RELATIONSHIP BETWEEN MENTORSHIPAN TRANSITION TO POST-SECONDARY EDUCATION OF GIRLS IN MOMBASA COUNTY.

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DECLARATION

I declare that this proposal is my original work and has not been presented in any other university for consideration of any certification. This research proposal has been complemented by referenced sources duly acknowledged .Where text ,data (including spoken words) ,graphics, pictures or tables have been borrowed from other sources ,including the internet ,these are specifically accredited and reference cited using current APA system and in accordance with anti-plagiarism.

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This proposal has been submitted for appraisal with my approval as University Supervisor.

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ABBREVIATIONS & ACRONYMS

BB -   Big Brother

BS   -   Big Sister

CBOs- Community based organizations

CPP –   Child Protection

CTM-   Centre for Transformation

CS   - Cabinet Secretary

FBOs, - Faith Based Organizations

GBV -   Gender Based Violence

KCNP- Kenya Coast National Polytechnic

LSE-   Life Skills Education

MoE -   Ministry of Education

MoH-   Ministry of Health

NGOs, - Non-Governmental Organizations

SGR-   Standard Gauge Railway

STEM-Science, Technology, Engineering, and Math

TVET- Technical Vocational Education Training

ABSTRACT

The value of education cannot be underestimated, it is a catalyst of change that focuses on skills acquisition, fosters development and requires the support of different stakeholders. The study sought to determine the role of mentorship on transition after attaining form four level of education to institutions of higher learning among girls in Mombasa County. The objectives of the study were: to find out the prevalence of mentorship programs targeting girls, to establish whether quality of mentorship predicts transition of girls to higher learning institutions, to establish the extent to which mentorship type predicts transition of girls to these institutions as well as examine the prevalence and access of mentorship programs targeting girls in Mombasa County. The study adopted the mixed method of data collection by use of a mentorship effectiveness instrument in questionnaires. A sample of 260 participants (girls) who completed form four of secondary education from 2017 to 2020 in Mombasa County. Key informant interviews were conducted targeting 20 parents (10 male, 10 female) and 20 teachers, principals and other stakeholders including organizations providing mentorship, faith-based organizations (FBOs) and community key persons. The study area was Changamwe and Jomvu sub-counties in Mombasa County. The girls were drawn from community-based organizations, youth groups and other organizations working with youth in the two Sub Counties. Data collection was conducted using both online and face to face interviews. The Statistical Packages for Social Science (SPSS) version 25.0 was used in data analysis and the following study findings reported. 62(30.4%) of respondents did not transition to post-secondary education compared to 142 (69.6%) who did. Specifically, 9(4.4%) transitioned to a bridging course, 16(7.8%) to artisan courses, 51(25%) to craft courses, 37(18.1%) to diploma and 29(14.2) to degree courses. Thirty-nine respondents

(19.1%) reported having had no access to mentorship compared to 165(80.9%) who had access to mentorship. 10(4.9%) rated their mentors as poor quality while 194(95.1%) had good quality mentors. Group mentorship was the highest subscribed program reported by 88(43.1%) of respondents. 65(31.9%) reported having peer mentorship, 43(21.1%) reported one-on-one while 41(20.1%) reported team mentorship. The findings can be utilised by the education sector, particularly in harmonising mentoring interventions, as well as other relevant stakeholders like FBOs, NGOs, and CBOs.

CHAPTER ONE

INTRODUCTION AND CONCEPTUALIZATION OF THE STUDY

1.1 Introduction

The is the first section and deals with the study background information, introduces research concern that examines the influence of mentorship on the transition to post-secondary institutions among girls in Mombasa County. The focus is on prevalence and access of mentorship, quality of mentorship as well as the types of mentorships. It states the problem, study objectives, study questions, limitations and delineations as well as the study assumptions. Finally the chapter looks at theoretical and conceptual frameworks as well as operational definitions of terms applied in the research.

1.2 Background of the study

Most countries in the World have put in place plans to enhance transition rates with special focus on elementary (primary) and, to some extent, secondary education. In comparison however, tertiary education has not been given the attention it deserves that continues to threaten the development of learners to post-secondary levels. UNESCO report indicates the following as approximate ratios for transitions targeted in these institutions: vocational training (10%), tertiary institutions (20%), secondary School (60%) and apprenticeship UNESCO, (2011). The report further asserts that in 1997/98, the number of students admitted in technical colleges was 43,354 as per estimations. The mean scores in English, Mathematics and life skills tests were 25.1%, 32.2% and 32.6%, accordingly.

Low ratio of females to boys in the population, caused by low transition rates of girls to post-secondary institutions from secondary schools, is one of the issues facing post-secondary transition pathways. Mrs Amina Mohammed, Kenya's cabinet secretary for higher education

acknowledged this in her speech during the Kenyan national conference of secondary school heads in Mombasa.

The CS reiterated that for effective utilization of financial resources it is important that the female students who finish secondary school with low grades join TVETs to successfully acquire job skills Mumiukha et al., (2015). According to her, this can be attained through enhancing access, rates and efficient management capacity of client centred mentorship approaches in secondary schools that can guide girls on understanding their specific needs and wants geared towards overcoming obstacles that lead to their low transition rates to post-secondary education Jorgensen & Wester, (2021).

Transition presents diverse meanings to different groups of people depending on the situations and occurrence, it is important to note that some female students from secondary schools pursue post-secondary education but never finish their course. The indicators of post-school training in Kenya (2016) show that over 17,000 learners joined these institutions, 12,000 registered for examinations and around 5,500 students completed the training. The article further reveals that out of the 44,000 students, who enrolled, 40,000 were boys and only 4,000 were girls. The gap is what requires interventions for collaboration by the communities, government and private institutions to ensure effective transition of girls to post-secondary institutions.

Mentors offer school-aged girls the opportunity to receive advice and life skills to compensate for the absence of family members or a poor home environment. Such mentorship initiatives are especially beneficial for girls who do not have access to social support from their families or communities and are thus at risk of becoming delinquent.

These issues as a result contribute to low uptake of education among girls in Mombasa County. Among girls who continue to post-secondary education, 40% of them are more likely

to drop out in their first year of enrolment due to girl child related issues which include teenage pregnancies and early marriages. Therefore it calls for the development of approaches that contribute to the success and meet the needs of secondary school girls to enhance their enrolment in post-secondary institutions. It is important to conduct research and provide possible solutions to the problem by addressing cultural practices, socio-economic factors, and mentorship. Client centred mentorship approaches usually targeting economic minorities, girls with perceived personal and individual needs and specific wants would be an ideal intervention. Moreover, mentoring of girls in secondary schools usually focus on social, academic, and cultural skills that can help the girls join TVET institutions for those with low grades or lack university fees KIS, (2016). Mentoring refers to a relationship between a pair of individuals of varied ages mainly unrelated and takes place regularly over a defined duration. Mentorship is established upon fostering of commitment for the specified for the program. Further, there exists the aspect of emotional connectedness and mutual respect, identity and loyalty. In a research by Midigo, Omia, Mwanda (2018) asserts that mentors play the role of role modelling, counselling bringing forth their profound influence on their professions and careers. Based on the history of mentorship, research points out that it was practised among ancient Greeks, where young males were guided by older ones with experience as partners. The title mentor became associated with wisdom, trusted protector and an educator usually more mature and with experience, of higher rank in the universe where the minor lad was getting into, therefore the mentor possessed know how and techniques to pass on.

For parents who might be engaged and overwhelmed making it difficult for them to fulfil their parental obligations mentorship is an alternative that provides an additional resource Abiddin and Hassan, (2012). Studies indicate the effectiveness of mentoring especially for vulnerable and marginalized young people who undergo challenges emanating from their

surroundings such as poverty, Rhodes and Dubois (2008). In this context mentorship has to be studied as one unit of the general mitigation measures to the high school dropout challenges. It is evident that mentoring has traditionally focused more on younger learners from primary and early middle school; it carries unrealized benefits as an intervention for secondary school learners. A mentor is favourably inclined to support youth and enable them smoothly transition to post-secondary institutions, work, or career training, this can only happen if conducted effectively.

A study was conducted in the USA on mentorship by Public Private Ventures –PPV to evaluate Big Sisters and Big Brothers, a mentorship program that targets youth. In the study young people were put on the BB/BS waiting list or enrolled in the BS/BB program. The research stressed the importance of well-planned programs with proper management, capacity building, case handling, guidelines, processes and adherence to quality assurance measures. The measures include vetting of adults and young people, capacity building and familiarization for volunteers, the pairing procedure, the number of meetings/contact needed and the monitoring and support for the paired individuals.

