

University Of KwaZulu-Natal

Students` Perceptions and Experiences of Mentoring - A Case Study of Umthombo Youth Development Foundation

By

Dumsani M. Gumede

204524143

**A dissertation submitted in fulfilment of the requirements for the
degree of Masters in Commerce in Leadership Studies**

**College of Law and Management Studies
Graduate School of Business and Leadership**

SUPERVISOR: Alec Bozas

Year: 2014

Declaration

I, *Dumsani M. Gumede*, declare that:

- i) The research reported in this dissertation, except where otherwise indicated, is my original research
- ii) This dissertation has not been submitted for any degree or examination at any other university
- iii) This dissertation does not contain other person's data, pictures, graphs or other information, unless specifically acknowledged as being sourced from other persons
- iv) This dissertation does not contain other person's writing, unless specifically acknowledged as being sourced from other researchers. Where other written sources have been quoted then:
 - a) Their words have been re-written but the general information attributed to them has been referenced
 - b) Where their exact words have been used, their writing has been placed inside quotation marks and referenced
- v) This dissertation does not contain text, graphs or tables copied and pasted from the Internet, unless specifically acknowledged and the source being detailed in the dissertation and in the references sections

Signature: _____

Date: _____

Student Name: _____

Acknowledgements

Looking back on this journey I undertook in 2014, with all the stress that came with it, I wish to express my heartfelt gratitude and appreciation for the support and encouragement received throughout the journey, without their support, this would not have been possible:

- I would like to thank the Almighty for not making things easy for me, but for giving me the strength to make it through the journey that seemed almost impossible.
- My supervisor, Mr Alec Bozas, who provided his expert advices, support and most importantly his guidance throughout the research and was always motivating and encouraging during difficult times. I truly thank you.
- My lovely wife, Ntombizonke “Zonke” Gumede and my children Siphawokuhle Gumede and Wandiswa Gumede, for the continuous support and encouragement during the research and more importantly your understanding while I was busy with my work. My special thanks to you.
- My director, Dr Gavin MacGregor for all your support throughout my studies.
- My special friend, Dr Andrew Ross, without you this would not have been achieved. I truly thank you.
- My research mentor, Dr Laura Campbell, without you, I would not have started and completed this journey without you, your continuous guidance, advices and the writing skills were so helpful. My special thanks to you.
- My students, who participated in the study, without your participation this study was going to be a failure, I thank you all.
- My colleagues at Umthombo Youth Development Foundation (Mbali, Cebile & Nevilla), thank you for all your support and encouragement

Abstract

Introduction: This research was conducted in order to assess students' perceptions and experiences of mentorship using the Umthombo Youth Development Foundation (UYDF) as a case study. The UYDF is a non-governmental organization that works towards addressing critical local needs and development challenges in rural areas. The organization invests in rural-based youth with potentials to train as healthcare professionals and willing to come back and serve their rural communities after their degrees' completion.

Methods: The study adopted a mixed method approach consisting of both qualitative and quantitative methodologies. Data was collected through questionnaires that were distributed to all eligible students funded by UYDF in 2014 ($n= 109$). The questionnaire comprised open-ended and closed-ended questions to ascertain the students' perceptions and experiences of the UYDF mentoring model. A detailed descriptive data analysis was conducted through the use of SPSS version and a one-way ANOVA. Cross-sectional and quantitative approaches were used to assess the perceptions and experiences of the students. The quantitative approach yielded responses that enable the research process to evaluate the success or otherwise of the mentorship programme in terms of numeric responses. Qualitative data were analysed through NVIVO version 10.

Results: The results were very diverse and subjective. Three themes derived from data to describe mentoring, viz: Advisor, Coach and Supervisor and there was no significant difference between the UYDF mentor and the local mentor, both were perceived as an Advisor and a Coach. The Consecutive One-Way ANOVA which was conducted for each statement showed that there was a statistically significant difference at the $p < .05$ level. Participants perceived UYDF mentoring process as useful and emphasized on coaching and advising as the most successful within mentoring process.

Conclusion: both quantitative and qualitative analysis results confirmed that mentoring is a combination of coaching, advising and supervising. The respondents perceived the role of the UYDF mentorship as more of an advising and empowering role and less as a watchful supervisor. Their views around the success of the UYDF also reflect a value in having an Advisor and Coach. Most responses on the mentoring processes were positive at a $p < .05$. In particular participants found the following to be of value: orientation, goal setting, meeting up with others, the UYDF mentor sharing his experiences with them and information sharing around practical aspects such as time management and study techniques.

Glossary

The following terms apply in this dissertation

AIDS – Acquired Immune Deficiency Syndrome

ANOVA – Analysis of Variance

DUT – Durban University of Technology

HCP – Health Care Professionals

HIV – Human Immune-deficiency Virus

IHL – Institution of Higher Learning

IP – Intervention Programme

MBChB – Bachelor of Medicine-Bachelor of Surgery

MESAB – Medical Education for South African Blacks

NGO – Non-Governmental Organization

NMMU – Nelson Mandela Metropolitan University

PMB – Pietermaritzburg

RAM – Remedial Approach Model

SA – South Africa

SPSS – Statistical Package for the Social Science

SUN – Stellenbosch University

UCT – University of Cape Town

UJ – University of Johannesburg

UKZN – University of KwaZulu-Natal

UNIZUL – University of Zululand

UP – University of Pretoria

UYDF – Umthombo Youth Development Foundation

UWC – University of Western Cape

Sig. – Significance

SMS – Sending Message Services

STI – Sexually Transmitted Infections

Std – Standard

Wits – Witwatersrand

Table of Contents

Declaration.....	ii
Acknowledgements.....	iii
Abstract.....	iv
Glossary	v
Table of Contents.....	vii
List of figures.....	xii
List of tables.....	xiii
CHAPTER ONE	1
INTRODUCTION TO THE RESEARCH	1
1.1 Introduction	1
1.2 Background of the Study	1
1.3 Problem Statement.....	3
1.4 Background of the Umthombo Youth Development Foundation (UYDF).....	3
1.5 Purpose and Significance of the Study	6
1.6 Research Questions.....	6
1.7 Study Specific Objectives.....	6
1.8 Limitations of the Study	6
1.9 Summary.....	7
CHAPTER TWO	8
LITERATURE REVIEW	8
2.1 Introduction	8
2.2 Background to the South African University Environment	9
2.3 Description of Mentoring	13
2.4 The Purpose of Mentoring.....	15
2.5 The Potential Benefits of Mentoring	16
2.6 The Potential Challenges of Mentoring.....	17

2.7 The Qualities of a Good Mentoring Relationship	19
2.8 Mentoring and Gender.....	21
2.9 Mentoring and Learning	22
2.10 Approach to Mentoring	24
2.11 The Umthombo Youth Development Foundation (UYDF) Model.....	25
2.13 The Selection of Mentoring Teams	29
2.14 Mentoring Activities of the Mentorship Programme	30
2.15 Quality Management	31
2.16 Models of Healthcare Training Mentoring in South Africa	32
2.17 The Famous Mentor-Mentee Pairs	34
2.18 Gaps in Literature	35
2.19 Summary.....	36
CHAPTER THREE	37
RESEARCH METHODOLOGY.....	37
3.1 Introduction	37
3.2 Research Design	37
3.3 Research Approach/ Paradigms.....	38
3.4 Validity	39
3.5 Study Setting.....	41
3.6 Target Population	41
3.6 Sampling strategy and Sample Size.....	41
3.7 Inclusion and Exclusion Criteria	41
3.8 Pilot Study	42
3.9 Data Collection Methods	43
3.9 Likert Scale.....	43
3.10 Data Collection	44
3.11 Data Analysis.....	44

3.12 Ethical Consideration	45
3.13 Conclusion	45
CHAPTER FOUR.....	46
PRESENTATION AND ANALYSIS OF FINDINGS.....	46
4.1 Introduction	46
4.2 Quantitative Data Presentation and Analysis	46
4.2.1 Response Rate.....	46
4.2.2 Demographic Characteristics of Participants	47
4.2.3 Views on the aspects of the mentoring process.....	50
4.3 ANOVA to assess the differences in statements according to the year of study.....	54
4.4 ANOVA to assess different perceptions according to Universities/Schools/Campus	57
4.3 Qualitative data analysis	61
4.3.1 Participants Understanding of Mentoring.....	62
4.3.2 Description of the Role of the UYDF mentor	64
4.3.3 Perceptions on the Role of the Local Mentor	66
4.3.4 Experiences of the UYDF Mentoring Programme	68
4.3.5 In your Opinion what was Successful about the UYDF Mentoring.....	70
4.3.6 Suggestions on How Mentorship Could be strengthened.....	72
4.4 Conclusion	74
CHAPTER FIVE	76
DISCUSSIONS OF FINDINGS	76
5.1 Introduction	76
5.2 Broad overview.....	76
5.3 Perceptions and Description of Mentorship	77
5.4 Age, Gender, Race and Ethnicity Differences between Mentees and Mentors.....	78
5.5 Changes of Dependency on Mentoring as the Level of the Study Increased	79
5.6 Why Medical Students Need More Mentoring than Other Faculties' Students?	80

5.7 Orientation at Start of Studies, Meeting Others and Goal Setting.....	81
5.8 Mentoring and Learning	83
5.9 Summary.....	84
CHAPTER SIX.....	85
CONCLUSION AND RECOMMENDATIONS	85
6.1 Introduction	85
6.2 Objective one	85
6.2.1 Finding from Research	86
6.2.2 Conclusion	86
6.2.3 Recommendation	87
6.3 Objective Two	87
6.3.1 Finding from Literature	87
6.3.2 Finding from Research	87
6.3.3. Conclusion	88
6.3.4 Recommendation	88
6.4 Objective Three	89
6.4.1 Finding from Literature	89
6.4.2 Finding from Research	90
6.4.3 Conclusion	90
6.4.4 Recommendation	90
6.5 Key Findings.....	91
6.6 Recommendations	92
6.6.1 Recommendations for Further Research	93
6.7 Concluding Remarks	94
References.....	95
Appendices.....	101
Ethical Clearance.....	101

Turnitin Report	102
Study Questionnaire	103
Consent Form	108

List of figures

Figure 2.1	Kolb Model – Experiential Learning-----	23
Figure 2.2	UYDF model -----	27
Figure 4.1	Ages of the Participants -----	47
Figure 4.2	Genders of Participants -----	48
Figure 4.3	What Do You Understand by Mentoring -----	63
Figure 4.4	Describe the Role of the UYDF Mentor -----	65
Figure 4.5	Describe the Role of the Local Mentor -----	67
Figure 4.6	Describe Your Experiences of the UYDF Mentoring-----	70
Figure 4.7	In Your Opinion What Was Successful About the UYDF Mentoring? ----	72
Figure 4.8	Career Route – Learning and Development -----	83

List of tables

Table 1.1	Components of UYDF Mentoring Programme -----	5
Table 2.1	Summary of processes in the UYDF support strategy for rural-origin HCP students -----	27
Table 4.1	Place of Study -----	48
Table 4.2	Year of Study -----	49
Table 4.3	Course Studied-----	50
Table 4.4	Perceptions on the Mentoring Process -----	51
Table 4.5	Further Perceptions on Mentoring Process -----	53
Table 4.6	Differences in Statements According to Year of Study -----	54
Table 4.7	Welch and Brown-Forsythe Tests on Perceptions -----	55
Table 4.8	Significant Differences between Years of Study -----	55
Table 4.9	Significant Items and Place of Study -----	57
Table 4.10	ANOVA: Differences between Three Significant Items and Place of Study by the Participants -----	60
Table 4.11.	Frequently cited -----	74

CHAPTER ONE

INTRODUCTION TO THE RESEARCH

1.1 Introduction

This chapter introduces the study that was conducted to investigate student perceptions and experiences of mentoring using the Umthombo Youth Development Foundation (UYDF) as a case study. The chapter outlines the key objectives of this study and presents an overview of the research methodology used to investigate the study and discusses the objectives.

Many studies have been conducted on mentoring and on the perceptions of mentees about mentoring, however, not much research has been done on the mentoring of rural-origin students who enroll into medical school and allied health related fields. This study sought to evaluate the mentoring processes that have been used on their mentoring by the UYDF.

Such evaluation is necessary as the team considers that mentorship is vital to student success. It will assist the organization to identify problems in the current mentoring process and improve on those gaps. Additionally, evaluation could assist in strengthening funding opportunities and may be useful to other organizations who wish to consider socially accountable projects.

1.2 Background of the Study

Access to and support during higher education was a long standing national priority and imperative of numerous South African Institutions of Higher Learning (Dunpath & Vithal, 2012) and the IHL have responded by implementing a number of programmes to attract previously disadvantaged students and to support them during their training.

The UYDF provides funding to assist the rural origin students to train and graduate as healthcare professionals. The latter are also provided with ongoing mentorship support during their training to completion. The UYDF has been achieving the pass rate of above ninety percent in past three years (MacGregor, 2013). The UYDF model has not been formally evaluated and this study was concerned with effectiveness of the mentoring given hence, the

study reviewed the students' perceptions and experiences of the mentoring within the UYDF. The primary aim was to ascertain their perceptions in order to strengthen the UYDF Scheme and to provide guidance to other model that aim to support.

In South Africa, concerns around equity and participation in Institutions of Higher Learning (IHL) for marginalized groups have promoted the development of policies, procedures and programmes to attract and retain disadvantaged students at Institutions of Higher Learning (Department of Education, 1997:7). The South African Education White Paper of 1997 articulates the transformation imperative in IHL: "In South Africa today, the challenge was to redress past inequalities and to transform the higher education system to serve a new social order, to meet pressing national needs, and to respond to new realities and opportunities" (Department of Education, 1997:7).

Globally, there are complex issues involving retention and support of students at institutions of higher learning (including universities) and such issues have been increasingly receiving attention (Quinn, Muldoon & Hillingworth, 2002). The attention is particularly focused on issues around social accountability, where a university is expected to be accountable to the population it serves. In post-apartheid South Africa, it would seem imperative that universities focus on issues of social accountability and social justice.

In South Africa, there has been an historic imbalance in distribution of healthcare professionals as most healthcare professionals tend to work in urban areas after graduation, leaving rural areas bereft of healthcare professionals (Jama, Mapasela & Beylefeld, 2008). Studies have indicated that the recruitment and support of rural-origin students results in such students remaining in rural areas following graduation (Naidu, Irlam, Diab, 2013). In order to address rural-urban imbalance, students from rural areas should be recruited, supported and mentored in the journey to become health care professionals. Rural-origin students may not have had the same learning opportunities as their urban counterparts; hence they may be ill prepared to deal with academic life. Additionally, rural-origin students may face more funding challenges than their urban-origin colleagues which leads to rural-origin students having to leave healthcare professional training programmes. Literature indicates that there are rising attrition rates and reduced funding at tertiary training institutions (Quinn et al., 2002).

Students who are unused to the rigors of academic life and who have to live far from their support systems may benefit from mentoring. The concept of mentoring has been adopted

and is used worldwide as a method of developing inexperienced person (mentee) to succeed in a field or career. The word “Mentoring” is deduced from the Greek word meaning “enduring” (Taherian & Shekarchain, 2008). Structured and ongoing mentoring can be of particular use for disadvantaged students including those who come from rural areas. Such students may fail to ask for assistance when they are facing challenges both in their academic and social lives. They may act to hide their challenges. Such actions may lead to underperforming in their studies and eventual failure and academic exclusion (Winston, Van Der Vleuten & Scherpbier, 2014).

In South Africa, the concept and the practice of mentoring has been adopted and used by the UYDF. The UYDF targets and financially supports students from rural areas during health professional training. In addition to financial support, the UYDF students are offered structured and ongoing mentoring. There is an idea in UYDF that such mentoring is a critical component adding to academic success. This idea is supported by literature that indicates that mentoring is associated with academic success (Griesel, 2009).

1.3 Problem Statement

There is a limited literature about mentoring in South Africa. A limited literature that exists does not necessarily address rural-origin students pursuing their degrees at urban-based universities (Jama et al., 2008; Taherian & Shekarchain, 2008). For those which do, the focus is not in the scarce-skill field in South Africa. Furthermore, there has been no formal evaluation of the UYDF mentorship programme. This becomes a challenge because the outcome of the evaluation could lead to improved services delivered by the organization. Literature indicates that early identification of challenges and introduction of appropriate intervention reduces failure and dropout and maximizes return for stakeholders (Winston et al., 2014). This is the main reason why this study was undertaken, to come up with responses to potential challenges identified in the operation of the UYDF.

1.4 Background of the Umthombo Youth Development Foundation (UYDF)

UYDF is a Non-Governmental Organization (NGO), that works towards addressing critical local needs and development challenges in rural areas and a specific aim is to address a legacy of inequality and injustice perpetuated during apartheid (Savage, 2008). Dr Andrew Ross and his committee at Mosvold Hospital (in northern Zululand) started a trust which was

called “Friends of Mosvold Scholarship Scheme.” The aim of the trust was to address the chronic problem of shortage of health care professionals in rural hospitals (initially at Mosvold Hospital). The scheme soon expanded beyond Mosvold Hospital into the broader uMkhanyakude district. By the year 1998, the trust committed to a scholarship scheme for local youth, by providing the youth with an opportunity to study a health science degree. A hope was that after graduation such students would return to the area and work at the local hospital.

Initially the Trust committed to fund four students each year and the trust developed a working relationship with Medical Education for South African Blacks (MESAB), with agreement of MESAB paying half of the university costs for each of the students selected by the scholarship scheme. As the number of students increased, it became clear that many faced challenges including academic and social. The Trust saw the need for comprehensive social and academic mentoring. Initially a rudimentary mentoring was undertaken by the founder on a voluntary, informal and unstructured basis. As the scheme grew and the number of students increased a more formal mentoring programme was required. The Trust appointed the first full time staff member (the director) in 2008. During the developmental phase of the organization, the director identified critical areas that seemed to be vital for the success of the UYDF. Such areas included the following:

- o Identification of youth with potentials to study health sciences
- o Academic & Social Mentoring support
- o Placement and employment of graduates after completion
- o Honouring of “work back” contracts (obligation) by graduates
- o On-going support to graduates (the retention strategy)
- o Funding partnerships to ensure sufficient funds to deal with the ever increasing number of students.

As a result, a fulltime student mentor was appointed in late 2008. The mentoring is both social and academic and this arose from an observation that the majority of students were failing not because of academic reasons but due to social issues. Currently the mentoring programme has been further developed by introducing local mentors. These local mentors are

located around the country and their mentoring includes a meeting monthly between mentor and mentee. The fulltime student mentor now acts as a coordinator for mentoring.

The aim of the UYDF mentoring programme is to identify the student's problems and assist individual students to deal with his/her problem before it affects their academic progress. It also aims to build confidence. The mentoring does not only happen at university but it continues in other places of study such as a hospitals (all students are required to do holiday work at the hospital of origin). At the hospital, staffs carry out clinical mentoring and the students are exposed to clinical work as early as in their first year. Such exposure is believed to add to confidence as they progress with their studies. A summary of the mentorship programme is presented below:

TABLE 1.1: Components of UYDF Mentoring Programme

Activity	When and where
1. UYDF mentor coordinator visit each student on campus twice per year (once per semester)	February/March during the university visit
2. Monthly telephone/SMS/emails enquiry to each student	Monthly
3. Student's meeting their Local Mentor monthly	Monthly
4. Quarterly reports by each student	Quarterly
5. Holiday work at different hospitals and practical exposure to patient treatment	Practical exposure to patients @ hospitals (June & December)
6. Student meeting on each campus	Quarterly
7. Imbizo meeting	December (every year)

1.5 Purpose and Significance of the Study

The aim of this study was to assess the students' perceptions and experiences of mentoring at UYDF and identify strengths and gaps as well as improvement opportunities in the organization's mentorship programme.

