentorship can be. It presented a concept of rich mentor mentee relationship that was built on an existing relationship. The information presented portrayed Lev Vygotsky's concept of constructivism where the researcher was able to identify the concept of working on unchattered task and developing through the zones of proximal development. This was seen as the peer mentee narrates how they did activities together both in the clinical area and classroom assignments as well as social activities. It is clear that such an environment elicited by this particular peer mentor is able to lead to a positive academic performance in both the peer mentor and the peer mentee in as well as building social connectedness and social capital among the students which is a recipe for social adjustment.

PMM 5's story documented

"I was given a mentor that I had never interacted with before but after the introductions, she encouraged me to be free, allow us to relate as mentor mentee and support each other. Our first meeting saw a lot of apprehension from both of us. I was actually afraid that she would put a lot of the lady's pressure on me and therefore made up my mind to lock her out of my life. However, on our second meeting, we shared the objectives of our mentor mentee relationship and her expectations from me of which made me feel relaxed and ready to work with her."

During the very second meeting she asked me to list down the things I find difficult and would wish to be supported. I told her a lot of academic topics as she listed them down. Then we went through them discussing why I think I needed help in the areas and by the end of the session, we had removed some items and added others that both of us were satisfied with. We finalized by working out a workable work plan of which we agreed to review after every two weeks.

In our third visit, after going through our experiences of the day we decided to embark on our activities as per the work plan. The work entitled going through our week's activities and checking through our assignments. It was such an interesting thing to discover that when you go through the things you have learned; you understand it in a totally different way from the initial time. Then come to assignments and I discovered that I had missed out a lot on then, so I started doing them one by one and ticking on my assignment score card. The assignments were many till we agreed that I could carry over to the next day. The whole exercise made a lot of sense because by the end

of the second day doing assignments, I discovered that I had not earlier been keen on my assignments and small quizzes given by my lecturers in class.

By the time we reached our fourth session with my mentor I was really appreciating the roll she was playing in my life. I felt for the first time serious with our education yet this day we started by doing yoga which she said is her hobby, then reflected on some of the challenges in normal social life that can affect our learning. I discovered we don't need to be genius at all, all we need are the right people in our lives. I can attest to you that indeed I am changing and not just changing but changing for the better."

Similar to participant 4's story, the necessity for faculty support to ensure that peer mentorship picks up and the bond between the peer mentor and the peer mentee developed was demonstrated to be very key. The experiences of the different participants on the initial moments of peer mentor, peer mentee interaction pointed to a need for strong faculty support at the beginning of the peer mentorship process. However, it was noted that the relationship was able to thrive after second or third interactive session between the peer mentor and the peer mentee. From participant 5's experience, the team demonstrated their abilities set objectives and expectations together which was key to mentor mentee relationship development. Their abilities to develop a plan of activities also exhibited the abilities for academic preparation both in the peer mentor and the peer mentee. We were also able to appreciate the concept of peer mentor peer mentee team working on unchartered tasks as demonstrated in the experiences of participant 9. The role of the peer mentor was highly appreciated by the peer mentee as transformational when the mentee appreciated that indeed they were changing. It is from this perspective that the researcher appreciated the concept of humanbecoming fronted from Parse's theory (Rizzo, 2012). These humanbecoming therefore, was able to be appreciated in the eventual social adjustment and positive academic performance exhibited by the peer mentee.

Challenges in the Experiences of a Peer Mentee

In as much as the researcher would desire to have positive perceptions of peer mentorship, allowing the participants to interact in a mutual environment conceptualized by Rizzo, (2012) as human universe was very key. Therefore, majority of the respondents in the focused group discussion reported positive perceptions following the peer mentorship programme. However, some respondents reported some aspects of negative perceptions especially in the initial stages of engagement. Mentees perception of the peer mentors appeared to play a role in the perceptions they had especially in the initial stages of the relationship. Despite the negative experience, the mentee was able to develop abilities of social connectedness through introspection and finally present a harmonious mentor mentee relationship. However, this did not come by itself but with development of resiliency in the peer mentor.

“Coping with new friend was not easy” ...said one respondent. I thought that I was being imposed to someone I dint like. I also perceived that my mentor was not sharp enough as compared to my friend’s mentor and she was also not of my social status. At one point my mentor felt that I was undermining her and she talked to me harshly in front of my friends. I actually felt so bad that I left the room and went out crying. The following day, she came to me and asked me if I think that the way I was treating her was right and if so we discontinue the mentorship the following day and left. When I gave it a thought, I actually realized that I had not behaved right towards her and when she came the following day to terminate our relationship, I asked her forgiveness. (PMM6b)

When the peer mentees were questioned if they could recommend peer mentorship to any other learner, they all said yes. One of the respondents said...

“It is worth doing it over and over again. In fact, I wish that the school adopts it as a way to go.” (PMM11)

Another respondent said.....

“Before the process, I don’t think I would have recommended to anyone but for now I believe it is worthy people doing it in schools both for clinical and class work”. (PMM2c)

Another respondent said....

"...Let them start with us, we are ready to also mentor others. It is good". (PMM8)

From the responses, it was clear that the respondents felt the impact of peer mentorship. It was agreeably a worthy venture that peer mentees felt would benefit other students if continued the way they had felt the benefit. The readiness expressed by one of the respondents to be trained as mentors also indicate the value and worth of the programme as perceived by the peer mentees.

4.5.3 Perceptions of Peer Mentors

The purpose of this section on the perceptions is to present the shared lived experiences of the peer mentors who participated in this study. Three categories were revealed in which the first category which was development of social relations, the second category was the intrapersonal development that matured the stress management abilities while the third category is where the peer mentor developed resilience.

4.5.3.1 Development of Social Interactions

Majority of the peer mentors reported experiences indicating their Development of social interactions. One of the respondents said....

"The mentorship experience is one I had never had before. I actually dint know much what I was getting into when I accepted to be enrolled as a mentor..... However, since one of my friends encouraged me I decided to take it up. The training was so superb that I made up my mind immediately to continue. However, come the real thing and I found myself too shy to even confront my mentees. I wished I had not accepted at all. The first session I skipped until our group leader who was supporting me called to find what was wrong. I can assure you it is not easy to start making connections with people especially if you are an introvert". (PM5).

The findings reveal that in as much as mentors may be enthusiastic on carrying out the roles, the initial support is quite important that the role of a faculty mentor cannot be underscored. In as much as peers can adequately mentor, encouragement, monitoring

of the mentoring activities and support is mandatory for successful mentorship. It purely implies that there must be an established programme detailing the support activities anchored in a guideline that guide the process. It is after this particular peer mentor was helped that he was able to proceed. This is noted when the peer mentor says.....

“.... After I was helped to overcome the fear, I was able to meet my mentees and I can assure you that actually we enjoyed quality relationship. We had several meetings with my mentees both scheduled and unscheduled until I feel that actually I am a resource to them. We discuss all manner of issues both academic and non-academic and indeed they look at me as a role model” (PM3c).

The statement above affirms that the role of a faculty mentor may be minimal but very critical for the success of peer mentorship. The study was able to identify the point at which the peer mentor now started developing their social interaction skills as revealed in the sentiments when the peer mentor says.....

“.....During the entire process, I can assure you that my communication abilities have highly improved. I can plan both individual meetings and group meetings and throughout I know when to take the lead and when to allow others to take the lead as I empower them. Both my mentees and I have easy flowing communication that is crowded with understanding and respect for each other and this makes me say indeed it a golden opportunity for both my mentees and I proving to be so beneficial”. (PM5b).

Another peer mentor said

“....The journey has been an interesting with ups and downs in its equal measure. I have learned a lot and in the process I have become friends with my mentees. Being a mentor for me, I equated it to being a mother and one has to love the mentee unconditionally. It is with unconditional love that one is able to tolerate the different personalities that are exhibited by the mentees. Socializing has also been another aspect of growth. To be able to mentor one has to make friends with their mentees so as to build trust and confidence. (PM2).

From the experience narrated in the statements above, it was clear that development of the skills of interaction and communication was one of the key successes of the peer mentorship programme.

Another peer mentor reporting on their experiences said.....

“.....At the beginning, it seemed to be difficult and I thought that I would not make it. This was especially when a friend of mine who was trained to be peer mentors decided to quit. However, something in me kept telling me that I would make it. My first encounter with my peer mentees made me to be motivated since I initially thought that they won't listen given that they were age mates. They also embraced the program with a lot of gratitude, something that pushed me further to making mentorship part of me. (PM8c)

They peer mentor further when on to narrate ways in which the peer mentorship had benefited her by saying.....

“...This mentorship program has helped me in a number of ways which include increasing my confidence, improving the way I interact with friends, classmates and college mates and my study skills.... You can't imagine how I can even interact well with patients in the clinical area as I serve them”. (PM3)

Similar to the perceptions was that of another peer mentor who said.....

“...The program has changed me in that I have been able to share my strengths and weaknesses with my mentees and other mentors and my communication with the is super”. (PM4).

This reinforces the importance of mentorship since the participants reported the nature of help they received out of mentorship. Improvement in communication abilities was a notable change in the mentor. Development of confidence was similarly expressed by some mentees paving way to their increased development of skills since they were now able to reach out to solutions without fear.

4.5.3.2 Development of Stress Management Abilities

When exploring the theme on development of stress management abilities, the interaction with a peer mentor revealed the mentor saying.....

“.....I was so closed in myself before and most of the times I was not able to share any of my problems with anybody. This was until I started mentoring others and discovered that some were open with the situations they were going through and sincere in their search for help. It made me to soul search myself and ask how comes I was keeping other peoples secretes, helping them overcome challenges yet so confined to myself. Slowly I started also opening up and found it so easy going. I slept with no pending unresolved internal issues and this I credit to lessons learnt through peer mentoring. I now appreciate the role of life stressors and approach all thing with an open mind”.
(PM3)

Another peer mentor said.....

“...This mentoring has helped me improve my skills all round because I can say I am now free. I do my activities with less stress and you can imagine how it has improved my teaching skills and enabled me to have positive attitude towards nursing. Surely my self-esteem has been boosted, may confidence high....., and just everything good”.
(PM9b)

Participants expressed how they were now able to share their challenges and problems and this relieved a mental burden from them. They reported their ability to open up and share thus providing them the needed help in dealing with life stressors. Some similarly felt that actually they were becoming like teachers and this prompted them to put more effort in their studies. This eventually led to better performance academically and ability to nursing skills with ease.

4.5.3.3 Development of Resilience

Wading through tough moments and what was perceived as difficult circumstances was made easy by peer mentorship. This was revealed from the comments of one peer mentor who said.....

“.....It has been a learning experience working with my mentees as it has been calm contrary to my thinking that it was going to be difficult because they were so new to me and we had not interacted before. As we continued working and interacting together, thing became easier, we understood each other and there was an embrace to each other's difference. I have shared a lot with my mentees and I have learned a

lot from them and I know that they have also learned something from me. I have learned to mature up to occasions. When things appeared tough, initially I was frightened and thought how difficult life was..... not now any more. I also thought that working with my mentees will affect my programme, consume my time and demand a lot from me, up to now my experience with my mentees has been so favorable, interesting and a learning experience. When things are tough, I wade throughbecause my mentees are watching..... I can't disappoint.” (PM5).

