

**INFLUENCE OF MENTORING ON YOUTH EMPOWERMENT IN SECONDARY
SCHOOLS IN NJORO SUB-COUNTY, NAKURU COUNTY**

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**A Thesis Submitted to the Graduate School in Partial Fulfillment for the award of a
Master of Science Degree in Community Studies and Extension of Egerton University**

EGERTON UNIVERSITY

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DECLARATION AND RECOMMENDATION

Declaration

This thesis is my original work and has not been presented in any University or any other institution of learning for any award.

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DEDICATION

This work is dedicated to the memory of my late husband, Antony M. Kiragu who urged me to go back to school and to my sons for their constant encouragement and patience that saw me through my academic struggle despite the various challenges we were going through as a family.

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ABSTRACT

Youth in Kenya constitute approximately two thirds of the total population. They continue to face various challenges ranging from unemployment; societal negative perceptions; malnutrition; drugs and substance abuse; inadequate or non existence of youth friendly health facilities; peer pressure and lack of involvement in decision making in various positions. This has called for use of youth development approach interventions to ensure youth empowerment. Such interventions include talent nurturing programs, revival of youth polytechnics, entrepreneurship trainings; youth enterprise development fund program and youth mentoring programmes. In Kenya, mentoring is a relatively new concept with little being documented about it. However, studies done in developed countries have shown that mentoring has resulted to youth empowerment. Therefore, the study sought to find out the influence of mentoring on youth empowerment in secondary schools in Njoro Sub-County, Nakuru County. The study was guided by the social learning theory. A descriptive survey research design was carried out in purposively selected seven secondary schools with mentoring programmes and total population of 3238 youths. A sample size of 107 youths was randomly selected and fifteen (15) teachers who are in charge of the mentoring programmes in the seven schools were also selected. Proportionate sampling was used to ensure both male and female participants were included in the study. Data was collected using self administered questionnaires. Data analysis was done using Statistical Package for Social Science (SPSS) computer programme. Descriptive statistics including percentages and frequencies were used while Chi-square test of independence and probit regression was applied to test the hypotheses at 0.05 confidence level. Results indicated that religious institutions, NGOs, institutions like universities, banks and government ministries were involved in mentoring youths in secondary schools; youth were engaged in more than one type of mentoring relationship; traditional, peer, group, team and flash mentoring relationships were associated with youth empowerment. Further, youth perception on mentoring programmes influenced youth empowerment. Content of mentoring programmes such as drugs, self awareness and career development resulted to youth empowerment. The study concludes that mentoring influences youth empowerment in secondary schools. The study therefore recommends policy interventions that would ensure mentoring programmes are part of the school programme as this would ensure allocation of resources to mentoring programmes.

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ABBREVIATIONS AND ACRONYMS

CBOs- Community Based Organizations

CIMA-Chartered Institute of Management Accountants

DEO- Sub-County Education Officer

DTA- Debate to Action

FBOs- Faith Based Organizations

HDI- Human Development Index

ICT- Information and Communication Technology

MDG- Millennium Development Goals

MoE- Ministry of Education

MOYAS- Ministry of Youth Affairs and Sports

MSPND- Ministry of State for Planning and National Development

NGOs- Non Governmental Organizations

NYP- National Youth Policy

PYD- Positive Youth Development

SLT- Social Learning Theory

SPSS-Statistical Package for Social Science

UN- United nations

UNDP- United Nations Development Programme

UNESCO- United Nations Educational Scientific and Cultural Organization

UNICEF-United Nations Children's Fund

WB- World Bank

YD- Youth Development

YDI- Youth Development Index

CHAPTER ONE

INTRODUCTION

1.1 Background Information

Youths in the world, who constitute over 60% of the total population have been facing various challenges, ranging from unemployment; societal negative perceptions such as labeling them as source of society's problems rather than potential for development; malnutrition; drugs and substance abuse; inadequate or non existence of youth friendly health facilities; peer pressure; lack of technical and marketable skills; inadequate Information and Communication Technology (ICT) centers; repressive socio- religious norms (imposed on young females in particular); early marriage; unwanted pregnancies and lack of involvement in decision making in various positions (Olaleye, 2010; MOYAS, 2009; Commonwealth Youth Programme, 2007). These challenges have adverse socio-economic and political consequences on youth development and consequently on national development (Ministry of Youth Affairs, 2006).

One approach that has been used to improve the well being of the youth is Youth Development (YD). Youth Development means purposefully seeking to meet youth needs and to build relevant youth competencies to enable them to become successful adults. Rather than seeing young people as problems, this development approach views them instead as a resource and builds on their strengths and capabilities to develop within their own communities. According to United Nation Development Program (UNDP) and the now defunct Ministry of State Planning and National Development (MSPND), (2010) Youth Development Index (YDI) based on indicators from Millennium Development Goals (MDGs) has been used to measure the well being of young people. The YDI ranges between 0 and 1 where 0 is the poorest and 1 is the best. The YDI in Kenya is 0.5817 indicating that the development among the youths in Kenya is in the average point mark. This is an indication that a large group of the youths in Kenya are still potentially at risk of engaging in harmful antisocial behaviors such as crime, drug and substance abuse and irresponsible sexual behaviors.

Youth Development approach focuses on building competencies in areas of physical, social, cognitive, vocational, and moral development among youths to enhance their attitudes, behavior and skills (Lerner, Brittian & Kristein, 2006). Youth development can be achieved through

involvement of youths in youth development programs which includes talent nurturing programs, revival of youth polytechnics and youth empowerment programs.

Youth empowerment includes creating and supporting the enabling conditions under which young people can act on their own behalf, and on their own terms, rather than at the direction of others (Commonwealth Youth Programme, 2007). These enabling conditions fall into categories such as economic and social base; political will; access to knowledge, information and skills; adequate resource allocation and supportive legal and administrative frameworks; a stable environment of equality, peace democracy and positive value system (African Union, 2011). A study done in Nigeria on youth empowerment revealed that there is a significant relationship between youth empowerment and attitude to crime involvement (Olaleye, 2010). Governments, Non-Government Organizations (NGOs), religious organizations, parents, guardians, and elders have the responsibility to empower youths around them in order to jointly realize the socio-economic transformation of communities (Oladele, 2003). Various activities that focus on youth empowerment in order to improve the livelihoods of youths in Kenya ensure provision of skills training and capacity building. Such activities include Kazi Kwa Vijana, entrepreneurship trainings, youth empowerment centers, youth enterprise development fund and youth mentoring programmes.

Youth mentoring programmes focus on impacting on the youths in a positive way by helping them develop their potential (British Council, 2008). According to Triple Creek Associates (2007), mentoring is a personal enhancement strategy through which one person facilitates the development of the other by sharing known resources, expertise, values, skills, perspectives and attitudes to build one's skills and knowledge for personal development. Mentoring could be formal or informal and this could take place in form of the various mentoring relationships such as the traditional one-to-one mentoring, peer mentoring, group mentoring, e-mentoring and team mentoring (National Mentoring Partnership, 2005; Plamondon, 2007).

In the world today, especially in the developed countries, mentoring has become a feasible and popular strategy for supporting the development of youths (National Mentoring Partnership, 2005). Mentors have provided expertise to less experienced individuals to help them advance

their careers, enhance their education, and build their networks. Mentoring has resulted to social, economic and identity development of individuals who have been part of mentoring relationships (Keller, 2005; Larson, 2000). Young persons who lack a strong relationship with a caring adult while growing up are much more vulnerable to a host of difficulties, ranging from academic failure to involvement in serious risk behaviors (Cavell, DuBois, Karcher, Keller, & Rhodes, 2009). Research further suggests that mentors who are able to develop close, supportive relationships with youth are able to make the most positive changes in youth's lives (Grossman & Johnson, 1999).

In Africa, mentoring is a new strategy with various youth mentoring programmes being established by governments, Non- Governmental Organizations (NGOs) and Faith Based Organizations (FBOs) to help develop youths. For instance, East African Community Youth Organization has developed a mentoring programme whose aim is to change the minds of the youths with a view of providing appropriate methods of resolving conflict, restoring peace and effect behavioral change (East African Community (EAC) Secretariat, 2010).

In Kenya, youth mentoring programmes have been established by the government through the now defunct Ministry of Youth Affairs and Sports (MOYAS) and Ministry of Education (MoE), FBOs, NGOs, Private Companies and CBOs. In Njoro Sub-County, youth mentoring programmes have been established in secondary schools as one of the intervening strategies to address the challenges of the youths in the Sub-County. However, the extent to which the mentoring programmes influence youth empowerment is unknown although studies from developed countries have found positive relationship between mentoring programmes and youth empowerment. This study was thus designed to provide the missing information on this phenomenon.

1.2 Statement of the Problem

Youths in Njoro Sub-County, like the rest of Kenya have been facing various challenges ranging from unemployment; drugs and substance abuse; lack of youth friendly health facilities; influence of peer pressure; lack of technical and marketable skills to make them self reliant; lack of access to Information and Communication Technology (ICT) centers; to lack of involvement in decision making in various positions (MOYAS, 2009). To address these problems, many

approaches have been used including mentoring. Mentoring is a strategy currently established by governments, NGOs and FBOs to help develop the youths positively. While studies in developed countries have revealed that youths in mentoring programmes compared with non-participants have positive development outcomes such as less drug and alcohol use, little is known about the extent to which mentoring influences youth empowerment in Kenya. Thus, the study sought to find out the influence of mentoring on youth empowerment in secondary schools in Njoro Sub-County, Nakuru County.

1.3 Purpose of the Study

The purpose of the study was to find out the influence of mentoring on youth empowerment in secondary schools in Njoro Sub-County, Nakuru County.

1.4 Objectives of the Study

The study was guided by the following objectives:

- i. To identify various organizations and institutions involved in mentoring youths in secondary schools in Njoro Sub-County, Nakuru County.
- ii. To analyse the influence of the type of mentoring relationship on youth empowerment in secondary schools in Njoro Sub-County, Nakuru County.
- iii. To identify the influence of content of mentoring programme on youth empowerment in secondary schools in Njoro Sub-County, Nakuru County.
- iv. To establish the influence of youth perception on mentoring programme on youth empowerment in secondary schools in Njoro Sub-County, Nakuru County.
- v. To describe the challenges faced by mentoring programme in empowering youths in secondary schools in Njoro Sub-County, Nakuru County.

1.5 Hypotheses of the Study

Objectives 2, 3 and 4 were translated into the following hypotheses:

Ho₁: Type of mentoring relationship has no statistically significant influence on youth empowerment in secondary schools in Njoro Sub-County, Nakuru County.

H₀₂: Content of mentorship programme has no statistically significant influence on youth empowerment in secondary schools in Njoro Sub-County, Nakuru County.

H₀₃: Youth perception on mentoring programme has no statistically significant influence on youth empowerment in secondary schools in Njoro Sub-County, Nakuru County.

1.6 Significance of the Study

Studies have revealed significant association between youth involved in mentoring relationships and positive developmental outcomes (Rhodes & Dubois, 2008). Understanding the various organizations and institutions involved in mentoring in secondary schools is expected to help those in mentoring synergize their resources together for a better mentoring programme. The study provides information on the type of mentoring relationships resulting to youth empowerment; this is expected to help the teachers, ministries and organizations in designing their mentoring programmes. Also, the study provides information on the differing views of the content of mentoring programmes between the youths and teachers and this is expected to help harmonize their views and in addition, aid in developing policies on the content of mentoring programmes. Information on youth perception on mentoring programmes is expected to help those involved in mentoring the youths. The study further established that mentoring programmes are facing challenges such as inadequate resources, peer and media influence and ignorance. This would help those involved in mentoring the youths come up with better interventions.

1.7 Scope of Study

The study was carried out in public and private secondary schools with mentoring programmes in Njoro Sub-County, Nakuru County. It involved the youths in secondary schools aged between 15 years and 24 years and the teachers in charge of mentoring programmes. The study focused on finding out the influence of mentoring on youth empowerment particularly with regard to type of mentoring relationships, content of mentoring programmes, perception of youth on mentoring programmes and challenges facing mentoring programmes.

1.8 Limitation of the Study

The study was limited to the fact that only youths in formal mentoring programmes were selected while those not in mentoring programmes were left out.

1.9 Assumptions

The study assumed that the respondents were willingly involved in the mentoring programmes and participated in the study by providing honest and accurate information on the issues raised.

1.10 Definition of Terms

Benefits: Oxford Advanced Learner's Dictionary 7th edition defines benefit as an advantage or profit gained from something. In this study, benefit was perceived as skills and knowledge gained by the youth on conflict resolution, leadership, talent awareness, self awareness, career awareness, better relations with parents, teachers and other members of society; and positive behaviours on reproductive health issues and drugs and substance abuse as a result of participating in mentoring.