1.6 Research Questions

- o The study questions were as follows:
- o What do students understand by the term mentoring?
- o What were the students' perceptions and experiences of mentorship offered by UYDF?
- o What can be improved from the current mentorship programme?

1.7 Study Specific Objectives

The main aim of the study was introduced: namely to review students' perceptions and experiences of the mentoring received from the Umthombo Youth Development Foundation. Such a review identified weaknesses, strengths, gaps and opportunities in the current mentoring programme in order to find ways to strengthening the mentorship programs. The specific objectives are described as to:

- o Review demographic details of participants
- o Determine participants' perceptions of mentoring
- o Assess participants' experiences and understanding of mentoring
- o Assess the students' perceived role of the mentor
- o Explore options to strengthen and improve mentorship

1.8 Limitations of the Study

The main limitations to this study were the sample size, which was not representative of all the Universities in the country. Also the study considered only students funded by the UYDF in year 2014. Indeed the original aim of this study was to review students' perceptions and experiences of mentoring, with no aim to generalize the finding but to generate questions for

further research and direct path for further research and the findings of this study might help to influence not the UYDF practices and policies required for rural-origin students but rather present a chance to improve their mentoring strategies and this maybe be used as the model to prevent failure and drop out at institutions of higher learning.

As much the study sheet was given to participants but the biasness might be the limitation of this study, participants might responded to please the UYDF in order to avoid losing the funding as the lead author was the employee of the UYDF which might influence the responses from the participants, although it was explain several times that the responses has no influence on the funding rather improve the mentoring process.

1.9 Summary

The chapter has presented the research problem, key research questions and an overview of what the research was aimed at. The aim for this study was to review students' perceptions and experiences of mentoring. This research identified weaknesses, strengths, gaps and opportunities in the current mentoring programme. Chapter two that follows contains a review of relevant literature.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter explored and acknowledged the work that has been done previously by the international and local researchers on mentoring. One way of acknowledging the previous work done is through literature review. This literature review focused on definitions of mentoring, the benefits and challenges of mentoring, the purpose of mentoring, the different approach to mentoring and the selection of mentors. Many studies have explored the perceptions of mentees about mentoring. However, not much has been done on the mentoring of rural-origin students who enroll into medical schools and health related fields. This chapter builds on existing literature to bridge the gap and support the findings in this study. In support of (Durrheim & Painter, 2009), no research exists in isolation, but must build on what has been done previously. A researcher should therefore review previous literature in the area of the research field with a view of identifying common themes. This literature has importantly considered what has been done in order to bridge the gaps. Taking cognizance of the purpose of a literature review, the following topics were covered in this chapter:

- South African University Environment
- The Description and purpose of mentoring
- The potential benefits of mentoring;
- The potential challenges of mentoring;
- Mentoring and Gender
- Mentoring and Learning
- The qualities of a good mentoring relationship and attributes of a good mentor
- An approach to mentoring

- A review of UYDF model
- The mentoring activities of the UYDF model
- The selection of Mentoring teams
- The quality management
- What mentoring models are currently available in South Africa
- Personal experience of mentoring and gaps in literature
- The famous mentor- Mentee pairs

This comprehensive literature review was therefore point to gaps in literature and provides an underpinning for the purpose of the study. Prior to reviewing mentoring in details, I have provided a broad view of the South African higher institutions and their operational systems which call for a need of mentoring.

2.2 Background to the South African University Environment

Internationally, the role of Institutions of Higher Learning (IHL) has been always to contribute towards building the nation's economy and societies through the development of wide-ranging skills and competencies as well as through production of relevant knowledge (Jones, Coetzee, Bailey & Wickham, 2008). Based on previous political history in South Africa (SA), and the fact that South Africa is a developing country, the enhancing of participation in institutions of higher learning is required and seen as a critical strategy in tackling the lack of skills, high level of unemployment and poverty and more importantly based on the ongoing transformation that is trying to redress the apartheid legacy and to build an unbiased society (Jama et al., 2008).

Previously, institutions of higher learning, mainly the universities were perceived as the domain of a small privileged studentship. It was seen as a norm for students coming from the university to form a minority within the larger population and the majority of those university students were typical males, from the higher and higher-middle socio-economic categories. These students normally assumed their studies in a stable, residential ability and in a pre-

arranged period (Jones et al., 2008). Success in relation to academic means the ability of students to advance through and sufficiently complete the proposed course of study (Jones et al., 2008). It was only individual's students who displayed a natural 'fit' with the institutions of higher learning systems would be allowed or given right of entry and be successful. Those who were perceived unfit were usually advised to consider other career choices.

In South Africa, which has been a democracy for a mere twenty years, the changes have been observed by IHL, in relation to who can partake and be successful at the IHL (Jones et al., 2008; Ross and Pillay, 2014). The demands of the highly skilled personnel have placed IHL at the Centre of the economic and social growth strategies. Nowadays, is inappropriate for any IHL to serve minority elite. There is a greater push towards improving access and enrolling at IHL and this has placed the latter under pressure to diversify the student population and to increase the intake (Jones et al., 2008), of women, the black Africans, people living with disabilities and the disadvantaged (poor socio-economic) backgrounds. This request of an increase poses a lot of unforeseen needs and challenges for IHL (Jones et al., 2008). These challenges have been noted by increased dropout and failure rates in IHL but at same time they have paved a way for new thinking that suggests an increased participation should be directly proportional to measure that meant to assist students to develop holistically.

Internationally, many factors associated with IHL, including universities, are receiving increased attention. For example attention is increasingly being paid to retention of students throughout training and to number of students managing to graduate. Retention and graduation are influenced by many interrelated factors including but not limited to: poor initial academic preparedness and reduced university funding while universities are under increased pressure to attract, support, and retain graduates and students (Quinn, Muldoon & Hollingworth, 2002). These findings reflect a typical reality that Universities in South Africa are facing currently.

Ross and Pillay (2014), write about the increase in access of black African students to IHL and worryingly describe high failure rates among black African students. The authors observed that only 30% of those who enter a South African institute of higher learning manage to graduate within five years of admission. It is of great concern that only below 50

% of students manage to complete their studies (Ross and Pillay, 2014). Literature indicates that black African students who study health sciences tend to have higher graduation rates than other students (Ross and Pillay, 2014). This research sought to find out if the latter have higher graduation rates based on the external support that they receive comparing to other students from non-medical field, or if they do not face similar challenges as their opposite field counterparts. However, the reasons for students' academic challenges are multifaceted, multidimensional and complex (Jama et al., 2008; Winston, 2013). Winston, (2013) illustrates several recurring, inter-related causes on why some students struggle and fail to cope with university demands:

- Time management problems
- Over-reliance on passive learning
- Inadequate background and content knowledge
- Weakness in literacy, numeracy, study skills, test-taking strategies or critical thinking
- Poor metacognitive skills
- Domestic and emotional problems
- Lack of confidence and poor self-esteem that are linked with academic success (Winston, 2013).

With particular regard to health sciences, Del-Ben, Machado, Madisson, Resende, Valerio & Troncon (2013) highlight that medical education is normally associated with a heavy workload and theory content that eventually leads to reduced leisure time and to a competitive pressure for students to do well in all assessments. These complex factors may accumulate and discourage the student from studying and eventually lead to stress and even depression. These emotions can in turn have a negative impact on cognition and performance of a student. A transition from high school to university is marked by deep psychosocial modification of the student's life and adjustment challenges can further affect academic performance of the student (Del-Ben et al., 2013).

Jama et al., (2008), they describe three interconnected theories that contextualise factors affecting students' academic performance and retention:

- Spady's sociological theory – assumes that the best way of explaining student dropout is to investigate the interaction between universities' environment and individual students
- Tinto's integration theory – is based on probability of individual's level of integration that predicts the likelihood of committing suicide
- Bean's psychological theory – in order to understand the integration of student into new university environment, the background characteristics of a student have to be considered.

These three theories identify two associated features namely: the social integration of students in the university and the academic performance (Jama et al., 2008). The theories support that pre-registration characteristics and attributes, the family background and prior schooling play a major role in retention of the students (Jama et al., 2008). Universities in SA have several unique considerations as they strive towards addressing issues arising from apartheid and from its associated grave social injustices. Due to the legacy of apartheid, there has been an unfair and unequal schooling system with black students being severely disadvantaged. The schooling system was still undergoing a transformation process to correct the injustices of the past (Jama et al., 2008; Jones et al., 2008).

Despite the injustices, students still lose interest in their studies due to various reasons. A study conducted by Villarejo, Barlow, Kogan, Veazey and Sweeney, (2008), argued that students enter medical school with high interests at the start of their career but as the career evolves, the students lose interest. Their loss of interest was attributed to many factors such as socio-cultural, ill preparedness for IHL demands, failing to live up to standard with the actual workloads and that the student enter medical school soon after completing high school education, while they were still immature and young and the changeover into IHL was even more taxing than for traditional students (Villarejo et al., 2008).

Rural-origin students may face particular challenges within universities in SA. Generally, universities are urban-based and therefore rural-origin students must study away from their families. Because the students are far from their families, the realities of poverty and inequality tend to be more visible and this may negatively impact on the student's progress and further reduce students' access to and success at an IHL (Jama et al., 2008). There are many other interrelated and complex factors around why previously disadvantaged black, South African students do not complete their studies at university. A main challenge lies in them not seeking assistance and the lack of innovation that encourages them to seek help as early as possible (Winston et al., 2014). An early identification and intervention (mentoring) has shown to provide a greater opportunity for success (Winston et al, 2014). Studies in support of Winston's findings have shown growing evidences of the positive effects of mentoring at universities (Stenfors-Hayes, Kalen, Hult, Dahlgren, Hindbeck & Ponzer, 2010), and that one of its potential benefit is an increased pass rate of students being mentored comparing to those who are without mentorship.

2.3 Description of Mentoring

Mentorship: Mentoring is a concept deduced from the Greek word meaning "enduring" (Taherian and Shekerchain, 2008; Fyn, 2013). The basic elements involve a person who has undergone an experience supporting others who are undergoing similar experiences. Hence, mentoring is assisting the young or junior person to walk in the path where the experienced or senior person has already walked. This meaning was reflected by Taherian and Shekarchain (2008) and Udare (2012) who defined mentoring as "a process whereby an experienced and emphatic person guides an inexperienced person to develop his/her ideas, learning and personal or professional development. Moreover, many authors and researchers have defined mentoring differently. According to Turnbull (2010) mentoring is a strategy aimed at improving academic performance and confidence of the mentee. Watson (1999) defines mentoring as the "influence, direction and guidance which can be provided by a close experienced and trusted counsellor. According to Steele, Fisman & Davison (2013) the mentoring relationship is "one way that may differ along a continuum from informal and quick-fix to formal and long-standing where the faculty with valuable experience, knowledge, skills and wisdom provides advice, information, guidance, support and opportunity to another member or student for that individual's specialized growth" (Steele et al., 2013). Yet other sources describe it as "a brain to select, an ear to take note and a drive

into the correct path by a wise and trusted counsellor of junior and inexperienced individual/s” (David, 2011).

Mentoring in other literature is described as the process of informal spreading of information, social assets and psychosocial assistance in relation to academic, career or professional growth that involves informal communication, and that it is generally face to face and carried over a period of time between the mentor and mentee (Idemudia, 2011). According to David (2011), the mentoring relationship reveals the importance of sharing facts, expertise, understanding and lessons gained throughout the life by the mentor. The relationship is catalysed by compassion that generates learning and growth in both parties. It is a setting where a person feels comfortable to articulate and explore ideas freely without uncertainty or discomfort and it provide environment in which the mentor has the ability and admittance to positively influence the mentee (David, 2011).

The mentoring process is very complex and forms a dynamic and interactive relationship between the mentee and the mentor (Turnbull, 2010). A mentoring relationship is achieved through listening and talking in confidence to the mentee with aim of developing the mentee both professionally and academically. Some authors suggested the use of mentoring interchangeably with coaching, supervision, instruction, advising and teaching (Idemudia, 2011). These words may superficially appear to convey similar meanings. However there are important differences amongst the latter. An advisor refers to individual who is assigned to a student based on common interests to guide student throughout their academic career. Instructing mainly deals with the distribution of information, while coaching considers skills development. Supervising deals with the overseeing the execution of certain task/s. Mentoring is a broader concept that goes beyond information, skills and tasks and focuses on shaping the attitude of the individual or grooming the individual (Idemudia, 2011; Davis, 2010; Turnbull, 2010).

Mentoring is therefore, more about advising mentees to choose the best possible solution in the process of dealing with the challenges faced. Peluso, Carleton, Richter and Asmundson, (2011), argued that the student advising centre/association is critical for the professional development of a student in his/her study. They found the relationship to be exceptionally significant due to the role of the student’s advisor of advancing the academic and professional development of their students and the facilitation student’s direction-finding through more peripheral aspect of student’s life (Peluso et al., 2011). Without doubt the

advisor assumes a various set of duties for a student's evolution through to graduation. The study done by Jones et al., (2008), found rather that orientation was the very important aspect of preparing students for IHL, particularly as academic problems were reported to emanate mostly in the first year of the study where the majority exclusions and drop-outs take place. These suggest that continuous provision of advice to the students adds value in mentoring, more especially at the initial years of their study.

This research understands mentoring as a multifaceted phenomenon and highly dynamic, with multiple definitions, and acknowledges the lack of consensus on the definition but that it depends on the person using the term. Mentoring can be a life changing relationship since it involves sharing knowledge, expertise, experience and life lessons that have been gained by the experienced over the years. Mentoring can be both formal and informal relationship. Mentoring is common practice or strategy to promote the socialization, development and maturation of the young ones/ mentee. Mentoring has been used in tertiary institution as form of broadening participation from the mentee and also as moral imperative for assisting students who has difficulty in their studies to improve their academic performance and success in their studies. Universities have used mentoring as a way to improve their retention rates and to prevent student failure (Winston et al., 2014). According to Watson (1999) extensive work has been done on mentoring but it was not research-based and was subjective and descriptive.

For the purpose of this study, all the above definitions have been considered, despite their differences in reading but they mean more or less the same thing. Moreover, this study understands mentoring as more than it definition and far beyond the mentors and mentees' relationship. It builds on these definitions however to analyse the data and to compare the description of the term by the study's respondents.

2.4 The Purpose of Mentoring

The purposes of a mentoring relationship were mainly determined by mentees' needs. Therefore the purpose can be changeable as the mentee grows and gains maturity resulting in a shift in an agenda. As a broad concept, the purpose of mentoring is to shape the intellectual character and formulate and hasten a career path (Taherian and Shekerchain, 2008). Mentoring also aims at enabling the mentee/s to learn about the environment they are

entering and provides support to the person who is experiencing transition. It also can help the mentee to quickly establish him/herself in a new learning and social background. The process can also prove useful in reinforcement of a positive attitude and behaviour which is appropriate to the new environment (Taherian and Shekerchain, 2008).

Mentoring intends to help both parties involved to understand and if necessary change personal and professional attitudes to positively influence personal growth and career choices (Taherian and Shekerchain, 2008). Mentoring serves a role of enabling a mentee to feel comfortable to articulate and explore ideas freely without doubt or uneasiness. It provides a “risk free atmosphere,” by allowing a new generation of students to gain knowledge about the environment and such knowledge may result in reduction of anxiety. Mentoring may also enhance knowledge of practices and traditions and embed the uniqueness of important figures, organizations and structures (David, 2011). Studies illustrate that mentoring encourages professional growth and has been advocated in the training of medicine and allied healthcare professionals (Turnbull, 2010).

2.5 The Potential Benefits of Mentoring

Short and long-term benefits of mentoring on issues such as academic success, have been observed within health professional training (Kowtko and Watts, 2008). Moreover, mentoring is considered to be a positive strategy as it is strongly associated with academic success (Turnbull, 2010). Other potential benefits of mentoring include the following: reduced stress and anxiety about training; enhanced feelings of fitting-in into training, improved self-confidence and self-esteem (Kowtko and Watts, 2008). Mentoring may also be of benefit in that it supports the process of the formulation and recognition of an individual’s vision leading to personal growth and development (Pololi and Knight, 2005). Mentoring may also support the development of a relationship so that the mentee feels comfortable to articulate and explore ideas freely without uncertainty or discomfort (David, 2011). As such, mentoring may be of particular advantage in a South African context as it could support students from previously disadvantaged backgrounds who may be unused to asking for assistance and may have low self-confidence leading to underperforming in their studies and eventual failure as well as their academic exclusion (Winston et al., 2014). Like its definitions and purposes, mentoring has been attributed various benefits. For the purpose of this study, a specifically and appropriate benefit categories were selected.

McDaniel and Stout (2006), classified benefits of mentoring into four categories including:

- o Academic benefits: helping the student towards developing strong academic skills and hence improvement of their academic performance and increase in their understanding of core concepts. This in turn leads to an indirect improvement in self-confidence (McDaniel and Stout, 2006). Other benefits of mentoring revolve around career and psychosocial growth. Mentoring makes it possible for the students to timeously succeed and speed up the transition from being a student to becoming a graduate (Turnbull, 2010). Academic benefits are not only limited to the mentee, mentors can also benefit. Studies indicate that mentors benefit both academically and personally, as such they feel professionally stimulated, personally enriched and rejuvenated (Pololi and Knight, 2005).
- o Improved communication and relationship skills: this benefit arises through frequent communication between the mentee and the mentor and in reinforced process of nurturing networking skills and improving language skills. Lipscomb and An (2010), noted that mentoring can lead to improved professional skills, improved level of confidence and development of a wider professional network.
- o Enhanced personal development: as previously discussed, a students' recognition of their growth promotes positive personal development, increased self- confidence and enhanced self- esteem.
- o Enhanced professional development: both mentor and mentee benefit through gaining multiple skills from the mentorship processes.

The four categories of mentoring benefits suggest that mentoring can be enormously beneficial for both parties. The benefits are not only limited to the mentee and mentor but extend to the wider organization. For example, mentoring can lessen tensions among the individuals by providing a chance to air and resolve differences as early as possible (Turnbull, 2010). Nevertheless, there remain some unresolved differences throughout the process, especially those related to socio-economic and cultural differences.

2.6 The Potential Challenges of Mentoring

It cannot be assumed that mentoring is always useful and is always a positive experience for the mentor and mentee. In most cases, there is confusion between formal and informal

mentoring. Literature notes that there are still unanswered questions around mentoring. A study notes that, “we still have very little empirical research that informs our understanding of the effectiveness of formal mentoring in comparison to informal mentoring relationships” (Blake-Beard, 2001). The author described the profound challenges women face in accessing formal mentoring and the complexities around women being mentored by men. Cross-gender mentoring and maintaining clear boundaries is essential for an effective relationship and issues of cross-gender mentoring have not been studied in South African context (Blake-Beard, 2001). Such study may be useful as for example, the Zulu culture is traditionally patriarchal (Rudwick & Shange, 2009) and such female mentees may be unaccustomed to openly and feely dialoguing with men.

A successful mentoring relationship necessitates that time be spent and that both parties commit themselves to the process. A busy mentor may find it challenging to make time available (Adedokun, Dyehouse, Bessenbacher & Burgess, 2010). Mentoring requires that the mentor have effective skills such as listening, communication and interpersonal skills and such skills may not always be as well developed as they could be (Jackson, Palepu, Szalacha, Caswell, Carr & Inui, 2003). Finding a suitable mentor may require effort and persistence from the mentee. Effective mentoring necessitates certain chemistry for an appropriate interpersonal match: “prized mentors have “clout,” knowledge and interest in their mentees and provide both professional and personal support” (Jackson et al., 2003). It is important that limits of mentoring are understood by both parties in advance, otherwise the mentee may have an unrealistic expectation of what the process is expected to achieve (David, 2011).