Another peer mentor said.....

As a mentor, you have to tread very carefully knowing that my mentees and other students look up to me both in and out of school and clinical area. I have learned to go and read much deeper for understanding so as to better my grades and competence. I don't want an instance where my mentee asks me a question and I am left dumbfounded. I have also learned to be patient with people since I have heard to work with different people from different backgrounds hence different personalities”. (PM2)

Several recommendations were made by the peer mentors following the peer mentorship programme. One of them said.....

“.....I have learned that peer mentorship is not that easy and can become overwhelming sometimes thus the peer mentors should also be supported”. (PM7c)

The statement reinforces the need identified in the peer mentees perceptions that faculty should be involved in supporting the peer mentorship programme to enhance its success.

CHAPTER FIVE

DISCUSSIONS

5.1 Overview

The chapter begins with discussion on sociodemographic characteristics followed by the effects of peer mentorship on student academic performance and social adjustment then mentorship factors influencing student academic performance and social adjustment, and finally the perceptions of nursing students on peer mentorship.

5.2 Socio-Demographic Characteristics of Students

This section provided data on the demographic characteristics of students. These data enabled understanding of the student distribution in terms of gender and age across the universities. The findings of this study on demographic characteristic reported that in all the institutions, the number of female students superseded the number of males. These findings were similar to the findings of (Gunawan et al., 2020) who reported that in as much as the number of males were steadily rising in nursing, the gender bias still occurred in the nursing schools as a result of stereotyping and the higher ratios of female nursing faculty. Similarly, a study by (Mwetulundila & Indongo, 2022) reported in their study that over 70% of the population covered in the study comprised of females with no signs of equilibrium between the males and females. This is agreeable with my study but the gender difference was lower comprising of males 45.6% as compared to females 54.4%.

Examining the demographics of the nursing workforce in Kenya Wakaba et al., (2014) at the production level which are institutions of learning, the total males were 28.7% compared to the females were 71.3% making the majority thus in congruency with my study. The same study reported that majority of the students entering pre service nurse training institutions in Kenya were aged between 17 to 22 years which comprised of

82.2% of the total population. These findings concur with the current study that reported a total mean age of 19.37 with majority of the students belonging to ages 18 to 20 years accounting for 80.5 of the total. A similar finding is also reported by (Nejad et al., 2019) who reported the student range age in nursing to be 19-23 years with 68.2% of the students being female and (van der Zanden et al., 2018). De Paula et al., (2021) that reported age of the students in their study ranging from 18-24 years to be 37.6% thus the majority in the categories with 24.5%,24.5% and 13.4% and females dominating the group with a majority of 83.7%. Concerning age, gender and performance, the study could not establish any relationship between the two and academic performance and social adjustment in both in experimental and control groups.

5.3 Effects of Peer Mentorship on Student Academic Performance and Social Adjustment

Concerning the effects of peer mentorship on academic performance, results on correlations indicated correlation coefficients of 0.455 and 0.659 for the association between clinical results and class results when exposed to mentorship and not respectively. $P < 0.05$ indicated that there is a significant positive association between results achieved when there is mentorship and when not. The findings were similar to the studies of (Asgari & Carter, 2016) which reported that as much as there was consistent improvement in the learners following a peer mentorship model, those who had initial lower grades were able to exhibit significant improvement in the subsequent examinations, thus posting higher grades after undergoing the peer mentorship process. Also reporting similar findings was Collier, (2017) in their study who reported academic success of the students under peer mentorship who improved with a higher mean GPA the end of the first year being 3.07. These findings conform with

the findings of the current study that established the relationship. Reporting similar findings were Mashehela and Mabika., (2017) who reported that peer mentoring was able to impart academic capital among the peer mentored students, while meeting cyclical needs of the mentee (Flyer & Joong, 2016). Rohatinsky et al.,(2017) reported enhanced performance of skill based activities as reported by the peer mentored students, a finding this current study confirms.

Ballado-Tan, (2014), in their study revealed a significant relationship between learners' attitude improved with peer mentoring and their performance in the licensure examination ($P=0.027$), a thought shared by (Bruce & Bridgeland, 2014). Nurse Managers that completed the mentor programme demonstrated an increase in resiliency scores with pre-mentor programme having scores of 91.17 ($SD=7.76$) and post-mentor programme 92.33 ($SD=5.20$) and these resonates with the findings of the current study (MacMillan et al., 2016). This is contrary to the findings by Bonin (2013), who could not establish any correlation between peer mentoring and student academic success in the systematic review. Noroozi and De Wever., (2023) in their study were also able to document positive effects of peer mentorship on academic success in terms of average grade and the courses passed and attrition rates. These results were consistent with our findings where by the post intervention means were greater that the pre intervention means.

On social adjustment, the key areas included development of social interaction abilities, development of stress management abilities and development of resilience. The results indicated that the mean index for control groups being less than 0.60 were moderate but students exposed to peer mentorship showed significant improvement in their index to very high. The indices of relevance here included good listening (GL),

non-fear of mistakes but learn from them (NAM) and confidence about academic skills (CAS).

The Levene's test results showed that for good listening (GL), $P > 0.05$ was greater than 0.05 while for non-fear of mistakes but learn from them (NAM) and confidence about academic skills (CAS) $P < 0.05$. Therefore, equal variances were not assumed for good listening (GL) but for non-fear of mistakes but learn from them (NAM) and CAS equal variances were assumed. Following the row with equal variances were not assumed for GL there is a significant mean difference of -0.28 given the $P < 0.05$ between mean good listening (GL) index for the control and experimental groups. For NAM and confidence about academic skills (CAS), following the row with equal variances assumed, there was a significant mean difference of -0.16 and -0.13 between mean for non-fear of mistakes but learn from them (NAM) and confidence about academic skills confidence about academic skills (CAS) indices respectively for the control and experimental groups given the $P < 0.05$. Thus, peer mentorship improved social adjustment of nursing students by making them become good listeners, not fear of mistakes but learn from them and build their confidence about academic skills.

These findings concur with the findings of (Paloma et al., 2020) on a peer support and peer mentoring approach to enhancing resilience and empowerment among refugees settled in southern Spain in which it was reported that the peer mentees were able to develop resilience and successfully manage stress. Another study also revealed that Mentees seemed to benefit from the peer mentoring programme independently of the peer mentor's individual mentoring style because of the connectedness that develops (Noroozi & De Wever, 2023). Similar findings were also reported by (Ktena et al., 2018) who reported that as the mentors' encouragement to the peer mentee increased, so did the mentees development of resilience and ability to wade through the stressful

events of life with flexibility. Affirming the relationship of these results is the study by Gámez et al., (2017) who in their study reported that majority of mentees were able to overcome the stressors of education and educational intuitions through the support of peer mentors that acted as guides in all aspects of college life thus providing an enabling environment for ease of transition.

Du Preez et al., (2013) in the study reported one peer mentee in a study commenting on benefits of peer mentorship as having explicated that peer mentors demonstrated the ability of carrying extensive knowledge on variety of subject areas and at the same time willing and able to answer almost all questions asked by the mentee. This concurs with the findings of this study in which participants felt that just getting advice from a peer mentor and knowing that they are approachable was such a milestone. Betts. (2019) in her study provides findings that agree with the findings of this study by reporting the effects of peer mentorship on student confidence and stress levels. In her findings, the students who were peer mentored reported higher means for confidence at 38.375 compared to the non-mentored at 37.417 with a $P > 0.05$ and similar lower levels of stress in the peer mentored student's findings contrarily reported by Li. (2018) who did not find a difference in stress scores among the peer mentored and non-peer mentored groups.

5.4 Mentorship Factors Influencing Student Academic Performance and Social Adjustment

For any success, there must be factors that can influence both negatively or positively. Success in academics is dependent many factors which can be attributed to the students, the faculty and the institution. Factor analysis reported higher indices for almost all student factors identified in this study. Development of resiliency was similarly reported in a study by (Brown et al., 2020). Fried.(2018) in their study where

peer mentees reported desirable and statistically significant findings pertaining perceived levels of resiliency. Mentorship factors were found to affect student positive academic performance and social adjustment (Striler et al., 2022). In the current study, endeavoring to obtain a stronger track record of result making (RTR=0.91) in the student aspiration aspect, benefiting from the mentor mentee relationship, (MR=0.90) in the mentor - mentee relationship and seeking clarity (SC=0.90) in the academic preparation of the mentee were the resultant factors after factor reduction that were found to influence student success. These findings are similar to the findings by Jones. (2017) who documented that when personal mentor mentee relationship existed, there was enhanced sharing of experiences and views and these was identified as one of the most influential ways of achieving success in the mentee.

The results of this study further indicated a significant association between RTR and score having a Pearson correlation coefficient of 0.168 with a $P < 0.05$. These findings resonate with the findings of Perger & Takacs, (2016) and Okada (2017) which had identified social connectedness as precursor to student mentee aspirations which eventually led to academic and social success. Du Preez et al., (2013) in their study on an investigation into a peer module mentoring programme in economic and management sciences had reported a relationship between mentor- mentee relationship and student success which resonate with these findings that report and a significant positive association between MR/SC and score given correlation coefficients of 0.127 with $P < 0.05$. Bonin. (2013) in the study on effect of peer mentors on academic performance reported that students benefit from the relationship that emanates out of peer mentor mentee relation a fact attested in this current study. MacMillan et al. (2016) reinforced this positive relationship by indicating that respondents reported

how they taught each other strategies for navigating difficult circumstances while mentally rehearsing how to approach similar situations should they arise later and using that to clarify values and goals.

The findings associating policies and guidelines and faculty support on mentorship as being confounders of academic performance resulting from peer mentorship are also echoed in the study by Lee. (2014) on effect of mentoring on success of students that lacked the policies and guidelines with participants reporting that the process could have been more effective if guidelines are in place and followed.

5.5 Perceptions of Peer Mentees on Peer Mentorship

Prior concerns revealed a myriad of issues that caused concern among the student with some still being exhibited till the time of mentorship. However, there was developed deeper appreciation of what the peer mentees experienced as most of them recalled incidences where they experienced help. These findings coincide with the findings of Bagaka's et al., (2015) who documented the narrations of peer mentees concerning how good their peer mentorship experiences were.

Metcalfe. (2015) quoted a participant who said the peer mentor had changed her life to better. Such sentiments were echoed from almost all the peer mentees who described the change with varying abilities such as ability to plan private studies, courage in conducting practical as well as their ability to seek help when needed to. These perceptions similarly correspond with the findings of Morales & Wagler., 2020) who reported satisfaction with experiences encountered and relationship developed during the process of peer mentorship. Participants unanimously reported that they wished the programme to be continued to all groups of students as a result of their positive experience with the peer mentorship programme, a response echoed in the study by

Du Preez et al.,(2013) where respondents reported good experiences that made them wish that the programme be expanded to accommodate other groups of students. Similar findings were reported by majority of participants who felt quite positive about their experience in the peer mentorship programme with subsequent record of improvement in their performance (VanWeelden et al., 2017).