Career awareness: Career awareness is seen as encompassing the development of the whole person, but places a critical emphasis on gaining the skills and experience for work in order to find one's vocation in life. It focuses on the goal of preparing for the world of work (Cullingford, 2006). In this study, career awareness was looked at as awareness among the youths of professions they can pursue later in life in terms of their interest, abilities and values.

Conflict resolution: Conflict resolution is defined as what is done to identify and deal with conflict in a reasonable manner (Jucovy, 2007). In this study, conflict resolution referred to the youth's ability to explore the reasons for disagreement, collaborate, compromise, accommodate and compete with others well.

Content: Oxford Advanced Learner's Dictionary 7th edition defines content as the subject matter of a program. In this study, content referred to various issues that are discussed between the mentors and the mentees which include leadership skills, conflict resolution, self esteem, talent development, reproductive health issues, relationships, alcohol, drug and substance abuse and career aspirations.

Empowerment: Empowerment is an interactive process which occurs between the individual and his environment, in the course of which the sense of the self as worthless changes into an acceptance of the self as an assertive individual. The outcome of the process is skills, based on insights and abilities, an ability to participate with others, a capacity to cope with frustrations and to struggle for influence over the environment (Heathfield, 2011). In this study, youth empowerment was looked at in terms of skills that improve lives, knowledge and capacity to cope with environment gained by youths from mentoring programmes such as leadership skills; talent development; career awareness; awareness of reproductive health issues; awareness of

dangers of drug and substance abuse; self awareness; conflict resolution skills and their ability to address issues concerning them to the relevant authorities.

Influence: Oxford Advanced Learner's Dictionary (7th Ed) defines influence as to have an effect on a particular situation and the way it develops. In this study influence was looked at in terms of relationships between youths, content of mentoring programmes and perception of the youth on mentoring and youth empowerment.

Leadership skills: Leadership skills are the processes through which leaders influence the attitudes, behaviors and values of others (Chartered Institute of Management Accountants (CIMA), 2001). In this study, leadership skills referred to the ability of the youths to initiate study groups, use knowledge gained to be goal oriented, or organize to carry out activities together.

Mentee: Oxford Advanced Learner's Dictionary (7th Ed) defines a mentee as that person who is advised or helped by more experienced person with an aim of instilling skills, values and experience. Mentee are also referred to as protégé. In this study, mentee referred to those youth in secondary schools who are aged between 15 years to 24 years and participating in mentoring programmes.

Mentor: Longman Dictionary of Contemporary English defines a mentor as an individual always more experienced who helps and guides another individual's development. This guidance is not done for personal gain. In this study, mentor was looked at as an individual who guides the youth and could be a teacher, parent, pastor, peer and professionals involved in a mentoring programme.

Mentoring: According to Triple Creek Associates (2007), mentoring is a personal enhancement strategy through which one person facilitates the development of the other by sharing known resources, expertise, values, skills, perspectives and attitudes to build one's skills and knowledge for personal development. In this study, mentoring meant a relationship between the youth with a peer or an older person for personal development.

Mentoring organizations: Mentoring organizations are the groups that offer guidance or counseling to the youths (Muren, 2008). In the study, mentoring organizations was looked at as schools, churches, government ministries, NGOs, FBOs and the family home.

Mentoring relationship: Mentoring relationship is a developmental association of a mentor and protégé which is characterized by confidentiality, trust, caring, and mutual support (Wai-Packard, 2003).

Perception: Oxford Advanced Learner's Dictionary (7th Ed) defines perception as the way in which something is regarded, understood, or interpreted. In this study, perception was looked at as how youths view mentoring programmes.

Self awareness: Self awareness is having a clear perception of one's personality, including strengths, weaknesses, thoughts, beliefs, motivation, and emotions. Self-awareness allows a person to understand other people, how they perceive them, their attitude and responses to them in the moment (Triple Creeks, 2007). In this study, self awareness was referred to as the ability of the youths to identify their strengths and weaknesses.

Talent development: Talent development refers to a situation where individuals whose skills are distinctly above average in one or more areas of human performance are helped to grow (Keller, 2005). In the study, talent development was perceived as the ability of the youths to identify their talents and to use their talents for their own benefit.

Youth: Youth is the period between childhood and adulthood, described as the period of physical and psychological development from the onset of puberty to maturity and early adulthood. Definitions of the specific age range that constitutes youth vary: for instance Kenyan Ministry of Youth Affairs and Sports defines a youth as that person aged between 18 years and 35 years (MOYA, 2006). United Nations (UN) General Assembly refers to youths as those aged between 15 years and 24 years (Curtain, 2001), World Bank (WB) defines youths as those between ages of 15 years and 25 years (World Bank, 2005), and the Commonwealth Youth Program refers to youths as those people aged 15 years and 29 yrs (Curtain, 2001). This study adopted the UN definition of the youth.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter gives an overview of related literature on challenges facing the youths; empowerment; mentoring; types of mentoring relationships; youth mentoring programmes and youth empowerment. Theoretical framework and conceptual framework are also included.

2.2 Challenges Facing the Youths

Youth is the period between childhood and adulthood, described as the period of physical and psychological development from the onset of puberty to maturity and early adulthood. Definitions of the specific age range that constitutes youth vary: for instance Kenyan Ministry of Youth Affairs and Sports defines a youth as that person aged between 18 years and 35 years (Ministry of Youth Affairs (MOYA), 2006). United Nations (UN) General Assembly refers to youths as those aged between 15-24 years (Curtain, 2001), World Bank (WB) defines youths as those between ages of 15-25 years (World Bank, 2005), and the Commonwealth Youth Program refers to youths as those people aged 15-29 yrs (Curtain, 2001).

Youth who are productive and energetic remain unemployed, continue to suffer from poor health, and lack sufficient support. According to the Kenya's Social Analysis by the World Bank (2005), youth unemployment, especially among males, is a major contributor to frustration and tension, particularly in urban areas, and a matter of serious policy concern in the country. Majority of the youth neither has education (formal or informal) nor are working, due to lack of fund or lack of adequate skills (Olaleye, 2010).

The youth in Kenya, constitute about two thirds of the total population, and of these, 51.7 % are female and 48.3% are males. The youth form 60% of the total labour force in the country. National statistics show that 38% of Kenya's population is between 15 and 30 years and that 67% of the unemployed are youth and 92% of the unemployed youth have no vocational or professional skills (MOYA, 2006). A survey has revealed as a result of unemployment young people are engaging in crime where 53% of crime is predominantly committed by persons aged between 16 and 25 years and over 50% of convicted criminals are young people aged 16-23 years (Njonjo, 2010; Kenya National Bureau of Statistics (KNBS) & ICF Macro, 2000).

Moreover, over 60% of new HIV infections occur among the youth. Research has also shown that 23% of girls between 15 years and 19 years are either pregnant with their first child or are already mothers (KNBS & ICF Macro, 2000). Risk taking such as use of drugs and alcohol influence the health status of young people; alcohol constitutes 36% and tobacco use constitutes 28% as the most abused substances followed by miraa at 18%, bhang at 13% and inhalants constitute 5%. Despite increased investment in the health sector, utilization of health services by young people remains low as only 12% of health facilities provide youth friendly services that would enable them to make informed choices and decisions regarding their health and general well being. There are also major regional and age disparities in access to health services. Sadly though is the fact that young people consider health a low to medium priority (United Nations Children's Fund (UNICEF), 2013).

Other negative factors affecting the youths include marginalization, lack of voice in the family, the community and national arena; non-existent or out of reach positive role models; poor representation in decision making; and limited recreational facilities (United Nations Population Fund (UNPFA), 2013). To address these challenges, various strategies have been adopted in order to ensure positive youth development.

2.3 Empowerment among the Youth

Empowerment refers to individuals, families, organizations, and communities gaining control and mastery, within the social, economic, and political contexts of their lives, in order to improve equity and quality of life (Heathfield, 2011; Plamondon, 2007). Youth empowerment focuses on individual level capacity building, integrating perceptions of personal control, enhancement of personal skills; participation in meaningful activities, such as community service, that provide opportunities for skill development (Jennings, Parra-Medina, Messias & McLoughlin, 2006). Youth Empowerment also involves youth at all levels of planning, decision making, implementation and evaluation of public and private sector policies, programs, and services (USAID, n.d; United Nation (UN), 2005).

Youth empowerment also means involving young people in decision making processes on issues that affect them, as well as entrusting them with the knowledge and skills necessary for them to effectively and meaningfully participate in development. Youth empowerment in any

development is imperative not only for national development but also because the transitional period from childhood to adulthood is unquestionably a challenge for many youths. There are serious social and economic consequences associated with not addressing the minority group of youths who are at the risk of negative circumstances not only for the youth themselves and their families, but also for society at large. If the potential of these youths are not profitably harnessed and marshaled towards development, there is bound to be trouble (Olaleye, 2010).

Empowerment is based on youth having agency: their capacity to act, their skills and capabilities and their ability to change their own lives. Studies have revealed that empowerment results to youths being viewed as assets, as partners, leaders in development and challenging negative judgments and values regarding young people. Youths are the bridge between effective policy and valuable practical action on the ground (UN, 2010).

Research has also shown that personal relationships between youths and adults, peer mentoring and participation results to youth empowerment (Morales, 2005). Empowerment results to enhanced personal and collective self-esteem among young people; facilitate learning experiences in social policy formulation; expose young people to negotiations and democratic methods; ease inter-generational communication; involve young people in the discussion and implementation of mechanisms for social inclusiveness and open a new road for participation in society as positive and active citizens (United Nations Educational Scientific and Cultural Organization (UNESCO, 2004).

Studies have shown empowerment results to youths acquiring vocational skills that make them self reliant and more efficient in discharging their duties, develop their talents, self esteem and become useful and acceptable members in the society (Nwanko & Obeta, 2013; Jennings, Parra-Medina, Messias & McLoughlin, 2006). Youth empowerment is also expected to intervene in their educational pursuit and also offer an opportunity for developing the competence and character of the youth (Nwanko & Obeta, 2013). Youth empowerment can be achieved through mentoring programmes.

2.4 The Concept of Mentoring

According to Mentor/National Mentoring Partnership (2005), mentoring is a structured and trusting relationship that brings young people together with caring individuals who offer guidance, support and encouragement aimed at developing the competence and character of the mentee. The one who guides is the mentor while the one who is guided is the mentee or protégé. Mentoring has been identified as an important influence in development (United States Office of Personnel Management, 2008). The concept of mentoring stretches back in Homers' Odyssey in 875 BC. Mentoring has been used as one of the approaches to address youth problems. In developed countries, studies have revealed connections between mentoring programme and improvements in youth development (Rhodes, Haight, & Briggs, 1999). Rhodes, Grossman and Resch, (2000), found that mentoring relationships contributed to youth's perceptions of their parental relationships resulting to sense of self-worth. Mentoring is a concept that is gaining popularity as an intervening strategy to youth issues in Kenya though little is known on its influence on youth empowerment.

2.5 Categories of Mentoring Relationships

Mentoring is interpreted in different ways by different people and varies from one situation to another (Buell, 2004). Mentoring could be said to be formal or informal. Informal mentoring is a relationship that develops spontaneously and is not managed or specifically recognized as a mentoring relationship. A mentor reaches out to a mentee (or vice versa) and a relationship develops which benefits the mentee's development. The relationship may develop out of a specific need by the mentee around a task or situation for guidance, support, or advice. The relationship is most likely to be initiated by the mentee as she or he seeks support around a specific task. The mentee considers the mentor as a role model (Plamondon, 2007). According to United States Office of Personnel Management (2008) informal mentoring is normally for interpersonal enhancement, but can also promote career awareness. A 2005 survey carried out in America found that of adults who mentor, 71 per cent reported that they mentored informally with 29 per cent reporting that they mentored youth through a formal and structured organization (MENTOR 2006).

Formal mentoring relationship develops within organizational structures that are specifically designed to facilitate the creation and maintenance of such relationship. Formal mentoring

programmes are generally more effective when mentors voluntarily participate and are motivated to help mentees (Bowlby, 1988). To form this relationship, matching criteria for both parties are more likely to initiate successful mentorships. Matching criteria may include professional interests, demographics, geographical location, and human interest factors such as hobbies, lifestyles, personality, values, and learning orientation. Training objectives can include clear communications of expectations of the relationship, goal setting procedure, conflict resolution skills and general structure of mentoring programme (Rhodes & DuBois, 2008). Many of the formal mentoring cycles is from 7-9 months or even 12 months. A formal mentoring programme offers a structured approach to developing talents and abilities.

2.6 Types of Mentoring Relationships

There are various types of mentoring relationships:

2.6.1 Traditional one-on-one mentoring

This is a type of mentoring relationship that involves one adult to one young person. The relationship develops spontaneously and is not managed or specifically recognized as a mentoring relationship. A mentor reaches out to a mentee (or vice versa) and a relationship develops which benefits the mentee's development. Due to the spontaneous development, these relationships depend somewhat more on the individuals having things in common and feeling comfortable with each other from the beginning. The relationship may develop out of a specific need by the mentee around a task or situation for guidance, support, or advice. The relationship is most likely to be initiated by the mentee as she or he seeks support around a specific task.