A mentoring strategy should consider that there are notable risks of mentoring such as dissimilar goals, different levels of expectations and commitment from both parties involved and of concern is that the mentoring relationship may be clouded by issues such as deep-rooted with power issues, general anxiety and personality conflicts (Pololi and Knight, 2005). Some other general possible risks as illustrated by Pololi and Knight (2005) include but are not limited to:

- Mentors’ ability to perpetrate a status quo
- Promotion of over-dependency
- Inability to recognize and deal with the mentee’s career goals

- personal desires and values interfering with the process
- Giving unsuitable advice
- Abuse of authority
- Mentee becoming a replica of his/her mentor rather developing his/her professional identity
- Mentee experiencing a mentor's detachment, abandonment or misuse
- Mentor takes over mentees work or
- Mentor demands authorship
- Romantic attention, sexual harassment, other improper behaviour by both parties
- Experiencing of pessimistic feelings when one part or both decide to end the relationship
- Frustration due to inability to progress
- Damages and quarrels, which usually take place in any caring relationship (Pololi and Knight, 2005).

Numerous of the disadvantages accredited to mentoring in the literature are not specific to mentoring and are challenges-associated with any relationship. However, specific challenges to mentoring lie in inappropriate ways of conducting the mentoring process, such as mentee becoming a replica of the mentor (Taherian and Shekerchain, 2008). Certain personality characters may lead to a dysfunctional mentoring relationship (David, 2011). It is preferable that both parties have a degree of common interests.

2.7 The Qualities of a Good Mentoring Relationship

Turnbull (2010) suggests that for a mentoring relationship to be effective, skills such as active listening, communication and interpersonal are crucial. Objective attitude, appropriate information and adequate experience of a subject area are not sufficient pre-requisite to a good mentoring relationship. It is imperative that the mentor's approach must be constructive and not be judgmental. The mentor ideally should be able to provide an optimistic, facilitative and developmental process. It is important for the mentor to have skills such as good interpersonal skills, adequate time and an open mind. Literature describes that "good"

mentoring is associated with a mentor challenging and supporting the mentee with helpful criticism and the process should be encouraging (Taherian and Shekerchain, 2008).

Reflection on the process is essential for both the mentee and mentor. Reflection is necessary as a basic role of a mentor is to assist the mentee to make sense of his or her own experiences and this is followed by an effective modification of their perceptions, thinking and behaviour (Lipscomb and An, 2010). For this to be possible, the mentor has to take a personal interest in the mentoring relationship, by bringing the positive attitude and an enthusiasm for continuous learning and growth in the field being shared with the mentee. Confidentiality must always be maintained and a mentoring process must not be combined with an assessment process (Taherian and Shekerchain, 2008).

In general, the mentor provides guidance and counsel to the less experienced person in a field. The relationship ranges from being spontaneous and informal to a very strict and structured relationship. As an example, a teacher who takes extra mile to assist a student forms an informal mentoring relationship. In a more formal mentoring process, it is essential that mentors receive formal training. The mentor must put on multiple hats such as: a) adviser and counsellor b) friend c) agent d) teacher and helper e) coach f) manager and leader (Taherian and Shekerchain, 2008). According to Teherian and Shekerchain (2008), a mentor should: Motivate, Empower and Encourage, Nature self-confidence, Teach by example, Offer wise counsel and Raise the performance. Idemudia (2011) added an “S” for Shine in reflected light. Davis (2010) supports this view by further suggesting that mentoring activities are categorised by teaching, supporting, promoting, cheering, counselling and acceptance.

Idemudia (2011) also suggests that attributes of a mentor include: patience, enthusiasm, knowledge, a sense of humour, respect, empathy, non-threatening, non-judgmental, cognizant of personal weakness and ability to communicate (Idemudia, 2011). These attributes are acknowledged by Lipscomb and An (2010), who recommended further skills such as: active listening, identifying goals with respect to current reality, building trust, encouraging and inspiring, providing corrective feedback, managing risks, opening doors, instructing and developing capabilities and knowing oneself (Lipscomb and An, 2010).

The mentor must be clear and sure about his/her role and be confident enough to be able to draw the lines in the mentoring relationship in relation to limits and length of the relationship (Taherian and Shekerchain, 2008). Both parties must define and agree on the limits and boundaries (Winston, 2013). This line being drawn between the two parties will likely

contribute towards addressing issues of gender dynamics that may likely arise during mentorship the process. The relationship between gender and mentorship is discussed in details in the following paragraph.

2.8 Mentoring and Gender

According to Darling, Bogar, Cavell, Murphy and Sánchez (2006), the mentoring relationship tends to be affected by the difference of the social identities of males and females. The females and males are reported to be more likely to respond differently to the mentoring relationships, with females placing quite bigger value on interpersonal support and closeness than the males as the latter tend to respond well to more active, daring and gallant forms of assistance while females respond well to more societal, nurturing and gentle forms of assistance (Rhodes, Lowe, Litchfield and Walsh-Samp, 2008). A number of diverse theoretical frameworks were suggested by the researchers to try to clarify these differences and the majority elaborated on how gendered backgrounds, hierarchies and socialization prototype shape the early behaviours (Darling et al., 2006; Rhodes et al., 2008).

As noted with gender, dissimilarity with race, culture and ethnicity were linked with differences in the composition and operations of social networks (Darling et al., 2006) and they also suggested that for better understanding on how mentoring programs function in different ethnic and racial background, we were required to state clearly why ethnicity matters (Darling et al., 2006) and thus they identified four factors trying to clarify the significance of racial and ethnic differences in mentoring relationship and those factors were:

- o The salience of ethnicity
- o The difference between racial and ethnic identity
- o The meaning of ethnicity within cultural context, and
- o Culture

Ethnic identity has a potential to influence natural mentor's choice and the meaning of relations within the mentoring association whereas the significance of race and ethnicity was profoundly embedded within a particular historical and cultural context, Cultural distrust impacted negatively on mentoring relationships, particularly at the beginning of the relationship, commonly with group typecasts and the differences in principles can greatly

affect the fit of mentees, mentoring relationship and specifically cultural backgrounds (Darling et al., 2006).

Diversity has been an ignored area in mentoring research and according to the theory of diversified mentorship, some aspects of the mentoring relationship influences the intensity of support and satisfaction. For example Idemudia (2011) conducted a study to examine the students' perceptions and feeling of being mentored by mentor of a different race and gender. Their responses suggest that students felt more supported from mentors of similar race, and argued that mentors offered more psychosocial support to the mentees of the similar race.

2.9 Mentoring and Learning

Although it was not intended to debate how the learning process happens, however it was imperative looking into the relationship of the mentoring process and developing a mentee's learning. A number of theories on how learning takes place exist. Dutton (2003), categorized them into 1) The Behavioural perspectives 2) The Cognitive perspectives and perspectives that which emphasis the learner's emotional and commitment (Dutton, 2003). The cognitive perspectives proposed that people process information by means of four types of thinking patterns. 1) The senses and memory input information; 2) the data being processed and forms the cognitive structures representing the associations between the data; learning take place when these cognitive structures are employed to new situations; and metacognition is experienced by learners at any time when they check their own thinking process and the complicated form of learning takes place when individuals are compelled to draw on the strategies previously stored; expand on a previously existing structure; and build up new structures (Dutton, 2003).

Dutton additional believed that learning takes place when the mentee begins to solve problems in the same way as their mentors, where he cited three basic principles for a successful mentoring:

- o When the mentor consciously move their mentees from reliant, beginner problem solvers to independent, specialist problem solvers and those mentors were regarded as most effective mentors.
- o Reflection was central in developing the mentee's independence and expertise in problem solving

- o Mentors could help their mentees to become more reflective by sticking to the standards of cognitive coaching.

Reflection was central to mentoring process such that researchers developed models as explanatory frameworks (Dutton, 2003).

Dutton (2003) adopted a widely considered learning model by Kolb's called the experiential learning theory. This model proposed that persons have a learning favourite that was placed in one of four discrete areas, shaped by features of the personality and the favourite for learning styles was shaped by the intensity of introversion or extroversion and by brain dominance side. The experiential learning theories provide a learning model and process of adaptation that mimics the stages of human development and were constant with human cognition (Dutton, 2003). According to experiential learning theory, persons discover from concrete experiences (CE) during the course of the reflection of those experiences from several perspectives (RO). The persons then figure their own learning on the foundation of that reflection (AC) and then investigate this learning through conversation and problem solving and a characteristic and habitual way of obtaining knowledge, expertise and attitudes through experience was known as a learning style (Dutton, 2003).

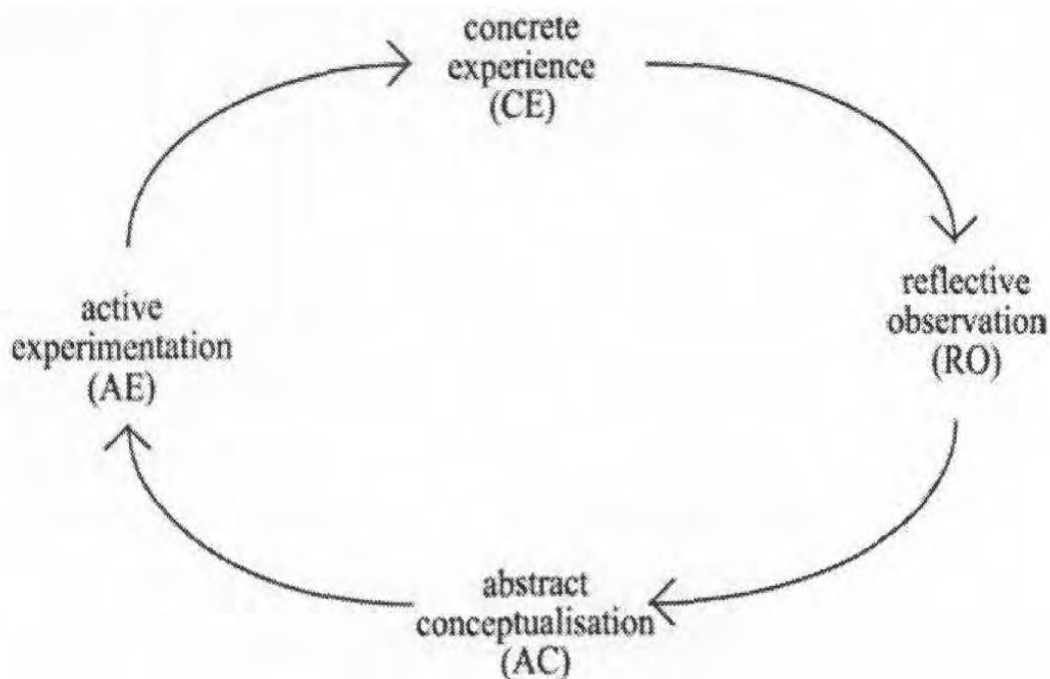


Figure 2.1: Kolb Model – Experiential Learning Reproduced from Dutton, 2003.

Learning defined as the process whereby knowledge making through the alteration of experience (Dutton, 2003). Combinations of grasping and transforming experience lead to knowledge creation. The Kolb model represents two dialectically associated forms of grasping experience – Concrete Experience (CE) and Abstract Conceptualization (AC) and two dialectically associated forms of transforming experience – Reflective Observation (RO) and Active Experimentation (AE). Experiential learning is defined as a process of building up knowledge which engages an artistic tension amongst the four learning forms that are receptive to contextual demands (Kolb, and Kolb, 2005). This process depicted as a romanticized learning cycle where the student “feels all the bases” – experience, reflecting, thinking and acting – in a persistence process and receptive to the learning circumstances and what is being learned (Kolb,2003 and Kolb, 2005). Concrete experiences were the roots of observations and reflections and these reflections were incorporated and condensed into abstract concepts from where new insinuations for action would be drawn and those suggestions were actively tested so as to be the guidelines.

2.10 Approach to Mentoring

According to David (2011), there is no single design in mentoring approach and the mentors are at liberty to use any approach to transfer their knowledge and to share their experience with their mentees (David, 2011). Mentoring uses a framework that is adaptable and flexible to the individuals concerned and the management of the process of mentoring can be highly structured. However, every process is different and should be treated as such; the relationship works well if it is driven by the mentee. Davis (2010), identifies four theoretical approaches that linked mentoring to academic success: participation in learning, academic and social integration, social support, as well as social and cognitive development.

In the first theory, mentoring is viewed as facilitating student participation, learning during the mentor’s encouragement and giving chances for such participation. Integration refers to “student attitudes, feelings and self-concept in assessing the outcomes of mentoring.” With the social support theory, mentoring is viewed as the medium of preventing or alleviating stress for students through emotional and practical support. Contrary to social support theory, developmental theory assesses students’ cognitive, social and personal development and tailors mentoring accordingly. Mentoring feeds the pipeline to graduate schools and academe (Davis, 2010).

The desired outcomes and the motives of the relationship should inform the choice of approach that needs to be applied in a mentoring relationship and the approach. It is important that both parties to have a common interest in the relationship in order for it to be successful, and it is imperative that precautions are taken in this type of relationship as mentees can be exploited (David, 2011). Literature suggests that mentoring is not just a relationship but a “service” (Taherian and Shekerchain, 2008), and it heavily relies on generating an emotional connection between a mentor and the mentee in order for the relationship to be successful. Langer (2010) suggests that the best mentoring relationship often assists both parties involved to become more emotionally and socially competent, with emphasis on the emotional intelligence which seems to influence the quality of mentoring. This means that mentoring has to be integrated with formal processes and services that provide emotional support together with role modelling and friendship (Langer, 2010). The approach adopted by the UYDF model supports the above literature.

2.11 The Umthombo Youth Development Foundation (UYDF) Model

The UYDF has a mentoring and support model which has been operating since 1999 and comprises multi-faceted strategies aiming specifically to support rural-origin healthcare students (MacGregor, 2013; Griesel, 2009). Students mentored by UYDF hail from financially impoverished families, speak isiZulu as a first language and English is employed as a second language. The UYDF model has a strong underpinning of community representation and involvement. A unique feature lies in the continuum and variety of mentoring offered to students prior to, during and after their training at an institute of higher learning (IHL). UYDF offers students ongoing mentoring and support in the forms of social, academic and financial (MacGregor, 2013). During training, students attend a compulsory mentoring programme which monitors students’ progress, provides peer support and encourages engagement with the academic community.

The mentors are male and female; young and old and are of various races including Black, White, Indian and Coloured. The mentors receive training around mentoring and the process is overviewed by a UYDF operations manager. There have been no studies in South Africa around how gender difference between a mentor and mentee could affect the process. Additionally, there were no studies into the potential influence of race and age differences on mentoring. Interestingly, UYDF funding was inimitably linked to accountability in that

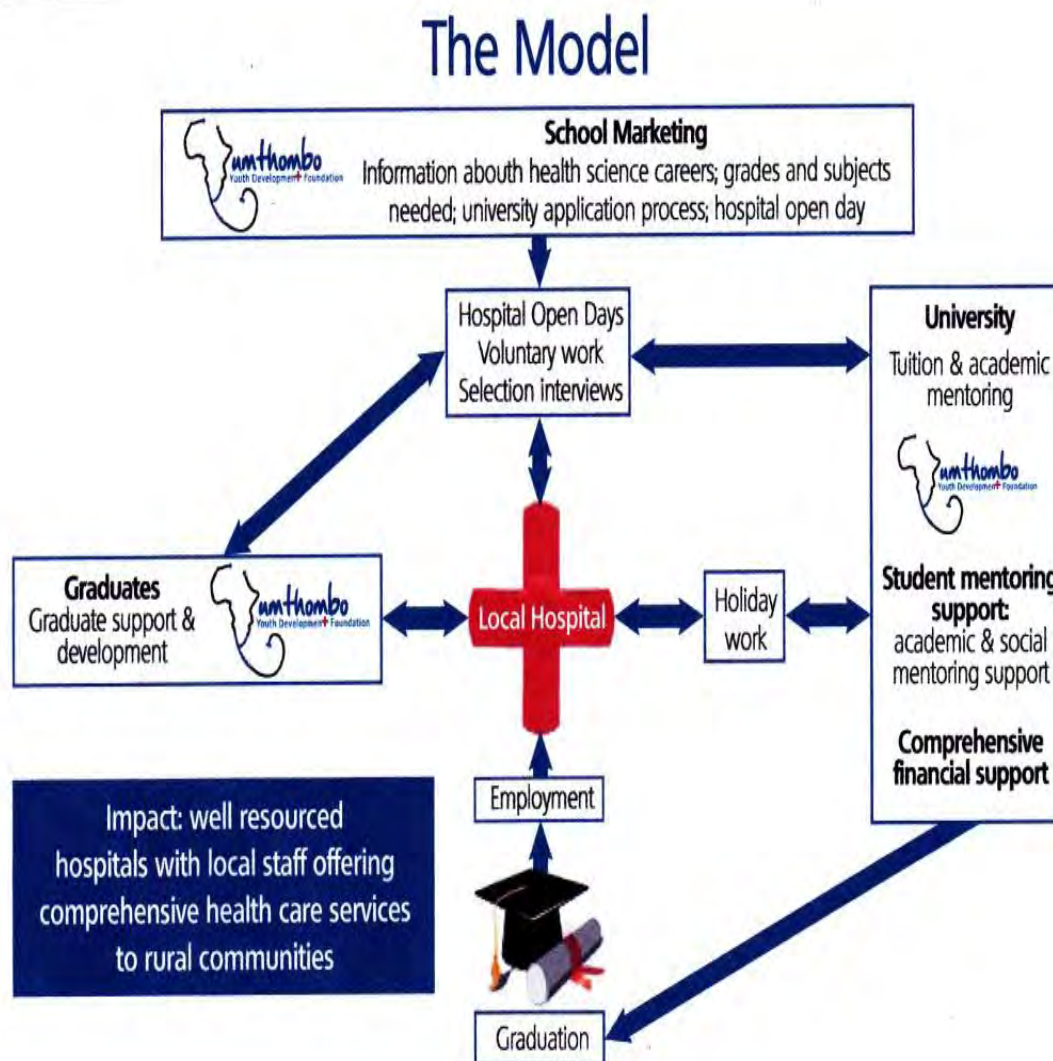
students must participate in the mentoring programmes or funding was curtailed. This strategy may be somewhat controversial as it may be considered unethical to withhold funding from such impoverished students and it would be interesting to explore how UYDF-mentored students viewed this strategy.

Notably, students on the UYDF model do not have to spend extra time at the IHL and are not separated from colleagues and thus any potential extra costs and/or stigmatization are minimized: the model is an Integrated Approach Model to mentoring. The mentoring was provided on a fundamental philosophy that students will succeed because they have potential; literature illustrates that a high expectations based on strengths assists students tap into their intrinsic motivation and own desire for learning and personal gain (Morales and Trotman, 2004).

Once the mentors have been identified, they are then given a one day training or workshop by the mentoring manager on various aspects that they need to concentrate on, while assisting students and the template that need to be followed when reporting or meeting the student/s; the programme of action for the year; available support structures for both mentors and mentees and also guidelines on what to do if facing difficult student or an effective mentor (Stenfors-Hayes et al., 2010).

The mentees then were match to the mentors by the mentoring team and each mentor is allocated the maximum of fifteen students to look after, with priority being given to the first and second years. The mentors were meet at least once a month with each student and report back to the mentoring team about the development and progress of each student using the standardise framework given to all the mentors (MacGregor, 2013). The connection of the mentor and the mentee is critical in this relationship as it is a mutual, active, collaborative relationship, in which the mentor works as a **Facilitator, Coach, Counsellor, Confidant, Critical Friend, Networker and Role Model** (Steele et al., 2013).