To find out if person to person mentorship relationship adds any value in the concerned people's daily lives the investigation realised multiple constructive feedback or outcomes. Young people who received mentorship had a forty six percent (46%) chance several positive results, mentored youth were 46% chance of avoiding illicit drugs while under the program. Feedback was more impressive with under-privileged out-numbered participants. The outnumbered young people had a seventy percent advantage over the other group in indulging in recreational drugs following constructive meaningful mentorship. Young people under mentorship had a twenty seven percent chance to avoid drug abuse compared to youth who were not mentored to indulge in alcohols use. Young people who were under mentorship

were less aggressive and violent, had better attendance in School they also much more meaningful relationships with parents. According to research conducted in USA among youth, many young people lack strong relationships with caring adults this puts them at risk. An estimated 8.5 million youth (20%) do not have caring adults in their lives. Those from disadvantaged homes and communities form the majority. Young people who lack strong relationship with a caring adult while growing up are much more vulnerable to a host of difficulties ranging from academics to involvement in serious risk behaviours. Research further finds that resilient youth -those who successfully transition from risk–filled backgrounds to the adult world of work and good citizenship are consistently distinguished by the presence of a caring adult in their lives. Mentorship can influence transition from secondary to post-secondary institutions, Studies carried out on mentorship fort over a decade have found mentorship a suitable intervention withsignificant potential. Mentorship programs experience challenges that make it appear as if they are not making progress yet more findings reveal that they have the capacity to make considerable impact in different areas of young people's behaviour and growth including; improved self-worth, constructive interactions with parents and friends more interest in academics, attainment of good grades as well as reduction in substance use, violence and other risky behaviours Dubois et al., (2009).

In Africa education in the society was customarily disseminated through passing on communal attitudes, norms, knowledge and values through full participation of the learner in the learning   exercise. There existed unity among the learners as they worked in unison with the well-seasoned seniors. The active involvement of the learner was an intentional bid to foster unity

 in the society and ensure responsibility among all members. The mentorship that existed in the traditional African society was of high quality and meaningful because participants were

categorized by gender and age and dwelt in the same surroundings. The importance of such mentorship is that the learner can relate to the mentor additionally familiar surroundings communicate safety which may support in adherence.

1.3   Statement of the problem

The low rate of secondary school girls transiting to institutions of higher learning and observed dropout in Mombasa County is alarming. Numerous studies on education-oriented topics revealed that mentorship did not receive much attention from researchers, particularly in Mombasa County.

While there is mentorship provided to students, there is a need to be concerned with the quality, effectiveness, and access of the mentorship provided. Finally, mentorship is a priority to be considered by most schools in the coastal region because of its benefits observed over the years. This study examined the types of mentorship available, the prevalence of mentorship programs, the quality of mentorship programs, and the mentorship content. It sought to find out if there is any relationship with the transition to post-secondary education among girls in Mombasa County.

1.4 The Aim of the study

 The research sought to investigate the relationship and influence of mentorship on transition from high school to post-secondary institutions of higher learning among girls in Mombasa County. The study sought to understand the extent to which prevalence, quality, type, and contents of mentorship predict transition to post-secondary education of girls in Mombasa County.

1.5. Research objectives

The Research was based on objectives as follows

1. To determine the prevalence of mentorship programs targeting girls in Mombasa County.

2. To establish whether the quality of mentorship predicts transition to post-secondary institutions of girls in Mombasa County.

3. To evaluate the level to which accessibility of mentorship programs predicts transition to post-secondary institutions of girls in Mombasa County.

4. To determine the level to which mentorship type predicts transition to post-secondary institutions of girls in Mombasa County.

1.6 Research questions

This study was directed by the research questions below

1. What is the prevalence of mentorship programs targeting girls in Mombasa County?

2. To what extent does quality of mentorship predict transition to post-secondary institutions of girls in Mombasa County?

3. To what extent does accessibility of mentorship programs predict transition to post-secondary institutions of girls in Mombasa County?

4. To what extent do mentorship types predict transition to post- secondary institutions of girls in Mombasa County?

1.7 Hypotheses of the study.

$H0_1$: Quality of mentorship does not significantly predict transition to post-secondary education

$H0_2$: Accessibility of mentorship programs does not significantly predict transition to post-secondary education

$H0_3$: Mentorship type does not significantly predict transition to post-secondary education

1.8 Justification of the study

Uptake in physical sciences and similar positions in academics is still very low, despite the efforts in affirmative action that have been in place for more than 15 years, is very low in sciences and similar vacancies in academics .It is therefore important to conduct the study with the view of identifying gaps and coming up with strategies to bridge.

1.9 Significance of the study

The research is significant because it highlights the influence of mentorship on transition to post-secondary institutions among girls which can help educators, government and parents adopt strategies for effective mentorship. The study by assessing the quality of mentorship can help the government to ensure mentorship is streamlined and provided to all students in need regardless of their social status. The findings will also focus on areas of mentorship not studied to propel more research to be done, for example, the prevalence of mentorship in the country compared to the transition rate. The study findings also can help stakeholders such as NGOs that provide mentorship programs to focus on mentorship styles that work well considering the quality, content, and type of mentorship. Mentorship if found effective can be used to encourage girls to transition in Mombasa County. The study addresses mentorship by exploring sustainable mechanisms that encourage mentorship from an early age, which will help communities network. Mentorship is likely to address the issues of low self-esteem among girls and provide role models to motivate the girls to transition. As girl's self-esteem increases, it will address multiple forms of transition barriers to post-secondary education to the ministry of education, youth gender, and sports. Also, through benchmarking job-related issues, will be addressed and the initiation or enhancement of mentorship. The use of different mentorship styles will include peer mentorship, girls who have benefited will have to return the support they received when they were trying to adjust to college as alumni

contributing to a pool of human resources to mentor more therefore addressing the issue of sustainability.

1.10 Constraints of the study

The research relied on respondents such as the teachers, stakeholders and other informants who may not have been accurate with the information provided. The study also relied upon the goodwill of the participants, where the tools were left in their custody for later data collection which could bias the results. Financial limitations also was a factor, especially for those engaged in helping to move around the two sub Counties conducting the interview, the Covid 19 pandemic posed a challenge to accessing the respondents due to fear of infection. There are places where hard copy materials were not accepted, especially government offices. This was sorted by providing a link in soft copy to participants and remote interviews were conducted where necessary.

1.11 Assumptions of the research

The research assumes target organizations will allow participants to take part in the study and those participants will cooperate. The other assumption is that the feedback given will not be biased. Due to COVID-19 pandemic, it is not clear whether participants will be accessible because of fear for their health and safety. Furthermore, the participants may be afraid to contract COVID-19 hence fear to take part in the study, issues of compliance to MoH directives might affect the process due to limited movement and interactions.

1.12. Delimitation

The study may not give true representation of mentorship among girls in Mombasa because it targets a specific area of Changamwe and Jomvu, which may not be a true representation of the case. It may also be true that other institutions have better enrolment for girls as compared to the target institutions.

1.13 Theoretical and Conceptual Framework

1.13.1 Theoretical Framework

Social Learning Theory

The Social learning theory was postulated by Albert Bandura. Bandura, a psychologist uses both the cognitive and behavioural perspectives that focus on attention, motivation and memory. The learning theory emphasizes that for learning to take place it has to be within certain medium that is social in nature. The learning, he asserts is based on concepts that include modelling, observation as well as imitation. Bandura coined the phrase 'reciprocal determinism' which states that a person's surrounding and attributes mutually impact one another. Bandura reasoned that boys and girls learn from observation of others and from 'model behaviour' that embraces processes of attention, retention, reproduction and motivation. The significance of constructive imitation on learning has been studied and documented. Social learning theory supports transition and mentorship because for transition to take place, it is based on the student having learnt and acquired skills that enable them to move to the next level equally, a mentee must put in to practice the skills imparted by the mentor. All the factors in this theory are linked to mentorship and transition whether to institutions of higher learning, workplace or otherwise. In a family and community where mentorship and good role models exist, the environment is conducive to learning hence girls are likely to be motivated to transition to post-secondary institutions.

The Grow Model Theory.

The GROW model theory developed by Graham Alexander has become famous from the time it was introduced in the 1980s.Later on Alan Fine, Graha and Whitemore in the 1980s Whitmore, (1992). In existence are different theories and models that show the importance of coaching for individual growth. According to Theeboom et al., (2014), although there is clarity in theory on what is required to make coaching valuable, not much has been studied

about the effectiveness of coaching in theory there is no proper guidance or direction to make it effect productive coaching. More studies need to be conducted to determine the efficacy of coaching. Accordingly, Mukherjee (2014) emphasized the Development principal has demonstrated credibility as a coaching tool that has been adopted by majority of companies 'to help in staff output issues. According to her, the concept behind the development model is based on the Inner Game theory by Timothy Galleway, after getting annoyed with existing defective preparation techniques in sports Mukherjee, (2014). In his argument, Galleway was of the opinion that people do not retain information or instructions for long therefore merely bringing to the player's attention mistakes made does not suffice to make them effect enduring change. Parsloe and Leedham (2016) the disadvantage of directives is that people can follow them for a certain period but not manage to retain them in the long run. Galleway became aware about conflict within a person that destabilize their output which as a result prevents them from achieving without external help, it is prudent that the instructor provides support to reduce internal conflicts Mukherjee, (2014). Players displayed improvement as a result of leaders discharging their duties as instructors and helping the coaches through directives to enable them tap their internal capital or reserves. After becoming aware he realized that education entails practicing how to become educated distinctly and how to contemplate distinctly. A former learner of Galleway, Whitmore later joined hands with Graham Alexander and Alan Fine to come up with the Development model theory early 198o's and later collaborated with Graham Alexander and Alan Fine to develop the Grow model during the early 1980s Western, (2012).

 The Grow Model Theory is ideal in this study because it focuses on learning which is an important precursor to transition and mentorship which helps in guiding the learner. It is applicable to students as a motivator for the girl to learn and transition, the coaching or mentorship prepares the learner for the job market whether it is employment or business.

