

Utilization of Mentorship Program among Students at Kenya Medical Training College Kabarnet Campus

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Abstract

There is no single definition that represents accurately the multiplicity of relationships which institutional agents and students may refer to as 'mentoring' However, there is consensus across studies that it focuses on students' growth and development, the experiences might include wide forms of support, and mentoring relationships are reciprocal and personal. Although Kabarnet Campus has a mentoring program, students are exposed to disciplinary meetings in which mentoring needs might be identified. The mentor is a lecturer with similar workload as other lecturers. Literature has given much focus on the benefits of mentorship. There is limited information on the level of awareness about the mentorship program's existence, influence of resource availability on the utilization, and perception towards mentoring. Therefore, the purpose of this study is to determine the factors influencing students' utilization of mentorship program at KMTC, Kabarnet campus. The study adopted a cross-sectional descriptive study design. A sample of 77 participants was drawn from the nursing department, second year students using a series of sampling stages. A self-administered, content-validated, and semi-structured questionnaire was used for data collection. Pretesting of the tool was done using a 10% sample size of students from Kapenguria KMTC. Thematic analysis helped in analyzing qualitative data and quantitative data was analyzed on Google Form. Approval to conduct research was sought from the principal Kabarnet campus, and participants gave an informed consent. A majority of the respondents (61%) were between the age of 22 and 25 years. There were more female respondents (70.1%). A majority of the respondents managed defining mentorship using varying aspects. 88.3% of the respondents did not know that there is a designated college mentor. 62.3 % of the respondents reported to have ever attended a mentoring session while 37.7% have never. A majority of the respondents agreed that mentorship in college is important (97.4%) and often feel the need to be mentored (93.5%). There was a 100% consensus that the mentor provided encouragement, was welcoming, and was a good advisor. 71.4% of the respondents reported that they can conveniently access mentorship service in college. 72.7% consider cost as a challenge to mentorship while away from college. While 49.4 % of the respondents possess ICT skills, 50.6% are ICT incompetent. Therefore, more awareness on mentorship through the dean of students' office needs to be created, and students encouraged to seek mentorship. Moreover, the institution needs to consider e-mentoring and equip students with the needed ICT skills.

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I. INTRODUCTION

1.1 Background Information

There is no single definition that represents accurately the multiplicity of relationships which institutional agents and students may refer to as 'mentoring'. However, it is generally assumed that a mentor is someone who is superior or has skills and knowledge in a given area, which makes him or her suitable in guiding the juniors (Feldman, 2012). Ssemata, Gladding and John (2017) notes that mentors are individuals who offer psychological and emotional support, role modeling and career advice in a relationship which is mutually beneficial. On the same note, Craney, McKay, Mazzeo and Morris (2011) define mentoring as faculty members and students collaborating to develop as well as implement research proposals. Despite the differing definitions that mentoring has, there is consensus across studies that it involves the following four aspects. First, it focuses on students; growth and development. Second, mentoring experiences might include wide forms of support such as emotional, career and professional support. Third, mentoring relationships are reciprocal and personal. Finally, compared to their students, the mentors have more achievement, influence and experience within the specific educational environment.

In recent years, mentoring has been considered a national priority (Dahlvig, 2010). My Brother's Keeper, an initiative in the White House, regards mentorship a crucial component in the development and success of the African American men and boys. *The Mentoring Effect*, published in 2014, calls for a national dedication to mentoring in United States as it has positive impacts on outcomes, aspirations, and decision making among

youths (Bruce and Bridgeland, 2014). Museus and Neville (2012) indicate that wider research on student success has overtime observed the essence of faculty-student interactions as well as mentorship to college students' academic success and progress. Komarraju, Musulkin and Bhattacharya (2010) assert that universities and colleges that foster such interactions actively are more likely to reap benefits as an institution (such as retention rates), in addition to individual (such as degree attainment) levels.

Mentoring programs and the associated efforts are considered as effective means through which academic success and student development can be supported. Dahlvig (2010) note that some of the notable outcomes associated with mentoring students include higher academic performance (evident from grade point averages and exam scores), as well as engagement in the program-related activities. Espinoza and Espinoza (2012) and Gross, Iverson, Willett and Manduca (2015) agree that mentoring also has longer-term outcomes, including greater persistence and degree attainment. Furthermore, mentoring is linked positively to personal and career development (Kinkel, 2011), developmental outcomes which lead to academic success such as adjustment in college (Smojver Ažić and Antulic, 2013), as well as civic outcomes like social responsive leadership and social responsibility (Haddock, Weiler, Krafchick, Zimmerman, McLure and Rudisill, 2013). As such, the importance of mentoring programs in educational institutions cannot be underrated.

Kena, Hussar, McFarland, de Brey, Musu-Gillette, Wang, and Dunlop (2016) argue that in 2015, more than 90% of youths aged between 25- 29 years in the US were through with high school, where 44% of these held an associate's degree while only 34% had earned the bachelor's degree or more. This suggests that mentoring brings forth some self-drive and motivation.

Nakanjako, Byakika-Kibwika, Kintu, Aizire, Nakwagala, Luzige, Namisi, Mayanja-Kizza and Kamyia (2011) note the gradual rise in need for helpful mentors in Uganda over the previous five to ten years, more so because the workforce is currently flooded with well-trained professionals. This research also highlights that administrative, research and high clinical demands on mentors are some of the challenges to mentoring efforts.

Oluchina and Amayi (2016) note the existence of both informal and formal mentorship programs in Kenya, where youthful female mentees participate in the programs more than the males. Kenyatta University has had a formal mentorship program for over five years while Masinde Muliro University of Science and Technology and University of Nairobi have informal mentorship program (Oluchina and Amayi, 2016). In studies conducted in Kenya by Chege (2009) among students from Kenya Methodist University and University of Nairobi and Wachira (2019) among nursing students from Kabarnet Kenya Medical Training College, there is unanimous agreement that mentorship programs have positive impacts on students' development, and that students perceive mentorship positively.

Crisp, Baker, Griffin, Lunsford and Pifer (2017) note that based on intensive research, peers, graduate students, staff members, and faculty members are all crucial to the success of college students. In a majority of the cases, graduate students, administrative assistants, advisors and support staff members share information or participate in task-specific exchanges with the college students. At KMTC, peers, graduate students, staff members, faculty members, administrative assistants, and support staff members can mentor students on varying issues. However, there is a designated dean of students' office, that is under the supervision of the deputy principal academics, and whose role is purely mentoring. The dean of students at Kabarnet Kenya Medical Training College is a male lecturer from the nursing department. Similar to all other lecturers, he has to deliver as far as teaching and learning is concerned. Equally, colleges and higher learning institutions in Kenya have some form of mentorship for the students. However, there is a wide range of factors that prevent students from making maximum use of the mentorship programs. Gichigi (2009) on Kenyan universities' mentorship practices reported mentorship prevalence at Kenya Methodist University and University of Nairobi to be 57.2% and 7.1% respectively. Based on this rationale, the aim of this research study is to determine factors influencing students' utilization of mentorship program at KMTC, Kabarnet campus.

1.2 Problem Statement

There is value in being guided by a mentor, including personal empowerment and transformation (Qahtani, 2015). However, lack of mentoring is associated with hindered research publishing, career development, and progression in academics, as well as absenteeism from classes, alcoholism, demotions, failure in exams, and deferments or dropping out from college. Ali and panther (2008) also note that failure to intensify mentoring at the student level makes students feel insufficiently prepared for future roles, and they face extreme challenges when transitioning to the professional level, where independent practice is the norm. In addition, students experience frustrations in their academic lives if there is absence of professional guidance and support from mentors (Mabuda, Potgieter and Alberts, 2008). While students ought to be mentored on different areas such as academics and social life, mentorship opportunities are often missed. College disciplinary meeting are held to address student issues. This indicates that the students shy from seeking mentorship if facing challenges while in college, for them to be addressed at the initial stages. Moreover, the dean of students at the college is a lecturer, and often has other departmental roles requiring his attention. Concerns are also raised on how student-friendly the mentoring programs are, and how well informed the students are about their existence. Tengah (2016)

conducted a study on perceptions of nursing students on mentoring programs' benefits in Brunei, and found out that 24% of the respondents lacked awareness about the program. In college, many factors might interact to influence use of the program, particularly because some students reside outside the college, from where they can receive advice from neighbors or fellow students. Overtime, this has made the college students to develop perceptions towards mentoring. Although there are studies on factors influencing students' utilization of mentorship program, no such study has been conducted at KMTC, Kabarnet Campus. Therefore, this study intends to assess factors influencing students' utilization of mentorship program at KMTC, Kabarnet campus.