Figure 2.2. UYDF model:



Source: Umthombo Youth Development Annual Report 2013-2014 available on: https://www.givengain.com/cause_data/images/1781/Annual_Report_2014.pdf

The model was designed since 2008, implemented and coordinated by a rural-origin HCP student who was supported by UYDF (referred to as the UYDF mentor). This graduate is able to act as a champion and has the insider knowledge required supporting other students who hail from similar origins. The UYDF student support strategy provides support for students through both the UYDF mentor and a local mentor employed by the UYDF. The local mentors may not be an academic or an HCP but they will be someone situated close to

the student's place of study that is willing to meet with and assist students every month and to hold them accountable (Ross, MacGregor, & Campbell, 2015). Currently the strategy involves several processes, which are themed and summarized in table 2 below:

TABLE 2.1: Summary of processes in the UYDF support strategy for rural-origin HCP students

Process	Description of activities	Key person responsible
Orientation	Before the student leaves home to attend a university, the UYDF mentor visits them to impart information about the university	UYDF mentor
Information sharing	Information is shared at the home-based orientation and throughout first year: <ul style="list-style-type: none"> • What student support systems are available at the university • Drug abuse/ pregnancy • HIV/AIDS • Examination and study techniques • Potential distractions • The UYDF: objectives, policies and support provided 	UYDF mentor
Ongoing mentoring	Assisting students to set goals and supporting them to achieve their goals. The UYDF mentor visits each student twice a year to assess their academic and personal progress. The local mentor meets with students every month to assess academic progress and social issues and holds students accountable to make the necessary changes. Local mentor completes a report on each student which is submitted to the UYDF mentor. Both the local mentor and the UYDF mentor make telephonic contact with students monthly. The mentors review test and examination results and encourage students to identify their problems and develop a plan to address them, and specifically to develop strategies to improve English proficiency.	UYDF mentor Local mentors

Holiday work	All students are expected to spend 4 weeks per year working at the district hospital where they were selected. The purpose is for the students to complement their theory with practice, be mentored and develop relationships with hospital staff, experience (see) the need for additional qualified staff and see where they will eventually work.	Students UYDF mentor Local hospital staff
Student Life skills <i>Imbizo</i> : yearly gathering	Students, UYDF and local mentors meet to discuss matters of interest and concern informally. The annual <i>Imbizo</i> is themed and entails invited speakers addressing specific topics, such as values, work ethic, managing oneself, threats that youth face and how to avoid them (substance abuse, teenage pregnancy; HIV/AIDS), UYDF's Mission and the need to work back.	Students UYDF mentor Local mentors Invited guests UYDF staff Trustees

2.13 The Selection of Mentoring Teams

According to David (2011), there was no difference between selection of the service provider, specialist or employee; the process was the same for all selections (David, 2011). For any person who wish to fill up the position would always desire someone with both capabilities, good morals and values that would guarantee that the relationship gives value to both parties (the employer and employee) and not harmful to the existing employees' life, career or business (David, 2011). People get influenced by the people one mostly closely connected to and normally pick up those people's habits and ideas. Anyone who wants to employ the mentor and should have an excellent idea about the proposed that mentor as a complete human being, without just focusing on a solitary unique feature. A business tycoon who has a high profile may seem like the person one may be looking for as a mentor when one wants to develop one's business but if the basis of the business are from doubtful sources, that will mean there is a likelihood that some of the habits and approaches of the mentor's model may be passed on to the mentee (David, 2011).

The framework has been put in place to assist and guide the mentors throughout the mentoring sessions they have with their mentees and that framework is used as the monitoring tool and it also help to alleviate potential problems that may arise between the mentor and the mentee (Steele et al., 2013). Furthermore, Steele et al., (2013), indicated that the training provided aimed at providing the safety net for the mentors and also to provide the

mentors an opportunity to know one another so that they can also support one another where one is struggling, especially in terms of dealing with difficult students. It was realistic to note that frequently a single mentor may not be able to address all of the mentee's concerns (David, 2011) and sometimes the mentees might need to consult with more than one mentor in-order to get maximum benefit on the concerns that the mentee might have.

The literature, strongly recommends that the mentees should choose their potential mentors. This is believed to enhance the interest and commitment in a relationship by the mentee if they choose their own mentor and the matching process, in case where mentees are matched by the third party, the matching process should be based the profiles of the mentor (Kurré, Bullinger, Petersen-Ewert & Guse, 2012). The mentor's profile should be as detailed as possible with relevant information, such as mentor's area of interest, career-related features, hobbies and expectations of a mentor with regards to potential mentee/s.

2.14 Mentoring Activities of the Mentorship Programme

The mentoring sessions focused on building up their self-confidence and establishing relationship, exploring the root cause for the difficulties the mentees had, giving assistance with life skills or recommending other possibility that the students may access (Quinn et al., 2002). The support given to the mentees differs according to the need of the mentee, as well as the focus differs with each level and should be based and depends on the mentee's needs. The struggles experienced by the mentee were widespread and hereunder are some of the mentors' activities and assistance given to mentees, included (Quinn et al., 2002):

- o Checking the quarterly tests or assignments results to identify specific problems with answering or writing techniques, gaps in content knowledge and to help students work out what is required to convert knowledge of the content into good answer to a test or assignment and even the exam. This process continues throughout the year
- o Provide advises on the range of academic skills including: effective study skills; writing skills, note taking skills and writing skills and tips on approaching a test or assignment and examination.
- o Provide life skills which includes: decision making skills, time management skills, coping with peer pressure, preventing unplanned pregnancy, avoiding drugs and alcohol, resilience skills, managing stress and Behaviour change management

- o Helping the mentees to draft their study timetable, to learn to priorities accordingly, how to do the examination preparation and setting goals and following through them
- o Referring mentees to other available services within the campus such as the Students Counselling, Tutorials and the academic Skills Office
- o Encourage the students to attend all the lectures and extra support being given the students
- o More importantly hold students accountable and responsible for their education, and development and being proactive in their training
- o The mentor act as a role model where Role model has been defined as someone whose actions in a precise role are emulated by others.

The mentoring programme was intended to monitor and enhance student progress and have a better output, thus facilitating the process addressing the shortage of healthcare professionals in rural hospitals (MacGregor, 2013; Griesel, 2009). Producing high quality health care professionals requires a strong quality management of the UYDF model's implementation. This literature reviews makes a reference to best practices that can be adopted by the UYDF programme.

2.15 Quality Management

Literature recommends that the monitoring of the process of implementation and the continuous mentorship process be evaluated annual by both mentors and mentees. Kurré et al., (2012), suggested that for the evaluation of the excellence of the results, there is a need for defining certain criteria including:

- o The promotion and acceptance of the mentoring program as judge by students,
- o The contentment of mentees and mentors,
- o The in-creased attractiveness of the medical school,
- o Improved communication between students and faculty,
- o The amplified success of students with study problems
- o Amplified research motivation among students

Mentoring may take a number of forms and it depends on the objective and setting and nature of the relationship. Kurré et al., (2012), recommend that mentoring should be divided into three parts. The first part should be the mentoring for every students, name as “Basic Mentoring Program”. This approach proposes a group mentoring approach with eight mentees attached to one mentor and also the use of one-on-one settings where applicable (Kurre et al., 2012). The second part is where the under-performing and high performing students are being mentored independently. Mentoring Program PLUS, “this approach suggests the one-on-one mentoring and mentors to have professional skills in counselling. The main aim of this approach is to support underperforming students and “Mentoring Program for Excellent Students”- this approach suggests a group mentoring with four mentees and one mentor (Kurré et al., 2012).

The main goals for this approach were to encourage excellence and uphold personal and professional maturity in order to promote networking. Consequently, the three parts are notable by their aims, the background of mentors and the mentoring approach (the one-on-one mentoring versus the group mentoring approach). It is worth to note that the one on one as well as the group mentoring approaches are both encouraged in a mentoring model like the UYDF. As it will be shown in the following paragraphs, further researches have shown the mixture to work especially in the healthcare training mentorship in South Africa and other Sub-Saharan Countries.

2.16 Models of Healthcare Training Mentoring in South Africa

The concept of mentoring has evolved and strengthened over time and is now considered to be an essential component of training in almost all professional disciplines including medical training (Fyn, 2013). Internationally literature illustrates that mentoring is generally useful in healthcare professional undergraduate training and is associated with academic success (Turnbull, 2010). A study conducted amongst students in America reported that 98% of participants identified a lack of mentoring as the first (42%) or second (56%) most important factor hindering their career progress in undergraduate academic medicine (Galbraith and Cohen, 1995). Universities have used mentoring as a strategy to prevent student’s failure and successfully support academic achievement (Winston et al., 2010).

Regardless of the significance of mentoring in medical curriculum, literature reveal too little medical students join structured and formal mentoring programmes voluntarily. Among those

who join, very small number gets one-on-one mentoring relationship (Dimitriadis, von der Borch, Stormann, Meinel, Moder, Reincke & Fischer, 2012). Another similar study reveals a general lack of mentoring programmes in the medical education and that worldwide, this may be due to the inadequate evidence on the effects of student mentoring and due to uncertainty on the disparity between the advisor, role model, counsellor, coach and career mentor (Winston, 2013).

There was a scarcity of the literature on the components of effective remediation and various authors suggest that mentoring programmes have to focus on both skills advancement and content enhancing in order to be successful. Winston (2013), advocate for inclusion of problem diagnosis, purposeful practice, feedback and reflection, while authors prefer a multimodal approach which deals with denial and involves genuine structured group activities (Winston, 2013). Outside the medical education, on the studies done that illustrate five very good support programmes that have been executed in other colleges and universities and such programmes do not focus on a peer tutoring than other fewer successful programmes and have a widespread emphasis on group rather than individual interventions. Also all comprises a certain degree of control over student promotions and admissions (Winston, 2013).

In a South African setting, mentoring could be of particular importance as a support mechanism to previously disadvantaged African students to assist them to manage the challenges and pressures of daily living faced at university and provide them with coping mechanisms and adaptation skills (Cropper, 2000). In South Africa, there has been attention paid to mentoring students who are training as healthcare professionals. For example, the University of Cape Town (UCT) has developed an innovative Intervention Programme (IP) of mentoring and support which was initially adopted in the medical undergraduate curricula and subsequently expanded to other health and rehabilitation curricula (Hartman, Kathard, Perez, Reid, Irlam, Gunston, Janse van Rensburg, Burch, Duncan, Hellenberg, van Rooyen, Smouse, Sikakana, Badenhorst & Ige, 2012). An emphasis in the IP model is on the academic mentoring and support required for previously disadvantaged students.

Quinn et al., (2002) divided mentoring into two models: the Integrated Approach Model (IAM) and Remedial Approach Model (RAM). The IP model requires students to spend additional time at the university and is a Remedial Approach Model which unfortunately may inadvertently act to stigmatize academically-weak students as they are initially tutored

separately to other students. According to Quinn et al. (2002), many researchers and practitioners prefer the Integrated Approach Model as it gives a very important advantage of being rooted into discourse and traditions of the suitable disciplines and is accessed by all without any stigma. The Remedial Approach Model is a one-to-one type of support to students and it is criticized partly on the grounds of being inequitable and inefficient. However there exist also strong views which favour remedial model on the basis of effectiveness, especially where the interaction is in context-specific learning tasks (Quinn et al., 2002). These models are likely to build a strong relationship between mentor and mentees but also to create a comfortable and relaxed space for the pairs (mentor and mentee).

2.17 The Famous Mentor-Mentee Pairs

David (2011), suggested that mentoring may give support and inspiration for individuals who are driven and focused, who want to move to the next level in life, and that the mentoring relationship is similar to an organizational learning environment. The author continues to argue that mentoring relationship is a setting where individuals feel comfortable to express themselves and discover their ideas without any clumsiness and where the mentors have the ability and access to positively and negatively impact their mentees (David, 2011; Quinn et al., 2002). This mentoring relationship requires a lot of commitment from both parties and need quality time to be invested in it. The mentor gives a nurturing context, cheering with interest and sympathy and offers guidance and advice in constructive manner and not jumping to conclusions or being detrimental (Davis, 2011).

Studies conducted globally on a number of celebrities created the list of well recognized pairs of mentors and mentees. The mentors of these well-known people came from the varied sources and largely were informal (David, 2011). There are many examples in history of famous mentoring relationships, list below (David, 2011; Garvey and Langridge, 2006):

- o Moses and Joshua from the Bible
- o Lord Cecil and Queen Elizabeth I
- o Annie Sullivan and Helen Keller
- o Dr Benjamin E. Mays and Dr Martin Luther King
- o Mrs. Duncan and Oprah Winfrey
- o Luther Powell (father) and Gen. Colin Powel (son)

- o Peter Thompson and Tony Blair
- o Sir Alex Ferguson and Wayne Rooney
- o Sidney Poitier and Denzel Washington
- o Chief Melford Okilo and President Goodluck Jonathan
- o Wilson Knight and Professor Wole Soyinka

Mentoring is a learning and developmental relationship between two people. In mentoring, the relationship between the mentor and the mentee was all-important and the pair develops a high degree of trust and mutual regard (Garvey and Langridge, 2006)

2.18 Gaps in Literature

Literature describes that in general, there was more focus on the outcomes of mentoring and less about the process of mentoring (Langer, 2010). Thus a study on the processes of mentoring was considered important. A study in the context of the UYDF model is particularly important as mentors and mentee hold unique characteristics around various factors such as: place of student origin (rural KwaZulu-Natal), gender (female Zulu students may be unaccustomed to dialoguing with men); race (“African” students may be unused to engaging with “White” mentors).

The literature review of mentoring and undergraduate achievement questions the value of mentoring, particularly due to lack of theoretical and practical proof for its effectiveness (Quinn et al., 2002), but challenges are that the students themselves appear to be in agreement that mentoring is a crucial part of effective undergraduate education and evidence that associates mentoring activities with positive student results (Quinn et al., 2002), and this indicates the need for more information on mentoring subject especially on descriptive and evaluative information on mentoring.

The wide range of definitions and descriptions points towards the complexities and richness of the concept of mentoring. However this complexity means that mentoring may be consequently difficult to study as by nature it is a changeable, adaptive and multifaceted phenomenon (Watson, 1999). It may be difficult to study as there are multiple definitions with little consensus around a standardized definition.

2.19 Summary

This chapter reviewed the literature around the concepts of mentoring, definition of mentoring, purposes of mentoring, challenges and benefits of mentoring and it reviewed how mentoring has been done worldwide. The literature sources agree with the benefits of mentoring and the character of the mentor which leads to successful mentoring relationship. Key features emerging from this literature review pointed towards a scarcity of study on students' perceptions and experiences of mentorship in South African healthcare professional education. The next chapter presents the research methodology that was adopted in this study in order to answer the research questions and the main study's objective.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

Research can clarify problem/s and add value to ensure a superior understanding of the particular problem/s being researched (Gqaji, 2013). This chapter focuses on the methods used to meet the aim and objectives of this study. The research methodology adopted for this research was selected to provide information on the particular topic being investigated. This chapter on research methodology includes: study design, study site, study population, sampling methods, data collection methods, data collection instruments, data analysis, validity, generalizability and ethical issues. The aim of this study was to assess students' perceptions and experiences of mentoring at UYDF. This research literature review identified weaknesses, strengths, gaps and opportunities in mentoring programmes and this study has provided rich data that should be of value to the UYDF to refine their policies and strategies around the mentoring required for rural-origin students.

3.2 Research Design

The research design refers to the overall strategy that is chosen to integrate the different components of the study in a coherent and logical way, thereby, ensuring that the aim and objectives are met (De Vaus, 2006). It constitutes the blueprint for the collection, measurement, and analysis of data. The research problem determined the type of research design used. Little is known on the perceptions and experiences of students who have been mentored through healthcare professional training and thus an exploratory, cross sectional study design was appropriate for this study.

An exploratory study seeks to investigate what is happening within a phenomena being investigated and to ask questions about that phenomena (Gray, 2014). Exploratory studies are designed to make preliminary investigations into relatively unknown areas of research (Terre Blanche, Durrheim & Painter, 2009). They employ open, flexible and inductive approaches as they attempt to look for new or unknown aspects of phenomena. Exploratory studies generate speculative insights, new questions and hypothesize. This can be compared to other types of study design, for example descriptive and explanatory. A descriptive study aims to

describe a situation in detail and an explanatory study provides causal explanations of phenomena. Cross sectional studies are those where data is collected at once or using one snapshot approaches (Gray, 2014). Many cross-sectional studies are exploratory or descriptive in purpose as they are designed to look at how things are now, without any sense of causes or whether there is a history or trend at work.

3.3 Research Approach/ Paradigms

This study used a mixed methods design (quantitative and qualitative) that often appeals to exploratory researchers. Govender (2013) stated that several reasons give rise to a mixed methods approach. This study used an exploratory study method since there is not much information available and the specific aim of the study was to generate questions for further research. The design was prospective, cross-sectional and a quantitative approach that was adopted to review the perceptions and experiences of the students and looking at the UYDF “case study”. The qualitative study was used to yield responses that enable the research process to evaluate the success or otherwise of the mentorship programme in terms of numeric responses.

Mixed methods research includes both qualitative and quantitative research approaches. Govender (2013) stated that “it involves philosophical assumptions, the use of qualitative and quantitative approaches and mixing both approaches in a study”. There are many reasons for using this type of approach, including: that research projects usually include a number of different questions, so a research method appropriate for one question may be inappropriate for another. Hence, the use of mixed methods enables triangulation to be used and it helps to balance out any of the potential weaknesses in each data collection method.

The justification of the use of mixed methods in this study then includes the fact that qualitative methods employed data collection methods with open-ended questions to gather information from experts in the field. Qualitative studies explored and understood the meaning that individuals or other groups assigned to human or social problems (Govender, 2013). Qualitative methods in this study used smaller and non-randomised samples and did not present data in numerical form but used text to illuminate how humans understand, experience and perform (Gqaji, 2013).

Likewise, quantitative methodology was employed to establish the associations among the variables that the researcher sought to understand. In quantitative studies, objective theories were tested by examining the association between the variables and were analysed numerically through statistical protocol (Govender, 2013). Quantitative studies by definition involved objective measuring in a statistically suitable manner.

3.4 Validity

This study (mixed methods) had to consider aspects of validity for both quantitative and qualitative research (Golafshani, 2003). I provided the following explanation of what validity is in quantitative research: “Validity determines whether the research truly measures that which it was intended to measure or how truthful the research results are” (Golashani, 2003). In other words, does the research instrument allow the researcher to hit "the bull's eye" of your research object? In this study, to have content validity, the questionnaire included items about perceptions, experiences and views on how to improve mentoring. The criterion validity was also established: how well do the results from their questionnaire compare with other measures of mentoring? Hesse-Biber & Leavy (2011, p. 48) describe validity as: “how are your findings plausible and will be received as a credible explanation or interpretation of the phenomenon you are studying?”(Hesse-Biber and Leavy, 2011).

In qualitative research there is a particular need for some kind of qualifying check or measure for research. As a result, many qualitative researchers have developed their own concepts of validity and have often generated or adopted what they consider to be more appropriate terms, such as trustworthiness- the reader must trust the findings. To ensure trustworthiness, throughout this study, the researcher has aimed to describe context and data in such a rich way that others would have noticed and recorded it in the same way (Stake, 1995). The researcher relied on Lincoln and Guba's Evaluative Criteria (Lincoln and Guba, 1985). The latter posit that trustworthiness of a research study is important in evaluating its worth. Trustworthiness involves establishing the following elements including:

- o Credibility – confidence in the 'truth' of the findings. In this study this was achieved by describing in detail the context of the study and details of participants.

