MENTORING AND ACADEMIC ADVISING NEEDS OF INSTITUTIONAL BASED STUDENTS IN KENYATTA UNIVERSITY

By

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DECLARATION

This thesis is my original work and has not been presented for award of a degree in any other university.

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To my husband and best friend, Douglas, for giving me peace, sacrifice and support.

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ABBREVIATIONS AND ACRONYMS

A Level	Advanced Level
ACT	American College Testing
AIDS	Acquired Immune Deficiency Syndrome
ATS	Approved Teacher Status
B. ED	Bachelor of Education
CATs	Continuous Assessment Tests
CDF	Community Development Fund
CHE	Commission for Higher Education
CV	Curriculum Vitae
DVCs	Deputy Vice Chancellor
ECD	Early Childhood Development
FGD	Focus Group Discussion
GLPI	Growing Leaders Programme Initiative
GoK	Government of Kenya
HE	Higher Education
HEFCE	Higher Education Funding Committee for England
HEIs	Higher Education Institutions
HELB	Higher Education Loans Board
HIV	Human Immuno-Deficiency Virus
HoD	Head of Department
IBP	Institutional Based Programme
IBS	Institutional Based Students
ICT	Information and Communications Technology
JAB	Joint Admissions Board
JKUAT	Jomo Kenyatta University of Agriculture and Technology
KCSE	Kenya Certificate of Secondary Education
KIST	Kiambu Institute of Science and Technology
KNEC	Kenya National Examinations Council
KU	Kenyatta University
MAA	Mentoring and Academic Advising

MBA	Master of Business Administration
MMUST	Masinde Muliro University of Science and Technology
MoE	Minister of Education
NACADA	National Academic Advising Association
NAO	National Audit Office
NCES	National Centre for Education Statistics
O level	Ordinary Level
ODeL	Open and Distance e-Learning
P1	Primary Teacher
PASS	Personal and Academic Support System
RoK	Republic of Kenya
S1	Secondary Teacher I
SMS	Short Message Service
SoE	School of Education
SoS	Students online Support
SPSS	Statistical Package for Social Sciences
SSP	Self Sponsored Programme
STAR	Study Tips to Achieve Results
ToTs	Trainer of Trainees
TSC	Teachers Service Commission
UBBS	University of Basutoland, Bechuanaland and Swaziland
UB	University of Botswana
UBLS	University of Botswana, Lesotho and Swaziland
UCUs	University Common Units
UNESCO	United Nations Education, Science and Cultural Organization
UNESS	UNESCO National Education Sector Support Strategy
UNICEF	United Nations International Children's Educational Fund
UoN	University of Nairobi
UW – Stout	University of Wisconsin-Stout
VC	Vice-Chancellor
VCT	Voluntary Counselling and Testing

ABSTRACT

Mentoring and Academic Advising (MAA) are interventions used in Education Institutions to improve the quality of students' academic life and learning outcomes. In higher education institutions, MAA services target improving learning processes and outcomes for students from disadvantaged backgrounds and non-traditional students. Given the rising enrolments of these group of students in Kenya public universities, this study was designed to explore the nature of MAA needs that the students have and what the institutions were doing to provide such services. This was a case study of Institutional Based Students (IBS) of Kenyatta University (KU). The objectives of the study were to explore the MAA needs of IBS; challenges they encountered in accessing MAA services, suggestions on how MAA could be expanded to incorporate the academic and welfare needs of IBS and propose interventions that KU can undertake to meet the MAA needs of IBS and improve the quality of IBPs. Kenyatta University was purposively sampled because it was the only public university which had an established directorate for student mentoring services at the time of study. The respondents were the sampled IBS enrolled in School of Education (SoE), Dean, SoE, Dean of Students, Director of Mentoring Programme and fourteen lecturers identified as student academic mentors. Stratified and systematic random sampling was used to identify the sample size according to year of study and gender. A total of three hundred and twenty students from the SoE were sampled. Data were collected using questionnaires, interviews and focus group discussions. The data were analyzed qualitatively and quantitatively. The findings of the study show that despite KU having a directorate of mentoring, MAA services had not been designed to focus on the needs of IBS. Indeed, 77.2% of the IBS reported that they were unaware of such services. Despite this, 95.9% of the IBS indicated that they considered MAA to be critical in terms of advising them on non-academic and academic related issues that they encountered in the institution. In the absence of formal MAA services for the IBS, they indicated that they only relied on information provided during lecture sessions, some university student documents, and informal contact with lecturers. Respondents to the study all affirmed the urgency of expanding the services of the mentoring directorate to incorporate the needs of IBS along the operational lines that the services for regular undergraduate students are offered. The findings concluded that IBS at KU required MAA services and the lack of the services affected the quality of their academic life. The study recommends that the mentoring directorate be expanded to incorporate the MAA needs of IBS, students be allocated mentors and academic advisors on admission; institutionalize mentorship by broadening and strengthening the existing mentoring programme to target students in other modes of learning, to developed virtual mentoring platforms where the students can interact with mentors either individually or at the open learning centres, on-line. Mentors to receive training in MAA to improve on their mentoring skills and students' in-service training be organized for regular and IBS.

CHAPTER ONE: INTRODUCTION

1.0 Background to the Study

This chapter was concerned with defining the problem and putting it in a proper context for the benefit of the researcher and reader. The significance of the study and the assumptions on which it was based were established. Several questions guided the researcher in this work. The researcher established the scope of the study and pointed out several limitations and delimitations and the influence that they may have on the research.

Mentoring and Academic Advising (MAA) in Higher Education (HE) cannot be overstated. 'Mentoring and academic advising' interventions are used in Higher Educational Institutions (HEIs) to improve the quality of students' academic life and the quality of learning outcomes (Mullen, 2005). While the two terms are often used interchangeably in the literature on HE, academic mentoring is conceptualized as a process involving a relationship of a more knowledgeable individual with a less experienced one. This relationship provides professional networking, counselling, guiding, instructing, modelling, and sponsoring as a developmental mechanism (personal, professional, and psychological) and as a socialization and reciprocal relationship and provides an identity transformation for both mentor and mentee (c.f., Wilson, 1997: 178). Hence, academic advisors complement the mentor's knowledge by advising students on what classes are available, clearing them for graduation, assisting with scheduling or registration issues, and providing academic policy and procedural information as needed.

The place of MAA in HE has been shown in the literature, as playing a major role in student retention and achievement, especially those students from minority backgrounds (Steven, 2000). Most research works from Western countries confirm that MAA consists of important non-academic factors which contribute to reduction of students attrition rate and enhance the quality of academic programmes through the incorporation of practices such as student engagement, learning communities, academic and social integration (Tinto & Goodsell-Love, 1993; Tinto & Russo, 1994; Zhao & Kuh, 2004). The literature indicates that frequent interaction with faculty is more strongly related to the satisfaction with college than any other type of involvement or, indeed, any other student or institutional characteristic. Thus, finding ways to encourage greater student involvement with faculty (and vice versa) could be a highly productive activity in universities (Astin, 1999).

As the culture of HEIs changes, one-on-one mentorship could be expected to expand. Creative collaborations and group-learning contexts were slowly on the rise in the education discipline, serving not only to supplement but also to modify the traditional mentoring arrangement that was dyadic in nature (Arnabile, 1996; Mullen, 2005). Research shows that interaction between students and faculty increases student involvement on campus and makes them more likely to remain in school (Astin, 1984). Advantages of the academic advisor system are particularly valuable for the increasingly diverse student populations attending universities. The academic mentor or advisor should assist non-traditional students in navigating the university system, in

general advising, course selection, time management and study skills development.

The world over, and more specifically in the developing countries, changes in the tertiary education sector have resulted in academic staff having to accommodate a higher proportion of students from diverse backgrounds. The increasing diversity of students means that sometimes the numbers of academic staff are often inadequate to meet the learning needs of all students. According to United Nations Educational Scientific and Cultural Organization (UNESCO, 2002), MAA can be used to fill this gap. It assists students in developing educational plans that are consistent with their life goals, provides students with accurate information about academic progression and degree requirements and assists students in understanding academic policies and procedures. Further, it assists them to overcome educational and personal problems. Access and retention measures, including the range and diversity of students in institutions of higher learning are indicators that determine the quality of HEIs.

In Sub-Saharan Africa, the need for institutions to focus on MAA had arisen due to the continuing massification of HEIs. In recent times, HE enrolments have been on the rise in the continent. Statistics from UNESCO show that from the turn of the century to 2008 enrolment in tertiary education in Sub-Saharan Africa grew by 82% to more than 4.5 million students (UNESCO, 2008). Despite this expansion, Sub-Saharan Africa has the lowest participation rate in the world (5%), which means pressure to continue admitting more students from different backgrounds still exists (UNESCO, 2009). What this challenge means is that HEIs have to put in place

interventions that expand access for all social groups. This could be done by addressing issues of social inequalities deeply rooted in history, culture and economic structure that influence an individual's ability to compete as well as problems of teaching and mentoring that result from an increasingly diverse student body that creates pressure to put in place new systems for academic support and innovative approaches to pedagogy (UNESCO, 2009). Research shows that university teaching influences student engagement in the classroom.

The challenge for most policy-makers, especially in Africa, is the creation of a HE system that combined mass access with quality. Studies, however, show that more and more institutions, in their bid to raise funds, resort to admitting less qualified students (Mohamedbhai, 2008). Obanya (2004) showed that "the massification of HE has created challenges of ensuring quality and ensuring the judicious use of resources, the size of which has not matched the rate of increase in student numbers." According to a UNESCO report on the state of education in Africa (UNESCO, 1997), teaching methods are not adapted to the overcrowded classes. Additionally, supervision and follow-up of the students, as well as the modes of assessment of learning, produce little success in university examinations. Some universities record as high as 70% failure rates of first and second-year students. To address this situation and improve the quality of learning, Obanya (2004) suggests the adoption of counselling centres in HEIs as an important facet of building a knowledge economy. He argues that such centres help students deal with stressful issues, organize holistic training sessions for the students including talks, seminars, forums and

career development programmes which equip the students with life skills to face the world after graduation.

University expansion in Kenya and the need for MAA was a key concern in this study. This was because Kenya is one of the countries in Africa that continue to experience a steady expansion of its HE system, both in terms of student numbers, institutions and diversity of academic programmes. At the time of this study, Kenya had 7 public universities, and 13 constituent colleges and over several satellite campuses in various parts of the country. According to the government's Economic Survey 2010, the number of students in public universities was 143,000 in 2009 - up from 101,000 the previous year, an increase of about 4%. About 50% of these students were what are referred to as non-traditional students (Module II, Institutional-based or part-time students). These groups of students are not as homogenous as regular students. They differ in terms of their age profiles, the duration they have stayed outside of educational institutions until they join college, the time they have at their disposal to commit to academic work and their prior academic qualifications and profiles, among other differences.

According to the description of this group of students in the literature, some have stayed outside formal learning institution slightly longer and are, therefore, coming as mature students (Obanya, 2004). Others are working and this means that the time they have to concentrate on academic work is limited. Besides, some of these students' access institutions through a second chance opening which meant that, academically speaking, they had not qualified as highly as their regular counterparts, though this does not mean that they were

academically weak. These characteristics of the non-traditional students are what make them a priority for any institution-based MAA interventions.

Most academic programmes for these students are offered in the evenings and/or on weekends (part-time students) or during school holidays, as in the case of IBS who were the concern in this study. What this meant was that there were increasing numbers of students in the institutions who apparently needed more attention from their lecturers and who needed more other compensatory programmes in the form of MAA. At the same time, institutions complained of staff shortages meaning that institutions had to devise means of mentoring and advising such students as a measure towards assuring the quality of the programme. The need to focus on this group of students was due to the fact that they almost became the majority of students enrolled in public universities in Kenya. Statistics available from the 2009 Republic of Kenya Economic Survey showed that part-time students constituted about 44% of total enrolments in public universities. There were cases, in individual universities and academic programme, where enrolment of module part-time students had overtaken that of regular full-time students. At Kenyatta University (KU) for example, which was the site for this study, the part-time students by year 2004- 2009 were 44,426 compared to 42,010 full-time students which were over 51% (UNESCO, 2010-2011).

One of the issues that led to the undertaking of this study was the claim that the growing number of Module11 students in public universities in Kenya had constrained available teaching and learning resources and resulted to lowering of quality (Gudo, Olel and Oanda, 2011). Though conclusive studies had not

been conducted to establish if performance of the regular and parallel students were different, there were perceptions that the introduction of parallel programme worsened the issue of quality in public universities. This was because the high enrolment rate had not been accompanied by increased facilities and human resources (UNESCO, 1997). Thus, there had been some resistance from regular students and teaching staff and a fear that education quality would be sacrificed at the altar of pursuit of additional funds by the universities to plug their budgetary deficits, occasioned by increasingly diminishing government budgetary allocations. In other instances, it had been alleged that, under-qualified students had been admitted to critical departments just because they had the money to pay the fees.

The large number of students also meant that facilities at the universities had been overstretched and, in some cases, lecturers did not have the time or the motivation to give quality lessons (RoK, 2009). These claims were not conclusive though they pointed to the need for the institutions to put in place academic support services for this group of students as an intervention to enhance quality. Besides the diversity in academic programmes and modes of study, the student body was increasingly diverse in age and socio-economic profiles. The contact and quality of time that the students had with the institutions and lecturers had become so differentiated that issues of increased access and diversity of the student body brought into question the issues of quality.

1.1 Statement of the Problem

While higher education is important and increased access and attainment of university education are critical to the socio-economic development of a country, this target cannot be realized unless it is accompanied by interventions which would contribute to quality learning outcomes. The IBS group attended residential sessions for tuition during three weeks of school holidays (April, August and December). Most of them worked either full-time or part-time in their course of study and had families. They are thus expected to have social-economic issues to deal with in addition to academic pursuit. They are thus pressured to be in dire need for mentorship to be able to perform and complete their courses in time. It is this concern that generated the need for this study mainly to establish how KU was coping with this challenge.

1.2 Objectives of the Study

Specifically the study sought to:

a) To explore the MAA needs of IBS at Kenyatta University.

b) To find out, from the IBS, challenges they encountered in accessing MAA services at Kenyatta University.

c) To investigate on how MAA could be expanded to incorporate the academic and welfare needs of IBS.

d) To propose interventions that Kenyatta University can undertake to meet the MAA needs of IBS and improve the quality of Institutional Based Programmes (IBPs).

1.3 Research Questions

The following research questions guided the study:

a) What were the MAA needs of IBS at Kenyatta University?

b) What challenges were encountered by the IBS in accessing MAA services at Kenyatta University?

c) How in the opinion of IBS and lecturers, could MAA be expanded to incorporate the academic and welfare needs of IBS?

d) What interventions can Kenyatta University undertake to meet the MAA needs of IBS and improve the quality of IBPs?

1.4 Significance of the Study

The undertaking of this study was significant in that the findings were likely to inform the management of KU on the diverse needs of IBS that require MAA to enhance and sustain the quality of learning outcomes. It further explains to the university the importance of integrating the IBS into the existing mentoring services currently offered to the regular students. The findings also spell out how adopting MAA policy by the institutions of higher learning could improve the quality of their diversified programmes with the increasing number of students.

1.5 Assumptions of the Study

The primary assumption of this study was that IBS were aware of and appreciated the contributions of MAA services to improve the quality of academic programmes. They were therefore, better placed to provide objective responses regarding their MAA needs. Besides, this study postulated that since IBS were not full-time students, they might have needed MAA more,

compared to the regular students. It was also assumed that the universities appreciated the need for MAA services as critical to improving the learning outcomes for IBS. It was also assumed that the IBS had been exposed to some form of MAA needs and had, therefore, been directed to the places or facilities available in the course of their study in the university and therefore, were capable of making use of the facilities and had identified what they needed to improve in their academic work. On this basis, they were well-informed and able to evaluate the programme and provide information for the study.

1.6 The Scope and Limitations of the Study

Due to the constraints of time and resources, this study was limited to one public university in Kenya, KU. The respondents for the study were limited to students enrolled as IBS at KU in the School of Education (SoE). Although some findings would be generally applicable to all IBS in public universities in Kenya, where MAA needs were being integrated, some of them would not be generalized due to their uniqueness. For example, KU usually catered for accommodation for most IBS who were willing to reside in the university, unlike others where most IBS resided outside the campus making it hard for students to access the MAA in the evenings and weekends. Kenyatta University students were thus considered to be available in the evenings and therefore, had the time to access MAA services.

1.7 Theoretical Framework

This study was guided by the Social Support Theory by Williams, Barclay and Schmied (2004). Social support in this case refers to the infrastructure that

must be in place for individuals and families to "plug in" to the social services, community events and basic fellowship that is essential for a happy and well adjusted life. It has become increasingly clear that isolation from these community pillars can lead to deep alienation, depression and even psychosis in the long term. Social support is the perception and actuality that one is cared for, has assistance available from other people, and that one is part of a social support network. Social support can be categorized and measured according to different functions. According to Wills (1991), there are four common functions of social support. Non-Quantifiable Forms of Support which could be first, emotional support. This refers to the intangible aspects of community life that maintain a strong sense of belonging. Emotional support seeks first of all to eliminate loneliness and seeks to bring isolated persons into the mainline of community life by offering empathy, concern, affection, love, trust, acceptance, intimacy, encouragement, or caring (Langford, Bowsher, Maloney, Lillis, 1997).

The second tangible support, also called instrumental support (House, 1981), is the provision of financial assistance, material goods, or services (Heaney, & Israel, 2008). This form of social support encompasses the concrete, direct ways in which people assist others. Thirdly, informational support is the provision of advice, guidance, suggestions, or useful information to someone (Krause, 1986). This type of information has the potential to help others solve problems (Tilden, Weinert, 1987). Fourthly, companionship support is the type of support that gives someone a sense of social belonging. This could be seen as the presence of companions to engage in shared social activities (Uchino, 2004). Social support could be measured as the perception that one has

assistance available, the actual received assistance, or the degree to which a person is integrated in a social network. Integration is the final goal of all social support approaches. In this case, it is not a matter of linking up the client to the proper programmes or events, but rather the constant interplay of clients, events, professionals and the community at large that support the individual. Support could come from many sources, such as family, friends, pets, organizations and co-workers. The significance of social support is based around the idea that an entire neighbourhood is often necessary to bring a person back into the mainstream. It supplements professional support by providing a loving and empathetic community that can make the job of professionals easy.

In this study, social support theory was used to partially explain the success of student mentoring. The theory posited that the degree of social support availability was positively correlated with the degree of effective coping measures that an IBS would employ in response to stressful circumstances. If support was available, coping might have been more rational and effective. If support was lacking, coping might have been absent and the individual might have given up. Social support theory encompasses the concept of social integration which is a term used frequently by researchers of attrition and retention in universities (Tinto, 1997, 1998; & Goodsell-love, 1993). Additionally, it had been suggested that the more effective ‘helpers’ are those who have successfully navigated stressful circumstances similar to their ‘helpees’ (Thoits, 1995). This could be applied to the concept of student mentoring as student mentors had successfully completed their first year at university. There is also the Adult Learning Theory which suggests that adults

learn better by incidental learning as opposed to either formal or informal learning (Lieb, 1999). Incidental learning is learning that takes place at a time and venue that is best suited to the learner (Marscick & Watkins, 2001). The theory suggests that the learners would retain the information better if they could access it at a time and place when they needed it most.

This theory was applicable to the IBS since they spent less time at the institutions, and most had stayed away from academic environments for a long time and so they needed more social support mechanisms to cope with the demands of academic life. Social support ranged from students personal issues to broad issues that emanated from the academic culture of the institutions. These circumstances created stressful situations for the students and this may have led to attrition as they tried to balance academic and non-academic interests. Hence, if IBS were supported and engaged through MAA, they were likely to be motivated, satisfied, feel recognized and have a sense of belonging to the university community. They would also be persistent and to the end and this would increase student retention and high rates of graduation.

1.8 Conceptual framework

The conceptual framework that guided this study illustrates the conceptualization of the whole idea of the nature and quality of MAA. It shows the non-academic components that were intentionally designed to help the IBS navigate their academic life on campus and successfully complete their programmes. This was enhanced by having an institution which was sensitive to student diversity in terms of mode of study, gender and social-economic origin. The importance of the institution that was perceived as being sensitive

to the quality of MAA to IBS was realized when students graduated from a university. The sensitivity had a positive impact on the graduates, lecturers, the institution, and society (Tinto, 2004). Students who attend college but do not graduate fail to realize the same level of economic benefits as those who graduate. Institutions with higher retention and graduation rates were more efficient and enjoyed greater levels of alumni, public, and governmental support (Lau, 2003). When institutions met or exceeded student expectations, higher student satisfaction and retention were the result (Low, 2000).

Ultimately, the success or failure of HE is not explained by student attributes or faculty teaching efficiency in isolation, but by the complex interactions between students and the learning environments they experience (Entwistle, 1990). Thus, students are in need of advice, counselling, and support services, including time management, efficient study styles, habits, and skills, reading, writing, and lecture note-taking skills, and other support services. Such support also helps students to master the relevant subject and improve self-confidence, verbal and written communication, and academic performance and to be competitive and productive members of the community (Addus, Chen, & Khan, 2007). Advice, as part of the educational process, involves helping students to develop a realistic self-perception and successful transition to the post-secondary institution as shown in Figure 1.1.

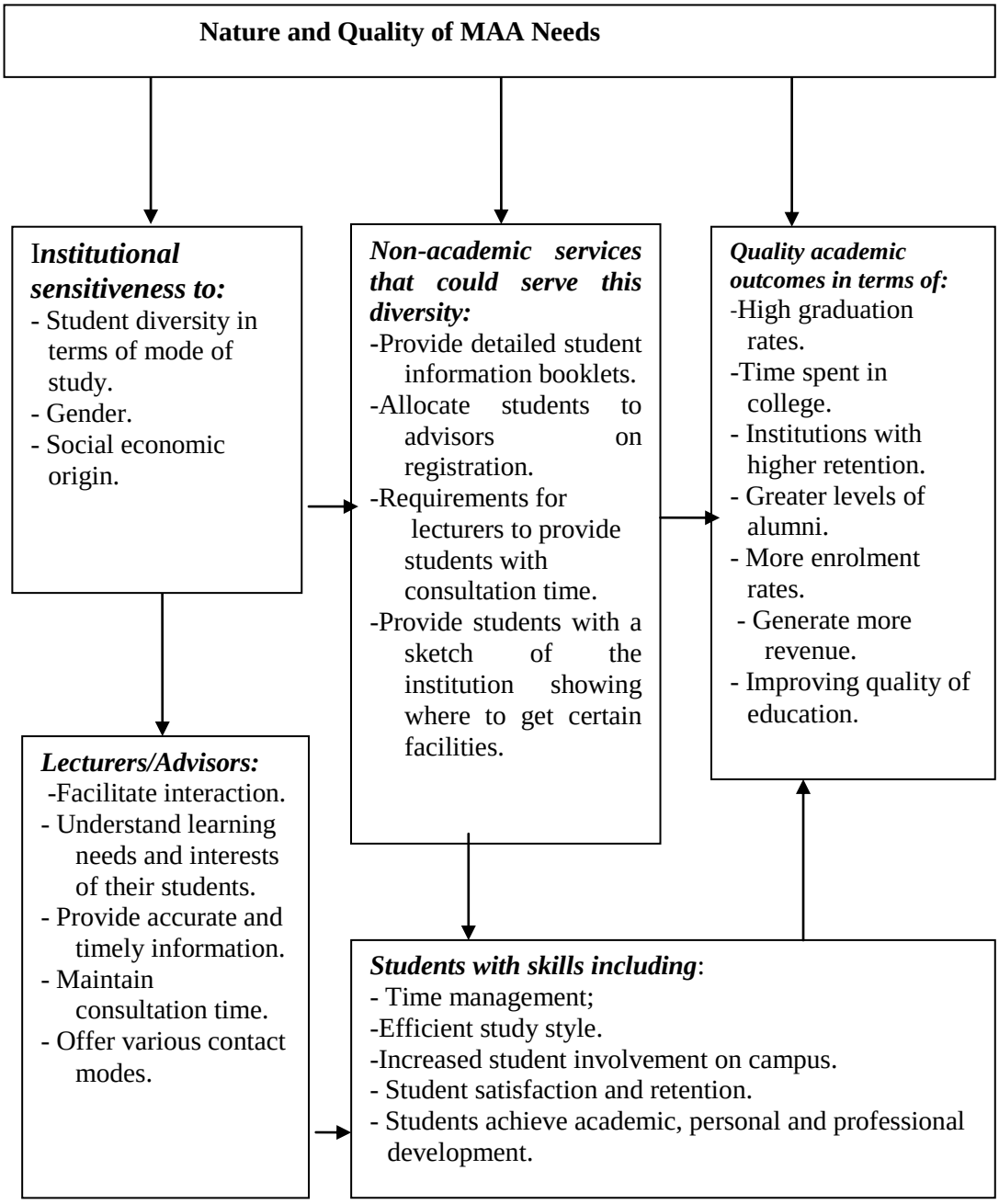

Figure 1.1: Conceptual Representation of the Possible Nature and Quality of MAA Needs to the Institutional Based Undergraduate Students

From the conceptual framework, we observe that when advisors/lecturers help facilitate interaction between students and faculty members, they help the institution as a whole. Advisors, who know their students' talents and understand their faculty colleagues well, assist the students to grow and

occupy a unique position where they facilitate strong relationships between advisees and their professors.