The family Systems Theory

Family systems theory came to prominence in 1930s after the 2nd world war Bertanfy (1972); Adams, Hester, & Bradley, (2013); Friedman & Allen, (2014).

The theory is multi-faceted and cuts across many disciplines Capra, (1997). The systems perspective is a result of shift in focus from the unit to the whole as per Checkland, (1997); Weinberg, (2001); Jackson, (2003), it looks at observerable reality as an intertwined-interacting phenomena in which the singular elements become unrecognizable or invisible on their own. Conversely, the interactions between the units of the elements or the components and the result of their interactions become more significant which result in the elements of the system bonding or fusing. It argues on the need for application of global perspective to focus on its functioning. Systems perspective acknowledges the ability to analyse the elements of a given phenomenon but stresses the importance of observation of these elements from a higher level as a complete and holistic perspective. Although it is possible to start by analysing the components of the element of a phenomenon, we must observe it from a higher level as a holistic perspective

According to Dr. Murray Bowen, a well-known believer in this theory he postulates that people cannot be understood at an individual level or on their own away from others. They need to be understood as part of their family, further he argues that the family is a unit that is emotionally bound. He equates the family to a system of inter- connected, dependent on each other, these individuals in a family cannot be understood separately from the family. Members of a system are interrelated, have boundaries and most importantly emotionally connected. The system has its members who all play different roles, change in the roles can bring some balance but with time disequilibrium due to role overload. All members in the family act according to their roles which are kept in place by mutual understanding based on relationships. Family members mutually reciprocate based on patterns that evolve over time

from inside the boundaries of the family. For example, if a wife becomes sick the husband can take the role and ensure smooth running, over time this may become a challenge that can lead to infirmity which can later redirect the family towards a different disequilibrium. This new disequilibrium may lead to infirmity due to the possibility of lifestyle changes as the pressure mounts for the wife in trying to meet the new demands over time. In another example, if a family member becomes dependent on drugs, other family members may try their best to give support based on affinity, this can end up creating co-dependency and an enabler environment. In any system if one part malfunctions, the effect spreads to other parts. The systems theory is applicable in this study because we cannot look at the girl in isolation, focus on mentorship and expect transition to post-secondary education. The family is very important in socialization from infancy, nursery, and primary ,secondary all the way to post-secondary education, therefore the girl will transition based on the way she has been socialised. Roles are very important in a family setting, if there is any interference in any role the education of the girl can be affected for example child headed households, single parenthood where the active parent is required to play double roles, economic challenges may hinder transition. If there is moral and material support as well as guidance the likelihood of a smooth transition is high. The school infrastructure, the policies and guidelines for example the back-to-school policy which encourages all students including teenage mothers to continue with school need to be implemented as a holistic approach. In a society where female have exceled academically and hold key roles, it is a motivating factor for girls to look upon such figures as role models thus enhancing their transition. It is evident that the systems theory is ideal in this study focusing on mentorship and transition among girls in Mombasa County.

The time spent on household chores and other duties contributes to girls having less time left and energy to focus on academic work. It is common practice for girls to attend School late

because of extra roles which they must perform before going to school. If there is a sick parent for example in a household, the girl becomes the caregiver hence they would be expected to take care of the case before going to School, eventually such girls are at risk of dropping out of School or college. It is difficult to concentrate in class because of fatigue and most of the time they are eagerly looking forward to that time when the teacher will release them to get back to their chores or tasks Peterson & Runyan (2018). It is a fact that such a girl may find it hard to pursue their dreams and may end up leaving School forever.

Girls are expected to take more responsibilities as they mature, because of these it may predispose them to dropout from School. Initiation rites can be a hindrance to girl's transition in communities where value for education is not a given priority. Girls who come from such families might be inclined to follow the traditions to the later and view education as a hindrance to her freedom. If girls do not get proper support from family members they may not perform well in school hence get demoralized this can make them vulnerable to leaving school or fail to transition Peterson & Runyan (2018).

1.13.2 Conceptual framework

| Independent variable
Mentorship
-Accessibility
-Type of program
-Quality of mentorship | → | Dependent Variable

Transition to post-secondary education |
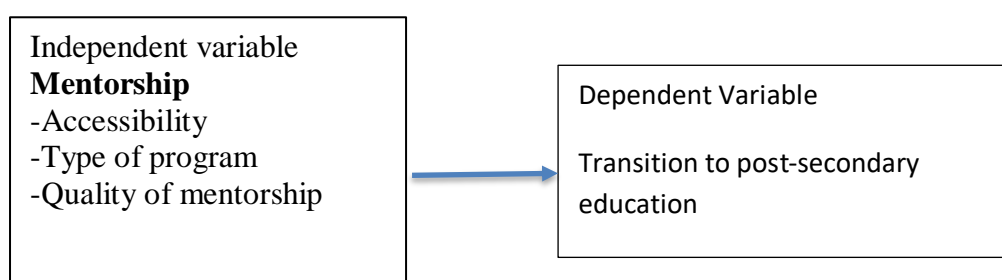
CHAPTER TWO: REVIEW OF RELATED LITERATURE

2.1 Introduction

In this chapter a review of literature by other scholars is presented about the research topic or similar studies conducted. The objective of the research is to find out if there is any relationship between mentorship and transition from secondary to institutions. The study also seeks to establish whether mentorship has influence on transition. The literature sources will factor in scholarly journal articles, reports that have been published, books, articles from the web and other important material that will be of impact to the study. While there is mentoring provided to students there also need to be concerned with issues of quality, content, access, and effectiveness of mentorship provided. There is need to ascertain whether the mentorship provided has buy in or support from relevant stakeholders and whether policies are in place to streamline it. Finally, it is important to find out whether providers of mentorship programs are complimenting the efforts of the government or duplicating these services and if mentorship is really a priority. This study examines the types of mentorships available, the prevalence of mentorship programs, quality of mentorship programs, and the content of mentorship it also seeks to find out if there is any relationship with transition to post-secondary education among girls in Mombasa County.

2.2. Prevalence of mentorship programs

Prevalence also known as frequency refers to the rate at which something occurs over a particular period in a given sample. Further, mentorship is defined as a specialised working cooperation where individuals work as a team for a period of time supporting professional, personal development and relational partner's success through career and psychological support. Research findings show that mentorship prevalence programs and the overall performance of the student have a strong relationship. According to Cornelius, Wood and

Lai, (2016), long lasting mentorship relationships have high chances of generating constructive results since the advantages of mentoring can be realize overtime. Relationships that demonstrate the largest number of improvements last a year or longer; six months is suggested by other authors to be used as a benchmark for determining the level of closeness between mentors and mentees. Regardless, the consensus is clear that the longer the relationship, and frequent mentorship programs offered to the student's aid in shaping the attitude and in making informed decision regarding career choice hence a better performance Mathys, Véronneau & Lecocq, (2019).

In Kenya Centre for Transformation (CTM), an international foundation provides mentorship to teens and youth from 14 years and above, the organization is based on spiritual foundation. The activities also target youth from Kibera slums Dixon & Svensson, (2019). One way of getting the attention of youth is through sports that's why basketball mentorship is given priority in this specific program, these coupled with community service help to bring out talent and leadership skills among the mentees.

2.3. Quality of mentorship

Quality refers to the characteristic or features that someone or something has over the other. The research on quality mentorship by Santora, Mason & Sheahan, (2013) presents a review of National Academy of Sciences report which points out that issues like being trustworthy being empathetic ,congruency, respect, being sensitive and connectedness are viewed by some as very important for a constructive mentor relationship that are important because of dynamics ,thus mentorship associations happen resulting in positive development Results from such associations depend on bonding and connectedness between a mentee and mentor. The concept of attunement is used in psychological interventions to define the quality of person to person relations between therapist and client. Empathy is seen as very important in mentorship relationships .Being empathetic means putting oneself in other people's shoes

being able to feel and understand what is taking place and encompasses communicating sensitively with the other person   DuBois et al., (2011). In their Handbook of Youth Mentoring, opine that adults who are more caring are better suited to help teenagers with a favourable environment to enable them handle emotional stress and deal with problems. Mentors who relate well with mentees have better rapport when discussing topics that are delicate without interfering with their self-esteem. They also suggest mentors who have good relationship with their mentees are in a better position to handle discussions around vulnerable topics without undermining the adolescents' sense of self-confidence. DuBois et al., (2011) assert that mentors are required to be considerate and to have constructive open minded approach to vulnerable youth and are supposed to provide tailor –made services based on their needs and guidance along their journey. Young people who may have had unsatisfactory relationships in the past are often brought into a mentorship program because often they might not be familiar with how to handle relationships that are mutually fulfilling. According to , DuBois et al., (2011) they attest that providing the mentors with proper information concerning what is expected of them by the mentee and mentor interactions including respective roles and obligations as well as any bottlenecks that might be encountered is likely to help the mentor shape the attitude of the learner towards achieving a better performance, mentors are also considered as persons with experience who can offer career guidance to the mentee, and if such individuals are attached to help coach the learners especially girls it contributes to higher rate of transition Zainal Abiddin, (2006).

2.4 Mentorship types

There are different ways of mentoring leading to classification of mentorship in the categories listed below. The type of mentorship being utilized depends on the purpose, availability of resources, distance between mentor and mentee, knowledge ability of a mentor. Womack et al., (2020) affirms that mentoring relationships are dynamic and personal

in nature; it should suit the mentees needs and change as needed over time. Mentorship types are as follows.