- o Transferability - showing that the findings have applicability in other contexts. As discussed below, this study relied on a concept of “generalizability” to ensure transferability.
- o Dependability - showing that the findings are consistent and could be repeated. The researcher provides in-depth details of data collection and analysis methods so that the study could be repeated.
- o Conformability - a degree of neutrality or the extent to which the findings of a study are shaped by the respondents and not researcher bias, motivation, or interest. The study uses a mixed method for data collection. The analysis is described in detail to ensure that potential researcher bias is reduced (De Vaus, 2006; Terre Blanche et al, 2009).
- o Reliability - according to Golafshani (2003), defines the reliability as the “degree to which results are reliable over time period and a precise representation of the total population being investigated and if the study outcomes can be replicated with a similar methodology”, and then the study instrument is believed to be reliable. Embodied in this definition is the thought of replicability of results. In a quantitative research three types reliability that has been indicated by Golafshani (2003), and those are: the extent to which a measurement, given again and again, remains the same; the steadiness of a measurement after a while and the resemblance of measurements within a given time period (Golafshani, 2003).
- o Generalizability - also called external validity, generalizability is the extent to which it is possible to generalize from the data and context of the research study to a broader population and settings. Generalizability is important when researchers want to make universal claims and when researchers attempt to describe populations (Vithal, 2003). This current study aimed to assess UYDF student and graduate perceptions and experiences of mentoring. Finding could be generalized to encompass to the rest of the responses which could be expected from other students under the same program if they were to be included in this study. In qualitative research, the researcher uses a concept of “generativity” rather than “generalization.” This is an important strength of qualitative research- generativity refers to the study opening new ways of

understanding and the reader acts to apply findings from this study to their own context (Vithal, 2003).

3.5 Study Setting

Polit and Beck (2005) refer a setting as the physical location and conditions in which the data collection takes place. The study was carried out in South Africa and did not consider any person located outside of its border. The students who participated in the study were all studying in Universities located in different provinces and cities of South Africa. A further description of South Africa and its higher institutions was provided in the literature review chapter above.

3.6 Target Population

This study targeted rural-origin students, who are studying toward a health care professional degree in any South African institution. These students are those being financially supported by UYDF. The total number of potential participants (population) was two hundred and one students (n=201). This is the total number of students that the UYDF was supporting at the beginning of the study. This total includes all students who have experienced UYDF mentoring for twelve months and those who were yet to complete their twelve months under UYDF. A set of criteria excluded a number of other participants and the last number of participants was 109 students.

3.6 Sampling strategy and Sample Size

Study participants were purposively selected as students who had experienced mentoring for at least one year through the UYDF. Purposive sampling is a sampling method based on a careful selection of cases that are considered to be typical of the population being studied (Terre Blanche et al., 2009). Students who had not benefited from the UYDF for over a year and those who did not sign the consent form were directly excluded from the study.

3.7 Inclusion and Exclusion Criteria

Students who participated in research study are only those who are or have:

- o Rural origin students under the sponsorship of UYDF
- o Pursuing a medical degree at any of the South African Universities
- o Have been under the mentoring programme for at least over a period of 12 months
- o Accept to participate in the study and sign a consent form prior to participating in the study

This exclusion criterion was considered to be important as such students may not have had wide experiences of mentoring and may have not yet formed perceptions. The total number of potential participants was two hundred and one students. All potential participants were invited to partake in the study and they were notified of the study via an email. In the correspondence, they were given full information and explanation about the study using a “Study Information Sheet” (appendix 1). The use of email to inform potential participants was considered to be appropriate in reducing any potential sense of coercion. If the student or graduate decided to partake, they were requested to complete a Consent Form (appendix 2).

3.8 Pilot Study

Gqaji (2013), indicated that a pilot study is done on a small scale, with the aim of assisting the researcher to ascertain whether the interview questions are comprehensive and aims to eradicate double barreled and leading questions. A pilot study does not use a large sample. The pilot study included five people. The five participants were selected purposively and represented five different Universities including: Wits, UCT, UKZN, Limpopo University and DUT. These five students are all sponsored by UYDF and they thus are the coordinators of the UYDF students at their respective campuses. We chose these Universities also because the UYDF has more than 5 sponsored students in each of the campuses. The students were also selected for a pilot because they have been in the campus long before the first years, hence their experience with UYDF mentorship framework. These respondents provided positive feedback verifying that the questions were unambiguous and were neither vague nor misleading.

3.9 Data Collection Methods

The Study Information, Consent Forms and questionnaire were sent to all potential 201 participants (n=201) via the email system. The questionnaire was then sent to every participant who agreed to take part in the study. The participants then later completed the questionnaire and scanned them then emailed them back to the researcher. The questionnaire was used in this study for many reasons.

The use of questionnaires as a method of data collection in healthcare research both nationally and internationally has increased in recent years (Rattray and Jones, 2004). Central to the understanding of results derived from questionnaires were the issues of reliability and validity which underpin questionnaire development from generation of study variables to analysis. Relevant questions to consider include: What was the questionnaire actually measuring? Healthcare researchers have used questionnaires to measure variables such as knowledge, attitudes, emotion, cognition, intention or behaviours. This data collection approach captured the self-reported observations of each individual participant.

During the questionnaire development process, the variables were generated and they reliably operationalized the key concepts detailed within these research questions and were in turn, relevant and acceptable to the study target group. The main benefits of collecting data using a questionnaire included: questionnaires were usually relatively quick to complete; they were relatively economical; and easy to analyse (Bowling, 1995). However this method of data collection was not without challenges. The method made an assumption that the researcher and participants share underlying assumptions about language and interpret statement wording in a similar manner. Closed questions which were used might have restricted the depth of participant responses (Bowling, 1995) and thus, the quality of data collected may have diminished or incomplete. Closed-ended questionnaire-based methods are, therefore, not the sole method of choice where little is known about a subject or topic area. In such an instance, qualitative methods or mixed methods were deemed more appropriate.

3.9 Likert Scale

Within research in healthcare science, Likert-type scales are commonly used. These scales use fixed choice response formats and are designed to measure attitudes or opinions (Black, Brazier, Fitzpatrick & Reeve, 1998). These ordinal scales measure levels of agreement/disagreement. However, a disadvantage is that a Likert-type scale assumes that the

strength/intensity of experience is linear, i.e. on a continuum from strongly agree to strongly disagree, and makes the assumption that attitudes, perceptions and experiences can be measured. Respondents may be offered a choice of five to seven or even nine pre-coded responses with the neutral point being neither agree nor disagree. There is no assumption made that equal intervals exist between the points on the scale. However, they can indicate the relative ordering of an individual's response to an item.

3.10 Data Collection

Data were collected by a self-completed questionnaire. The questionnaire considered the following variables:

- o Demographic details of participants
- o Perceptions of mentoring
- o Understanding of mentoring
- o Perceptions of the role of a mentor
- o Experiences of mentoring
- o How mentoring could be strengthened. (Appendix 3)

The questionnaire was designed with input from the UYDF mentoring team and the content was based on literature pertaining to mentoring. This method of designing a questionnaire is appropriate for an exploratory study design (Terre Blanche et al., 2009). The in-depth literature review on mentoring and the UYDF mentoring team experiences around mentoring guided the development of specific questions around perceptions and experiences.

3.11 Data Analysis

Quantitative data was analysed by entering responses on to a SPSS coding system and data was analysed descriptively. An exploratory study does not aim to produce generalizable findings but aims to shed a light on the situation under investigation. SPSS version 20 was used to analyse data in this study based on the fact that it is one of the quantitative data analysis software that easily and quickly performs many data management and statistical

analysis tasks. With SPSS, I was able to manage data with case selection, file reshaping and created derived data.

Qualitative data were analysed through NVIVO version 10. Designed by Tom Richards, Nvivo has been widely used in qualitative data analysis simply because of its use of term node instead of code. The other advantage is also because it is used to analyse a large amount of data in a short period of time and so this contributes towards making the researcher's life much easier (Basit, 2003; Blismas & Dainty, 2003; Bourdon, 2002). Although the amount of qualitative data in this study was not that much, but the software was helpful in getting them analysed accordingly.

3.12 Ethical Consideration

Permission to conduct the study was obtained from the Research Ethics Committee at the University of KwaZulu-Natal. Permission in the form of signed gatekeepers from UYDF was obtained from the director of UYDF. Potential participants were invited to participate in the study through email and this reduced a potential sense of coercion. All questionnaires were anonymous and will remain anonymous and no identifying information had appeared on any reports as promised to participants. Students were provided with a Study Information Sheet (appendix 1) and were asked to sign a Consent Form (appendix 2) and the consent forms were emailed back to the researcher. Some were also hand delivered and others sent by fax. These consent forms are stored in a secure locked cupboard. The consent forms are stored separately from all other forms of data.

3.13 Conclusion

This chapter presented the research methodology used in this study as well as the data analysis method and the purpose of collecting data through the use of questionnaire instead of conducting in-depth interviews. The benefits of using questionnaire were discussed. The sampling technique, reliability, validity, ethics issues, pilot study, data collection and data analysis were also highlighted. It was deemed imperative to use mixed methodologies design that appeals to exploratory research as this allowed the use of a number of different questions and it enables the use of triangulation which further balances out any of possible weaknesses in data collection. Chapter four presents the findings of the study.

CHAPTER FOUR

PRESENTATION AND ANALYSIS OF FINDINGS

4.1 Introduction

The previous chapter outlined the research design that was used for this study. This chapter presents the findings from the analysis of both qualitative and quantitative returned questionnaires. The questionnaires were made of two sections including part one (quantitative) and part two (qualitative) and thus were the data presented as:

- o Part 1 – the closed-ended questionnaire section (quantitative)
- o Part 2 – the opened ended questionnaire section (qualitative).

Full discussions on each of the above are provided in the next chapter (5).

4.2 Quantitative Data Presentation and Analysis

Part one, the closed-ended questionnaire section presents the percentage of total responding (response rate), the demographic features and the views on aspects of the mentoring process.

4.2.1 Response Rate

A total of two hundred and one (201) questionnaires were distributed to two hundred and one students who are funded by the UYDF. Out of the 201 students who received the 201 questionnaires, 63 did not respond because they had been in the mentorship for a period that is less than twelve months. The rest of 138 who had been in the programme only 109 returned completed questionnaires. Moreover, female participants constituted the majority (55%) than male participants (45%). This difference between male and female answers to Jama et al., (2008)'s advocacy of transformation of Institutions of Higher Learning (IHL) in South Africa and, that, this transformation should bring about an improved access for the disadvantaged group, especially for black and female students. Supported by the UYDF

annual report 2012-13, the later revealed that the majority of their beneficiaries were females (MacGregor, 2013).

4.2.2 Demographic Characteristics of Participants

The majority of the students funded by the UYDF were youth who had just completed their high school education and were just out of adolescence stage. Their difference in age is depicted in the in figure 4.1 below.

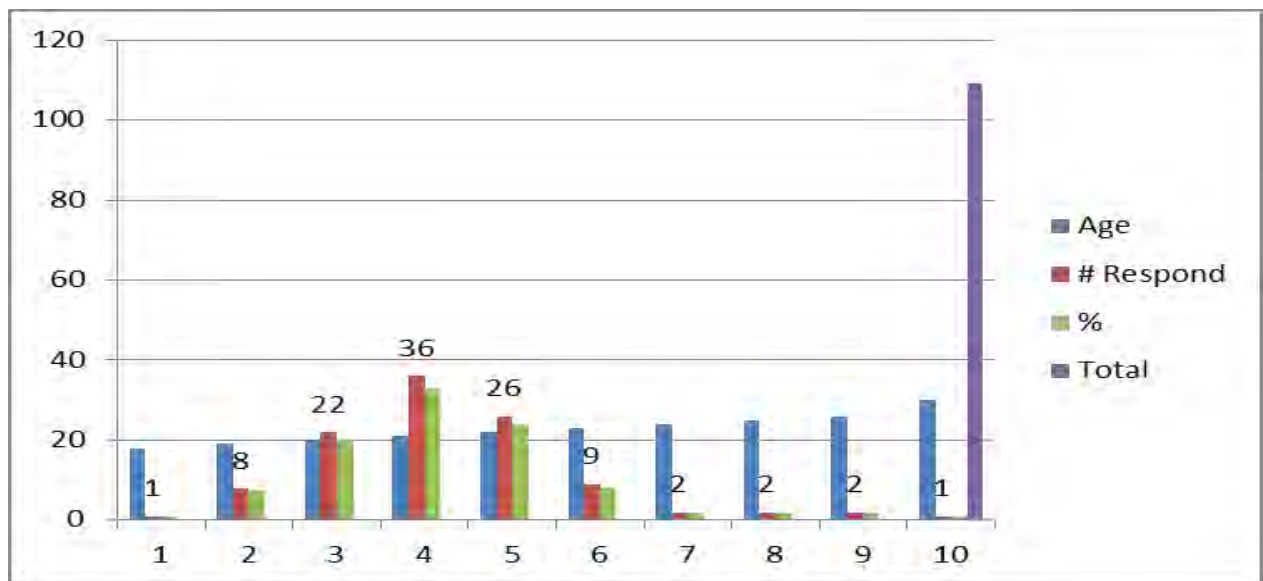


Figure 4.1: Age of the Participants

The result shows that more females (55%) than male (45%) participated in the study. The results are presented diagrammatically in figure 4.2 below:

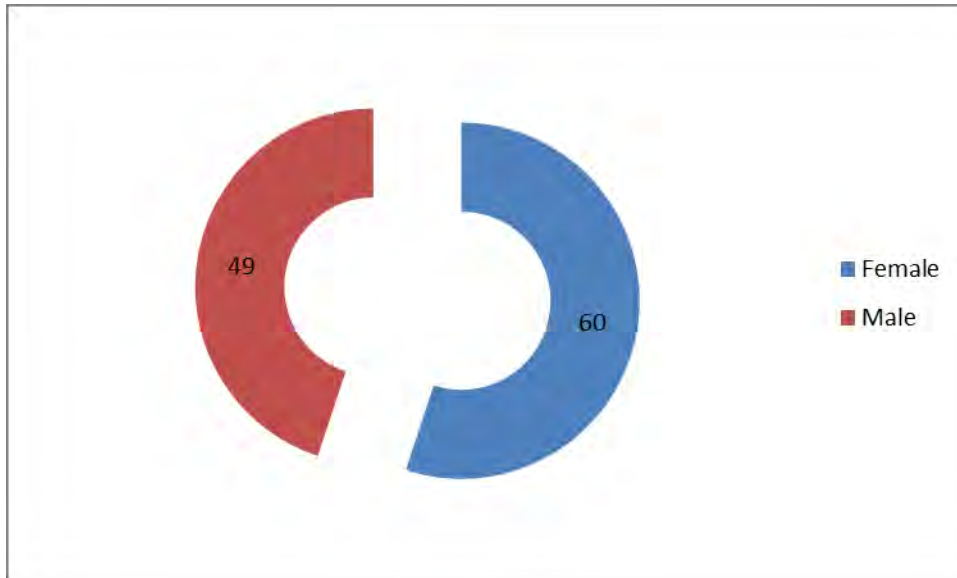


Figure 4.2: Gender of participants

The participants attended a variety of higher educational facilities; with majority (n=41:37.6%), were attending the Medical School at the University of KwaZulu-Natal (UKZN), and the smallest numbers were attending at the Rhodes University (n=2: 1.8%) and the UKZN at Pietermaritzburg campus (n=2: 1.8%). The place of study, the number of participants per institution as well as their percentages are represented in Table 4.3 below.

Table 4.1: Place of Study

	Frequency	Percent
University of KwaZulu-Natal – Medical School	41	37.6
University of KwaZulu-Natal – Westville	29	26.6
University of KwaZulu-Natal – Pietermaritzburg (UKZN – Pmb)	2	1.8
University of Cape Town (UCT)	5	4.6
Stellenbosch University (SUN)	3	2.8
Nelson Mandela Metropolitan University (NMMU)	3	2.8

DUT Durban University of Technology (DUT)	5	4.6
University of Limpopo –Medunsa	10	9.2
University of Pretoria (UP)	6	5.5
University of Zululand (UNIZUL)	3	2.8
Rhodes University	2	1.8
Total	109	100.0

Participants were excluded if they spent less than twelve months (1 year) at an Institute of higher learning or with UYDF mentoring programme. From the results presented in table 4.2 below, shows that most of participants (70%) were in their second and third year of their studies (30% in second year and 42% in third year).

Table 4.2: Year of Study

	Frequency	Percent
2nd year	33	30.3
3rd year	46	42.2
4th year	21	19.3
5th year	9	8.3
Total	109	100.0

Participants were studying a wide range of courses. The most studied course being pursued by high number of students is MBChB and the least studied course by respondents in this study is dentistry. The number of students per course is represented under ‘frequency’ and their percentage is represented under ‘percent’. These results are presented in table 4.3 below:

Table 4.3: Course Studied

	Frequency	Percent
MEDICINE (MBChB)	55	50.0
PHARMACY	8	7.4
PHYSIOTHERAPY	11	10.2
OCCUPATIONAL THERAPY	5	4.6
AUDIOLOGY	4	3.7
OPTOMETRY	7	6.5
DIETETICS	3	2.8
RADIOGRAPHY	7	6.5
NURSE	6	5.6
DENTAL THERAPY	2	1.9
DENTISTRY	1	0.9
Total	109	100.0

4.2.3 Views on the aspects of the mentoring process

The questionnaire considered issues around the following:

Perceived value of meeting the mentor at the onset of study

Value of Initial Orientation

Value of Information Given on

- o Student support systems
- o Consistent studying
- o Drug/ Alcohol Abuse/ HIV/AIDS, Pregnancy
- o Time Management
- o Study Skills
- o English Reading and Listening to English Conversations

- o Expressing their expectations
- o The Role of UYDF

A full breakdown of the range of perceptions per statement is provided in appendix 4. The descriptive statistics provide the mean (what was the average response) and standard deviation of each statement within the Likert scale (1 to 5) from the mean (1 meant strongly disagree with the statement and 5 meant strongly agree). The standard deviation thus gave an indication of how far responses varied from the mean, for example for statement 1, only 1 respondent disagreed with that statement (1 on Likert Scale) and 65 respondents (60.2%) strongly agreed (5 on Likert Scale) and thus the standard deviation was fairly narrow (.662).

The majority of respondents perceived that it was useful to meet the mentor at the start of their studies and found the initial orientation useful. The participants also felt that the information given during the orientation including: available student support systems, study techniques, drug abuse and time management was generally of useful. The information on speaking and listening to English was not perceived to be as useful as other information (there was a large standard deviation in responses suggesting that some found it useful and others less so). Participants felt that it was valuable to express their expectations and found worth knowing about the role of UYDF Scholarship Scheme and what UYDF Scheme offers to students (Table 4.4).

Table 4.4: PERCEPTIONS ON ASPECTS OF THE MENTORING PROCESS

Statements	Mean	Std. Deviation
1. It was useful to meet the UYDF mentor at the start of my studies	4.54	.662
2. The orientation given by UYDF at the start of my studies was useful	4.49	.634
3 Student support systems	4.49	.603
3a Importance of studying for all examination	4.48	.676

3b Drugs/STI/ pregnancy/ HIV and AIDS	4.21	.887
3c Time Waster	4.07	.861
3d English improvements	3.57	.963
3e Gathering expectations from each students	4.43	.750
3f Knowing about what UYDF offers	4.63	.608

The questionnaire also considered the participants perceptions of the following:

- o Goal setting
- o Usefulness of meeting others on the UYDF Scheme
- o Quarterly reports given by student to mentor
- o UYDF visits by sponsor
- o Monthly contacts (via e mail, SMS) with UYDF mentor
- o Holiday work
- o Monthly meetings with local mentor
- o Discussion around result of examinations
- o Views on the Imbizo
- o Discussion on minimum expected pass rates
- o Was it useful to have an isiZulu speaking mentor
- o Experience sharing from the UYDF mentor to the student

Over a half of the participants perceived that the goal setting and meeting others from the UYDF Scheme was very useful. There was a wide range of responses around the usefulness of the quarterly reports that had to be submitted to the UYDF mentor. Some perceived it to be not useful and others felt that it was very useful. Similarly there was a wide range of responses around the monthly contacts with the UYDF mentor and around the value of holiday work. Some felt that the Imbizo was of use and others felt it was not useful. Over 65% of the respondents found the discussion around a minimum pass rate of 65% and the sharing of experiences by the UYDF mentor to be of value. Interestingly not all found it useful that their mentor spoke isiZulu. The results around these aspects of the mentoring process are summarized in table 4.5.