Concurring with our findings are Participants in a qualitative study by Dale et al.,(2013) who reported that it was important to have a good and positive beginning in order to transit without problems and this promotes the feeling of being wanted and welcomed with friendliness from the beginning thus providing the basis for future motivation and confidence in the educational system. Similar findings were reported by Tenenbaum et al., (2014) where rewarding experiences were documented by peer mentees talked of the joy experienced with accomplished tasks. The participants in this study were able to express the confidence they developed in approaching societal and academic expectations laid upon them, a thought shares by Kapachtsi. (2018) who reported that the participants in their study gradually gained independence and confidence in their abilities which.

Du Preez et al.,(2013) reported that even academically strong students had a very positive perceptions from being mentored concurring with the findings of this study that were supported by comments by of one mentee who said that they actually did not need to be genius at all as long as they were able to have the right people around them. This meant that with peer mentor support then one could change to the better always.

In as much as the prior concerns of the peer mentees coalesced around a myriad of concerns, the current study was able to present a stable peer mentee full of energy, resilience and able to solve majority of the problems by themselves. This resonates with the findings of Tenenbaum et al., (2014) who reported that peer mentees shared their ability to adapt to new situations, read and undertake deep learning, communicate and convey information effectively among many more change attributes.

5.6 Models of Peer Mentorship

Following the application of the peer mentorship in this study that clearly defined the competencies required for successful and effective mentorship and ensuring their application as documented by Gandhi. (2016). The present study provides findings relating to academic performance and social adjustment emanating from the adherence to the development of the competencies in the peer mentor. Similar to the current study that proposes a transformative model denoted as ‘humanbecoming’, (Cole, 2015) recommended that bottom line mentorship should be transformative in the personal development of the participant with the concept of reciprocity being emphasized for both peer mentors and peer mentees.

While describing change as growth and maturation by Tenenbaum et al., (2014), in which the peer mentors described their development as professionals, the peer mentors documented about the skills required for growth, this study reported similar finding of change as a way of humanbecoming as documented both by the peer mentors and the peer mentees. The findings reported that in as much as mentors may be enthusiastic on carrying out their roles, the initial support is quite important that the role of a faculty mentor cannot be underscored. These findings correspond with the findings of Karcher and Berger., (2017) who while presenting their one-to-one cross-age peer mentoring

model commented that the staff support to mentors was positively associated with mentor's views of relationship quality and satisfaction with the programme.

CHAPTER SIX

6.0 OBJECTIVE 4: PROPOSED PEER MENTORSHIP MODEL FOR NURSING STUDENTS IN UNIVERSITIES

6.1 Overview

This chapter proposes a model of peer mentorship for institutions of higher learning. It begins with an introduction, objectives of the model, some literature review and contributions of the study to the development of the model. The model is described in detail including how the process will be monitored and evaluated.

6.2 Introduction

A model is a system or procedure used as an example (Oxford dictionary). It is a more abstracted way of arranging a system or phenomena by critically appraising the concepts. A peer mentoring model therefore would imply arranging the mentorship phenomena in a manner that allows replicability in similar conceptualized scenarios.

In order for the institutions of higher learning to achieve the much desired student success holistically, there is need for mentorship to be effectively conducted in the institutions (Ekechukwu & Horsfall, 2015). This is because across the decades of education, peer mentoring has been established as a tested model that has assured results (Tenenbaum et al., 2014).

The students in the current era, especially in the developing world grapple with a lot of issues in life while in a state of being assumed to be adults able to handle themselves with little or no support from the states of dependency full independence (Fook & Sidhu, 2015). This assumed independence partly results from the inability of the institutions to provide the support as a result of high work load, lack of training, unavailability of support structures among many other reasons. Literature has been

able to demonstrate the use of mentorship models both in nursing and other disciplines especially in the developed countries who fully appreciate and utilize the concept both in institutions and the cooperate world.

The all-inclusive benefit of mentorship has been demonstrated to address needs of mentors, mentees, the families, communities and institutions (Usmani, 2018). It is as a result of the findings of this study, conclusions and recommendations that the researcher developed this peer mentoring model and proposed its testing and implementation by other researchers.

6.3 Objective of the Model

The main objective of proposing this model is to provide insight into a high impact peer mentoring model that can be applicable to institutions of higher learning.

The specific objectives include;

1. To provide the institutions of higher learning the ability to utilize the untapped resource of peer mentors to achieve desired student academic and social outcomes.
2. To provides mentees in institutions of higher learning with opportunity to holistic growth reflected in both positive academic performance and social adjustment.
3. To create awareness among students of the resources available in the university including their peers.

6.4 Literature Review

Mentoring is an essential component of teaching and learning and more so student teaching or support experiences and student mentee perceptions when effectively conducted with well-prepared mentors and thus an avenue to student academic success

(Bird & Hudson, 2015). Documenting on collaborative mentoring, Bung. (2015) reports that such models allows mentee to gain insight from more than one mentor and other mentees thus shifting focus from top down to bottom up. Peer mentorship has been implemented in several institutions and places. In the United States of America, the Big Brothers Big Sisters of America and the Coca Cola peer mentoring Programme have been utilized with high positive outcomes (Karcher & Berger, 2017)

In Austria, peer mentoring demonstrated positive effects on the academic performance of mentees with several models of peer mentorship being applied (Noroozi & De Wever, 2023). Viewing mentorship from a systems theory perspective. Abrahamson, et al., (2019) reported that peer mentor connectedness was one of the highest expectation by the peer mentors from the peer mentees, however the peer mentor experienced challenges with the concept thus heightened tension. This model addresses this challenge by conducting adequate mentor training, and assigning an overarching support role of a faculty mentor, master mentor and super mentor.

Li. (2018) in evaluating four models of peer mentorship reported that the environment under which mentoring is done is paramount to the success of the programme. In this view, the model holistically utilizes the environment as conceptualized by Rizzo. (2012) to achieve the desired change in the peer mentee. Tenenbaum et al., (2014) in their Innovative Near-Peer Mentoring Model for Undergraduate and Secondary Students: STEM Focus used a qualitative approach to advance their understanding of near-peer mentor and the experiences of students revealed an appreciated perceptions of the programme.

Recommending peer mentorship over faculty student mentorship, (Hayman et al., (2022) reported of the adjustment that happened to the mentors both consciously and unconsciously and the impact it brought on individual performance following peer mentorship. In a study on the framework for conceptualizing models of mentoring in academic institutions, West. (2016) recommends use of frameworks in implementing mentorship arguing that it enables school leaders and administrators to meet the identified needs by the models thus providing evidence based interventions.

While reviewing several models on mentorship and peer mentorship, Suleman et al., (2022) reported that the effects of mentorship were vaguely reported by majority of the studies prompting a recommendation for further studies on the same and at the same time calling for more studies utilizing mixed methods on the same. Tenenbaum et al., (2014) in their study reported that the near peer mentoring model and the undergraduate research model shared their emphasis on professional growth and development. However, the focus of the peer mentorship model provided in this study was on all-round growth that would enhance positive academic performance and social adjustment.

6.5 Contributions of Study Findings in Development of the Model

A study was conducted on contributions of peer mentorship on nursing student academic performance and social adjustment in universities in Kenya. The study utilized a pretest posttest quasi-experimental design in which peer mentorship as a treatment was administered to some participants while the control group received standard normal support.

The study adopted the peer mentoring model developed by Clark et al., (2011) in their institutional manual of “Peer Mentoring Works”. Academic result measure was evaluated and the findings pointed out a correlation coefficient of 0.455 and 0.659 for the association between clinical results and class results of the experimental group and control group respectively with $P < 0.05$ thus a significant positive association between results achieved when there is mentorship and when not. Basing on these findings it was clear that peer mentorship was adequately able to explain the change seen in the academic results of the mentored group.

On social adjustment, the key areas included development of social interaction abilities, development of stress management abilities and development of resilience. The results indicated that the mean index for control groups being less than 0.60 were moderate but students exposed to peer mentorship showed significant improvement in their index to very high. Among the indices for all the areas of social adjustment, majority were relevant. However, the indices of higher relevance here included good listening (GL), non-fear of mistakes but learn from them (NAM) and confidence about academic skills (CAS). The Levene’s test results showed that for GL, p-value of 0.498 was greater than 0.05 while for NAM and CAS $P < 0.05$ thus significant association. Therefore, equal variances were not assumed for GL but for NAM and CAS equal variances were assumed.

Following the row with equal variances were not assumed for GL, there is a significant mean difference of -0.28 given the $P < 0.05$ between mean GL index for the control and experimental groups. For NAM and CAS, following the row with equal variances assumed, there was a significant mean difference of -0.16 and -0.13 between mean NAM and CAS indices respectively for the control and experimental groups given the

$P < 0.05$. Thus, peer mentorship improved social adjustment of nursing students by making them become good listeners, not fear of mistakes but learn from them and build their confidence about academic skills.

In the study, endeavoring to obtain a stronger track record of result making (RTR=0.91) in the student aspiration aspect, benefiting from the mentor mentee relationship, (MR=0.90) in the mentor - mentee relationship and seeking clarity (SC=0.90) in the academic preparation of the mentee were the resultant factors after factor reduction that were found to influence student academic performance and social adjustment. The results of this study further indicated a significant association between RTR and score having a Pearson correlation coefficient of 0.168 with a $P < 0.05$. The findings of the study associated policies and guidelines and faculty support on mentorship as being confounders of academic performance and social adjustment resulting from peer mentorship.

Following implementation of the model by Clark et al., (2011), the need for peer mentor support was highlighted especially from the participants' discussions. The institutional and faculty support were echoed as needy areas for the sustainability of the peer mentorship. It's on the basis of this that this study proposes a structure embracing master mentors, mentor managers and super mentors to enhance efficiency, effectiveness and sustainability while not forgetting the success of the mentoring program.

6.6 Key Concepts Explored from the Study Findings

The following statements are used in this model to describe the overall change as perceived during the process of peer mentorship basing on hermeneutics

phenomenology. Basing on the background of hermeneutics phenomenology, perceptions of the phenomena form a basis for model development.

6.6.1 Feelings of Peer Mentees on Arrival to University

This was expressed in terms such as anxiety in the mentee especially regarding the expectations in the institution ranging from the academic nostalgia of nurses reading big books, horrifying experiences of the clinical area, bullying of all forms among others. The uncertainties in their ability to cope always hovered as a cloud above most of the mentees culminating in the fear of the unknown and negative perceptions of peers. The environment offered by this programme provides a total change to the peer mentee who is helped to explore their inner abilities to adapt to the changes in the environment.

In appreciating the feelings of mentees, the model provides an opportunity for student support that begins immediately the learners arrive to the university. With a well-equipped team of peer mentors, new learners arriving will find an appropriate landing where both social and academic support is provided. This helps the learner to adequately prepare for the transition and navigate through the educational system with ease as well as acquire lifelong skills.

6.6.2 Perceptions of Both Peer Mentors and Peer Mentees

Following application of peer mentorship to a group of students and collection of data on both the experimental and control groups, it is agreeable without doubt that change occurred both in the mentor and the mentee. From the peer mentors' side, the perceived expectation from the mentee that they were both knowledgeable and experienced made them to go an extra mile in presenting their best self to the mentee both socially and academically. Every moment with a peer mentee present itself as a challenge that

needed the serious attention of the mentor. The self-directed working on unchartered task was unavoidable for the peer mentor. Bonding and eventually working with peer mentees was not an easy task thus calling on the peer mentors to learn attributes such as patience, caring attitude, and effective communication together with handling difficult peer mentees.