2.4.1 Traditional One-on-one Mentoring

This is the oldest known type of mentorship which is also considered as the most effective form. Womack et al., (2020) defines traditional mentoring as a mentorship in which a senior individual is paired with a junior individual to provide the younger with guidance, support, and encouragement. It involves matching a mentor and mentee who then meet regularly for physical sessions at a time and place that favours both. It can take both as formal and informal in nature depending on the area of mentorship.

2.4.2 Group Mentoring

Under group mentorship a mentor is matched with a cohort of mentees. The mentor most times is equipped with a manual and a schedule. This is mostly done in a formal set up such as schools and relevant settings. This type of mentoring can apply also to workplace, institutions such as churches or in communities where different groups can be reached; this can be based on shared goals.

2.4.3 Team Mentoring

This involves mentors who conduct   sessions as a group to mentees. This mentorship style can assure all-inclusiveness and divergence because it builds diversification and creates room for variety of people with separate view points and   thinking to mingle and share learning. Mentorship offered as a group is beneficial because of collaboration it removes any barriers of bi partisan and individualism sometimes connected with person to person mentorship. If well implemented this kind of mentorship can result in strong bonds both from the mentors and mentees as it enhances cohesion. This mentorship can also be conducted on a larger scale and target different groups to bring about a sense of belonging, ownership, and cohesion.

2.4.4 Peer Mentoring

The application of Peer guidance in school arrangement can help with enhancing members' self-worth and contribute to transition. Egege & Kutieleh, (2015) assert that Peer guidance entails teammates in the same age bracket mentoring one another. The peer counsellors may exchange roles and act as mentee and mentor, generally peer guidance is concerned with building an organized structure, getting educated as teammates and fostering accountability for each other. Alcocer & Martinez, (2018). Concur that peer guidance has to provide tangible constructive outcomes for the mentee and mentor which comprises of dialogue techniques such as improved value for self and education for both, such as enhanced self-esteem and academic self-reliance.

2.4.5 Reverse Mentoring

Reverse mentoring refers to a relationship where a younger individual provides guidance to an older individual. Person to person mentorship companionships have the ability to use reverse guidance because there is always room to cross learning. All the same reverse guidance plan of action avails and makes it formalized.

2.4.6 Distance/Virtual Mentoring

This is a mentoring relationship in which the two parties (or group) are in different locations. Students can benefit from distance mentoring in the context of COVID-19 pandemic as it can take place at anytime, anywhere. With changing trends including working remotely, it is very important to adapt therefore, commercial firms need to invest in mentorship without meeting face to face .The fact that people are now embracing working from home is reason enough to adapt distance mentoring. Despite the challenges as captured by Du Plessis, (2013), It is possible to conduct mentorship using technology and make positive outcomes.

2.5 Summary of Review

Mentorship is the third most influential relationship after family and romantic relationships. Mentorship is a relationship between two parties where one of the parties has more experience, knowledge, learning, connections, and skills to pass along what they have learned to a more junior party within a certain field; this is according to the World Education Service. The senior party is the mentor, and the minor party is the mentee. Seniority and juniority is most of the times attached to the age difference of the mentor and mentee but it is not always the older person who is mentor. A junior person can also mentor a senior person depending on the knowledge ability in the areas. For ages, mentorship has been used both formally and informally used to influence behaviour change, promote career and business growth, inspire, coach, educate and enhance discipline. Mentorship was however not as popularly used in the medieval times as it is gaining popularity in the recent times. It is taking a more formal approach and is being implemented by CSOs, learning institutions, religious institutions as an intervention to achieve successful transitions. Mentorship plays a major role in transition of girls to higher learning in the following ways:

- Knowing their choice of career paths is not only for women as well but also achievable. Some careers have been mainstreamed to fit the male gender more. This kills the morale of girls when their career interest leans towards the "masculine" careers. When girls get mentorship from women in the male dominated career, they get motivated to work hard and transition to careers that seemed unachievable before mentorship.

- Getting adequate information on existing career paths to follow. Most girls have limited career choices due to ignorance and societal standards. They therefore don't have a wide range of career choices. Mentorship will help them learn about careers that they did not think existed or did not think girls could do as well. Some girls also

choose careers - based on how prestigious they sound without being adequately informed on what the career entails. This leads to girls being frustrated once they pursue a career they were not informed on and dropping out or being unsuccessful to transit to employment James, (2019).

● Mentoring provides an opportunity for job shadowing as well as learning soft skills that are vital in the corporate world. This facilitates transition to the higher learning institutions as well as to employment James, (2019).

● Answering questions on higher learning institutions is a motivation for girls to want to transition. They get excited to hear about higher learning institutions and how different it is from secondary school education and get excited about transitioning.

● Getting through secondary school and transitioning needs a girl to be equipped with vital life skills such as negotiation skills, decision making skills, self-awareness, self-esteem, time management, assertiveness among others. These are skills that girls learn from their mentors through conversations, affirmations and even observing their mentors James, (2019).

CHAPTER THREE: RESEARCH DESIGN AND METHODOLOGY.

3.1 Introduction

This section gives detailed description of the designs and methods applied in undertaking this study. The research design and methodology was broken down into several sections that include; the design of the study, the scope, population targeted, the sample size and procedure, instruments used to collect data, analysing the data, data collection procedure, data analysis, validity and reliability, and ethical considerations,Validating and data reliability and finally validating its ethics and legal procedure.

3.2 Research Design

This research study adopted a mixed method study design using a mentorship effectiveness instrument, a questionnaire for quantitative data. Key interviews were used to collect qualitative data, this included interviews targeting teachers, stakeholders providing mentorship programs and parents. It is with this in mind that the mixed method research design was adopted to capture the intention of the study.

3.3 Research variables.

3.3.1 Dependent Variable

Transition to post-secondary institutions is the depended variable in this research study. This translates to a change of programme from high school to tertiary institutions. This was measured by the number of girls who were successful in joining post- secondary institutions.

3.3.2 Independent Variables

The independent variables in the study are Access, quality of mentorship, and mentorship type.

3.4 Location of the Study

The research was conducted in Changamwe and Jomvu sub counties, Mombasa County. The highest unemployed youth in comparison to large existence of infrastructure and companies including the airport, hospital, and SGR transport as well as EPZ prompted the researcher to conduct the study in the area.

3.5 Target Population

The population targeted in this study is 260 girls in Changamwe and Jomvu Sub Counties who completed 'form four from 2017 to 2020 in Mombasa County. The key informant target population was 40 parents/caregivers and other stakeholders including MoE.

3.6 Sampling Techniques

The researcher used purposive sampling procedure to select the study respondents. This technique was selected because it focuses on an interesting population to the research, which highly contributed positively in answering to the research questions. Has availability of good infrastructure, industries, business enterprises and some key resources including the

airport and SGR. All these amenities do not correspond with the high unemployment rate among youth and low education outcomes including poor academic results in national examinations. If mentorship is properly used, it can transform the lives of girls and motivate them to transition to post- secondary education.

3.7 Sample Size

The sample size that the researcher used in the study consisted of 260 participants (girls) who completed 'O' levels from 2017 to 2020 in Changamwe and Jomvu sub-county, Mombasa County drawn from community-based organizations, youth groups and other organizations working with youth in the two Sub Counties.

3.8 Research Instruments

The researcher adopted both structured and focus interview to solicit information from teachers, principals' personnel from CBOs, stakeholders providing mentorship programs MoE key persons and parents .An open-ended questionnaire was used to obtain information from the 206 (89 from Changamwe, 113 from Jomvu) girls drawn from community based organizations, youth groups and other organizations working with youth in the larger Changamwe. The key informant interview targeted 40 parents/caregivers and other stakeholders including MoE.

3.9 Pilot Testing

The researcher selected 20 girls, 10 who had concluded high school, however they had not transited to tertiary institutions and 10 who ha joined institutions of higher learning in Changamwe for pilot testing, suitable adjustments made accordingly. One such adjustment involved 90% respondents decline to add the names to the interview and preferred anonymity, an attempt at getting the age was also not well received. This resulted in having

the questionnaire without name, therefore the first question required to know the Sub County to which there was no objection.

3.10 Instrument Reliability

Ogula (2006), states that a reliable instrument is one which gives consistent measures every time it's administered to the same target population. Mugenda and Mugenda (2003) supports the above statement by saying that if a researcher uses a tool for the second time and it gives the same results as the first one, it means the reliability of the instrument is high. The study adopted a credibility determination approach to measure the reliability of the interview guide. The process involved items rating, interview,turn taking and probing to ensure more information tapping. The caregiver or parent and stakeholder's questionnaire contained a comments section.

3.11 Instrument validity

Validity is defined as the length at which a study tool measures what is designed for. The final instrument incorporated recommendations from faculty panel, supervisors, peers and other research experts. The method was adopted so as to ascertain that only the intended variables are measured.

3.12 Data Collection Techniques

The investigator acquired all the vital documents to aid the data collection process. The estimated timeline for the data collection was four weeks. The researcher ensured acquisition of all relevant documentation and permits prior to the data collection exercise, this allowed the researcher to get authorised to collect data using questionnaires. The researcher enlisted the help of four research assistants to enable timely data collection and completion. The questionnaires were administered in English however translation to Kiswahili was necessary in some instances especially for caregivers and parents. The researcher and assistants ensured the respondents understood the details of the questionnaire

and ensured they complete the questionnaires as honestly as possible. Both the questionnaires and interview sessions were be carried in succession to ensure compliance to the planned time frame.

