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EFFECTIVE MENTORSHIP APPROACHES ON PRE-ADOLESCENT CHILDREN (8-12 YEARS) PERSONAL GROWTH AND DEVELOPMENT IN UASIN GISHU COUNTY, KENYA

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Abstract

Background: Pre-adolescence considered a significant phase in children growth and development. It is a time of maturity, growth and change that enables pre-adolescent boys and girls start to explore and develop self-esteem-and-efficacy of own gendered identities before any other external influence and societal expectations. The problem is having effective mentorship approaches to adequately support this process. Failure to which these girls and boys between the ages of 8 and 12 may end up transiting to full adolescence phase having negative social, health and emotional characteristics.

Purpose: Children of pre-adolescent period are often vulnerable to experiences linked to their physical and mental health, body image and self-esteem and systemic barriers with negative impacts on their personal growth and development.

Methods: A descriptive-cross-sectional study design was adopted in the study, carried out in Uasin Gishu County. The survey targeted 246 participants consisting of pre-adolescent boys and girls (8 to 12 years) and the mentor officers in Uasin Gishu County. A sample size of 152 respondents was selected using Yamena (1967) and Cochran (1963; 1977) formula. Pre-adolescent boys and girls and mentors were units of analysis. Primary data was collected via questionnaire and key informant interview schedule. The data was analysed with the help of quantitative and qualitative data scientific modes of statistical package for social sciences (SPSS) tool.

Findings: The highest ranked approach was identified as the effective mentorship approach dimension being “site-based program approaches” having (M = 4.22, SD = .603), followed by “peer-to-peer program approaches” having scored (M = 4.01, SD = .759) and the least ranked program approach was “Pre-Adolescent Boys and Girls Programs approaches” having scored (M = 3.45, SD = .723). The results indicate that the respondents agreed with all the 12 program approach dimensions and were certain that these dimensions agreeably described their perceptions about effective mentorship approaches on personal growth and development given the composite mean score (M=3.89, SD=.695). The relationships between the peer-to-peer, site-based and pre-adolescent boys

and girls programs approaches and personal growth and development scores are highly significant ($p < 0.001$).

Conclusions: effective mentorship approaches are significant in peer-to-peer, pre-adolescent children, and site-based and determine a number of ways for the growth and development of pre-adolescent boys and girls. These ways include appropriately building of knowledge, skills and attitudes to deal with bad behaviours such as cultism act, homosexuality, total disobedient to teachers, parents and any senior citizen, to arson, bullying, killings, gun shooting sprees in learning institutions, murder of peer partners (subdividing the body into parts), violence and addiction to alcohol and hard drugs, the concoction of indiscipline is proving to be a very hard nut for teachers and parents to crack. This steers the pre-adolescent children towards bold futures.

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Introduction:-

Background of the Study

Globally, adequate empirical and theoretical evidence on personal growth and development in pre-adolescence psychology and sociology (Goldner & Ben-Eliyahu, 2021; Prytys, 2012; Meyer & Bouchey, 2010) exists. Besides, a general agreement from researchers and practitioners supports pre-adolescence personal growth and development as a pillar that create a positive space that celebrates gender, ability, race, religion, socio-economic or sexual diversities (Damm, von Essen & Jensen et. al., 2022). Regrettably, due to antisocial behaviour and juvenile and delinquency problems, steady decline in confidence and physical activity and rampant depression among present and emerging problems affecting the youth. Yet this form of behaviour make children to often drop out of school and have a higher likelihood of involvement in the criminal justice system. It deems that modern society has a difficulty in shaping family and community values if not inadequate due attention and in-depth insight in research and thinking on pre-adolescence psychology and sociology.

The pre-adolescent boys and girls continue to face real and profound challenges, as the drive to make better resilience and lessen aggression and other behavioural challenges for underprivileged young people living in low-income neighbourhood communities. The worrying pattern from among this group is growing number of depression, avoidable school dropout, anxiety, unforgiving anger and bitterness, revenge character, suicide, delinquent behaviour and aggression. In primary schools, secondary schools and tertiary institutions, concerns about non-upright values continue to grow (Goldner & Ben-Eliyahu, 2021) as parents shift blame game to other channels of trouble causing to their children. Most schools experience issues that include homosexuality practices, cultism, arson, bullying, and addiction to alcohol and hard drugs, the concoction of indiscipline is emerging as a very hard nut for parents, government, teachers and other key stakeholders to crack. This is an indication of poor personal growth and development, that cannot build real self identity, preventive and protective development leading to (Goldner & Ben-Eliyahu, 2021) many pre-adolescent boys and girls portraying immature characters. This poor personal development and growth is a display of a serious danger faced in the modern society. But what the greatest concern is the recognition that boys and girls who are punished for bad character are seen by their peers as heroes.

In the previous times, home became a place to shape behaviour. The extended family ensured the entrenchment of family and community values among the children. It meant that any transgressing of these values was met with thorough discipline. This prepared and made ready children to take instructions and orders from outside homes, for example, in schools, since they were already instilled with a sense of right and wrong. Consequently, ways to shape current personality characteristic that moderates the negative effects of poor personal development and growth and promotes positive adaptation is still inadequate (). However, the considerable recognition among researchers and practitioners that mentorship programs can be important construct to personal growth and development among pre-adolescences is a welcome to modern society (Damm, von Essen & Jensen et. al., 2022).

Mentoring support and direction are cornerstones of healthy youth development and the realisation of positive adjustment during adolescence and emerging adulthood, including pro-social behaviour (DuBois & Silverthorn,

2005). Principally, parents are the main givers of this support, but many youth often access inadequate amount of parental support and direction they require to effectively steer childhood, pre-adolescence, adolescence and adulthood. For these youth, access to mentoring programs and involvement of a mentor separate from the family may be fundamental. This may help them in nurturing best possible emotional, cognitive and physical development. Moreover, these youth need support and direction to explore and develop their self identities before the society expectations. Researchers have recognised that vulnerable and victimized youths but succeed normally are the ones who can connect with natural mentor adults. It means that apart from their parents, natural mentors provide them with support and direction unique from that of parents (Eddy, Herrera & Martinez et. al., 2015). However, recently, it appears that many children in impoverished, single mothers, distressed communities are disadvantaged from accessing mentors. These children may also have inadequate social skills to connect with natural mentors (Mallory, Sears, Hasenbush& Susman, 2014).