1.9 Operational Definition of Terms

Adult Learner: Any student, regardless of age, who has adult responsibilities beyond college classes, and for whom those adult responsibilities interfere with their academic work.

Academic Advising; Are terms that refer to interventions used in Higher Educational Institutions to improve the quality of students' academic life and the quality of learning outcomes. In this study the two terms are often used interchangeably to refer to counselling, guiding, instructing, modelling, and sponsoring.

Academic mentoring; Is conceptualized as a process involving a relationship of a more knowledgeable individual with a less experienced one. In this study the more knowledgeable refers to the lecturer who acts as the advisor while the less experienced refers to the students.

Academic advisors: Complement the mentor's knowledge by advising students on what classes are available, clearing them for graduation, assisting with scheduling or registration issues, and providing academic policy and procedural information as needed.

Counselling: Is a learning-oriented process, which usually occurs in the form of an interactive relationship dealing with emotional distress and behavioural difficulties that arise when an individual struggles to cope with developmental stages and tasks. (Is a learning process of either one-on-one or a limited group session, where experienced persons give audience to and guide individuals in

areas of difficulties by exploring all options possible so as to settle for a comfortable solution)

Higher Education: HE will refer to the university level type of Higher Educational Institutions only.

Institutional Based Undergraduate Students: The term refers to undergraduate students who are admitted and enrolled in the institutions to pursue their studies during the school holidays, that is, in April, August and December. Most of them are teachers working full-time or part-time.

Non-traditional Students: These are students on institutional-based programmes who attend classes on campus during the school holidays only (when the universities are out of session). These students might be working elsewhere and a majority of them are adults aged at least 25 years and above.

Traditional Undergraduate Student: This is "characterized as a student who earns a high school diploma, enrolled full-time immediately after finishing high school, depends on parents for financial support, and either does not work during the school year or works part-time" (Choy, 2002: 25).

CHAPTER TWO: REVIEW OF RELATED LITERATURE

2.0 Introduction

This chapter presents a review of literature related to the study. The aim of the review is to provide an analysis of what available literature in the area of MAA discusses in relation to the institutionalization of such services in HEIs. In the final analysis, this review will identify a gap in the knowledge continuum as regards the MAA intervention in HE in Kenya, which this study sought to address. For purposes of logical presentation, the review will be in terms of the research objectives contained in Chapter One of the study. The objectives were: Exploring the MAA needs of IBS at KU, finding out from the IBS the challenges they encountered in accessing MAA services at KU, finding out from the IBS and lecturers how MAA could be expanded to incorporate the academic and welfare needs of IBS, and finally proposing interventions that KU can undertake to meet the MAA needs of IBS and improve the quality of IBPs.

2.1 Mentoring and Academic Advising Needs of Institutional Based Students

Worldwide, expansion of education systems at all levels has led to a dramatic increase of the number of students seeking access to and enrolling in HEIs. HEIs have been tasked by governments to increase the diversity of the student intake and student retention as critical performance indicators (Alexander, 2000). The two-fold nature of this success is significant, as it has been asserted that greater diversity would necessarily lead to an increased student withdrawal. As Banya & Elu (2001) noted in 1996, the sharpest increase in HE enrolment worldwide was reported in Sub-Saharan Africa, where the number

of students registered was 7.5% more than the previous year. In countries such as Kenya, HE has been the fastest growing segment of the education sector in the past 10 years, averaging 6.2% each year (Republic of Kenya, 1997-1998). The complex situation, as noted by a leading World Bank education specialist then, was that most African countries had to double their HE enrolment over the next decade to simply maintain that current, very high demand yet very low participation (Saint, 1992). In the past decade, issues of student diversity had moved from the periphery to become central concerns of HEIs (Brown, 2004).

Increasing globalisation present new opportunities and challenges for HEIs internationally (Hanassab, 2006). Research indicates that facilitating early engagement of students with their studies and campus life leads to greater student satisfaction and improved rates of retention (Krause, Hartley, James, & McInnis, 2005). The challenge remains how to provide engagement opportunities to students from disadvantaged backgrounds, adult and part-time students who are increasingly becoming the majority in African universities (Krause et al., 2005).

The need for student support in the academic planning and decision-making process is highlighted by research findings, which indicate that:

a) Three of every four students are uncertain or tentative about their career choice at college entry (Titley & Titley, 1980; Frost, 1991).
b) Only 8% of new students felt they knew “a great deal about their intended major” (Lemoine, cited in Erickson & Sommers, 1991).

c) Over half of all students who entered college with a declared major changed their mind at least once before they graduated (Foote, 1980; Gordon, 1984).

d) Only one senior out of three would major in the same field they preferred as a freshman (Willingham, 1985).

This degree of student uncertainty and propensity for changing educational plans has been reported by research at all institutional types, including selective private universities (Marchese, 1992), large research universities (What We Know About First-Year Students, 1996; What Do I Want to Be, 1997), and small liberal arts colleges (Alpha Gives Undecided Students a Sense of Identity, 1996).

Studies such as those reviewed above suggest that those students' final decisions about majors and careers did not occur before entering college, but typically materialized during the college experience. Thus, it was not accurate to assume that students who entered college with "declared" majors were truly "decided" majors. Instead, it was more accurate to conclude that 75% of all students entering college were actually undecided about their academic and career plans, and at least half of all declared majors were "prematurely decided" majors, who eventually changed their minds. Naturally, some of this indecisiveness and changing of direction about majors was healthy, reflecting initial exploration and eventual crystallization of educational goals that naturally accompanied personal maturation and increased experience with the college curriculum. It was unrealistic to expect first-year students to make long-term educational commitments until they had gained experience with

specific courses and academic programmes that comprised the college curriculum, some of which they might have never encountered in high school (for example, philosophy or anthropology).

The relationship between effective educational decision-making and student retention has been empirically documented by Astin (1975), whose research indicated that prolonged indecision about academic major and career goals can be correlated with student attrition. Lenning, Beal, and Sauer (1980) also report that students' goal motivation/commitment correlates positively with persistence to graduation, and this correlation had been found to hold true for both men and women (Anderson, 1988). In addition, Willingham (1985) reported "poor sense of direction" to be one of the most frequently cited reasons identified by students as a factor that detracted them from experiencing a more successful and satisfying college career. In fact, Levitz and Noel (1989) found "lack of certainty about a major and/or career" to be the number-one reason cited by high-ability students for their decision to drop out of college.

The implication of these findings for academic advising was suggested by survey data gathered from 947 institutions by Beal and Noel (1980), who found that, "many students transferred—or sometimes dropped out—simply because they did not know that a particular course of study was available at their college, or because they thought they did not have a particular option in their programme of studies" (p. 103). College students clearly needed support from effective academic advisors to negotiate the challenging and sometimes confusing process of educational planning and decision-making.

National surveys of student retention practices provide additional evidence for a link between institutional improvement made in the quality of advising delivered to students and improvement in student retention. For instance, in a national survey of 944 colleges and universities, college administrators identified "inadequate academic advising" as the number-one characteristic linked to student attrition on their campuses. The same administrators reported that "improvement of academic advising services" was the most common retention strategy adopted by their institutions (Beal & Noel, 1980). The effectiveness of this institutional strategy was suggested by other national-survey data indicating that institutions which made improvements in their academic advising programmes experienced substantial gains in their student retention rates (Cartensen & Silberhorn, 1979). Consistent with the foregoing survey findings were the on-site observations of Lee Noel, a nationally recognized student-retention scholar and consultant, who reported: "In our extensive work on campuses over the years, [we] had found that institutions where significant improvement in retention rates had been made, almost without exception, give extra attention to careful life planning and to academic advising" (Noel, 1985: 13).

Advising is defined as "a systematic process based on a close student-advisor relationship intended to aid students in achieving educational, career, and personal goals through the utilization of the full range of institutional and community resources" (Ender, Winston & Miller,1984:18-19). The purpose of MAA is to enable an individual to find classes and programmes that suited

his/her educational and career objectives. MAA services provide accurate, up-to-date information, tailored to addressing students' needs. The goals of MAA as an instructional process helps students clarify their values and goals to better understand the nature and purpose of HE. Stull (1997) characterizes MAA as an ongoing and active process involving the student, advisor, and institution, the primary goal of which was to assist students in the development and accomplishment of meaningful educational plans that were compatible with their life goals.

According to Habley (1993), MAA is the most significant mechanism available on college and university campuses for aiding this process and this made it a crucial component of all students' experiences in HE. The advising process guides students in making responsible academic and career choices, setting goals, and developing sound educational plans compatible with career aspirations (Albany State University, 2009). Good advising entails helping the student to discern what direction his/her course of studies takes. Academic advising had been referred to as the "cornerstone of student retention" (Crockett, 1978). Advising contributes to the teaching and learning mission and is a student-centred process that facilitates behavioural awareness and problem-solving, decision-making and evaluation skills; encourages both short-term and long-term goal-setting; makes the students feel that they "matter"; stresses the shared responsibility between students and their advisor. The expansion of advising to mirror a more holistic/developmental approach would likely support the retention, graduation, and success rates among advisees. Koring, Killian, Owen and Todd (2004) argue that "Advising and teaching are similar

because both advisors and teachers are instructed in the areas of skills and content. Advising teaches skills like decision-making and critical thinking, as well as content like curriculum and academic regulations (Koring et al., 2004).

In the developed countries, MAA is part of the academic life in HEIs. Nagda, Gregerman, Jonides, Von Hippel and Lerner (1998) found that most students, including academically achieving students, entered university unprepared for the required level of work and often needed assistance to acclimatize to a new environment. These students typically entered college and were fearful, lonely, away from home, confused, in a strange environment, and needed an anchor/advisor, to provide stability, assurance and consistency. They needed an outlet for frustrations, someone to hear them out and to answer questions, and a source of confidential guidance, affirmation, and support (p. 91). They went to campus with a set of needs that had to be addressed in university so that they might succeed (Strommer, 1993). According to Bosler and Levin (1999), if an academic advisor provided information on institutional policies and procedures, it reduced students' frustrations and contributed to their success.

Researchers (Astin, 1993; Nagda et al., 1998; Tinto, 1993) found that, students' difficulties in identifying with and connecting to the academic and social cultures and sub-cultures within an institution led to poor academic performance and eventual withdrawal. MAA not only influenced students' academic and career choices but also played a critical role in creating and facilitating a productive academic culture among teaching staff in a departmental and university-wide context. MAA engaged students beyond their

own world views, while acknowledging their individual characteristics, values, and motivations as they entered, moved through, and exited the institution.

A study done in the London Metropolitan University, United Kingdom, by Skordoulis and Naqavi (2010) sought to identify the value of advising as perceived by undergraduate faculty members, attitudes and perceptions of faculty toward advising, and perceived competence and preparation level of faculty to advise students. A total of thirty-two respondents from the Business School faculty at the London Metropolitan University participated in the study. Advisors agreed that there was value in advising students, and most faculties perceived advising as a teaching activity and indicated that it should be a component in promotion and performance review. Most respondents reported that advising undergraduate students was a good use of their time, although the level of agreement was higher in reporting that they felt more competent and prepared to advise students on academic matters. However, most respondents had received little or no professional development in advising, and they expressed the need for assistance in advising on issues of university systems and regulations as well as personal matters. The previous study had looked at Business School faculty students. The respondents of our study were students in SoE at KU, Nairobi, Kenya. It also sought to find out if they were advised on both personal and academic issues.

A study conducted by Albany State University's College of Business Student Advising Improvement Committee in 2009 on importance of MAA found that almost 99 per cent of the respondents indicated that advising played an important role in retaining students. Faculties in this study perceived

themselves to be competent and prepared to advise students on academic and career decisions, but needed assistance in learning university procedures and regulations, using advising technology, advising on personal matters, and understanding the attendant legal issues. The same study further sought to find out the attitudes of faculty towards advising students. All respondents (100%) indicated that advising graduate students was a good use of faculty time, with 95 per cent of the respondents agreeing that advising undergraduate students was also time well-spent. Likewise, almost all faculty respondents agreed that advising was an effective way to build rapport (99.1%), retain students (98.6%), and recruit students (90.8%). Most respondents also agreed that faculty should advise students regardless of the level of compensation (71.5 percent), and that advising (either graduate or undergraduate students) should be an expectation of all faculties (67.1%). However, this study looked at both graduates and undergraduate students. The current study looked at MAA for undergraduate IBS only. The study also sought to find out if KU had a policy in practice as an intervention to improve the quality of educational programmes for IBS.

A study by Thomas and May (2011) on improving student retention and success found that, most institutions have not yet been able to translate what we know about student retention into forms of action that have led to substantial gains in student persistence and graduation. In most cases, the picture is complex and students leave as a result of a combination of interrelated factors. Among the reasons identified by the HEIs retention research synthesis include poor preparation of students for HE, weak institutional and/or course match, resulting in poor fit/lack of commitment and

unsatisfactory academic experience by students, lack of social integration as well as financial issues and personal issues.

Many students from 'non-traditional' backgrounds spend less time in HEIs than their peers because they have other commitments such as family, employment and community, and are more exclusively focused on academic achievement. This affects their understanding of HEIs structure such as registration, university regulations and procedures, careers and unit combinations due to time constraints and other obligations. The current study sought to find out from the IBS the personal and professional issues and areas that they needed MAA to improve on in order to enhance their academic work in KU.

A study conducted by Marcus, (2007) at a New Zealand University to check on the relationship of students' motivation levels and the need for MAA showed that there was no significant bearing on students' decision-making processes with regard to accessing academic advisory services. However, there was a slight trend indicating that students with higher motivation levels tended to follow through on their intentions to seek academic assistance. But students with lower motivation levels were less likely to ask for assistance even if they experienced academic difficulty. The findings of this study showed that students who were uninterested in their academic work in the first instance were not likely to seek assistance compared to more motivated students. The study indicated that fewer students than expected sought assistance from academic advisory services, but students not seeking such assistance from were consistent with expectations. Evidence suggests that they are less likely to

engage with student services (Dodgson & Bolam, 2002) and with career services (Hills, 2003), and often have friends and support networks outside higher education. These issues have been addressed in this study to establish if similar trends can be established with the IBS at Kenyatta University.

A pilot study conducted at University of Wisconsin-Stout (Droege, 2006) revealed a unanimous sense of dissatisfaction among non-traditional students with support services, programmes and policies. According to the study, an effort to provide quality education to the majority of the non-traditional students, failed to acknowledge the unique needs and special talents of the students who failed to achieve set educational objectives. According to the study, the university had over four years eliminated all support services at University of Wisconsin-Stout, including the services of a full-time advisor for non-traditional students. Consequently, the older adults felt as though they were not "real" students (Droege, 2006).

Within developing countries, especially those of Sub-Saharan Africa, the dramatic growth in student numbers associated with the shift from elite to mass systems was central to current transformations in terms of structure, purpose, social and economic role of HE. As a part of this process of expansion and diversification, new groups of students who, for various social-economic and cultural reasons, were traditionally excluded from or under-represented in HE, are accessing the institutions in increasing numbers. Emerging evidence from research point to the fact that HE systems have experienced growth in terms of students' numbers although this growth had barely addressed equity

considerations (Sawyer, 2004; Manuah et al., 2002, Mario et al., 2003). The rising enrolments, however, present new problems both of which are related to the capacity of the institutions to meet the academic and welfare needs of the diversified number of students. At the University of Botswana, the importance of MAA was recognized since the establishment of the university in 1982. However, a few issues had been seen as absent from the programme if it was to attain its value of creating a holistic environment that ensured learning as the central focus for the students and established opportunities that facilitated the full realization of their potential for academic and personal growth (A Strategy for Excellence, 2008:16).

According to the strategy of excellence, the university considered introducing incentives for academics who were advisors. These needed not only to be monetary. They included guaranteed parking, consideration for promotion, and other incentives that would motivate advisors. Other recommendations included the role of academic advisors to be clearly spelt out by the university, and advisors be given detailed information about where to refer students when they sought for assistance. Academic advisors also receive training. The university also enacted a policy that delineated academic advisors' workload issues, recognition and rewards, advising accountability, training expectations, and the duration of advising. Lastly, the University of Botswana to set up a task force to research academic advising models, document current practices in the university, and recommend the model to be adopted.

At the time of fieldwork for this study, Kenya had seven public universities and eighteen private universities. There were also other HEIs such as polytechnics and colleges. Due to this, there was diversity of students and therefore, called for the establishment of MAA at all Kenyan public universities. The Strategic Plan for Masinde Muliro University of Science and Technology, 2009/2010 – 2013/2014 for example makes a proposal for the mentoring of Science and Technology Middle Colleges through the establishment of linkages and collaborative relationship, approving credit transfer programme for diploma graduate, establishing programme for training of teachers and other staff and initiating collaborative research and innovative activities. The plan also makes wide proposals, which though they do not mention of MAA, point to the need for these services to serve the diversified student populations. Such proposals include the promotion of gender equity through establishing and operationalizing a gender unit, mainstreaming gender in the university policies, maintaining affirmative action in admission of female students, implementing affirmative action in the provision of scholarships and establishing mentoring groups.

A study by Bailey, Cloete and Pillay (2011) on HE and economic development in University of Nairobi found that some of the additional funds generated by the Module II academic programmes are earmarked to fund programmes in priority skills identified by the university council, for example, engineering. An institutional leader made reference to a university policy that all faculties need to develop student attachment/internship strategies in their courses. At the time of the interviews, only some of the academic programmes had instituted attachment or internship programmes and, in many cases, these were

experiencing some problems. For example, one respondent reported that feedback from an evaluation that was done suggested that the student attachment programmes of the university were not working optimally-in particular, that there was not "adequate supervision by the faculty" (Institutional leader). Another respondent revealed that the problem was the absence of a curriculum attached to the institution on mentoring and lack of proper evaluation mechanism. At Jomo Kenyatta University of Agriculture and Technology, there was a challenge to develop and execute intervention mechanisms such as counselling, mentorship and provision of pastoral care (JKUAT, 2009). At Kenya Polytechnic University College, half of the 13,000 students registered at the time of the study were of the self-sponsored (non-traditional category). By the time of this research (2012), the institution had established an alumni affairs office whose main objective was to build a lifelong relationship between students, alumni and the university college through alumni association. According to the alumni office, the high mobility of the students was because they had included all those students who had attended Kenya Polytechnic University College, at any part of their education. However, at the time of study the university had not introduced any MAA which would have helped the students and the alumni to mentor each other.

A study conducted at Laikipia University College of Egerton University by Muola, Maithya and Mwinzi (2011) on the effect of academic advising on academic performance of university students at Kenyan universities found that top-ranking academic advising needs were maintaining high grades, handling heavier academic workload, setting career goals, and setting academic goals

irrespective of the year of study and gender. The findings showed that, first (21%) and second (27%) year students were more likely to seek academic advising than third-year students (4%). An equal and low percentage (14%) of male and female students sought academic assistance from their academic mentors. The findings were attributed to the low percentage (11%) of students seeking academic advising and students' needs at different years of study irrespective of gender. However, the study looked at first and second-year students while the current study looked at all the four years of study.

Kenyatta University was the only public university, at the time of study, which had an established mentoring programme which aimed at nurturing and producing holistic graduates who would influence others positively. The programme however, targets students in the regular mode of learning. The Mission of the programme was to promote personal, social and academic success for undergraduate students of KU, while the vision was to contribute to a positive university experience and provide each student with the support needed to succeed at the University.

The weakness with the mentoring programme was that it is specifically tailored to the MAA needs of regular undergraduate students. This means that the IBS, who attend the institution during school holidays (April, August, December) did not have a MAA programme tailored to their needs. This is despite research evidence, some of which has been reviewed here showing that they should be given priority when institutions design MAA programmes.

2.2 Challenges Encountered by Institutional Based Students in Accessing Mentoring and Academic Advising in Higher Education Institutions

One challenge that HEIs had to contend with was how to meet the twin goals of diversifying student populations while at the same time increasing quality, retention and graduation rates. Increasingly, institutions were turning to interventions such as MAA advice. A review of literature revealed that the number of colleges offering mentoring programmes were on the rise (Haring, 1997), and mentoring was increasingly being viewed as a tool for promoting student retention (Walker & Taub, 2001) particularly, the retention of first-year students (Johnson, 1989). Mentoring had the potential to reduce students' feelings of marginalization, increasing their sense of personal significance—that they "mattered" (Schlossberg, Lynch, & Chickering, 1989), and provided an important "validation" experience for first-generation students, for whom the transition to college was not a normal or routine rite of passage (Rendon, 1994). HE policy has also created a series of challenges for HEIs, through financial constraints and administrative reporting processes. HEIs are fully accountable financially for students for the duration of the student lifecycle and are penalised for enrolled students dropping out or failing to progress. Philips (2006) agrees: "With an average of 14% dropout, approximately 44,000 individuals per year will enter HE but will not complete their course" (p.15). The student experience is a highly complex area, especially for non-traditional students who pose additional challenges.

According to Johnstone (1998), HE was undergoing enormous reforms, including finance and management reform agenda which could be viewed in the context of five themes, namely:

a) Expansion and diversification-of enrolments, participation rates, and number and types of institutions;
b) Fiscal pressure-as measured in low and declining per-student expenditures and as seen in overcrowding, low-paid (or unpaid) faculty, lack of academic equipment or libraries, and dilapidated physical plants;
c) The ascendance of market orientations and solutions, and the search for non-governmental revenue;
d) The demand for greater accountability—on the part of institutions and faculty, and on behalf of students, employers, and those who paid; and
e) The demand for greater quality and efficiency—more rigor, more relevance, and more learning.

According to Wyckoff (1999), interpersonal relationships are important in determining the success of mentoring and academic advising. As the author argues, this is because, persistent research shows that undergraduate students value most highly academic advisors who function as mentors or counsellors, and who are available and accessible, knowledgeable and approachable. The implication of this study is that quality academic advising and mentoring should be one where both the perspectives of the student advisees and advising scholars are integrated into the advising process. According to the study a process where both the perspectives of the students and advisors are integrated means that the advisor is seen as a humanizing agent, a counsellor, a mentor, a confidante and an educator.

In a nutshell, whereas progress had been made in increasing student enrolments in African universities, there was a compelling imperative to establish management systems in the institutions to ensure that expanded enrolments were accompanied with quality academic processes if HEIs had to contribute to the economic and social development of societies (Duraisamy, 2000; Schady, 2002 & Lam, 1999). Academic advising and mentoring is one such intervention that institutions can implement to address the above situation. Findings from national advising surveys conducted regularly for the past 25 years by American College Testing, repeatedly point to the following elements as being essential to, but often absent from, academic advisement programmes in HE.

a) Formulation of a programme mission statement that clearly articulates the meaning and purpose of academic advising. Only 54% of post-secondary institutions had a written statement that articulated the purposes and procedures of their advising programme (Crockett, Habley, & Cowart, 1987). At best, this suggested a lack of clarity about programme mission and goals; at worst, it suggested that advising was not considered to be a bona fide educational programme with important goals and objectives.

b) Provision of sufficient incentives, recognition, and reward for effective academic advising; approximately, one-half of faculty contracts and collective bargaining agreements made absolutely no mention of advising as a faculty responsibility (Teague & Grites, 1980). Less than one-third of campuses recognized and rewarded faculty for advising and, among those that do, advising was typically recognized by giving it only minor consideration in faculty promotion and tenure decisions (Habley, 1988).

A more recent survey of first-year academic practices at close to 1,000 colleges and universities revealed that only 12% of post-secondary institutions offered incentives or rewards that recognized outstanding advising of first-year students (Policy Centre on the First Year of College, 2003). In a review of national survey data relating to advisor evaluation and rewards, Creamer & Scott (2000) reached the conclusion that failure of most institutions to conduct systematic evaluations of advisors was explained by the fact that the traditional reward structured often blocked the ability to reward faculty who were genuinely committed to advising" (p. 39). This study and the finding in particular reflect some of the problems that faculty in established African universities find with the new increased group of non-traditional students. Older faculty may want to continue operating within the logic of the traditional university, populated with regular students from high schools. The new emerging reality is however different.

c) Established criteria for the recruitment, selection, and deployment of academic advisors**.** Over two-thirds (68%) of post-secondary institutions surveyed had no criteria for selecting advisors (Crockett, Habley, & Cowart, 1987). This implied lack of attention to professional preparedness of academic advisors and indifference to the identification of advisors most qualified to work with students who were at risk for attrition. It was also noteworthy (and disturbing) that academic advising effectiveness was almost never mentioned as one of the selection criteria listed in job advertisements or position announcements posted by post-secondary institutions seeking to recruit and

hire new faculty, substantive orientation, training, and development of academic advisors.

Only about one-third of college campuses provided training for faculty advisors; less than one-quarter required faculty training; and the vast majority of institutions offering training programmes focus solely on dissemination of factual information, without devoting significant attention to the identification of the goals or objectives of advising, and the development of effective advising strategies or relationship skills (Habley, 1988). The upshot of the foregoing findings was encapsulated in the following conclusion reached by Habley (2000), based on his review of findings from five national surveys of academic advising: "A recurrent theme, found in all five American College Testing, surveys, was that training, evaluation, recognition and reward had been, and continue to be, the weakest links in academic advising throughout the nation." For instance, a blue-ribbon panel of HE scholars working under the auspices of the National Institute of Education (1984) concluded that, "Advisement was one of the weakest links in the education of college students" (p. 31). Similarly, a national report issued by the Carnegie Foundation, based on three years of campus found advising to be one of the weakest links in the undergraduate experience.