1.3 Justification

Mentorship in college has numerous benefits, both long-term and short-term. However, these are barely exploited, despite of the existence of the programs in colleges. This is majorly because many factors interact to hinder students from seeking the mentorship. Students ought to understand that mentoring is significant to their lives while in college. Moreover, the mentorship environment should always be friendly to the students. No research study has explored the factors influencing students' utilization of mentorship program at KMTC, Kabarnet campus. Therefore, this research study will mend that gap as it will offer information on the factors the influence utilization of the mentorship program among students, which will be beneficial to both the institution and students, the needed amendments can be made.

1.4 Research Questions

1. What is the perception of students on mentoring services at KMTC Kabarnet campus?
2. What is the level of awareness about the mentorship program's existence at KMTC Kabarnet campus?
3. What is the influence of resource availability on utilization of the mentorship program?

1.5 Research Objectives

1.5.1 Broad objective

Determine factors influencing students' utilization of mentorship program at KMTC, Kabarnet campus.

1.5.2 Specific Objectives

1. To assess the level of awareness on mentorship program among students at KMTC, Kabarnet Campus.
2. To determine the perception of students towards mentoring
3. Assess the availability of resources for utilization of the mentorship program.

1.6 Significance

The study's findings may guide the management at KMTC, Kabarnet Campus in improving its mentorship programs. Comprehending the perception that students have towards mentoring and other factors that influence utilization of the program can help in making the needed changes. In addition, the findings might guide KMTC policy towards provision of mentorship programs that are sensitive to the recipients' needs. The knowledge generated from this study might also benefit other ongoing researches.

1.7 Limitations

Utilization of the mentorship program may be influenced by other aspects that were not focused on in this study, such as peer influence. Since the college students are aware of the presence of a dean of students, who might also be a lecturer and class coordinator to some, bias might be experienced through overreporting or/and underreporting.

1.8 Delimitations

The study was only limited to a few factors that might influence the utilization of the mentorship program among students at KMTC, Kabarnet Campus, as evident from the Conceptual Framework (figure 1.1). The study was only limited to second- and third-year students at KMTC, Kabarnet Campus.

1.9 Assumptions

The students offered honest information. The second-and third-year students would be in college for their class work during the data collection period. There would be 100% return of questionnaires.

1.10 Conceptual Framework

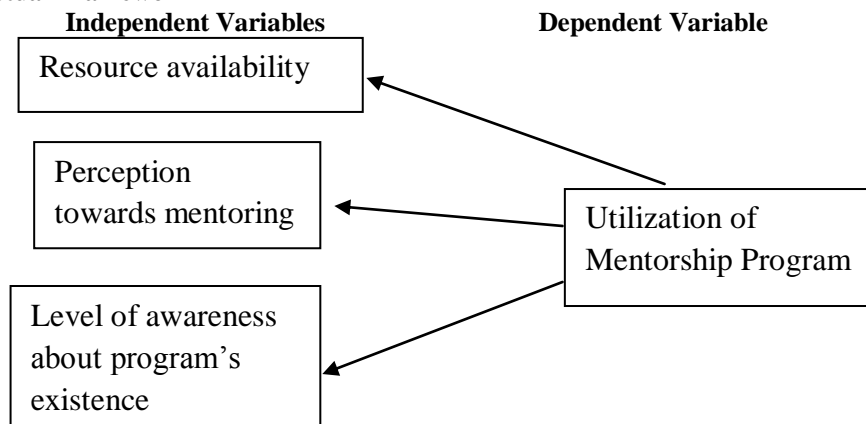


Figure 1.1: Conceptual Framework

II. LITERATURE REVIEW

2.1 Introduction

Robust research is necessary for guiding the assessment, implementation, and development of mentoring efforts in colleges. This is based on the fact that mentoring has immense benefits to college students, which are well documented in literature. Effective mentoring guarantees positive outcomes (Tengah, 2016), that last during studentship as well as in future. Nonetheless, different institutions ought to design and implement mentorship programs on a localized context, which makes it necessary to understand the phenomenon in details for customized changes. The needs and characteristics of students have been changing overtime, making current research necessary. Kabarnet KMTC students are offered mentoring, but often, some are summoned for disciplinary meetings, where serious verdicts such as suspension and demotion are made. Therefore, there is a great need to have a comprehensive understanding of the factors that influence utilization of the mentoring program in the college, so as to determine whether the program is exploited to the maximum, and what changes can be made. The following paragraphs offer a summary of relevant and recent research studies on mentoring, which will serve as the context and foundation for understanding the findings of this research study.

2.2 Level of Awareness among students on Mentorship Program

Mentorship programs can either be formal or informal. Despite the design, it is highly important that college students are aware of what mentorship programs their institutions have, and the kind of assistance they offer. This can go a long way in ensuring that the students are assisted in a timely and appropriate manner for their academic progression and success. Moreover, they would manage realizing the numerous benefits associated with mentorship. Sadly, these benefits can never be realized if the mentees are not aware of the existence of mentorship programs, or fail to make maximum use of them. Tengah (2016) conducted a study on perceptions of nursing students on mentoring programs' benefits in Brunei, and found out that 24% of the respondents lacked awareness about the program. Similarly, in a study conducted by Wachira (2019) on mentorship practices' perception among nursing students from Kabarnet KMTC, notes that 52% of the respondents reported the institution having formal mentorship while 48% said formal mentorship did not exist. Wachira (2019) concludes that some students did not know whether the institution had formal mentorship program or not.

Lunsford (2011) notes that there is a proportion of students who never feel the need of being mentored. In relation to this, Larose, Cyrenne, Garceau, Harvey, Guay and Deschenes (2009) established that mentoring was less or more attractive to students depending on a number of background experiences and characteristics, including available support outside the institution such as parents, help-seeking attitudes, and academic disposition. Therefore, students who lack the help-seeking attitude and those that get support from outside are less likely to bother themselves with mentorship in college.

At the same time, Tyson (2014) notes that often, students take time before becoming comfortable to ask questions when unable to understand something, and seeking for help when in need of academic support. Based on this, many students end up suffering in silence since they wish not to be seen as stupid. As such, there are numerous students who never approach the mentorship program although in dire need of assistance. As a result, many of the student challenges fail to be addressed in their initial stages, which breeds grave consequences that affect the students academically.

2.3 Students' Perceptions towards Mentoring

In a study conducted by Chege (2009), 72% of the students at KEMU and 21% from UON felt that the mentorship program had positive effects on the development of students. In another study conducted by

Wachira (2019) in Kabarnet Kenya Medical Training College among nursing students, it was established that nursing students expressed both negative and positive experiences on clinical mentorship. 81% of the nursing students in this study reported that mentorship was beneficial to their learning process while another 67% had the feeling that mentorship had positive contributions to their professional growth. Another 83% associated mentorship with the enhancement of critical thinking, and 81% felt that it enhanced academic success. However, 22% of the participants disagreed that mentorship escalates the willingness of taking risks. According to Wachira (2019), 84% of the respondents agreed that mentorship required commitment from both the mentor and mentee, an idea that is supported by Barrett, Mazeroll and Nottingham (2019). 81% students expressed the benefits of mentorship to the learning process (Wachira, 2019). Wachira (2019) concludes that students had positive perceptions on mentorship.

In a study conducted by Gichigi (2009) in Kenya among nursing students from KEMU and UON on mentorship perceptions, it was revealed that 46% of the mentees associated mentorship with positive life impacts. Over 65% of the participants agreed that mentorship increased the willingness of taking risks and self-esteem. Respondents from both universities felt that in nursing, mentorship bridged gaps between nursing practices and theory, and promoted career development and critical thinking.

Sobia *et al.*, (2008) in a study that sought to identify mentoring experiences and views, noted that 26% of the respondents regarded the mentor as a guide, 5% as the supervisor, 3% as the role model, and 7% as the advisor. Macgann (2008) asserts that mentorship is crucial to behavior change, which contributes to academic success. Often, mentees experience a personal relationship with the mentor, and meetings between the two increases motivation that leads to desirable academic success. According to Kangere (2016), students' experiences on mentoring can either be positive or negative depending on the constraints encountered.