Mentees on the other hand appreciated the fact that help from their peers was quite fulfilling as it came in a package of trust, sacrifice, selflessness, non-judgmental attitude among many other attributes. The mothering role portrayed by the peer mentor made the peer mentees feel comfortable and thus making it easy for the peer mentees to adjust to their environment with ease. This environment as perceived by the researcher would be more fulfilling if enriched all round and so the need for mentor managers, faculty mentors and super mentors.

The experiences shared by both peer mentors and peer mentees provide an opportunity that enabled tailoring of this mentoring program. As much as the key role of mentorship is carried out by the peer mentors who are students, they are prone to several limitations. The need for mentor support is paramount and so adjustment in the environment by providing additional support of master mentor, mentor manager and super mentor.

6.6.3 Change from the Peer Mentor and Peer Mentee Perspective

Change was described as ability to carry out the activities or portray a behavior that could not be done before. Key to this change is the confidence expressed by both the peer mentors and the peer mentees in approaching the social and academic expectations laid upon them. Following the study, one mentor said.....

“I dint imagine I could teach someone how to examine the cardiorespiratory system. Here I am doing it with all the ease”.(PM6)

The demands on the peer mentors to remain role models is intended to make them adopt morally accepted behaviors so as to remain relevant and looked upon by the mentees. The mentees are supported to eventually develop abilities to cope even with difficult stressors of life. They are expected to demonstrate the ability to plan activities and stick to their plan. A further deliberate expectation is when the peer mentees voluntarily take up peer mentoring roles when expected to.

6.7 Description of the Model

The peer mentoring model proposed in my study is an ingenious transformative model concentrating on the human becoming concept and the zone of proximal development aspect of constructivism. A transformative framework as proposed by Osiname. (2014) requires adherence to specific steps in conducting the activities of which the model paid attention to. The peer mentees are transformed into active knowledge developers, problem solvers and critical thinkers able to address their all-round needs with ease. In a study by Hirsch et al., (2021) while utilizing a transformational model, the peer mentors perceived that the role of peer mentoring effected on them by transforming them into leaders. The interaction between the peer mentor and the peer mentee allowed a transactional growth in the zone of proximal development in both the peer mentor and the peer mentee.

Both the peer mentor and peer mentee and the institution where peer mentorship is implemented appreciate the contributions of this model to student positive academic performance and social adjustment as a resources regarded as meat in due season. The overall findings indicate the relevance of this model in supporting learners in the

higher institutions. The model has the potential to being applied in broader settings that even go beyond the institutions of learning.

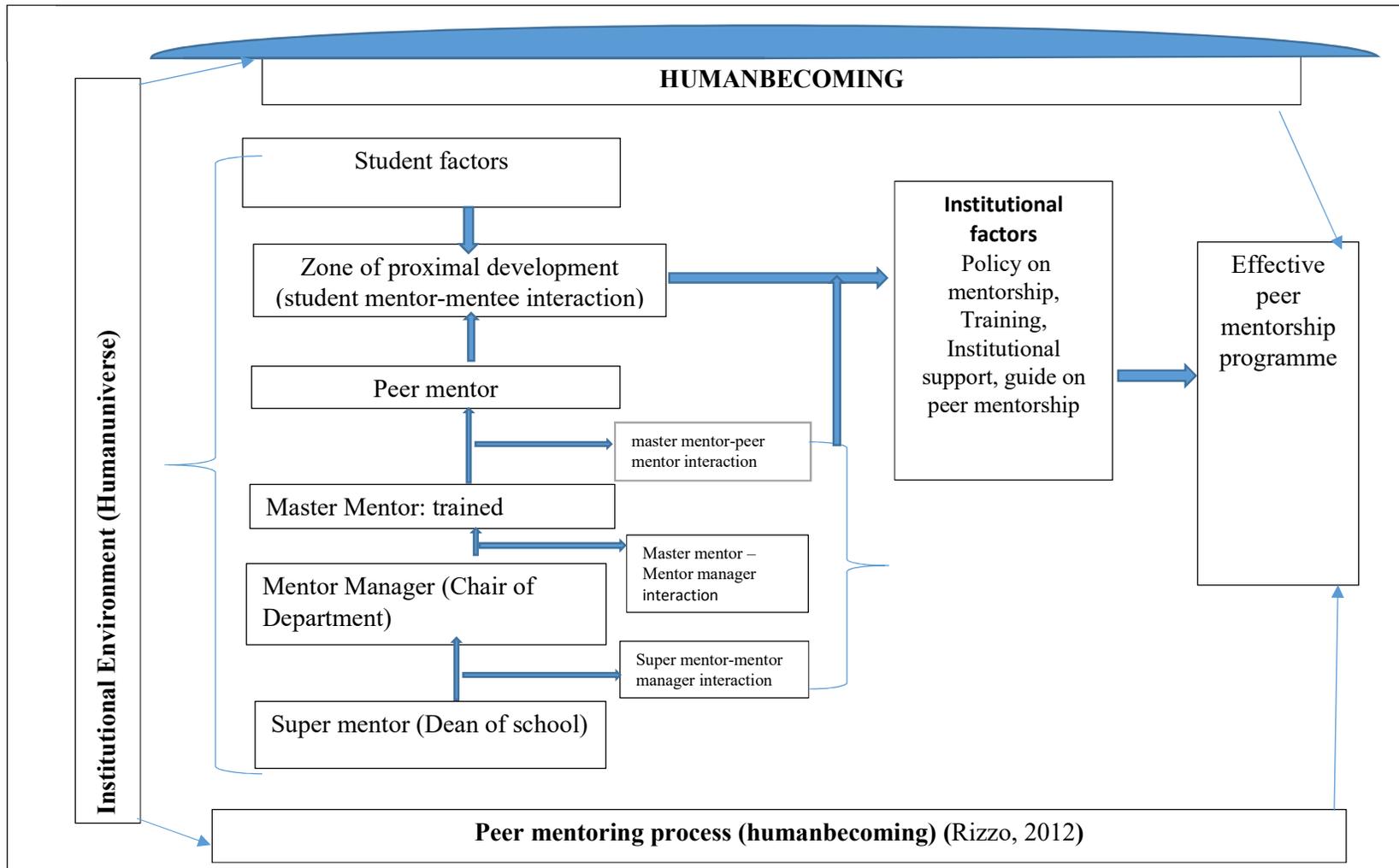


Figure 6.1 The Conceptual Framework for Proposed Model (source- author)

In seeking to add to the empirical research on contributions of peer mentoring a model that is grounded in Perses' nursing theory of human becoming framework is utilized thus adding to the body of knowledge of nursing as a profession. This framework describes how this high impact process of peer mentorship leads to a sustained good academic performance among the students. The study combines the thoughts of Perses' theory with the constructivist approach and taps into the lens of the zone of proximal development thus setting a sustained pace between the mentor and the mentee.

This is therefore a transformational model based on two theories, the first theory being the Perses' Human Becoming theory in which both the mentor and the mentee undergo a change that transforms them into new persons with new searched abilities. The Levy Vygotsky's zone of proximal development, a concept in his constructivism theory is used to explain the expected changes that should occur in the mentee and the mentor who both focus on their upper zone of proximal development in their interaction by striving to work on uncharted tasks within their reach.

For purposes of this model, a peer mentor refers to a student belonging to a higher level class assuming the role of supporting another student in a lower level class upon entry into university throughout the period in the institution. The peer mentor should be a year ahead of the mentee and has completed a peer mentorship training. Successful completion of a peer mentorship training entails taking a pretest competency assessment test and posttest competency assessment test with an eighty percent pass and above in the post test competency assessment test in addition to the other training materials. The peer mentor consents to the participation in the mentorship. The peer mentee on the other had is one being supported and should be a year below the peer mentor academically.

6.8 The Implementation of the Model

This model aims to achieve a set of principles through supporting the mutual relationship existing between the peer mentor and the peer mentee. The mentee is encouraged to tap from the experience of the peer mentor while making conscious decisions in the process of interacting with their environment both internally or externally. The mentee is made aware that human universe is indivisible and so is their inability to detach from their environment.

However, they can make rhythmical and relating patterns with the environment to achieve positive or desired outcomes. They are faced with several alternatives to their day to day issues, a process that leads them to develop new knowledge from the explosive knowledge around them. Beyond the knowledge development is the ability they manage this knowledge for their social and academic growth.

Demonstration of growth as a co concept of becoming is illustrated in the ability of the peer mentee to apply life skills appropriately as mentored, develop resilience to the day to day challenging issues. Manage stressors with ease without prostration and utilize the available social networks in solving problems. Finally, the mentee is able to achieve their aspirations in life, enjoy good and healthy social relationships and make their academic environments conducive for learning.

This transformation model therefore allows the becoming aspect as the peer mentee moves from the lower zone of proximal development to a higher zone of proximal development where they carry out uncharted activities in this zone with ease. Within this transformational peer mentorship model interaction, knowledge is exchanged, growth occurs, and critical thinking emerges where both the mentor and mentee changed as the result of the interaction.

The model presents a human universe as conceptualized by Parse as a conducive environment in which different variables interact freely to bring out the change in the peer mentee. The peer mentor, peer mentee, master mentor, mentor manager and super mentor all exist in this human universe. From this environment emanates the student who is the peer mentee with the mentorship factors that affect their academic performance and social adjustment as the focus of attention by all other players in the same environment. The peer mentee interacts with peer mentor and the process which occurs at a zone of proximal development allows development in both the mentor and mentee. For the process to be successful, monitoring and support is conducted continuously by the master mentor who reports to the mentor manager. Management ownership of the peer mentorship is key and therefore the Dean of the school interacts with the mentor manager by providing oversight. Progressive evaluation and reporting is key to the effectiveness of the programme thus leading to eventual positive student academic performance and social adjustment.

Quality interaction of the peer mentor and peer mentee can be enhanced or impeded by the institutional factors of which once adequately addressed culminates in what is referred to as an effective peer mentoring programme and the ultimate end is student academic performance and social adjustment. As identified from the study, lack of policy frameworks, guidelines together with institutional support for the program reported as an impediment of success.

The following principles are therefore used when implementing the model;

1. Both the peer mentor and peer mentee benefit from having a clear set of parameters laid out to provide structure to the developing relationship.

2. Both peer mentor and mentee come into the relationship aware of themselves and with their expectations openly discussed (Keane et al., 2017).
3. For the mentorship to progress entirely honesty is supreme and therefore both the peer mentor and the peer mentee are expected to share their thoughts openly (Keane et al., 2017)
4. The peer mentor expects the peer mentee to embrace a good learning behavior and show commitment to the mentorship, including showing up punctually for mentorship meetings and classes with no issues of absenteeism arising unless with valid reasons openly discussed (White, 2020).
5. The peer mentee is treated with respect and assured that the conversation held as part of the peer mentorship process remained confidential (Keane et al., 2017).
6. The goals of the mentorship are agreed on as early as possible.
7. Meetings between the peer mentor and peer mentee is regularly scheduled to develop and maintain a strong relationship. These meetings provide the forum for sharing dreams, learning how to maneuver in the university and careers, and assessing the progress the peer mentee is making as well as the quality of the peer mentorship itself. Issues of how the mentee spends their time, what the mentee knows and don't know, how the mentee finds out what they don't know and the current frustrations the mentee is undergoing are openly discussed (Keane et al., 2017).
8. The model entails peer mentees reflecting on their activity and their knowledge base and how they are progressing psychologically (White, 2020).
9. Finally, as in most human relationships, it is unlikely that a single mentor can sufficiently satisfy all the needs of mentees, thus mentees should be

encouraged to cultivate a mentoring network wherein peer mentees may gather a variety of useful advice to help them progress to fruitful and enriching environment.