2.3 Organization of Mentoring and Academic Advising Services in Higher Education Institutions

A study by Mary (2011) established a high competition especially among sub-top universities and colleges. In line with the literature (Darkenwald &

Merriam, 1982), the community college in this study offered virtually everything for everyone and even students without a GED were able to attend the college. The universities also used practices that tried to break down the barriers that prevented adults from enrolling such as flexible and student friendly, mode of delivery and mentoring services.

The study suggests that for IBS to access and complete university programmes there need to be facilities that can break down barriers, extensive information about the programme and especially regarding the possible solutions for the expected barriers. Further, the facilities need to be clearly visible to the right target audience through selected recruitment. Various studies (see for example, Bonwell & Eison, 1991, Lareau, 1996, Ender 1994, Wyckoff 1999) suggest seven aspects related to organization of mentoring programmes and pedagogy that institution should take into account to enhance the quality of academic advising and mentoring. These are:

- Providing strong incentives and rewards for advisors to engage in high-quality advising:
- Strengthening advisor orientation, training, and development as critical components of the institution's faculty/staff development program:
- Assessing and evaluating the quality of academic advisement:
- Maintaining advisee-to-advisor ratios that are small enough to enable delivery of personalized advising:
- Providing strong incentives for students to meet regularly with their advisors:

- Identifying highly effective advisors and “front loading” them to work with first-year students, particularly first-year students who may be “at risk” for attrition:
- Including advising effectiveness as one criterion for recruiting and selecting new lecturers:

In South Africa, MAA at Temple University was done in the School of Communications and Theatre Advising Centre as a part of student affairs. The primary goal of advising was to provide ongoing support for new freshmen and first semester transfer students. This was essential in making sure that students were on the right track and were taking the appropriate courses for their majors and giving guidance in study abroad programmes for those who had an adventurous nature. The programme also encouraged all first-year students to see an academic advisor, not only when it was time to register for classes, but whenever they had a question concerning their programme or about the university. The programme also supported first-year students through freshman seminar. This one-credit course covered such topics as time management, study skills, test-taking strategies and other academic success tips. It also discussed Temple’s support services such as financial aid, career development, counselling services, and student health services (Temple University, website). This study looked at the MAA of first year students while our study sought to find out what services were available for first to fourth year IBS in KU.

In the same university, students made appointments with an academic advisor mainly to register, check progress and grades, consultation on intra-university

transfer and other personal concerns. This study sought to establish from the IBS at KU if similar issues, like the ones reported in the study formed part of the reasons why they required and sought for MAA services. The University of Wales Institute, Cardiff, identified transition to HE as a recurring theme in its institutional research. The part-time degree scheme, which was originally set up in 1990, in the Department of Adult Continuing Education's flagship programme was delivered on the university campus in 15 community venues in South-West Wales and the programme, has now produced almost 400 graduates. It had targeted students who had not had the opportunity of studying at higher educational level previously and who, because of work commitments or caring responsibilities, would not study on a full-time basis (Thomas & Jamieson, 2011).

In setting up the scheme, which was geared towards adult students who studied on campus or in the community on a part-time basis, the department sought to provide a totally supportive learner-centred environment for students by working closely with tutors and community venue partners to ensure that the diverse needs of students were met. This meant providing help with childcare, with funding issues, and support for students with disabilities, flexibility in timetabling to cater for students with caring responsibilities. There was therefore need for an impartial educational advice and guidance, a specific preparatory programme offered on campus and in community venues, and extensive study skills support. Additionally, academic tutors were selected not only on the basis of their expertise, but also on the basis of their experience in

dealing with adult students who came from a variety of social and educational backgrounds.

The pedagogical approach in the department was one of using students' own personal experiences to bring academic subject alive. It was by using all the support measures above that the department was able to achieve a retention rate of 85% and avoided the low retention rates that were widespread to other regional providers. The support that was offered to part-time degree students included: a 'preparation for study' course at the start of each academic year (approx. eight hours). This formed the basis of a brief introduction to the study for adult learners, and outlines the support and resources available to part-time degree students (Thomas & Jamieson, 2011).

Yorke (2001) highlighted that roughly two-thirds of all university dropouts happen throughout or by the end of the first-year in university. Research suggests that effective transition and induction in the first six weeks of the term are fundamental factors in promoting student success. Ensuring confidence with the rigours of academic life and developing a peer community are achieved.

Other issues that have been researched relate to the process of academic advising and mentoring and specifically the ethical issues that advisors and mentors need to take into consideration. A study by Bosler and Levin (1999) argues that advisers are responsible for a range of issues that include academics (administrative, curricular, support, and grievance related),

availability, career planning, ethics, and student growth and development. Additionally, academic advisers guide students on matters of internships, help to troubleshoot to make the system work for students, advise foreign students (with inherent language and cultural difficulties), and advise students with disabilities. In reinforcement of the observations by Bosler and Levin (1999), Lowe and Toney (2000-2001) argue that for MAA to be effective universities should recognize MAA as a higher priority activity, advisers be trained, advising responsibilities be defined, materials be improved and made more widely available, and accountability, evaluation, and reward measures be instituted for advisors (p. 93). Bosler and Levin, further provide suggestions of the ethical considerations that should guide the academic advising and mentoring process. Key areas in the guidelines included confidentiality, mentor/mentee relationship, competence and ethics.

The issues addressed by Bosler and Levin (1999) and Lowe and Toney (2000-2001) relate to the professional competence and commitment of lecturers who are appointed as academic mentors and advisors to undertake this role with the ethical commitment required. These issues also concerned our study. The researcher sought to establish the qualifications of those who were serving as mentors in Kenyatta University at a time of this study. Their training and its relevance to MAA needs were also explored.

In Botswana, a study undertaken at the University of Botswana (Motshegwa 2010) reveals different reasons why MAA programmes fail in institutions.

Motshegwa's study documents various factors why MAA programmes have failed in the University of Botswana. These factors are;

a) Lack of commitment from institutional leaders to formalize the system of academic advising and mentoring and allow it to work as in other institutions of higher learning.
b) Failure to consider student advising and mentoring by academic staff as a requirement for promotion and review of academic staff. The Performance Management System manual is also silent on this matter. Consequently, this gives the impression that this is not one of the core areas of performance for academic staff, yet student experience is one of the priority areas in the UB Strategic Plan.
c) Academic advisers at the UB still carry heavy teaching loads, as do their colleagues in other departments. In addition, advisers are expected to participate in research and provide service to the university and community, and their performance is assessed accordingly. There are no other incentives for academics assigned an advising role.
d) Lack of MAA guidelines, which results in academic advisers feeling inundated with work from other departments within the university.

Motshegwa's study recommends that for MAA to be successful the University of Botswana in particular and universities in general should consider introducing incentives for academics advisers, clearly spell out their roles through a policy framework and build their capacity through training.

Some studies have established that university students may not seek academic support services even when the services are provided by the institutions

(Friedlander, 1980; Walter & Smith, 1990). This is especially true for those students who are most need of support (Knapp & Karabenick, 1988; Abrams & Jernigan, 1984). At-risk students, in particular, have been shown in the literature to have trouble recognizing that they are experiencing academic difficulties and are often reluctant to seek help even if they did recognize their difficulties (Levin & Levin, 1991). These findings are especially disturbing when viewed in light of meta-analysis research, which reveal that academic support programmes designed for underprepared students exert a statistically significant effect on their retention and grades when they are utilized (Kulik, Kulik, & Shwalb, 1983). Taken together, the foregoing set of findings strongly suggested that institutions should deliver academic support intrusively—by initiating contact with students and aggressively bringing support services to them, rather than offering services passively and hoping that students would come and take advantage of them on their own accord.

The findings are similar to a study in Kenya by Muola, Maithya and Mwinzi (2011) was important to this study in terms of focusing on the role of MAA in universities and aspects of methodology. Muola et al study was undertaken in Egerton University, Kenya with the objective of establishing the effect of academic advising on academic performance and the influence of year of study and gender on students' tendency to seek academic advising. The ex-post facto research design was used. No significant relationship ($r = 0.099$) was found between academic advising and academic performance.

Though the above study benefited the present study in terms of focus and methodology, the current study focused on non-traditional students while the study by Muola et al focused on regular undergraduate students. Two the current study sampled both lecturer mentors and students while the study above focused on students only. The present study also explored a formal programme of mentoring and academic advising at KU, while the study by Muola et al conceived of MAA as an informal activity where students in distress seek out the advice from lecturers in an informal manner.

2.4 Strategies of Implementing an Effective Mentoring and Academic Advising Services for Institutional Based Students

Crookston, (1972) describes two styles of academic advising that are developmental and prescriptive. Developmental advising is based on a (personal) relationship between the student and advisor and integrated academic, career, and personal goals into the advising process, rather than solely focusing on academic goals (Jordan, 2000). It has the greatest impact through supporting and challenging students to take advantage of the multitude of learning opportunities outside their formal classes and to use the human and programmatic resources designed to promote development of their talents and broaden their cultural awareness. This form of advising contributes to students' rational processes, environmental and interpersonal behavioural awareness, as well as problem-solving, decision-making and evaluation skills. An advisor using the prescriptive approach supplies information to the student, giving out information about university resources. The developmental approach, on the other hand, urges students to take responsibility for their own college

experience and career goals. In a developmental advising relationship, students and faculty share responsibility.

In September 2005, the universities in United Kingdom set up Personal and Academic Support System (PASS). Each PASS tutor ran a programme of small group tutorials throughout the first-year with tutees. Eight tutees were allocated to each tutor strictly within their discipline, giving cohort identity among that tutor's students and building empathy between tutor and students. Students benefited from structured study skills training, and helped combat information overload that happened at the start of the year by drip-feeding information to students at the time when it was relevant. Groupwork brought cooperation between students and helped build cohort identity and peer support among students within the discipline. Face-to-face meetings built student confidence with staff and provided tutees with a feeling of belonging in the academic community. Through fortnightly tutorials, students got to know one faculty member well, so they had somebody to contact if they experienced difficulties which interrupted their studies. When students approached tutors with non-academic issues, they were referred for professional help for example counselling, financial aid, or accommodation.

Findings of the study showed that interviewees of a minority group of students supported the concept that interventions needed to be inclusive and ongoing. Additionally, these interventions took into account the changing socio-cultural aspects of these new students and offered supportive environments designed to help them acquire strategies that led to mastery in HE. McCabe (2000) notes, "Minorities had made progress but were far from achieving educational

equality" (34). The strengths of these programmes lay in the close connections that students were able to work with faculty and staff throughout the length of the programme. They also experienced the demands and expectations of academic and social life on campus. This interdisciplinary approach to a course of study provided comprehensive instruction that was designed to enhance reading, writing, critical thinking, and time-management skills. Students were able to gain confidence and experience in academia within a sheltered, supportive environment. Other interventions used included coursework that enhanced students with multiple opportunities to practise and develop transferring strategies and skills within an authentic, meaningful context.

With reference to peer mentoring, many theorists agree that student voice is central to achievement within HE, (Thomas & Crosling, 2007) and that mentoring can be an avenue for this. They also argue that good quality peer-mentoring can lead to academic achievement and progression within university. Solomon and Stuart (2006) agree and discuss how growing research in the field of the learners' voice highlights the need for students' experiences and background before HE to be taken into account when researching. If learning is to be successful, it is learners' own voices that need to be heard…If we are to provide appropriate learning experiences in the future, then it is essential that we listen to and learn from learners themselves. (p. 2).

In a study to examine institutional perspective on retention strategies in London Metropolitan University; Blagburn and Cloutterbuck (2011) found

that the mentoring component in the BA Education Studies Transition programme attempted to address this, with mentors regularly informing staff of their experiences, questions and issues. The mentors were seen as another avenue for the mentees' voices to be heard. Phillips (2006) went further in linking student voice and peer mentoring by comparing universities with peer mentoring and those without. The research indicated: that students at the non peer mentoring university displayed a decrease in self-esteem and social support from time one (five days into university) to time two (end of the first semester). The students who had the experience of a peer mentor had higher levels of university support (including staff); were better adapted to university and were less likely to want to withdraw (p. 15).

The matching of the mentor-mentee groups was strategic, taking into account the cohort dynamics and mentor experience, for example mature students were matched with a mature mentor, joint honours students were grouped with a joint honours mentor and returning mothers were again paired with mentors that had a similar experience. The mentors had been identified from the 2nd year cohort of the programme with tutor recommendations. The mentors were identified for their academic ability, enthusiasm for the course, leadership skills and general attitude to university. This matching, particularly of non-traditional students, proved to be effective as mentees reported that they felt that they could easily relate to their mentor because they valued their experience and motivation to succeed. Sixty-one per cent of students reported that meetings with their mentor helped them settle into university life.

Tinto (1975) also reports that out-of-class contact between faculty and students had particularly powerful effects on the endurance of students who were "withdrawal prone." Pascarella and Terenzini (1979) also found that the frequency of non-classroom contact between students and faculty to discuss academic issues had its most positive influence on students with low initial commitment to college, and students whose parents had relatively low levels of formal education. In a national report on HE, the education commission of the states included out-of-class contact with faculty as one of its 12 essential attributes of good practice claiming that, "Through such contact, students were able to see faculty members less as experts than as role models for ongoing learning" (1995: 8). This assertion is supported by a broad base of research, which demonstrates that student-faculty contact outside the classroom is strongly correlated with student retention (Bean, 1981; Pascarella 1980; Pascarella & Terenzini 1979, Terenzini & Pascarella, 1977, 1978; Pascarella & Terenzini, 1991).

Another strategy to improve both the academic performance and retention of first-year students is by increasing their utilization of campus support services. Research suggests that there is a positive relationship between utilization of campus-support services and persistence to programme or degree completion (Churchill & Iwai, 1981; Pascarella & Terenzini, 1991). In particular, students who sought and received academic support had been found to improve both their academic performance and their academic self-efficacy. In other words, they developed a greater sense of self-perceived control of academic outcomes, and developed higher self-expectations for future academic success (Smith, Walter, & Hoey, 1992).

One way that colleges and universities are able to positively influence the extent and quality of student-faculty contact is through high-quality academic advisement—delivered by faculty through out-of-class interaction with students. Given the direct empirical association between student retention and student-faculty contact outside the classroom, especially when such interaction involves discussion of students' academic and career plans (Wilson, 1975; Terenzini, 1986), it is reasonable to predict that high-quality advising has a significant impact on student retention in general, and the retention of at-risk students in particular.

A study by Thomas and May (2011) on HEIs retention research synthesis presented evidence to suggest that the following two types of intervention promote student retention and success: (a) pre-entry information, preparation and admission; (b) induction and transition support; curriculum development, social engagement, student support, including financial support, data and monitoring. At a strategic level, Yorke and Longden (2008) suggested that an institutional commitment to student learning (and hence to student engagement), proactive management of student transition, curriculum issues such as treating learning as an academic and social setting, and choosing curricular structures that increased the chances of student success, contributed to good student retention. As Wyckoff (1999) notes: "To establish a high degree of commitment to the academic advising process, university and college administrators must become cognizant not only of the educational value of advising but of the role advising played in the retention of students" (p. 3). High levels of academic and social integration of students lead to high student

retention (Tinto, 1987; Tinto, 1993). When students learn more, they find more value in their educational experience, and they are more likely to finish their degree programme (Tinto, 2003).

A 2004 ACT study in State University of New York found three interventions responsible for higher than average rates of student persistence, academic advising, first-year programme, and learning support. Some practices cited as noteworthy were: integrating advising with first-year programmes, intrusive interventions with high risk populations, comprehensive learning assistance centres, combined advising and career/life centres, summer bridge programmes, recommended course placement testing, performance contracts for students in difficulty, joint residence hall advising programmes, and extended first-year orientation for credit.

Seidman (1991) randomly assigned State University of New York system students to either a control group receiving a “regular” orientation process, or a test group. The test group received pre-and post-admission advising, were advised on becoming more socially and academically involved on campus, and met with their assigned academic advisor an additional two times during the term to discuss overall progress and academic adjustment. At the conclusion of the term, the test group persisted at a rate of 20 percentage points above that of their peers in the control group. This study and several others reviewed by Pascarella and Terenzini (2005) indicated that participating in an advising programme had a statistically significant impact on student persistence. However, similar studies have not been done in Kenya and especially in KU.

This study therefore, sought to address this issue of MAA services with reference to IBS.

2.5 Summary of Reviewed Literature

Literature reviewed in this section points out that most higher education institutions are increasingly using academic advising and mentoring as an intervention to enrich the quality of academic programmes. This, as the literature shows, is particularly so in the developed countries where MAA is adopted as part of the academic programmes targeting retention and completion rates of at 'risk' non- traditional students. In the case of developing countries, literature shows that higher education institutions are still grappling with how such services can be included in their academic programmes because of lack of staff and adequate financial resources. The growing enrolment of students who can be considered 'at risk' (non-traditional students) especially in African universities has not been accompanied by the integration of MAA services to enhance quality.

The need for these services has not also generated much academic research or policy in countries such as Kenya, as can be attested by the little research available in the area. In the case of Kenyan universities, studies reviewed have shown that the increased enrolments of non-traditional, especially IBS is having negative outcomes in terms of quality. However, the institutions treat students almost homogenously in terms of support needs. Studies have not been undertaken, to establish especially from the perspective of the IBS what they felt about the support systems in the institutions and if the mentoring programme catered for their needs. What exists in most institutions are

guidance and counselling units and programmes that were designed when the institutions were admitting smaller numbers of first generation students. In the case of KU where this study was undertaken, the importance of MAA has been underscored, but only in terms of addressing the needs of regular undergraduate students.

This is despite evidence from literature reviewed showing that non-traditional students usually have problems adjusting to the academic culture of institutions and should be given priority in the design and provision of MAA programmes. Hence, this study was particularly intended to fill this gap, by establishing from the perspective of IBS at KU what their MAA needs were, and if they felt the institutions were meeting these needs.

CHAPTER THREE: RESEARCH METHODOLOGY

3.0 Introduction

This chapter describes the research methods and procedures that were used in this study. In particular, the chapter describes the study design, study sites, study population, sampling procedures and sample size, research instruments, data collection, ethical consideration, data analysis and reporting procedures.

3.1 Study Design

The study used descriptive research methodology, qualitative in approach. A case study technique was adopted to enable the researcher to achieve, among other things, an in-depth collection and analysis of data. According to Cochran (1997), descriptive research methodology enables the researcher to investigate and describe the current phenomenon within its context. In this study, the phenomenon that was explored was MAA needs of IBS, enrolled in the SoE at KU. The approach was appropriate because it enabled the researcher to describe situations, perceptions, opinions, attitudes and the general demographic information that are currently affecting MAA needs of IBS in KU.

The researcher also sought to gain an in-depth understanding of students regarding how they viewed issues of MAA needs in the institution, their awareness of what MAA needs were and if they felt there was a gap that needed to be filled. The qualitative approach allowed for shared dialogue between the researcher and the participants. The researcher was able to draw attention and conclusions from diverse perspectives from a synthesis of the results and placed the focus on the students' own perceptions while exploring

the complexities and meanings of their experiences (Liamputtong & Ezzy, 2005).

3.2 Study Locale

Kenyatta University was purposively sampled as the locale for the study. KU as the study locale is situated about 23 Kilometres from the City of Nairobi on the Nairobi-Thika super highway. At the time of this study, the university had 2,631 undergraduate students enrolled in various IBPs. The university offers a range of services and programmes. The following are some of the services that have a direct link with mentorship and academic areas:

a) Mentoring Programme

The university has a mentoring programme that helps to nurture the students in order to make the right decisions and career choices. The programme currently targets regular undergraduate students in regular mode of learning. The mentoring programme involves staff to students' mentorship, students to students nurture and mentorship programme, countrywide mentorship visits to secondary schools and the Growing Leaders Programme Initiative. The main aim of the latter is to nurture leaders out of students.

b) Counselling Services

The university also has counselling services for students. These services are offered free of charge to students and staff. The office deals with both individuals and groups as need may arise. Willing students are encouraged to join the peer counselling group who are of great help when dealing with fellow students.

c) Dean of Students Office

Issues regarding student welfare were handled by the Dean of Students who is mandated to oversee most of the personal and socio-economic affairs of students in both Main and Satellite Campuses. The Dean is assisted by three deputies, of whom two are in Main Campus and one is in charge of Ruiru and Parklands Campuses. The office co-ordinates several welfare activities and services such as counselling, games and sports, matters of faith, students governance, students with special needs, registration of clubs and societies among others.

d) Chaplaincy

Matters of faith are coordinated by chaplains for the Protestant, Catholic and Seventh Day Adventist students and an Imam for the Muslims. Students are expected to liaise with their respective leaders in order to know when and where to go for worship or spiritual counselling.

It can therefore be argued that despite the higher enrolment ratios, and the fact that the mentoring programme that was operational at the university at the time of the study targeted regular students only; the university had established various channels to assist students with advice on various issues affecting their academic life.

3.3 Study Population

A population is defined as all members that are described by the characteristics selected by the experimenter. This entailed all the lecturers, administrators and students enrolled in the IBP at KU at the time of the study. This was because all the students shared characteristics that designated them as non-traditional

students as conceptualized in Chapter One of this study. The target population for the study included all students enrolled in the IBP at KU. The IBS in the university constituted the universe sample. These informants were critical to the investigation since they provided most of the insightful, analytical, and specific information from which the study based its findings and recommendations on MAA.

Table 3.1: Population of All Institutional Based Students and Year of Study in Kenyatta University

Description of Degree Course	Year of Study				
	2011	2010	2009	2008	Total
	1st yr	2nd yr	3rd yr	4th yr	
Bachelor of Education (Arts)	379	329	443	305	1456
Bachelor of Education (Science)	83	70	86	70	309
Bachelor of Education (Early Childhood)	91	79	83	69	322
Bachelor of Education (Special Education)	54	45	72	55	226
Bachelor of Education (Home/Economics)	1	4	2	1	8
Bachelor of Science (Environmental Health)	41	55	25	24	145
Bachelor of Science (Library and Information Science)	07	06	07	02	22
Bachelor of Science (Health, Records, Information Management)	32	19	20	-	71
Bachelor of Art (Music)	02	-	-	-	2
Bachelor of Science (Fashion and Design)	4	3	5	4	16
Bachelor of Science (Hospitality Management)	6	1	-	-	7
Bachelor of Science (Nursing and Public Health)	16	-	3	1	20
Bachelor of Science (Food Nutrition and Dietician)	2	2	8	6	18
Computer Science	1	3	3	6	13
Bachelor of Art (CP)	1	-	2	3	6
Total Number of All Undergraduate IBS	720	616	759	546	2,641
Total Number of Undergraduate IBS in School of Education	608	527	686	500	2,321
Total Number of IBS Enrolled in other Degree Programmes	112	89	73	46	320

Source: Kenyatta University Student Registry office (2012)

3.3.1 Composition of Informants

The informants included all IBS enrolled in the various degree programmes and lecturers identified as mentors in the mentoring directorate in the SoE. It also included three (3) administrators namely: the Director of Mentoring, Dean School of Education and Dean of students in KU. The population of the IBS enrolled in the various degree programmes is as shown in Table 3.1 and the population of the lecturers distributed according to gender is shown in Table 3.2.

Table 3.2 Population of the Lecturers in Kenyatta University Distributed According to Gender

Schools	Gender		
	Male	**Female**	**Total**
School of Pure Applied Science (SA&AS)	108	34	142
School of Agriculture and Enterprise Development	25	8	33
School of Applied and Human Sciences	17	39	56
School of Business	32	15	47
School of Economics	21	7	28
School of Education	82	62	144
School of Engineering and Technology	47	8	55
School of Environmental Studies	34	16	50
School of Health Sciences	53	21	74
School of Hospitality and Tourism	11	7	18
School of Humanities and Social Science	154	68	222
School of Law	5	4	9
School of Visual and Performing Arts	27	14	41
Total	616	303	919

Source: Staff Personnel Data Office (2012). Last updated on Monday, 12th March 2012, at 09:31

3.4 Sample Size and Sampling Procedures

3.4.1 Selection of Kenyatta University: Sampling procedure

Ideally, the study should have involved all the five campuses and the eight regional centres affiliated to KU. However, the campuses and the regional centres were widespread throughout the country and application of research

instruments was likely to pose administrative and financial problems. Therefore, KU main campus was purposively sampled for the study because it had an established directorate for student mentoring services and a diverse majority of the IBS. The directorate was established on 21st June, 2006. This was in recognition of the fact that all regular university's newly admitted students came from diverse socio-economic and cultural backgrounds and had different expectations from the university exposure and experiences.

Further, KU main campus was picked because besides the existence of the mentoring unit, it was the largest teacher education institution. MAA would therefore form part of the critical component of teacher preparation. This was even more important when dealing with a population of serving teachers as this study did.

3.4.2 Sampling of schools

School of Education at Kenyatta University was purposively sampled for the study. This purpose selection was based on the fact that the school had the highest enrolment of IBS at the time of the study. The justification for the choice of Bachelor of Education IBS was because the SoE had the largest number of students in KU IBP. For example, in the year 2011, all undergraduate IBS enrolled in KU main campus were 2,641(100%) as shown in Table 3.1. Out of these, SoE had a total of 2,321(88%) students in all the education degree programmes compared to 320 (22%) students from other schools (Kenyatta University Student Finance, 2012). Table 3.3 shows a summary of the number of IBS in the SoE studying various degree programmes and years of study.