Oluchina and Amayi (2016), in a study in public universities on nursing mentees experiences, reported that 60% and 92% of the mentees in informal and formal mentorship programs respectively, had the feeling that their experiences in the program made them fulfill their learning outcomes. 88% of the mentees from the formal mentorship program reported that mentors offered feedback as well as the time for reflecting on practice. In this study, formal mentorship programs were preferred more to informal ones.

In a study exploring the views of students on mentorship, Gichigi (2009) established that mentorship was viewed as a valid way of supporting those in their initial training stages. This is based on the fact that a majority of the mentees receive immense information about their course, which enables them clear any doubt and embark on the training enthusiastically. This study also indicated that compared to students from other years, the first years were highly likely to have positive perceptions towards mentoring.

Tengah (2016) conducted a study on perceptions of nursing students on mentoring programs' benefits in Brunei, and found out that 94% of the respondents felt that learning and sharing experiences was their greatest benefit from their mentors. 90% of the respondents felt that they had benefitted immensely from the development of a relationship with their mentor and good communication skills. 92% reported that they had the chance of learning novel things and that their experience from the program was positive. Other benefits that students associated with the mentoring program in this study are independence (80%), knowledge development (87%), being approachable, and acquiring diverse skills. However, 40% of the respondents felt that during the initial stage, the handling of the program was improper. Another 33% felt that generally, the mentors were extremely busy and unavailable while 24% felt that the mentor was inadequately prepared for the program.

Apparently, if satisfied with their mentors, mentees are bound to report positive perceptions about the mentoring programs. This is based on the fact that the relationship with the mentor is very crucial in deriving a meaning and interpreting the mentorship program. Moreover, considering that students often have busy schedules that encompass of balancing between college and social life, many find mentoring to be time consuming. Wachira (2019) established that 24% of the respondents associated mentorship with time consumption. This is based on the fact that before a solution is spelt out, adequate time has to be spent exploring all the relevant factors. In such scenarios, students fail to realize positive outcomes from mentoring programs, both for others and themselves. Majorly, mentoring enables students to self-reflect about their life in college from different perspectives. This is founded on the idea that the mentor is more experienced and has vast knowledge in different areas of life, which is revealed during discussions with mentees. This enhances positive change in the mentee. As such, it is very crucial for the mentor to possess desirable personal and professional traits so as to act as a role model and in invoke positive perceptions about the program.

2.3.1 Mentor- Student Relationships

Escalating and enhancing the mentoring benefits is a significantly crucial purpose of a mentoring program. These benefits are realized based on the relationship existing between the mentee and mentor. For the relationship to grow, there should be a reasonably unswerving contact between the two. This contact that is created through dialogue is interactive, mentee-centered, and both the mentee and mentor should contribute to the relationship (Ndeke, 2015). Barrett, Mazeroll and Nottingham (2019) strongly asserts that active engagement between the mentee and mentor is necessary, and should entail of availability, motivation and

reciprocity. Therefore, communication is cardinal to the repair, maintenance, and initiation of mentoring relationships (Barrett, Mazeroll and Nottingham, 2019). In addition, mentors should purpose to create environments that enhance professional development and growth.

Regardless of the fact that all mentoring programs have the aim of promoting positive youth results, they differ somewhat in their emphasis, structure, and goals. Ndeke (2015) notes that while some mentoring programs have wider youth development goals, others concentrate more narrowly on enhancing academic performance. Through this, youths are able to remain in school and prepare for a given line of work, and reduce substance abuse as well as anti-social behaviors. These goals can never be realized if the relationship between the mentor and mentee is not nurtured and maintained. Moreover, a good relationship is necessary for the mentee to open up to the mentor. The mentoring program at KMTC is more oriented towards promoting academic achievement. Therefore, although some elements of social life such as relationships, drug and substance abuse, and pregnancy crisis are addressed, all this is aimed at ensuring that academic outcomes are enhanced. While some programs are highly structured, others are unstructured. Despite the fact that sustained, positive relationships with parents remain an important resource for children, Larose *et al.*, (2009) argues that other adults can offer support that is the same to the support provided by parents. The support from other adults can either be a backup to what the parent provides or in place of support that a parent is unable or refuses to offer. Ndeke (2015) notes that the very basis of mentoring is the notion that if concerned, caring adults are available to youths, then college students will highly likely be successful themselves in adulthood.

According to Puppe and Neal (2014), maintaining professional relationships with mentors contributes significantly to students learning opportunities. Consequently, positive results are realized on professional development and leaning outcomes. Similarly, Flott and Linden (2016) asserts that consistent and supportive mentoring influenced positively the students learning outcomes, and permitted them to prosper in professional satisfaction and confidence.

Clynes and Raffey (2008) argue that students in UK and USA regarded relaxed and supportive qualities of the mentor as very cardinal. This contributed positively to the learning process among students. According to Bulut, Hisar and Demir (2010), mentors have a critical role of supporting students that have difficulties fitting into the new environment, assisting students in different roles, and increasing their self-esteem. For the effective accomplishment of this, in their study, Myall, Jones and Lathlean (2008) established that 24% of the respondents who had been allocated a mentor had the desire of spending more time together. Gichigi (2009) reports that KEMU students had regular meetings with the mentor compared to those from UON. Moreover, a good relationship makes mentees report positive benefits of mentorship such as the advice given being helpful, increased self-confidence, acquisition or problem-solving skills, mentors being supportive and acting as role models, and the students knowing their rights (Hisar *et al.*, 2014). In a study by Nablsi, Arwa, Lina and Faathieh (2012) comprising of nursing students from Jordan, the instructor was perceived as a supporter and role model, which reflected a fondness for older mentors that had more experience as well as knowledge. Literature supports this preference, and a partnership relationship is developed when there is an age gap between the mentee and mentor.

Walsh (2010) views mentors as counsellors, personal guides, and role models while Kilgallon (2012a) views them as career counsellor, problem-solver, door-opener, challenger, investor, eye-opener, envisioner, coach, feedback giver, supporter, listeners, advisor and guardian. Therefore, it is necessary for them to possess adequate competencies, abilities and qualities for them to be successful in mentoring students (Webb and Shakespeare, 2008), despite the fact that they often experience uncertainty and inadequacy in taking up this role (Myall *et al.*, 2008). Moreover, Webb and Shakespeare (2008) argue that important elements concerning mentorship are the confidence, attraction, respect, motivation, empathy, and positive attitude of the mentor. On the same note, Cray (2011) indicates that a mutual relationship between the student and mentor emphasizes nurturing and encouragement. In a study by Eller *et al.* (2011) in Puerto Rico and US regions, a caring personal relationship, trust, and mutual respect were indicated as key components to effective mentoring. Similarly, Goldie *et al.* (2015) argues that positive relationships with the students, enthusiasm and effective communication skills are crucial competencies and skills that effective mentors should possess. Oluchina and Amayi (2016) in a study in public universities on nursing mentees experiences reported that 56% and 93% of the mentees, in informal and formal mentorship programs respectively, reported having good relationships with mentors.

According to NMC (2008), there is a great need for the mentors to possess the competence and skills of providing constructive feedback to the mentees, as well as assist them to identify learning needs for the future. Sadly, Duffy (2013) indicates that students often report a difficulty in having the mentors provide constructive feedback, in addition to inconsistencies in the type, timing, and amount of feedback given. Webb and Shakespeare (2008) also emphasize the essence of feedback skills among mentors. Tshabalala (2011) indicates that mentors often cover their absence of confidence by being unapproachable, which makes students refrain from asking questions they feel they might not manage answering. Hisar *et al.* (2014) also notes that some

students get annoyed over the mentors' conduct. Oluchina and Gitonga (2016) conducted a study in Masinde Muliro University of Science and Technology (MMUST) and UON, where 80% of the respondents reported negative personality traits as a key factor affecting mentorship relationships negatively. Absence of innovativeness, non-willingness to engage in risks, non-welcoming, irresponsible, impatience, laziness, pride and rudeness were some of the cited personality traits. Wachira (2019) notes that a majority of the respondents reported the inability of most mentors to relate with them well majorly because they were full of jealousy, pride, poor attitude, unwelcoming, very commanding and rude, harsh and abusive.