Mentoring programs have become an important topic for educational and psychological investigation today (Meyer & Bouchey, 2010). Although vast strides have been made in gender struggle over the past few decades, the accomplishments have hardly been acknowledged, celebrated and utilized in building programming for all boys and girls. As such many boys and girls still experience systemic barriers and oppressive practices that negatively impact their personal growth and development. Furthermore, very young adolescents continue to struggle emotionally, physically, socially, and at times academically. However, these challenges vary with specific gender, age and other factors and may include physical and mental health, body image, gender and self-esteem. Consequently, boys and girls experience different personal growth and development, face different risks, and have different coping approaches. They deal with issues related to their specific physical and mental health, body image, gender expression and self-esteem (Perez, 2019) as well as poverty. Moreover, a large percentage of young boys and girls also deal with racism, violence against young girls, homophobia, transphobia and sexism and continuing to be a serious problem. In some instances, very young adolescents face early marriages, school dropped out, forced FGM, low school completion rates and early pregnancies among others (Kinyanjui, 2016).

Pre-adolescence-only programs can allow boys and girls a safe space to explore their identities, build optimistic connections with others and focus on their unique strengths and capabilities. It provides a nurturing environment for boys and girls to connect with mature role models, creating immense potential for growth, acceptance and support. Pre-adolescence-only spaces can build space for discussion that encourages girls to question stereotypes, talk about bullying and speak up against oppression with their peers. This establishes an atmosphere where pre-adolescence boys and girls can build their skills and confidence needed to challenge oppression for themselves and others. This is critical in overcoming the struggle to establish youth-at-risk mentoring programs such as juvenile and delinquency system problem mentoring later in life.

Statement of the Problem

There are many popular mentorship programs and include but not limited to Juvenile Mentoring Program (JUMP); High Risk Youth, Friends of the Children (FOTC), Girls Inc., Saving Lives, Inspiring Youth (S.L.I.Y.), 4-H, Big Brothers Big Sisters and Boys and Girls Clubs of New Haven Connecticut, AnyakaMakwiri, Binti Shupavu girls' club and Vocational Mentoring Program for Youth (VMPY) among others are on use to help in personal growth and development of the youth and also as preventative interventions. However, to date there has been scarce confirmation available as to effective mentorship programs on pre-adolescence (8-12 years) boys' and girls' personal growth and development and the characteristics of good practice. Moreover, youth face adjustment problems during adolescence and emerging adulthood, including antisocial behaviour and delinquency problems such as rising street-level violence and gang activity, steady decline in confidence and physical activity and rampant depression among current and emerging challenges affecting the youth. Besides, there is significant evidence demonstrating that mentoring outcomes to vulnerable young people is insignificant, inconsistent, and disputable and mixed leaving the topic highly debatable. This calls for validation of the current literature and a conceptual model that investigates effective mentorship programs on pre-adolescence (8-12 years) boys' and girls' personal growth and development is fundamental.

Purpose of the Study

This proposal is aimed to investigate the effective mentorship approaches on pre-adolescence (8-12 years) boys' and girls' personal growth and development in Kenya.

Objectives of the Study:-

The study objective was to investigate on effective mentorship approaches on pre-adolescent children (8-12 Years) personal growth and development.

Research Questions

- i) What types of effective mentorship approaches suitable for the personal growth and development of pre-adolescence boys and girls aged 8-12 years?
- ii) In what ways is effective mentorship approaches in closing the gap on challenges facing boys and girls aged 8-12 years?
- iii) In which ways is effective mentorship approaches in predicting and managing future adolescence and adult well-being?

Significance of the Study

The policy makers may find the findings of this study useful helping them with how to design, develop, plan and manage the mentorship programs and mentoring process to help the mentors and mentees optimally benefit from the practice.

The parents, caregivers and community stakeholders in youth mentorship program may also benefit from the findings of this study. They may able to improve their understanding on the effective mentorship programs critical to the support and guidance of pre-adolescence boys and girls under the age of 8 to 12 years in Uasin Gishu Kenya. The findings may enable them to develop combined program activities to support both boys and girls at the same time without separating them. This may influence the way this group grows and may help reduce gendered problems that adolescent youths experience.

The study may provide a source of secondary data to researchers and other students in Kenya, regionally and internationally. The promotional packages and company performance knowledge pertaining to the Telecommunication industry in the Rwandan sector would be accessible from this research.

Literature Review:-

This paper provides the current literature with a rich source of data, both new and old that enhancing and enriching the knowledge gaps. The review of related literature focuses on discussing the following: personal growth and development phenomenon, personal growth and development in global perspective, personal growth and development in Kenya, effective mentorship programs on personal growth and development phenomenon. The specific topics provide necessary materials for the study. The review provides the necessary backbone and support for the research to remain credible. The drive is to clearly pinpoint the literature gap that the proposed study is targeting to resolve.

The Concept of Mentorship Programs

Mentoring is a relationship between a less-experienced person, called a mentee or protégé, and a highly-experienced person individual known, a mentor. Contemporarily, mentoring remains one of the powerful interventions for supporting people in various academic, employments, and community settings. It is described as a relationship between an experienced, wiser adult and a younger person (Temin & Heck, 2020). Mentoring practice targets to create positive effects on the mentored youths' social, behavioural, emotional and academic development declining in some of the same areas among the non-mentored youths. The concept has its roots in ancient Greece has been transforming to adapt to emerging forms of challenges affecting the society. Mentoring programs are today popular with community organizations, businesses, and governments that often design, develop and implement formal mentoring initiatives (Shaw & Bernardes, 2018; Miranda-Chan, Fruiht, Dubon & Wray-Lake, 2016). Among the current types of mentoring include traditional mentoring, group mentoring, team mentoring, peer mentoring and e-mentoring (Raposa, Rhodes & Stamset. al., 2019).

Mentoring practices started in the United States of America over a century ago having more than 5,000 such programs. In 1904, a program called "big brothers" was used to reach out to children and give them support and guidance. These programs give service to an estimated three million young people (Rhodes & DuBois, 2006). In the contemporary world, most youth mentoring programs mainly focus on providing mentors to at-risk-youth facing

juvenile and delinquent justice system. Effective mentorship program is intended to meet the needs of young people, through caring or support given by more experienced individuals. This implies that mentoring is a structured and trusting relationship that gathers the youth together with guiding, supporting, encouraging and caring persons (Sánchez-Aragón, Belzunegui-Eraso & Prieto-Flores, 2021). This means that a mentor is recognised as crucial in the mentorship relationship and that all that pertains to a mentor can positively or negatively influence the outcomes of mentorship program on the mentee (Simões & Alarcão, 2014).