Table 3.3: Institutional Based Students in School of Education

Bachelor of Education Degree Programme	Year of Study				
	2011	2010	2009	2008	TOTAL
	First Years	Second Years	Third Years	Fourth Years	
Bachelor of Education (Arts)	379	329	443	305	1456
Bachelor of Education (Science)	83	70	86	70	309
Bachelor of Education (Early Childhood)	91	79	83	69	322
Bachelor of Education (Special Education)	54	45	72	55	226
Bachelor of Education (Home/Economics)	1	4	2	1	8
Total Number of Students in Institutional-Based Education Programme	608	527	686	500	2,321

Source: Kenyatta University Student Finance (2012)

3.4.3 Sampling of students

According to Gay (2009), for a descriptive research, a sample of 10 per cent of the population is considered minimum. For the purpose of this study, the researcher sampled 320 (13.8%) IBS out of the 2,321(100%) students enrolled in the SoE. The sample was arrived at through a process of systematic random selection. The researcher got the sample by first assigning numbers to the IBS as they enrolled for their April 2012 programme. Secondly, students were stratified according to year of study and gender. Stratified random sampling was used to place students into different strata according to gender and years of study. These two characteristics were thought to influence students' perceptions of the issues under investigation. While social science tells us that gender influences the manner different genders perceive and discuss social reality, length of stay in an institution also plays a part in the manner individuals learn the way and culture and how an institution operates. The justification for using stratified sampling technique was that it was appropriate

because the population from which the sample was drawn did not constitute a homogenous group. In stratified sampling, the population is divided along some characteristics before the sampling simple is done (Yates, David & Daren, 2008). In this study, the year of study and gender of the students were the most important characteristics to be considered.

The final 10% was arrived at through systematic random sampling. Systematic random sampling is a method of selecting number of units from a population such that characteristics within the population have an equal chance of being drawn (Castillo, 2009). The justification of using this method was because it spreads the sample more evenly over the population, it is easier to conduct than a simple random sample and it may also be more precise. One has to only select a single random integer across the interval size (Castillo, 2009). The systematic random sampling was therefore, used to sample 320 (13.8%) of the IBS from each stratum to participate in the study as follows: the interval referred to as (k) was obtained through dividing the total number of units (N) by the sample size (n) to get the interval from which a random integer was used to start things off (Castillo, 2009). For example in this study, to get the interval size, the total number of IBS in the SoE which was 2,321 (N) was divided by the sample size which was 320 (n) giving an interval of 7(k). After getting the interval, we chose a random starting point, that is, any random integer from 1 to 7 could be used. Therefore, in this study 4 was selected as the integer to begin the sampling process and so the researcher sampled students who had been assigned numbers by circling numbers four(4), 11, 18, 25, 32, 39 and every 7th interval from the different years of study.

Secondly, the researcher counted all the 7th number and circled it to get the actual sample size of the study. In this case, therefore, first-year students who were 608 in number gave a sample size of 82, second-year students who were 527 gave a sample of 74, third-year students who were 686 gave a sample of 95 students and fourth-year students who were 500 students gave a sample of 69 students. Gender stratification that was done according to year of study was as follows; eighty-two (82) first-year students comprised 43 males and 39 females, 74 second-year students had 34 males and 40 females, 95 third-year students consisted of 38 males and 57 females. Finally, 69 fourth-year students had 46 males 23 females making a total sample of 320 IBS sampled from the School of Education. This information is shown in Figure 3.1

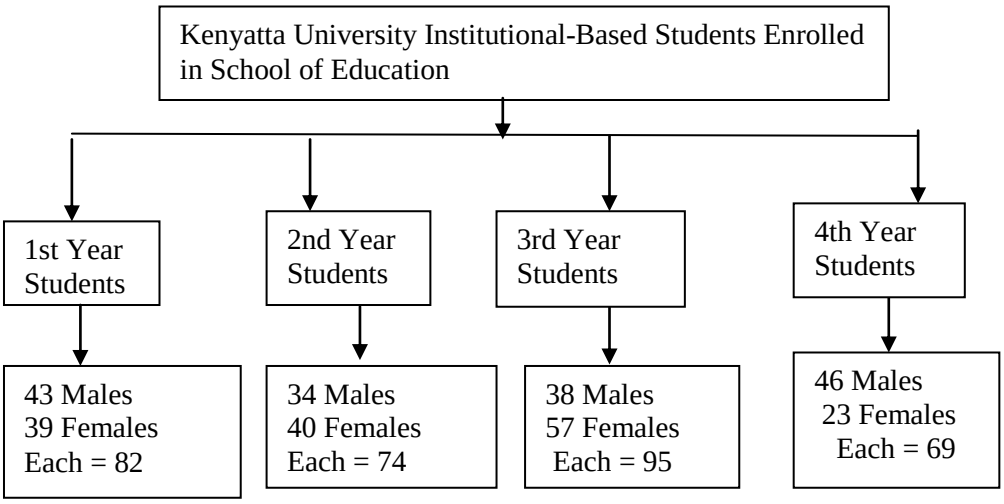

Figure 3.1: Schematic Representations of the Stratification of IBS in Bachelor of Education

N=320

3.4.4 Sampling of lecturers

Kenyatta University had a total of nine hundred and nineteen (919) members of the teaching staff at various grades at the time of this study. Of these one

hundred and forty-five lecturers (145) were serving in the SoE and spread across all the seven departments. These seven departments were: Educational Psychology, Educational Management Policy and Curriculum Studies, Educational Communication and Technology, Educational Foundations, Library and Information Science, Early Childhood Studies and Special Education. The researcher targeted lecturers from the SoE who were serving as mentors with the directorate of mentoring.

As has been discussed elsewhere in this study, the mentoring unit at KU was not catering for IBS at the time of the study. However, the researcher targeted the lecturers who were serving as mentors for two reasons. First, as a consequence of their serving as mentors for the regular students, the lecturers must have developed a wide perspective regarding the place of mentoring in academic institutions and in meeting the demands of various groups of students within the institutions. Second, and most importantly, these lecturers also taught IBS, besides teaching and mentoring regular students. The assumption was that in the course of teaching IBS, the lecturers could have encountered issues affecting the students which attracted their attention as mentors. Besides, IBS in need of MAA might have been informally seeking the help and support of these lecturers, not as mentors but members of the academic staff. Lecturers serving as mentors were therefore targeted as key informants in this study. Table 3.4 shows the distribution of the teaching staff in the School of Education by gender.

Table 3.4: Teaching Staff per Department and Gender in School of Education

Departments		Academic Staff		Total
		Male	Female	
1	Early Childhood Studies	5	10	**15**
2	Education Management Policy and Curriculum Studies	22	14	**40**
3	Educational Communication and Technology	21	14	**35**
4	Educational Foundations	15	6	**21**
5	Educational Psychology	8	6	**14**
6	Library and Information Science	5	4	**9**
7	Special Education	6	9	**15**
Total		**82**	**63**	**145**

Source: KU Personnel Data Office (2012)

The researcher purposively sampled the academic mentors from the seven departments in the SoE who were assigned this responsibility of mentoring students. The researcher visited all the departments in the SoE and with the help of the Heads of Departments (HoDs) purposively sampled teaching staff who were identified as mentors. There were 50 lecturers serving as mentors from the SoE. The researcher sampled approximately 10% of the teaching staff identified as mentors. This was an average of about two mentors in every department and taking care of gender balance where possible. This made a total of fourteen mentors from the SoE. The information that was sought from the mentors ranged from policy awareness, what it states and the challenges they encountered in MAA of students. This information was meant to assist the researcher on how MAA was being conducted in KU.

3.4.5: Sampling procedure of key informants

1. Dean School of Education in Kenyatta University

The researcher purposively sampled the Dean School of Education. This was necessary as the respondent was directly involved in the academic affairs of students and was, therefore, in a position to share experiences on MAA. The

Dean was also aware of the allocation of mentors to the students while they were in the university. The information provided by the Dean SoE on the importance of MAA informed the study on the need to incorporate MAA to IBS and suggestions on how the university would improve on the existing mentoring services to cater for the IBS.

2. Dean of Students in Kenyatta University

At Kenyatta University, the Dean of students is supposed to identify and assist students with different categories of needs, especially welfare, governance and discipline. The directorate is also in charge of coordinating counselling services, students clubs, societies and associations. The dean was therefore useful in providing information of the MAA needs of IBS and the recommendations on how these can be addressed.

3. Director of Mentoring Programme in Kenyatta University

The researcher purposively sampled the Director of Mentoring Programme in KU. This had been necessary as the Director was directly involved in the coordination of MAA of regular students. The Director was therefore in a position to give information on mentoring process, policy and insights on the mentoring needs for IBS.

3.5 Instruments for Data Collection

The research instruments that were used are:

i. Questionnaires for students and mentors.
ii. Focus group discussion for the students.
iii. Interview schedule for mentors and administrators.

3.5.1 Questionnaires

Two sets of questionnaires were used to collect data in this study. One was used to collect data from students and the other from mentors. A questionnaire is a useful instrument for gathering extensive amounts of information for large groups of individuals in short time spans. Questionnaires usually collect data that shows how widespread certain opinions are within a large group. In this study, questionnaires were used as a first tool to gather widespread opinions from IBS and mentors regarding the mentoring needs of IBS and how the mentoring programme at KU could be expanded to incorporate the MAA needs of IBS. The questionnaire was thus used as a first step that led to the design of other instruments for detailed and in-depth collection of data from key informants. As Mouly (1978) argues, a questionnaire normally has a greater reliability because it allows the selection of a large and representative sample. Questionnaires offer the study respondents freedom to explain, clarify and expound their opinions on a variety of issues (Bell, 1993). These explanations would enable the study to shed light on MAA needs reasonably. In this study, the questionnaire was made up of both open and closed-ended questions in order to elicit an in-depth range of responses from the students regarding their views on MAA needs.

Open-ended questions were specially tailored to seek various opinions, beliefs, attitudes, perceptions, feelings and views about MAA needs. Close-ended questions were specially used to elicit most important and precise responses on particular aspects on MAA needs. These enabled the study to be more focused in its findings. The precise response data were used to reinforce and strengthen

the explanations given in open-ended questions making the findings fairly reliable.

a) ***Questionnaire for students***

The students' questionnaire was administered to guide this study regarding MAA in terms of identifying problems, concerns and issues faced by IBS and any weaknesses to be considered. The analysis obtained qualitative information from students about their learning needs and their level of engagement with the university. This analysis facilitated a better understanding of the specific learning and social needs of IBS and helped determine the factors that enabled students to feel that they 'belonged' to the University community. In this study, the questionnaire was administered to three hundred and twenty (320) IBS in the SoE (Appendix A).

b) ***Questionnaire for mentors***

Lecturers who were serving as academic mentors and advisors in the different departments in School of Education were sampled and filled the questionnaire. They enlightened the study on the methods they used to mentor students, how they made appointments, where they met the students, what they felt was missing and also informed on the importance of MAA to IBS. The questionnaire was administered fourteen lecturers identified as academic mentors from the seven departments in the SoE (Appendix B).

3.5.2 Focus group discussions

A Focus Group Discussion (FGD) was used in this study and was based on the principle of small group dynamics. In this study, the FGDs were guided by a structured FGD guide on specific questions on topics such as background and

demographics, general university life, university teaching environment, university social environment, university technology and administration systems towards IBS, coping strategies at university, and recommendations for future students. These questions examined aspects of the students' learning and engagement in university, feelings of connectedness to the university, factors such as use of services and technology, and attendance of lectures and participation in tutorials. From the three hundred and twenty (320) sampled IBS who responded to the questionnaire, the researcher randomly selected 32 students (10%) for FGD. That is, eight (8) students from each year of study were sampled for FGD immediately after they completed filling in the questionnaire. This made a group of four FGDs with 8 students each and gender balance was observed to have a fair representation. The researcher followed a prepared schedule for FGD (Appendix C).

3.5.3 Interview schedules

Interview schedules were utilized for different responses as follows:

a) Interview schedule for the lecturers identified as mentors

There was need to interview some of the lecturers indentified as academic mentors in order to verify some of the responses from the questionnaires. Fourteen mentors from the seven departments in the SoE were interviewed, two from each department and their responses tape recorded. The nature of information targeted by the researcher while interviewing the mentors focused on issues like awareness and degree of sensitization of the mentoring programme for the IBS, how mentors identified the students who required MAA and whether the IBS were aware of the MAA services provided in the university. This information was necessary to enlighten the researcher on the

services available to the IBS. These were later transcribed and analysed to enrich the responses from the questionnaires (Appendix D).

b) Interview schedule for the Director Mentoring Programme (KU)

The Director of Mentoring Programme in KU was instrumental to this study as one who would inform this study on the aims of mentoring in the university, how mentors and mentees were identified and recruited, the modes of mentoring used, importance of MAA to IBS, challenges faced in MAA services and how MAA could be improved in the university for the IBS. The interview was tape recorded and responses transcribed (Appendix E).

c) Interview schedule for the dean School of Education

The Dean, School of Education made a significant contribution to this study as the one in charge of the academic affairs of all the education students both regular and institutional based. The Dean was, therefore, in a position to inform this study on matters related to MAA needs for IBS. These included, and not limited to, the kind of MAA facilities available in KU for IBS, lecturers involved in MAA, importance of MAA to the IBS and the university as a whole, challenges faced by the university in the provision of MAA needs, and how the university could improve on the provision of MAA. The interview was tape recorded and responses transcribed (Appendix F).

d) Interview schedule for dean of students

The Dean of Students dealt with all non-academic affairs of all students both regular and Institutional-based that enhanced academic achievement in their studies. He was therefore, included in this study so as to highlight issues related to MAA needs of IBS, kind of MAA facilities available in KU for IBS, lecturers involved in MAA, importance of MAA to the IBS and the university

as a whole, challenges faced by the university in the provision of MAA, and how the university could improve on the provision on it. This interview was not however tape recorded according to the respondent's wish (Appendix G).

3.6 Validity and Reliability of the Research Instruments

To enhance the validity and reliability of the research instruments, a pre-test (pilot study) was conducted at Moi University (Eldoret) using the enrolled IBS in the SoE. These students were not included in the actual study. Since the present study was qualitative and would mainly rely on individual perceptions, validity was also enhanced by use of several/triangulation of instruments to collect data on same issues and cross-checking with already available data. Triangulation is the use of different methods to collect data on the same issue and from the same respondents. In this way inconsistencies in responses can be detected whereas convergence of responses from the different respondents and using various methods shows objectivity of the responses.

3.7 Ethical Consideration

The researcher, with the help of two research assistants, took steps to fulfil the required ethical procedures in research work. First, official permission was sought to undertake the study. Consequently a research permit was obtained from the National Council of Science and Technology (NCST). The researcher then visited the university to request the Dean, SoE, chairpersons of various departments in the SoE for permission to carry out research in their departments. This helped the researcher to find out on the timetable in the departments when the students were available. Appointments on when they were available was sought and also familiarized with the environment of KU.

Before administration of questionnaires and undertaking of interviews, the researcher sought written consent from the respondents. The researcher also assured the respondents of the confidentiality of the responses they provided and that the responses were going to be used for the purpose of the researchers' PhD work only. The respondents were issued with questionnaires which they were required to fill and return without indicating their names. The instruments for data collection were also designed such that the identity of the respondents could not be detected.

3.8 Data Collection, Analysis and Reporting Procedures

Students' questionnaires were administered first during their learning sessions as this was the best time to meet them under the supervision of the researcher and the two research assistants. This greatly minimized cases of the students losing questionnaires or being influenced by other respondents. After that, the researcher and the assistants collected the questionnaires. After filling in the questionnaires, a group of eight students comprising of two students from each academic year were selected for a FGD. The selection took into account gender parity. Four FGDs were organized. It was expected to be done in a period of three days. Where the exercise was not completed within the stipulated time, another day was arranged in consultation with the departments' administration. Both primary and secondary data were collected during this time as the researcher interacted with the respondents. The various instruments mentioned were used to collect the primary data from respondents. For the secondary data, various documents were sought from the respondents such as the mentoring policy guides used by academic mentors, university policy advocating the need for student MAA, attendance register of all students provided with academic

mentoring, list of allocation of academic mentors, their students and time allocation of when the mentors advise their students were analyzed to obtain the relevant information.

Data was organized and coded in numbers to ease identification of the questionnaires. The data was analyzed qualitatively and quantitatively, guided by the study objectives. The specific responses by the students formed the basis of qualitative data while the quantitative data was represented by bar-graphs, pie-charts, frequency tables and percentages. Information and responses collected were analyzed sifting and shifting to groups with similar and related responses. This enabled the researcher to make comparisons between responses and account for similarities and dissimilarities in the four years of study. The data was then interpreted, viable conclusions drawn and recommendations based on these conclusions arrived at.

CHAPTER FOUR: PRESENTATION OF STUDY FINDINGS, ANALYSIS AND DISCUSSIONS

4.0 Introduction

This chapter presents an analysis of data and research findings that were collected during field work according to the objectives of the study as contained in Chapter One. These objectives were:

a) To explore the MAA needs of IBS at Kenyatta University.

b) To find out from the IBS the challenges they encountered in accessing MAA services at Kenyatta University.

c) To investigate on how MAA could be expanded to incorporate the academic and welfare needs of IBS.

d) To propose interventions that Kenyatta University can undertake to meet the MAA needs of IBS and improve the quality of IBPs.

The demographic profile for IBS is presented as it sheds light on the expected needs for MAA. The demographic information was important to capture as it provided important characteristics of the students related to the kind of academic and welfare related needs they encountered in the institution which they thought required MAA services.

4.1. Demographic Profiles for Selected Institutional Based Students

The profiles summarized in Table 4.1 indicate the characteristics of the IBS in the sample who responded to the students' questionnaire.

a) ***Gender and Residential Status of the Sampled Institutional Based Students***

Table 4.1 provides a summary of details about the gender and residential status of the IBS who participated in the study. These two characteristics were

thought important as they determined students' needs for some aspects of MAA to cope with the academic life during the short period they were at KU.

Table 4.1: Gender and Residential Composition of Sampled Institutional Based Students (N=320)

Residential Status	Gender Composition		Totals
	Male	Female	
Residents	109 (34.1%)	112 (35%)	221 (69.1)
Commuters	52 (16.3%)	47 (14.7%)	99 (30.9%)
Total	161 (50.3%)	159 (49.7%)	320 (100%)

The IBS composed of 161(50.3%) male students and 159 (49.7%) female students making a total of 320. All students sampled for the study were in IBP. The table further shows that out of the 320 students sampled for the study, 221(69.1%) were residents and 99 (30.9%) were commuters. The residents composed of 109 (34.1%) male students and 112 (35%) female students. The commuters had 52 (16.3%) male students and 47 (14.7%) female students. The sample for the study therefore had an evenly distributed sample of males and females. This was important as the needs and perceptions of the different genders were bound to differ. The presence of commuter students in the programme further warranted an exploration of how MAA could be provided to the students to help them in balancing their academic work, commuting and family responsibilities. These characteristics are indicators of non-traditional as observed by (Astin, 1984) when he argues that academic advising for the non-traditional students is important as it assists them in navigating the university system, in general advising, course selection, time management and study skills development.

b) ***Age of Sampled Institutional Based Students***

The second characteristic of the students in the sample that was captured was with regard to their age profiles. Generally students who transit from high school straight to university in the Kenyan education system are likely to be between the ages of 18 to 23. This group of students are considered in the literature to have less problems fitting into the demands of academic life and other institutional cultures. The other groups of students who come after having stayed out of educational environments for some time have more problems adjusting to the academic environment. According to studies, non-traditional students face more problems in the institutions as they have family and work related demands and the fact that they have not had to function in a student capacity for some time (Schlossberg et al 1999). The more time the students have taken outside academic settings, the more they will require MAA services to adjust and fit into the requirements of academic and institutional life. A summary of the age profiles of students in the sample as generated from responses in the students' questionnaire is provided in the Table 4.2.

Table 4.2: Age Profiles of the Sampled Institutional Based Students (N=320)

Age	Frequency	%
20-25	42	13.1
26-30	73	22.8
31-35	67	20.9
36-40	69	21.6
41-45	42	13.1
46-50	23	7.2
Above 51	4	1.3
Total	**320**	**100**

Table 4.2 indicates that a majority of the respondents (22.8%, 20.9% and 21.6%), were with the 26-30, 31-35 and 36-40 age brackets respectively. Only 13.1 % of the respondents fell in the threshold of regular students with their ages ranging from 20-25. Overall, information from Table 4.2 supports the claim as seen from the literature review that most of the students in the IBP in the SoE at KU qualify to be categorized as non-traditional students who require more institutional programmes to help them adjust to the academic life of the institutions. This also helps them to focus on their academic work and directly contribute to the quality of the graduates at the end of their time in the institutions. This finding agrees with Astin (1984) who indicates that non-traditional student designation could be because of age (25 or older) or self-identified based on family or other circumstances.

The information in table 4.2 relating to age profiles compares well with other information the students provided to an item in the questionnaire that required them to state the duration they had stayed from an educational institution before coming back to the university. One hundred and thirty seven (42.8%) of the respondents indicated they had stayed in the field for 0-5 years, 92 (28.8%) had stayed for a period of 6-10 years, 33 (10.3%) had stayed for 11-15 years and 40 (12.5%) had stayed for a period of 16-20 years while 18 (5.6%) had stayed for over 21 years in the field before joining the university. This was an indication that IBS in the sample were coming back to college after a long time and therefore, needed MAA in order to be mentored on the latest use of technology, use of library, latest study skills and how to negotiate their way on campus so as to achieve good academic grades. This finding was supported by statistics available from the 2009 Republic of Kenya Economic Survey which

showed that part-time students constituted about 44% of total enrolments in public universities. It further revealed that there were cases, in individual universities and academic programmes, where enrolment of Module II part-time students had overtaken that of regular full-time students.

c) ***Year of Study for the Sampled Institutional Based Students***

Analysis of students' responses regarding year of study showed the following distribution: 1st year students were 82 (25.6%), 2nd year students 74 (23.1%), 3rd year students 95 (29.7%) and 4th year students 69 (21.6%) out of 320. These students were distributed across different degree courses within the SoE as follows: 196 (61.3%) students were pursuing B.ED (Arts), 45 (14.1%) students were studying Early Childhood Education, 41(12.8%) students B.ED (Sciences), and 30 (9.4%) students were in Special Education, while B.ED (Home-Economics) composed of 8 (2.5%) students. Other than Early Childhood Education and B.ED (Sciences) which slightly deviated, all the other degree courses had a gender balance, for example, B.ED (Arts) had 98 (30.6%) males and 98 (30.6%) females out of 320 students. This distribution of students provided for a diversity in terms of course specializations that could influence students' perceptions about the academic life in the institutions and the need for MAA.

d) ***Professional and Academic qualifications of the Sampled Institutional Based Students***

Characteristics related to the sampled students' professional and academic qualifications prior to joining KU were captured as shown in table 4.3.

Table 4.3: Current Professional and Academic Qualifications of the Sampled Institutional Based Students (N=320)

Current Professional Status	Gender		Total
	Male	Female	
P1	99 (30.9%)	103 (32.2%)	202 (63.1%)
Diploma Holders	33 (10.3%)	33 (10.3%)	66 (20.6%)
S1	15 (4.7%)	10 (3.1%)	25 (7.8%)
ATS1- ATS 4	9 (2.8%)	7 (2.2%)	16 (5.0%)
Straight from High School	5 (1.6%)	6 (1.9%)	11 (3.4%)
Total	**161 (50.3%)**	**159 (49.7%)**	**320 (100%)**

Out of 320 students sampled for the study, 202 (63.1%) had a P1 certificate, 66 (20.6%) were diploma holders, 25 (7.8%) had S1 certificate, 16 (5%) had ATS1-ATS4 as their current professional qualification and 11 (3.4%) students were straight from high school. The majority of students therefore, had prior teacher education training. This information was important as issues of MAA were covered at the lower levels of teacher preparation programmes in Kenya, as guidance and counselling. This prior exposure can be instrumental in influencing the students in terms of what they expect regarding MAA at the higher levels. It can be argued therefore that the majority of the students sampled as respondents for this study understood the importance of a programme of MAA as part of teacher preparation since all of them were enrolled in the SoE to enhance their professional and academic work as teachers.

With regard to highest academic level, most of the respondents 273 (85.3%) had O level certificate, 25 (7.8%) were diploma holders and 22 (6.9%) had “A” level as their highest academic qualification as shown in Figure 4.1.