The mentorship guidelines that were developed in 2012 assert that successful mentoring relationship should be based on openness to self-disclosure, trust, affirmation, as well as skill and willingness in receiving and giving feedback. Based on these guidelines, the mentee and mentor ought to trust each other, be ready to share information on themselves including the unpleasant experiences, and mentors should regularly let the mentees be aware that they believe in the success of mentees. Through such approaches, a good mentor is able to strengthen the novel professional as well as the person in him or her (Ausmed, 2016). There is no doubt that the perceptions that college students have about mentorship can influence the mentoring relationships. In the same way, the mentoring relationships can be influenced by mentors' or mentees' demanding schedules (Barrett, Mazeroll and Nottingham, 2019).

Regardless of the fact that there is immense information on the key attributes that the mentorship relationship should constitute of for success, there is inadequate information on the principal features that define the mentoring relationships between KMTC mentors and mentees, more so Kabarnet campus. Since the benefits of mentoring among students in their academics have been established in literature, then there is a strong belief that understanding the mentor-mentee relationships from the context of KMTC, Kabarnet campus is essential in ensuring that these students reap the full benefits of mentoring.

2.4 Resource Availability's Impact on Utilization of Mentoring

2.4.1 Time

Wachira (2019) in a study on mentorship practices' perception among nursing students from Kabarnet Kenya Medical Training College argues that inadequate time is one of the challenges faced in mentorship. The inadequate time could either be on the part of the mentor or mentee. In the same way, in their study in Asia on mentoring program's effects among nursing students, Hisar *et al.* (2014) established that some of the perceived barriers to mentorship include unsuitable appointment hour and the appointment time not being obeyed. Additionally, Tengah (2016) conducted a study on perceptions of nursing students on mentoring programs' benefits in Brunei, and established that 33% of the respondents generally felt that mentors were either not available or too busy.

The dean of students or mentor is usually an experienced faculty member, who has other roles and responsibilities to fulfill. Therefore, competing demands on the part of the mentor can reduce their availability for mentorship to students. In a study by Barrett, Mazeroll and Nottingham (2019) that explored the attributes of effective mentoring relationships, mentees reported that the mentor's time commitment was the primary barrier in the creation of positive mentoring relationships. In a study conducted by Oluchina and Gitonga (2016), 35% and 63% of the mentees from formal and informal mentorship programs respectively, reported frequent encounters of insufficient time for mentorship. Additionally, Gichigi (2009) reported that 51% and 67% of the students from KEMU and UON respectively expressed time as a key barrier to successful mentorship.

In the study by Barrett, Mazeroll and Nottingham (2019), mentees did not think that the mentors allocated adequate time to the mentoring relationship, which hindered effective mentoring. One of the mentees said that he wished the mentor had time to really attend to the mentoring role. There was also the feeling that, sometimes, people who are made mentors are already overwhelmed. Therefore, although these people have great qualities through which the mentees can benefit, all is lost if they lack adequate time. Mentors too were aware of their role in setting time aside for the mentees (Barrett, Mazeroll and Nottingham, 2019) and suggested developing objectives and goals, and keep on reassessing so as to make the needed adjustments. However, mentors agreed that being committed to the time and availing oneself was critical. The main reason why this was hard was because of the mentors being too busy, but they could still commit the time needed by mentees, considering that many mentors have the strong desire to mentor.

Wachira (2019) argues that some mentors do not observe punctuality when expected to meet the mentees. There are also cases when the mentors fail to turn up totally, majorly because of other work commitments. In this study, some respondents said that the mentors' absence was experienced when the mentees needed them. Although the study by Wachira (2019) has some crucial information on conflicting demands among mentors, it is more oriented towards mentors in the clinical areas, who are not KMTC staff. Therefore, this study will fill this gap by being more specific to the dean of students, a KMTC staff, in addition to exploring the influence of resource availability (for both and mentees) on the utilization of the mentorship program.

2.4.2 Internet

Even though still students, the mentees may not be in college, more so during holidays and the COVID-19 pandemic. When faced with challenges, the students should still be in a position to consult with the mentor. Shrestha, May, Edirisingha, Burke and Linsey (2009) notes the benefits associated with e-mentoring as it beats time constraints and geographical distance. Lack of good internet connectivity and relevant gadget can hinder students from seeking mentoring services while away from college.

2.4.3 Money

For effective mentoring, more so when away from college, students may use considerable amounts of money by calling the mentor to seek for mentoring services. This might hinder use of the service.

2.4.4 ICT Skills

E-mentoring can greatly benefit college students when they are away from college. However, lack of knowledge on how to maneuver around when using e-platforms can discourage students. Shrestha *et al.* (2009) argues that e-mentoring may apply more to the second- and third-year students who have sound interpersonal and academic skills, as well as good ICT skills.

2.5 Summary of Literature Review

It is sad that some students are not aware that their institutions have mentorship programs, and in cases where they do, they do not know what type of program the institution has. This is very unfortunate since the ultimate impact is that the students never get to experience the benefits that mentoring brings along. Both negative and positive experiences with mentorship are reported by mentees. However, many are positive including development of students, being assisted with the learning process, professional growth, academic success, positive life impacts, taking risks and enhanced self-esteem, bridging the gaps between practice and theory, positive behavior change, and knowledge development. However, some students feel that mentoring wastes a lot of time, which might be because they have competing demands. The need to initiate professional relationships between mentees and mentors cannot be ignored, since this is a cornerstone for the realization of the wide-ranging benefits of mentoring. Barrett, Mazerolle and Nottingham (2017) asserts that mentoring relationships develop with ongoing communication, shared interest as well as investment by both parties. However, there are numerous flaws with the mentoring relationships, that ought to be addressed for it to be meaningful. Apparently, time, ICT skills, internet, and money are some of the key resources needed in mentoring and therefore, a can be barrier to successful mentorship if not available. This is a challenge for both the mentors and mentees. As a result, there often is unsuitable appointment hour and the appointment time is obeyed. Mentees express the wish of the mentor having time to really attend to the mentoring role. However, the mentor might be willing but lack the time to mentor, and even in cases where they mentor, be left wondering if they offered the best. Sometimes, people who are made mentors are already overwhelmed, which makes their great qualities not be realized by those they mentor.

III. METHODOLOGY

3.1 Study Design

This study adopted a cross-sectional descriptive study design. This would help generate current information on the overall situation in a snapshot, which would allow a detailed description.

3.2 Study Area

The study was conducted in KMTC, Kabarnet campus. KMTC is a state corporation that offers 36 varying health-related courses, and has 71 campuses across the country. The courses cut across the certificate, diploma and higher diploma levels, with both in-service and pre-service programs. Kabarnet campus offers preservice programs in the departments of Nutrition and Dietetics (certificate), Clinical Medicine (diploma), Community Health Assistants (Certificate), and Nursing (certificate and diploma). Certificate and diploma courses last for two and three years respectively. The approximate population of students in the campus during a semester is 650.

3.3 Study Variables

3.3.1 Dependent Variable

In this study, the dependent variable is the students' utilization of mentorship program.

3.3.2 Independent Variables

This constitutes of resource availability, level of awareness about the mentorship program's existence, and perception towards mentoring.

3.4 Study Population

Nursing diploma students from the campus were involved in the study. The focus of this study was second year students based on experience with the mentoring program at the campus.

3.5 Sample Size and Sampling Procedure

3.5.1 Sample Size

The sample size's determination was done using Taro Yamane formula: $n=N/ (1+N (e) ^2)$, where: n= desired sample size

N= population under study

e= margin error (0.05)

$n= 96 / 1+ 96(0.05)^2$

$n= 96/1+96(0.0025)$

$n= 96/1+0.24$

$n= 96/1.24$

$n=77$

3.5.2 Sampling Procedure

The sampling frame consists of the 67 KMTC campuses across the country, since they have an existing mentoring program meant for students, through the dean of students' office. However, Kabarnet campus was selected conveniently. Purposive sampling was used to select the second-year nursing students. Proportionate sampling was then used in determining the number of participants each class. Consequently, simple random sampling was used to obtain the number of participants from each class.