10. The mentor is expected to lead mentees to discover new knowledge and theory based on their own previous knowledge. Thus, a cooperative kind of relationship emerges between mentor and mentee; as a result, this approach facilitates exchange and generation of ideas and also supports implementation of change and innovation (Kapachtsi. 2018).
11. The contexts within which mentoring is provided depend on the social and academic needs of the peer mentee. It is with this understanding that these needs of the mentee keep evolving in space and time and so the focus of the peer mentor in supporting the mentee.
12. The main concerns for the peer mentor is how to make the peer mentees successful both academically and socially thus attaining the progressive change illustrated by Parse as *human becoming* while allowing them to retain their uniqueness in both their internal and external environment (White, 2020).

6.9 Procedure for Implementing the Peer Mentorship Model

This procedure is provided for in APPENDIX XI as the peer mentoring guide.

6.10 Mentoring Ethics

In any relationship, it is expected that normally the virtues will be upheld while the vices are rejected by the participants in the relationship. It is for this reason that ethics becomes a key subject in mentorship. Ethics are defined as moral principles that govern a person's behavior or the conduct of an activity. Ferreres. (2019) in their study identified several ethical principles applicable to peer mentorship of which some are highlighted in this model. Among the key aspects to consider in mentoring ethics are;

1. **Responsibility**

The peer mentor and the peer mentee must conduct themselves with an understanding that their behavior can impact both negatively or positively on the desired outcome. They therefore consciously consider decisions they make while relating with each other. The support of a master mentor, mentor manager and other social networks are availed to ensure that the activities remain within context and objectives are met.

2. **Confidentiality**

Information of the person being mentored is held with highest confidentiality by the peer mentor. This is because there is expectation of open communication between the mentor and the mentees and therefore sharing of the information of which some may be private. A breach of confidentiality may be heartbreaking and impede the achievement of desired results from peer mentorship

3. **Boundary management**

It is a common phenomenon that every relationship must have boundaries. Both parties in the peer mentorship relationship must understand and keep the boundaries. Personal biases should not be allowed to influence the relationship because both the mentor and mentee enter the relationship with awareness of the totality of an individual being unique in their own ways. It is therefore important to note that color, tribe, gender, age and other forms of discrimination should not exist. Conducting oneself in an appropriate manner enhances good boundary relationship.

4. Autonomy of an individual should be upheld in all undertakings. This involves respect of rights and dignity of an individual being mentored as well as

respecting the choices made by the participants in a mentoring relationship. Therefore, informed consent is a must and the programme implementers must ensure that consent is sought from both the peer mentor and peer mentee prior to participation in a mentoring programme.

5. Beneficence and non- maleficence which requires the peer mentors always to work for the benefit of the mentee and therefore should not misuse the powers they receive as mentors.
6. The peer mentors should exhibit trustworthiness rooted in fidelity in that they endeavor to keep the promises they give to their mentees, overcome personal discouragements, exhaustions, shame and failure that could impede their support to the mentees.
7. The process of peer mentorship should be conducted in an environment that promotes just under which the peer mentor takes necessary precautions to prevent potential biases while applying good judgement. The peer mentor identifies necessary support resources for the mentee and facilitates link to them.

6.11 Peer Mentorship Programme Evaluation

Haddock-Millar et al., (2018) in their study expressed the importance of monitoring and evaluation to achieve the desired impact in mentoring and thus it must be anchored in a mentoring programme overarching design with clear indicators of the scope of evaluation. (Mikkonen et al., 2022)reported that it was important to evaluate programme effectiveness using standardized mean differences.

To implement this model, the programme implementers will be required to monitor and evaluate the activities closely in order to determine, control and maintain the efficiency and effectiveness of its processes. Institutions shall be required to develop

measurement tools to enable them monitor, measure and evaluate the processes. Frequency of monitoring and measurement is guided by the roles and responsibilities of the participant in this guide especially the master mentor, mentor manager and the super mentor. However individual institutions can also engage consultancy services in evaluating the programme

CHAPTER SEVEN

CONCLUSION AND RECOMMENDATION

7.1 Overview

This chapter consists of the conclusion and recommendation of the study. It is done systematically starting with the conclusions of every specific objective then the recommendations follow basing on the findings of the study.

7.2 Conclusion

The study found out that peer mentorship contributed to positive student academic performance as well as social adjustment.

7.2.1 Effects of Peer Mentorship on Student Academic Performance and Social Adjustment

1. The study concluded that peer mentorship had positive effects on student academic performance since the experimental group receiving mentorship reported higher performance scores both in clinical and class room.
2. The study found out that student aspiration, mentor-mentee relationship and academic preparation of the mentee were all independently linked to the positive student academic performance
3. The study therefore rejected the null hypothesis that stated “There is no statistically significant relationship between peer mentorship to BScN nursing students’ academic performance and social adjustment in universities in Kenya.”
4. The study went ahead to adopt the alternate hypothesis thus stating “There is a statistically significant relationship between peer mentorship to BScN nursing

students' academic performance and social adjustment in universities in Kenya.”

7.2.2 Peer Mentorship Factors Influencing Student Academic Performance and Social Adjustment

1. The study found out that all components of student factors reported a high relationship with a positive student academic performance and social adjustment. Faculty factors were also reported to be related to a positive student academic performance and social adjustment.
2. Institutional factors of policy on mentorship and faculty support on mentorship were found to moderate the effects of other factors affecting peer mentorship.
3. The study reported that in all the institutions, no faculties were trained on student mentorship. There was no adequate time for faculty to mentor students and neither was there allocation of mentorship activities on the time table.

7.2.3 Perception of Nursing Students on Peer Mentorship

1. Discussions concerning peer mentorship concepts were able to demonstrate the change from the human becoming perspective experienced by the nursing students that participated in the peer mentorship programme

7.2.4 Proposing of a Peer Mentoring Model

1. The study found out that no peer mentoring model was being used in the institutions and therefore proposes a peer mentorship model developed basing on the findings.

7.3 Recommendations

7.3.1 Effects of Peer Mentorship on Student Academic Performance and Social Adjustment

- The study recommends that the institutions of learning utilize peer mentorship as one of the approaches of student support as a result of its effectiveness.

7.3.2 Peer Mentorship Factors Influencing Student Academic Performance and Social Adjustment

- There are several factors that can influence student academic performance and social adjustment. The current study selected a few mentorship factors that appeared more relevant and these were student (aspirations, mentor-mentee relationship, academic preparation of mentee), faculty (training, workload and perception on mentorship) and institutional (policy and guidelines, training and support). The factors were found to affect student academic success and social adjustment thus recommended further studies on other factors such as family support, student attributes and aptitudes among other wide range of factors that were not explored by this study.

7.3.3 Perception of Nursing Students on Peer Mentorship

- Since humanbecoming is a process the study recommends periodic assessment and evaluation of mentorship programs once in place to understand user perceptions and inform future reviews. This will help address user challenges and foster sustainability.

7.3.4 Proposal of a Peer Mentoring Model

- The study recommends use of a model of peer mentorship in supporting students through learning in higher institutions of learning.
- This study also recommends testing and validation of the peer mentoring model developed by the researcher by other researchers.

7.4 Suggestion for Further Studies

- The study recommends that a similar study be conducted for a much longer period.

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APPENDIX I: COPY OF CONSENT FORM FOR PEER MENTEES

My name is Anne Asiko

I am currently involved in a research study seeks to gather information on contributions of peer mentorship to nursing student Peer Mentorship Factors Influencing Student academic performance and social adjustment in universities in Kenya. The study is performed as partial fulfillment of the requirements for the Doctor of Philosophy degree of Masinde Muliro University under the supervision of Prof; John M. Okoth and Dr. Damaris Ochanda; School of Nursing, Midwifery and Paramedical Sciences (MMUST).

Your participation in this study will provide useful information and enhanced understanding of this topic. You qualify for participation because you are a second year student in the school of nursing thus a mentee. You will be required to participate in the process, answer oral questions asked by the interviewer and partly fill a questionnaire. The total time involved in participation will be approximately 25 minutes.

Participation in this study is strictly voluntary. You may withdraw from the study at any point without penalty. Participation is not associated with the performance of your school. All data from this project is confidential and will be used for research purposes only. There is minimal to no risk to participants in this study. If you have questions at any time during your participation, please contact me or MMUST. If you have concerns, please feel free to decline from participation at any point in this project. By signing this consent form, you are agreeing that you read, or it has been read to you, and you fully understand the contents of this document and are openly willing consent to take part in this study. Thank you for your assistance in this research study.

ANNE ASIKO OKANGA

0721582788

Name (Please tick) -----Signature of researcher----- Date-----

APPENDIX II: COPY OF CONSENT FORM FOR PEER MENTORS

My name is Anne Asiko

I am currently involved in a research study seeks to gather information on contributions of peer mentorship to nursing student academic performance and social adjustment in Universities in Kenya. The study is performed as partial fulfillment of the requirements for the Doctor of Philosophy degree of Masinde Muliro University under the supervision of Prof; John M. Okoth and Dr. Damaris Ochanda; School of Nursing, Midwifery and Paramedical Sciences (MMUST).

Your participation in this study will provide useful information and enhanced understanding of this topic. You qualify for participation because you are a third year student in the school of nursing thus a mentee. You will be required participate in the process, answer oral questions asked by the interviewer and partly fill a questionnaire. You will also participate in focused group discussion.

Participation in this study is strictly voluntary. You may withdraw from the study at any point without penalty. Participation is not associated with the performance of your school. All data from this study are confidential and will be used for research purposes only. There is minimal to no risk to participants in this study. If you have questions at any time during your participation, please contact me or MMUST. If you have concerns, please feel free to decline from participation at any point in this project. By signing this consent form, you are agreeing that you read, or it has been read to you, and you fully understand the contents of this document and are openly willing consent to take part in this study. Thank you for your assistance in this research study.

ANNE ASIKO OKANGA

0721582788

Name (Please tick) -----Signature of researcher ----- Date-----

APPENDIX III: COPY OF CONSENT FORM FOR FACULTY

My name is Anne Asiko

I am currently involved in a research study seeks to gather information on contributions of peer mentorship to nursing student academic performance and social adjustment in universities in Kenya. The study is performed as partial fulfillment of the requirements for the Doctor of Philosophy degree of Masinde Muliro University under the supervision of Prof; John M. Okoth and Dr. Damaris Ochanda; School of Nursing, Midwifery and Paramedical Sciences (MMUST).