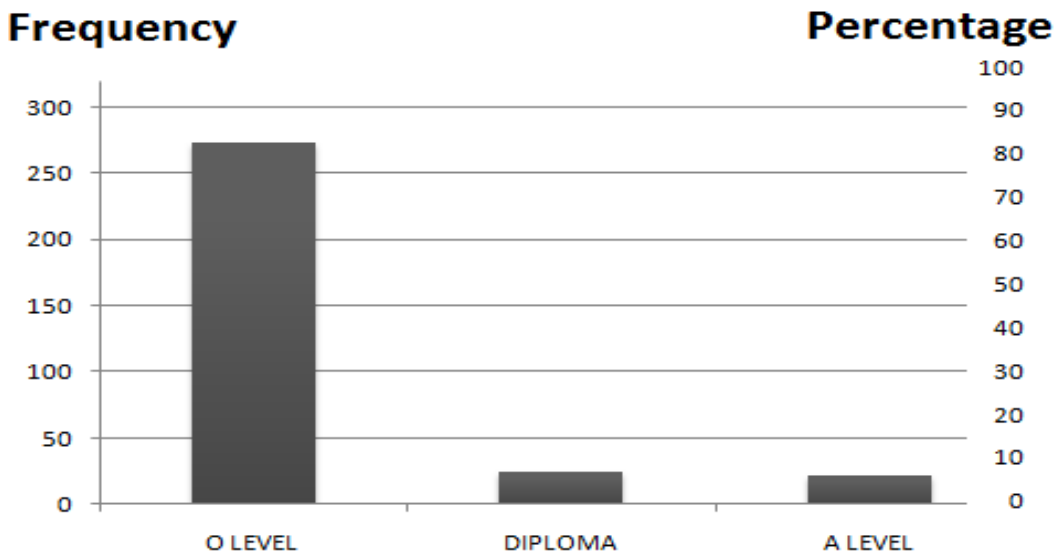

Figure 4.1 Highest Academic Qualifications

4.2 Mentoring and Academic Advising Needs of Institutional Based Students at Kenyatta University

Kenyatta University was found to have had four avenues through which students can access MAA services. The first avenue and more formal one is the mentoring unit. However, as discussed, this unit is only tailored to the needs of regular undergraduate students and even for this group of students, the unit is limited given the high undergraduate enrolments which is about 40,000 students (Students Finance Office, 2012) and the small number of lecturers (247) who volunteer to serve as mentors of which 200 served at the Main Campus, 20 in Kitui and Mombasa respectively while 7 are in Parklands Campus at the time of this study. As shown in Chapter Three, there were 145 lecturers and 2,321 IBS in the SOE, at the time of the study. The SoE had 50 lecturers serving as mentors. It is however, possible that the existence of the unit, though not meant for IBS, created awareness of the need for such services and therefore, partly influenced their perceptions and the responses they provided for this study.

The second avenue is the Dean of Students' Office which, though not meant purely for MAA addresses the various academic and welfare issues that affect students while on campus. The third avenue is school and departmental MAA services offered to all groups of students, tailored to addressing the academic needs of students. The university regulations require all departments to appoint two lecturers to serve as academic advisors for undergraduate and postgraduate students respectively. The fourth avenue is more informal. Lecturers as professionals also advice their students on various academic issues and this means that students are likely to see their lecturers as the first point of contact.

Four items were used to establish the MAA needs of IBS at KU. The first was an item in the questionnaire that required respondents to confirm if they were aware of the mentoring programme at KU. The second were items both in the questionnaire and FGD sessions that required the respondents to state what they perceived to be the importance of MAA services to students generally. Third, items in the questionnaire and FGD asked them to state the areas in which they sought MAA at the institution. Lastly, were items that required them to state how they learned of any information about MAA at the university and how they accessed such services when in need?

A majority of the students (77.2%) indicated they were not aware of the mentoring programme, while only 22.8% indicated they did. These responses represented the true picture since as has been indicated, the formal mentoring programme at KU was meant for regular students and IBS who came to the institutions on short periods were unlikely to be aware of the programme. But despite the majority of the students not being aware of the programme 95.9%

indicated that they considered MAA to be critical for IBS in terms of advising them on non-academic and academic related issues that they encountered in the institution. These findings are in agreement with a study conducted by Marcus (2007) which showed that students who were uninterested in their study, in the first instance, were not likely to seek assistance compared to more motivated students.

An item in the students' questionnaire required those who indicated MAA to be important for IBS to give reasons why they thought so. Table 4.4 summarizes the responses and attendant frequencies from students' respondents.

Table 4.4: Importance of Mentoring and Academic Advising to Institutional Based Students as Perceived by Students

Importance of Mentoring and Academic Advising	Freq	%
Guidance and Counselling To give guidance, help students tackle challenges in the institution, for students to adjust to the new academic and social culture, make right choices and encourage us to forge ahead in times of discouragement.	127	41.4
Academic Issues Gain knowledge, enables students get good results/excel academically, psyches the student to advance in academic, clarifies academic issues in case of doubt, gives advice on effective ways of studying in and out of campus and enables students cope with the tight schedule.	69	22.5
Course Selection Enables students learn easily by choosing the right course, to understand the relevance and requirements of our courses and assists students in areas of specialization.	45	14.7
Personal Issues Enables us solve personal problems and help us in balancing our studies with work and parenting.	24	7.8
Completion Maximizes on the short duration the students have and enables students to finish their programmes successfully.	23	7.5
Role Model They are role models and our eye openers.	8	2.6
Career For career and personal development and help students acquire good professionalism.	6	2.0
Financial Issues Enables one to tackle socio-economic issues, helps on how to plan and manage their finances.	3	1.0
Future Prospects Guide on future prospects and helps us in academic progression to reach Ph.D level and beyond.	2	0.7
Grand Total	**307**	**100**

The responses from students as summarized in Table 4.4 indicate that a majority of the respondents (41.4%) considered MAA important in addressing various non-academic issues which however affected their academic life. The issues mentioned by the students included guidance on how to access the university facilities and services, adjusting to the new academic and social culture, making right choices, preparing students psychologically for academic

life, advising students on issues beyond our reach as well as providing orientation to the institution after being out of academic life for a long time.

The students' responses here are clearly indicating they thought MAA services as important in terms of helping them fit into the institutional life which in turn could facilitate their academic progress. It was important to note the response of students regarding use of institutional facilities and services. This seemed to include how to use the library, locate classrooms and other services that help the students settle down for their academic activities. The second group of responses were more specific to academics. Sixty-nine (22.5%) students indicated gaining knowledge, obtaining good results academically; advancing in academics, clarifying academic issues in case of doubt, effectively studying in and out of campus and coping with the tight schedules. This group regarded these as the critical benefits they would gain from a MAA programme. Forty-five (14.7%) students indicated that the MAA programme as assisted them in going through the course without difficulty. They were able, for example, to choose the right academic programmes, understand the relevance and requirements of courses and were encouraged in choice of units and areas of specialization.

Twenty-four (7.8%) students cited being enabled to solve personal problems and balancing studies with their employment duties and parenting as critical. Twenty-three (7.5%) students indicated reasons related to progression and completion of their academic programmes. This included maximizing on the short duration they usually had at the institution so that they could finish their programmes successfully. Eight (2.6%) students gave role model related

reasons for the importance of MAA, such as: equipping students to mentor their pupils and colleagues. This pointed to the benefits they thought they would derive from MAA in terms of their future careers. Six (2.0%) students gave career reasons for the importance of MAA. These reasons included future career change and career development and professional ethics.

Generally, the responses and findings from students here pointed to the fact that students appreciated MAA as an important service in resolving their personal career related issues, academic progression and professional development. This finding agree with (Astin, 1993; Nagda et al., 1998; Tinto, 1993) who points out that non-traditional student usually have difficulties in identifying with and connecting to the academic and social cultures and sub-cultures within an institution.

The responses from questionnaires corroborate with various responses that the students gave during FGD sessions. For example, the following opinions were frequently expressed by students during the sessions:

> It is important since the IBS are students just like any other. Other issues arise also now that we are adults and some of us are married, have children, are mentoring other people who are in the schools we are teaching so they need mentoring more than the other younger students.

This finding is in agreement with ASU (2009) which found that the advising process guides students in making responsible academic and career choices, setting goals, and developing sound educational plans compatible with career aspirations. The findings also concur with studies by Titley and Titley (1980) and Frost (1991) which indicated that three of every four students were uncertain or tentative about their career choice at college entry. Only 8% of

new students felt they knew “a great deal about their intended major.” Over half of all students who entered college with a declared major changed their mind at least once before they graduated, and only one senior out of three would major in the same field they preferred as freshers.

Other students, during FGDs noted the contribution of MAA in promoting student retention and completion of academic programmes. At the same time one student noted:

> There is a big lag and as you know for us being IBS most of the time we are very busy when we are outside there. When we come here, we are so much loaded and discouraged by all that we are doing outside there. If someone had a mentor it would be more profitable in encouraging the person to move on.

Another student concurred with these feelings by noting that ‘academic mentoring is something very crucial especially at the university level since we go to the university with plans and expectations that we would like to achieve in our lives and academic mentoring will help us realize our goals… Our desire is as we go back to our areas of operation we shall be better than when we joined the university. We should be nurtured on how to handle the world outside’. This response complements findings by Stull (1997) who characterized MAA as an ongoing and active process involving the student, advisor, and institution, the primary goal of which was to assist students in the development and accomplishment of meaningful educational plans that were compatible with their life goals. Using an item in the questionnaire and discussions during FGDs, the researcher sought to establish from the students the issues they most required MAA services. Table 4.5 summarizes the responses from students.

Table 4.5: Institutional Based Students Responses on the Areas/Issues they required MAA Most

Responses	Frequency	%
Use of library	232	20
Examinations	211	18.2
Timetabling	201	17.3
Choice of academic units	157	13.5
Various study facilities	127	10.9
Student welfare issues	111	9.6
Course progression and graduation requirements	79	6.8
Availability of student mentoring and advising	43	3.7
Total	**1,161**	**100**

Note; Frequency responses shown in the table are more than the number of students in the sample as the responses were mutually inclusive (a respondent could give more than one response all of which were interrelated).

Table 4.5 shows that most IBS needed MAA in relationship to use of library, 232 (20%), examination related issues, 211 (18.2%), timetabling related issues, 201 (17.3%), choice of academic units 157 (13.5%), utilization of study facilities, 127 (10.9%), student welfare related issues, 111 (9.6%), issues related to progression of academic programmes and graduation requirements 79 (6.8%). Finally, some 43 students (3.7%) indicated they needed more information regarding the availability and utilization of MAA services at Kenyatta University. Overall, the results indicated that academic related issues were the most that troubled the students while on campus, and these were the issues they thought MAA services at the institution should focus on. This observation was supported during FGD sessions when a student responded that, “information on MAA was not extensively provided”. These findings are also similar to those of a study by Choy (2002) which revealed that this population of the non-traditional learners often need assistance with time

management, negotiating financial aid, course schedules and childcare, to name a few.

These responses were reinforced by those of a follow-up item that required the respondents to name the specific academic areas that required MAA services. One hundred and ten (26.6%) responses indicated they needed MAA advice on unit registration issues such as unit registration and subject choice. Sixty-one (14.7%) needed mentors' advice on academic issues. Such issues included: study methods, research, study materials, assignments, library, lecturing, teaching practice and credit transfer. Forty-four (10.6%) needed mentors' advice on examinations which included: missing marks, how to tackle examinations and on classification (graduation requirements). Forty (9.7%) needed mentors' advice on professionalism and future prospects.

Thirty-six (8.7%) needed mentors' advice on ICT which included: how to access ICT, help in e-learning, have computer studies on the timetable, computer and internet to be accessible throughout. Thirty-four (8.2%) needed mentors' advice on finance which included: advice on fees and financial management. Thirty-three (8.0%) needed mentors' advice on time, which included advice on time/duration of study, lecturers' punctuality and time management, deferment of studies and on timetabling. Thirty-one (7.5%) needed advice on personal issues which included; family issues such as how to balance family life and work, how to cope with distance from their children while they were at KU during holidays among others. What this meant was that the status of most IBS, being family members was one component that affected their studies. Unfortunately, the university does not even have

separate accommodation and other welfare issues to cater for this category of students. Relationship issues, students' health issues, behaviour change in children, stress management and communications.

Twenty one (5.1%) indicated they needed mentors' advice on students' welfare which included: students' accommodation, sign language interpreters, culture shock, harassment, student mentoring services and guidance and counselling. Four (1.0%) needed mentors' advice on co-curricular activities such as: sports activities and clubs. Other issues for which students thought they needed the help of a mentor were: issues on units and registration. Such issues included; how to change courses and course requirements, choosing masters course, sequence of units in the course, subject combinations, prior information on units for the following session, some units not well-covered, total number of units to be covered within the four years and after examinations, students should register for next session.

Other students had issues on examinations, which included: examination grading, hard to retake as online registration is only for four units, exam timetable clashing and how to go about retakes. Financial issues were also mentioned by the students and included: financial challenges, awards like scholarships, getting fee donors, what to do when one lacks fees and limited time allocated for online fee payment. It would seem that there was a widespread feeling among the students that the institution had not put in place adequate advising structures to address the needs of this group of students. For example, one respondent expressed the following:

> ...As adults we have many responsibilities like the family. We also need to fit in the university, time for the family and other responsibilities. While in the university, we need to put things right, manage and maximize time, also on the units that we are taking.

From the responses, it was clear that a majority of issues were academic related and needed attention. These ranged from the learning environment at the institution, the choice and progression of academic units, finance related issues and other personal issues that affected their academic progression. However, only a small percentage of students indicated they were aware of the mentoring programme at KU. This implied that although the directorate of mentoring had been in existence for some-time, its operations were not well-integrated into students' academic life. It could also imply that since the IBS came to the institution for brief periods in a year, the directorate of mentoring had not designed a suitable mechanism or avenue to reach these students and understand the problems they had.

Lastly, students were asked to indicate how information on the availability of MAA services at the institution was communicated to them or how they came to access any advice they needed. Table 4.6 summarizes responses from the students.

Table 4.6: Avenues through which Institutional Based Students received Mentoring and Academic Advising Services

Avenues used to Communicate the Information	Freq	%
Lecture Sessions: Face to face interaction with lecturers, the course lecturers and during Communication Skills (UCU 100).	91	26.9
Documentations: Brochures, admission forms, booklet, bulletins, news paper advertisements, KU publications (magazines, catalogues, newsletters), we were given materials to read on our own and others posted on the internet.	89	26.3
Administration: Orientation, registration officials, matriculation period (by the VC), librarian and the department.	67	19.8
Advertisements: Notice boards and posters.	48	14.2
Students body: Friends, other students, colleagues who were ahead of us and class representatives.	27	8
Others: In unwelcoming manner and personal finding.	9	2.7
Training: Seminars, open forums and students' centre.	7	2.1
Grand Total	**338**	**100**

Note: Responses are mutually inclusive

Table 4.6 shows that a majority of the respondents, 91 (26.9%) benefitted in terms from MAA during lecture sessions, face-to-face interactions with lecturers, their course lecturers and in a class of Communication Skills (UCU 100). Eighty nine (26.3%) indicated they benefited from the information contained in official documents such as brochures, students admission forms, booklets, bulletins, newspaper advertisements, KU publications (magazines, catalogues, newsletters), materials to read on their own and some posted on the Internet. These documents contained advice related to students and their academic life while on campus. Sixty-seven (19.8%) indicated they benefited from the administration which was through orientation, registration officials, matriculation period (by the VC), librarian and the department.

Forty-eight (14.2%) got information through advertisements which included notice boards and posters. Twenty-seven (8%) got the information via students body, that is, from friends, other students, colleagues who were ahead of them and from class representatives. Nine (2.7%) got the information from other avenues such as personal findings. Seven (2.1%) got the information through seminars, open forums and at the students centre. Generally, what the responses from the students revealed was the fact that there was no organized and structured programme at KU targeting the IBS.

Generally, information provided by students on their MAA shows that the students were aware of the various needs that MAA was supposed to serve, and they understood the benefits of such services to their academic life while on campus. The avenues from which the IBS could access such services were however not well structured. Students depended on the general advice they received from their lecturers, advice they received during orientation period when joining the university and frequent communication contained in university documents such as course outlines, brochures and magazines. The lack of a structured programme, like the one for the regular students, therefore meant that the IBS were disadvantaged in terms of the support available to them from the institution to enrich their academic experience and the quality of their academic output.

The lack of a structured programme to address the needs of this group of students also did not conform with evidence in the literature, as shown in the literature review regarding academic and welfare support for non-traditional students. In all higher education systems that are increasingly enrolling part-

time non-traditional students, MAA services are included as an important component to engage the students with the academic life of the institutions and improve the quality of their programs. At KU, and indeed in all public universities, the segment of non-traditional students was gradually becoming a majority. It was therefore, important that institutions designed MAA as support systems to help these students get integrated into the academic life of the institutions. Students in this study consistently mentioned issues related to examinations, issues of missing marks, course progression and registration. All these issues needed MAA services.

4.3 Challenges Encountered by Institutional Based Students in Accessing Mentoring and Academic Advising Services at Kenyatta University

As has been explained in 4.2, there was no structured MAA programme for IBS at KU during the time of this study. However, various formal and informal channels existed for students to seek these services, including from individual lecturers at the departmental level. Information on this was provided by the students through the questionnaire and FGD. The researcher also sought the opinions of lecturers serving as mentors in the directorate of mentoring at KU. Though the mentors were specifically meant for regular students, it was the opinion of the researcher that they had useful information related to the mentoring needs of IBS. Indeed, since the same lecturers taught IBS, it was possible that they had informally been approached by IBS for advice or had come across IBS in need of MAA services. Given their background as mentors, it was also considered important to include them in the study to draw from their experience on how MAA was organized in KU and how it could benefit IBS. From the responses mentioned by students one can note that the

students were aware of the lack of a formal program for MAA for IBS. The responses also point out that the students would have been making efforts to secure MAA services using other channels at the university. However, this option also had challenges. For example:

a) Lack of a formal programme on MAA for IBS. This response from IBS was supported by the director mentoring who pointed out that, "In a sense mentoring has not spread out to incorporate the other students even beyond the IBPs and even other modes of study like the open and distance learning, evening and weekend intensive programmes. There is a need to mentor postgraduate students like you she said. You need to be mentored on how you can first plan your work, what else one can do to advance academic work immediately after graduation, what one can become, how one can work towards going to the higher ranks in academics, how one can join other areas to advance academically. There is also need to mentor our newly employed academic members of staff to enable them to know what they need to do and what not to do, how one reached where one is, how one can do it faster than the other person, who might have completed with a lot of challenges. This is the role of mentorship. There are other areas that the directorate need to spread to and has not yet reached there".

b) Availability and accessibility of MAA services was also mentioned as a challenge. For example, no specific offices for mentoring and the lecturers were not available in their offices. This could point to instances where some students wanted to seek advice from lecturers but the lecturers either missed classes or were not available in their offices. The sentiments expressed by the IBS regarding challenges to accessing MAA services were

largely reflected by mentors where 4 (19%) of them cited the busy schedule of students and 6 (26.8%) cited the busy time schedule of lecturers as main challenges. The responses continue to show that both mentors and students were not available for one another outside the classroom. Further some mentors echoed these same sentiments by noting that:

> The students are busy so to get them and sit together given that they are here for a short time is not possible. Just like when we give them assignments and wait for them to bring in, we need to find out how far they have gone with the assignments, whether they interpret the question well and how they are doing their own things.

However, the Dean, SoE and the Director mentoring differed with these responses during an interview session indicating that the availability of MAA services was made known to students (both regular and IBS) during the induction week. This is the time when the VC, the directors and the deans address the "freshers" regarding the various services provided at the university.

c) Lack of a policy of MAA for IBS. Despite the existence of the mentoring programme for the regular undergraduate students there was no policy of MAA developed for IBS. The lack of official channels for providing MAA to these students meant that most lecturers did not consider providing MAA to IBS as part of their responsibility. This finding confirms that of the study by Motshegwa (2010) which showed that in the case of the University of Botswana, the heavy academic workload for lecturers who served as academic advisors coupled with lack of recognition of academic advising in the university promotion policy hampered the effectiveness of academic advisors.

d) Other issues that lecturers indicated to a small percentage included financial challenge to conducting activities with students, lack of computers and connectivity to illustrate use of internet and writing concepts respectively.

e) Inadequate resources and personnel: Students pointed out that there were inadequate resources such as printed modules that advise students on various issues. As shown from literature review, because of the increasing number of students, some HEIs had resorted to providing mentoring through virtual means (internet) or through published materials that the students would read on their own. Responses from students here indicated that some of them were aware of these alternatives but that the institution had not provided them. The sentiments of one student during FGD session pointed out that "I think the problem is the large number of students even if the mentors are there, they cannot be able to reach everybody."

With regard to the mentoring needs of IBS, the Director indicated that even for the regular students, there were problems of staff to meeting their needs. For example, the Director said that: "Currently, there are about two hundred and thirty two mentors, which is a major challenge to getting to the IBPs. They have been allocated a number of undergraduates to mentor but you find that it is cumulative such that some of them handle up to thirty to forty students. Lastly, mentors seemed to indicate that the high students' enrolments limited the time lecturers had to engage in students support activities such as MAA.

f) Intensive programme: Also due to the intensive programme students meant that they spent most of the time in class and did not have much time to seek for remedial advice.

g) Time was another major challenge; students reported that they do not have time to do assignments and attend to lectures. During interview sessions, a mentor from the Department of Educational Psychology noted that:

> Challenges would be mostly because of time. It is too short. So when they come we go straight to the academic lecturing work and a few minutes may be spent in mentoring. This is a big challenge because they may not know what they need and have nobody to be with them.

These responses indicated major challenges that IBS faced to access any MAA services at KU. For example, responses from mentors indicated that both mentors and IBS rarely had time to engage in MAA due to the short time that the students were on campus. For instance, the issue of deadline for submitting their work, you have to sit with them, listen to them and give them time to complete their work. They are people with families and also adults so sometimes you have to listen to them, try to understand them and also try to encourage them as much as possible with their issues".

h) Also lack of awareness; many students do not know that there are mentoring services in the school because they have not been advertised. The sentiments of one student during FGD session pointed out that: "I do not know whether there is any mentoring or advising programme".

i) The students also noted that; "There were no adequate communication channels to know if mentors are there, when and where to meet them. This was confirmed by a mentor from Educational Management who stated that: "With the IBS the university has not established proper channels of dealing with them but of course the institutional based are adults and they have many challenging issues."

j) The number of units taken by the IBS was also mentioned as a challenge. The students reported that: “We are doing four units. If there is a way of doing five or six units maybe we can take less time to complete.”

k) Some of us come from very marginal areas and the workload that we have from college and back in our institutions is much.

l) In some areas/regions technology is lacking not just computers but also electricity. So we have to commute to major towns to access to the internet to get information. So we are forced to pile the assignments and only rush in the last minute, some days to opening time. It is a big challenge for some of us are not even computer literate”.

m) In response to an item in the questionnaire that asked students to state how frequently they met or consulted with lecturers outside the classroom,125 (39.1%) students indicated rarely, 86 (26.9%) students were not able to talk to a lecturer at all, 48 (15%) students were able to talk to a lecturer occasionally, 41 (12.8%) students talked to a lecturer sometimes like when in need of academic advice and 20 (6.3%) students were able to talk to a lecturer many times. From these responses, the study established that a high percentage of students rarely talked to a lecturer/mentor when in need of academic advice. Overall, the results indicated that a majority of the students rarely had mentoring and advising sessions with lecturers.

It is clear from the responses of the mentors that some IBS tried to access MAA services from any other lecturer, including the mentors, even when the mentoring programme was not designed for them. As indicated in the literature review, effective mentoring should be an institution-wide cascading process

where senior members of staff mentor junior ones and from here, to senior students, who in turn mentor those junior to them. However, it would seem that the university has not explored this alternative. Rather, the approach that the university used was that of mentors who volunteered and registered with the unit and students who, when in distress sought for the MAA services. This approach had left the MAA needs of IBS unattended. And as attested by both the mentors, the Dean, SoE and the Director of Mentoring, most of the undergraduate students whom the programme is meant for are still not being reached adequately.

4.4 Suggestions of Institutional Based Students and Lecturers, on how Mentoring and Academic Advising could be expanded to incorporate the MAA Needs of Institutional Based Students

The third and fourth objectives of the study explored how the mentoring programme and directorate at KU could be expanded to incorporate the MAA needs of IBS. More specifically, objective four of the study captured recommendations of the IBS, the Director of Mentoring, the Dean SoE, and the various mentors who had been assigned to regular undergraduate students. One way to establish how the mentoring programme could be expanded to incorporate IBS was first to establishment how the arrangement for undergraduate regular students work, then explore how it could be expanded to incorporate the needs of IBS. The first indicator that was used to measure how the undergraduate mentoring programme would be made appropriate to the MAA needs of IBS was the process of identifying and assigning mentors to students and how this fitted with the time available for IBS. Both students and

lecturers who were respondents in the study were also asked through the questionnaires and interview the avenues they used for mentoring and the suitability of the venues and frequency of the meetings.

An examination of the number of students who had been reached by the existing mentors since the programme was established was done. The rationale was to gauge the adequate number of lecturers who could be recruited as mentors to meet both the MAA needs of regular and IBS. A document analysis of records at the Mentoring office regarding the number of mentees since 2007 is summarized in Table 4.7;

Table 4.7: Number of Mentees Since 2007

Year	Gender		Total
	Male	Female	
2011-2012	6,502 (21.3%)	5,057 (16.5%)	11,109
2010-2011	5,623 (18.4%)	4,063 (13.3%)	9,686
2009-2010	2,975 (9.7%)	2,452 (8%)	5,427
2008-2009	1,570 (5.1%)	1,228 (4%)	2,798 (9.1%)
2007-2008	823 (2.7%)	740 (2.4%)	1,563 (5.1%)
Total	17,493 (57.2%)	13,540 (44.3%)	30,583

Table 4.7 shows the growing trend of students who have been reached by the mentoring programme since the 2007/08 academic year. Cumulatively only 30, 583 students had been mentored between the 2007/08-2011/2012 academic years. The data also shows a slightly more female representation compared to males. Generally, these findings established that the students mentored were very few compared to the university enrolment. For example, in the academic year 2007/2008, the university enrolled eighteen thousand five hundred and ninety seven students (18,597) according to statistics available from the 2009

Republic of Kenya Economic Survey. Yet, the students mentored in that academic year were one thousand five hundred and sixty three (1,563). This was only 8.4% of the students' population. In 2008/2009, only 2,798 (14.4%) students out of the total enrolled, nineteen thousand three hundred and sixty five (19,365) were mentored. Given the increasing number of IBS in the institution, these trends show that the existing mentoring model may not be suitable for this group since very few of them are ever reached.