Accordingly, a mentor is a helpful and directive mature person connected to a young person. However, these mentorship programs considered effective in minimising high-risk behaviours and recidivism in youths. This is intended to build a relationship by guiding, supporting, encouraging and caring that help the youth's positive social and healthy development through a given period of time (Males, 2021). The current literatures considerably focus on youth mentorship programs with less gender lenses. Given that mentorship relationships promote personal bonds and provide a safe space for young people (Buck, Lawrence & Ragonese, 2017; Abuya, Muhia & Mokaya, 2019) programs that do not focus on both boys and girls remain biased and may not help bring gender equity.

Majority of the available literature focus at formal mentorship in developed countries environments. The scarce available literature that focuses on mentorship in Africa is often urban programing targeting mainly the youth specifically the girl child. These programs also target adolescent girls and boys leaving unattended to the pre-adolescent boys and girls. Because of the inadequacy of directly applicable literature, a range of youth mentorship programs closely related to this study is recognized. In addition to that, mentorship programs principally focus on the older youth in the program. The young youths in the pre-adolescent (age 8-12) phase is not adequately investigated.

2.2 Theoretical Framework

This study was guided by the Acceptance-Rejection Theory (PAR) by Rohner (1986) provides a further framework for the study of mentoring relationships for special youth populations. PAR research has typically linked individuals' self-reported levels of parental acceptance-rejection and their personality and functioning. Parental rejection has been empirically implicated in a large array of developmental, behavioural, and psychological problems of children, adolescents, and adults. It has, for instance, been associated with different forms of psychopathology, behaviour problems, psychological adjustment problems, substance abuse, attachment disorders, academic problems, psychophysiological reactions, and troubled personal relationships.

Effective Mentoring Approaches

Mentoring involves a supportive and caring relationship between a youth and a non-parental mature person. The positive effects of mentoring are generally considered to be derived from the support and role modelling received from these relationships. However, little attention has been paid to delineating how the mentorship programs work to bring about change. Rhodes (2006) proposed that mentoring affects youth through three interrelated processes: enhancing youth's social relationships and emotional well-being, improving their cognitive skills through instruction and conversation and promoting positive identity development through serving as role models and advocates. These processes are likely to act in concert with one another over time. Moreover, the effective mentorship is likely to be guided by the quality and longevity of the relationships established between mentee and their mentors.

All children need caring adults in their lives apart from their parents. Mentors represent a critical resource for children in providing support that is similar what parents provide. This support from mentors can be an addition to that provided by a parent or replacing the parental support where a parent refuses or is unable to give. They can also provide a number of supports initiatives that adolescents might feel uncomfortable, apprehensive, or fearful discussing with their parents. This is an involvement that may be significant for at-risk youth whose internal and external environment influence negativity outlets. Therefore, mentoring programs become formal mechanisms for creating a positive connection with at least a caring mentor. Certainly, mentoring often refers to a sustained structured relationship between a young person and a mature person where the mature person gives the young person support, guidance, and assistance (Simões & Alarcão, 2014). It implies that where caring, concerned mentors are present to young people, youth was more likely to become successful adults themselves.

Although all mentoring programs aim to promote positive youth outcomes, they vary a bit in their goals, emphasis, and structure. Some programs have broad youth development goals as others focus more narrowly on improving academic performance, helping youth stay in school, preparing youth for a particular line of work, or reducing

substance abuse and other anti-social behaviours or juvenile and delinquent justice system problems. Moreover, some mentorship programs are unstructured while others are highly structured. This is an indication that programs focusing on pre-adolescent youths are scarce leading to a literature gap that requires urgent validation (Britner, Balcazar & Blechman et. al., 2006). However, mentorship programs are considered effective on youth well-being and social and emotional development.

Pre-Adolescence Personal Growth and Development

As boys and girls of pre-adolescent struggle to develop their identity; positive models are crucially required to promote positive personal growth and development. Negative models often lead to the mirrored reflections of pre-adolescent youths to be unsound ensuing in poor decision making and negative perceptions of the gender. Mentors can help change the perception that adolescent boys and girls are inadequate and unintelligent. Mentors will assist youth in developing a self-image that will not only build the child's esteem but also influence positive interactions in their peer environments.

As children go through their pre-adolescent and adolescent stages of development, they look for the guidance of non-parental figures as their desire for autonomy increases. Stuck in a gap between childhood and adulthood, pre-adolescents and adolescents search for function without parental guidance, but lack the resources to perform alone. This is the need for adult attachments that are more secure than peer attachments since peers are not equipped with the life experiences to assist their friends in times of distress. The benefits of these attachments promote productive exploration of the environment that leads to the development of knowledge, skills and competence (Britner, Balcazar & Blechman et. al., 2006). Due to the inadequacy of their age, adolescents are not fully capable of making consistent good decisions. Frequently, they look for the assistance of their peers which further cripples their development process. Normally, most of these youth are unwilling to look for adult guidance as previous experiences with adults have not been beneficial. Mostly, they shy away from adult interactions as they feel that their thoughts and concerns will not be heard. However, these adolescents often perform imagination of their appearance to other person, imagination of the other person's judgement of their appearance, and the self-feeling that ensues. In other situations, authoritarian parents insist on telling their children what to do as opposed to listening to their thoughts and feelings. This type of communication does not support a healthy relationship between the parent and child. It only promotes damaged relationships and causes youth to withdraw from social interactions.

In theory, people only develop by levels and cannot extend beyond the next steps. When forced to advance to stages of development that they are not developmentally prepared for, youth may regress. For adolescents, this regression may be viewed as a lack of effort in development and a withdrawal from peers.

Conceptual Framework

There is a growing knowledge base about mentorship programs, as literature confirms, however, there are still unanswered questions. Therefore, this study adopted a framework that show the relationship between the independent and dependent variables in the study. Personal growth and development of pre-adolescent boys and girls is conceptualised as the dependent variable with effective mentorship programs contributing to the personal growth and development as peer-to-peer, pre-adolescent boys and girls, site-based being considered as constructs of mentorship programs, the independent valuable.

Review of Literature:-

Research indicates that youth well-being can be positively influenced when key constructs are correctly aligned (Shaw & Bernardes, 2018; Bruce & Bridgeland, 2014). This is the basic premise of acceptance-rejection theory which suggests that mentoring can reinvent the problems with the rejected youth personality and functioning which is critical for obtaining their social and health wellbeing (Goldner & Ben-Eliyahu, 2021).