Your participation in this study will provide useful information and enhanced understanding of this topic. You qualify for participation because you are Dean of School of Nursing/ Chair of Department of Nursing and thus a Key Informant. You will be required to participate in the process, answer oral questions asked by the interviewer as well as provide data requested. The total time involved in participation will be approximately 25 minutes.

Participation in this study is strictly voluntary. You may withdraw from the study at any point without penalty. All data from this study is confidential and will be used for research purposes only. There is minimal to no risk to participants in this study. If you have questions at any time during your participation, please contact me or MMUST. If you have concerns, please feel free to decline from participation at any point in this project or declining participation in a section of the study. By signing this consent form, you are agreeing that you read, or it has been read to you, and you fully understand the contents of this document and are openly willing consent to take part in this study. Thank you for your assistance in this research study.

ANNE ASIKO OKANGA

0721582788

Name (Please tick) -----Signature of researcher----- Date-----

**APPENDIX IV: TOOL FOR MENTORING COMPETENCY
ASSESSMENT**

Mentoring Skills

Please rate how skilled you feel you are in each of the following areas: [Think about your skill generally, with all your mentees. Please only choose 'not applicable' (N/A) when a skill cannot be applied to any of your mentees.

		Not at all Skilled	Moderately skilled	Extremely skilled	N/A
		1	2	3	4
1	Active listening				
2	Provide constructive feedback				
3	Establishing a relationship based on trust				
4	Identifying and accommodating different communication styles				
5	Employing strategies to improve communication with mentees				
6	Coordinating effectively with your mentees' other mentors				
7	Working with mentees to set clear expectations of the mentoring relationship				
8	Aligning your expectations with your mentees'				
9	Considering how personal and professional differences may contributions expectations				
10	Working with mentees to set goals				
11	Helping mentees develop strategies to meet goals				
12	Accurately estimating your mentees' level of knowledge				
13	Employing strategies to enhance your mentees' knowledge and abilities				
14	Motivating your mentees				
15	Building mentees' confidence				
16	Stimulating your mentees' creativity				
17	Acknowledging your mentees' professional contributions				
18	Negotiating a path to professional independence with your mentees				
19	Taking into account the biases and prejudices				
20	Working well with mentees with different background				
21	Helping your mentees network effectively				

22	Helping your mentees set career goals				
24	Helping mentees balance education with their personal life				
25	Understanding your contributions as a role model				
26	Helping your mentees acquire resources				

Regarding the training on student mentorship (probe further for details)

		1	2	3	4	5
		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	Institution has mentors for nursing students					
2	The nursing mentors are adequately trained					
3	Check availability of documentary evidence of faculty training on mentorship					

Regarding the institutional support for faculty on student mentorship (probe for further details)

		1	2	3
		Yes	No	Don't Know
1	Are your students mentors are supported financially to undertake mentorship training			
2	Are there faculty mentors (if present) given fewer courses because mentorship is regarded as part of course load			
3	Are the mentors given any allowance for taking up the responsibility			
4	Is mentorship is recognized in school as a special responsibility (if yes provide evidence)			
5	Has the school provided mentors an office space to run the activity in the school			
6	Mentors are provided office resources to effectively run the activity in the school			

Regarding the guidelines on student mentorship (probe further for details)

		1	2
		Yes	No
1	Does the school have a student mentorship guide in place		
2	Does the school utilize the guide adequately in support of the students		
3	If yes to number 1, then check evidence of use of guide and evaluation of the same		

**APPENDIX VI: QUESTIONNAIRE ON FACULY MENTORSHIP FACTORS
AFFECTING STUDENT ACADEMIC PERFORMANCE AND SOCIAL
ADJUSTMENT**

1. Do you conduct peer mentoring for students in your department?
2. Who is responsible for student mentorship in your department?

Regarding the training of faculty on mentorship (probe further for details)

		1	2	3	4	5	
		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Remarks on probe
1	Faculty are trained on student mentorship						
2	There is a schedule for faculty training on mentorship						
3	Only trained mentors are assigned to mentor students						
4	Student mentorship is part of staff annual appraisal						

Regarding the faculty workload

		1	2
		Yes	No
1	Faculty on mentorship programme are given adequate time to conduct student mentorship		
2	Faculty have time allocated on the time table for mentorship		
3	The workload for faculty is adequate to allow mentorship		

Regarding the faculty perception on student mentorship

		1	2	3	4	5
		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	Mentorship is a key strategy to facilitate student academic performance and social adjustment					
2	Mentorship should be a separate programme within nursing					
3	Adequate mentorship relieves undue stress on faculty and students					
4	Mentorship improves communication and personal skills of faculty					

Regarding the faculty commitment to mentorship

		1	2
		Yes	No
1	Faculty have documentary evidence of mentorship		
2	Mentorship office have records of mentorship process		

What recommendations would you make to improve student mentrship

APPENDIX VII: QUESTIONNAIRE FOR THE PEER MENTEES ON MENTORSHIP FACTORS AFFECTING STUDENT ACADEMIC PERFORMANCE AND SOCIAL ADJUSTMENT

Regarding your aspirations as a nursing student in this university

	1	2	3	4	5
Following mentorship....	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1 I desire to be exposed to variety of study skills					
2 I endeavor to pass my examinations					
3 I make effort to gain new skill that are applicable to future career opportunities					
4 I ensure most often I am more hands on with the clinical procedures					
5 I endeavor to obtain a stronger track record of result making.					

Regarding mentor mentee relationship

		1	2	3	4	5
		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	My peer mentor and I are enjoying a high quality relationship					
2	I am effectively utilizing my peer mentor					
3	I am benefiting from the mentoring relationship					
4	The peer mentoring programme runs smoothly					

Regarding academic preparation of the mentee

	1	2	3	4	5
	Strongly disagree	Disagree	Neutral	Agree	Strongly Agree
1 I have planned and follow my timetable					
2 I spent my time friends who have similar aspirations as mine					
3 I endeavor to attend all class lessons					
4 I endeavor to attend all clinical lessons					
5 If I have a problem I endeavor to solve with my teachers immediately in the course of my study					
6 I endeavor to take notes of anything I need to seek clarity on					
7 I endeavor to efficiently use resources around me such as my advisors					

What recommendations would you make to improve student mentrship

**APPENDIX IX: QUESTIONNAIRE FOR PEER MENTEES ON
EFFECTS OF PEER MENTORSHIP**

Development of social interaction abilities

	Learning from working with my peer mentor has...	Strongly agree	Agree	No opinion	Disagree	Strongly disagree
1	Increased my ability to share ideas and resources					
2	Increased my ability in solving problems of my peers					
3	Made me more open minded and able to consider others' feelings and attitudes					
4	Enhanced my self esteem					
5	Made it easy for me to connect with others					
6	Made me a good listener					
7	Improved my critical thinking					
8	Made me develop positive attitude towards others					
9	Improved my ability to communicate effectively with others					
10	Find it easy helping other who need my help...					
11	Adapt well to new circumstances..					

Development of Stress management abilities

	Your learning experience... Please indicate your level of agreement or disagreement	Strongly agree	Agree	No opinion	Disagree	Strongly disagree
1	The support I get has positively influenced the way I approach learning					
2	Working with a peer has helped my ability to identify stressors					
3	I am able to share my stressors with my mentor					
4	I am able to consistently evaluate my actions in stressful moments					
5	My mentor and I openly share alternative ways to respond to stressors					
6	I manage stressful moments with much ease					
7	I have developed better coping skills					
8	Has allayed any fears I may have had about coming to the university					

9	Has made me better prepared to cope with demands of my course					
10	The support I get in the learning is responsive to my individual needs					
11	I feel I can talk to my mentors if I am worried					
12	Develop positive self-image...					

Development of resilience

Please indicate whether your confidence has increased or decreased		Significantly increased	Increased	No change	Decreased	Significantly decreased
1	My confidence in succeeding in studies has.....					
2	My confidence about academic skills has...					
3	My ability to connect with others has...					
4	My focus on my goals has...					
5	My active participation in learning has...					
6	My desire for opportunities for self-discovery has...					
7	Not afraid of my mistakes but learn from them....					

8	Always maintain a hopeful outlook					
9	My ability to maintain routine has...					
10	My confidence about successfully completing my study					
11	Accept change as part of life					
12	Have good insight into studying at university level					

**APPENDIX VIII: SAMPLE TRANSCRIPTION FORM FOR DATA ON
ACADEMIC PERFORMANCE**

		PRACTICAL EXAM		CLASSROOM EXAM	
	Student Code	Pre intervention	Post intervention	Pre intervention	Post intervention
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					

**APPENDIX IX: INTERVIEW GUIDE FOR PEER MENTEES FOR
ASSESSMENT OF PERCEPTIONS ON PEER MENTORSHIP**

1. Describe your main concerns about university before joining the university
2. Explain to us your experiences with your peer mentor from the beginning to today
3. Please tell us how these process of peer mentorship has changed you
4. Kindly provide any recommendations you think can help improve the peer mentoring

**APPENDIX X: INTERVIEW GUIDE FOR PEER MENTORS FOR
ASSESSMENT OF EFFECTS OF AND PERCEPTIONS ON PEER
MENTORSHIP**

1. Explain to us your experiences with your peer mentee from the beginning to today
2. Please tell us how these process of peer mentorship has changed you
3. Kindly provide any recommendations you think can help improve the peer mentoring

APPENDIX XI: PEER MENTORING GUIDE

THE PEER MENTORING GUIDE

Anne Asiko Okanga

Prof. John m. okoth

Dr. Damaris Ochanda

2023

1.0 PEER MENTOR PROGRAM

1.1 Objectives

1. To explain the objectives of the mentorship programme.
2. Clearly communicate the expectations of the parties involved.
3. Identify and discuss mentoring scenarios likely to occur.
4. Provide mentors with resources required for mentorship.
5. Provide bonding session for mentors of all levels.
6. Provide tools for monitoring and evaluating the implementation process

1.3 Procedure for Conducting the Peer Mentorship

1. Call for volunteers to mentorship is made the second year students who are to be mentors.
2. Mentor mentee match assessment is conducted
3. Each mentor is matched with their mentees
4. Ratio of mentor mentee ranges from 1:2 to 1:6
5. Program shall be voluntary for mentors
6. Mentor competency is assessed and score of 80 and above considered acceptable
7. Faculty mentor initiates the first mentor mentee meeting
8. Tools for conducting the peer mentorship are availed to mentors
9. Procedure for evaluation communicated early to participants

2.0 Definition of Key Terms

Master mentor: Refers to appointed members of faculty who serve to ensure that they monitor the mentor mentee activities in the institutions where peer mentorship is done. They are appointed by the super mentor and trained on student mentorship support.

Mentee characteristics: Refers to factors within the mentee that serve as inhibitors or facilitators of the mentorship programme.

Mentor Characteristics: Refers to the internal and external factors within the mentor that serve as facilitators for the mentorship activities. They include social democratic variables, psychological variables and educational variables.

Mentor manager: Refers to a faculty functioning in the role of a chair of department of nursing, acting as a link between the master mentor and the super mentor.