A study by the Persistent Youth Offender Project revealed that mentored young people improved in terms of how they spent their spare time, attitudes and engagement with education, financial problems and attitudes to crime (Economic and Social Research Council, 2006).

Further, research shows that traditional programs facilitate the development of strong mentoring relationships that are significant to the youth and the mentor (Morrow & Styles, 1995). Studies of traditional mentoring programmes also point to several factors that foster strong relationships. For example, research suggests that engaging in friendship-oriented social activities like playing sports, talking or having lunch together helps mentors develop close, supportive bonds with youth (Herrera, Vang & Gale, 2000; Morrow & Styles, 1995).

2.6.2 Group mentoring

Group mentoring could also be referred as ring or circle mentoring. This involves one adult mentor forming a relationship with a group of up to four young people (mentees), but no individual mentor being allocated to a mentee. The mentor assumes the role of leader and makes a commitment to meet regularly with the group over a long period of time to help them set development goals and build competence and character to reach those goals (Phillips- Jones, 2004). Most interaction is guided by the session structure, which includes time for personal sharing. The sponsoring mentoring programme might specify certain activities that the group must participate in, or in some cases the mentor may choose or design appropriate activities such as social activities and sports; community service, health and educational workshops; activities focused on team building, leadership development and cultural diversity; homework help; and discussion of specific issues affecting the youths (Herrera, et al, 2000). Some group mentoring activities may be intended as teaching exercises, while others may simply be for fun (National Mentoring Partnership, 2005). A research on TeamWorks a group mentoring programme, found that participants had better attitudes toward school, their family, and their community (Sipe, 2002).

2.6.3 Team mentoring

Team mentoring involves several adults working with small groups of young people in which the adult to-youth ratio is not greater than 1:4 (National Mentoring Partnership, 2005). Team mentoring allows mentors to work together or separately to help mentee reach identified developmental goals. If mentors work separately, they should communicate regularly to share information and ideas (United States Office of Personnel Management, 2008).

2.6.4 Peer mentoring

Peer mentoring is where one caring youth develops a guiding, teaching relationship with a younger person or a fellow youth. Usually the mentoring programme specifies activities that are curriculum-based. For example, a university student might tutor a secondary school student in reading or engage in other skill-building activities on site. These youth mentors serve as positive role models. They require ongoing support and close supervision. Usually in a peer mentoring relationship, the mentor and the mentee meet frequently. The purpose of a peer mentoring is to share experiences and knowledge, challenge each other's assumptions, act as a sounding board,

expand each other's networks and provide a different point of view (National Mentoring Partnership, 2005).

It is noted that participation in peer mentoring activities could provide youths with meaningful organizational and communication skills that will be useful in later life (Jennings, Parra-Medina, Messias & McLoughlin, 2006). Research showed that 81.6% of mentees improved or maintained their good behavior compared to 75.0% of those who were not mentored (Mentoring Befriending Foundation, 2011).

2.6.5 E-mentoring

E-mentoring is also known as online or telementoring. It involves a mentoring relationship via e-mail and the internet or through phone. E-mentoring connects one adult with one youth. The pair communicates via the internet at least once a week over a period of six months to a year. Some programs arrange two or three face-to-face meetings, one of which is a kickoff event. Often the mentor serves as a guide or advisor in school or career related areas; for example, helping the mentee complete a school project or discussing future education and career options. E-mentoring can serve as a bridge for mentors and mentees in traditional one-on-one relationships (National Mentoring Partnership, 2005). Virtual mentoring is usually less expensive compared to face-to-face mentoring and provides an individual with more choices for mentors (United States Office of Personnel Management, 2008).

A study of teacher survey data carried out in America from September, 1999 to March, 2002 indicates E-mentoring is making a measurable difference for students. A high percentage of teachers witnessed significant improvement in writing skills (95%), self-directed learning (88%), critical thinking skills (75%), career and workplace knowledge (57%), desire to go to college (46%), subject grades (45%), and science comprehension and ability (44%) (Mihran, 2002). This indicates online mentoring results to youth development.

2.6.6 Situational mentoring

Situational mentoring involves giving the right help at the right time. It is those spontaneous corrections, just enough to help solve a problem or uncover hidden talent (Plamondon, 2003). It is usually short term addressing an immediate situation but can transition to a more long-term connection.

2.6.7 Flash mentoring

This is a new concept of mentoring which is growing in popularity. It is a low budget and simple option to recruit busy executives and other senior staff to become mentors without investing a lot of time. The only requirement is one hour or less of a mentor's time to meet the protégé'. During the one hour session, mentors can share lessons learned, life experiences and advice to aspiring mentees. After the meeting, mentors and mentees can decide if they would like to continue the relationship. Mentors and mentees are matched with little or no criteria (United States Office of Personnel Management, 2008). It could be like the career fairs that are organized for the youths.

2.6.8 Reverse mentoring

This is mentoring of a senior person in terms of age, experience or position by a junior individual in terms of age, experience or position. Reverse mentoring aims to help older, senior people learn from the knowledge of younger people, usually in the field of technology, computing and internet communications. The key to success in reverse mentoring is the ability to create and maintain attitude of openness to the experience and dissolve the barriers of status, power and position (United States Office of Personnel Management, 2008). This is common in areas of computer where young people guide the older people. Research at Hartford revealed that reverse mentoring which is commonly applied in organization where technology is a fundamental part of the work environment, it has resulted to empowerment of young people where they have felt appreciated and valued resulting to innovation and professional development (Nwanko & obeta, 2013).

Studies have shown there are different types of mentoring relationships which takes various forms. This study sought to find out the influence of types mentoring relationships on youth empowerment in secondary schools in Njoro Sub-County of Nakuru County.

2.7 Youth Mentoring Programmes

Although youth mentoring programmes certainly are not cure-all solutions to the challenges youth face in today's communities, they can be an important complement to other quality social services programs (Anuszkiewicz, Salomon, Schmid, & Torrico, 2008). Mentoring can take place in a wide array of settings, such as workplace, school, faith-based organization or church, juvenile correction facilities, community setting and "Virtual community," where e-mentoring takes place (United States Office of Personnel Management, 2008) or even in the normal

community setting. Informal mentoring has no laid down procedures unlike the formal mentoring programmes which are well organized. Formal mentoring programmes involves conducting a comprehensive community needs assessment that helps confirm mentoring initiative can answer a clear need of the youths in the community. It involves designing the parameters of the program that determines the programs outcomes, planning how the program will be managed (National Mentoring Partnership, 2005); program operations and program evaluation captures relevant information such as interaction, activity and satisfaction level (United States Office of Personnel Management, 2008). The study sought to establish various organizations and institutions involved in youth mentoring in secondary schools in Njoro Sub-County of Nakuru County.

2.8 Mentoring and Youth Empowerment

More than a decade of research has revealed mentoring to be a viable intervention strategy that holds considerable promise (Cavell, DuBois, Karcher, Keller & Rhodes, 2009). Research suggests that one of the most important benefits of mentoring is improvements in youth's social skills (Herrera, et al, 2000). Mentoring programmes are capable of making a positive difference in multiple domains of youth behavior and development such as improvements in self-esteem, better relationships with parents and peers, greater school connectedness, improved academic performance, reductions in substance use, violence, and other risk behaviors (Cavell et al, 2009; Rhodes & DuBois, 2008; Herrera, et al, 2000; Grossman & Tierney, 1998; McClanahan, 1998). Studies have revealed that youth in a mentoring programme compared with non-mentored participants have less drug and alcohol use (Scales & Leffert, 1999).

According to Anuszkiewicz, Salomon, Schmid and Torricco (2008) youth in quality, long-term mentoring relationships experience a reduction in negative behavior and an increase in healthy social and emotional development. Consequently, these youth are more likely to have positive relationships with their parents and teachers, receive more emotional support from their peers, have greater self-worth, and have higher school attendance. Research has consistently found mentored individuals to be more satisfied and committed to their professions than non-mentored individuals. Mentors can also benefit from a successful mentoring relationship by deriving satisfaction from helping to develop the next generation of leaders, feeling rejuvenated in their

own career awareness, learning how to use new technologies, or becoming aware of issues, methods, or perspectives that are important to their field (Wanberg, Welsh, & Hezle, 2003).

Research done in America has also found that mentoring shows improvements in youth's conversational skills like their ability to listen, voice their opinions and contribute to discussions. Youth became more considerate and improved their anger and conflict management skills (Herrera, et al, 2000). Mentoring also helps people work together and assist one another in the drive to become better skilled, more intelligent individuals (Triple creeks, 2007). Most of these researches have been carried out in developed countries and little has been documented on the benefits of mentoring among the youths in Kenya. This study therefore sought to find out if mentoring resulted in youth empowerment among the youths in secondary schools in Njoro Sub-County of Nakuru County.

2.9 Theoretical Framework

The study was based on the Social Learning Theory (SLT) as developed by Albert Bandura. This theory proposes that social learning occurs through observation, imitation of superiors and modeling. It consists of three parts: observing, imitating and reinforcement. If people observe desired outcomes in the observed behavior, then they are more likely to model, imitate, and adopt the behavior themselves. This theory further suggests that the effect of behavior has an impact on the motivation of people to engage in that specific behavior. People wish to avoid negative consequences, while desiring positive results or effects (Bandura, 1977). SLT suggests that behavior is influenced by environmental factors or stimulus and not psychological factors alone. According to social learning theory, the groups and persons with whom the individual is in differential association provide the social contexts in which all the mechanisms of social learning operate (Akers, 1998). Social learning theory defines imitation as committing behavior modeled on, and following the observation of, similar behavior in others (Rodgers, 2001).

This theory informs the study how mentoring would lead to youth empowerment through imitation, observation and reinforcement. Youths engage in behaviors that are observed to achieve desired outcomes and imitate their role model in order to be like them. Imitated behavior leads to other people reinforcing copied behavior. In addition, youths are reinforced by their mentors and reinforcement offers a reason to display behaviors such as a skill taught and their talents.

2.10 Conceptual Framework

The conceptual framework on Figure 1 guided the study. The indicators of the independent variable mentoring were types of mentoring relationships, content of mentoring programmes and youth perception. These influenced youth empowerment in various areas such as career awareness; conflict resolution; talent development; leadership skills; self awareness; awareness on dangers of drugs and substance abuse and awareness on reproductive health. The relationship between mentoring and youth empowerment was, however, moderated by variables such as age and gender. The youths were expected to display the above desirable behaviors as result of being in mentoring programme.

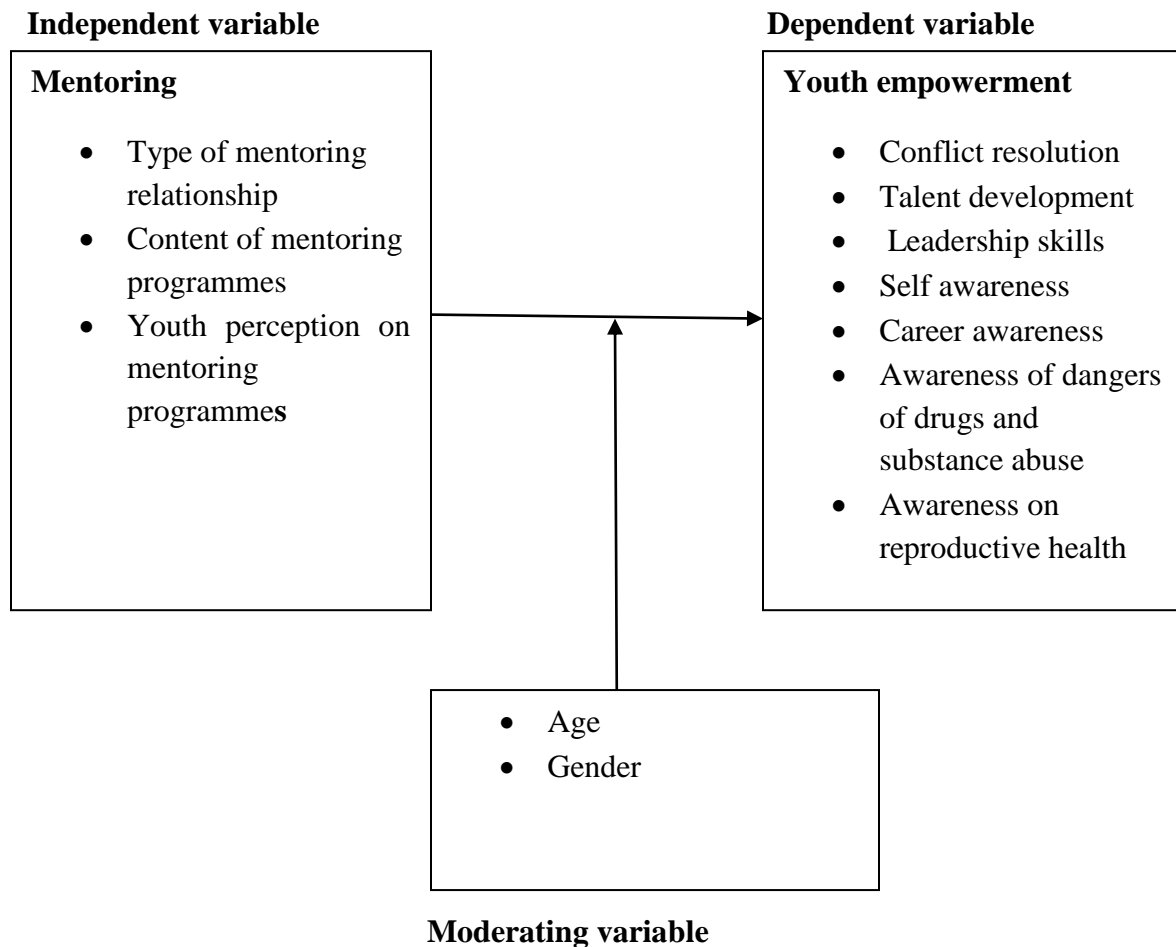


Figure 1: Influence of Mentoring on youth empowerment in secondary schools in Njoro Sub-County, Nakuru County.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter highlights the methodology that was followed in conducting the study. It includes the research design, study site description, target population, sample selection, research instruments, data collection and data analysis techniques that were used in the study.