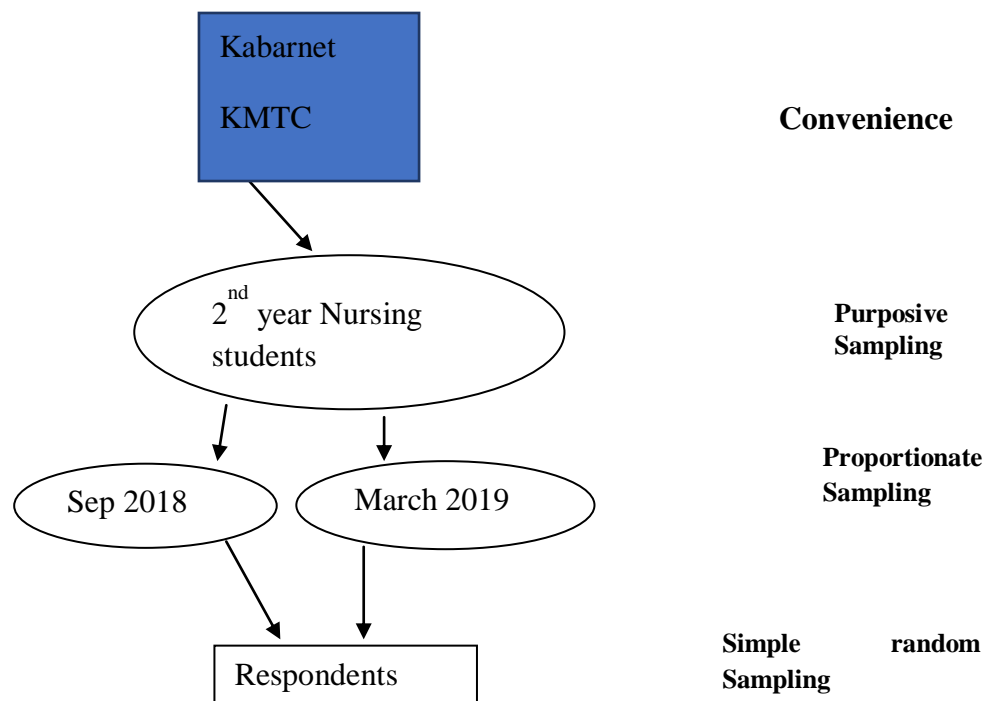


Figure 3.1: The Sampling Methodology

3.6 Data Collection Tools and Instruments

A self-administered, content-validated, and semi-structured questionnaire (Appendix B), was used to gather data on the level of awareness about the mentorship program's existence, students' perception towards mentoring, mentor- student relationships, and the influence of resource availability on the utilization of the mentorship program.

3.7 Data Collection Procedure

The questionnaire was first pretested, using a 10% sample size, on Kapenguria KMTC students, a campus that has similar courses and programs, and a mentorship program as Kabarnet KMTC. This was done two weeks prior to the actual data collection, so as to allow time for adjustments on the tool. Following a briefing about the research study, the study participants filled a consent letter as an indication of the willingness to be part of the study. A convenient time was then arranged so that the participants can respond to the questionnaire. The participants receive the questionnaire in the form of a google form, where a link was sent to them. The questionnaire was filled from the computer lab, where each respondent had good access to the

internet. The principal researcher supervised to avoid discussions or copying responses. The questionnaires' completeness and accuracy were ensured.

3.8 Validity and Reliability of Tools

Internal validity was ensured through strict adherence to steps of the research process. The research committee at the college reviewed the questionnaire prior to data collection so that the intended information was gathered. The data collection tool was also pretested prior to data collection. Validity of the questionnaire was ensured through standardizing it. The test-retest method was used for testing reliability to ensure results' reproducibility.

3.9 Inclusion and Exclusion Criteria

For inclusion in the study, the participant ought to have been in the second year, and pursuing a nursing diploma course. They also gave an informed consent and were in college during the data collection period. Second year students from the September 2018 and March 2019 classes who were away from college were excluded.

3.10 Data Analysis and Presentation

Thematic analysis helped in analyzing qualitative data on level of awareness about the mentorship program's existence, perception towards mentoring, and mentor- student relationships. There was identification of common themes, from which conclusions were drawn. Quantitative data was analyzed on Google Forms. The data was exposed to descriptive statistics, namely percentages and frequencies. Data was presented using pie charts, frequency tables and bar graphs.

3.11 Ethical Issues

Authority for conducting the research was sought from KMTC Nairobi- Medical Education department. Approval to conduct research was also sought from the principal Kabarnet campus. Following a briefing about the research, participants gave an informed consent. Moreover, confidentiality was upheld by coding participants' identity, with assurance to participants that their information would solely be for research purposes. Utmost respect was given to all participants. Feedback was also given to relevant authorities following the study's completion.

IV. STUDY FINDINGS

4.1 Sociodemographic Information

4.1.1 Participants' Age

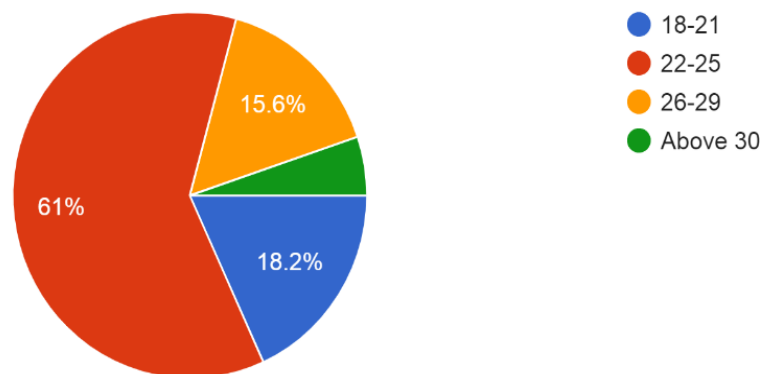


Figure 4.1: A Figure showing the Age

A majority of the respondents (61%) were between the age of 22 and 25 years. This shows that most of the students joined college immediately after completing high school education. Only a small proportion of the respondents were 30 years and above.

4.1.2 Participants' Gender

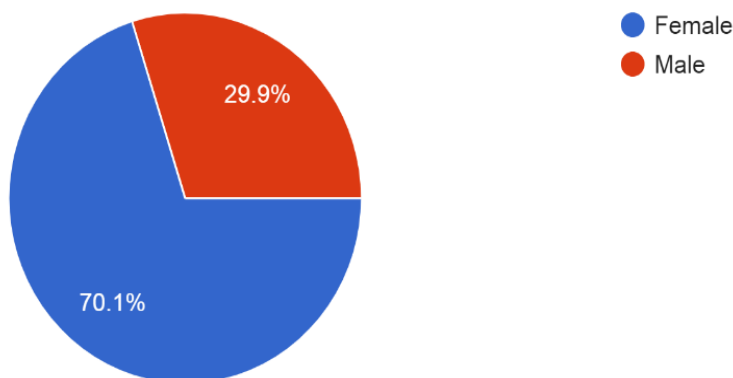


Figure 4.2: A Figure showing the Gender

There were more female respondents (70.1%) compared to the males (29.9%). September 2018 (49.1%) and March 2019 (50.9%) KRCHN students responded to the questionnaire.

4.2 Level of Awareness of students on the Mentorship Program's Existence

4.2.1: Defining Mentorship

Table 4.1: Mentorship Definitions

Respondent	Descriptions
A	Guidance provided by a mentor
B	Whereby an experienced individual in a certain field teaches the less experienced
C	Empowerment
D	It's a training session that enable one achieve their carrier as well as giving direction n guidelines on how to attain it
E	It is the guidance of an individual by someone who is more experienced on specific issues of life and virtues
F	Is program aimed at enlightening and guiding a learner.
G	Is a relationship between two people where the individual with more knowledge is able to pass what they have learned to a junior individual within a certain field
H	It is an act where one is able to help you succeed in your goals
I	It is the act being a role model to someone, in terms of knowledge
J	Giving right direction in life

A majority of the respondents managed defining mentorship using varying aspects. The major themes from these definitions include guidance from a person who is more experienced to the less experienced, role modeling, being offered direction in life and being guided so as to achieve current and future goals. Responses indicating a lack of understanding on what mentorship is include; 'I don't know' and 'No opinion'.