3.13 Data Analysis

The collected data for the study was sorted then classified in preparation for analysis. Both qualitative & quantitative data analysis approaches were carried out. It employed descriptive statistics in summarising the quantitative data into figures and tables', frequencies and percentages were used to present the results. Data coding and statistical analysis was conducted using the Statistical package for the social sciences (SPSS). The researcher used inferential statistics to determine if there is a significant correlation among two selected factors. The significance of the correlation between study variables was determined using Pearson's correlation.. Qualitative data was then condensed into themes by editing, analysing, summarising and paraphrasing for enhancing and understanding of the meaning. In order to attach meaning to the different categories descriptive labels were employed.

3.14 Legal and Ethical Considerations

The investigator   initially submitted a comprehensive study proposal to the Department of Psychology, University of Nairobi to be approved. Once approved, the researcher sought an authorization letter from the Department of Psychology, University of Nairobi. The investigator also requested for a study authorisation document from National Commission for Science, Technology, and Innovation (NACOSTI) in the Ministry of education as well as authorisation from the County to carry out the study. With documentation   in place, an informed Consent was acquired from the study participants. In addition to their consent, the researcher upheld confidentiality of their responses. Names were not written on the research instruments and anonymity was guaranteed. Further, the researcher ensured proper security measures for data management including storage.

CHAPTER FOUR: DATA ANALYSIS, PRESENTATION, INTERPRETATION, AND   DISCUSSION

4.1 Introduction

The chapter presents the findings and discussions of qualitative and quantitative analysis of the data. The chapter is divided into two sections. The first section comprises description of demographic characteristics of the empirical study covering gender, group membership and socio-economic measures. The objectives of the study were to:

- Examine the prevalence of mentorship programs targeting girls in Mombasa County.

- Establish whether the quality of mentorship predicts transition to post-secondary education of girls in Mombasa County.

- Establish the extent to which accessibility of mentorship programs predicts transition to post-secondary education of girls in Mombasa County.

- Establish the extent to which mentorship type predicts transition to post-secondary education of girls in Mombasa County.

4.2 Response Rate

A total 242 duly filled questionnaires were received from the respondents out of 260

 Response Return rate

Total dispatched	Total Returned	Percentage
260	242	93
Total	242	93

Table 4.0 shows the percentage return rate as 242 translating to 93%

4.3 Study Findings

The findings of the study are presented following the order of the objectives and beginning with the demographic characteristics of the variables studied.

4.3.1 Demographic characteristics of variables

Table 4.1: Bivariate correlations of variables

Variable	1	2	3	4	5	6	7
Accessibility of mentorship	1						
Quality of mentorship	.55**	1					
One-on-one mentorship	-.14*	-.13	1				
Group mentorship	-.13	.01	-.38**	1			
Team mentorship	-.07	-.02	-.23**	-.22**	1		
Peer mentorship	.01	.15*	-.30**	-.15*	-.08	1	
Transition to post-secondary	.11	.20**	-.06	-.07	.08	.19**	1

Note: **$p = .01$ (2-tailed)

$\quad$ *$p = .05$ (2-tailed)

Findings indicate that 62(30.4%) of respondents did not transition to post-secondary education compared to 142 (69.6%) who did. Specifically, 9(4.4%) transitioned to a bridging course, 16(7.8%) to artisan courses, 51(25%) to craft courses, 37(18.1%) to diploma and 29(14.2) to degree courses.

Thirty-nine respondents (19.1%) reported having had no access to mentorship compared to 165(80.9%) who had access to mentorship. 10(4.9%) rated their mentors as poor quality while 194(95.1%) had good quality mentors.

Group mentorship was the highest subscribed program reported by 88(43.1%) of respondents. 65(31.9%) reported having peer mentorship, 43(21.1%) reported one-on-one while 41(20.1%) reported team mentorship.

Means and standard deviations of variables were also calculated and are presented in Table 4.2.

Table 4.2: Means of variables measured in the study

Variable	Minimum	Maximum	Mean	SD
Accessibility of mentorship	0	10	6.96	1.75
Quality of mentorship	0	55	40.72	7.22
One-on-one mentorship	0	1	.21	.41
Group mentorship	0	1	.43	.50
Team mentorship	0	1	.20	.40
Peer mentorship	0	1	.32	.47
Transition to post-secondary	0	5	2.39	1.84

The study also sought to establish differences in levels of mentorship between the two sub-counties of Jomvu and Changamwe. The findings were collated and presented in Table 4.3.

Table 4.3: Sub- County differences in variables measured

Variable	Sub-county	Mean	SD	*t*	*p*
Accessibility of mentorship	Jomvu	7.33	1.63	3.68	.000
	Changamwe	6.45	1.78		
Quality of mentorship	Jomvu	43.37	5.55	6.42	.000
	Changamwe	37.35	7.77		

One-on-one mentorship	Jomvu	.15	.36	-2.29	.023
	Changamwe	.28	.45		
Group mentorship	Jomvu	.43	.50	-.07	.948
	Changamwe	.44	.50		
Team mentorship	Jomvu	.22	.42	.73	.469
	Changamwe	.18	.39		
Peer mentorship	Jomvu	.46	.50	5.24	.000
	Changamwe	.13	.34		
Transition to post-secondary	Jomvu	2.84	1.71	4.07	.000
	Changamwe	1.82	1.84		

Note: Jomvu N = 113; Changamwe N = 89

Findings in Table 4.3 show significant differences in accessibility of mentorship, quality of mentorship, one-on-one mentorship, peer mentorship and transition to post-secondary education for girls. It would be interesting to know why Jomvu sub-county leads in all indicators except one-on-one mentorship.

4.3.2 Prevalence of mentorship programs

To find out whether there were mentorship programs in Mombasa County, the study asked respondents to list the types of mentorship programs accessible to them. Generally, one-on-one, group, team and per mentorship stood out as the main programs reported. Group mentorship was most reported while team mentorship was the least reported. The findings are summarised in Table 4.4.

Table 4.4: Mentorship program

Mentorship program	f	%
One-on-one	43	21.1

Group	88	43.1
Team	41	20.1
Peer	65	31.9

Findings therefore indicate that most mentorship programs are group based. Centre for Transformation (CTM) in Kenya is an international foundation that provides mentorship to teens and youth from 14 years and above .The mentorship is group based and uses spiritual intervention .The mentorship targets to help in behaviour change that is holistic. As way of getting the attention of youth, use of sports specifically basketball mentorship has been given priority, these coupled with community service help to bring out talent and leadership skills among the mentees from Kibera Slums. The implication of this is that youth who are mentored as a group learn to work as members of a team, additionally it could lead to positive behaviour change and peer mentorship among the mentees. The possibility of the members of a team influencing each other to become better can provide a variety of channels for support. Group mentorship can also be cost effective as it addresses a number of mentees which can help maximise resources especially in places that are resource constrained.

4.3.3 Quality of mentorship and transition to post-secondary education

To test whether quality of mentorship predicts transition; a null hypothesis was formulated and tested: Quality of mentorship does not significantly predict transition. Simple linear regression (F-test) was used to test the hypothesis.

The results of simple linear regression are presented in Table 4.5.

Table 4.5: ANOVA model for quality of mentorship and transition

Model		SS	Df	MS	F	Sig.
1	Regression	36.69	1	26.93		

Residual	659.71	202	3.27	8.17	**.005**
Total	686.41	203			

ANOVA findings indicate a significant prediction of quality of mentorship $F(1,202) = 8.17$, $p = .005$. Findings therefore present evidence to reject the null hypothesis.

A positive relationship was established between quality of mentorship and transition ($R = .20$) and contributed 3% to variance in transition ($R^2 = .03$). An examination of the coefficients indicates that increase in quality of mentorship was significantly correlated to transition ($B = .05$, SE $= .02$).

The finding of a significant prediction of quality of mentorship and transition supports findings of other studies. For instance findings by Allen and Eby (2007) in the hand book on youth mentoring contend that well mentored youth are better placed to cope with challenges and emotional stress. The findings further indicate that mentors who have better relationships/empathy with their mentees tend to handle them with care and sensitivity .Therefore there is a link between the quality of a mentor and the ability to produce positive outcomes which can include attendance and eventual transition. Mac Cullum ,(2002) further asserts that mentors need to poses the important qualities of being non-judgemental and a positive attitude particularly when dealing with youth at risk .These qualities are applicable in the context of this study because Mombasa has vulnerable populations especially girls. A Similar study by (Rhodes 2005),attests that the roles of a mentor can help to shape the learners attitude towards achievement of better performance ,mentors are considered as persons with experience that can offer career guidance to the mentee ,if such individuals are attached to help coach learners especially girls it can contribute to high rates of transition.

4.3.4 Accessibility of mentorship and transition to post-secondary education

To test the extent to which accessibility of mentorship predicted transition to post-secondary education, the following null hypothesis was formulated:

Access to mentorship does not significantly predict transition to post-secondary education

To test the hypothesis, simple linear regression analysis was done. The results were presented in Table 4.6.