As has been discussed elsewhere in this chapter, the existing model of mentoring relied on lecturers who volunteer and are, therefore, attached to the mentoring unit or are directly requested by the Director to join the programme. Of the 14 mentors who were sampled for this study, 12 (85.7%) reported that they were requested, while 2 (14.3%) lecturers stated that they were not requested to provide the service to the students. From these responses, the study established that most of the mentors (85.7%) were requested to provide mentoring services to the students. Three (21.4%) indicated they willingly registered with the mentoring office and were assigned by the chairperson of the department.

In an interview session, the Dean, SoE said: "Every chairperson of the department is mandated to appoint and give the name of the person they choose. The Dean of Students who confirmed these responses during an interview noted the following:

> "The mentoring unit has identified some lecturers as academic mentors. The office of Dean of Students also does the mentoring, has guidance and counselling services with trained personnel, who refer bereaved students to the Wellness centre. It is the responsibility of the Dean of students to listen to the students and staff and find out if it is an issue in academic,

> social or personal and provide the services through referring them to the appropriate section".

At the same time, not every student can trust you even if you are appointed by the university and they will never see you as a mentor. For example, in primary and secondary schools there are teachers who are called guidance and counselling teachers. Surprisingly, many students have said they cannot convey their issues to the guidance and counsellor which to me is a worry. In Swaziland for example, there is a position they call in their language, 'I Mayind' meaning 'a shoulder to climb on. Students in schools are asked to identify someone in their local community that they can trust because they do not want to tell their issues to the teachers in school. The pupils and students sit and say, 'we think mama so and so or mzee so and so, is the person we want to be revealing our issues.' It is up to that person to think of how these issues can be sorted out, be it school issues or home issues. The department has departmental advisors if the students trust them, then they are mentors. The student would then present the issues and they continue as long as the student is in the university."

The Dean's sentiments seem to imply here that MAA works best when it is informal, as formalizing mentoring relationships sometimes makes some students keep away from seeking the services. Hence the best that the university can do is to create environments where informal MAA relationships between students and lecturers and among students themselves can emerge. Indeed the use of these informal approaches as a basis by the IBS to access mentoring was reported to be common place by mentors. Four (28.6%) mentors indicated that IBS had directly approached those seeking MAA

services. According to the responses the results showed that students requiring MAA were either identified at the mentoring department level, their direct contact with mentors in classes or by their poor performance and class attendance. Half of the respondents, 9 (50%) mentors suggested methods that were centred on mentor/student interaction while eight mentors centred their methods on the mentoring department.

In terms of the kind of structure and organization available for students to be allocated a mentor officially, the arrangement during the time of the study that the regular students used was one where students in distress went to seek for the services. One mentor noted: “The students start by registering with the mentoring office to show willingness to participate, it is then the work of the mentoring officer to send the students to me”.

In this kind of structure, a mentor does not decide which student or students to take in as mentees. Rather, once mentors have volunteered and enlisted in the mentoring office, students seeking MAA services are then arbitrary allocated to the various mentors. One more mentor reinforced these responses by saying that: “There is no official way of identifying the students that I am aware of. The only thing that happens is that these students volunteer themselves, they are asked for passport size photographs and the other documentations which are forwarded to the academic and mentoring department. They are then allocated to the mentors who have been identified. The students themselves have to express their needs but only a few were coming, which was not a good number and those who came usually came once a semester and the issues they raised were not academic”.

Generally, with regard to the organization of the programme, including the process of identifying mentors and mentees, the responses showed that the existing programme was rather formalized to the extent that some students could be shying off from seeking the services. Perhaps, this would explain the lower percentage of students who volunteered to seek the services. As shown in the literature, successful mentoring programmes take place in contexts of informality and confidentiality. To reach more students, and to create this climate of confidentiality, institutions resort to two strategies. First, is a requirement where all academic members of staff are informed of their MAA responsibilities and this is made part of their job description?

Such institutions require that lecturers post contact hours and days on their office doors for consultation with students. Administrative arrangements are then put in place to ensure that such office hours and days are respected and such form a basis of a lecturer's annual evaluation. The second strategy is to use virtual means, through the internet to reach more students. This also creates a higher degree of confidentiality and informality. From the responses of both students and mentors, it would seem that informal arrangements, where students informally seek out lecturers as long as the lecturers would be available would be most suitable to the time constraints and conditions of IBS seeking MAA services.

Regarding availability of mentors for IBS, 167 (69.0%) claimed that there was scarcity of mentors for IBS, while 60 (24.8%) students considered mentors as readily available. Since mentors were not allocated for IBS, the 24.8% of the students who indicated that mentors were readily available must have been

those who used informal contacts to get help from mentors. Indeed, 96.6% of students indicated that the university did not have a programme of assigning them with lecturers as mentors. Hence, the existing arrangement was unsatisfactory to meet the MAA needs of IBS. These findings concur with observations made by Droege (2006) asserts that MAA services of the non-traditional students are eliminated in HE leaving students feeling like they did not belong to the institution. Two students 1 (1.3%) of each reported to have identified mentors through the internet and during meetings with lecturers. The study also established that most IBS with academic mentors identified their mentors either through a friend or as the mentor was in class teaching.

4.4.1 Mentoring methods used in Kenyatta University as perceived by Institutional based students

The study sought to establish methods frequently used by lecturers and mentors in KU as perceived by IBS. The aim was to gauge their appropriateness in mentoring IBS if the regular programme were to be scaled up to include the IBS. The responses from the students were then compared with the responses provided by mentors on the methods they frequently used to mentor the regular students. It was assumed by the researcher that mentors had a wide perspective on how to best mentor different groups of students even though their responsibility during the time of the study was limited to regular students. The mentors had also undergone some induction courses and therefore were suited to interrogate and make recommendations on the most appropriate strategy to provide MAA to IBS. The study first sought from the students the methods they preferred. Their responses are summarized in Table 4.8:

Table 4.8: Methods Used to Mentor Institutional Based Students by Academic Mentors

Methods used by Academic Mentors	Responses				
	Most Used	**Used**	**Less Used**	**Least Used**	**Not Used**
Whole Class	215 (67.2%)	41 (12.8%)	8 (2.5%)	13 (4.1%)	43 (13.4%)
Course Work	140 (43.8%)	69 (21.6%)	25 (7.8%)	17 (5.3%)	69 (21.6%)
Group Advising	53 (16.6%)	73 (22.8%)	56 (17.5%)	38 (11.9%)	100 (31.3%)
One-to-one Interaction	39 (12.2%)	53 (16.6%)	50 (15.6%)	56 (17.5%)	122 (38.1%)
Small Group Tutorials	35 (10.9%)	69 (21.6%)	54 (16.9%)	57 (17.8%)	105 (32.8%)
Paired with a Peer (peer teaching)	30 (9.4%)	80 (25%)	45 (14.1%)	44 (13.8%)	121 (37.8%)
Seminars	12 (3.8%)	37 (11.6%)	40 (12.5%)	55 (17.2%)	176 (55%)
Workshops	7 (2.2%)	52 (19.3%)	43 (13.4%)	49 (15.3%)	169 (52.8%)

Table 4.8 shows that out of three hundred and two students, 215 (67.2%) students considered whole class as the method most used. This was followed by 140 (43.8%) coursework and 53 (16.6%) group advising. The other methods were 39 (12.2%) one-to-one interaction, 35 (10.9%) small group tutorials, 30 (9.4%) paired with a peer (peer teaching), 12 (3.8%) seminars and 7 (2.2%) workshops. The methods considered as not used were 176 (55%) seminars, 169 (52.8%) workshops, 122 (38.1%) one-to-one interaction, 121 (37.8%) paired with a peer (peer teaching), 100 (31.3%) group advising, 69 (21.6%) coursework and 43 (13.4%) workshop. From these responses the study established that whole class as they teach, coursework, and group advising were the methods most preferred by majority of the students. The methods considered as not used by most students were seminars, workshops and one-to-one interaction. This was supported by a student in FGD who said, “They can include workshops, seminars, brochures and newsletters.” These

findings concur with responses given by first-year IBS in FGD where one student said:

> ‘Mentoring according to me has always been done in the classrooms during the lectures. We cannot actually say we have a particular time for mentoring to meet these mentors.” For me, it is only once that we ever had somebody to mentor us in what to do. It was in the classroom situation where the lecturer was able to tell us how examinations are handled there and how they are tackled so, there is still a very big miss’’.

To add on this, one more student said: “Most of the lecturers use their own life history like in the class he said, that they started as P1s and now they are lecturers. That is what most lecturers tell us.” Others use written materials, some write their life history which we access through the internet and therefore, we get mentored through their history. When IBS were asked on the methods they would most prefer in a MAA process, they provided varied answers. Their responses are summarized in Table 4.9:

Table 4.9: Methods Preferred by Institutional Based Students for Mentoring and Academic Advising

Methods	**Responses**				
	Most preferred	**Preferred**	**Less preferred**	**Least preferred**	**Not preferred**
Course Work	170 (53.1%)	117 (36.6%)	19 (5.9%)	7 (2.2%)	7 (2.2%)
Group Advising	152 (47.5%)	101 (31.6%)	26 (8.1%)	19 (5.9%)	22 (6.9%)
Whole Class	163 (50.9%)	89 (27.8%)	30 (9.4%)	16 (5%)	22 (6.9%)
Paired with a Peer (peer teaching)	127 (39.7%)	145 (45.3%)	24 (7.5%)	15 (4.7%)	9 (2.8%)
Small Group Tutorials	91 (28.4%)	152 (47.5%)	47 (14.7%)	14 (4.4%)	16 (5%)
Workshops	81 (25.3%)	130 (40.6%)	47 (14.7%)	25 (7.8%)	37 (11.6%)
Seminars	75 (23.4%)	128 (40%)	52 (16.3%)	23 (7.2%)	42 (13.1%)
One-to-one interaction	66 (20.6%)	138 (43.1%)	72 (22.5%)	21 (6.6%)	23 (7.2%)

Out of three hundred and twenty students, 170 (53.1%) students most preferred coursework, 152 (47.5%) group advising and 163 (50.9%) whole class. The other methods most preferred in a descending order were 127 (39.7%) paired with a peer (peer teaching), 91 (28.4%) small group tutorials, 81 (25.3%) workshops, 75 (23.4%) seminars and 66 (20.6%) one-to-one interaction. The methods not preferred were seminars 42 (13.1%), workshop 37 (11.6%) and 23 (7.2%) one-to-one interaction. The other methods not preferred were 22 (6.9%) whole class, 22 (6.9%) group advising, 16 (5%) small group tutorials, paired with a peer (peer teaching) and 7 (2.2%) course work in a descending order. From these responses, the study established that coursework, whole class as they teach and group advising were the methods most preferred by a majority of the students. The methods not preferred were seminars, workshops and one-to-one interaction by a majority of students.

This was supported by a student in a FGD who said: "I think they can incorporate one lesson for the whole class for mentoring into the time table for all IBS in lecture sessions." One student who differed with whole class mentoring said: "They can include workshops, seminars, brochures and newsletters." From these responses the study established that course work, whole class as they teach and group advising were the methods most preferred by a majority of the students. These findings were supported by other IBS in FGD where one student said: "Mentoring according to me has always been done in the classrooms during the lectures; we cannot actually say we have a particular time for mentoring to meet these mentors."

On the side of mentors, 6 (42.9%) considered one-to-one interaction as a method most used, 5 (35.7%) coursework, 1 (7.1%) small group tutorials 4

(28.6%) personal contact outside the class 2 (14.3%) paired with a peer. The methods considered not used were 4 (28.6%) paired with a peer, 2 (14.3%) small group tutorial, 1 (7.1%) one-to-one interaction, coursework and personal contact outside the class. Generally, lecturers consider one-to-one interaction with the students, small group tutorials and course work as the methods most used in the university while over paired with a peer and personal contact outside the class as methods not used. These findings were in agreement with views of a mentor from the Psychology Department during an interview who said:

> The most common method, used by the twelve mentees, is calling the whole group and discusses the challenges they are facing, the good things achieved so far and set targets as a group. The ones with specific or individual problems come individually and set an appointment.

The researcher also focused on the kind of activities that mentors frequently engaged students in while in the institution. This information is shown in Table 4.10.

Table 4.10 Activities that Mentors Frequently Involved Student Mentees Inside the University

Responses	Frequency	Percentage
Group Discussion	6	27.3
One-to-one Interaction	4	18.2
Tutorials	3	13.6
Library Research	2	9.1
None	1	4.5
Other Activities Included: Group work, reading, class presentations, sharing experiences supporting each other and at student request	6	27.3
Total	**22**	**100**

Table 4.10 indicates that 6 (27.3%) mentors frequently involved students in group discussions, 4 (18.2%) involved one-to-one interactions, 3 (13.6%) in

tutorials, 2 (9.1%) in library research while 1 (4.5%) was in no activity. Six (27.3%) were varied responses which included: group work, reading, class presentations, sharing experiences, supporting each other and at student request. Generally, mentors involved students in various activities within the university and that seemed to suit both mentors and students.

A mentor from Special Education had additional views during an interview session who said:

> "For the activities you have to challenge them to participate in all areas of learning. You do not only encourage areas limited to academic work in the classroom. You try to give them the values of co-curricular activities because they also enrich their leaving certificates. They also help them to discover and exploit their individual talents. Whatever they are doing with others, for others, be they athletics without or within KU or activities among others are all important besides clubs and societies as well as helping the community".

The Dean of Students gave the following views: "The University does not specify or involve the IBS per se as a group to certain activities or clubs but the students themselves are the ones who enrol into the different clubs of their own choice and interest. The clubs are run by the students. Yes, we usually see some of them in the football running in the field and some women in hockey and volleyball, sports and games. So there is evidence that they are involved and they join the existing clubs and activities".

Regarding venues frequently used for mentoring, 14 (53.8%) respondents out of twenty six indicated to hold their academic and mentoring sessions in their offices. Six (23.1%) respondents indicated that they mentored students in the lecture halls as they lectured. Two respondents 2 (7.7%) each indicated: shopping centres and cafeteria respectively. Two responses 1 (3.8%) each,

were on: for special case outside the university over lunch and cyber café. From these responses, most mentors held their mentoring sessions in their offices and in the lecture halls during lecture sessions. These findings were supported by a mentor from the Psychology Department during a one-on-one interview who said:

> Much of mentoring, I do it as my work, either in classroom, outside relaxing or when in class with students and advice them to do the right thing. I regard my students as subjects and therefore, when they are out there teaching they should be models of what they are telling the students.

These findings concurred with the views of a mentor from Special Education who stated that: The best method or way of mentoring is where the mentor and mentee formally set themselves either in a classroom, or in a hall or in an office. To treat mentoring with all the due respect it deserves, for it comes next to formal class; only that mentoring may just be for few people while the class consists of many students. But surprising to say that it should be treated with all the respect it deserves not forgetting that when you are giving/making a report say after a term or a semester you must give the venue, the time, you are mentoring the student and agenda that you gave or discussed during that day among other formal areas. So you cannot meet the student and begin doing A, B, C. You got to have some kind of before preparation psychologically, materially among others".

The last item explored was in regard to capacity development and the skills in MAA that the lecturers who had volunteered had. Nine (64.3%) mentors out of fourteen stated that they had gone through training on academic mentoring and advising. Five (35.7%) mentors out of fourteen indicated that they had no

training on mentoring. Regarding duration of training, 7 (77.8%) mentors were of the opinion that the training took one day. One mentor (20%) each out of nine stated the duration took one week and one day to one week respectively. Responding to how mentors went about MAA without training, 3 (60%) mentors out of five used their guidance counselling skills and 2 (40%) mentors talked to students. From these responses most mentors acknowledged having gone under a mentoring and advising training that lasted a day. The mentors that had no training used their guidance and counselling skills. Regarding the quality of training, one mentor noted that: "Yes, in fact I have twice attended a seminar organized by the mentoring office. One day in fact they ran from 8.00 am to 2.00 or 3.00 pm. Some mentors however thought prior training was not necessary for successful mentoring.

A mentor from Special Education Department said: "It may not be very necessary as much of whatever we are doing here is related to the professional development of the students. And more so, the department of mentoring comes up with the programme of the areas which we should put emphasis. Third, it makes sure that before the academic year begins we all meet for a day or two for a seminar; kind of which we can regard as training. It includes all the mentors whereby we put our experiences together and we lay down the modalities for the forth coming semester and year".

Responding to the duration of training for mentors, the Director of Mentoring Programme said: "It is once a year. Like now we are having one day capacity building in August and the students will also do it in September. Immediately they come for the September session, the first Saturday is scheduled for a

capacity building for the student mentors. In November, we are recruiting new student mentors and we will do capacity building for them then". Based on these observations, when asked how effective the mentoring programme in KU was, 6 (42.9%) mentors considered MAA as very successful, 4 (28.6%) as successful, 3 (21.4%) considered the service as least successful while 1 mentor (7.1%) felt that it was not successful. From these responses, 10 (71.2%) mentors out of 14 on average considered the service as successful while 4 (28.6%) mentors out of 14 on average considered it least successful.

Regarding the kind of MAA that IBS required, the Dean, SoE during an interview noted: "Now the kind of advice and guidance they need possibly is orientation based on interaction. One of the things I know is that, they need advice on how to ensure that when they are here, they make themselves available for the teaching that is offered to them. They prefer to go home because of their children; they even say that they have big and older children. The adult children, they say, are ones needing more attention and I think they really need advice on that. When you take a course as an adult on IBP for one month, a course that is taking three months, it means there are sacrifices to be made. The students must willingly make those sacrifices. The other area that I think they need a lot of advice is to read on their own. The regular programme students are here for three months. These ones are here for a month. The whole idea of being able to manage their reading time is very critical. They need to know and appreciate that not just the teacher coming to a class to teach but they also need to do a lot on their own. So I think that is a mentoring issue. I think the other issue they need advice on is groupwork, to work together to share and I make sure that the classes I teach I give work to be done

individually and also as a group. This is because there is a lot they learn in both working alone and also together in groups". The sentiments above were supported by a mentor from Special Education during an interview session who said:

> They are aware of the units which are normally put on board for them to select. We advise them whenever they need any given information and normally meet them as a group on the opening day. In most cases, we talk to them as a department/school/administrators in any given session and also when need arises, we lose no time in advising them.

As for mentoring, the department of mentoring through the Dean of Students welfare, for it is part of that, should use all means to publicize the information to the IBP students that such services are offered to them in any given way. For example, when the students come, the lecturers concerned should be able to give professional advice depending on given subjects. Second, there should be some information given at departmental level by the chair or the course co-coordinator about what we offer. This should be done at the beginning of every session. Third, it should be done under academic advisors. The department normally has academic advisors who should be conversant with the actual curriculum of the department. I for one am one of them and I normally advise second year regular students, the same information should be extended to IBPs at one time or another in one way or another...Yes!"

Generally, exploration on how and if the existing mentoring programme at Kenyatta university could be reorganized to meet the MAA of IBS revealed various preferences. The preferences were in regard to methods the IBS preferred for MAA versus the prevalent methods used by mentors in the regular undergraduate mentoring programme. While the methods used in the

existing programme were more formal, requiring volunteers and formal allocation by the mentoring unit, the IBS seemed to prefer more informal methods where they would be able to access the services from any lecturer especially during lectures. The second preference was in regard to venues, where both institutional and outreach programmes have been used to reach undergraduate students. IBS did not have this advantage as they came to the institution during school holidays. The outreach concept, coupled with the use of virtual means would best be suited for the IBS. Coupled with this should be a strategy of forming peer clusters to encourage peer mentoring among IBS while they are away from campus.

The responses of students tended to point out their preference for group activities such as course work, group advising, whole class tutoring and peer teaching. The preference of these methods may have been because they are the once the IBS mostly utilize in undertaking their academic assignments away from the institution. Such venues should therefore be explored as a strategy to provide MAA to this group of students. The last preference was in terms of the capacity available to offer MAA to IBS. It was evident from the responses of mentors and students that even the existing capacity for regular undergraduates was not adequate in terms of capacity and numbers. There were few lecturers who provided MAA services and their level of skills was restricted to the one day induction courses, plus their orientation as lecturers in specific programmes. Given this divergence, this study concluded that a programme for MAA targeting IBS would need to be modelled differently with a lot more flexibility and informality to accommodate the varied circumstances of IBS.

4.5 Interventions required in responding to Mentoring and Academic Advising Needs of Institutional Based Students at Kenyatta University

The last objective of the study was to find out suggestions from IBS and lecturers on interventions to be undertaken by the university to improve and address the learning and welfare needs of IBS. Existing mentors for undergraduate students were specifically asked what they thought the university ought to do in expanding mentoring services to meet the learning and welfare needs of IBS. Table 4.11 summarizes the responses from the mentors:

Table 4.11: Suggestions from Mentors on how the University would organize MAA Services for Institutional Based Students

Suggestions on how best Mentoring can be Organized	Frequency	%
Organizing for computer classes	2	11.8
Set time outside the semester when students meet mentors	2	11.8
Allocating Mentors	2	11.8
Other suggestions Included: Hold a session with them the first day they come, monitoring to ensure all students are mentored, giving student manuals, making an effort to reach students at their work stations, prepare organized mentors on topic of interest, setting up structured and non-structured information desks, capacity building by having trained and motivated mentors, mentoring office where students are allocated mentors, having occasional sessions on academic success with them, giving matriculation to students and give lecturers incentives.	11	64.7
Total	**17**	**100**

Table 4.11 shows that out of seventeen frequency responses on how best MAA services for IBS could be expanded to incorporate the needs of IBS, six suggestions 2 (11.8%) each suggested organizing for computer classes, setting time outside the semester when students meet mentors, and allocating mentors

to students respectively, like it is done for regular students. The other 11 (64.7%) mentors one each, suggested that mentors could hold a session with the students the first day they came, monitoring to ensure all students were mentored, giving student manuals, making an effort to reach students at their work stations, prepare organized mentors on topic of interest, setting up structured and non-structured information desks, having trained and motivated mentors, mentoring office where students are allocated mentors, having occasional sessions on academic success with them, giving matriculation to students, and giving lecturers incentives.

A quantitative analysis of the qualitative responses from the mentors showed that 4 (16.7%) were of the opinion that the university should have a more structured and organized mentoring programme for the IBS like having a specific venue for the service. Three (12.5%) preferred that mentoring should cater for the diversity of students, 8 responses two (8.3%) of each on: holding sessions with students the first day they came, creating awareness of the programme through seminars and motivate lecturers with incentives, recognition and rewards and training of staff members on mentoring respectively. Nine responses (37.5%) indicated that the university should liaise with employers/government for longer holidays, consider mentoring as a unit, identify and help failing students to improve, improve e-learning to increase student-lecturer interaction, create awareness of the programme through circulars, organize for zonal special mentors on topics of interest, identify performing students and help them in innovation, identify performing students and help them in article writing and employ more lecturers to reduce ratio gap respectively. These responses showed that the lecturers/mentors preferred both

institutional and outreach approaches that appealed to the diverse circumstances of IBS.

Responding to a related item that required the lecturers to clarify their responses to the first question, 4 (15.4%) indicated they preferred time to be set aside for mentoring, for example, evening hours when IBS are not attending lecturers 3 (11.5%) each preferred mentoring to be done during the first week of students arrival and lectures to be through e-learning to create time for mentoring respectively. Two (7.7%) of each suggested grouping and allocating students a particular mentor and mentors be assigned according to their field of specialization respectively. One (3.8%) was not involved with the programme and 11 (42.3%) were of varied responses which included: sending motivational messages regularly, creating mentoring unit for IBS, Integration and infusion in UCUs, follow-up activities to ensure all mentors do their work, Identify failing students and giving them make-up CATs, notice boards, forums where students air their views, face-to-face, mentoring personnel of each department, Heads of departments (HoDs) to follow students doing CORE units to their classes and using peer mentoring system i.e. pairing with peers. Generally, mentors had various suggestions on how best MAA for IBS should be organized most of which were centred on devotion of time for mentoring, mentors initiatives to reach and mentor students requiring the service and departmental initiative to mentor students.

These perceptions were supported by a mentor from Psychology Department who said: “Effort should be made by the university look for a way of mentoring these students when they are at their places of work. Maybe

organize a Friday or Saturday to meet them and encourage them". The mentor further added: "Though they are scattered all over the country we can get a common place, because we have every county now. We can use the county headquarters and say whoever comes from Nairobi County lets meet at KU, whoever comes from Makueni County lets meet at Wote Market. We can make effort to reach them there and see how far they have gone with the assignment because we have an open learning system". A mentor from Educational Management stated:

> The best thing is to meet with the students' immediately they are admitted to the university. When they register for the first semester, just as we have matriculation for the regular students, we should also have it for the IBS because what we are trying to do is to induct them to the university programme, university education and what it means. Though we do a bit of mentoring as lecturers and chairpersons of departments, there should be a special booklet for the IBS to know the services that are available.