TABLE 4.5: FURTHER PERCEPTIONS ON THE MENTORING PROCESS

Statement	Mean	Std. Deviation
4. Goal setting	4.48	.661
5. It was useful for me to set goals with the UYDF mentor at the orientation meeting	4.68	.665
6. Useful meeting others	4.51	.702
7. Quarterly reports	3.81	.849
8. UYDF sponsor visits	4.62	.676
9. Monthly contacts with UYDF mentor	4.03	.995
10. Holiday work	4.56	.759
11. Monthly Meeting Local Mentor	4.18	.945
12. Results Discussion	4.10	1.015
13. Imbizo was useful	4.46	.866
14. Discussion on 65% Min pass	4.50	.820
15. Discussion on setting High targets	4.57	.740
16. IsiZulu speaking Mentor	4.06	.947
17. Experience sharing from mentor to student	4.47	.717

Further analysis was carried out to assess whether there was a difference in the perceptions according to the year of study. For example, students in earlier years may find aspects of the mentoring process to be generally more useful than students from later years. Such information would be useful as it may enable UYDF planner to focus their mentoring intervention where it was perceived to be most useful [the first few years at IHL]. Analysis involved a One-Way Analysis of Variance (ANOVA). A further analysis also considered

whether perceptions were influenced by the place of study/University/ School. For example, participants attending medical school may perceive mentoring to be very important as their course is complex and lengthy.

4.3 ANOVA to assess the differences in statements according to the year of study

The respondents were divided in four years of study: 2nd, 3rd, 4th and 5th year. Consecutive One-Way ANOVA which was conducted for each statement showed that there was a statistically significant difference (at the $p < .05$ level) only in two items- i.e. 9 (Monthly contacts via telephone/ SMS and e mail with the UYDF mentor were useful), and 13 (Imbizo was useful) for the four levels of study. Students in the early years of study found these useful and usefulness diminished the longer the student studied. The table below describes how these two statements were answered according to the four levels of study.

Table 4.6: Differences in statements according to year of study

		N	Mean	Std. Deviation
Monthly contacts with UYDF mentor	2nd year	29	3.66	1.203
	3rd year	35	4.40	.736
	4th year	17	3.88	1.219
	5th year	6	3.67	.516
	Total	87	4.00	1.045
Imbizo was useful	2nd year	29	3.93	1.223
	3rd year	35	4.77	.490
	4th year	17	4.82	.393
	5th year	6	4.50	.837
	Total	87	4.48	.900

Levene’s test for homogeneity of variances which evaluates if the variance in scores is the same for each of the 4 groups showed significant values ($.04 < .05$). This indicates that the assumption of the homogeneity of variance is violated. Thus, a Welch test and Brown-Forsythe were required to evaluate the significance (De Vaus, 2006).

Table 4.7: WELCH AND BROWN-FORSYTHE TESTS ON VARIANCES IN PERCEPTIONS PER YEAR OF STUDY

Robust Tests of Equality of Means					
		Statistic	df1	df2	Sig.
Monthly contacts	Welch	3.228	3	28.007	.037
	Brown-Forsythe	2.955	3	59.431	.040
Imbizo was useful	Welch	4.628	3	27.189	.010
	Brown-Forsythe	7.652	3	46.889	.000

The value provided by the Welch and Brown-Forsythe tests confirmed significant values for item 9 ($F= 2.872$; $sig= .037$ and $.040$) and 13 ($F= 6.906$; $sig= .010$ and $.000$). Having established that there is statistically significant difference somewhere among the four years of study according to their perception of the usefulness of monthly contacts and Imbizo, it was interesting to know which of the levels of study differ. The table below provides the mean difference within years of study.

Table 4.8: SIGNIFICANT DIFFERENCES BETWEEN YEARS OF STUDY

Multiple Comparisons						
Dependent Variable	(I) Level/ye	(J) Level/ye	Mean Differen	Std. Error	Sig.	95% Confidence Interval

	Year	Year	Coefficient (I-J)	SE	SE	Lower Bound	Upper Bound
Monthly contacts	2nd year	3rd year	-.630*	.225	.031	-1.22	-.04
		4th year	-.162	.284	.941	-.90	.58
		5th year	-.148	.381	.980	-1.14	.85
	3rd year	2nd year	.630*	.225	.031	.04	1.22
		4th year	.468	.273	.320	-.24	1.18
		5th year	.482	.373	.571	-.49	1.46
	4th year	2nd year	.162	.284	.941	-.58	.90
		3rd year	-.468	.273	.320	-1.18	.24
		5th year	.014	.411	1.000	-1.06	1.09
	5th year	2nd year	.148	.381	.980	-.85	1.14
		3rd year	-.482	.373	.571	-1.46	.49
		4th year	-.014	.411	1.000	-1.09	1.06
Imbizo was useful	2nd year	3rd year	-.751*	.186	.001	-1.24	-.27
		4th year	-.838*	.234	.003	-1.45	-.23
		5th year	-.686	.315	.136	-1.51	.14
	3rd year	2nd year	.751*	.186	.001	.27	1.24
		4th year	-.087	.225	.980	-.68	.50
		5th year	.065	.308	.997	-.74	.87
	4th year	2nd year	.838*	.234	.003	.23	1.45
		3rd year	.087	.225	.980	-.50	.68

		5th year	.153	.339	.969	-.73	1.04
	5th year	2nd year	.686	.315	.136	-.14	1.51
		3rd year	-.065	.308	.997	-.87	.74
		4th year	-.153	.339	.969	-1.04	.73

*. The mean difference is significant at the 0.05 levels.

The post-hoc tests show exactly where the differences among the groups occur. The values in bold and with an asterisk in the table above indicate that the two groups being compared are significantly different from one another at the $p < .05$. According to the table above, only the group 2nd year and 3rd year differ significantly (sig= .031; Mean difference= -.630) in terms of the usefulness of Monthly contacts (item 9). In terms of the perception about the usefulness of Imbizo (item 13) the groups, the 2nd year students differ significantly from the 3rd year (sig= .001) and 4th year (sig= .003) students. In conclusion, respondents' perception of all the 25 statements does not differ according to their level of study, except for item 9 and 13. For item 9 the perception differs from 2nd to 3rd level. For item 13 their perception differs from 2nd year to 3rd year students and from 2nd to 4th year students.

4.4 ANOVA to assess different perceptions according to Universities/Schools/Campus

Successive one-way ANOVA test around perceptions and place of study found there was a statistically significant difference at the $p < .05$ level for only in three items: 10 (Holiday work); 8 (UYDF visits); 12 (Results discussion). The table below indicates the means of each one of these three significant items according the universities/schools.

Table 4.9: SIGNIFICANT ITEMS AND PLACE OF STUDY

		N	Mean	Minimum	Maximum
Holiday	UKZN – Medical School	4	4.56	3	5

work	UKZN – Westville	2 6	4.81	4	5
	UKZN – Pmb	2	5.00	5	5
	UCT	5	4.60	3	5
	SUN	3	5.00	5	5
	NMMU	3	4.00	2	5
	DUT	4	3.25	2	5
	Medunsa	6	4.17	3	5
	UP	4	4.50	3	5
	UNIZUL	3	4.67	4	5
	Rhodes	2	4.50	4	5
	Total	9 9	4.56	2	5
UYDF visits	UKZN – Medical School	4 1	4.63	3	5
	UKZN – Westville	2 6	4.69	3	5
	UKZN – Pmb	2	5.00	5	5
	UCT	5	4.20	3	5
	SUN	3	5.00	5	5
	NMMU	3	4.33	4	5
	DUT	4	3.25	1	5
	Medunsa	6	4.83	4	5
	UP	6	5.00	5	5

	UNIZUL	3	4.67	4	5
	Rhodes	2	5.00	5	5
	Total	1 0 1	4.62	1	5
Results	UKZN – Medical School	4 1	4.12	2	5
	UKZN – Westville	2 6	4.19	1	5
	UKZN – Pmb	1	4.00	4	4
	UCT	5	4.40	3	5
	SUN	3	5.00	5	5
	NMMU	3	1.33	1	2
	DUT	3	4.33	4	5
	Medunsa	5	4.40	3	5
	UP	5	4.20	3	5
	UNIZUL	3	4.00	3	5
	Rhodes	2	3.50	2	5
	Total	9 7	4.10	1	5

The ANOVA table below shows significant value (sig= .024; .004; .001) indicating that there is a significant difference somewhere among the mean score of item 8, 10 and 12 for the different universities/schools.

Table 4.10: ANOVA showing differences between three significant items and place of study

		Sum of Squares	Df	Mean Square	F	Sig.
Holiday work	Between Groups	11.358	10	1.136	2.217	.024
	Within Groups	45.086	88	.512		
	Total	56.444	98			
UYDF visits	Between Groups	10.936	10	1.094	2.831	.004
	Within Groups	34.767	90	.386		
	Total	45.703	100			
Results Discussion	Between Groups	27.507	10	2.751	3.310	.001
	Within Groups	71.462	86	.831		
	Total	98.969	96			

The post-hoc test as summarized in appendix 5 shows exactly where the differences exist. For the item around UYDF visits, there are significant differences between perceptions about the importance of UYDF visits and place of study. Particularly, the responses from the DUT participants differs largely from the responses from other universities (Mean = 3.25). In fact it seems that DUT students did not fully agreed with the statement that UYDF visits were

useful and hence the mean differences. With regards to perceptions around holiday work, there were significant mean differences between place of study and the usefulness of holiday work. For example there is a statistically significant decrease in holiday work score (Mean difference= 1.558; $p = .005$) from DUT students (Mean =3.25) to UKZN Westville students (4.81) i.e. in general participants from DUT did not find holiday work to be of use to them. The perceptions about the usefulness of discussing results of NMMU participants (Mean= 1.33) were largely different to perceptions from the other universities. The mean shows that NMMU students widely disagree with the fact that discussing results was useful. The qualitative data analysis provided in the next section provides results that cover the gaps that were not covered in this quantitative analysis.

4.3 Qualitative data analysis

Part two of the questionnaire presented an open-ended question format in which participants were invited to respond to the following:

What do you understand by mentoring?

What is your experience of mentoring?

What was successful about mentoring?

What could be improved?

The results were very diverse and subjective and it was therefore not appropriate to present them quantitatively as mean or standard deviation. A full analysis of the results was presented in appendix 5. The findings from part two of the questionnaires were thus presented in clusters/ themes and differences arising that do not fit in with a general theme were noted.

Topics that were not discussed are also worth noting. It was interesting that none of the participant commented on the gender of either the UYDF mentor or the local mentor. Perhaps gender was not an issue or alternatively perhaps the questionnaire did not probe them to consider issues around gender differences between the mentor and mentee. Similarly, none of the participant discussed issues around age and perhaps a difference in age between themselves and their mentor was not seen as important. Similarly, none of the participants commented on ethnic and culture difference between them (mentee) and their mentors and this may be due to the questionnaire that did not provoke them to comment on the ethnic and culture differences. However, the questionnaire may not have been designed to facilitate

them to comment on this and further investigation would be required for clarification. Responses to each of the questions presented on the questionnaire are discussed in turn.

4.3.1 Participants Understanding of Mentoring

Themes arising were arbitrarily clustered into three themes depending on the words used by participants to describe what they meant by mentoring. Three themes naturally derived from data (inductive) as the role of the mentor as (1) an Advisor, (2) Coach and (3) Supervisor. The words used by participants in relation to each of these themes are presented with the numbers of participants using that word.

- Theme one – the mentor as an ADVISOR – Participants used the following descriptors to indicate what they perceived to be the role of a mentor: an adviser (4), guide (3), counsellor (1), supporter (1), friend, (1) and someone to talk to (1). Total = 11
- Theme two – the mentor as COACH – Participants used the following descriptors to indicate what they perceived to be the role of a mentor: one who coaches (4), unlocking potential (3), coach (2) and teacher (1). Total = 10
- Theme three- the mentor as a SUPERVISOR – Participants used the following descriptors to indicate what they perceived to be the role of a mentor acting as a Supervisor: acting as a parent (2), supervising (2), checking (1), monitoring, protecting (1) and role model (1) Total = 7

The themes and relative proportions of responses in these themes are represented below in figure 4.3:

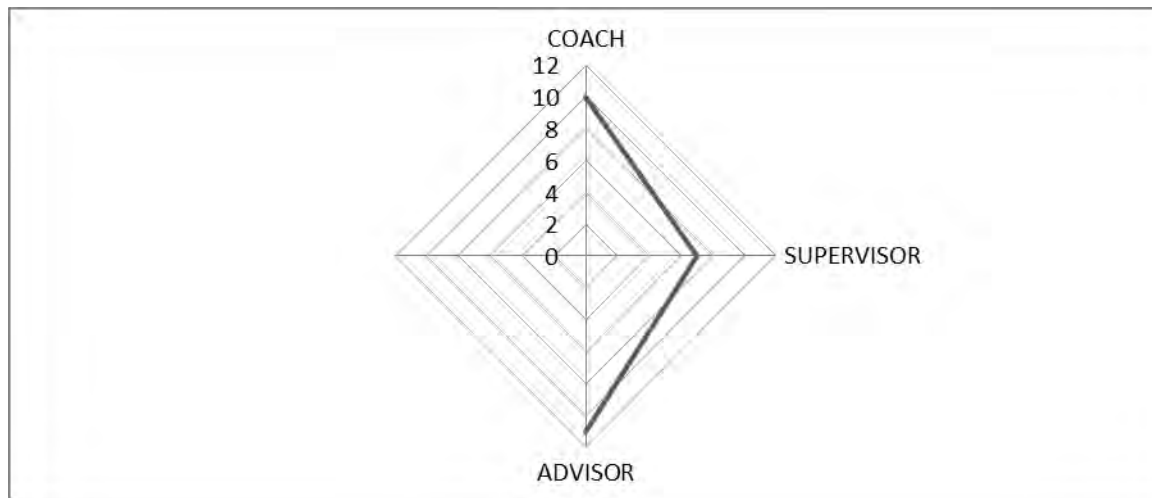


Figure 4.3: What do you understand by Mentoring? Graph represents the themes and proportion of responses per theme. Participants’ understanding of mentoring was described by advising (11), coaching (10) and supervision (7).

Generally the participants had similar perceptions about what mentoring is about. Most participants defined it as a process where by a knowledgeable person offers guidance and support to the other person so that they can achieve desired goals in life. Also they highlighted that mentoring is counselling students and encouraging them to improve their performance. In addition, since some of them are health students they likened mentoring to nurturing period; where a mentor monitors, provides necessary information and assists health students to eliminate challenges they are facing at the university. Consequently, this will facilitate health students to achieve academic excellence and become health professionals in the near future.

A number of students defined mentoring in context of academic world. Most of them for example respondent number 14, 16, 27, 39 and 68 to name a few indicated that

“A mentor is someone who should have attended university as they are currently doing now.”

From the statement above it can be argued that because the participants are students themselves their definition of mentoring is related to their environment which in this case is the academic context. They envisaged mentoring as process of assisting students to achieve

academic results. However, close to quarter of the participants defined mentoring from wide perspective. For example respondent 7, 9, 14, 31 and 80 cited that:

“.....mentoring is not only limited to providing support to students in their academic path. Mentoring involves supporting students also in their social life.”

From these participants response it is clear that some of the students are aware that mentoring does not have a narrow approach. It is inclusive and caters for student wellness than student’s academic coaching alone. These responses support the existing literature by Idemudia (2011), who suggested that the mentoring can be used interchangeably with coaching, supervision, instruction, advising and teaching (Idemudia, 2011). According to the participants the words coach, advisor and supervisor, seem to appear to convey similar meanings, however had significant differences. An advisor refers to individual who is assigned to a student based on common interests to guide student throughout their academic career, Instructing mainly deals with the distribution of information, while coaching considers skills development and Supervising basically deals with the overseeing the execution of certain task/s. Therefore the participants response were in line with what has been suggested prior by the researchers.

4.3.2 Description of the Role of the UYDF mentor

Following on from the theme of mentor as (1) Advisor, (2) Coach, (3) Supervisor, participants in general tended to see the role of the UYDF mentor in an advisory, coaching and supervisory role. The themes and proportions responses per theme are summarized below.

- The UYDF mentor as a **SUPERVISOR**– Participants used the following description to indicate what they perceived to be the role of the UYDF mentor: monitoring (14), checking (9) Total = 23.
- The role of the UYDF mentor as **COACH**– Participants used the following descriptors to indicate what they perceived to be the role of the UYDF mentor: facilitating skills development (14), facilitating coordination (1) Total = 15.
- The role of the UYDF mentor as an **ADVISOR**– Participants used the following descriptors to indicate what they perceived to be the role of the UYDF mentor in

acting as an Advisor: assist (23), advice (11), sharing experiences with us (9) and support (9). Total =52.

The themes and proportions of descriptors per theme are represented in figure 4.4 below:

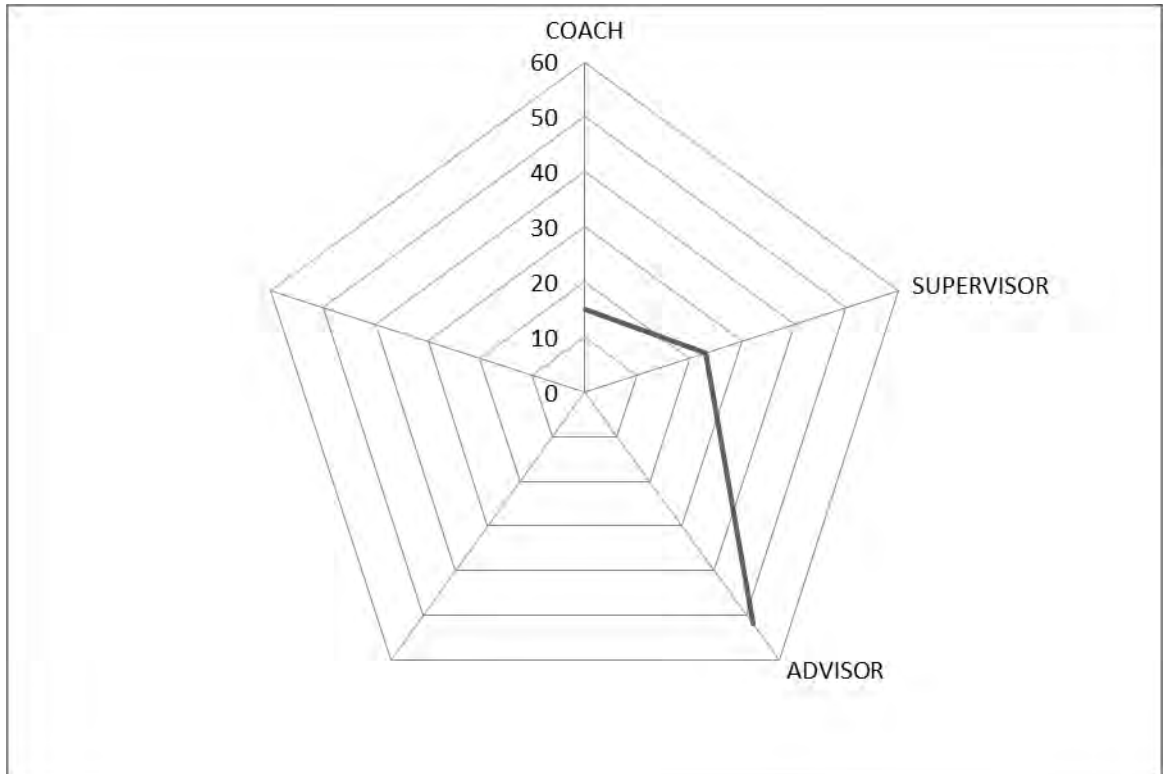


Figure 4.4: Describe the Role of the UYDF Mentor: Graph represents the themes and proportion of responses per theme. Participants felt that the role of UYDF mentor was more of advising (52), supervising (23) and less coaching (15).