Table 4.6: ANOVA model of access to mentorship and transition

Model		SS	Df	MS	F	Sig.
1	Regression	8.94	1	8.94		
	Residual	677.47	202	3.35	2.67	.104
	Total	686.41	203			

Findings of Table 4.6 did not provide evidence to fail to reject the null hypothesis. It is therefore evident that access to mentorship does not significantly predict transition to post-secondary education among girls.

However, access to mentorship positively correlated with transition (R = .11) but contributed a paltry 1% to variations in transition (R^2 = .01). Though insignificant, increase in access to mentorship predicted higher transition (B = .12, SE = .07).

The insignificant findings of the relationship between access to mentorship and transition are similar to Briggs, *et al* (2012) who contend that mentorship provides an opportunity for job shadowing as well as learning soft skills that are vital in the corporate world. This facilitates transition to institutions of higher learning as well as to employment. This is because of the finding of significant differences in transition between those who reported lack of access to mentorship programs and those reporting access to mentorship. Significant group differences

t (202) = -1.96, *p* = .05 were found between the group without access (M = 1.82, SE = 1.91) and the group that reported access to mentorship (M = 2.51, SE = 1.81). The findings show that access to mentorship is likely related to transition.

This new finding seems to support the findings of a study by Hartley (2004), indicates long lasting mentorship relationships are more likely to have positive outcomes because the benefits of mentoring emerge over a relatively long period of time showing that mentorship prevalence programs and the overall performance of the student have a strong relationship. The findings from another study carried out in the US among young people indicate that most youth do not have binding relationships with adults who are caring which predisposes them to risks. It is estimated that twenty percent (20%) 8.5 million young people lack caring adults in their lives. Majority of these youth are from marginalized homes and communities. Youth who do not have caring relationships with grown- ups while undergoing the developmental stages in childhood are more susceptible to a myriad of challenges that include formal education and delinquent/maladaptive behaviour .Study findings further indicate that resilient youth who smoothly transition from vulnerable environments to work and become responsible citizens can be traced to continuous relationship with caring adults in their journey .Mentorship can impact transition from secondary to post-secondary institutions. More -than 10 years of studies indicate that mentorship is an applicable intervention that can work well although those with programs face a lot of challenges and seem to be further from achieving the desired outcomes. The study findings show that mentorship programs can bring positive change in different areas of young peoples' behaviour and growth including developmental such as boost in their self-esteem, meaningful relations with family and friends , improved greater school connectedness, better grades and less involvement in substance abuse, aggressive and criminal tendencies plus any other actions that predispose

them to risk (Rhodes & Dubois, 2008).Therefore these findings seem to support the use of mentorship as a strategy that can yield positive outcomes leading to transition.

4.3.5 Type of mentorship program and transition

The study also sought to establish the extent to which type of program predicts transition to post- secondary education. The following null hypothesis was formulated and tested: Type of mentorship does not significantly predict transition.

Multiple linear regression analysis was done to test the hypothesis whose findings are reported in Table 4.7.

Table 4.7:ANOVA model of type of mentorship and transition

Model		SS	Df	MS	F	Sig.
1	Regression	31.19	1	7.80		
	Residual	655.21	199	3.29	2.37	**.050**
	Total	686.41	203			

Findings in Table 4.7 support the decision to reject the null hypothesis. Therefore, there is evidence to conclude that mentorship type significantly predicts transition to post-secondary education.

The finding of a significant prediction of mentorship type on transition echoes previous studies. Literature defines traditional mentoring as a mentorship in which a senior individual is paired with a junior individual to provide the young with guidance, support and encouragement .It involves matching the two who then meet regularly for physical sessions at a time that favours both .It can be taken both as formal or informal. In another study conducted in the US on mentorship by Public Private Ventures (P/PV) who carried out an experiment to evaluate Big Brothers and Big Sisters (BB/BS) programs Walker, (2007). In the study young people were put on the BB/BS waiting list or enrolled in the BB/BS

program. The research stressed the importance of well-planned programs with proper management, capacity building, case handling, guidelines processes and adherence to quality assurance measures. The measures include vetting of adults and young people, capacity building and familiarization for volunteers, the pairing procedure, the number of meetings or contact needed and the monitoring and support for the paired individuals.

To establish whether there is any difference made in the lives of youth through one on one mentorship the research found out various meaningful outcomes, Young people who went through mentorship had 46 percent less likelihood than the un-mentored counterparts' abuse drugs during the research period. The results from the study were even better among youth from minority background tese had 70 percent less likelihood of starting drug use when undergoing meaningful mentorship relationship. Youth who underwent mentorship had a 27% less likelihood as compared to youth in the control group to abuse alcohol. Mentored youth were less aggressive, attended School more days than not, they also had good and meaningful relationships with their parents.

The model shows a positive correlation between mentorship type and transition (R = .21) which accounted for 5% of differences in transition (R^2 = .05).

Analysis of coefficients is presented in Table 4.8.

Table 4.8:Co-efficients of mentorship type and transition

Model		Unstandardized coefficients			
		B	SE	t	p
1	(Constant)	2.01	.33	6.19	.000
	One-on-one mentorship	.13	.40	.31	.754

Group mentorship	-.01	.32	-.02	.984
Team mentorship	.47	.36	1.31	.191
Peer mentorship	.81	.31	2.58	**.011**

The findings in Table 4.8 clearly show that peer mentorship is the best predictor of transition to post-secondary education.

The findings concerning the effects of peer mentorship are similar to earlier studies. For instance, Budge, (2006) asserts that Peer mentorship when applied in school setting can help with enhancing members' self-worth and contribute to transition .Peer mentorship involves colleagues of a similar age bracket and experience mentoring each other, is concerned with creating a formal support system, learning together, and holding one another accountable.

Peer mentoring involves colleagues of a similar age and experience level mentoring each other. They may take turns acting as 'mentor' and 'mentee', but overall, peer mentoring is about creating a formal support system, learning together, and holding one another accountable. Peer mentoring has been shown to have measurable positive effects for both the mentors, including in communication skills, and mentees, such as enhanced self-esteem and academic self-efficacy

Further logistic regression analysis of prediction using the enter method found significant prediction of accessibility and peer mentorship (Cornelius, Wood & Lai, 2016).. The model was significant, $\chi^2(6) = 16.04$, $p = .014$ and accounted for up to 11% of the differences in transition (R Square = .11). The findings are presented in Table 4.9.

Table 4.9:Logistic regression model of transition to post-secondary education

	95% CI for

						EXP(B)		
Variable	B	SE	Wald	Df	Sig.	Exp(B)	Lower	Upper
Accessibility	.94	.45	4.44	1	**.035**	2.56	1.07	6.11
Quality of mentor	.16	.74	.05	1	.826	1.18	.28	5.02
One-on-one	.88	.63	1.92	1	.166	2.40	.70	8.30
Group	.73	.56	1.70	1	.192	2.07	.69	6.21
Team	.87	.61	2.02	1	.156	2.38	.72	7.91
Peer	1.53	.53	8.42	1	**.004**	4.63	1.64	13.02
Constant	-1.16	.85	1.89	1	.170	.31		

These findings indicate that accessibility and peer mentorship significantly predict transition. For instance, those respondents who reported having access to mentorship were 2.56 times more likely to transition to post-secondary education compared to those who did not; and respondents who reported peer mentorship programs were 4.63 times more likely to transition than those who did not.

The interpretation of these findings presents interesting perspectives to psychologists and policy makers. Whereas accessibility on its own does not predict transition, it is evident that the effect of accessibility works through other factors including the type of mentorship available. Ottmann (2017) conducted a study to investigate the perception of youth and how it influenced their career choice findings indicated that both boys and girls look to their parents when choosing careers. Girls indicated that their interest or lack of interest in technical courses was based on their parents' opinion about the field of study .Another study found that girls and women faced inequities, did not achieve at their expected levels, and did not choose career options compatible with their cognitive abilities. Several factors, including parents' attitudes, were responsible for these anomalies,

Discussion of Results

Participants gave a list of the kinds of mentorship undertaken as follows: one on one ,peer mentorship ,group mentorship ,team mentorship and reverse mentorship.The study asked respondents to list the types of mentorship programs accessible to them. Generally, one-on-one, group, team and per mentorship stood out as the main programs reported. Group mentorship was most reported while team mentorship was the least reported.

A study was conducted in the US to establish whether there is any difference made in the lives of youth through one on one mentorship and found various meaningful outcomes; Young people who went through mentorship had a 46 percent less likelihood than their un-mentored counterparts to abuse drugs during the research period. The results from the study were even better among youth from minority background that had 70 percent less likelihood of starting drug use when undergoing meaningful mentorship relationship. Youth who underwent mentorship had a 27% less likelihood as compared to youth in the control group to abuse alcohol. Mentored youth were less aggressive, attended School more days than not, they also had good and meaningful relationships with their parents.

The findings can be applied in Mombasa to help youth particularly because most of them get into risky behaviours such as drug abuse, teenage pregnancies and criminal tendencies.

The study sought to determine whether quality of mentorship has any influence on transition Findings indicate that existence of a relationship. An increase in quality of mentorship leads to an increase in transition; therefore there is a significant correlation between mentorship and transition. The findings can be used to improve education outcomes in Mombasa Country. The Ministry of Education has developed a mentorship policy that is still at the launching stage, these findings can be incorporated to help in the implementation. Previous studies have had similar results.