3.2 Research Design

The study used a descriptive survey design to collect data from secondary schools in Njoro Sub-County, Nakuru County. The design is recommended for the study because it provides for information about subjects under study. The survey involves questions of the past and current situation (Kothari, 2008). The choice of the design was made based on its ability to determine relationship between two or more variables. In this study, the design was used to determine the relationship between the independent variable (mentoring) and the dependent variable (youth empowerment).

3.3 Location of the Study

The study covered secondary schools with mentoring programmes in Njoro, Lare, and Mau-Narok divisions of Njoro Sub-County, Nakuru County. Njoro Sub-County was hived off the former larger Molo Sub-County in 2009. It lays within the Great Rift Valley and borders other Sub-Counties namely; Nakuru, Molo, Narok South, Bomet and Rongai. It covers an area of 702.1 km².

According to the 2009 population census, the Sub-County has a total population of 178,180 and a population growth rate of 3.4%. This high population growth rate has created a predominantly youthful population with about 54.79% of the population being less than 20 years of age and about 74.45% of the population being between 20 and 30 years of age (Kenya National Bureau of Statistics (KNBS), 2010).

This study area was selected because it has high youth population in secondary schools. The study area has thirty eight (38) secondary schools with a population of 8,808. Cases of drug and substance abuse, irresponsible sexual behaviors, involvement in crime and lack of involvement

in decision making among the youths in secondary school have been reported in the Sub-County, (Molo DPP, 2010).

3.4 Population of the Study

The population of the study constituted only youths both male and female, in secondary schools with mentoring programmes within Njoro Sub-County. Seven secondary schools with mentoring programmes were studied. The schools had a population of 3238. Two were boarding schools and the rest were day schools. Five were mixed school whereas one was a boys' school and the other a girls' school. Of the seven schools, only one school was private (DEO Njoro, 2012). The population also included all the fifteen (15) teachers in charge of the mentoring programmes in the schools studied.

Table 1

Schools with mentoring programmes, their population and gender distribution in Njoro Sub-County

Name of the school	Male		Female		Total	
		%		%		%
St. Francis	155	4.8	105	3.2	260	8.0
Njoro Girls	-	-	539	16.7	539	16.7
Njoro Day	362	11.2	220	6.8	582	18.0
Njoro Boys	927	28.6	-	-	927	28.6
Kilimo	240	7.4	160	4.9	400	12.3
Secondary						
Njoro Central	100	3.1	123	3.8	223	6.9
Mau-Narok	179	5.5	128	4.0	307	9.5
Secondary						
Total	1963	60.6	1275	39.4	3238	100

Source: DEO, Njoro

3.5 Sample Size and Sampling Procedure

As mentioned above, the study area has seven secondary schools with youth mentoring programmes with a student population of 3238 students. The sample size was obtained using the

coefficient of variation. Nassiuma, (2000) asserts that in most surveys or experiments a coefficient of variation in the range of $21\% \leq C \leq 30\%$ and a standard error in the range $2\% \leq e \leq 5\%$ is usually acceptable. The Nassiuma's formula does not assume any probability distribution and is a stable measure of variability. Therefore, a coefficient variation of 21% and a standard error of 2% were used in this study. The lower limit for coefficient of variation and standard error were selected so as to ensure low variability in the sample and minimize the degree of error.

The following coefficient of variation formula was used to determine the sample size where the population is known (Nassiuma, 2000).

$$n = \frac{NC^2}{C^2 + (N-1)e^2}$$

where;

n= sample size

N= population

e= standard error

C= Coefficient of variation

$$n = \frac{3238 (0.21)^2}{0.21^2 + (3238-1) (0.02)^2}$$

$$n = 107$$

A sample size of 107 youth and 15 teachers in charge of the mentoring programmes in the schools was obtained. Multistage sampling was used in the study. Purposive sampling was used to select the schools which had mentoring programmes across the sub-county to form the sample. Purposive sampling involves selection of cases that manifest the phenomenon of interest (Mugenda & Mugenda, 1999). Once the schools were selected, proportionate random sampling was used to get the number of the respondents from each school. All the members of the school were potential participants and the schools were stratified by gender in order to select

participants from each stratum. The number of males and females included in the sample were determined proportionately using simple random sampling.

Table 2

Number of respondents from each school with mentoring programmes and their gender distribution

Name of the school	Male	Female	Number of respondents
St. Francis	5	4	9
Njoro Girls		18	18
Njoro Day	11	8	19
Njoro Boys	30		30
Kilimo Secondary	7	6	13
Njoro Central	3	4	7
Mau-Narok Secondary	6	5	11
Total	62	45	107

3.6 Data Collection Instruments

Data was collected using self administered questionnaires because it is more efficient and practical and allows for use in a large sample (Ary, Jacobs & Razavish, 1998). Questionnaires were preferred because they are easier to administer and analyze (Kavulya, 2007). The tool was developed by the researcher and contained both open and closed-ended questions.

Two questionnaires were used; one for the students and the other for the teachers in charge of the youth mentoring programmes. For the students, the instrument was divided into five sections; Section A collected data on demographic profile of the youth; section B collected information on the types of mentoring relationship among the youths and benefits of mentoring programme; section C collected information on youth perception on mentoring programmes on empowerment; section D collected the information on the various organizations and institutions involved in mentoring programmes in school; section E, on the content of mentoring programmes and section F was on challenges faced by youths for being in mentoring programme.

The teachers' questionnaire was also divided into four sections; Section A collected data on mentoring programme in secondary schools; section B, on various organizations and institutions involved in youth mentoring in schools; section C, on the content of mentoring programmes and section D collected information on the challenges faced by mentoring programmes.

3.6.1 Validity of the data collection instrument

Validity refers to the degree to which results obtained from the instrument actually represent the phenomenon under study (Mugenda & Mugenda, 2003). Content validity of the instrument was achieved by developing questions guided by the objectives of the study and assessed by the experts from the Department of Applied Community and Development Studies of Egerton University who checked whether the instrument captured all the variables of the study.

3.6.2 Reliability of the data collection instrument

Reliability of the instrument was ascertained through pretesting in Elburgon day secondary school, in Elburgon Ward, Molo Sub-County. The school had a mentoring programme that had similar characteristics to those selected for the study as recommended by Kathuri and Pals (1993). A sample of twenty (20) youths who were participating in mentoring programme was selected randomly for the pre-testing. The sample size was based on Kathuri and Pals (1993) suggestion that it is the smallest number that yields meaningful results in data analysis in a survey research. For the teacher's questionnaire, the teachers responsible for mentoring programme in the school were selected. Data obtained from pre-testing was analyzed using Statistical Package for Social Sciences (SPSS) to establish internal consistency of the instrument using Cronbach's alpha reliability coefficient. Cronbach's alpha is a statistic commonly used as a measure of the reliability of a test (Ary, Jacobs & Razavish, 1998). A reliability coefficient of 0.836 was achieved for the students and 0.76 for the teachers at a confidence level of 0.05; an indication that there was consistency among the items in measuring the concepts of interest (Mugenda & Mugenda, 2008). The two instruments were therefore accepted since the reliability coefficients were more than 0.70 at $\alpha=0.05$ which is the acceptable level for social sciences according to Gatotoh, Omulema and Nassiuma (2011).

3.7 Data Collection Procedure

Authority was sought from the Board of Graduate School of Egerton University to carry out the study, followed by securing a permit from the National Commission for Science, Technology and Innovation (NACOSTI). The researcher also sought permission from the DEO, Njoro and the head teachers before questionnaires were administered to the respondents to avoid interfering with important term dates. The researcher got dates for different schools where together with the teachers in charge of mentoring the researcher explained to respondents the purpose of the study and obtained their consent before proceeding with data collection. The students were assembled in a room, issued with the questionnaire in which they responded within 30 minutes. The students' questionnaires were collected by the researcher the same day but the teachers' questionnaires were collected at an agreed time.

3.8 Data Analysis

Completed questionnaires were serialized, coded and checked to ensure that all the responses were properly entered. The data was then entered into a computer for analysis using SPSS data management software. The data was analyzed using descriptive and inferential statistics. Frequencies and percentages generated from the various data categories were computed and are displayed in different tables and figures. Chi-square was used to test the hypotheses at 0.05 level of significance. Chi-square (χ^2) is the statistical test used to determine if categorical data shows association or if the two classifications are independent (Kothari, 2008). In this study, chi square was used to determine if there was association between type of mentoring relationship and empowerment; and youth perception on mentoring and empowerment. Probit regression was also used. Probit regression is also known as probit model, which is a non-linear probability model (Cox & Snell, 1989). It was used to analyze binomial response variables to compare the relationship of the response variable or dependent variable (Y) to the independent variable (X) (Finney, 1952). In the study it was used to determine if there was relationship between content of mentoring programme and youth empowerment.

Table 3

Summary of Statistical Analysis

Hypothesis	Variables		Statistical test
	Independent	Dependent	
H ₀₁ Type of mentoring relationship has no statistically significant influence on youth empowerment in secondary schools in Njoro Sub-County, Nakuru County.	Types of mentoring relationships	Youth empowerment	Chi square Frequencies Percentages
H ₀₂ Content of mentorship programs has no statistically significant influence on youth empowerment in secondary schools in Njoro Sub-County, Nakuru County.	Content of mentoring programmes	Youth empowerment	Regression (probit) Frequencies Percentages
H ₀₃ Youth perception of mentoring has no statistically significant influence on youth empowerment in secondary schools in Njoro Sub-County, Nakuru county.	Youth perception of mentoring	Youth empowerment	Chi square Frequencies Percentages Mode

CHAPTER FOUR

RESULTS AND DISCUSSIONS

4.1 Introduction

The purpose of the study was to find out the influence of mentoring on youth empowerment in secondary schools in Njoro Sub-County, Nakuru County. The study involved 107 male and female youths in secondary schools. Fifteen (15) teachers in charge of mentoring programmes in the schools were also involved. Data was collected using researcher administered questionnaire and analyzed using frequencies, percentage, mode, chi square and probit regression. The findings are presented in this chapter according to the study objectives. The first sub-section describes the demographic profile of the youth; the second focuses on the organizations and institutions involved with mentoring programmes in secondary school in Njoro Sub-County; the third focuses on types of mentoring relationships and youth empowerment; the fourth describes the content of mentoring programmes and their influence on youth empowerment while the fifth discusses the influence of youth perceptions of mentoring programmes on their empowerment. The last sub-section focuses on challenges faced by mentoring programmes in empowering youth. The response rate was 100%.

4.2 Demographic Profile of the Youth

4.2.1 Gender, Age and Class of the Respondents

Results presented in Table 4 indicate that out of the 107 youths studied, 58% were males and 42% females. These proportions compare with enrolment of youths in secondary schools within the Sub-County where male have a higher enrolment of 60.7% and females are at 39.3 %.(DEO, Njoro)

Regarding age, 46.7 % of the youth were aged between 15-16 years, 43.0 % were aged between 17-18 years and 10.3% were aged 19-20 years. Youth in this age bracket are the best asset for the world as they are energetic and considered potentially available to take responsibilities of providing for a nation; materially, politically and socially. However, they are considered the most vulnerable groups of the human population (Njonjo & Mwangola, 2011;Burnett & Jayaram, (2012). Hence, the need for interventions such as mentoring to empower them and enhance their capabilities.