Lindsay-Dennis, Cummings, & McClendon (2011) defined mentoring as an integrated approach to advising, coaching, and nurturing protégés that enhances individual growth and development. These programs are used by different community groups to enhance resiliency. Khan (2013) described mentoring as a powerful emotional interaction between an older and younger person, where the older mentor is trusted and loved. According to Grossman and Tierney (1998), Wheeler, Keller and DuBois (2010), Rhodes and DuBois (2006), Raposa and Rhodes et. al. (2019), DuBois and Karcher (2013), DuBois and Silverthorn (2005), Gordon and Iwamoto et. al. (2009), DuBois and Portillo et. al. (2011), Miranda-Chan, Fruiht, Dubon and Wray-Lake (2016) and McClain, Kelner and Elledge (2021) mentoring interventions have multifaceted and broad impacts on youths, including improved social

and academic achievement, reduced problem behaviour, and improved psychological and physical well-being. Moreover, youth mentoring programs have traditionally sought to improve the lives of children and youth by providing a relationship with an older, more experienced adult who is a good role model.

Damm, von Essen, Jensen, Kern-Jespersen and van Mastrigt (2022) investigated duration of mentoring relationship predicts child well-being in the Danish community. The results showed that long-lasting community-based youth mentoring relationships are beneficial for children's well-being in the context of the Nordic welfare state. It was also indicated that watchfully selected volunteer mentors eager to commit to being an adult friend for at least one year may play a critical role in providing a wide range of children and youths with a stronger social network. However, this study investigated how the duration of mentoring relationship predicts child well-being. It did not study the effective mentorship program influence on pre-adolescent boys' and girls' growth and development.

Methodology:-

Research Design

This study adopted a descriptive-cross-sectional study design. This helped in gathering both qualitative and quantitative through structured questionnaire and Key Informant Interview (KII) as well as observation during the data collection period. This design focuses on collecting information from respondents on their experiences, in order to describe the features of the sample. The design also allows for rapid collection of data given that time and resource are barriers. This was a suitable design for an extensive study as this one, and that does not involve many stakeholders in the Uasin Gishu County context.

Geographical Description of the Study Area

This paper was carried out in Uasin Gishu County, which is one of the 47 counties of Kenya, and is found in the North Rift region of the former Rift Valley Province. The town of Eldoret is the county's administrative and commercial centre. Uasin Gishu is located on a plateau and has a cool and temperate climate. It borders Trans-Nzoia County, Kenya. The name Uasin Gishu comes from the Illwuasin-kishu Maasai clan. The land was the grazing area of the Illwuasin-kishu Maasai clan. They surrendered the land to the colonial government in the Anglo-Maasai agreement of 1911, and were subsequently pushed towards Trans Mara. The plateau that they once occupied was then registered in its Anglicised version, Uasin Gishu.

The County is a cosmopolitan one and is located in the mid west of Kenya's Rift Valley, some 330km North West of Nairobi. It covers an area of 3345.2 square kilometers and borders Kericho County to the south, Nandi to the south west, Bungoma to the west, and Trans Nzoia to the north.

Other counties sharing borders with Uasin Gishu are Elgeyo Marakwet to the east and Baringo to the South East. There are three main regions that include Eldoret North, Eldoret South and Eldoret East, which are further subdivided into six constituencies such as Soy, Turbo, Kapseret, Kesses Ainabkoi and Moiben. The major towns include Eldoret, Moi's bridge, Turbo and Burnt Forest among others. Figure 1 show the map of the study area.

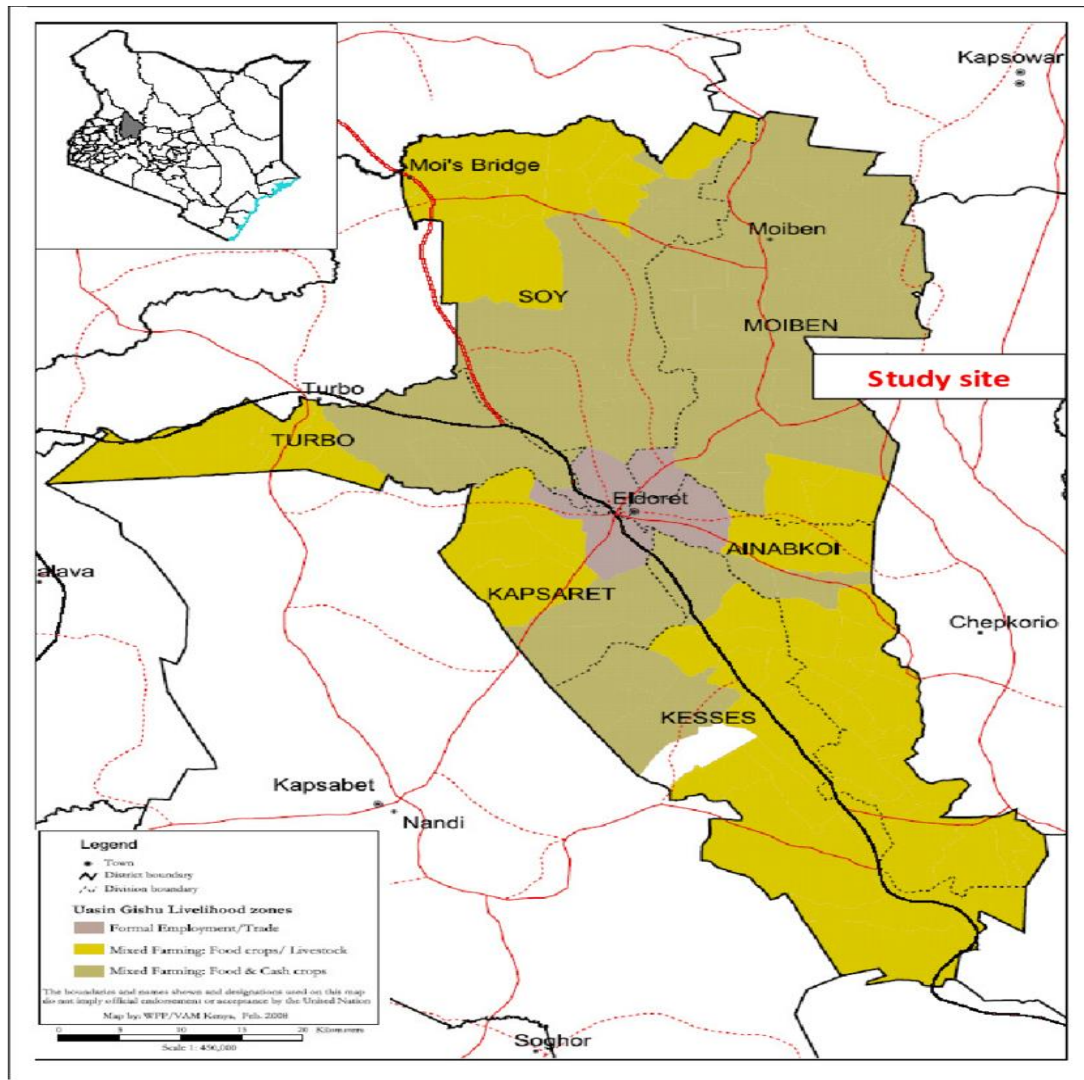


Figure 1:- Map of Uasin Gishu County.