A mentor from Special Education gave the following suggestions in an interview session:

a) Through different media, what I have done personally because I have institutional based masters' students, I have e-mail. Anytime I turn around and feel that I have missed them and I want to know what they are doing in the field, I just write one line and tell all of them, "I have not heard from you, are you keeping your days?"

b) Another thing is immediately they come, as I said, the first two days I only need to enquire from the secretary where is the core course, where they are seated and I visit them and tell the lecturer who is teaching to give me two hours and I go we talk. I encourage them because I think what mature students want to hear is that they are doing the right thing. Some of them

have risked and taken loans against their husbands or their wives' wishes. They have risked their careers. So I think we are their second mother and second father. They want to hear that all is well and even when a small problem is about to shoot up and you go and talk to them you realize they have relaxed. And for the last one and a half years I have been a chair I have seen tremendous improvement especially when I go to them and tell them "I know what you are going through. I know it is not easy to do this kind of a course. You put your foot down, you made up your mind and you must finish within those two years." So I think the beginning of the term or session is very important to meet them, that is, the time they are running up and down they are worried about exams. I normally call my students like today I have called one or two. I do not think I go for a week without calling a student or so. I think that there is one, personal level and academic level".

Another mentor from the Department of Special Education added:

> Probably it can be organized in the first year when they join here. This should be addressed. I think they are addressed by all of us at the department as well as administrators. It is during that time when the department of mentoring can also come in and chip in what they have to offer to the students. During that time they need also to give as much as possible their areas of guidance and counselling. The essence of mentoring is guidance and counselling and it is to that end that it essentially covers the areas of personal development.

Responding to how the university would improve on the awareness despite the short duration of study for the students, the mentor remarked:

a) Perhaps one thing they can do is publish mentoring services online because most of the students use online services. Tell them there is such an issue, so that when they open the KU website they can see.

b) Have a record to show who came and who did not come for what. Thus you can be able to monitor what is happening and those who come then you have a report to see on what issues they raised and what the way forward is.

c) Have the mentors trained on how to keep records and how to track students and even communicate feedback and to write a good report on what they do, spelling what kind of things they are".

d) On more enquiries, the mentor further elaborated: "I think it should be a well formulated programme with a policy and our department does that. I think we have that at KU and then the students should know exactly what it is by somebody telling them, or being given a pamphlet that address the issues they should refer to when they have a problem to the officers concerned or to the person mentioned to be their mentor.

e) Also the university to give incentives to motivate lecturers to do it beside the normal schedules. Lecturers can call three to four students, seat and talk with them over a cup of tea or coffee somewhere even outside the university; where we can sit and talk about issues of life and about ourselves in a relaxed manner. So if I was given an incentive once a term or a month; an allowance of some nature, then I would be able to take my few students somewhere for a mentoring session. We can mentor them and tell them that one does not need to take five or ten beers when you have classes to attend to, you take one or two and go home and do work".

These findings were supported by the Dean, SoE as follows.

a) The bottom line is for the university to keep on reminding the students that such services are available for them and there are officers who are mandated for the mentorship programme.

b) Also, the university should remind the students that the lecturers around them can advise them. They can identify mentors and pursue them for mentorship; otherwise, improving on it will be very difficult to discuss because its expenses and success factors are not yet known.

c) They should open up and talk to lecturers who have been in the game for a long time, be confident to ask to be shown the way around doing academic work and how to combine with their many, many professional and personal issues.

d) They should always be encouraged and possibly also given some documentation on mentorship".

A mentor from Educational Foundations was of the following opinion:

> Institutional based students should just use the same procedure as the regular students. When students are reporting they should be given a form like the others to fill in, that is if they want it, the directorate would once again collect the forms, sort them out and send to us to mentor them. It can easily be done like that. When they are registering they are given the forms to fill in. They fill it giving their details, their religion, and the problems they want to be assisted on. Then they can be distributed to lecturers. It is easier that way.

The various sentiments from the mentors were echoed by the Director of Mentoring Programme. She shared the sentiments by noting that: "First of all is really to congratulate the university because you can see it has put a whole directorate for the mentorship. That, for me, is a real thing because others put it under one person like the Dean, of students to be in charge of mentoring. Then you mentor those students who are in need and for me that is also counselling.

Having a whole directorate is a real big thing for the university. You know mentorship is also about the members of staff mentoring and we have them here at KU.

a) The best thing we could do is to consider incentives for the mentors, and that of course has financial implication because as I told you the issue of sustainability is very critical. If that can be done then we will be where we intend to be. Incentives should be for both members of staff and the students. Students will not be given money because you cannot give students money. I do not think we have issues with them because what we do is that, the university gives them training, certificates and also some outings. We go out and they are satisfied with that.

b) The other thing is that we could also support some interactions between the mentors and mentees. For example, if you want to meet your mentees as a group on a Saturday morning; you see there is a financial implication because where you meet you would need a cup of tea or something or probably you would like to have a small outing that may require you to chip in as a mentor. If we would find a way of supporting such, of course with control, the mentors would be able to mentor their mentees more effectively. So it is not just meeting them and writing Short Message Service (SMS).

c) You can also organize for a small mentorship activity where it is not about you and the mentees; it is about mentees and others. I think basically we are there, we have done the university proud; we have done so much that what we are requesting is what remains to make the program stand the best of heights because other universities are really looking up at this".

The view on granting incentives to the academic mentors suggested by the Director of Mentoring concurs with the strategy of excellence by the University of Botswana which considered introducing incentives for academics who were advisors. These needed not only to be monetary; they included guaranteed parking, consideration for promotion, and other incentives that would motivate advisors (A Strategy for Excellence, 2008:16). The same university recommended the role of academic advisors to be clearly spelt out by the university, and advisors be given detailed information about where to refer students when they could not help the students themselves. Academic advisors also received training. The university also enacted a policy that delineated academic advisors' workload issues, recognition and rewards, advising accountability, training expectations, and the duration of advising.

Another mentor supported these views by noting that:

a) Mentoring and Academic Advising should be put on the time table like three hours or make it as information desk, therefore, in a week you can meet about twenty to thirty students just to tell them that they are okay.
b) There should be remuneration or a good token and probably earn points at the time of an interview and can be used especially if one misses two points so it should be recognized as a document for promotion.
c) "There is also fear of lecturer-student to be very close. Therefore, lecturers are not supposed to meet students after 5.00 pm. It should be given time and lecturers be encouraged;
d) Training should be more intensive, there should be Trainer of Trainees (TOTs) who go for one month for the training instead of the Director only.

The TOTs should be given Regions and decentralize the power from the Director".

With regard to increasing capacity to meet the MAA needs of IBS, a mentor from Educational Foundations had the following to say:

a) Mentoring capacity needs to be enhanced with motivation and incentives because of mentoring needs follow-up activities.
b) We need a lot of training and skills so that we can be able to report and share experiences.
c) The university needs to publicize these services to all students, so that the students are aware of the services and their importance.
d) They also need facilities where one can be able to go and mentor them in, unlike now when we meet them anywhere, like in the field. Offices are private, sometimes you are trying to work in the office and the students come for mentoring. There is no space for mentoring.
e) Students should also meet with mentors so that they can say what they are going through.
f) Take them out so that they can see how the other mentoring programmes are done, how successful they are.
g) Have a way of evaluating and mentoring the mentees because they can give a suggestion of what can be done. This can be done on a regular basis and then published to students through advocacy; perhaps we may be able to take them to the next level".

On their part, IBS, through a questionnaire and interview sessions made various suggestions regarding how the university could improve MAA for them. Their suggestions are summarized in Table 4.2;

Table 4.12: Suggestions by Institutional Based Students Regarding the Organization of MAA in KU

Suggestions		
Facilities and Resources -Mentors be available and approachable -Inclusion of the mentoring programme -Have a specific setting for mentoring -Online mentoring -Allocate mentors to students -Mentoring and advising as a unit be introduced -Programmed mentoring methods -Create and readily avail mentoring offices Reduce the number of students per lecturer Give students printed materials on mentorship Issue first-years with booklets on mentoring services Alternative to online registration Offices centred in one area to avoid time wasting Distance between lecture halls shortened Making modules readily accessible by students Avail more learning resources Consistency in issuing modules Addition of computers Free modules for the deaf Different schools to have career office **Communications** Improve modes of communication More forums Communicate the service effectively Avail mentors' contacts More communications between students and	**Methods of Mentoring** Face-to-face mentoring Mentoring during lectures Regular regional meetings for follow up Introduction of small group tutorials Establish group mentoring Establish peer mentoring Establish the right protocol to follow **Training(capacity building)** Holding workshops Adequate seminars in every session Training peer counsellors **Social** Endeavour to listen Government to adjust teaching and learning weeks **Awareness** Advertise the mentoring service Students' opinions and suggestions Guidelines on how to tackle one's problem in campus Improved student/lecturers relationship Cooperative teaching and non-teaching staff **Department** Departmental orientation every beginning of session Motivational speakers in each department Label each department for identification Offering course-work before students report for session Avoid clashing of units Properly scheduled timetable Sort issue of missing marks Flexibility to change of course	**Fees and Finance** Reduce fees Allocate adequate funds for mentorship **Time/Duration** Lengthen duration period in the university Release timetables early Prior notification of units for the subsequent session More time for group discussion Lessons to begin immediately after opening Lecturers to be punctual in all lectures Reduce amount of workload Time should be differed Timetable stipulated with units to cover for the course **Examinations** Mentors to discuss examination results with students **Mentors/Lecturers** Quorum for 1st years Lecturers to attend all classes More lecturers Lecturers to be more committed Lectures be more practical than examination oriented Send students lecture notes via e-mail Lessons on e-learning

administration Telephone usage for communication Follow-ups every year Make use of class representatives to pass information Increase number of notice boards **Administration** When students join KU they be oriented on mentoring Orientation Appoint mentors and advisors who are ready to serve Employ sign interpreters for the deaf Employ sign interpreters for the deaf Regulating the number of students admitted Creating other campus branches nearer our homes Consultation with student reps before making major decisions Increase sensitization of the programme to student Create awareness and importance of mentoring **Time Allocation** Clear guidelines concerning mentoring availed to students Set aside time for mentoring Set a specific day for mentoring Improve on time management Mentor students on Sundays when they are free Improve on time management Timetable with allowance time for mentoring Set time for library activities	Detailed requirements for subsequent session **Incentive** Issue certificates to mentees to encourage others to join Awarding best performed students Friendly learning environment Release examination results on time Easy access to examination results Returning examination booklets for student mistake identification **Units** Provide unit notes the first day of reporting Give clear guidance on choice of units Allow students register for units they are comfortable with Set maximum and minimum number of units Allow students register for more units	**Students' Welfare** Reduce number of students per room Involving students in decision-making Regular and IBS to be treated equally Housing of nursing mothers Electricity to be availed throughout Engage students in co-curricular activities Deaf students be given first hand information Identify the lot that needs mentoring Programme that caters for students needs Mentors to take responsibility of attending to students

These findings were supported by IBS in a FGD where one student said,

a) "I think they can incorporate one lesson for mentoring into the timetable for IBS.
b) Also mentoring should begin immediately students report as 1st years, to be taken through the advising programme until they get to 4th year.
c) The university need to give credit waivers to those students with diplomas.
d) The university should also start a unit on MAA in the university.
e) There should be time management and the issue about registering units online should be looked at. There should be a timetable early when you start the semester with the units that the students are supposed to do for that semester.
f) In some units after we do examinations with everyone in class you still find some miss their results. That needs to be looked at and streamlined. We need an hour or so before we start examinations for socialization before the session begins and it can bridge and bring advice for us".

Clearly, the responses of the students, lecturers who served as mentors, the Director mentoring and Dean, SoE showed an appreciation that MAA interventions needed to be integrated into the academic programmes of IBS. They also gave various suggestions on how they thought the MAA programmes should be expanded to incorporate the MAA needs for IBS and implemented. The suggestions they provided revolved around the following broad strategies:

- Assigning mentors to students early as they register in the institutions. Most suggestions pointed to the need for all new students to be formally assigned mentors as they reported to the institution.

- Facilitating peer mentoring relationships, both formal and informal. Being active in peer mentoring, both as an incoming student and advanced student, provides the opportunity to learn from others' experience and to share thoughtful advice with new students as more senior students advance.
- Provide platforms for the IBS and mentors to meet on a regular basis. This would encourage the IBS to benefit and sharpen their skills in time management and organizational skills. Regular meetings could also increase the student's comfort level so that when a problem emerges he/she would more likely seek advice.
- Design outreach interventions to reach more IBS when they are not in the residential sessions. This, they suggested could be done through introduction of internet for mentoring for those students who could access internet services and face to face meetings for those who could not.
- Providing IBS with detailed information booklets that clarify expectations including detailed, up-to-date information about requirements and resources, both print and on the university website.

4.6 Conclusion

Findings reported in this chapter show that KU did not have a formal programme to provide IBS with MAA. Indeed, the study found that most of the IBS were not aware of the mentoring programme for the regular undergraduate students. They were also not aware of any channels through which they would seek the services within the university. Despite this, both

IBS, lecturers who served as mentors for regular students and the Director, Mentoring underscored the need to have a mentoring programme for IBS.

The major areas which students required MAA and a mentor's advice were: use of library, examination, timetabling, course progression and graduation requirements, student welfare issues and choice of academic units. Because there was no formal mentoring programme for IBS, most students indicated they sought these services informally mostly through: lecture sessions, published information which they received during registration, from their peers and from lecturers outside formal classroom sessions. Both the students, lecturers, the Dean SoE and the Director mentoring also agreed that the existing programme for regular students would be expanded to incorporate the mentoring needs of IBS. The manner of expansion frequently mentioned included allocating mentors to IBS as it was being done for regular students, using veracious avenues for mentoring, including internet and outreach programmes to reach IBS, having all lecturers involved in mentoring, requiring lecturers to have office hours when the IBS would go for advice and intensive training of mentors to make them more effective, among others. Based on these responses, the study concluded that the mentoring needs of IBS were largely not addressed. The study also concluded that it was important for the institution to expand the mentoring directorate to also include IBS.

CHAPTER FIVE: SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS OF THE STUDY

5.0 Introduction

This chapter presents a summary of the main research findings of the study, conclusions, policy summaries and recommendations for further study. The content of the study is presented according to the research objectives stated in Chapter One as follows:

a) To explore the MAA needs of IBS at Kenyatta University.

b) To find out, from the IBS, challenges they encountered in accessing MAA services at Kenyatta University.

c) To investigate on how MAA could be expanded to incorporate the academic and welfare needs of IBS.

d) To propose interventions that Kenyatta University can undertake to meet the MAA needs of IBS and improve the quality of Institutional Based Programmes (IBPs).

5.1 Summary of the Study

The focus of this study was to explore the Mentoring and Academic Advising (MAA) needs of IBS at Kenyatta University (KU). These are interventions used in Higher Educational Institutions (HEIs) to improve the quality of students' academic life and learning outcomes. Academic mentoring is a process which involves a relationship of a more knowledgeable individual with a less experienced individual. The study was inspired by the need to explore institutional interventions that would be designed to balance the trend of increased access to public universities of non-traditional students with quality learning and outcomes. This was because while HE was important and

increased access and attainment of university education were critical to the socio-economic development of a country this target could not be realized unless this access was accompanied by interventions such as MAA which contributed to quality learning outcomes.

5.2 Summary of the Main Findings

A summary of the main findings of this study is based on the field data in relation to the objectives and research questions that were addressed. Overall, the findings were as follows:

5.2.1 Mentoring and academic advising needs of institutional based students at Kenyatta University

The first and major objective of this study sought to explore the Mentoring and academic advising needs of Institutional Based Students at Kenyatta University. Under this objective five key findings were summarized as follows:

First, in terms of awareness of the mentoring programme, the study established that 77.2% of the students were not aware of the programme at the university. This was an indication that the university had not given adequate attention to the programme in favour of the IBS since the formal mentoring was ideally meant for the regular students. Therefore, the students were not likely to benefit from the mentoring programme in their short periods of stay in the institution.

Secondly, despite the majority of the IBS not being aware of the programme (95.9%) of the sample respondents indicated that they considered MAA to be critical in terms of advising them on non-academic and academic related issues that they encountered in the institution. The implication of this finding was that

the university should realize the diverse academic and non-academic needs of IBS and provide for them since they too, had issues that required MAA interventions. Giving reasons for the importance of MAA, the IBS reported some of the areas that required MAA which included:

Guidance and Counselling issues (41.4%) which would enable students to access the university facilities, tackle challenges in the institution, adjust to the new academic and social culture, make right choices, be prepared psychologically, be guided on what is expected of them, be advised on issues beyond their reach and avoid confusion among others.

Academic-related issues (22.5%) which would help them; gain knowledge, get good results/excel academically, have their academic issues clarified in case of doubt, on effective ways of studying in and out of campus, cope with the tight schedule, keep informed on the arising issues when away and feel motivated to continue pursuing their education.

Course-related issues (14.7%) would help them go through the course without difficulty, learn easily by choosing the right course and understand the relevance and requirements of the courses and choice of units and in areas of specialization.

Personal issues (7.8%) which would enable them to solve personal problems and balance their study with work and parenting.

Thirdly, the IBS mentioned main areas in which they needed MAA which included: the use of library (20%), examinations, student welfare issues, choice of academic units, various study facilities and timetabling.

Other areas mentioned were; availability of student mentoring and advising, course progression and graduation requirements.

Fourthly, issues which IBS thought they required a mentor's advice included: Registration issues such as unit registration and subject choice, study methods, research, study materials, assignments, library, lecturing, teaching practice, credit transfer and writing stories.

On examinations issues, they needed advice on; missing marks, how to tackle examinations and on classification (graduation requirements).

Other issues mentioned were; professionalism and future prospects, ICT, finance, time management, personal issues, students' welfare and co-curricular activities. The areas where IBS thought they needed mentoring and advising in concurred with the issues they perceived to be requiring mentors' advice. This implies that the university should realize that these students have specific issues that require MAA ranging from academic, professional, administrative to personal issues. The implication of this finding is that if the university falls short of realizing and addressing the issues on MAA, the IBS would remain inadequately mentored. This would affect the quality of education and students taking long periods to complete and graduate thus negatively affecting the university as a whole and the learning outcomes of the IBS.

Fifthly, in terms of the mentoring services available to the IBS in KU, most of the students (45.7%) reported getting MAA support services during lecture sessions in form of: lecturing, how to tackle academic matters, use of library, computers and the internet. Other services available included students' body,

orientation from the VC's speech, counselling services, chaplaincy, physical and health education departments and Aids Control Unit (ACU).

Sixth, regarding how the students acquire MAA services, majority of them stated that they acquired the information through:

Lecture sessions (26.9%), as follows: face-to-face interactions with lecturers, their course lecturers and in a class of UCU 100 (Communication Skills). Documentations (26.3%) which included: brochures, students' admission forms, booklets, bulletins, newspapers advertisements, KU publications (magazines, catalogues, newsletters), materials given to read on their own and materials posted on the Internet. The administration (19.8%) which was done through: orientation, registration officials, matriculation period (by the VC), librarian and the department. Other avenues mentioned were: advertisement (14.2%) which included notice boards and posters. This finding amplified the vacuum created by lack of a formal programme targeting the needs of IBS at KU.

5.2.2 Challenges encountered by institutional based students in accessing mentoring and academic advising services and those experienced by mentors in providing the services

The second objective sought to establish the major challenges encountered by IBS in accessing MAA services and the mentors in providing mentoring services which were:

a) Insufficient time to do assignments such that they reported coming back to the institution with overdue assignments;

b) Attendance for lectures and time provided for the Institutional-based programme which was two to three weeks;

c) Lack of awareness about mentoring: many students did not know that there were mentoring services in the university because they had not been sensitized.

d) The large number of IBS meant that even if the mentors were there, it would have been impossible to reach everybody.

e) Inadequate communication channels to inform students when and where to access mentors and lecturers.

f) Technology was another challenge. Some IBS reported to have come from areas/regions which lacked electricity, computer services while some of the students were computer illiterate. Also for some assignments, they had to commute to major towns to seek help in accessing information through the internet.

On the side of mentors, they reported that some of the challenges they encountered included:

a) Students and lecturers were always busy.

b) Age difference between lecturers and the IBS.

c) Financial challenges in conducting activities with students.

d) Lack of computers and connectivity to illustrate use of internet and writing concepts.

e) Mentors (23.8%) reported that most students expected monetary support from mentors.

f) Inadequate space to provide privacy and convenience during mentoring sessions.

g) Students rarely sought advising on related academic matters, but mostly on welfare support.

5.2.3 Suggestions from institutional based students and lecturers on how mentoring and academic advising could be expanded to incorporate the academic and welfare needs of institutional based students

The third objective sought to establish the suggestions proposed by IBS on how the mentoring programme would be expanded to incorporate the academic and welfare needs of IBS:

a. The university ought to design a mentoring policy for IBS and be made more conversant to students and mentors;
b. The university ought to assign mentors to all IBS during their registration instead of waiting for them to seek the services as is the case with the regular undergraduate program. The findings showed that most of the IBS went out of their way to seek for help informally.
c. The university ought to use better ways of identifying mentors because the method they relied on of volunteerism or random assignment by chairpersons of departments might not have been effective. This is because lecturers might have volunteered to please their head of department, while those requested might not have been good in mentoring.
d. The university ought to put in place a mentorship program specifically targeting the IBS.
e. The university ought to make MAA part of the formal responsibility of all academic staff, with some recognition to those lecturers who availed themselves to students. This is because the students reported that most lecturers were uncooperative and not easy as the students and lecturers were always busy.

f. Besides, the university ought to design a system where every mentor could have a well-stipulated schedule of how, when and where to meet the mentees. This schedule would be availed to the students and pinned on the door of mentors, notice boards at the SoE, departments and also at the mentoring office.

g. All lecturers should undergo training in MAA to make it easy for them to integrate MAA into lecture sessions and coursework as these were methods reported to be most preferred by the sampled IBS. These methods could be most appropriate since all students attend lecture sessions and coursework therefore, all IBS would easily be mentored despite the limitation by time factor.

h. With regard to where lecturers held mentoring sessions 89.1% of students reported that it is done in the lecture halls as the lecturers lectured, 9.7% students reported that mentors held the mentoring sessions in their offices. A minority of students reported that the mentors held their sessions anywhere in the school compound. This implies that mentoring as a University Common Unit (UCU) would be the most ideal method to reach all IBS within the lecture halls unlike the one-to-one method in the offices or anywhere else which the students reported to be morally unsafe and insecure.

i. Concerning group work as a method of mentoring most IBS suggested that they would prefer a group approach as a platform for mentoring. The university would therefore, take advantage of mentoring the IBS using group-work activity as it is one of the methods they most preferred

(47.5%) while in the institution. This was observed all over KU compound where most IBS worked in groups.

j. Most mentors reported inadequate recognition and compensation for the time they devoted to mentoring. The implication to this finding is that the mentors who reported to be unaware or did not benefit with any incentive given might not have adequately offered the mentoring services to the students. They might also contempt the service on realizing that their fellow mentors were being remunerated. This implies that the university should have an unbiased standard form of remuneration, reward and recognition such as certificates as incentives to all mentors in a way to strengthen the mentoring service.

k. Regarding training; 64.3% mentors indicated that they had a prior training on mentorship while 35.7% mentors had no prior training. This implied that the mentors who lacked prior training on mentoring might have relied on mentoring methods not preferred or suitable to students and some might have even felt inadequate and thus failed to offer the service. On the duration of training, 77.8% mentors were of the opinion that the training took one day. Twenty per cent each stated the duration to have taken one week and one day to one week respectively. This finding meant that an effective mentoring programme for IBS has to factor the aspect of adequate training for mentors. The university ought to set a system of training with clear-cut specifications on duration and expectations, especially recognized certificates, for the mentors for effective mentoring. This avoids the confusion on duration that is one day, one week and so on. The mentors who considered mentoring as less

successful might have been due to inadequacy of training, inconsistencies of duration of training, lack of adequate mentoring facilities, lack of standard forms of incentives, lack of awareness of the mentoring programme by most IBS and lack of proper methods of mentoring.

5.2.4 Interventions that Kenyatta University can undertake to meet the mentoring and academic advising needs of institutional based students and improve the quality of institutional based programme students

Interventions proposed by the mentors to meet the MAA needs of IBS included:

a) Organize for computer classes, set time outside the semester when students meet mentors, allocate mentors, hold a session with them the first day they come and monitor the programme to ensure all students are mentored.

b) The need to give out manuals, make effort to reach the students at their work stations, organize for motivational speakers on topics of interest were also suggested.

c) Other interventions suggested included: Setting structured and non-structured information desks, having trained and motivated mentors and having mentoring office/mentoring resource centre where students would be allocated mentors.

d) Also there was need for occasional sessions on academic progress besides matriculation.

Interventions proposed by the mentors on how to improve the quality of mentoring for IBPs included:

a) More structured and organized mentoring rooms, where a diversity of students could hold sessions with mentors the first day they come.

b) Create awareness of the programme through circulars, seminars and organizing for zonal special mentors on topics of interest.

c) Motivate lecturers with incentives, recognition and rewards, training of staff members on mentoring and liaising with employers/government for longer holidays.

d) Consider mentoring as a unit, identify and help failing students to improve and improve e-Learning to increase student-lecturer interaction.

e) Identifying performing students and help them in article writing and innovation.

f) Employ more lecturers to reduce lecturer-student ratio gap.

Suggestions from IBS on how to improve on the IBP included: mentoring methods, communication, facilities and resources, time allocation, training, student welfare, awareness, social, fees and finance, lectures, technology, administration, choice of units, examinations and departments.