Majority (30.8%) of the respondents in mentoring programmes were found to be in form three and this could be attributed to the fact that it is at form three that most students make decisions on the subject they are to take based on their career aspirations. In mentoring programmes, the mentors assist the mentees by providing guidance on choice of subjects suited to aspirations (Rhodes, 2002). Form two students followed at 26.2%, 23.4% of those in mentoring programmes were form one students and the least were the form four students at 19.6%.

Majority of the respondents were from public secondary schools, Njoro Sub-County has more public schools with mentoring programmes than private schools. Six public schools were sampled compared to one private school.

Table 4

Demographic Characteristics of the youth

		Frequency	Percentage
Gender	Male	62	57.9
	Female	45	42.1
Age	15-16	50	46.7
	17-18	46	43.0
	19-20	11	10.3
Class	Form 1	25	23.4
	Form 2	28	26.2
	Form 3	33	30.8
	Form 4	21	19.6
Type of school	Private	9	8.4
	Public	98	91.6
Composition of the school	Mixed school	59	55.1
	Girls'	18	16.8
	Boys'	30	28.0

4.2.2 Extra Curricula Activities of the Respondents

Table 5

Extra curricula activities of the respondents (n= 107)

Extra curricular activities		Frequency	Percentage
Sports	Football	21	19.6
	Basketball	12	11.2
	Netball	12	11.2
	Rugby	11	10.3
	Swimming	9	8.4
	Table tennis	7	6.5
Clubs	Music club	10	9.3
	Mathematics club	9	8.4
	Red cross club	9	8.4
	Journalism club	7	6.5

Respondents were asked to indicate extracurricular activities they were involved in while at school. Results presented in Table 5 indicate that majority of the respondents engaged in extra curricula activities with the most popular activity being football at 19.6%. Basketball and netball followed as the most common extra curricular activities the youth engaged in both at 11.2%. Others were table tennis (6.5%), rugby (10.3%) and swimming (8.4%). Majority of the respondents had either two or more extra curricula activities.

The respondents also were involved in clubs such as mathematics club (8.4%), Red Cross club (8.4%), music club (9.3%) and journalism club (6.5%). Extracurricular activities are beneficial to the youth as a study by Lawner, Beltz & Moore (2013) revealed that lives of many youths are substantially enriched by their participation in extracurricular activities where they learn new skills, develop certain qualities such as leadership, have relations with their peers and improve their health. In addition, Cadwallader, Wagner and Garza, (2003), found that youths in mentoring programmes engage in extracurricular activities with their mentors in order to enhance mentor-mentee relationship.

4.2.3 Existence of Mentoring programmes in secondary schools

Table 6

Existence of mentoring programmes in secondary schools (n= 15)

	Time	Frequency	Percentage
Existence of mentoring programmes in schools	1 month-6 months	1	6.7
	7 months – 1 year	7	46.7
	2 years- 3 years	4	26.6
	4 years- 5 years	3	20.0

The teachers were asked to state the length of time mentoring programmes had been in existence in their schools and results are as presented in Table 6. There was a variation in the length of time mentoring programmes had been in existence in secondary schools within Njoro Sub-County as indicated in the above table. Based on teachers' response, the majority of the schools had been having mentoring programmes for one year and above. In each school there was at least one teacher responsible for coordinating and organizing the mentoring programmes in the school. The role of the teacher was to decide on the time for the mentoring sessions, the content of mentoring programmes and organize mentoring sessions for the other agents involved in mentoring in secondary schools. However, there were other teachers in the school who were involved in mentoring. In 86.7% of the schools, students involved in mentoring programmes came from across all classes while 13.3% of the school mentoring programme targeted form three students only.

4.3 Organizations and Institutions involved in mentoring youth in secondary schools in

Njoro Sub-County

The study focused on mentoring programmes in schools. Mentoring in schools has become increasingly popular because there are emphasis on knowledge, supervision and support of many adults including teachers who are already in the school setting. In addition, the mentors in school environment are able to advocate on mentees behalf, for example, they can speak directly with the mentees' teachers and resolve problems before those problems escalate. The school setting brings the academic issues to center stage. Research shows that school mentoring attracts many volunteers i.e. the teachers; who by virtue of their jobs are in the school setting and are also very

flexible. School setting is more tolerant to cross-gender matches thereby allowing more people to be involved (Rhodes, 2002). However, a study by Centre for Substance Abuse Prevention (CSAP), (2000) revealed that mentoring in schools is not only done by the teachers but other agents are also involved. In this study the first institution involved in mentoring the youths in secondary schools were the schools themselves. All the schools studied had their own mentoring programmes where the teachers are the mentors while the youth are the mentees/protégé'. The youth in the upper classes in the school are also mentors to the ones in the lower classes. The mentors and the mentees meet during their free time such as lunch breaks or after classes in the evening. Those in boarding school also meet over the weekends. The mentoring programmes lasts for at most one hour where various issues are discussed and various activities carried out. The mentees are divided into small groups and allocated to one or two mentors. The respondents in this study were further asked to mention other organizations and institutions apart from their school that were involved in mentoring programmes in their schools. Results are presented in Table 7.

Table 7
Organizations and institutions involved in mentoring youths in secondary schools

Organization and institution	Youths' responses		Teachers' responses	
	Frequency	Percentage	Frequency	Percentage
Religious organizations	56	52.3	8	53.3
NGOs	27	25.2	4	26.7
Institutions	22	20.6	2	13.3
Government ministry	2	1.9	1	6.7
Total	107		15	

Results in Table 7 indicate that mentoring of the youth in secondary schools is also done by other agents. Religious organizations' personnel visiting the school such as the pastors had the highest percentage at 52.3 and 53.3 as expressed by the youths and teachers' respectively. Non governmental organizations (NGOs) were also identified as one of the mentoring organizations by both the youth at 25.2% and the teachers at 26.7%. NGOs cited to be involved in mentoring in these schools were Pregnancy crisis, USAID/APHIAplus, I Choose Life, KERUS Global and Center for Transformational Leadership (CTL)

Institutions such as Egerton University and banks such as Equity were also involved in mentoring the youth in schools (20.6% and 13.3%). Mentoring by the government officials in schools had the least percentage at 1.9 for youth and 6.7% for teachers. The existence of mentoring programmes in schools is consistent with views expressed by Center for Substance Abuse Prevention (CSAP), (2000) who observed that mentoring takes place in schools and colleges apart from other places such as the church, synagogue, community centers, home and community organizations. Department of Education and Training (2007) and Jucovy (2007) also found that, mentoring is done in schools; community centers and groups; faith institutions; youth serving organizations; businesses; clubs and tertiary institutions.

4.4 Influence of Type of Mentoring Relationship on Youth Empowerment

The second objective of the study was to determine the influence of type of mentoring relationship on youth empowerment in secondary schools in Njoro Sub-County, Nakuru County. The findings of the study are discussed below.

4.4.1 Types of mentoring relationship among the youths in secondary schools in Njoro Sub-County

The respondents were asked to tick against the questions that led to the classification of the 8 types of mentoring relationship they were involved in and how often they sought advice. The study revealed that majority of the respondents had more than one type of mentoring relationships. Table 8 indicates types of mentoring relationships among the youth.

Table 8
Types of Mentoring Relationships

Mentoring relationships	Frequency	Percentage
Traditional mentoring	105	98.1
Peer mentoring	98	91.6
Reverse mentoring	98	91.6
Team mentoring	84	78.5
Situational mentoring	74	69.2
Group mentoring	61	57.0
Flash mentoring	60	56.1
E- / Telementoring	48	44.9

Results presented on Table 8 revealed that the most common type of mentoring among the respondents was traditional mentoring (98.1%) which is a relationship between a caring adult and young person and is formed during the course of life events, and in which the adult provides the guidance and support to the young person. The higher participation in traditional mentoring could be attributed to the fact that it is an informal mentoring and results to strong relationships that are significant to the mentee (youth) and the mentors (Morrow & Styles, 1995). In addition, the relationship may develop out of a specific need by the mentee around a task or situation for guidance, support and advice (Plamondon, 2007). Studies have also shown that informal relationships are non-stigmatizing way of working with young people, who value the fact that the mentor is not paid to help him or her but does so out of what is perceived as genuine interest and care (Dubois & Neville, 1997).

Peer mentoring was also common (91.6%) as it involves a youth guiding a fellow youth. The most common cases of peer mentoring involved youth in higher classes mentoring those in lower classes. The popularity of peer mentoring could be attributed to the fact that due to increasing interest in peer relationships as they enter teenage years, mentees tend to naturally look up to older youths as their role model and someone worth listening to (Garringer & MacRae, 2008). Recent studies have indicated that peer mentoring is embedded within school culture with participants offered benefits such as providing opportunities for growth and learning; and is also perceived as in assisting in building new relationships both within the school and among pupils. In addition, peer mentoring helps improve school climate thus reducing bullying and decline in student drop-out rates (Mentoring Befriending Foundation, 2011).

Reverse mentoring which involves senior person in terms of age, experience or position being mentored by a junior was also common at 91.6%. Mostly, this kind of relationship is informal and a mutual learning experience. Studies have shown that due to recent technological advances and the revolution of communication, young people are being turned to for technical expertise (DeAngelis, 2013). In this study elder people consulted the youth when in need of using the phones or computer.

Team mentoring which involves several adults guiding groups of young people was found among the respondents at 78.5%. Each mentor provides individual time and expertise. This approach allows the youth to access several adult mentors depending on the need or mentor

schedule and availability (CSAP, 2000). In this study team mentoring occurred when the teachers teamed up with others from mentoring organizations and institutions to mentor youth in a particular mentoring session.

E- Mentoring was the least common at 44.9%. E-mentoring is also known as telementoring or cyber mentoring or virtual mentoring. This is combining mentoring with electronic communication to develop and sustain mentoring relationships linking a mentor and mentee independent of geography or scheduling constraints (Mihram, 2000). The low involvement in this type of mentoring in this study could be attributed to the fact that for this type of mentoring to take place, computers or smart phones are needed as communication is through internet which may not be easily available to the majority of the respondents in Njoro Sub-County. Other mentoring relationships found among the respondents were situational mentoring at 69.2%, group mentoring at 57.0% and flash mentoring at 56.1%.

The study further examined if participants sought advice voluntarily from the mentors and the frequency of seeking advice. The results are indicated in Table 9.

Table 9

How the youth sought advice

		Frequency	Percentage
Seeking advice voluntarily	Yes	103	96.3
	No	4	3.7
Frequency of seeking advice	Whenever in need	95	88.8
	Once per week	5	4.7
	Once in a long time	4	3.7
	Twice per week	2	1.9
	Everyday	1	0.9

Results presented in Table 9 indicate majority of the youth in secondary schools (96.3%) voluntarily sought advice on various issues concerning them and they did so whenever in need (88.8%). This could have resulted in them establishing relationships with the people they sought advice from.

4.4.2 Youth Empowerment in secondary schools

Empowerment is the process of enhancing the capacity of individuals or groups in knowledge and skills in order to make choices and transform those choices into desired outcomes and actions (Lincoln, Travers, Ackers & Wilkinson, 2002). In this study, youth empowerment was looked at in terms of leadership skills; awareness of reproductive health issues; awareness of dangers of drug and substance abuse; self awareness; conflict resolution skills; career awareness and talent development. Empowerment was measured using a 5-point Likert scale.

Respondents were asked to tick on a 5- point Likert scale the benefits they got as a result of being in mentoring programmes. During analysis the scales were collapsed into three with 1 being disagree (strongly disagree and disagree), 2 neutral and 3 agree (agree and strongly agree) and the composite score for each component of youth empowerment was calculated. Results are presented on Table 10.

Table 10

Benefits of being in mentoring programmes

Youth Empowerment	Percentage			Mode	Median
	Disagree	Neutral	Agree		
Better relationships	11.0	19.0	70.0	3	3.00
Aware of reproductive health issues	3.8	2.8	93.4	3	3.00
Leadership skills	9.3	15.9	74.8	3	3.00
Aware of dangers of drug and substance abuse	4.7	6.1	89.2	3	3.00
Self awareness	4.9	13.8	81.3	3	3.00
Career development	3.5	15.2	81.3	3	3.00
Talent development	10.3	10.3	79.4	3	3.00
Conflict resolution	12.8	21.1	66.1	3	3.00

Results presented on Table 10 indicate that all the components of youth empowerment had a mode of 3 meaning that “agree” was the most frequent response. This indicates that majority of the respondents in mentoring programmes were empowered in areas such as leadership skills,

conflict resolution skills, career awareness, self awareness; awareness of reproductive health issues among the youths; awareness of dangers of drugs and substance abuse. Similar views have been expressed in various studies which have shown that mentoring results in improvements in youth’s conversational skills like their ability to listen, voice their opinions and contribute to discussions. Youths became more considerate and improved their anger and conflict management skills (Garringer & MacRae, 2008; Plamondon, 2003; Herrera, et al, 2000). This study revealed that being in mentoring programme enabled the youths to be empowered in various areas of their lives.