Target Population

The target population for this study was all the pre-adolescent boys and girls and the mentors (5 from each program) participating in the mentorship program both in the urban and rural regions of the county. This resulted in a total of 246 target population.

Sample Size and Sampling Techniques

Sample Size

The research adopted stratified random and judgmental sampling in selecting respondents. The research applied proportionate stratification that is based on the stratum's share of the total population to establish the sample in each stratum. The participants for the study were drawn from a convenience sample as Table 1 shows how the sample size was arrived at given the target population.

Table 1:- Study Population, Accessible Population and Sample.

Respondents	Study Population	%	Sample Size	%
Solidarity & Support	34	13.8	21	8.5

Sisters Leadership Development Initiative (SLDI)	115	46.8	71	28.9
Agenda Setting & Advocacy	20	8.1	12	4.8
Knowledge Leadership	19	7.7	12	4.8
Fostering Cultures of Care	25	10.2	16	6.5
Mentors	33	13.4	20	8.1
Total	246	100.0	152	61.6%

The Institute of Economic Affairs (2009) defines a sample size as a function of logistics and homogeneity or heterogeneity of the population. According to Sekaran (2006) adequacy, means the sample should be big enough to enable reasonable estimates of variables to be obtained, capture variability of responses and facilitate comparative analysis. Kothari (2004) recommends any large sample to be at least 10% of the target population. Consequently, Oso and Onen (2009) define a sample size as part of the target or accessible population that has been procedurally selected to represent that population. A sample size of 152 participants was selected (Table 1). This sample of 152 is a representation of 61.6% of the target population, will therefore expected to adequately address the objectives of the study.

Sampling Techniques

The sampling technique comprises of Pre-adolescent boys and girls and the mentors in the mentorship programs for this study. The purposive sampling was used as an appropriate for selecting officials because it entails identifying individuals who had the required information (Payne & Payne, 2004). The resulting sample of officials was 20 mentors from each of the five programs, and 132 pre-adolescent boys and girls.

The study sampled pre-adolescent boys and girls based on the list provided by the Children Commission of Kenya Uasin Gishu Chapter and those who were in Uasin Gishu County by stratified random sampling. The total was determined using the Yamane formula (Yamane, 1967) and Cochran (1963; 1977) formula. A sample size was drawn from the entire population of pre-adolescent boys and girls who will have participated and completed their mentorship programs, using Yamane (1967) and Cochran (1963; 1977) formula as follow;

$$n = \frac{N}{1 + Ne^2}$$

Where; n – is the Sample Size

N – is the Population Size

e – is the level of precision (95% confidence level that was appropriate for social research; e = 0.05)

Given that N=246 (see Table 1)

e - (0.05)²

Therefore n= 246 ÷ (1 + (246*0.05²) = 246 ÷ 1.615, which gives 152.32198 hence from the above a sample of 152 respondents was selected for the study. The unit of analysis in this study was mentors participating in the mentorship programs and the pre-adolescent boys and girls aged 8-12 years

Data Collection Methods:-

Data Type and Sources

The study collected both primary and secondary data directly from the mentors participating in the mentorship programs and the pre-adolescent boys and girls aged 8-12 years in Uasin Gishu County. This comprised of quantitative and qualitative data collected by means of study questionnaire and Key Informant Interview. This primary data was also strengthened by both published and unpublished data collected through document analysis.

Data Collection Procedure

Data collection procedure is the steps that were followed in the study while collecting the data from the respondents. That is, a step by step process that guides the study while the field work is being undertaken (Kothari, 2008). Then questionnaires and KII was administered on the sampled mentors participating in the mentorship programs and the pre-adolescent boys and girls aged 8-12 years. Key Informant Interviews on the other hand was conducted as per the dates that were agreed on by the mentors participating in the mentorship programs. The completed questionnaires will then be checked and fully responded to.

Primary Data Collection

The study collected primary data for use in achieving the objectives. Structured questionnaires were used to obtain the primary data. The information was covering the dimensions of effective mentorship programs and pre-adolescent boys' and girls' growth and development. The information was collected using questionnaire and interview schedules. According to Saunders, Lewis and Thornhill (2009), questionnaire and the interview are two most commonly instruments used to collect primary data. All research is generally concerned with obtaining answers to research questions. These data collection instruments enable the researcher to pose questions to subjects in his/her search for answers to the research questions.

Secondary Data Collection

Secondary data was also be used in support to the primary data. This was collected using the document analysis of the annual reports among others. Secondary data analysis saves time that would otherwise be spent collecting data.

Data Collection Instrument

The instruments of data collection involve the use of primary data and secondary data. Primary source of data collection methods in the study involve the use of questionnaires that was used to source critical information from mentors participating in the mentorship programs. This study will use questionnaires as the main instrument to obtain primary data. The questionnaire was divided into four sections.

The advantage of using questionnaire is that it enabled each respondent to be asked to respond to the same set of questions, thus providing an efficient way of collecting responses from a large sample prior to quantitative analysis. Questionnaire also reduces time and cost. The questionnaire is scored on a five point Likert scale as: Strongly Agree (5), Agree (4), Neutral (3), Disagree (2), and Strongly Disagree (1).

Key Informant Interviews (KII)

These were face to face interviews used to obtain information from the key informants. The key informants were purposively selected. The questions asked was customised to the interviewee, open ended without fixed set of questions or answer categories and discussed thematically with the help of a key informant interview guide.

Piloting Research Instruments

Pilot testing of the research instruments is the pretesting of the instruments that was used in the data collection process. Piloting helped to eliminate ambiguous questions as well as determine the soundness and resoluteness of the research instruments. This procedure was undertaken among the pre-adolescent boys and girls aged 8-12 years in the neighbouring County of Nandi. The questionnaires, interview and observation schedule was administered and the collected data analyzed to see if the outcomes was indeed the expected ones.

Validity of Research Instruments

Validity is a measure of the degree to which the results obtained from the analysis of the data actually represents the phenomenon under study (Mugenda & Mugenda, 2003). To achieve validity, the database was used to verify for accuracy and completeness of all the entries. Validity was checked by ensuring all relevant literature is reviewed to understand and correctly measure the concepts of variables and their constructs under study. To ensure validly the instrument was appraised by the supervisor to evaluate the application and appropriateness of the content.