For instance findings by Allen and Eby (2007) in the hand book on youth mentoring contend that well mentored youth are better placed to cope with challenges and emotional stress. The findings further indicate that mentors who have better relationships or empathy with their mentees tend to handle them with care and sensitivity. Therefore there is a link between the quality of a mentor and the ability to produce positive outcomes which can include attendance and eventual transition. Further, mentors need to poses the important qualities of being non-judgemental and a positive attitude particularly when dealing with youth at risk .These qualities are applicable in the context of this study because Mombasa has vulnerable populations especially girls. A Similar study by Rhodes et al., (2005),attest that the roles of a mentor can help to shape the learners attitude towards achievement of better performance ,mentors are considered as persons with experience that can offer career guidance to the mentee ,if such individuals are attached to help coach learners especially girls can contribute to high rates of transition.

4.4 Qualitative Findings

The Ministry of Education has the core mandate of ensuring all learners in primary and secondary schools receive mentorship. As a result, the study focused on gathering information on the role of Ministry of education in mentorship and how it has influenced transition to institutions of higher learning.

The study had sought to find out the effectiveness in implementation of the mentorship policy if there is any and its possible outcome on transition.

Stakeholders in the education sector were engaged on the availability of mentorship guide or policy in the country. 18 of the respondents representing 90% said there is a mentorship policy. Only 2 respondents 10% were not aware of any mentorship policy or guide. Mentorship targeting students requires to be guided to ensure uniformity, the ministry oversees and is mandated to ensure the policy is implemented to improve the quality of

education and increase transition to institutions of higher learning. Teachers are more concerned with implementing the syllabus thus forgetting the life skills aspect of the learner, furthermore some teachers have inadequate skills for mentoring learners thus leading to a low outcome when taking up mentorship. According to the National Mentorship policy guide launched in 2019, guidance and counselling teachers are required to be in-charge of implementing mentorship in schools. From a series of engagements with teachers, the department is overwhelmed and has very few qualified personnel, the mentorship guide gives a broad spectrum of mentorship including approaches essential in ensuring Mentorship is effective. The lack of know how in implementation of the policy creates a significant gap in addressing learner's issues which would be essential in enabling them to have a peace of mind in school and improve in their academics.

It is one thing to have policies in place but without implementation it is of no use, if good policies are made and not used, they may not serve the purpose of intention. On whether the policy guide is being put in use 83.33% of the respondents said yes, 5.6% said no while 11.11% said maybe meaning they were not sure. This proves that there is an existing gap in evaluating whether the policy guide has been put to use, the policy is meant to be implemented in order to achieve the desired goal. As a Country Kenya is reported to be one of the best in formulating policies but the worst in implementing them.

The study further sought to find out whether the guide is effective, 14 respondents 83.33% cited the guide as effective, 5.55% said it was less effective and 11.11% not effective the rest were not sure as they indicated not applicable. This implies that the guide has not been recognized despite having deliberate efforts in ensuring its effectiveness. These numbers correspond to the study findings where 95 respondents representing 22% of the total number of respondents have not transitioned to institutions of higher learning. There is a correlation between the implementation of the mentorship guide and its effectiveness, professionalism of

mentors, accessibility of mentorship, quality of the content and transition to institutions of higher learning.

Who offers mentorship?

Respondents cited names of entities offering mentorship programs as follows in Mombasa County as follows; Bomu 16.7%, DREAMS, HAKI AFRIKA, I Choose Life Africa, Jielimishe, MEWA, Muhuri Africa, Pwani Techno Girls, Red Cross, Swahili Pot, and Techno Kids Africa. The policy guides implementation of mentorship by the partners. Quite a good number of partners were cited as service providers in mentorship thus complementing the government's effort to ensure there is improvement in completion success rates through empowerment of the learners. Apparently when asked on whether they were aware of the content of mentorship programs offered in the county only 20% were aware while 80% were not aware. This poses a challenge in the expected outcomes of mentorship. the policy is available however it is not guiding partners on how mentorship is supposed to be implemented therefore each is working to achieve its goal through mentorship and the efforts are not geared towards a particular common good.

Since mentorship is a strategy that targets learners who include children below the age of maturity, it is important for the content to be well known and approved by the right authorities. Organizations have their own programs this implies that different versions will be offered to the learners and might end up creating confusion and learners left with an array of conflicting information.

There is need to streamline content in all programs offering mentorship to ensure uniformity ,effectiveness and quality is achieved. The study found that only 35 % of the respondents agreed that mentorship is streamlined, 50% said no, while 15% did not respond to the question with majority citing not applicable. If not streamlined, what action has been taken to streamline the content, 25 % believed mentors need to be encouraged to continue offering

mentorship, 25% said they were not sure adding commenting that MoE is usually concerned with its activities hence they could be working on something, 25% said there is a new policy for mentorship while 25% said nothing is being done. The availability of a policy guiding mentorship is a welcome treat. This means the streamlining coordination and content will be uniform and that mentorship will be formalized. It appears that mentorship has been conducted haphazardly and that learners received the content depending on who was offering. The Ministry of Education has taken the responsibility of coming up with a policy, what remains is implementation.

In line with streamlining mentorship, the study sought to find out the progress, and it appeared that 60% said it was not yet done, 30% said it was fairly done while 10% said it was done. It is important for stakeholders to be aware of what is happening on matters relating to children and education. The stakeholders who include civil society personnel have a duty to support the Government by complementing the efforts. If the same people do not know what is happening, then content of mentorship might have gaps, yet they have no idea. As a result, there is need to have well-coordinated mentorship programs with standardized reporting mechanism in the County solely to support in streamlining of mentorship.

The study determined the rate at which mentorship is implemented in schools by use of Likert scale ranged from 1 to 5 with 5 being the highest and 1 lowest. 42.26% rated very highly, 47.37% high, while 5.26% rated low, and 5.26% average the remaining percentage was rated extremely low. There is need to ensure all learners have access to effective mentorship across board. This would enhance mentorship productivity and ensure inclusivity among learners where their life skills are being developed and are given an equal opportunity to take part and receive mentorship. This is however dependent on the mentorship being deployed as a strategy in which the study had sought to find out, concerning mentorship as a strategy, majority of the respondents gave positive remarks presented as follows; It is

amazing, good to be considered, it's good and improves people's lives, can streamline behaviour change. Cumulatively 95.2% of respondents said mentorship has helped students with their studies while 76.2% said it's a good strategy for behaviour change. 80% gave an opinion that it's good to be mentored with additional remarks such as it improves performance and helps give direction and guidance.

Respondents were given an opportunity to give comments on mentorship 66% said mentorship is good and should be given an opportunity, 71.4% said mentorship is key to transforming mind-set, 47.6% responded that mentorship is good for collaborative behaviour, 61.9% said they were looking forward to mentorship policy in Kenya, 42.9 said the frequency of mentorship should be maintained, and 33.3% said mentorship should be implemented in all schools. From the feedback it seems like mentorship as a strategy is important especially in the changing world where guidance is needed. Youth are particularly vulnerable to many social challenges.

CHAPTER FIVE: SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATION

5.1. Introduction

This chapter gives a summary of major findings from the study, provides discussions, recommendations, conclusions and areas for more research.

5.2 Summary of findings

The study reached a total of 202 (girls) participants 89 from Changamwe and 113 participants from Jomvu Sub County. Further a total of 40 key participants including the parents and stakeholders equally. The study sought to examine the prevalence of mentorship programs targeting girls in Mombasa County, to establish whether the quality of mentorship predicts

transition to post-secondary education of girls in Mombasa County, to establish the extent to which accessibility of mentorship programs predicts transition to post-secondary education of girls in Mombasa County and finally, to establish the extent to which mentorship type predicts transition to post-secondary education of girls in Mombasa County.

In order to respond to the aforementioned objective, the questionnaire focused on the following indicators; the transitioning rates, the courses for post graduated, youths undergoing mentorships, and the accessibility.

Findings from the research indicated that majority (69.6%) transitioned to post-secondary education compared to (30.4%) that did not. On the courses pursued after secondary education, majority went for craft course at 25% while minority transitioned to a bridging course at 4.4%. Other courses included artisanship, while others pursued diploma or a degree.

Further, the findings revealed that majority had access to mentorship (80.9%) while minority (19.1%) reported having had no access to mentorship. Of those that accessed mentorship, most of the mentors were proficient while few were less proficient at 95.1% and 4.9% respectively.

Majority of the respondents sought to group mentorship represented by (43.1%) followed by peer mentorship (31.9%), one-on-one (21.1%) and (20.1%) reported team mentorship in that order.

The prevalence of the indicators by the participants were as follows; accessibility of mentorship at P=.000, quality of mentorship at P=.000, one-on-one mentorship at P=.023, group mentorship at P=.948, team mentorship at P=.469 and peer mentorship, with some being statistically significant and others being statistically insignificant.

5.3 Discussion

The findings revealed participants transitioned to post- secondary education programs. Majority of the responders (69.6%) presented that they had transitioned to post education programs for various courses and in the degree and diploma levels.

On the types of mentorship, one on one is recognised in literature as the oldest type of mentorship approach and also considered most effective where senior individual is paired with a junior to provide guidance, encouragement and support. The findings also revealed that respondents accessed mentorship programs and that there were mentorship programs in the County. Generally, the mentors were qualified, thus quality programs provided. According to the findings, access to mentorship is statistically insignificant in prediction of the transition to post-secondary education for learners. Research findings from previous tasks have shown a strong relationship between the prevalence of mentorship programs and the overall performance of the students.