However, in addition to the students' view of the role of UYDF mentor as represented in the figure above, some respondents still gave slightly different perceptions. For example, a large number of participants' opinion is that the UYDF mentor was there to disseminate necessary information. They highlighted that the UYDF mentor's role was about UYDF's overall goals and funding available for students. Some participants also highlighted that

"... His role is to check academic progress of students every semester and encourage them to reach their set marks and goals in life as health students."

Basically from the participant's response it is clear that students viewed the UYDF mentor as a liaising person between them and their sponsors. However, over 50% of other students also reported other different views and roles of mentors.

4.3.3 Perceptions on the Role of the Local Mentor

Following on from the theme of mentor as a) Advisor, b) Coach and, c) Supervisor, participants in general tended to see the role of the local mentor in a more of Supervisor than the UYDF mentor. They perceived that the local mentor was readily available to assist in dealing with daily challenges. The main themes and proportions of responses per theme are summarized below.

- The local mentor as a **SUPERVISOR**– Participants used the following descriptors to indicate what they perceived to be the role of the local mentor as a Supervisor: monitoring (11), checking (11), coordinating for us (4) Total = 26.
- The role of the local mentor as **COACH** –Participants used the following descriptors to indicate what they perceived to be the role of the local mentor as a Coaching: coaching (4), motivating (17). Total = 21.
- The role of the local mentor as an **ADVISOR**– Participants used the following descriptors to indicate what they perceived to be the role of a local mentor in acting as an Advisor: give advice on daily activities of living (14), give general advice (10), support (5) and assist (23). Total 53.

The themes and the proportions of descriptors per theme are represented in figure 4.5 below:

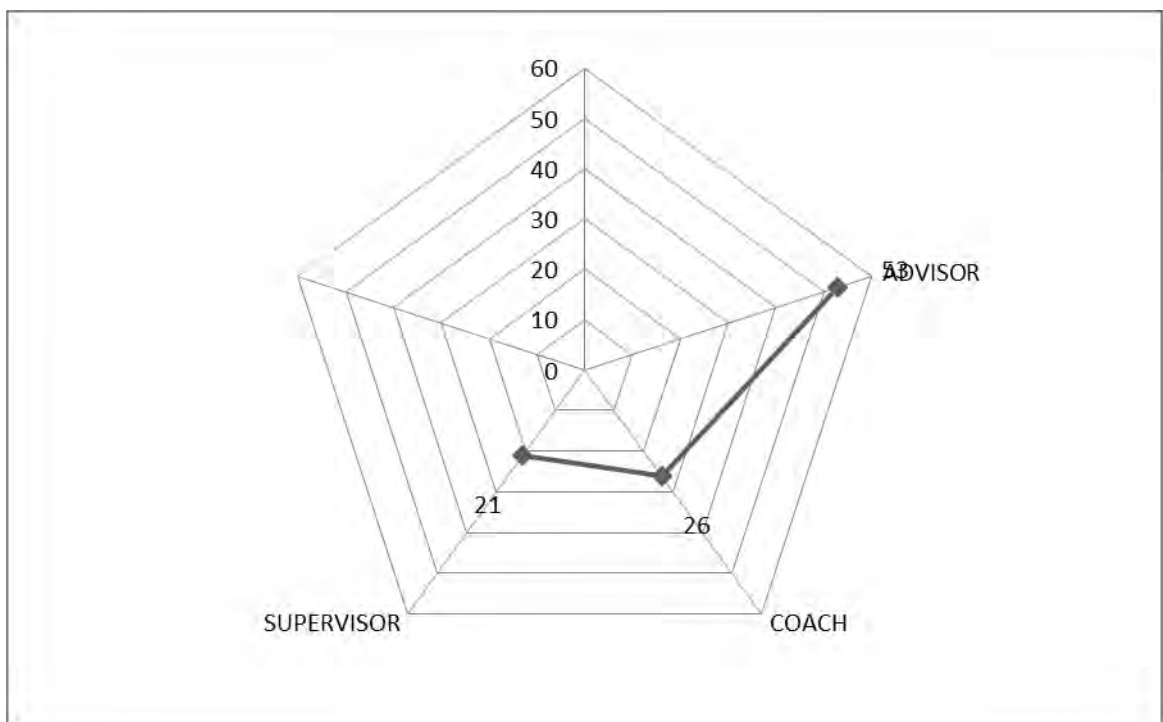


Figure 4.5: Describe the Role of the Local Mentor: Graph 5 represents the themes and proportion of responses per theme. Participants felt that the role of local mentor was more of advising (53), supervising (26) and less coaching (21).

The results of this study revealed that the majority of the participants did not find any significant differences on the UYDF mentor and local mentor and the majority seem to be in agreement that both the UYDF mentor and Local Mentor's main role was that of the advisor [(n=53: local mentor) & (n=52:UYDF mentor)]. Interestingly, the participants felt that the local mentor was more of the supervisor (n=26) as compared to the UYDF mentor (n= 23) and also participants saw less of coaching on the UYDF mentor (n=15) as compared to the local mentor (n=21).

The participants noted that the local mentor's duties included checking students' academic progress monthly, assisting students with eliminating challenges that they face daily in their university life and motivating them to keep on pressing towards academic and social excellence. However, some participants responded that they could not comment about the perception of the local mentor. Respondent 34, 59, 61 and 91 all said

"... no local mentor was assigned for me" while respondent 109 cited that "... we do not have a local mentor at our University-Nelson Mandela Metropolitan".

Therefore given these responses; it is important to note that some students did not have access to mentors. It is even evident that there is need for Umthombo mentorship program to assign local mentors in every university where their students are. This will help students in universities such as Nelson Mandela Metropolitan University to feel that there are as important as other students in the programme and more importantly that their tertiary institutions are as important as the other ones with local mentors. Peluso, Carleton, Richter and Asmundson, (2011), considered the student advising association as critical for the professional development of a student and in their study; they find the relationship to be exceptionally significant due to the role of the student's advisor of advancing the academic and professional development of their students and the facilitation student's direction-finding through more peripheral aspect of student's life (Peluso, Carleton, Richter and Asmundson, 2011). Without a doubt the advisor assumes a various set of duties for a student's evolution through to graduation. The findings seem to be in agreement what the UYDF perceives about their mentoring programme, where they believed that mentorship programme provide a holistic mentoring – psychosocial and academic, it encourages students to find solutions to

their problems and the mentor facilitate that process through advising and coaching (MacGregor, 2013). Therefore the findings concurs with the UYDF mentoring plans as stated on their annual report 2013/14

4.3.4 Experiences of the UYDF Mentoring Programme

Following on from the theme of mentor as a) Advisor, b) Coach and, c) Supervisor, participants in general tended to describe their experiences of UYDF mentoring as gaining advice more than being coached or supervised. In this section, the participants highlighted that they had good experiences in UYDF mentorship programme. Some participants used the following words to describe their experience in mentoring as:

“Great, fantastic, super and awesome experience in being a mentee” Most participants felt the mentorship programme had made a positive impact in their life. They said that

“Mentorship was really helpful in our first year at university”.

In addition, another participant stated that

“UYDF programme helped me to select university discipline and modules”. Given these responses, it is apparent that the Umthombo mentorship programme supported students during transition period from high school life to settle in well in their university life.

More than half of the participants emphasized that the mentorship programme helped them improve their academic results. Participants highlighted that they were under pressure from mentors to ensure that they pass. Respondent 109 said

“I was able to pass both my first and second year, now I am in my third year”.

Some participants highlighted that the fact that their financial expenditure was catered for was mind settling and it helped them to concentrate on academic work without worry.

Not only is the programme viewed as successful in terms of academic work. Participant 35 said

“This is not bursary, the programme offers more and we are like a family”.

They managed to meet with mentors and even address social and family challenges that there were facing during university life. Also the programme also advised students how to eat healthy and keep fit during their study period. Therefore mentoring programme gave them a “family away from family stability”.

Moreover a significant number of participants felt that the holiday hospital programme was inspiring and helped them to reach out for communities. It can be argued that this holiday programme is vital and gives students the right exposure about their future environment. This programme can also motivate students to develop health initiatives which can facilitate rural health care access in better ways than it is.

Generally participants indicated that they explored all life aspects in mentorship programme. Thus they were now able to set both short and long term goals. The main themes and proportions of responses per theme are summarized below.

- The experiences of the UYDF mentoring as a **SUPERVISOR**– Participants used no descriptors that alluded to their experiences of the UYDF mentoring as being supervised.
- The experiences of the UYDF mentoring as **COACHING**– Participants used the following descriptors to indicate what they perceived to be their experiences of the UYDF as Coaching: motivating us (34). Total 34.
- The experiences of the UYDF mentoring as an **ADVISOR**– Participants used the following descriptors to indicate what they perceived to be their experiences of the UYDF mentoring: advisory (5), sharing experiences (8), coping and supporting (21), helping (20), assisting (11). Total = 65.

The themes and the proportions of descriptors per theme are represented below in figure 4.6:

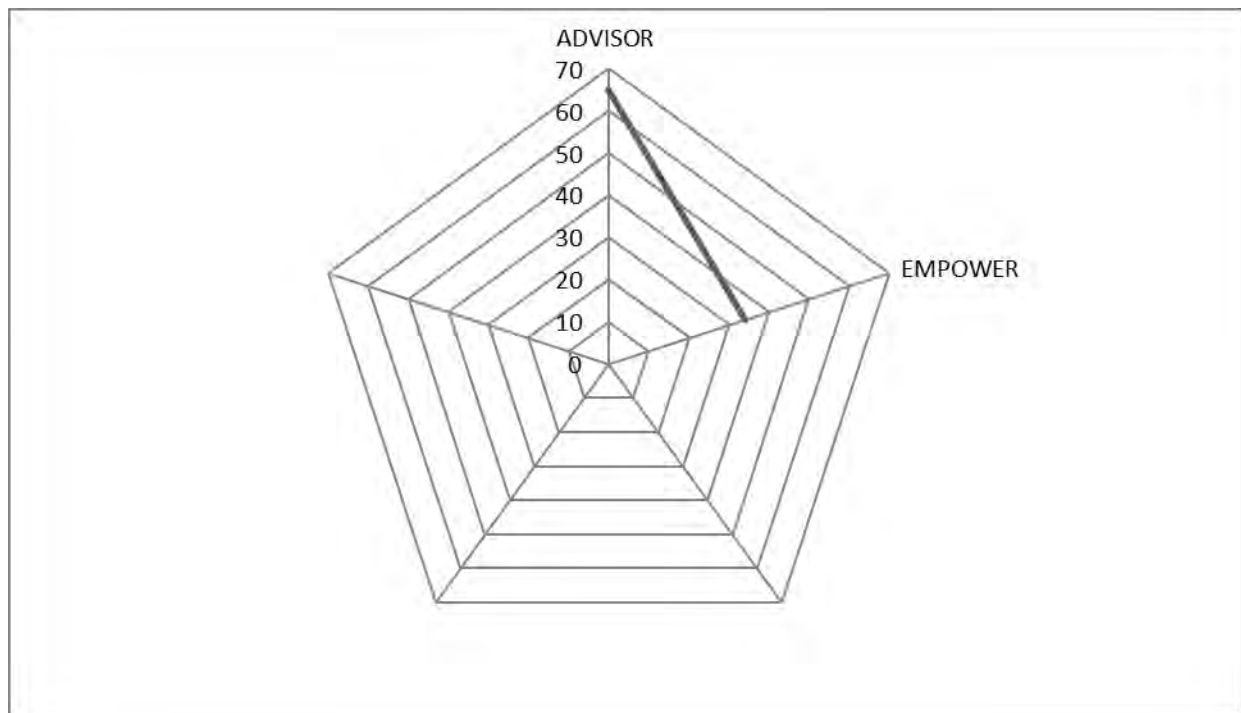


Figure 4.6: Describe your Experiences of the UYDF Mentoring: Diagrammatic representation of themes and proportion of responses per theme. Participants felt mentoring was more of advisory (65) and empowering the participants (34)

The finding revealed that majority of participants (n=65), who felt they have more advises for the UYDF mentorship programme. Therefore this may be the contributory factor the decline of the usefulness of mentoring as they progress with their studies. Interestingly, none of the participants felt that UYDF mentorship was supervision type. The findings verify that the UYDF mentoring was more about advising and empowering the students.

4.3.5 In your Opinion what was Successful about the UYDF Mentoring

Following on from the theme of mentor as a) Advisor, b) Coach and, c) Supervisor, participants in general tended to describe what they found to be successful about the UYDF mentoring in terms of the mentor as an Advisor and as Coach. Their descriptors did not point to any opinions to the value of mentoring as a type of Supervising. The main themes and proportions of responses per theme are summarized below.

- Participants' opinions of the success of UYDF mentoring as a **SUPERVISOR**– Participants used no descriptors that alluded to the value of the UYDF mentoring as being supervised.

- Participants' opinion on the success of UYDF mentoring as **COACH** –participants described that they felt coached around issues such as leaning about study skills (17) and by setting targets (12). Total =29.
- Participants' opinions of the success of UYDF mentoring as **ADVISOR** – Participants used the following descriptors to indicate what they perceived to be the success of the UYDF mentoring: knowing each other (23), getting encouragement from others (20). Total =43.

The themes and the proportions of descriptors per theme are represented below in figure 4.7:

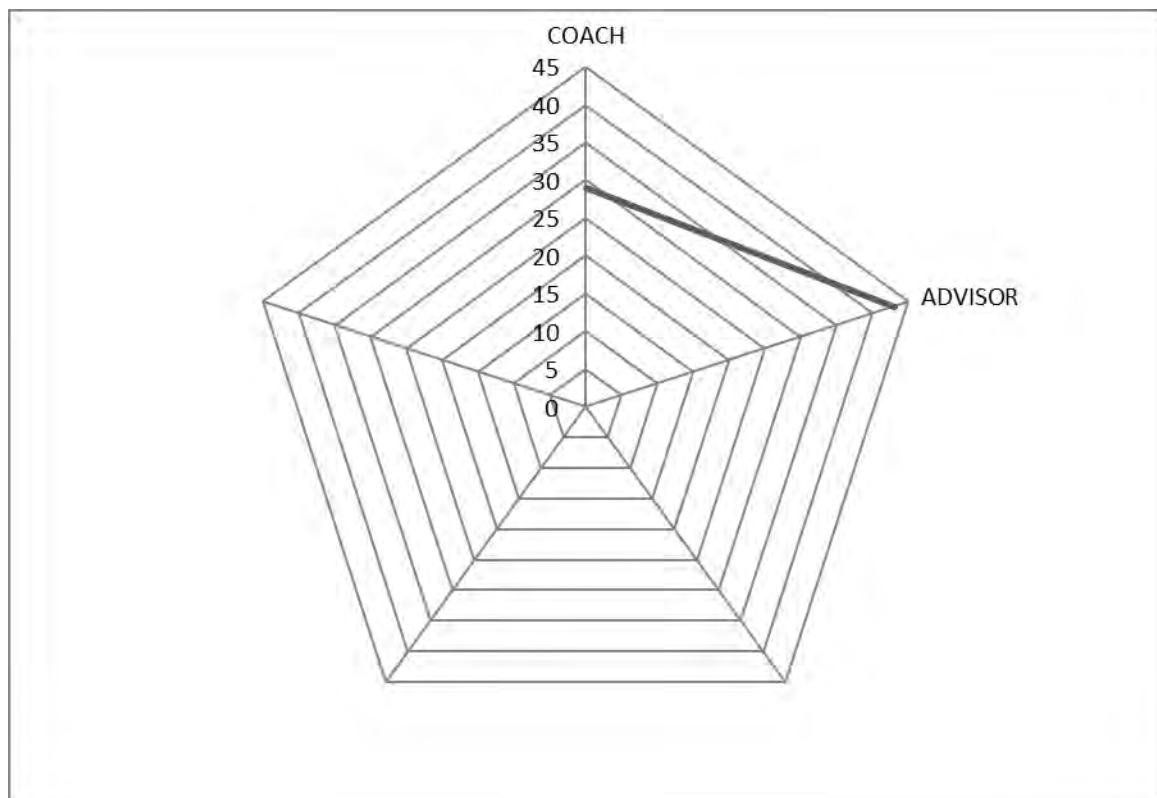


Figure 4.7: In your opinion what was successful about the UYDF mentoring? Diagrammatic representation of themes and proportion of responses per theme, participants felt that the UYDF mentoring was more of advisory (43) and coaching (29).

The findings revealed that the advices (n=43) and coaching (n=29), that was given to the students by mentors were of value and this was confirmed by the pass rate in the past three (3) years has been above ninety percent (90%) – 2013 (93.7%), 2012 (92,4%) and 2011 (90,6%) (MacGregor, 2013).

1. Their perception on whether they think there is difference between local and UYDF mentor

A significant number of participants in the study indicated that there was trivial difference between the role of UYDF and local mentor's role, except that there had meetings with UYDF mentor once per semester and during holiday work while they met local mentor every month. In addition, more than half of the participants indicated that the UYDF mentor consulted them as a group whereas they had one to one consultation with local mentor. Nonetheless, other participants felt that there was a difference between the UYDF and local mentor. Some participants highlighted that the UYDF mentor had a holistic approach; he gives them information about sponsor, directs and motivates them to reach their academic goals for instance one respondent highlighted that

"... The UYDF mentor always sets goals for us, for now students should achieve 65% average each semester".

While local mentors mainly focused on assisting university students with their university life mainly focusing on individual and family issues. Given this context, a respondent said

"The local mentor relationship to sister or brother" while another cited that "the UYDF was like a university parent"

This clearly indicates that though the mentors play different roles in student's life, they all impact positively on student's life. They are supporting and encouraging them during their studies. They are since viewed in this quote as mentors, role models, coaches, parents and motivational support providers.

4.3.6 Suggestions on How Mentorship Could be strengthened

The most common response was that the mentoring needed no adjustment (n =28). Nine (9) participants expressed a wish for more mentors to be made available. Seven (7) participants felt that it may be improved if mentors were made available from individual clinical departments or subject specialist such as surgery, obstetrics. Two (2) wished to have mentors available after hours. Majority of the participants seemed to be satisfied with the current mentorship programme offered by the UYDF therefore felt that the UYDF mentoring need no

adjustments but, some felt that the number and range of mentors both local mentor and UYDF mentor need to be increased to cover all the students and the availability of mentors need to be improved.

Overall, participants were happy with the way mentoring was executed. Nevertheless, some participants gave additional suggestions listed below on how mentoring could be strengthened. The suggestions were divided into two themes, the frequently cited and the least cited.