Reliability of Research Instruments

Reliability is measures the degree at which a research instrument produces same results over multiple trials (Amin, 2005). Reliability is the measure of a degree to which a research instrument yields constant results or data after repeated trial Orodho (2004). It is also a measure of how consistent the results from a test (Kombo & Tromp, 2006). The reliability was achieved by using a test-retest method testing reliability of research instruments. Re- test was

done on a sample of 147 in the time span of one week. A person product moment of correlation was administered and correlation of coefficient obtained.

Data Processing and Analysis

The data collected was analyzed by using both descriptive and inferential analysis. Descriptive statistics such as measures of central tendency and percentages was used. The mean was calculated and was preferred because it was taken into account all or each score in the distribution therefore the effect of very low or Highly Resilient was reflected in the mean. This analysis allowed distinct comparisons of outcomes and conclusions to be made from the findings. Inferential statistics such as Pearson Product Moment was achieved through the use of Statistical Package for Social Sciences (SPSS).

The analysis seeks to test the research questions of the study and explain the associations and dependencies between the variables. The data from questionnaires was coded, entered, cleaned and analyzed using SPSS. The study run frequencies, means; cross tabulations and the output were presented in frequencies, percentages, means, tabulations, graphs and in terms of statements, especially for qualitative data. The interview and observation data was subjected to content analysis to describe, decode, translate, and develop understanding through a detailed description of the situation.

Results and Discussions:-

Demographic Characteristics

Of the mentors who were adequately interviewed 13 (68.4%) were female, and 6 (31.6%) were males. This is an indication that there are many female mentors respondents than the male ones. The effective mentorship approaches is a factor in determining growth and development of pre-adolescent boys and girls given that it shows majority of those whose personality characteristic traits would be moderated against the negative behaviours and promotes adaptation, development and growth of impeccable values. The mentors who were married accounted for 9 (48.0%) of respondents, single was 7 (36.0%), separated/divorced 4 (21.0%) of sampled population. This means that many of the respondents were married, besides, 4 (20.0%) of respondents had no education levels as 7 (38.0%) had basic education level, 8 (42.0%) had other levels of education including bachelor's degree, and master's degree. Accordingly, majority of respondents of pre-adolescent children were aged 8-10 of age; 66 (51.5%) of the respondents, majority were girls, as 62 (48.5%) were boy girls who participated in this study.

Religion of Respondents: majority of the respondents came from Christian households and accounted for 94 (74.3%) and non-Christians were 34 (25.7%) and represented the opinions of Christians and non-Christians as well.

Family Size of Respondents: It was revealed that majority of respondents hailed from households with family size of 1-4 accounted for 53 (41.6%), those from family with members of 5-7 were 28 (21.8%), 8-10 were represented by 27 (20.8%), family size of 11-14 members were represented by 15 (11.9%) while 15-Above were represented by 5 (4.0%). These findings were consistent with the findings of Olagundoye and Adebile (2019) that percentage of students from 1-2 family size was 5.99%, that of 3-4 family size was 38.8% while that of 5-6 family size was 28.8% the family size of 7-8 was 21.6% while the family size of 9-10 was 5.99%. They further indicated that families having 3- 10 children stand the risk of inadequate care that may help shape behaviour and entrench desired family and community values.

The Primary Family Composition of Respondents: Respondents also identified their primary family composition they are coming from by the time of this survey. Almost 86 (68.0%) of the respondents identified a father and mother parented home family composition. This is a reflective of the traditional society settings and not the contemporary one. This reported percentage is higher than the general population of Kenya; the rate is 51% (KNBS, 2022). The percentage of children living with both married parents has decreased by 4% from 2010 to 2020 (KNBS, 2033). Just over 28 (22.0%) identified the primary family composition as being single parent, a sibling, grandparent, or other. In 2020, an estimated 2.87 million children under 15 years old were living with a grandparent, with a sibling, sister to mother/father, without a parent in the home (KNBS, 2022). This number rose 8% from 2010 (KNBS, 2022) possibly due to COVID-19 pandemic.

These findings are in Table 2.

Table 2:- Distribution of Demographic Characteristics of the Respondents.

Gender of Pre-adolescence	Frequency	Percent	Valid Percent
Boys	61	48.5	48.5
Girls	66	51.5	51.5
Age Brackets			
8-9 years	8	5.9	5.9
10-11 years	98	77.2	77.2
12 and Above years	21	16.8	16.8
Religion			
Christian	94	74.3	74.3
Non-Christian	33	25.7	25.7
Family Size			
1-4	53	41.6	41.6
5-7	28	21.8	21.8
8-10	27	20.8	20.8
11-14	15	11.9	11.9
15-Above	5	4.0	4.0
Primary Family Composition			
Single Mother/Father	13	9.9	9.9
Both Parents Biological	86	68.0	78.2
Others	15	12.0	12.0
Experienced Growth and Development Problems			
Yes	102	80.2	80.2
No	20	15.8	15.8
Not Sure	5	4.0	4.0

Personal Growth and Development

Personal growth and development was considered as the susceptibility of the households in the slum neighbourhoods of Eldoret town, including self identity, self efficacy, preventive and protective development, reduce aggression and other behavioural problems and improve resilience during the formation of personal opinion about the world.

Table 3:- Distribution of Personal Growth and Development Resilience of Pre-Adolescent Boys and Girls.

Personal Growth and Development Resilience	Frequency	Percentage
Very Low Resilient	46	36.0
Poorly Resilient	31	24.0
Resilient	20	16.0
Moderately Resilient	18	14.0
Highly Resilient	13	10.0
Total	127	100.0

Table 3 shows the overall personal growth and development resilience of pre-adolescent boys and girls, 31 out of 127 sampled respondents, which account for 24.0% (14.0% and 10.0%) the respondents represented moderate resilient and highly resilient personal growth and development an indication of low level of resilience among the pre-adolescent boys and girls implying their difficulty with improved ability to develop positively on self identity, self efficacy, preventive and protective development, reduce aggression and other behavioural problems and improve resilience during the formation of personal opinion about the world.

According to the results of the KII, it revealed that these pre-adolescent children experience development of personal opinions about the right and wrong about the world. According to one key informant "They are often introduced to us as early as 5 years and experienced problems such as Physical and mental health problems, Body image concerns, Gender and self-esteem problems, social behavioural challenges, Boys only challenges, Girls only problems, Discrimination against boys and against girls"

The results from the interview indicated that the mentorship process undergoes recruiting & selecting mentees, assessing mentee eligibility, recruiting mentors, selecting & screening mentors, training mentees, training mentors, matching mentees to mentors & initiating the relationship, developing a healthy & safe mentoring relationship, supporting, supervising, & maintaining the match, involving parents / caregivers / families, closing the match & re-matching and celebrating efforts & recognizing accomplishments.