Further, it is evident that access to mentorship does not significantly predict transition to post-secondary education among girls at P=1.04.Therefore, the results reject the null hypothesis.

Therefore, there is evidence to conclude that mentorship type significantly predicts transition to post-secondary education at P=.05. The results fail to reject null hypothesis, thus taking alternative hypothesis.

5.4 Recommendations

Based on the findings of the study, the researcher presents the following as recommendations;

1. The study recommends awareness creation on the benefits of mentorship

2. The study recommends mentorship to be implemented in all Schools. There is need to ensure all learners have access to effective mentorship across board.

3. The study recommends the adoption of community mentorship as a strategy targeting out of School youth especially the boy child to equip them with life skills

4. The study further recommends that parents make an effort to understand more what is happening around education.

5. The researcher recommends similar studies to be conducted in other Counties for comparison.

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Appendix A: Mentorship Effectiveness Scale

Directions: The purpose of this survey is to gather information concerning mentorship of girls in Mombasa County. For the questions below, please indicate the extent to which you agree or disagree with each statement listed. Click on the letters that correspond to your response. The information you give is for research purpose and will be treated with appropriate confidentiality.

1. **Sub-County**

Jomvu ☐   Changamwe ☐

2. **My mentor was accessible?**

Strongly Disagree ☐   Disagree ☐   Slightly Disagree ☐

Strongly Agree ☐   Agree ☐   Slightly Agree ☐

3. **My mentor demonstrated professional Integrity?**

Strongly Disagree ☐   Disagree ☐   Slightly Disagree ☐

Strongly Agree ☐   Agree ☐   Slightly Agree ☐

4. **My mentor demonstrated content expertise in my area of need?**

Strongly Disagree ☐   Disagree ☐   Slightly Disagree ☐

Strongly Agree ☐   Agree ☐   Slightly Agree ☐

5. **My mentor was approachable?**

Strongly Disagree ☐   Disagree ☐   Slightly Disagree ☐

Strongly Agree ☐   Agree ☐   Slightly Agree ☐

6. **My mentor was supportive and encouraging.**

Strongly Disagree ☐   Disagree ☐   Slightly Disagree ☐

Strongly Agree ☐   Agree ☐   Slightly Agree ☐

7. My mentor provided constructive and useful critiques of my work.

Strongly Disagree ☐   Disagree ☐   Slightly Disagree ☐

Strongly Agree ☐   Agree ☐   Slightly Agree ☐

8. My mentor motivated me to improve my performance.

Strongly Disagree ☐   Disagree ☐   Slightly Disagree ☐

Strongly Agree ☐   Agree ☐   Slightly Agree ☐

9. My mentor was helpful in providing direction and guidance on professional issues (e.g., networking).

Strongly Disagree ☐   Disagree ☐   Slightly Disagree ☐

Strongly Agree ☐   Agree ☐   Slightly Agree ☐

10. My mentor answered my questions satisfactorily (e.g., timely response, clear, Comprehensive).

Strongly Disagree ☐   Disagree ☐   Slightly Disagree ☐

Strongly Agree ☐   Agree ☐   Slightly Agree ☐

11. My mentor acknowledged my contributions appropriately (e.g., committee contributions, Awards).

Strongly Disagree ☐   Disagree ☐   Slightly Disagree ☐

Strongly Agree ☐   Agree ☐   Slightly Agree ☐

12. My mentor suggested appropriate resources (e.g., experts, electronic contacts, source Material).

Strongly Disagree ☐   Disagree ☐   Slightly Disagree ☐

Strongly Agree ☐   Agree ☐   Slightly Agree ☐

13. My mentor challenged me to aim higher and perform beyond my expectation.

Strongly Disagree ☐   Disagree ☐   Slightly Disagree ☐

Strongly Agree ☐   Agree ☐   Slightly Agree ☐

14. Mentorship is easily accessible in my area.

Strongly Disagree ☐   Disagree ☐   Slightly Disagree ☐

Strongly Agree ☐   Agree ☐   Slightly Agree ☐

15. The types of mentorship I have undergone are?

One on one ☐   Group ☐   Distant/ Online ☐

Team mentorship ☐   Peer Mentorship ☐   Reverse mentorship ☐

16. After secondary education, I transited to?

Degree Certificate ☐   Diploma Certificate ☐   Craft Certificate ☐

Artisan Certificate ☐   Bridging Certificate ☐   None ☐

Appendix B: Mentorship Assessment Tool for Parent/ Guardian

This survey aim at gathering information from parent or guardians concerning girls'

mentorship. Please answer the questions appropriately and give information to the best of

your knowledge. Information given is for research purpose.

 Have you ever heard of mentorship?

Yes ☐   No ☐

17. **If yes, in your own understanding what is mentorship?**

_____

_____

_____

_____

18. **Did your daughter receive any mentorship in high school?**

Yes ☐   No ☐

19. **Were there any noticeable changes in her behavior?**

Yes ☐   No ☐

20. **If yes, what changes did you notice?**

_____

_____

_____

_____

21. **Are you aware of the topics discussed during mentorship?**

Yes ☐   No ☐   Maybe ☐

22. **Did you get any feedback concerning the topics discussed?**

_____

_____

_____

23. According to the feedback, what were some of the topics that she shared?

_____

_____

_____

_____

24. **How helpful was the feedback?**

_____

_____

_____

_____

25. **How often were the mentorship sessions being conducted?**

Always ☐ Often ☐ Sometimes ☐ Rarely ☐ Never ☐

26. Who initiated the mentorship services?

_____

_____

_____

_____

27. What were the reasons for initiation?

_____

_____

_____

_____

28. Do you know of any persons, school, organization or groups who offer mentorship to the students?

Yes ☐   No ☐

29. If yes, please mention some?

_____

_____

_____

_____

30. As a parent would you recommend mentorship as a strategy to reinforce positive behavior change in girls?

Yes ☐   No ☐   Maybe ☐

Appendix C: Mentorship Assessment Tool for Stakeholders including MOE.

This survey aim at gathering information from Education Stakeholders concerning girls' mentorship. Please answer the questions appropriately and give information to the best of your knowledge. Information given is for research purpose.

1. **Is there any mentorship guide/policy?**

   Yes ☐   No ☐

2. **If yes, is it being put to use?**

   Yes ☐   No ☐   Maybe ☐

3. **If it is being put to use, is it effective?**

   Effective ☐   Less effective ☐   Not effective ☐

4. **Are you aware of any mentorship program in the county?**

   Yes ☐   No ☐   Maybe ☐

5. **Kindly mention some of the programs you know in the county that offer mentorship?**

   _____

   _____

   _____

   _____

6. **Are you aware of the mentorship programs offered in your county?**

   Am aware of the content ☐   Am aware ☐

7. **Is the mentorship content streamlined in all programs?**

8. Yes ☐   No ☐   Maybe ☐

9. **If it is not streamlined, what actions have you taken to streamline the content?**

_____

_____

_____

_____

10. **How far is the process of streamlining the content being shared in the mentorship program?**

Not yet ☐   Fairly done ☐   Done ☐

11. **Is there coordinated mentorship program in the county?**

Yes ☐   No ☐

12. **At what rate are mentorship program implemented in schools?**

	1	2	3	4	5	
Extremely Low						**Very high**

13. **What is your opinion on mentorship as a strategy?**

_____

_____

_____

Appendix D: Administrative Map of Mombasa County

MOMBASA COUNTY CONSTITUENCIES WITH EXISTING WARDS

Appendix E: NACOSTI Licence

REPUBLIC OF KENYA

NATIONAL COMMISSION FOR
SCIENCE, TECHNOLOGY & INNOVATION

Ref No: 960756

Date of Issue: 12/October/2021

RESEARCH LICENSE

This is to Certify that Ms.. MARIAM NAKHUMICHA MUSA of University of Nairobi, has been licensed to conduct research in Mombasa on the topic: RELATIONSHIP BETWEEN MENTORSHIP AND TRANSITION TO POST-SECONDARY EDUCATION OF GIRLS IN MOMBASA COUNTY, for the period ending : 12/October/2022.

License No: NACOSTI/P/21/13256

960756

Applicant Identification Number

Director General
NATIONAL COMMISSION FOR
SCIENCE, TECHNOLOGY &
INNOVATION

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Appendix F: NACOSTI Approval Letter

UNIVERSITY OF NAIROBI
COLLEGE OF HUMANITIES AND SOCIAL SCIENCES
FACULTY OF ARTS
DEPARTMENT OF PSYCHOLOGY

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21/9/2021

The Chief Executive Officer
National Council for Science Technology and Innovation.
P.O. Box 30623-00100
Nairobi – Kenya

REF: MARIAM NAKHUMICHA MUSA -C50/10908/2018

The above named is a student in the Department of Psychology, undertaking a Masters Degree in Counseling Psychology at the University of Nairobi. She is doing a project on **"Relationship between mentorship and transition to post secondary education of girls in Mombasa County."** The requirement of this course is that the student must conduct research project in the field and write a project.

In order to fulfill this requirement, I am introducing to you the above named student to kindly grant her permission to collect data for her Master's Degree Project.

Sincerely,

Dr . Charles O. Kimamo
Chairman,
Department of Psychology