Further, a three point index for youth empowerment (Table 11) was developed by getting the sum of scores exhibited by the respondents. For instance the lowest score was 20 and the highest 100. Based on this, a scale ranging from twenty to hundred was developed to cater for the respondents scores. These were, “not empowered” for a score range of twenty to forty seven; “not sure” for a score range of forty eight to seventy four and “empowered” for a score of seventy five to one hundred. A respondent with “not empowered” implied that they did benefit from being in mentoring programme. On the other hand, a respondent who is “empowered” implied that being in the mentoring programme enabled them gain knowledge or skills in leadership, career awareness, talent development, reproductive health issues, conflict resolution, self awareness and awareness on dangers of drugs and substance abuse. Those who were not sure whether they were empowered or not as a result of participating in the mentoring programme, were categorized under “not sure”.

Table 11

Youth Empowerment Index Score

Index	Score	Frequency	Percentage
Not empowered	20-47	0	0
Not sure	48-74	19	17.8
Empowered	75-100	88	82.2

4.4.3 Relationship between Type of Mentoring Relationship and Youth Empowerment

The study hypothesized that type of mentoring relationship had no statistically significant influence on youth empowerment. Chi square test of independence at 95% level of confidence was used to test whether there was any significant association between type of mentoring relationships and youth empowerment. Results are displayed in Table 12.

Table 12

Chi-square values on the Types of Mentoring relationships and Youth Empowerment.

Variable	Chi-square value	df	p value
Traditional mentoring	5.628	1	0.018*
Peer mentoring	9.614	1	0.002*
Reverse mentoring	0.297	1	0.586
Team mentoring	5.815	1	0.016*
Situational mentoring	0.222	1	0.638
Group mentoring	6.096	1	0.014*
Flash mentoring	5.628	1	0.018*
E- / Telementoring	0.071	1	0.790

* Significant at 0.05

Out of the eight types of mentoring relationships youths in secondary school are involved in, only five showed a significant association with empowerment. These were traditional mentoring, peer mentoring, team mentoring, group mentoring and flash mentoring. The rest; reverse mentoring, situational mentoring and E- mentoring though showing positive association with empowerment, these associations were not statistically significant.

4.4.3.1 Traditional mentoring and youth empowerment

Results indicate there is a statistically significant association between traditional mentoring and youth empowerment. $\chi=5.628$, $\rho= 0.018$. This can be attributed to the fact that traditional mentoring was the most common type of mentoring relationship among the respondents and the relationship being informal; stronger relationships were bound to be formed. This is consistent with Enrich and Hansford (1999) who reported that people in traditional mentoring tend to be

attracted to and comfortable with each other and this has resulted to learning new skills and career advancement. Studies have shown that, traditional mentoring is built on assumption that there will be change on the part of the mentee (Powell, 1999) and that learning flows in both directions, that is, from mentor to mentee and vice versa; and such synergy is a source of empowerment (Luna & Cullen, 1995).

4.4.3.2 Team mentoring and youth empowerment

Results show that there is statistically significant association between team mentoring and youth empowerment. $\chi = 5.815$, $\rho = 0.016$. This outcome may be explained by fact that team mentoring involves multiple mentors working together with young people and encouraging them to share ideas and information (National Mentoring Partnership, 2005). This study have shown various people such as teachers, pastors, peers, government officials are involved in mentoring youths in secondary school. This study has that shown in some mentoring sessions, a teacher and mentors from other organizations or institutions were involved in mentoring the youth where various issues were discussed. In this particular session, the youth had more than one mentors. Studies done in United States have shown that mentors who are sensitive and consistent in their relationships with the youth may help them become more open (Rhodes, et al., 2006).

4.4.3.3 Group mentoring and youth empowerment

There is statistically significant association between group mentoring and youth empowerment. $\chi = 6.096$, $\rho = 0.014$. This could be due to the fact that group mentoring is well structured and involves one adult mentor forming a relationship with a group of young people (mentees), but not individual mentor being allocated to a mentee; the relationship provides safe avenue for learning through projects and activities (Carvin, 2011). In this study, this occurred when during a mentoring session a teacher mentored a group of youth. In most schools youth involved in mentoring were divided into what was referred to as family units where one teacher was allocated a group of youth who did not exceed twenty in number. The result of this study implies group mentoring resulted to empowerment among the youth. Similar views were expressed in studies done in developed countries which showed group mentoring to be beneficial to the youth in such areas such as gaining new skills, advice (Keller, 2005) and better understanding to express themselves (Pianta, 1999). Despite the fact that, in group mentoring strong relationship

which is a major factor in mentoring could not be established as this type of mentoring involves a mentor with several mentees, studies done in Boston have shown most mentees expressed preferences for group context (Rhodes, 2002).

4.4.3.4 Peer mentoring and youth empowerment

There is statistically significant association between peer mentoring and youth empowerment. ($\chi=9.614$, $\rho= 0.002$). This can be attributed to the fact that most of the respondents were teenagers and peers play a major role in the lives of the young people. The youth in the upper classes were mentors to the ones in lower classes. A study by Philip and Hendry (2000) noted that peer mentoring played a major role in lives of the young people as a result of a growing divide between the generations and can positively affect academic achievement and improved social integration. Similarly, Mentoring Befriending Foundation, (2011) adds that peer mentoring assisted with enhancing the climate within the school, gaining self esteem, confidence and communication skills. Research indicate that in peer mentoring, mentor and mentee meet more frequently than adult- youth mentoring relationships and there is some evidence they have a greater impact (Garringer & MacRae, 2008; Keller, 2005). This study revealed respondents were empowered as a result of participating peer mentoring.

4.4.3.5 E-mentoring /tele-mentoring and youth empowerment

There is no statistically significant association between e/telementoring and youth empowerment. $\chi = 0.071$, $\rho= 0.790$. Despite the fact that e/telementoring is usually less expensive compared to face-to-face mentoring, convenient, eliminates any scheduling or time zone issues, no geographical barriers and provides an individual with more choices for mentors it is not common among the youth in developing countries as compared to the youths in developed countries (United States Office of Personnel Management, 2008; Wong & Premkumar, 2007). This could be due to the fact that majority of the youth may not have access to computers and lack knowledge in computer packages, emails, videoconferencing, discussion boards, instant messaging and webcams which are commonly used during telementoring.

4.4.3.6 Situational mentoring and youth empowerment

There is no statistically significant association between situational mentoring and youth empowerment. $\chi = 0.222$, $\rho= 0.638$. This implies that situational mentoring which involves giving the right help at the right time and spontaneous corrections; just enough to help solve a

problem or uncover hidden talent (Plamondon, 2003) does not result to youth empowerment. This may be attributed to the fact that it is short lived and is limited to the time (Larson, 2009; Mc Laughlin, 2000).

4.4.3.7 Flash mentoring and youth empowerment

There is statistically significant association between flash mentoring and youth empowerment. $\chi = 5.628$, $p = 0.018$. This can be attributed to the fact that flash mentoring is a one time meeting that enables an individual to learn and seek guidance from a more experienced person who can pass on relevant knowledge and experience while requiring a limited commitment of time and resources. According to Larson, (2000) flash mentoring is developed for the purpose of connecting upcoming professionals with senior professionals who have limited time to devote in mentoring. Most of the respondents in this study engaged in flash mentoring when they participated in the career fairs organized in schools that enabled them to interact with professionals in the career they aspired to pursue and this resulted to empowerment despite the relationship being short lived. Also, a study by Small (2008) showed that youth liked hearing the professionals of the career they wanted to pursue and were comfortable asking them questions as they viewed them as industrious, successful, inspiring and informative.

4.4.3.8 Reverse mentoring and youth empowerment

There is no statistically significant association between reverse mentoring and youth empowerment. $\chi = 0.297$, $p = 0.586$. A study by Clutterbuck, (2011) revealed that reverse mentoring targets people who are senior and may have missed out on skills which they find difficult to admit to not having especially in the area of advancement in technology and diversity issues; a skill that younger generations tend to pick up on more quickly (Small, 2008). This type of mentoring relationship did not result to youth empowerment despite the respondents in this study admitting to have helped an older person to operate a phone, a computer or internet communication. Hence, this study revealed that reverse mentoring promoted the sharing of different generational perspectives and knowledge .

From the study findings it cannot be generalized that any type of mentoring relationship results in youth empowerment. The focus should therefore, be on specific type of mentoring relationship. The youths were found to be in more than one type of mentoring relationship. Some

mentoring relationships for example telementoring which resulted to youth empowerment in developed countries was found not to result to youth empowerment in secondary schools in Njoro Sub-County.

4.5 Influence of Content of Mentoring programmes on Youth Empowerment

The third objective was to determine the influence of content of mentoring programmes on youth empowerment in secondary schools in Njoro Sub-County, Nakuru County. The following is a presentation of the study findings.

4.5.1 Content of mentoring programmes

Respondents were asked to tick on whether the listed content based on the various challenges facing the youth was covered during mentoring sessions. The content included leadership skills, talent development, self awareness, alcohol and substance abuse, career awareness, reproductive health issues and conflict management. Similar question was asked to the teachers in charge of mentoring programme and the results presented in Table 13.

Table 13

Content of mentoring programmes

Content of mentoring programmes	Youths' response		Teachers' response	
	Frequency	Percentage	Frequency	Percentage
Drugs and substance abuse	97	90.7	15	100
Self awareness	93	86.9	14	93.3
Talent development	89	83.2	14	93.3
Leadership	88	82.2	13	86.7
Career awareness	87	81.3	14	93.3
Reproductive health issues	86	80.4	14	100
Conflict resolution	67	62.6	12	80

Content on drugs and substance abuse had the highest percentage (90.7%) during mentoring for the youth. This could be because use of drugs and alcohol is a major factor influencing health status of young people today. Use of drugs has been reported to be responsible for increased vulnerability of the youth to commit crime (Njonjo, 2010). According to the teachers, content on drugs and substance abuse had 93.3%. Youth also agreed that self awareness, talent development, leadership and career awareness were covered during mentoring sessions at 86.9%, 83.2%, 82.2% and 81.3% respectively. According to the youth and the teachers, conflict resolution was least covered during mentoring sessions at 62.6% and 80% respectively. A study by Njonjo (2010) has shown limited participation of youth in expressing their views effectively, and to compete in today's global economy, youth should be equipped with skills on the ability to negotiate conflict and manage risks.

According to the youth, content on reproductive health issues were the second least at 80.4% while to the teachers it had the highest at 100%. This difference in opinion could be as a result of differential perceptions and awareness levels of what the teacher and the youth refer to as reproductive health issues.

4.5.2 Relationship between Content of Mentoring programmes and Youth Empowerment in Secondary Schools

The study hypothesized that content of mentoring programmes had no statistically significant influence on youth empowerment. Probit regression was used to test whether there was any significant relationship between content of mentoring programmes and youth empowerment. Results are displayed in the table below.

Table 14

Relationship between content of mentoring programmes and youth empowerment in secondary schools

Variables	Coefficient estimates	Standard error	df	p>/Z/	Estimated Chi square likelihood Ratio
Drug and substance abuse	1.014	0.6078	1	*0.0091	2.85
Self awareness	0.0406	0.4482	1	*0.0064	0.825
Conflict resolution	0.387	0.2630	1	0.140	2.181
Leadership	0.362	0.3680	1	0.325	1.201
Career development	0.401	0.3695	1	*0.0277	1.179
talent development	0.449	0.411	1	0.273	1.179
reproductive health issues	0.10	0.3807	1	0.978	0.01

Log likelihood=-91.511, Pearson X^2 (Chi) = 64.138, P>Z = * significant at 5% probability.

This section presents results on content of mentoring programmes that influenced youth empowerment; Regression (probit) model was estimated using random effect likelihood estimation method. The log likelihood for the model fitted was 91. 511 while pearson chi value was 64.138. The correlation coefficient which is a measure of the degree of linear relationship; and whose value is between plus and minus one. Positive or negative defines the relationship. The findings of the study have indicated that all the variables of the content of mentoring programmes to have a relationship with youth empowerment. However, the results revealed that predictor variables: drug and substance abuse, career development and self awareness influenced youth empowerment at 5% confidence level. This is attributed to the fact that, drug and substance abuse, career development and self awareness content are in line with most of the issues affecting the youths and this enabled them to become empowered. This could also be as a result of emphasis and awareness of the above content in secondary schools. This is in agreement with Lawner and Beltz, (2013) who revealed that the above programs had positive impact on the youths. A study by Small, (2008) also revealed that during mentoring, discussion of personal

relationships and social issues lead to closer mentor-youth relationships and more positive outcomes for the youths.