Effective Mentorship Approaches on Personal Growth and Development

It is evident in the literature that personal growth and development among pre-adolescent children in Kenya is experiencing problems particularly with regard to self identity, self efficacy, preventive and protective development, reduce aggression and other behavioural problems and improve resilience during the formation of personal opinion about the world, the result reveal that all the respondents surveyed (100%) had faced development challenges. The findings showed that mentorship programs are significant and were identified for various uses as illustrated in Table 3.

Table 4:- Effects of Effective Mentorship Approaches on Personal Growth and Development.

	1	2	3	4	5	Mean	SD
Peer-To-Peer Programs							
1. Development of self identity and confidence due to peer positive relationship	26(25.7)	1(1.0)	0(0.0)	3(3.0)	71(70.3)	4.7050	.91240
2. Self-reported increase in self-esteem, social and health behaviours due to peer encouragement	1(1.0)	1(1.0)	0(0.0)	78(77.2)	21(20.8)	4.1584	.56094
3. Improved body image	25(24.8)	0(0.0)	1(1.0)	53(52.5)	22(21.8)	3.6000	.74833
4. Connectedness (peer, social, and/or community) connectedness	25(24.8)	1(1.0)	1(1.0)	45(44.6)	29(28.7)	3.5791	.81362
Site-Based Programs							
1. increasing confidence, healthy self-esteem and respect in mentees	0(0.0)	1(1.0)	12(11.9)	45(44.6)	43(42.6)	4.2871	.71185
2. developing more positive attitudes, values and beliefs	1(1.0)	0(0.0)	1(1.0)	14(13.9)	85(84.2)	3.8614	.44788
3. promoting more pro-social behaviour	12(11.9)	0(0.0)	1(1.0)	40(39.6)	48(47.5)	4.3861	.73444
4. improving emotional well-being	1(1.0)	1(1.0)	0(0.0)	65(64.4)	34(33.7)	4.3465	.51838
Pre-Adolescent Boys and Girls Programs							
1. Learnt how to confidently face systemic barriers and oppressive practices against me	13(12.9)	1(1.0)	0(0.0)	6(5.9)	81(80.2)	3.6931	.70346
2. Overcome physical and mental health, body image, gender and self-esteem facing pre-adolescents	7(6.9)	0(0.0)	1(1.0)	46(45.5)	47(46.5)	2.4257	.66853
3. Able to deal with gendered roles of adult confusing and restricting masculinity and femininity	6(5.9)	1(1.0)	1(1.0)	14(13.9)	79(78.2)	3.7723	.61451
4. Have gained fundamental improvement in my development and exploration	7(6.9)	29(28.7)	0(0.0)	26(25.7)	39(38.6)	3.8911	.90444
Composite Mean						3.89	.695

The results in Table 4 reveal that effective mentorship approaches on personal growth and development pre-adolescent children included peer-to-peer, site-based and programs that were touching on gender. The highest

ranked approach was identified as the effective mentorship approach dimension being “site-based program approaches” having ($M = 4.22$, $SD = .603$), followed by “peer-to-peer program approaches” having scored ($M = 4.01$, $SD = .759$) and the least ranked program approach was “Pre-Adolescent Boys and Girls Programs approaches” having scored ($M = 3.45$, $SD = .723$). The results indicate that the respondents agreed with all the 12 program approach dimensions and were certain that these dimensions agreeably described their perceptions about effective mentorship approaches on personal growth and development given the composite mean score ($M=3.89$, $SD=.695$).

Distribution of Respondents by Peer-to-Peer Programs and Personal Growth and Development

The data presented in Tables 5 give the frequencies, percentages and χ^2 for the areas of effective mentorship program approaches. Development of self identity and confidence found that of the respondents, 22 (17.5%) identified that the mentorship program approaches were very ineffective compared to 25 (19.3%), 14 (11.0%) and 12 (9.5%) of the mentorship program areas self-reported increase in self-esteem, social and health behaviours, improved body image and connectedness (peer, social, and/or community) connectedness respectively identified that mentorship programs very ineffective. However, majority of the respondents indeed believed that the programs were very effective in personal development and growth in areas that include self identity, preventive and protective development fostering virtues and life skills such as discipline, obedient, honesty, courtesy, and perseverance, which the family and community aims to nurture and engrain further among pre-adolescent children. Accordingly, the relationship between the peer-to-peer mentorship program approach and personal growth and development scores is very much significant ($p < 0.001$) implying that the respondents highly identified with improved body image and connectedness peer, social, and/or community) where the program approaches were very effective. These findings are shown in Table 5.

Table 5:- Distribution of Respondents by Effective Peer-To-Peer Program Approaches and Personal Development and Growth (N=127).

Effective Peer-to-Peer Program Approach	Personal Development and Growth (in %)					Total
	1	2	3	4	5	
Development of Self Identity and Confidence	17.5	8.2	4.7	47.2	22.4	100
Self-Reported Increase in Self-Esteem, Social and Health Behaviours	19.3	14.8	4.4	37.5	31.0	100
Improved Body Image	11.0	16.2	14.3	21.5	37.0	100
Connectedness (peer, social, and/or community) connectedness	9.5	14.7	26.6	10.0	39.2	100

Chi square =118.723 df=13, p<0.001

The key informant interview supported these findings, by identifying that peer-to-peer program approaches are actually very effective in helping to create consecutiveness and network of peer relationships leading to personal development of openness, improved efficacy, thereby improving their overall wellbeing. This gives the pre-adolescent boys and girls the chance to speak to the mentor and their peers about issues raised in the family, community and during programming, unanswered questions, or requests for more information.

Distribution of Respondents by Site-Based Program Approaches and Personal Growth and Development

The results reveal that site-based mentorship program approaches are very effective in enabling them to learn how to confidently face systemic barriers and oppressive practices, overcome physical and mental health, body image, gender and self-esteem facing pre-adolescents, able to deal with gendered roles of adult confusing and restricting masculinity and femininity and gaining fundamental improvement in my development and exploration. Site-based program approach is significantly related ($p < 0.001$) with the personal growth and development scores of pre-adolescent boys and girls. The overall mean score ($M=3.57$, $SD=.786$), describing effective level of the site-based program approaches on the personal growth and development pre-adolescent girls and boys in this study. The result indicates that site-based mentorship program approaches are very effective in different magnitude based on area of personal growth and development. This is important as it aims to equip the pre-adolescent boys and girls with the guidance, support, knowledge and skills to be engaged in their homes, school, build healthy relationships with peers and family, and reduce negative and high-risk behaviours.