4.2.2: Mentorship Program

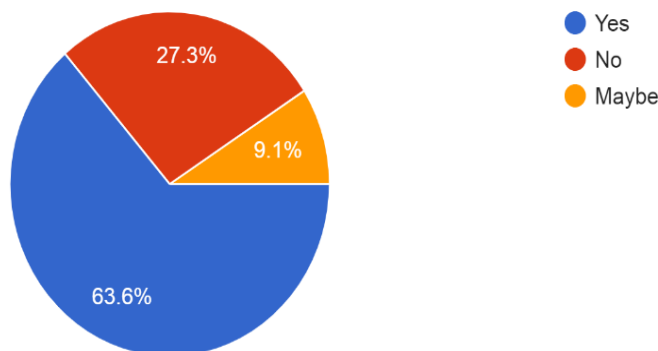


Figure 4.3: A Figure showing the type of Mentorship Program

63.6% of the respondents agreed that the college has a formal mentorship program, 27.3% disagreed, while 9.1% were not sure.

4.2.3: Designated College Mentor

Out of the 77 responses, Mr. Kibet/ Dean of Students was mentioned in 9. Other responses given include lecturers, none/ no one, Madam Wachira, I don't know/ no idea, head of department, Mr. Kimosop, Madam Ann/ Kandie, class coordinator, Madam Valentine, Mr. Rugendo, school patron, and principal/ Madam Florence Oloo. Therefore, a majority of the respondents (88.3%) did not know that there is a designated college mentor.

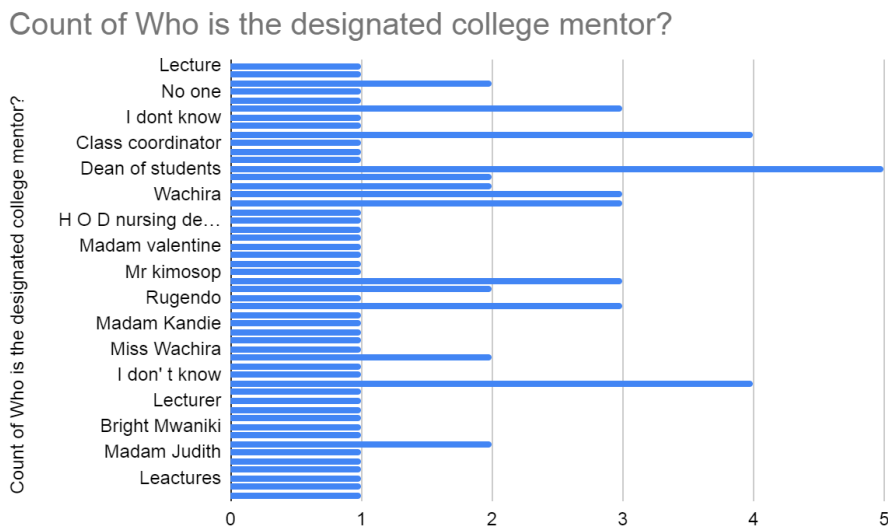


Figure 4.4: A Figure showing the designated college mentor

4.2.4: Assistance offered in the mentorship program

Table 4.2: Assistance offered in mentorship

Respondent	Form of Assistance
A.	Guidance
B.	Counselling
C.	How youths can tackle health related issues and ways on arriving at best decision in life
D.	On career and academic
E.	Positivity and more knowledge
F.	Career growth and general life living.
G.	Offering idea on issue that may assist the students to overcome challenges the he or may come across during is studies
H.	Encouragement
I.	developing positive attitude towards education
J.	Support

A majority of the respondents were correct on the forms of assistance that mentorship delivers. Common themes that came up include counseling, guidance academically/ career-wise, encouragement, support to students, and helping students develop positivity/ positive attitude towards education and be able to address life issues.

4.3 Students' Perception towards Mentoring services

4.3.1 Attendance to the Mentorship Program

62.3% of the participants have ever attended a mentorship session.

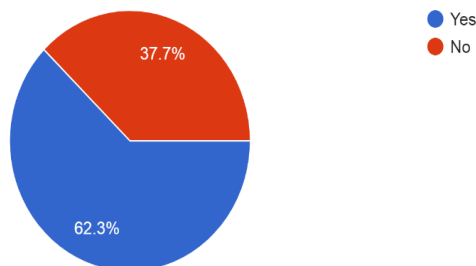


Figure 4.5: A Figure showing attendance to the Mentorship Program

4.3.2 Sources of Mentorship

62.3 % of the respondents reported to have ever attended a mentoring session while 37.7% have never. Of the 37.7%, 44.8% seek mentorship from relatives, 24.1% - peers, and 20.7% - church.

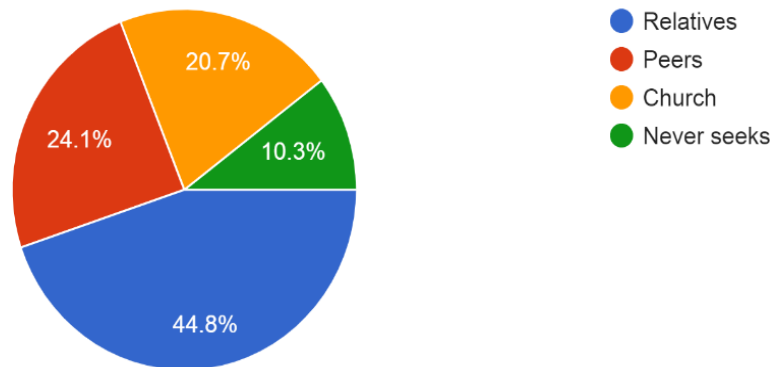


Figure 4.6: A Figure showing sources of Mentorship

4.3.3. Voluntary attendance to Mentorship

Of the 62.3% of the respondents that have ever attended mentorship, 89.6% did so voluntarily.

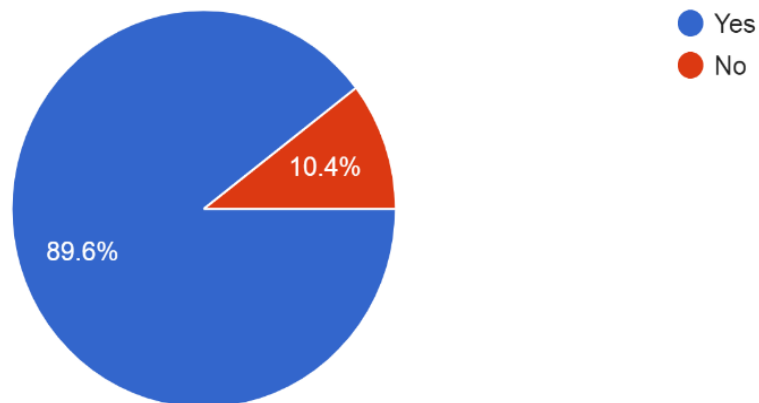


Figure 4.7: A Figure on Voluntary attendance to Mentorship

4.3.4. Identification for Mentorship

Of the 10.4% respondents that did not do so voluntarily, they had been identified for mentorship through the department (57.6%) and class coordinator (42.4%). None had been identified for mentorship through a disciplinary meeting.

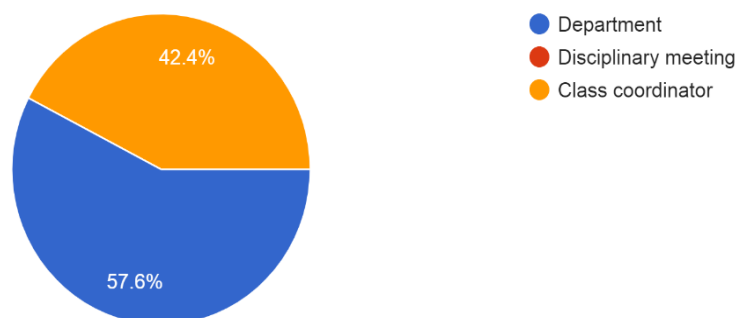


Figure 4.8: A Figure showing how respondents are identified for Mentorship

4.3.5 Mentor's helpfulness

All the 62.3 % of the respondents that had ever attended a mentorship session found the mentor helpful.