At 5% confidence level, there is no statistically significant relationship between reproductive health issues, conflict resolution, leadership, talent development and youth empowerment. This could be explained by the fact that the student rated reproductive health issues as the second least while for the teachers it was the best which could be as a result of difference in perception of what the teachers and youths refer to as reproductive health issues. Although there is a trend to emphasize inclusion of youth in decision making, it has not taken up well and is still listed as one of the challenge facing the youth in Kenya (defunct MOYAS, 2009); this could explain why leadership does not influence empowerment. Talent development was also found not to influence youth empowerment as emphasis among the youth is on development of other careers. From the study findings, not all the content of mentoring programmes have been found not to influence youth empowerment in secondary schools in Njoro Sub-County.

4.6 Influence of Youth Perception of Mentoring programmes on Youth Empowerment

The fourth objective was to establish the influence of youth perception on mentoring programmes on youth empowerment in secondary schools in Njoro Sub-County, Nakuru County

4.6.1 Youth perception on mentoring programmes on youth empowerment in secondary schools

Respondents were asked to tick on a 5- point Likert scale how they viewed the mentoring programmes they were involved in; specifically they were asked if the mentoring programme was beneficial to the youths, was mentoring be the best strategy for handling youth issues, would they recommend mentoring to a friend; was mentoring a good program; whether they loved being in mentoring programmes and did they value being in mentoring programme.

A three point index was developed by getting the sum of scores exhibited by the respondent. For instance the lowest score was 6 and the highest 30. Based on this, a scale ranging from six to thirty was developed to cater for the respondents' scores. These were, negative perception for a score range of six to fourteen; undecided for a score range of fifteen to twenty two and positive perception for a score of twenty three to thirty. Respondents with negative perception implied

that they did not view mentoring programmes in their schools positively while those with positive perception viewed the program positively.

Table 15

Youth Perception Index Score

Index	Score	Frequency	Percentage
Negative perception	6-14	2	1.9
Undecided	15-22	16	15.0
Positive perception	23-30	89	83.2

The results indicate that majority of the respondents (83.2%) perceived that being in mentoring programme was beneficial to them; mentoring was a good program for the youths; they would recommend mentoring to a friend; they loved being in mentoring programmes and mentoring was the best strategy in handling youth issues. Similar views were expressed by Rhodes et al. (2005) that youths in mentoring programmes perceived a significant improvement in their lives. However, 1.9% of the respondents had a negative perception of mentoring programme and 15.0% of the respondents were undecided whether participating in mentoring programme was good or not good for the youth.

4.6.2 Relationship between Youth Perception of Mentoring programmes and Youth Empowerment in secondary schools

The study hypothesized that youth perception of mentoring programmes had no statistically significant influence on youth empowerment. Chi square test of independence at 95% level of confidence was used to test whether there was any association between youth perception of mentoring programmes and youth empowerment. Results are displayed in Table 16.

Table 16

Relationship between youth perception on mentoring programmes and youth empowerment among youths in secondary schools

Index		Youth Empowerment		
		Not sure	Empowered	Total
Youth perception of mentoring	Negative perception	0	2	2
	Undecided	7	9	16
	Positive perception	12	77	89
Total		19	88	107

Calcu $\chi^2=8.947$, Critical $\chi^2=5.991$, $df=2$, $\rho=0.011$

There is statistically significant association between youth perception of mentoring programme and youth empowerment. $\chi = 8.947$, $\rho= 0.011$. Thus majority of the respondents who had a positive perception about mentoring programme were empowered as a result of participating in these programs. According to Dubois and Neville (1997), mentees in longer term relations perceive greater mentoring benefits. Since majority of the participants in this study were involved in the traditional mentoring which is informal and is long term they tended to view mentoring programmes in their schools positively. The results of this study are also in agreement with a study by Keller (2005) who found that outcomes were most favorable when the youth reported close and enduring ties with their mentors. Benefits of mentoring relationships have been indicated to accrue in part through improvements in youth perceptions. Relationship with mentors is perceived to open doors to activities, resources and educational or occupational opportunities on which youths can draw to construct their sense of identity (Thomson & Zard, 2010). When youths perceive potential adults mentors to be involved in behaviour, they are more likely to engage in the same type of behaviour themselves.

Similarly, a study by Rhodes et al. (2006), found that being in mentoring relationship enabled youth perceive mentoring programmes as more forthcoming and helpful. In the current study, youths perceived that being in mentoring programmes enabled them be empowered by acquisition of leadership skills, were aware of dangers of drugs and substance abuse,

reproductive health issues, talent and career awareness. In addition, the mentoring programme is school based and most mentors promote positive attitudes toward school, encourage scholastic effort, positive behaviours since the mentor is able to form a close trusting relationship which the youth could validate. Therefore, respondents viewed mentoring programmes as beneficial, could recommend the program to their friends and suggested that mentoring could be the best strategy for addressing youth problems.

It has been observed that youth perception of mentoring influences youth empowerment in the study area. If youth had a positive perception about the mentoring programme they are involved in, they are likely to be empowered as they follow the guidance given and also freely raise issues affecting them.

4.7 Challenges faced by Mentoring programmes in Secondary Schools

The fifth objective was to determine the challenges faced by mentoring programmes in empowering youths in secondary schools in Njoro Sub-County, Nakuru County. Students and teachers were asked to list challenges they encountered by being in mentoring programmes. Results are displayed on Tables 17 and 18 respectively.

Table 17

Youths response on Challenges of Mentoring Programme

Challenge	Frequency	Percent
Inadequate time	47	43.9
Isolation by peers	38	35.5
Lack of confidentiality	14	13.1
Inability to express one self	8	7.5

Table 18

Teachers' response on Challenges of Mentoring Programme

Challenge	Frequency	Percent
Inadequate resources	8	53.5
Inadequate time	6	40.1
Peer influence	4	26.7
Media influence	1	6.7
Ignorance	1	6.7

Results presented in Table 17 indicate that there are challenges for those involved in mentoring programmes. Majority of the youth respondents indicated that time was inadequate (43.9%) as being in mentoring relationship requires that there be enough time. This could be because mentoring programmes are not part of the normal lessons and the youth mostly meet after classes and mostly once per week. Similar views were expressed by the teachers (40.1%) who are in charge of mentoring programmes in schools. Several studies have found that investment of time and self is a major challenge as mentoring relationship entails creating time for the meetings and demonstrating enough attention and support. This is made worse by the fact that mentoring is voluntary (Rickerson, Fogarty & Kumaran, 2013; MENTOR, 2006; Rhodes, 2002; Larson, 2000). Mentees also indicated isolation by their peers (35.5%) for being in mentoring programmes. Teachers indicated that peer influence was a challenge at 26.7% and this influences whether the mentees joins the mentoring programme or not. 13.1% of the mentees cited lack of confidentiality; mentoring relationships requires that maximum confidentiality be maintained. Lack of confidentiality results to those being in mentoring programmes; not being able to share issues affecting them. A study by Larson, (2000) found that compatibility was a challenge in mentoring programme where the mentor and mentee do not get along; this could result to the mentee not having the trust to discuss issues with their mentors.

Inability to express one self (7.5%) is also a challenge where the mentees are not able to freely raise their issues especially on sexuality may be because majority of their mentors are their parents, teachers or pastors. Teachers cited inadequate resources for example, funds, and books as the major challenge at 53.5%. Ignorance and media influence also affected the mentoring programmes (6.7%). Similar views were expressed by Rickerson et al. (2013) that ignorance was

a challenge and resulted to sporadic attendance and participation by the mentor and or mentee leading to a disconnect between the two and between participants and the program.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This study had five objectives. This chapter gives a summary of the study, conclusions and its recommendations on areas for further studies.

5.2 Summary of the Findings

The study aimed to find out the influence of mentoring on youth empowerment in secondary schools in Njoro Sub-County, Nakuru County. The study focused on finding out the organizations and institutions involved in mentoring programmes in secondary schools; influence of type of mentoring relationship on youth empowerment; influence of content of mentoring programme on youth empowerment; influence of youth perception of mentoring programmes on youth empowerment and finally, challenges faced by mentoring programmes.

The study established that secondary schools in Njoro sub-county had their own mentoring programmes within the school set up with teachers and older youth taking the role of mentors. In addition various organizations and institutions were involved in mentoring programmes in secondary schools in Njoro Sub-County. They include NGOs such as Pregnancy Crisis, USAID/APHIAplus, I Choose Life, KERUS Global and Center for Transformational Leadership (CTL); religious organizations like the churches; institutions like Egerton University and banks such as Equity bank and government ministries.

The study established that it may not be generalized that all types of mentoring relationships results to youth empowerment in secondary schools in Njoro sub-county. Traditional mentoring, peer mentoring, group mentoring, team mentoring and flash mentoring were found to result to youth empowerment. The youths were also found to be in more than one type of mentoring relationship. Other types of mentoring relationship such as telementoring, reverse mentoring and situational mentoring which resulted to empowerment in developed countries were found not to result to youth empowerment among the youths in secondary schools in Njoro Sub-County.

While assessing the relationship between the content of mentoring programmes and youth empowerment, the study established that content of mentoring programmes such as drugs and

substance abuse, career awareness, talent development, health reproductive issues, self awareness, leadership and conflict resolution were found be handled in mentoring programmes by both the mentors (teachers) and mentees (youth) in secondary schools in Njoro Sub-County. Conflict resolution had the least rating by the youth and the teachers at 62.6% and 80% respectively. However, there was found a discrepancy in the reproductive health issues where the teachers rated it at 100% while to the youth it was the second least at 80.6%. Drugs and substance abuse, self awareness and career development was found to influence youth empowerment. In contrast, reproductive health issues, conflict resolution, talent development and leadership did not result to youth empowerment in secondary schools in Njoro Sub-County.

The study also revealed that youth perceptions of mentoring programmes resulted to youth empowerment. Majority of the respondents (83.2%) had a positive perception of mentoring programme, 15% were undecided and 1.9% had a negative perception. Youths perceived that being in mentoring programmes enabled them be empowered by acquisition of leadership skills, were aware of dangers of drugs and substance abuse, reproductive health issues, talent and career awareness and therefore, mentoring was beneficial to them, was the best strategy of handling youth issues and they enjoyed being in mentoring programmes.

The study found out that mentoring programmes faced challenges such as inadequate time cited by both the youths at 43.9% and teachers 40.1%. The youth also listed isolation by their peers, lack of confidentiality and inability to express them selves. The teachers also listed inadequate resources, peer and media influence and ignorance as factors posing challenges to the mentoring programmes in secondary schools in Njoro Sub-County.

5.3 Conclusions

From the study, it can be concluded that youth in secondary schools in Njoro sub-county engaged in various types of mentoring relationships with traditional mentoring relationship being the most common. Traditional, peer, team, group and flash mentoring relationships significantly influenced youth empowerment. It can also be concluded that content of mentoring programmes that includes drugs and substance abuse, self awareness and career development results into youth empowerment. The study also showed that having a positive perception on mentoring programme also influences youth empowerment. Although mentoring programmes in secondary schools in Njoro sub-county have a positive influence on youth empowerment, there are

challenges that need to be addressed if the programs are to continue having a positive influence on youth in the sub-county. Such challenges include inadequate resources, inadequate time, peer influence, media influence, ignorance and lack of confidentiality. In sum, this study has shown that mentoring in secondary schools in Njoro Sub-County had an influence on youth empowerment.

5.4 Recommendations

Based on the conclusions of the study, the following recommendations can be made:

- i. Mentoring programmes should be incorporated in the school programmes. This would call for the policy makers in government to develop formal mentoring programmes which would result to the allocation of resources. For school based mentoring the support of the school is paramount in contributing to the success of the program.
- ii. There is need to encourage other types of mentoring relationships like telementoring which have been found to result to empowerment in developed countries by providing computers in schools. This will allow the mentees to engage with mentors with whom they would not have established a mentoring relationship due to distance and time.
- iii. The mentors and the mentees should discuss the content offered in mentoring programme to avoid some discrepancies such as the one of the reproductive health issues. In the study, the teachers rated reproductive health issues as the one mostly handled at 100% while the youths rated it as the second least at 80.4% and this could have explain why reproductive health issue was found not to influence empowerment.

5.5 Recommendation for Further Study

The main aim of the study was to establish the influence of mentoring on youth empowerment in secondary schools. However, the study proposes areas for further research.

- i. A similar study can be replicated in other sub-counties to enable generalize the findings of the study.
- ii. A study to establish whether mentoring results to some negative behaviors among the youth in secondary schools in the area.

- iii. A study on comparisons between the mentored and the non-mentored youths should be carried out in the area. This would provide the information on the strength of youth – mentor relationship and its role in influencing positive youth outcomes.

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APPENDICES

APPENDIX I

QUESTIONNAIRE FOR THE STUDENTS

Dear Respondent,

I am Keziah W. Mwaura, a Master's student from Egerton University carrying out a study on influence of mentoring on youth empowerment in secondary schools in Njoro Sub-County. The study aims at finding out if mentoring would be the best intervening strategy in addressing the challenges facing the youths today. I am kindly requesting you to participate in the study by providing the information to the best of your ability. The information will be treated with strict confidentiality and will only be used for the purposes of the study. Your cooperation will be highly appreciated.