5.3 Conclusions of the Study

The study draws the following conclusions based on the findings. First, most of the IBS were not aware of the MAA programme in the university though regardless of gender, they thought that academic mentoring was important for the IBS. Ironically, some students considered academic mentoring as not important. Those who reported academic mentoring as important said it helps in guidance and counselling, academic issues, course selection, personal issues, completion, role modelling, career, future prospects and financial issues. Despite the importance of MAA to the IBS as reported by both the students and lecturers, the university had not established a formal programme to address the mentoring needs of this group of students.

Second, areas which students required MAA were: use of library, examination, timetabling, course progression and graduation requirements, availability of student mentoring and advising, various study facilities, student welfare issues and choice of academic units.

Third, students received information regarding mentoring services through: lecture sessions, documentations, administration, training, and advertisements.

Fourth, students required a mentor's advice were on issues related to: registration, academic, examination, professionalism and future prospects, ICT, finance, time, personal issues, and student welfare and co-curriculum activities.

Fifth, mentors across both genders affirmed the existence of university policy on the mentoring service though this was for the regular undergraduate students and not for IBS.

Sixth, the study established that a high percentage of students rarely talked to a lecturer/mentor. Therefore, most of the students considered availability of mentors as scarce and not available at all, while a small percentage of students considered mentors as readily available. Majority of the IBS accessed mentoring services informally by seeking out lecturers or through peer channels.

Seventh, the mentoring programme that existed at the university relied on lecturers who acted as mentors based on volunteerism. The same process applied to students who sought mentoring services. This study concluded that such an approach to mentoring was bound to be less effective as some lecturers

might not approach the task with the commitment required. Students in distress would also shy off from seeking the services. In the view of this study, the best approach to mentoring would be to expand the existing mentoring program to integrate the services into the formal teaching as part of the required services that lecturers ought to give to students.

Eight, the study established that the methods preferred by both students and lecturers to mentoring included use of lecture sessions, course work, and group advising. IBS reported to be mentored in lecturer sessions, in the mentors' offices, under trees and anywhere in the school compound.

Ninth, notice boards and posters were modes of communication considered mostly used by a majority of mentors to communicate to IBS while mobile phone and email were the least used.

Tenth, mentors considered one to one interaction with the students, small group tutorials and course work as the mentoring methods most used while paired with a peer and personal contact outside the class were not used. The study concluded that mentoring programme should be expanded to incorporate IBS.

Eleventh, the study established that the nature of facilitation given to mentors was considered as inadequate and the university should take this into account for those lecturers who commit their time to mentoring. Most mentors also had no prior training on mentorship. In order for the mentoring to be effective, this study concluded that an expansion of the mentoring programme be done to incorporate IBS. Time was also noted to be limited. For example it was reported by the lecturers that, occasionally they did not have adequate time for mentoring since they were also teaching full loads like the other lecturers who

were not involved in the process. The issue of compensation and recognition (not necessarily monetary) and adequate training should be factored while expanding the programme. Responses from lecturers and students pointed out that lack of attention to these issues made the mentoring programme even for the undergraduate students less effective.

Twelfth, the challenges encountered by IBS were on: Awareness of availability and accessibility of mentoring resources and personnel, mentor/student relationship and communication, technology (ICT), units, students' welfare, guidance, time and work load. The major hindrance of acquiring information on mentoring and advising by IBS was lack of awareness and limited time in the university.

Thirteenth, suggestions from mentors on how to improve the mentoring services were: Organizing for computer classes, set time outside the semester when students meet mentors, holding a session with them the first day they come, monitoring to ensure all students are mentored, giving student manuals, making an effort to reach students at their work stations, prepare organized mentors on topic of interest, setting up structured and non-structured information desks, having trained and motivated mentors, mentoring office where students are allocated mentors, having occasional sessions on academic success with them, giving matriculation to students and give lecturers incentives.

Fourteenth, suggestions by mentors on how the university would expand to incorporate the IBS needs included: More structured and organized for example, mentoring rooms, should cater for the diversity of students, hold

sessions with students the first day they come, create awareness of the programme through seminars, motivate lecturers with incentives, recognition and rewards, training of staff members on mentoring, liaise with employers/government for longer holidays, consider mentoring as a unit, identify and help failing students to improve, improve e-Learning to increase student-lecturer interaction, create awareness of the programme through circulars, organize for zonal special mentors on topics of interest, identify performing students and help them in innovation, identify performing students and help them in article writing and employ more lecturers to reduce ratio gap.

Suggestions by IBS regarding the organization and management of Institutional based programme included: mentoring methods, communication, facilities and resources, time allocation, training, incentives, student welfare, awareness including increased sensitization of the mentoring programme and its importance, social, fees and finance, lectures and technology.

Fifteenth, lecturers on their part recommended that the programme could be expanded to incorporate IBS through: providing time for mentoring for IBS, for example, in the evenings, mentoring should be done on the first week when students arrive for registration, E-Learning, grouping and allocating students a particular mentor, assigning mentors from field of specialization, not involved with the programme, send motivational messages regularly, create mentoring unit, integration and infusion in UCUS, follow up activities to ensure all mentors do their work, identify failing students and giving them make-up CATs, notice boards, forums where students air their views, face to face, mentoring personnel of each department, HoD to follow students doing core

units to their classes and using peer mentoring system that is, pairing with peers.

Finally, despite evidence in the literature of the need to prioritize MAA services for non-traditional students (IBS in this case), KU had not put in place a formal programme for this group of students. As a result of increased demand, KU, like other universities in Kenya had enrolled students from non-traditional groups many of who were underprepared and therefore needed additional support to enhance their chances of success. Universities facing similar condition are under increasing pressure to improve student outcomes such as retention, persistence and completion. Mentoring is one mechanism used by universities to foster those outcomes. Given the absence of a mentoring programme for the IBS at KU, this study concluded that some aspects of their academic progress were affected.

5.4 Recommendations

The study provides two sets of recommendations. The first entails policy interventions for IBS. The second provides the areas that may require further research.

5.4.1 Recommendations for policy and action

This study was envisaged with a view to contributing to the policy in providing mentoring services to the undergraduate IBS. To ensure MAA needs were adequately provided, the study recommended the following:

a) Establishment of a formal mentoring program for IBS.
b) Every university student should be allocated a mentor on registration day whose interaction should start immediately. For example, each

administrator on duty on registration day should have a list of mentors and assign each mentor a number of students as directed/required by the mentoring directorate. Such a step would ensure that every student had a mentor to consult in case of any need.

c) There is a need for mentors to receive training in MAA to improve on their mentoring skills. Students' in-service training on mentoring and academic advising, should be organized for both regular and IBS.

d) The government policy on Higher Education should stress on the need to mainstream MAA as one of the University Common Units into the existing university curriculum in all higher education institutions. This would ensure a culture of MAA into university operations.

e) The university should ensure that they meet the IBS in the course of the semester in their distance learning/regional campuses to guide them on assignments or any issue, be it personal, academic or professional. This would make students feel they belong to the institution and that someone cares for them. This would lessen uncertainty, increase confidence and self esteem and ensure successful completion of studies.

f) The university should institutionalize mentorship by broadening and strengthening the existing mentoring program to target students in other modes of study namely: IBS, postgraduate, Open and distance learning, evening and weekend intensive.

5.4.2 Recommendations for further research

In terms of further research, it is recommended that:

a) A more extensive study that would cover larger samples should be conducted. This will verify the findings of this study about the MAA needs of IBS in Kenyan public universities.

b) A similar study should be conducted in other public and private universities because MAA needs are different due to different environmental factors and backgrounds.

c) Moreover, it is also important to conduct a study to find out the perceptions of Masters and Ph D students in accessing MAA needs in the university. This may give an opportunity to the supervisors to map out the students perception on lecturers/students interactions because after course work many post graduate students are left alone feeling like they do not belong to the institution leading to prolonged completion period and drop outs.

d) A comparative study should be conducted to compare the accessibility of MAA services in public and private universities in Kenya.

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APPENDICES

Appendix A: Questionnaire for Students

Dear Student,

I am undertaking a study to establish the Mentoring and Academic Advising (MAA) needs of undergraduate students in Institutional Based Programme (IBP) at Kenyatta University (KU). The following questions are seeking your views and opinions on MAA needs in your university. Please read the questions carefully and respond to each question as required. Your answers will be treated confidentially and shall only be used for the purpose of this study. The answers you provide will assist the universities in Kenya in improving the quality of MAA needs. They will also shed light on the type of advisory guidance needed by students in IBP. Do not write your name.

Section A: Demographic Information

1. The person filling in this questionnaire is a (Tick) male ( ) female ( )
2. Your age _____ years
3. Year of study _____
4. Which degree programme are you currently studying in the School of Education, for example, B. Ed (Early Childhood), B. Ed (Special Education) ? _____

5a. State the kind of work you do to earn a living.

_____

_____

b. Indicate, if work is (Tick) full time ( ) part time ( )

6a.What is your current professional qualifications? (Tick)

P1 ( ) S1Teacher ( ) Diploma holder ( ) any other (State) _____

b. What is your highest academic qualification?

_____

_____

7. Are you are a boarder or a commuter during the three weeks of your study?

Boarder ( ) Commuter ( )

8. How long had you stayed in the field before joining the university?

_____

Section B: Mentoring and Academic Advising Needs of Institutional Based Students (IBS)

9a. Are you aware of the student mentoring programme at KU? Yes ( ) No ( )

b. If yes, how did you learn about the mentoring programme? Through the: Department ( ) lecturers ( ) other students ( ) notice boards ( ) a friend () the internet ( ) any other _____

10a. Have you had issues that you feel you needed to consult a mentor for advising? Yes ( ) No ( )

b. If yes, list the issues for which you think you needed a mentor. For each of the issues, kindly explain briefly how you think a mentor will be of help.

Issue	How a Mentor will Help

11. Mention any other issues for which you think you have needed the help of a mentor/advisor.

_____

_____

_____

12. How often have you been able to talk to a lecturer when in need of academic advice?

Many times ( ) sometimes ( ) occasionally ( ) rarely ( ) Not at all ( )

13. In your opinion, what do you think contributed to the situation you have indicated above?

_____

_____

14a. Do you have a mentor and academic advisor? Yes ( ) No ( )

b. If yes, where?

_____

_____

_____

15. How did you identify the mentor and academic advisor? Through

i. Referral by the department

ii. Identified the mentor as he/she was teaching

iii. A friend

iv. The internet

v. Any other_____

16a. Do you think MAA is important to students in Institutional Based Programme? Yes ( ) No ( )

b. If yes, why?

_____

_____

17. List some of the MAA support services you have identified and used in Kenyatta University._____

18. What kind of MAA needs would you propose the university to provide to enable you improve on your personal and professional growth?

Mentoring and Academic Advising Needs	
Personal Growth	Professional Growth

C. Designing of MAA Programme to IBS at Kenyatta University

19a. Do you have an MAA unit (lesson) in the university as part of your degree programme? Yes ( ) No ( )

b. If yes, how often are MAA classes offered in the university?

Daily ( ) Weekly ( ) Fortnightly ( ) Monthly ( ) once a semester ( )

20. Which of the following methods have academic mentors been using to mentor students in the university? Tick the following methods according to the frequency of use.

Methods Used by Academic Mentors	**Frequency of Use**				
	Most Used	Used	Less Used	Least Used	Not Used
Course Work					
Paired with a Peer (Peer					
Group Advising					
One-to- One Interaction					
Small Group Tutorials					
Workshops					
Seminars					
Whole Class as they Teach (Inclusive/on-going)					

21a.Which of the following methods in MAA do you prefer? (Tick appropriately).

Methods Used in Mentoring and Academic Advising	**Preferred Methods**				
	Most Preferred	Preferred	Less Preferred	Least Preferred	Not Preferred
Course Work					
Group Advising					
One-to- One Interaction					
Paired with a Peer (Peer Teaching)					
Small Group Tutorials					
Workshops					
Seminars					
Whole class as they teach (Inclusive/on-going)					

22. Where do the mentors hold their sessions for mentoring and academic advising? (Tick the appropriate one)

In their offices

In the lecture halls as they lecturer

Anywhere in the compound (state where)

_____

_____

23. Which of the following modes of communication do academic mentors use to mentor students?

Modes of Communication Used to Mentor	**Frequency of Use**				
	Most Used	Used	Less Used	Least Used	Not Used
Mobile Phone					
Email					
Notice Boards					
Posters					

D. Challenges Faced by Students in the Institutional Based Programme in Accessing MAA Needs

24. What challenges do you face as a student in Institutional Based Programme in accessing MAA needs in the university?

_____

_____

E. Suggestions on how to Improve MAA Needs

25. Give some of the suggestions you feel that if implemented could improve MAA needs for Institutional based undergraduate students in the university?

_____

_____

_____

Thank you for taking time to respond to the questions

Appendix B: Questionnaire for Mentors

Dear Colleagues,

I am carrying out a study on Mentoring and Academic Advising (MAA) needs for students in Institutional Based Programme. This study seeks your views and opinions on MAA needs in the university. You have been identified as one of the respondents from your department. Please read the questions carefully and respond to each question as required. Your answers will be treated confidentially and shall only be used for the purpose of this study. The answers you provide will also help in improving the quality of MAA needs of students in Institutional Based Programme in Kenyan universities. Do not write your name.

General Information

The person filling in this questionnaire is a (Tick) male ( ) female ( )

Age: _____

Teaching Experience: _____

Professional Qualifications: _____

Units Taught: _____

Department: _____

Section A. Mentoring and Academic Advising needs in the University

1a. Does the university have a policy on academic mentoring? Yes ( ) No ( )

b. If yes, what does the policy state on academic mentoring?

_____

_____

c. Is the policy being implemented in the university? Yes ( ) No ( )

2a. Do you have an MAA unit in the university as part of the degree programme? Yes () No ( )

b. If yes, how often are MAA classes offered in the university?

Daily ( ) Weekly ( ) Fort-nightly ( ) Monthly ( ) Once a semester ( )

3. How do you identify the students who require MAA?

_____

_____

4a. Do you think IBS are aware of the MAA services provided in the university? Yes ( ) No ( )

b. If yes, how do they get the information?

_____

_____

c. If no, why?

_____

_____

5. How best do you suggest MAA services for Institutional based students should be organized? Explain your answer

_____

_____

6. What is your opinion on the importance of MAA to the Institutional based students in your department?

_____

7. Which of the following methods do you use to mentor and advise students in the university? From the table below tick appropriately.

Method Used in Mentoring and Academic Advising	**Frequency of Use**				
	5	4	3	2	1
	Most Used	Often Used	Less Used	Least Used	Not Used
Course Work					
Small Group Tutorial					
One-to-One Interaction					
Paired with a Peer (Peer					
Personal Contact Outside the Classroom					

8. Which of the following modes of communication do you use to mentor and advise students in the university? From the table below tick appropriately.

Modes of Communication Used to Mentor Students	**Frequency of Use**				
	5	4	3	2	1
	Most Used	Used	Less Used	Least Used	Not Used
Mobile Phone					
Email					
Notice Boards					
Posters					

9. What activities do you involve the students you mentor and advise in while inside and outside the university?

Inside _____

Outside _____

10. Where do you hold the sessions for MAA? (Tick appropriately)

In the office

Anywhere in the compound (state where)

In the lecture halls you lecturer

Any other _____

11a. Has the university given you a provision of incentives, recognition, and reward for effective MAA?

Yes ( ) No ( )

b. If yes, which ones

Incentives	**Recognition**	**Rewards**

12. Have you undergone any training on MAA?

Yes ( ) No ( )

b. If yes, how long was the training?

_____

c. If no, explain how you go about the MAA of students.

_____

13. How successful has been the MAA in your department? Tick as appropriate.

Very Successful ( ) Successful ( ) Moderately Successful ( ) Least Successful ( ) Not Successful ( )

14. What MAA needs would you suggest the university to provide to the IBS to enhance their academic, professional and personal development?

Mentoring and Academic Advising Needs		
Academic Development	Professional Development	Personal development

15. What challenges do you encounter as a mentor and academic advisor in mentoring and advising of IBS?

    _____

16. What suggestions can you give to the university on how to improve MAA programme to IBS?

    _____

Thank you for taking time to respond to the questions

Appendix C: Focus Group Discussion

Dear Students,

I am undertaking a study to establish the MAA needs of undergraduate students in Institutional Based Programme at Kenyatta University. I would like us to take some time to discuss certain aspects related to MAA needs. The responses you provide during this discussion will be treated with utmost confidentiality. This discussion is also meant to provide insights into the types of needs and suggestions for solutions for students in Institutional Based Programme. It will not reflect your name or any other details that may reveal your identity. Please let us discuss as freely as we can to assist the university improve the quality of MAA needs for students in Institutional Based Programme.

1. What comes to your mind when MAA with regard to university students is mentioned? (Probe)
2. Which MAA needs do you receive as a student in Institutional Based Programme while in this university? (Probe)
3. Do you think MAA is of any importance to you as an Institutional based student? (Probe)
4. Which methods are used by the mentors/advisors in the university to help you be able to go through your studies? (Probe)
5. Mention some of the things you would like to be advised and mentored on as an Institutional based student. (Probe)
6. In your opinion what challenges have you been facing as an Institutional based student? (Probe)
7. What recommendations can you suggest to the university on how to improve on MAA needs for future Kenyatta University IBS? (Probe)

Thank you for taking time to respond to the questions

Appendix D: Interview Schedule for Mentors

Dear Colleagues,

I am carrying out a study on MAA needs for students in Institutional Based Programme. This study seeks your views and opinions on MAA needs in the university. You have been identified as one of the respondents from your department. Your answers will be treated confidentially and shall only be used for the purpose of this study. The answers you provide will also help in improving the quality of MAA needs of students in Institutional Based Programme in Kenyan universities. Do not write your name.

General Information

The Person being interviewed is a Male ( ) female ( ) Please tick

Number of years in university teaching: _____

Department: _____

Highest academic qualifications: _____

Section A. MAA Needs in the University

1a. Does the university have a policy on academic mentoring? (Probe)

b. What does the policy state on academic mentoring?

c. Is the policy being implemented in the university?

2. Do you have an MAA unit in the university as part of the degree programme? (Probe)
3. How do you identify the students who require mentoring and academic advising?

4a.Do you think IBS are aware of the MAA services provided in the university? (Probe)

b. If yes, how do they get the information?

c. If no, why?

5. How best do you suggest MAA services for Institutional based students should be organized? Explain your answer.

6 .Which methods do you use to mentor and advice students in the university?

7. Does the university give incentives, recognition, and reward for effective mentoring and academic advising? (Probe)
8. Have you undergone any training on mentoring and academic advising? (Probe)

b. If yes, how long was the training?

c. If no, explain how you go about the MAA of students.

9. What challenge do you encounter as a mentor and academic advisor in mentoring and advising IBS?

10. What suggestions can you give to the university on how to improve MAA programme to Institutional based students?

Thank you for your Responses

Appendix E: Interview Guide for Director Mentoring Programme

Instructions

I am carrying out a study on MAA needs for students in Institutional Based Programme. This study is designed to assess the MAA needs of Institutional based undergraduate students in the university. As the Director of Mentoring Programme in Kenyatta University you have been selected for the study. Please answer the following questions as truthfully as possible. All information will be treated confidentially.

General Information

The person sharing in this discussion is a Male ( ) Female ( )

Experience in the current position (in years) _____

Professional Qualifications: _____

Unit Taught: _____

1. What is the university policy on mentoring for undergraduate students (Probe for students by mode study?)
2. What are the aims of mentoring in the university? (Probe)
3. Does the university offer MAA as a teaching unit? (Probe)
4. Do you have specific lecturers as mentors, how many and how are they recruited? (Probe)
5. Does the Institutional Based Programme provide students with adequate opportunities to benefit from the university's mentoring and advising services? (Probe for time, organization and quality of services)
6. What modes of mentoring do you have? (Probe)
7. Who refers the students to the mentoring department and why? (Probe)
8. How often are the students mentored? (Probe)
9. How are the meetings conducted? (Face to face, email, mobile phones).
10. Who decides on the issues to be addressed during mentoring sessions? (Probe)
11. Do you think MAA is important to the IBS and why? (Probe)
12. What problems does the directorate face in offering MAA services to Institutional based undergraduate students? (Probe)

13. Has the university given a provision of incentives, recognition, and reward for academic mentors? (Probe)
14. Do you give any training to the mentors and the mentees? (Probe)
15. What challenges do the IBS face in accessing MAA services? (Probe)
16. What challenges do you face with the lecturers/mentors and students in mentoring and academic advising? (Probe)
17. How can MAA be improved in the university to the Institutional based students?

Thank You

Appendix F: Interview Guide for Dean School of Education

Instructions

I am carrying out a study on MAA needs for students in Institutional Based Programme. This study is designed to assess MAA needs of Institutional based undergraduate students in this university. As the Dean School of Education you have been selected for the study. Please answer the following questions as truthfully as possible. All information will be treated confidentially.

1a.Does the university has a policy on mentoring and academic advising?

b. If so, how is its presence/existence made known to students who come to the university?

2. Please, briefly discuss with me on Kenyatta University's policy on MAA for undergraduate students? (Probe)

3. I would like you to reflect a little on the students you receive in this institution that is, background of their primary and secondary education, and the nature of courses they go through in this institution, and the kind of work they are going to do out in the world of work. On the basis of your reflection, what are your views in general, about the:

   a. Kind of MAA needs which students in Institutional Based Programme require? (Probe)

   b. The adequacy of their preparation regarding the mastery of content (subject matter) in primary and secondary school education prior to joining the university?

      1. Very adequate 2.Adequate 3.Somehow Adequate 4. Not adequate

      5. Cannot tell

4a. Who does the mentoring and academic advising? (Probe)

b. How does the university recruit these people who carry out this exercise?

c. Are these mentors trained in mentoring and academic advising?

d. Do you think these mentors are enough?

5. In your opinion, does the university meet fully the MAA needs of IBS? (Probe)

6. What activities does the university involve the IBS in while in the campus related to mentoring and academic advising? (Probe)

7. Which out-of-campus activities does the university involve the IBS in related to mentoring and academic advising? (Probe)
8. In your opinion, what is the importance of MAA to the IBS? (Probe)
9. What challenges does the university face in the provision of MAA to the IBS? (Probe)
10. How can the university improve on the provision of mentoring and academic advising? (Probe)

Appendix G: Interview Guide for Dean of Students

Instructions

I am carrying out a study on MAA needs for students in Institutional Based Programme. This study is designed to assess MAA needs of Institutional based undergraduate students in this university. As the Dean of students you have been selected for the study. Please answer the following questions as truthfully as possible. All information will be treated confidentially.

1a.Does the university has a policy on mentoring and academic advising?

b. If so, how is its presence/existence made known to students who come to the university?

2. Please, briefly discuss with me on Kenyatta University's policy on MAA for undergraduate students? (Probe)

3. I would like you to reflect a little on the students you receive in this institution that is, background of their primary and secondary education, and the nature of courses they go through in this institution, and the kind of work they are going to do out in the world of work. On the basis of your reflection, what are your views in general, about the:

a. Kind of MAA needs which students in Institutional Based Programme require? (Probe)

b. The adequacy of their preparation regarding the mastery of content (subject matter) in primary and secondary school education prior to joining the university?

1. Very adequate 2.Adequate 3.Somehow Adequate 4. Not adequate 5. Cannot tell

4a.Who does the mentoring and academic advising? (Probe)

b. How does the university recruit these people who carry out this exercise?

c. Are these mentors trained in mentoring and academic advising?

d. Do you think these mentors are enough?

5. In your opinion, does the university meet fully the MAA needs of IBS? (Probe)

6. What activities does the university involve the IBS in while in the campus related to mentoring and academic advising? (Probe)

7. Which out-of-campus activities does the university involve the IBS in related to mentoring and academic advising? (Probe)
8. In your opinion, what is the importance of MAA to the IBS? (Probe)
9. What challenges does the university face in the provision of MAA to the IBS? (Probe)
10. How can the university improve on the provision of mentoring and academic advising? (Probe)

Thank you for giving me time to share with you

Appendix H: Research Permit

PAGE 2

THIS IS TO CERTIFY THAT:
Prof./Dr./Mr./Mrs./Miss/Institution
Felicity Wanjiru Githinji
of (Address) Kenyatta University
P.O.Box 43844-00100, Nairobi.
has been permitted to conduct research in

KU Location
Nairobi District
Province

on the topic: Academic mentoring and advising needs of school based students in Kenyan Public Universities; A case study of Kenyatta University.

for a period ending: 31st July, 2014.

PAGE 3

Research Permit No. NCST/RCD/14/012/630
Date of issue 7th June, 2012
Fee received KSH. 2,000

Applicant's Signature

Secretary
National Council for Science &Technology

Appendix I: Research Authorization

REPUBLIC OF KENYA

NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY

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When replying please quote
secretary@ncst.go.ke

P.O. Box 30623-00100
NAIROBI-KENYA
Website: www.ncst.go.ke

Our Ref: **NCST/RCD/14/012/630**

Date: **7th June 2012**

Felicity Wanjiru Githinji
Kenyatta University
P.O.Box 43844-00100
Nairobi.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on "***Academic mentoring and advising needs of school based students in Kenyan public universities; A case study of Kenyatta University,***" I am pleased to inform you that you have been authorized to undertake research in **Kenyatta University** for a period ending **31st July, *2014.***

You are advised to report to **the Vice Chancellor, Kenyatta University** 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.

DR. M. K. RUGUTT, PhD HSC.
DEPUTY COUNCIL SECRETARY

Copy to:

The Vice Chancellor
Kenyatta University.