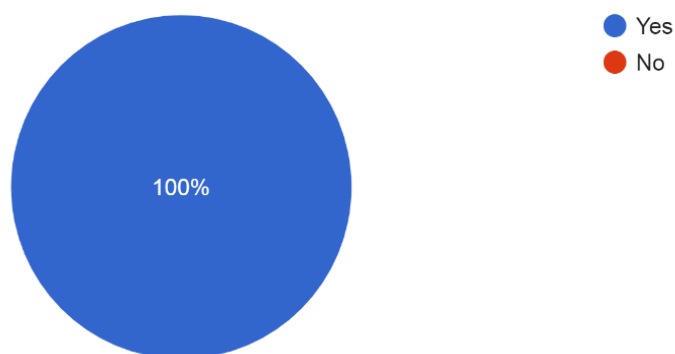


Figure 4.9: A Figure on the mentor's helpfulness

Table 4.3: Benefits associated with Mentoring (n=77)

Statement	Yes	No	Not sure
Mentorship promotes student development	75	0	2
Mentorship facilitates academic performance	72	1	4
Mentorship increases self-esteem	75	1	1
Mentorship promotes personal development	73	3	1
Mentorship promotes psychological and emotional support	76	1	0
Mentorship is useful for career advice	74	1	2
Mentorship enhances critical thinking	71	1	5
Mentorship promotes self-drive and motivation	73	2	2
Mentorship enhances decisions making and problem-solving skills	74	0	3

A majority of the respondents agree that mentoring is associated with immense benefits. This is in agreement with Tengah (2016), who notes that effective mentoring guarantees positive outcomes that last during studentship as well as in future.

Table 4.4: Views and Feelings related to mentorship (n=77)

Statement	Yes	No
Do you think mentorship in college is important?	75	2
Do you often feel the need to be mentored?	72	5

A majority of the respondents agree that mentorship in college is important (97.4%) and often feel the need to be mentored (93.5%).

Table 4.5: Mentor- Student Relationships

Of the 62.3 % of the respondents that had ever attended a mentorship program (n=48), the following are their responses on Mentor- Student Relationships.

Statement	Yes	No
Did the mentor give you adequate time to express yourself?	44	4
Did the mentor make a follow-up on you?	28	20
The mentor provided encouragement	48	0
The mentor motivated me	47	1
The mentor is a role model	43	5
The mentor demonstrated personal interest and connection in the mentorship relationship	41	7
The mentor is welcoming	48	0
The mentor is patient	42	6
The mentor is a good advisor	48	0
The mentorship relationship was personal and reciprocal	33	15
The mentor gave constructive feedback	44	4

There was a 100% consensus that the mentor provided encouragement, was welcoming, and was a good advisor. However, 20 (41.6%) respondents never received a follow-up and 15 (31.2%) felt that the relationship was not personal and reciprocal.

4.4 Resource Availability and Utilization of Mentorship

Of the 62.3 % of the respondents that had ever attended a mentorship program (n=48), the following were their responses relating to their time.

Table 4.6: Time as a resource in Mentorship

Statement	Yes	No
Did the mentor turn up?	44	4
Was the mentor punctual?	45	3 (6.25%)
Were you punctual?	47	1 (2%)
Was the appointment hour suitable?	46	2 (4.16%)

A majority of the respondents did not have a concern with time as a resource in mentorship.

Table 4.7: Other resources in Mentorship (n= 77)

Statement	Yes	No
When you feel you need the mentor, can you conveniently find him in college?	55	22
During the COVID-19 pandemic or holidays, did you ever engage your mentor for assistance?	24	53
While away from college, do you have good internet connectivity?	30	47
Do you own a smart phone, laptop, tablet, or computer?	63	14
Are you ICT proficient?	38	39
Would you consider cost an issue for you to engage your mentor adequately while away from college?	56	21

71.4% of the respondents reported that they can conveniently access mentorship service in college. During the COVID-19 pandemic or holidays a majority of the respondents (68.8%) never engage the college mentor. While a majority of the respondents own a smart phone, laptop, tablet, or computer (81.8%), many lack good internet connectivity (61%), which might hinder them from engaging the college mentor. 72.7% consider cost as a challenge to mentorship while away from college.

V. DISCUSSION OF THE FINDINGS

5.1 Sociodemographic Information

A majority of the respondents (61%) were between the age of 22 and 25 years. This shows that most of the students joined college immediately after completing high school education. There were more female respondents (70.1%) compared to the males (29.9%). This indicates that more females join the nursing course as opposed to males. September 2018 (49.1%) and March 2019 (50.9%) KRCHN students responded to the questionnaire. Both classes had almost equal number of students.

5.2 Level of Awareness among students on Mentorship Program

A majority of the respondents managed defining mentorship using varying aspects. The major themes from these definitions include guidance from a person who is more experienced to the less experienced, role modeling, being offered direction in life and being guided so as to achieve current and future goals. Guidance and role modeling are supported by Sobia *et al*, (2008) and Nablsi *et al*, (2012). Responses indicating a lack of understanding on what mentorship is include; ‘I don’t know’ and ‘No opinion’. This implies that some students have no idea on what mentorship is all about. This is supported by Tengah (2016), who in his study established that 24% of the respondents lacked awareness about mentorship. 63.6% of the respondents agreed that the college has a formal mentorship program, 27.3% disagreed, while 9.1% were not sure. This indicates that some respondents lack detailed awareness of the mentorship program in the college. Wachira (2019) also established that 52% of the respondents in her study reported that the institution has a formal mentorship while 48% said formal mentorship did not exist. In both studies, a higher proportion of the respondents are aware of whether mentorship program in their institution is formal or informal. Out of the 77 responses, the Dean of Students was mentioned in 9. Therefore, a majority of the respondents (88.3%) did not know that there is a designated college mentor, which also indicates lack of awareness about the program. A majority of the respondents were correct on the forms of assistance that mentorship delivers. Common themes that came up include counseling, guidance academically/ career-wise, encouragement, support to students, and helping students develop positivity/ positive attitude towards education and be able to address life issues.

5.3 Students’ Perceptions towards Mentoring

62.3 % of the respondents reported to have ever attended a mentoring session. This compares relatively to statistics by Gichigi (2009) on Kenyan universities’ mentorship practices, where the mentorship prevalence at Kenya Methodist University was identified to be 57.2%. 37.7% have never attended a mentoring session. Of the 37.7%, 44.8% seek mentorship from relatives, 24.1%- peers, and 20.7%- church. This is in agreement with Larose *et al*, (2009) who established that mentoring was less or more attractive to students depending on a number of background experiences and characteristics, including available support outside the institution such as parents, help-seeking attitudes, and academic disposition.

Of the 62.3% of the respondents that have ever attended mentorship, 89.6% did so voluntarily. Of the 10.4% respondents that did not do so voluntarily, they had been identified for mentorship through the department (57.6%) and class coordinator (42.4%). This indicates that the academic fraternity has a concern about student welfare. None had been identified for mentorship through a disciplinary meeting. All the 62.3 % of the respondents that had ever attended a mentorship session found the mentor helpful, implying that they were relieved after the session.

A majority of the respondents agree that mentoring is associated with immense benefits. This is in consensus with Chege (2009) who found out that 72% of the students at KEMU and 21% from UON felt that the mentorship program had positive effects on the development of students. Wachira (2019), in a study at Kabarnet Kenya Medical Training College among nursing students, established that nursing students expressed positive experiences on clinical mentorship, where 81% reported that mentorship was beneficial to their learning process while another 67% had the feeling that mentorship had positive contributions to their professional growth. Another 83% associated mentorship with the enhancement of critical thinking, and 81% felt that it enhanced academic success. Therefore, mentorship is a key pillar of advancement among college students. Moreover, students hold positive perceptions towards mentorship based on the benefits it has. These findings conquer with Gichigi (2009) who noted that 46% of the mentees associated mentorship with positive life impacts.

A majority of the respondents agree that mentorship in college is important (97.4%) and often feel the need to be mentored (93.5%). 6.5% never feel the need of being mentored. This was also established by Lunsford (2011) who noted that there is a proportion of students who never feel the need of being mentored. As noted by Tyson (2014), other students never feel comfortable approaching a mentor, and may take time before doing so.

5.3.1 Mentor- Student Relationships

There was a 100% consensus that the mentor provided encouragement, was welcoming, and was a good advisor. This is an indication of a good relationship. However, 20 respondents (41.6%) respondents never received a follow-up. This contrasts to Gichigi (2009) who reported that KEMU students had regular meetings with the mentor. 15 respondents (31.2%) felt that the relationship was not personal and reciprocal, which is a key feature as expressed by Barrett, Mazeroll and Nottingham (2019) who strongly asserts that active engagement between the mentee and mentor is necessary, and should entail of availability, motivation and reciprocity. Therefore, the initially intended goals can never be realized if the relationship between the mentor and mentee is not nurtured and maintained. Moreover, a good relationship is necessary for the mentee to open up to the mentor.