Questionnaire Code Number_____

Division _____ **School** _____ **type** _____

SECTION A: DEMOGRAPHIC PROFILE OF THE YOUTH

1. Gender
 - a) Male ()
 - b) Female ()
2. How old are you?
 - a) 15- 16 ()
 - b) 17- 18 ()
 - c) 19- 20 ()
 - d) 21- 22 ()
 - e) 23- 24 ()
3. In which class are you in?
 - a) Form one ()
 - b) Form two ()
 - c) Form three ()
 - d) Form four ()

4. Which are some of the extra curricular activities do you engage in, for example, clubs or sports?

5. What is your order of birth in your family?

SECTION B: TYPES OF MENTORING RELATIONSHIPS

6. Do you have a person whom you seek advice from?

- a) Yes ()
- b) No ()

7. Would you consider that person as your mentor or role model?

- a) Yes ()
- b) No ()

8. How often do you ask for advice?

- a) Everyday ()
- b) Twice per week ()
- c) Once per week ()
- d) Whenever in need ()
- e) Other (specify).....

9. Tick the type mentoring relationship you have with your mentor/ role model.

a) Do you have an older person such as a teacher, parent, pastor, older brother or sister whom you often talk to whenever an issue arises or in need of advice?

- i. Yes ()
- ii. No ()

b) Do you participate in activities such as sports, community service together with other youths where you are guided by several adults such as the teachers, pastors?

- i. Yes ()
- ii. No ()

- c) Do you seek advice as a group from an older person such as a teacher, pastor, sister, brother, uncle?
 - i. Yes ()
 - ii. No ()
- d) Do you seek advice, share experiences, knowledge and challenge each other's assumptions among yourselves?
 - i. Yes ()
 - ii. No ()
- e) Do you communicate and seek advice through phone or internet such as E-mails or face book?
 - i. Yes ()
 - ii. No ()
- f) Do you seek advice pertaining emerging issues such as choice of subjects to take, the sports activity to engage in or clubs and societies to join?
 - i. Yes ()
 - ii. No ()
- g) Have you ever participated in career fairs?
 - i. Yes ()
 - ii. No ()
- h) Have you been involved in helping people older than you are especially in the field of technology like operating a phone, computer or internet communication?
 - i. Yes ()
 - ii. No ()

10. For how long have you been in a mentoring relationship?

11. Which are some of the activities do you engage in during mentoring sessions?

12. Mentoring is believed to help the youths develop in various ways. Please indicate whether you strongly disagree, disagree, agree or strongly agree by ticking against the benefit you got as a result of being in a particular type of mentoring relationships.

Benefits of being in a mentoring programme	1 Strongly disagree	2 Disagree	3 Neutral	4 Agree	5 Strongly agree
I am able to get along better with teachers					
I am able to get along better with parents					
I am able to work better with peers					
I am able to make new friends easily					
I am aware of various reproductive issues affecting the youths such as HIV/AIDS, sexually transmitted diseases, teenage pregnancies, relationships					
I have been able to initiate study groups and work well in groups					
I can resist peer pressure to indulge in drugs					
I am aware of dangers of drugs and substance abuse among the youths					
I understand my role in creating a better community where we live and in our school					
I can now identify my strength and weaknesses					
I am aware of the career I want to pursue later in life					
I am able to identify my talents and use them					
I feel more confident in communicating effectively with my fellow students and teachers					
I understand the importance of working well together as a team for leadership success					

I have been able to develop good behaviours					
I am able to handle challenges I face confidently					
I have developed the ability to listen and voice my opinion to the authority without causing chaos					
Am able to resolve disagreements					
I am have a study group with my friends					
I have developed more confidence in my own ability to be successful in life					

SECTION C. PERCEPTION OF THE YOUTH ON MENTORING PROGRAMMES ON YOUTH EMPOWERMENT

13. As a youth who has been in a mentoring programme, tick against what you think about mentoring programmes.

Perception of the youths on mentoring programmes	1 Strongly disagree	2 Disagree	3 Neutral	4 Agree	5 Strongly agree
Mentoring programme is beneficial to the youths					
Mentoring is the best strategy for addressing youth issues					
I would recommend my friends to join a mentoring programme					
Mentoring is a good programme for the youths					
I love being in mentoring programme					
I consider mentoring an important part of my life.					

SECTION D: ORGANIZATIONS AND INSTITUTIONS WITH MENTORING PROGRAMMES IN SECONDARY SCHOOLS

14. Apart from being mentored in schools, in which other areas are you mentored?

SECTION E: CONTENT OF MENTORING PROGRAMMES

15. Most mentoring programmes are believed to have content that addresses various challenges facing the youths. Tick against some of the issues addressed in your mentoring programmes;

- a) The program teaches on dangers of Alcohol, drugs and substance abuse. Yes () No ()
- b) The program teaches on various relationships among the youths. Yes () No ()
- c) The program encourages us to explore reasons for disagreements, collaborate compromise and accommodate each other. Yes () No ()
- d) In the program we are taught to initiate study groups, use knowledge gained to be goal oriented or organize to carry out activities together. Yes () No ()
- e) The program teaches to be aware of our strengths and weaknesses. Yes () No ()
- f) The program encourages us to develop our talents. Yes () No ()
- g) The program covers on Health reproductive issues such as HIV/AIDS, sexually transmitted diseases, teenage pregnancies, early marriages, female genital mutilation. Yes () No ()

16. What are the challenges you face as a result of being in a mentoring programme?

Thanks for your cooperation and God bless you.

APPENDIX II

QUESTIONNAIRE FOR THE TEACHERS

Dear Respondent,

I am Keziah W. Mwaura, a Master’s student from Egerton University carrying out a study on influence of mentoring on youth empowerment in secondary schools in Njoro Sub-County. The study aims at finding out if mentoring would be the best intervening strategy in addressing the challenges facing the youths today. I am requesting you to participate in the study by providing the information to the best of your ability. The information will be treated with strict confidentiality and will only be used for the purposes of the study. Your cooperation will be highly appreciated.

Questionnaire Code Number _____

Division _____ **School** _____ **type** _____

SECTION A: PROFILE OF THE MENTORING PROGRAMME

1. For how long have the youth mentoring programme been in existence in your school?
 - a) 1mth- 6mths ()
 - b) 7mths – 1 years ()
 - c) 2 years-3 years()
 - d) 4 years- 5 years ()

2. The mentoring programme has how many students?

3. The majority of the students in the program are in which class?

SECTION B: ORGANIZATIONS AND INSTITUTIONS INVOLVED IN MENTORING IN SECONDARY SCHOOLS

4. Apart from the mentoring programme in schools, which other organization or institutions offer mentoring programmes to the youths?

SECTION C: CONTENT OF MENTORING PROGRAMMES

5. Most mentoring programmes are believed to have content that addresses various challenges facing the youths. Tick against some of the issues addressed in your mentoring programmes;
- a. The program teaches on dangers of Alcohol, drugs and substance abuse. Yes () No ()
 - b. The program teaches on various relationships among the youths. Yes () No ()
 - c. The program encourages us to explore reasons for disagreements, collaborate compromise and accommodate each other. Yes () No ()
 - d. In the program we are taught to initiate study groups, use knowledge gained to be goal oriented or organize to carry out activities together. Yes () No ()
 - e. The program teaches to be aware of our strengths and weaknesses. Yes () No ()
 - f. The program encourages us to develop our talents. Yes () No ()
 - g. The program covers on Health reproductive issues such as HIV/AIDS, sexually transmitted diseases, teenage pregnancies, early marriages, female genital mutilation. Yes () No ()

6. Are you contented with the content of the mentoring programmes in addressing all the issues affecting the youths?

Yes ()

No ()

- a) If yes, explain

b) If no, explain

SECTION D: CHALLENGES

7. What are some of the challenges faced by mentoring programmes in empowering the youths in your school?

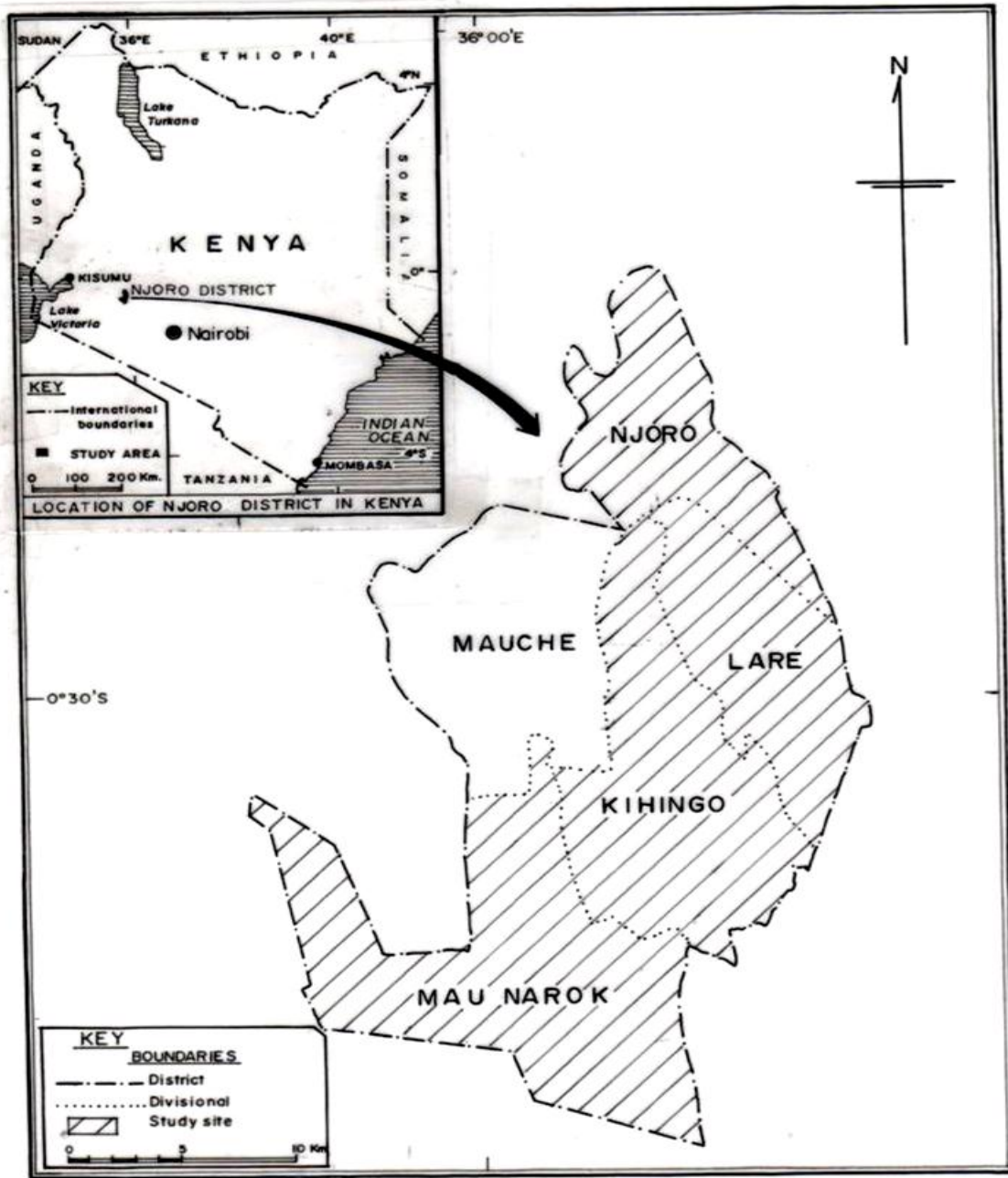
8. In your opinion, would you recommend mentoring as the best intervening strategy in empowering the youths

In your opinion, are the youths in mentoring programmes able to handle challenges facing them as compared to those not in mentoring programmes?

Thanks for your cooperation and God bless you.

APPENDIX III

NJORO SUB-COUNTY MAP



Source: National Census 2009

APPENDIX IV

LETTER OF RESEARCH AUTHORIZATION



NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

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NAIROBI-KENYA

Date:

Ref. No. **NACOSTI/P/13/6713/177**

28th November, 2013

Keziah Wanja Mwaura
Egerton University
P.O Box 536-20115
EGERTON.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on "*Influence of mentoring on youth empowerment in secondary schools in Njoro District, Nakuru County,*" I am pleased to inform you that you have been authorized to undertake research in **Nakuru County** for a period ending **31st December, 2013.**

You are advised to report to **the County Commissioner and County Director of Education, Nakuru County** before embarking on the research project.

On completion of the research, you are expected to submit **two hard copies and one soft copy in pdf** of the research report/thesis to our office.

Said Hussein

SAID HUSSEIN

FOR: SECRETARY/CEO

NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION

Copy to:

The County Commissioner
The County Director of Education
Nakuru County.



National Commission for Science, Technology and Innovation is ISO 2008: 9001 Certified