Table 6:- Distribution of Respondents by Site-Based Program Approaches and Personal Growth and Development (N=127).

Effective Site-Based Program Approaches	Personal Development and Growth (in %)					Total
	1	2	3	4	5	
Increasing Confidence, Healthy Self-Esteem and Respect in Mentees	6.6	13.4	8.1	31.5	40.4	100
Developing more Positive Attitudes, Norms, Values and Beliefs	7.6	9.4	10.1	36.4	36.4	100
Promoting more Pro-Social Behaviour	10.8	3.7	10.2	3.0	72.3	100
Improving Emotional Well-Being	6.7	14.6	19.9	31.9	26.8	100

Chi square =39.652 df=8, p<0.001

According to the KII findings, site-based program approaches are effective in helping children enhance their convenience and expand their ideas of behavioural sciences, social and emotional intelligence and leadership fostering formation of opinion about right and wrong character behaviours including making appropriate decisions about vandalism, arson, aggression, bullying, violence and addiction to alcohol and hard drugs, the concoction of indiscipline is proving to be a very hard nut for teachers and parents to crack.

Distribution of Respondents Pre-Adolescent Boys and Girls Personal Development and Growth

The data presented in Tables 6 give the frequencies, percentages and χ^2 for effective mentorship program approaches. Learnt how to confidently face systemic barriers and oppressive practices against me; overcome physical and mental health, body image, gender and self-esteem facing pre-adolescents; Able to deal with gendered roles of adult confusing and restricting masculinity and femininity; Have gained fundamental improvement in my development and exploration had majority of the respondents stating that pre-adolescent boys and girls mentorship approaches were very effective having scores of with respondents 59 (46.5%), 94 (74.3%), 89 (70.3%) and 69 (54.5%) respectively. This is significant in transforming the pre-adolescent children by pairing them with seasoned role models and professionals and offering them access to very useful advice, support, and networking opportunities. These relationships can help the pre-adolescent boys and girls under study to navigate childhood to adulthood challenges, refine their knowledge, skills, and attitude and accelerate their personality development and growth trajectories. After all, appreciating the fundamental gender values and learning how to accept and adapt to gendered variability among pre-adolescent boys and girls phase of life and help shape the smooth growth and development in boys and girls including physical and mental health problems, body image concerns, gender and self-esteem problems, social behavioural challenges, boys only and girls only challenges, discrimination against boys and girls. This is crucial in helping to improve the welfare of girls, young women and the entire women population. The findings further indicates effective mentor program approaches in strengthening juvenile justice prevention efforts in Kenya, increase school attendance and academic performance, eliminate substance and tobacco or hard drug abuse, to involvement with the justice system.

Besides, the findings showed that the relationship between the pre-adolescent boys and girls programs approaches and personal growth and development scores is highly significant ($p < 0.001$) displaying that the respondents very much identified with improved body image and connectedness peer, social, and/or community) where the program approaches were very effective. These findings are shown in Table 6.

Table 6:- Distribution of Respondents Pre-Adolescent Boys and Girls Personal Development and Growth (N=127).

Pre-Adolescent Boys and Girls Programs Approaches	Personal Development and Growth (in %)					Total
	1	2	3	4	5	
Learnt how to confidently face systemic barriers and oppressive practices against me	7.9	5.9	11.1	28.6	46.5	100
Overcome physical and mental health, body image, gender and self-esteem facing pre-adolescents	0.0	0.0	1.0	24.8	74.3	100

Able to deal with gendered roles of adult confusing and restricting masculinity and femininity	10.9	0.0	6.9	11.9	70.3	100
Have gained fundamental improvement in my development and exploration	24.8	1.0	0.0	19.8	54.5	100
Chi square =29.347 df=5, p<0.001						

The results from interview show that majority identified pre-adolescent boys and girls programs approaches as very effective particularly in enhancing development of personal traits that help overcome physical and mental health, body image, gender and self-esteem facing pre-adolescents and be able to deal with gendered roles of adult confusing and restricting masculinity and femininity. The key informants indicated that they have lasting mentoring relationships in boys-and-girls-only spaces that are physically and emotionally safe and secure to deliver brotherhood and sisterhood support with shared drive, mutual respect, and high expectations.

They believed that their hands-on, thoroughly research-based mentorship relationship programs provide re-adolescent boys and girls in this study with the knowledge, skills and attitudes to set goals, overcome obstacles, and improve their wellbeing. Informed by boys and girls, their families and communities, provide consistent, in-depth experiences designed to strengthen girls' coping skills, reduce risk factors, minimize entry/re-entry into the juvenile justice system, and increase family engagement to advocate for legislation and initiatives that increase opportunities for girls.

Conclusions:-

The findings led to the conclusion that personal growth and development is still a difficult process among children under the age of 12 years, and particularly boys and girls, as there is early display of cavalier mannerist characters and their indiscipline is proving to be a big threat to proper growth and development of children as the pre-adolescent children bear the greatest weaknesses in their growth and development owing to the experienced bad behaviours coming from these segment. The paper further concludes that mentorship program approaches that lead to fostering peer-to-peer, pre-adolescent children, and site-based approaches were very effective in helping these children develop and grow their self identity, self esteem, confidence, protective and preventive developments.

Therefore, effective mentorship approaches are significant in peer-to-peer, pre-adolescent children, and site-based and determine a number of ways for the growth and development of pre-adolescent boys and girls. These ways include appropriately building of knowledge, skills and attitudes and confidence they need to feel safe in their world to deal with bad behaviours such as cultism act, homosexuality, total disobedient to teachers, parents and any senior citizen, to arson, bullying, killings, gun shooting sprees in learning institutions, murder of peer partners (subdividing the body into parts), violence and addiction to alcohol and hard drugs, the concoction of indiscipline is proving to be a very hard nut for teachers and parents to crack, which empower the pre-adolescent children to empower girls to succeed.

It was recommended that government agencies, policy makers and development partners to look into an adequacy of the framework used for mentorship practices. This is to help deal with rising cases of girl-child and boy-child school drop outs, eliminate sexual abuse or assault, control high number of teen pregnancy rate, stunning exposure to violence, gender-based violence, crime, victimization, and positively respond to trauma and violence with behaviours that result in their involvement in the juvenile justice system.

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Notes on Contributor

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