Mentor: Refers to a senior and definitely more experienced person in the institutional context who draws upon her experience to guide and support the mentee's efforts to advance within that same context

Peer mentee: Refers to a student in the institution undergoing mentorship support by a peer mentor. In this study the peer mentee is also acknowledged as the learner in the second year of study

Peer mentor: Refers to a lead person or guide that helps the peers (belonging to same cohort such as students) to maneuver through the academic, social and personal encounters in the institutional setting.

Peer Mentorship Guideline: Refers to the tool that was used to guide the activities of the mentorship programme. It provided the rules to be adhered to by the peer mentors and peer mentees and the boundaries to be observed.

Peer mentorship: Refers to a process that entails a junior student being supported by a senior student in both academic and social activities surrounding their learning.

3.0 Roles and Responsibilities

3.1 Roles of Peer Mentors

1. Mentors expected to spent at least four hours of mentorship two weekly.
2. Mentors will be expected to mentor on one practical assigned by the faculty mentor weekly.
3. Mentors will also be expected to support mentees on non-assigned practicum and document their support.
4. Mentor will be expected to hold discussions with their mentees on academic topics that mentees need help.
5. Mentors will also be expected to appropriately refer mentees to seek help academically where not able to support.
6. Mentors will be expected to provide their mentees with a schedule on times of meeting.
7. Mentors shall be expected to maintain a professional attitude at all times.
8. Meet with the mentees at least once a week.
9. Be available for mentees in variety of ways
10. Attend the mentor training session as planned
11. Participate in the pre-test post-test, and post mentorship competency assessment
12. Plan and conduct a social group activity with the peer mentees
13. Provide weekly activity report to the master mentor
14. Refer mentees to appropriate resources within the university
15. Maintain confidentiality of the information shared as per acceptable standards

3.2 Roles of the Peer Mentees

1. Peer mentees shall be expected to commit themselves to the programme.
2. Peer mentees shall be expected to meet regularly as expected and as required with the peer mentor.

3. Peer mentees shall be expected to maintain a positive attitude towards the mentorship.
4. Peer mentees shall be expected acknowledge and respect the peer mentor.
5. Avoid inappropriate behavior while with the peer mentor.
6. Attend all classes.
7. Develop a study plan.
8. Develop weekly objectives.
9. Consult with faculty mentor in case of any issues needing help.
10. Take personal responsibility for the academic growth.

3.3 Roles of the Master Mentor

1. Organize training for peer mentors
2. Support mentorship social activities
3. Plan and conduct group mentor mentee meetings
4. Assess peer mentee performance in the practical skills
5. Link peer mentors with schools' mentorship leader (super mentor and mentoring manager)
6. Support peer mentors on identification of available support resources in university and community
7. Plan for debriefing sessions for peer mentors
8. Be available to be reached.
9. Address any concerns from peer mentors and peer mentees.
10. Identify and inform peer mentors on new activities they can conduct for mentorship.

3.4 Roles of the Mentor Manager

1. They are Chairs of departments in the schools.
2. They identify and appoint master mentors.
3. They conduct training for master mentors
4. Be available for consultation by the master mentors.
5. Match peer mentors and peer mentees
6. Identify and inform of available resources within and outside the university necessary for student support.
7. Provide needed resources for the mentorship activity
8. Monitor process of mentorship through the master mentor
9. Advocate for positive change and support for the programme
10. Lobby and mobilize resources for the programme

3.5 Roles of the Super Mentor

1. Be available for consultation by the mentor managers.
2. Oversee entire programme in the school
3. Provide needed resources for the mentorship activity
4. Provide conducive environment for mentorship
5. Link the school to the institution in matters mentorship
6. Lobby and mobilize resources for the programme

4.0 SELECTION AND TRAINING OF PEER MENTORS

Mentor recruitment begins with inviting peer mentors to apply for the opportunity. The applicants are then subjected to a pre-test to assess their competency. The peer mentors then undergo a peer mentorship training and a post- test. Peer mentor competency is assessed and score of 80 percent and above considered acceptable. Mentor mentee matching is then conducted using appropriate tool. A ratio of mentor mentee will range

from 1:2 to 1:6 depending on the numbers available and the participation is purely voluntary. The master mentor, who is expected to be trained on mentorship then initiates the first mentor mentee meeting. The faculty mentor then follows up the participants offering support at least once monthly.

4.1 Peer Mentees

Peer mentees are usually first year students within the first few months in the institution. They will undergo an induction training spearheaded by the mentor manager on their expected roles and responsibilities. They shall be required to portray a positive attitude and adhere to instructions by the peer mentors. They have room to conduct master mentor in case of need to clarify any issues. However, their interaction is mainly restricted to the peers.

4.2 Peer Mentors

Peer mentors for the beginning shall comprise the second year students who are expected to continue the mentorship support throughout their stay. They should have undergone a peer mentorship training and scored 80 % and above in the mentorship competency test administered post training. They should demonstrate a positive attitude and a desire to support others with the ability to have a positively felt impact of their support as they progress with mentorship.

5.0 Skills for Effective Mentors

Effective mentor requires the following skills to be able to achieve the desired results. This include active listening, critical thinking skills, decision making skills, counselling skills, team building skills, problem solving skills and networking skills among many others.

5.1 Active Listening Skills

This skill enables the peer mentor to build trust with the peer mentee and foster empathy. The skill requires the peer mentor allow the peer mentee feel heard and understood by avoiding evaluating the message and offering their own opinion. The skill requires the ability of the peer mentor to pay attention, be non-judgmental, reflect on the issues under discussion. The peer mentor should be able to seek clarity on matters being discussed and when required, summarize discussions adequately.

5.2 Team Building Skills

Team building is quite key in peer mentorship, it involves activities such as Delegation, motivation, team work. peer mentors are expected to take leadership and establish team goal they should be able to counsel members that have difficulties and in most instances make decisions when issues arise. The need for development of soft skills such as communication, time management, decision making and creative thinking are paramount in team building. to unite team members, peer mentors require strong skills in communication. The peer mentor should remain reliable throughout the process of interaction.

5.3 Problem Solving Skills

These set of skills help the peer mentor identify a problem, propose solutions, select the best solution and implement. They include analytical skills where the peer mentor is expected to analyze a problem from different view-points. Research skills, creativity and decision making skills will help the peer mentee arrive to the right decision. Collaboration and communication skills helps the peer mentor ensure effective communication precedes the problem solving process.

5.4 Networking Skills

This is a key process of maintaining relationship with people and individual has met before. A peer mentor can effectively network by participating in events that bring people together, building rapport with people they meet and avoid putting off anyone. A peer mentor can also develop networking skills by expanding social media networks, participating in short courses and group activities.

5.5 Counselling Skills

In many times, peer mentors will be looked upon when the peer mentees have issues that need counselling. They therefore need skills such as listening, empathy, genuineness always expressing kindness and caring attitude regardless of what is said. They should also display focus on specific and relevant facts and feelings, use open ended questions to allow clarification and exploration of thoughts, conduct counselor self-disclosure where they share personal experiences to help others. They should be willing to give information that in fact will enhance elimination of obstacles to change.

5.6 Critical Thinking Skills

This skill involves analysis of issues, situations, facts and the evidence related to it. It allows the peer mentor to make logical and informed decisions to the best of their ability. Critical thinking skills include identification of problem and factors leading to it, utilizing research to come to conclusion, making inferences, determining relevance and taking conscious effort to ask open ended questions.

5.7 Decision Making Skills

The position of a mentor automatically places one in the position of a leader and therefore these skills are key in the day to day mentoring process. The peer mentor

must be able to evaluate risks and opportunities and make a deliberate effort to achieve their goals. The peer mentor will be required to identify critical factors are likely to affect the outcome of a decision. This requires them to have analytical and interpretive skills that can help them determine issues that require to addressed. The peer mentor will be expected to critically appraise options accurately and establish priorities by assessing quality of alternatives while providing explanations for the evaluation. They are expected to anticipate outcomes and see logical consequences that can help the peer mentee to see the application and consequences of all factors that shape and constrain decision making.

6.0 DIMENSIONS FOR MENTORING

6.1 Relationship Emphasis

The mentor should demonstrate genuine interest in knowing and understanding the peer mentee. The relationship should be established on mutual trust while understanding and respecting the needs of the mentee. The mentor should establish options to identify opportunities that can help the mentee. The mentee should be empathetic with good listening questioning and reflective skills.

6.2 Knowledgeable and Informed

The peer mentor should be adequately informed in areas that support is required and where not informed, seeks to understand. Requests specific information and questions and offers suggestions that are specific and individualized to the mentee. For this reason, the mentor prepares adequately both in skill and knowledge to offer the needed support.

6.3 Facilitative approach

The peer mentor recognizes that they are not the end in themselves. For this reason, the mentor endeavors assist the mentee in exploring the all the alternatives in their own

interests and abilities while focusing on their goals. The mentor can help mentee understand alternative views thus expanding their thought process.

6.4 Confrontation Approach

The peer mentor respects the decisions of the mentee. However, with much respect they challenge the mentee to take responsibility for their decisions. They provide insight into unproductive strategies or thought processes while reinforcing positive potential.

6.5 Modeling Approach

The peer mentor assumes the role of a role model to the mentee. Positively shares life experiences and feelings with the peer mentee. Encourages taking actions and risks to achieve goals.

6.6 Inspirational and Futuristic

The peer mentor inspires the mentee to greater heights. Together they focus on the future and desired aspirations and set goals of achievement.

7.0 MENTORING ETHICS

In any relationship, it is expected that normally the virtues will be upheld while the vices are rejected by the participants in the relationship. It is for this reason that ethics becomes a key subject in mentorship. Ethics are defined as moral principles that govern a person's behavior or the conduct of an activity. Ferreres. (2019) in the study identified several ethical principles applicable to peer mentorship of which some are highlighted in this model. Among the key aspects to consider in mentoring ethics are;

7.1 Responsibility

The peer mentor and the peer mentee must conduct themselves with an understanding that their behavior can impact both negatively or positively on the desired outcome.

They therefore consciously consider decisions they make while relating with each other. The support of a faculty mentor, master mentor and other social networks are availed to ensure that the activities remain within context and objectives are met.

7.2 Confidentiality

Information of the person being mentored is held with highest confidentiality by the peer mentor. This is because there is expectation of open communication between the mentor and the mentees and therefore sharing of the information of which some may be private. A breach of confidentiality may be heartbreaking and impede the achievement of desired results from peer mentorship

7.3 Boundary Management

It is a common phenomenon that every relationship must have boundaries. Both parties in the peer mentorship relationship must understand and keep the boundaries. Personal biases should not be allowed to influence the relationship because both the mentor and mentee enter the relationship with awareness of the totality of an individual being unique in their own ways. It is therefore important to note that color, tribe, gender, age and other forms of discrimination should not exist. Conducting oneself in an appropriate manner enhances good boundary relationship.

7.4 Autonomy

Autonomy of an individual should be upheld in all undertakings. This involves respect of rights and dignity of an individual being mentored as well as respecting the choices made by the participants in a mentoring relationship. Therefore, informed consent is a must and the programme implementers must ensure that consent is sought from both the peer mentor and peer mentee prior to participation in a mentoring programme.

7.5 Beneficence and Non- maleficence

Beneficence and non- maleficence which requires the peer mentors always to work for the benefit of the mentee and therefore should not misuse the powers they receive as mentors.