5.4 Resource Availability's Impact on Utilization of Mentoring

5.4.1 Time

A majority of the respondents did not have a concern with time as a resource in mentorship. 71.4% of the respondents reported that they can conveniently access mentorship service in college. In comparison to some studies, the proportion of respondents expressing time as a concern is very small. Tengah (2016) noted that 33% of the respondents felt that generally, the mentors were extremely busy or unavailable. The research findings also contrast with Wachira (2019); Mazeroll and Nottingham (2019); Oluchina and Gitonga (2016); Gichigi (2009) and Hisar *et al.* (2014) who noted time as a major challenge to mentorship.

5.4.2 Internet

While a majority of the respondents own a smart phone, laptop, tablet, or computer (81.8%), many (61%) lack to good internet connectivity, which might hinder them from engaging the college mentor. Shrestha, May, Edirisingha, Burke and Linsey (2009) note the benefits associated with e-mentoring as it beats time constraints and geographical distance. However, lack of good internet connectivity and relevant gadget can hinder students from seeking mentoring services while away from college.

5.4.3 Money

72.7% consider cost as a challenge to mentorship while away from college. This hinders them from engaging the mentor in challenges they might be facing. During the COVID-19 pandemic or holidays a majority of the respondents (68.8%) never engaged the college mentor.

5.4.4 ICT Skills

While 49.4 % of the respondents possess ICT skills, 50.6 are ICT incompetent, which hinders effective use of e-mentoring.

VI. CONCLUSION AND RECOMMENDATIONS

6.1 Conclusion

6.1.1. Level of Awareness among students on Mentorship Program

The study has established that there is still a good number of students who are not aware of the mentorship program, including whether the program is formal or informal. Moreover, some respondents are not aware of who the designated college mentor is.

6.1.2. Students' Perceptions towards Mentoring

There are alternative sources from where the participants seek mentorship. The department and class coordinator often refers students for mentorship. Mentorship is linked to immense benefits, which made the participants hold a positive perception towards it. While the mentor provided encouragement, was welcoming, and was a good advisor, follow-up sessions were rare. Moreover, the relationship between the mentor and mentee was not personal and reciprocal. Therefore, a good relationship should be nurtured and maintained between the two.

6.1.3 Resource Availability's Impact on Utilization of Mentoring

Factors hindering mentorship include time, cost, internet, and ICT skills. Time is not a major challenge since most participants can access mentorship in college. Lack of good internet connectivity hinders use of the service. Cost is majorly a challenge when away from college. While some participants are ICT competent, others are not.

6.2 Recommendations

1. There should be thorough awareness creation on mentorship among students on a regular basis, including its benefits and the forms of assistance offered. This will go a long way in promoting use of the program.
2. Students should be encouraged to make use of the college mentorship program, even during holidays, since there are chances of receiving negative advice from outsiders.
3. A good relationship should be upheld between mentors and mentees, including arranging for follow-up sessions.
4. KMTC should consider e-mentoring as a solution during holidays and pandemics such as COVID-19.
5. Students need to be equipped with ICT skills for proper use of electronic gadgets for mentorship.

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APPENDICES

Appendix A: Consent Form

My name is Bridget Nduta Mwaniki. I am conducting a research study whose topic is ‘factors influencing students’ utilization of mentorship program at KMTC Kabarnet campus.’ I assure you that the information you give will be handled confidentially, and for research purpose alone. Participation in this study is on a voluntary basis.

The study’s purpose and its findings are purely academic, and can lead to policy change in the institution.

Therefore, I am seeking your consent to be one of the participants in the study. Participation will only take about thirty minutes of your time.

You may ask questions related to the study at any time. Research findings will be shared with the college. There is no reward for participating in this study, and you will face no harm.

Participant’s Statement: The above information regarding my participation in the study is clear to me. I have been given a chance to ask questions and they have been answered to my satisfaction. My participation in this study is entirely voluntary. I understand that information given will be kept private and confidential.

Participant’s Signature

Date.....

Appendix B: Questionnaire

Research Topic: Factors Influencing Students' Utilization of Mentorship Program at KMTC Kabarnet Campus

Instructions:

1. *Please sign the consent form prior to answering the questionnaire.*
2. *Respond to all questions honestly.*
3. *Do not write your name*

Questionnaire Code:.....

Date:.....

A. Sociodemographic Information

1. What is your age?
2. Please tick your gender. Male Female
3. From which class are you?
 Nursing

 March 2019 KRCHN

 September 2018 KRCHN

B. Level of Awareness of students on the Mentorship Program's Existence

1. In your opinion, what is mentorship?
2. Does the college have a formal mentoring program? Yes No
3. Who is the designated college mentor?
4. What kind of assistance does the mentorship program offer?

C. 1. Students' Perception towards Mentoring services

1. Have ever attended a mentoring session? Yes No
2. If No in 1 above, from where do you seek mentorship?
 Relatives Peers

 Church Never seeks
3. If Yes in 1 above, did you attend mentoring voluntarily? Yes No
4. If No in 3 above, how were you identified for the mentoring?
 Disciplinary meeting Department

 Class coordinator
5. If Yes in No. 1 above, did you find the mentor helpful? Yes No
6. What are the benefits you associate with mentoring? Please tick in the boxes below.

Statement	Yes	No	Not sure
Mentorship promotes student development			
Mentorship facilitates academic performance			
Mentorship increases self-esteem			
Mentorship promotes personal development			
Mentorship promotes psychological and emotional support			
Mentorship is useful for career advice			
Mentorship enhances critical thinking			
Mentorship promotes self-drive and motivation			
Mentorship enhances decisions making and problem-solving skills			

7. What is your view and feeling on the following?

Statement	Yes	No
Do you think mentorship in college is important?		
Do you often feel the need to be mentored?		

C. 2. Mentor- Student Relationships

Statement	Yes	No
If Yes in Section C1 No. 1 above, did the mentor give you adequate time to express yourself?		
If Yes in Section C1 No. 1 above, did the mentor make a follow-up on you?		
If Yes in Section C1 No. 1 above, the mentor provided encouragement		
If Yes in Section C1 No. 1 above, the mentor motivated me		
If Yes in Section C1 No. 1 above, the mentor is a role model		
If Yes in Section C1 No. 1 above, the mentor demonstrated personal interest and connection in the mentorship relationship		
If Yes in Section C1 No. 1 above, the mentor is welcoming		
If Yes in Section C1 No. 1 above, the mentor is patient		
If Yes in Section C1 No. 1 above, the mentor is a good advisor		
If Yes in Section C1 No. 1 above, the mentorship relationship was personal and reciprocal		
If Yes in Section C1 No. 1 above, the mentor gave constructive feedback		

D. Resource Availability and Utilization of Mentorship

Statement	Yes	No
If Yes in Section C1 No. 1 above, did the mentor turn up?		
If Yes in Section C1 No. 1 above, was the mentor punctual?		
If Yes in Section C1 No. 1 above, were you punctual?		
If Yes in Section C1 No. 1 above, was the appointment hour suitable?		
When you feel you need the mentor, can you conveniently find him in college?		
During the COVID-19 pandemic or holidays, did you ever engage your mentor for assistance?		
While away from college, do you have good internet connectivity?		
Do you own a smart phone, laptop, tablet, or computer?		
Are you ICT proficient?		
Would you consider cost an issue for you to engage your mentor adequately while away from college?		

Appendix C: Research Approval

Revised 2020

KMTC/QP-08/EMS



Kenya Medical Training College,
P.O. Box 30195,
Nairobi.

23RD November 2020

TO THE PRINCIPAL,
KMTC KABARNET CAMPUS
P.O. BOX 401-30400,
KABARNET

*THE PRINCIPAL
KABARNET CAMPUS
P.O. BOX 401-30400, KABARNET*
*Approved
Present the report
for our records
8/12/2020*

Dear Sir/Madam,

RE: AUTHORITY TO CARRY OUT RESEARCH

Bridget Nduta Mwaniki (HND/MED/20001/061) is a Medical Education (In-Service) Student.

She is undertaking research on **Utilization of Mentorship Program among Students at Kenya Medical Training College Kabarnet Campus** in partial fulfillment of award of Higher Diploma in Medical Education.

Please accord her the necessary assistance.

Yours faithfully,

Jane Achola
Head of Department