7.6 Fidelity

The peer mentors should exhibit trustworthiness rooted in fidelity in that they endeavor to keep the promises they give to their mentees, overcome personal discouragements, exhaustions, shame and failure that could impede their support to the mentees.

7.6 Justice

The process of peer mentorship should be conducted in an environment that promotes just under which the peer mentor takes necessary precautions to prevent potential biases while applying good judgement. The peer mentor identifies necessary support resources for the mentee and facilitates link to them.

7.7 Respect

Peer mentorship should be conducted that upholds respect of culture and personal space of individuals

8.0 PEER MENTORSHIP PROGRAMME EVALUATION

Haddock-Millar *et al* (2018) in their study expressed the importance of monitoring and evaluation to achieve the desired impact in mentoring and thus it must be anchored in a mentoring programme overarching design with clear indicators of the scope of evaluation. (Mikkonen et al.,2022)reported that it was important to evaluate programme effectiveness.

To implement this model, the programme implementers will be required to monitor and evaluate the activities closely in order to determine, control and maintain the efficiency and effectiveness of its processes. Institutions shall be required to develop measurement tools to enable them monitor, measure and evaluate the processes. Frequency of monitoring and measurement is guided by the roles and responsibilities of the participant in this guide especially the faculty mentor, master mentor and the super mentor. However individual institutions can also engage consultancy services in evaluating the programme.

9.0 AGREEMENTS AND CONSENTS

Both the peer mentor and the peer mentee have to willingly agree to participate in this program. This will further enhance the sense of responsibility and accountability on both the peer mentee and the peer mentor. Following agreement, they shall be required to sign consent form provided by the institution after getting adequate information to allow informed consent.

SAMPLE PEER MENTOR AGREEMENT FORM

Having undergone the training Iof
STUDENT NUMBER.....

Agree to the terms and conditions of the mentorship programme

Sign

Date.....

10.0 PEER MENTOR- MENTEE MATCHING

A tool is provided to the mentors and the mentees upon recruitment but prior to their consenting. The aim of the tool is to enhance ease of cohesion between the peer mentor and the peer mentee. However, it is not mandatory and institutions can opt to use other means of matching peer mentors and peer mentees including simple random assignment.

SAMPLE MENTOR MENTEE MATCHING TOOL

Please tick areas you are comfortable to support mentees

s/n	Need	Tick
1	Helping the mentee develop personal goals	
2	Helping the mentee to manage their time	
3	Helping mentee identify and select best examination preparation and taking strategies	
4	Helping the mentee to adopt appropriate study skills	
5	Helping the mentee develop note taking skills	
6	Helping the mentee appreciate seeking for help from faculty	
7	Helping the mentee plan and execute assignments	
8	Helping mentee to adapt to college life	
9	Helping the mentee to balance responsibilities	
10	Accessing resources to support mentees	
11	Helping the mentee to interact with others staff and faculty	
12	Helping the mentee appreciate the other people and their roles	
13	Helping the mentee to determine their strength	

14	Helping the mentee match skill and interest to areas of interest	
15	Helping the mentee develop networking skills	
16	Helping mentee develop problem solving skills	

SAMPLE MENTOR MENTEE MATCHING TOOL

Please tick areas you need to be supported by peer mentor

s/n	Need	Tick
1	Developing goals	
2	Managing time	
3	Examination preparation and taking strategies	
4	Study skills	
5	Note taking skills	
6	Seeking for help from faculty	
7	Planning and executing assignments	
8	Adapting to college life	
9	Balancing responsibilities	
10	Accessing resources to support	
11	Interacting with other students, staff and faculty	
12	Appreciating others	
13	Determining my strength	
14	Matching skill and interest to areas of interest	
15	Networking	
16	Problem solving	

11.0 MENTORING COMPETENCY ASSESSMENT

The mentoring competency assessment is one of the key areas required by the mentor prior to and following being assigned mentees to mentor. However, it should be noted that basing on the humanbecoming model a pre training and post training mentorship competency assessment provides basis for the mentor and mentee support as opposed to strictly being used for acceptance of mentors. A 26 item skills inventory provides mentors an opportunity to evaluate six competencies of mentorship that include maintaining effective communication, aligning expectations, assessing understanding, addressing diversity, fostering independence as well as promoting growth and development (Flemming *et al* 2013). The model therefore recommends one of the mentoring competency tools developed by University of Wisconsin-Madison Institute for Clinical and Translational Research (2013) after successful validation by researchers (Flemming *et al* 2013).

SAMPLE TOOL FOR MENTORING COMPETENCY ASSESSMENT

Mentoring Skills

Please rate how skilled you feel you are in each of the following areas: [Think about your skill generally, with all your mentees. Please only choose 'not applicable' (N/A) when a skill cannot be applied to any of your mentees.]

		Not at all Skilled			Moderately skilled			Extremely skilled		N/A
		1	2	3	4	5	6	7		
1	Active listening									
2	Provide constructive feedback									
3	Establishing a relationship based on trust									
4	Identifying and accommodating different communication styles									
5	Employing strategies to improve communication with mentees									
6	Coordinating effectively with your mentees' other mentors									
7	Working with mentees to set clear expectations of the mentoring relationship									
8	Aligning your expectations with your mentees'									
9	Considering how personal and professional differences may contribute to expectations									
10	Working with mentees to set goals									
11	Helping mentees develop strategies to meet goals									
12	Accurately estimating your mentees' level of knowledge									
13	Employing strategies to enhance your mentees' knowledge and abilities									

14	Motivating your mentees																			
15	Building mentees' confidence																			
16	Stimulating your mentees' creativity																			
17	Acknowledging your mentees' professional contributions																			
18	Negotiating a path to professional independence with your mentees																			
19	Taking into account the biases and prejudices																			
20	Working well with mentees with different background																			
21	Helping your mentees network effectively																			
22	Helping your mentees set career goals																			
24	Helping mentees balance education with their personal life																			
25	Understanding your contributions as a role model																			
26	Helping your mentees acquire resources																			

21.0 ACTIVITY REPORT

For mentorship process to be adequately monitored, there should be documentary evidence of the mentorship activities. The peer mentor, master mentor, mentor manager and super mentor should have an activity plan and implement the plan accordingly. Peer mentorship attendance record shall indicate all activities conducted by the peer mentor as well as schedule for the next meeting indicated. Any challenges needing to be addressed should be clearly indicated and evidence of follow-up provided. Faculty mentors shall develop tools to suit their area of application.

SAMPLE PEER MENTOR ACTIVITY REPORT

Name _____ of
mentor.....sign.....

Name of mentee.....sign.....

Date of mentorship.....

Activity conducted.....

Description _____ of _____ activity
.....
.....
.....
.....
.....

Any recommendations.....

Comments by master mentor

APPENDIX XII: APPROVAL LETTER FROM DPS



MASINDE MULIRO UNIVERSITY OF SCIENCE AND TECHNOLOGY (MMUST)

Tel: 056-30870
Fax: 056-30153
E-mail: director@dps@mmust.ac.ke
Website: www.mmust.ac.ke

P.O Box 190
Kakamega – 50100
Kenya

Directorate of Postgraduate Studies

Ref: MMU/COR: 509099

29th November, 2019

Anne Asiko,
HNR/H/01-54547/2017,
P.O. Box 190-50100,
KAKAMEGA.

Dear Ms. Asiko,

RE: APPROVAL OF PROPOSAL

I am pleased to inform you that the Directorate of Postgraduate Studies has considered and approved your Ph.D. Proposal entitled: "*Contribution of Peer Mentorship on Student Success among Bachelor of Science Nursing Students in Kenya*" and appointed the following as supervisors:

1. Prof. John Okoth - SONMAPS, MMUST
2. Dr. Damaris Ochanda - SONMAPS, MMUST

You are required to submit through your supervisor(s) progress reports every three months to the Director of Postgraduate Studies. Such reports should be copied to the following: Chairman, School of Nursing & Midwifery Graduate Studies Committee and Chairman, Department of Nursing Research, Education & Management and Graduate Studies Committee. Kindly adhere to research ethics consideration in conducting research.

It is the policy and regulations of the University that you observe a deadline of three years from the date of registration to complete your Ph.D. thesis. Do not hesitate to consult this office in case of any problem encountered in the course of your work.

We wish you the best in your research and hope the study will make original contribution to knowledge.

Yours Sincerely,
JEAN
SCHOOL OF GRADUATE STUDIES
MASINDE MULIRO UNIVERSITY
OF SCIENCE & TECHNOLOGY
Date: Sign:

Prof. John Obiri
DIRECTOR, DIRECTORATE OF POSTGRADUATE STUDIES

APPENDIX XIII: APPROVAL FROM IERC



MASINDE MULIRO UNIVERSITY OF SCIENCE AND TECHNOLOGY
Tel: 056-31375 P. O. Box 190-50100
Fax: 056-30153 Kakamega, Kenya
E-mail: ierc@mmust.ac.ke
Website: www.mmust.ac.ke

Institutional Ethics Review Committee (IERC)

Ref: MMU/COR: 403012 vol2 (81)

Anne Asiko Okanga
Masinde Muliro University of Science and Technology
P.O. Box 190-50100
KAKAMEGA

Date: 06th March, 2020

Dear Ms. Asiko

RE: Contribution of peer mentorship on the success of bachelor of science nursing students in universities in kenya. -MMUST/IERC/107/20

Thank you for submitting your proposal entitled as above for initial review. This is to inform you that the committee conducted the initial review and approved (with no further revisions) the above Referenced application for one year.

This approval is valid from: 06th March, 2020 through to 06th March, 2021. Please note that authorization to conduct this study will automatically expire on 06th March, 2021. If you plan to continue with data collection or analysis beyond this date please submit an application for continuing approval to the MMUST IERC by 06th February, 2021.

Approval for continuation of the study will be subject to submission and review of an annual report that must reach the MMUST IERC secretariat by 06th February, 2021. You are required to submit any amendments to this protocol and any other information pertinent to human participation in this study to MMUST IERC prior to implementation.

Please note that any unanticipated problems or adverse effects/events resulting from the conduct of this study must be reported to MMUST IERC. Also note that you are required to seek for research permit from NACOSTI prior to the initiation of the study.

Yours faithfully,

Dr. Gordon Ngaka (PhD)
Chairman, Institutional Ethics Review Committee

Copy to:

- The Secretary, National Bio-Ethics Committee
- Vice Chancellor
- DVC (PR&I)
- DVC (A & F)

APPENDIX XIV: PERMIT BY NACOSTI

 REPUBLIC OF KENYA	 NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION
Ref No: 329492	Date of Issue: 16/January/2020
RESEARCH LICENSE	
	
<p>This is to Certify that Ms. ANNE OKANGA of Masinde Muliro University of Science and Technology, has been licensed to conduct research in Kakamega, Kisumu, Uasin-Gishu on the topic: CONTRIBUTIONS OF PEER MENTORSHIP ON THE SUCCESS OF BACHELOR OF SCIENCE NURSING STUDENTS IN UNIVERSITIES IN KENYA for the period ending : 16/January/2021.</p>	
License No: NACOSTI/P/20/3430	
329492	
Applicant Identification Number	Director General NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION
	Verification QR Code
	
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