Table 4.11. Frequently cited

FREQUENTLY CITED	LEAST CITED
<ul style="list-style-type: none"> ○ Participants felt that they also needed to be allocated a mentor who was in the same discipline as they were, with respondent 69 highlighting that “...we do not only need psycho-social support but academic support from mentors.” ○ Others suggested that the programme should increase number of mentors both female and male as they tackled situations differently and supported students. ○ Some participants suggested that there was need to increase meetings with local mentor, for example twice not once a month like they are doing currently and one participant suggested that the UYDP should come at least twice a semester. ○ Others emphasised that there was need for mentoring programme to ensure that first students are allocated a mentor early as mentors were crucial especially in the first year of university. ○ A few number of participants highlighted that they needed to be exposed to different mentors who have unique ways of supporting students so that they can gain valuable inspiration and guidance from them. 	<ul style="list-style-type: none"> ○ A few number of participants said at times local mentors were in a hurry and had little time to attend to students. ○ Two participants noted that there was need for so much effort to be put to encourage students to return to their communities and make an impact. ○ One of the participants highlighted that they needed cluster meetings at times with local mentor so that they could be encouraged frequently by other student’s breakthrough and they could mingle with others. In addition, another participant highlighted that there was need for programme to encourage solidarity amongst students. ○ One participant said “....some local mentors are from different backgrounds and it is not as easy to relate to them as compared to UYDP mentor whom we relate to well”. Yet another indicated that “it is not as easy to have face to face interaction with UYDP mentor, I prefer to use emails or telephone”. ○ One participant indicated that the local mentors

<ul style="list-style-type: none"> o Participants indicated that there was need for local mentor in every university, with respondent 109 highlighting that they do not have local mentor at Nelson Mandela Metropolitan University. o Some participants highlighted that it would be better if local mentors were easily accessible on campus. o Some highlighted that mentors needed to be more at ease with students so that they could share with them their problems easily. o Numerous participants highlighted that there was need to improve communication between mentors and mentees. For example one participant said that “there is need for mentors to also use emails as number one mode of communication instead of social media. Some students do not use social media for spiritual reasons”. o Some students highlighted that they needed an occasional platform to air their challenges and make suggestions on how these challenges be removed. o Some students highlighted that they preferred UYDF mentor to come after four when they were done with lectures so that they will not miss lessons to attend meeting. 	<p>were less strict and more understanding than UYDF mentor especially when it came to academic work which also made it difficult to state their challenges.</p> <ul style="list-style-type: none"> o One participant said “... local mentors are especially needed for first year at university and then after that the students do not need local mentor”. o One other participant highlighted that the meetings took time; hence they felt there was need to increase meals during meeting so that they will not cook at their residences after as it will be late. o Another participant highlighted that they needed funds to cover transport costs while the other one suggested that there was need to increase general funds every as prices are also continuously increasing. o One participant indicated that the disciplinary team had to be more flexible. She said “.....currently if you miss one meeting you do not get your food allowance ”.
--	---

It is evident from the variety of responses above that in as much as the students are happy with the UYDF mentorship programme and find it very helpful; there are some additional recommendations which can be put in place to enhance the programme. Although some are not as frequently cited it is vital for Umthombo to take all suggestions into consideration

4.4 Conclusion

The analysis of both qualitative and quantitative data has shed a light on the role being played by the UYDF mentorship programme. It also provided a description of the participants’ perception of mentoring as well as the latter’s values attached to mentoring. While the participants views are not conclusively the true and final reflection of what mentorship is, the

following chapter will use references from previous research to support the analysis' findings in this study.

CHAPTER FIVE

DISCUSSIONS OF FINDINGS

5.1 Introduction

This chapter provides a comprehensive discussion of the qualitative and quantitative data analysed in chapter 4. The discussions involve themes that emerged in the analysis. These themes include: Age, Gender, Race and Ethnicity Differences Between the Mentees and Mentors; Changes of Dependency on Mentoring as the Level of the Study Increased; Why Medical Students Need More Mentoring than Other faculties' Students?; Orientation at Start of Studies, Meeting Others and Goal Setting; Mentoring and Learning and study's limitation section. After these discussions, a short discussion summary is drawn at the end of this chapter.

5.2 Broad overview

The previous session provided a rich description of the research findings. This research sought to find out the student's perceptions about mentoring, the significance of Umthombo mentoring programme in particular and to highlight additional recommendations that can be used to enhance the programme. Given this context, this section draws on the body of knowledge explored in the literature review and the data analysis chapter.

The research findings were consistent with Jacobi (1990) insights. It is evident that most of the students perceive mentoring in terms of academic context. Most students believe that mentoring is the coaching of students for academic excellence. Similarly Jacobi (1991) highlighted that even though mentoring definition is broad, most people define mentoring from an educational institution background. Jacobi (1991:1) cites that "mentoring is looked at today as a retention and enrichment strategy for undergraduate students".

Contrary other respondents defined mentoring at broader level, highlighting that mentoring is supporting and coaching students to achieve academic excellence as well as in other aspects of their student life such as psychosocial wellness. In line with this definition, Bloom et al in Chambers (2014) cite that mentoring should not be narrowed into academic definition; students can also be mentored in several non-academic student activities such as sports.

Further, the field work for Umthombo mentoring programme indicates that student's perceptions about the role of a mentor aligns with Pellet (2006) views. They all consent that the mentor's play a vital role in supporting, teaching and assessing students in practice. Though the research findings further explore the different tasks for the UYDP and local mentors; the overall role that they play remains the same, only that it is at different levels.

Interestingly, the research findings show that most respondents interviewed, perceived that mentoring had a significant impact on their lives as medical students. In the research findings, students highlighted that mentoring helped them to achieve academic excellence and social wellbeing. Similarly, Tierney et al (2005) have emphasized that mentoring has been successful in a lot of higher institutions that it enhances social, behavioural and academic outcomes for youths at risk.

Further, the research identifies two themes about student's suggestion on how the programme can be improved; the frequently cited and the least cited suggestions. Overall students' suggestions have mirrored the recommendations that were highlighted by Hansford and Ehrich (2006). The practical implications of both the literature review and research findings highlight that there is necessity for planners to ensure that mentors are trained to ensure quality service delivery. Also the Umthombo programme as suggested by Hansford and Ehrich (2006) needs to ensure that the matching process is executed to eliminate potential incompatibilities; and time for mentoring needs factored into program implementation to make it more successful.

5.3 Perceptions and Description of Mentorship

The fact that mentoring put more emphasis on learning generally and particularly mutual learning as this makes mentoring distinguishable from other retention activities and because mentoring gives both instructional and emotional support to the students and therefore the researcher has identified mentoring as an important factor in assisting with adaptation and escalating feelings of job fulfilment and reducing thoughts of isolation undergone by the students in early years of their studies and this support this research findings (Hellsten, Prytula & Ebanks, 2009).

The findings of this research corroborate that mentorship and the mentoring role were defined subjectively and according to the individual's perceptions and experiences and not automatically based to any early concepts of the term mentoring but rather based on each person (Watson, 1999). Although the participants touched on various components of the definitions on their responses, these findings support the ambiguity that exists with the definition of mentoring as stated by (Taherian and Shekerchain, 2008; Udare, 2012). The participant's diverse and subjective response confirms the lack of uniformity on the definition of mentoring and consequently the confusion. This finding was similar to the definition by Hellsten et al., (2009), agreeing that mentoring is the process of producing a lasting and meaningful relationship with an experienced person, focusing on the quality of that relationship and this includes factors like a shared respect, eagerness to learn from each other and the making use of interpersonal skills (Hellsten et al., 2009).

5.4 Age, Gender, Race and Ethnicity Differences between Mentees and Mentors

The demographic profile about the participants sample that were included in this research concerning age represents the typical pattern found in the country and was consistent with that portrayed in most institution of higher learning (IHL), where extremely young students were admitted to IHL soon after finishing their high schools educations (Del-Ben et al., 2013). Interestingly, none of the participants commented about any of these demographic differences of the mentors while the UYDF mentors were both male and females, young and old and of various race and ethnic groups including Black, Coloured, Asian and White (MacGregor, 2013).

According to Darling et al., (2006), the mentoring relationship tends to be affected by the difference of the social identities of males and females. The females and males were more likely to respond differently to the mentoring relationships, with females placing quite bigger value on interpersonal support and closeness than the males. The males tend to respond well to more active, daring and gallant forms of assistance while females respond well to more societal, nurturing and gentle forms of assistance (Rhodes et al., 2008). A number of diverse theoretical frameworks were suggested by the researchers to try to clarify these differences and the majority elaborated on how gendered backgrounds, hierarchies and socialization prototype shape the early behaviour (Darling et al., 2006; Rhodes et al., 2008).

As noted with gender, dissimilarity with race, culture and ethnicity were linked with differences in the composition and operations of social networks (Darling et al., 2006) and they also suggested that for better understanding on how mentoring programs function in different ethnic and racial background, we were required to state clearly why ethnicity matters (Darling et al., 2006) and thus they identified four factors trying to clarify the significance of racial and ethnic differences in mentoring relationship and those factors were:

- o The salience of ethnicity
- o The difference between racial and ethnic identity
- o The meaning of ethnicity within cultural context, and
- o Culture

Ethnic identity has a potential to influence on natural mentor's choice and the meaning of relations within the mentoring association whereas the significance of race and ethnicity was profoundly embedded within a particular historical and cultural context. Cultural distrust impacted negatively on mentoring relationships, particularly at the beginning of the relationship, commonly with group typecasts and the differences in principles can greatly affect the fit of mentees, mentoring relationship and specifically cultural backgrounds. (Darling et al., 2006). However, such situation was not greatly reported in this study, on the basis that the questionnaire did not query a question that investigated these issues.

Diversity has been an ignored area in mentoring research and according to the theory of diversified mentorship, some aspects of the mentoring relationship influences the intensity of support and satisfaction. For example, in Idemudia study, students felt more supported from mentors of similar race, and argued that mentors offered more psychosocial support to the mentees of the similar race (Idemudia, 2011). Interestingly, these did not seem to have any effects on the UYDF mentoring model, although the participants were not provoked by the questionnaire to comment on these differences which seem to have a significant impact on UYDF mentoring relationships and processes.

5.5 Changes of Dependency on Mentoring as the Level of the Study Increased

A transition from high school to university was marked by deep psychosocial modification in a student's life and adjustments strategies can be further challenging and may affect academic performance of the student (Del-Ben et al., 2013). Interesting observation from the findings

of this study, looking deeper into the data revealed that participants felt less benefit from mentoring after their second year of study. In particular they felt that of the monthly contacts with the UYDF mentor and the Imbizo were less useful as they progressed through their studies. This observation was in line with the previous work done on mentoring by David (2011) & McDaniel and Stout (2006), who suggested that helping the student towards developing strong academic skills, improves his/her academic performance and increase in their understanding of core concepts and further lead to an indirect improvement in self-confidence and growth (McDaniel and Stout, 2006; David, 2011).

From the findings that showed declined on seeing the benefits of mentoring and Imbizo, may be due to various factors, for example, according to Turnbull (2010), suggested that mentoring assist the mentees to develop survival skills and indicated that the benefits of mentoring revolved around career and psychosocial growth (Turnbull, 2010), mentoring made it possible for the participants to timeously succeed and speed up the transition from being a student to becoming a graduate. Secondly, Winston et al., (2014) associated these changes to the modifications in thinking methods and the change of studying approach and they further suggest that students migrate past passive learning and rote memorisation and turn out to be more active learners and to have come to appreciate concepts as relations and to be more quick to integrate and relate their knowledge in diverse contexts.

5.6 Why Medical Students Need More Mentoring than Other Faculties' Students?

Reasons for students' academic challenges are multifaceted, multidimensional and complex (Jama et al., 2008) and with particular regard to medical education or health sciences, Del-Ben, Machado, Madisson, Resende, Valerio & Troncon (2013), highlighted the medical education was normally associated with a heavy workload and theory content that eventually leads to reduced leisure time and to a competitive pressure for students to do well in all assessments, these complex factors may accumulate and discouraged the student from studying and eventually lead to stress and even depression. These negative emotions can in turn have a negative impact on cognition and performance of a student (Winston et al, 2014).

The findings revealed that the participants more especially those enrolled at medical school seem to value mentoring more than the other students. These interesting observations might be based on various factors and according study done by Villarejo et al., (2008), indicated

that students enter medical school with high interests at the start of their career but as the career evolves the students lose interest in their initial and this was attributed to many factors such as socio-cultural, ill preparedness for IHL demands, failing to live up to standard with the actual workloads and that the student enter medical school soon after completing high school education, while they were still immature and young and the changeover into IHL was even more taxing than for traditional students.

Findings in this study remain consistent with Jama et al., (2008) that rural-origin students in South Africa, faces challenges related to change of environment since most Institutions of Higher Learning (IHL) were urban-based and therefore rural-origin students must study away from their families. Because the students are far from their families, the realities of poverty and inequality tend to be more visible and this may negatively impact on the student's progress and further reduce students' access to and success at an IHL (Jama et al., 2008). These factors need early identification and intervention (mentoring) to provide a better chance to succeed (Winston et al., 2014), and there was growing evidence of the positive effects of mentoring at universities (Stenfors-Hayes et al., 2010). According to Kalén, Stenfors-Hayes, et al., (2010), mentoring was known to build up professional qualities and make easy to socialize within the profession and also a means to decrease the students' anonymity on the IHL level.

5.7 Orientation at Start of Studies, Meeting Others and Goal Setting

The study by Jones et al., (2008), they found that orientation was the very important aspect of preparing students for IHL. Particularly as academic problems were reported to emanate mostly in the first year of the study where the majority exclusions and drop-outs take place. The findings revealed that participants found the orientation, goal setting, meeting up with others, the UYDF mentor sharing his experiences with them and information sharing around practical aspects such as time management and study techniques at the beginning of their study to be of great value.

Consistent with existing studies, Hellsten et al., (2009), had found in their study that programmes like mentorship or induction intend to viaduct the transition from pre-service to in-service education and they further viewed induction as a process of socialization and defined mentorship as the process of producing a lasting and significant relationship with an

experienced person, with the emphasis on the quality of that association and this includes aspect like shared respect, eagerness to learn from one another and the making use of interpersonal skills.

According to MacGregor (2013), Imbizo (annual end of the year gathering) was part of mentoring process and critical in terms of understanding the operations of the UYDF and the students get a chance to meet other students from different universities and network with each other and during Imbizo – students participates on the life skills workshop, such wise decision making, problem solving, socialization and networking skills as they share a room with someone they never saw before (MacGregor, 2013). Career cycle theory proposed by Hellsten et al. (2009), recognized that students experience were highly contextual, influenced by the broader society, the culture of profession, IHL related factors and location of the IHL (Hellsten et al., 2009), and mentoring has been considered as a strategy to addresses short, medium and long term goals (Dutton, 2003), therefore participants gained skills throughout the mentoring and hence felt less value on Imbizo as their study progresses as they were able to resolve their own problem after learning the survival skills.

Participants from the DUT found fewer values in holiday work, quarterly reporting and UYDF visits than other participants from other campuses, and according to MacGregor (2013) and Griesel (2009), activities like, orientation, UYDF mentor's visits, local mentor, review of the results, setting targets, holiday work and Imbizo, were regarded as the critical part of mentoring processes(Griesel, 2009; MacGregor, 2013). Although it was mentioned by MacGregor (2013) that they are only funding radiography and nursing at DUT, of which both programmes have unique training structure as they both runs from January to December and was practical based, and this implies that the DUT students did not get a chance to experience holiday work (MacGregor, 2013).

They may be more factors related to this observation from DUT participants, for example a study by Villarejo et al, (2008), revealed that allied healthcare professionals, their training were practical based and students get to see what they were getting into early thus they adaptation and growth happens quickly and due to the training that was shorter, these students were likely to more motivated to get over with the training and start working (Villarejo et al., 2008). This may be due to growth that takes placed with mentoring as described in figure 4.8 below.

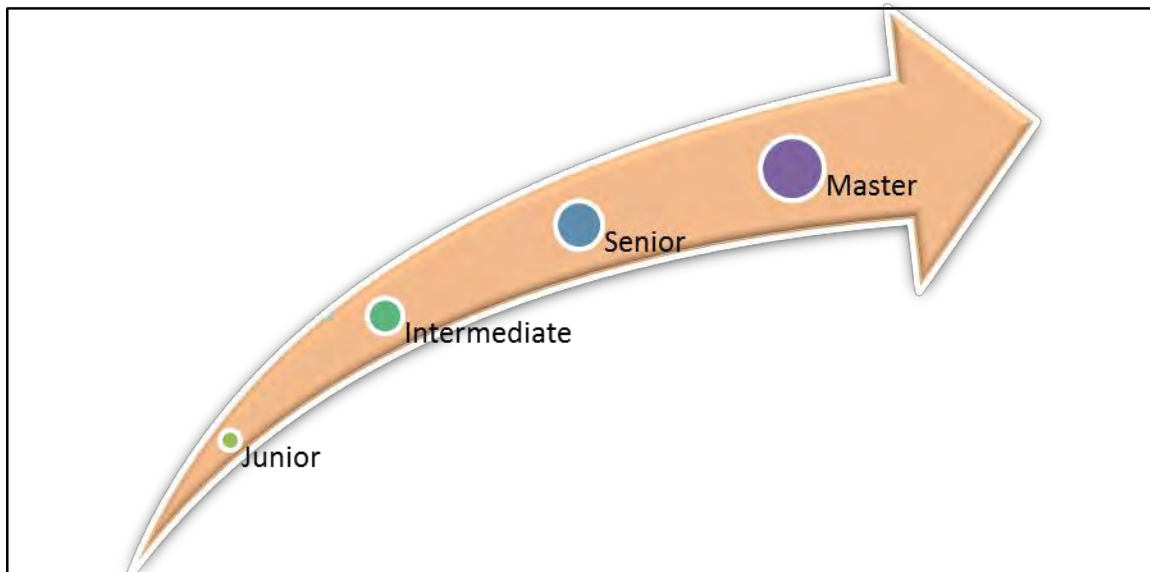


Figure 4.8: Career Route: Learning and Development Occurrence with individuals

Source: David, 2011

David (2011) perceived mentoring as an association catalysed by caring that creates knowledge and growth in both mentors and mentees (figure: 4.8) and mentoring association resembles an organizational learning environment since it give support and inspiration to an ambitious and determined individuals who has a vision and it provides a comfortable platforms for individuals to express themselves and discover their true potential without doubt or clumsiness.

5.8 Mentoring and Learning

Although it was not intended to debate how the learning process happens, however it was imperative look into the relationship of the mentoring process and developing a mentee's learning, as the study did not indicate on why DUT participants found fewer values in holiday work, quarterly reporting and UYDF mentors' visits. A number of theories on how learning takes place had been studied (Dutton, 2003) and he categorized the learning theories into 1) The Behavioural perspectives 2) The Cognitive perspectives and perspectives that which emphasis the learner's emotional and commitment (Dutton, 2003). Dutton (2003) adopted a widely recognize learning model by Kolb's the experiential learning theory

Learning defined as the process whereby knowledge making through the alteration of experience. Combinations of grasping and transforming experience lead to knowledge creation. The Kolb model represents two dialectically associated forms of grasping

experience – Concrete Experience (CE) and Abstract Conceptualization (AC) and two dialectically associated forms of transforming experience – Reflective Observation (RO) and Active Experimentation (AE). Experiential learning is defined as a process of building up knowledge which engages an artistic tension amongst the four learning forms that is receptive to contextual demands (Kolb, and Kolb, 2005). This process depicted as a romanticized learning cycle where the student “feels all the bases” experience, reflecting, thinking and acting – in a persistence process and receptive to the learning circumstances and what being learned (Kolb, and Kolb, 2005). Concrete experiences were the roots of observations and reflections and these reflections were incorporated and condensed into abstract concepts from where new insinuations for action would be drawn and those suggestions were actively tested so as to be the guidelines. Interestingly, some participants felt that promoting speaking and reading in English was not of value and some did not see a value in having an IsiZulu speaking mentor. The participants did not elaborate and probably because the question did not provoked them to elaborate on their answers about the language of the mentor. It should be interesting to dig deeper to this matter.

5.9 Summary

The data from the open-ended discussion revealed three main themes around the mentor as an Advisor, Coach and Supervisor. In general, participants saw mentoring as a combination of all of these words (Coach, Advisor and Supervisor). When looking at their perceptions of the role of the UYDF mentor and that of a local mentor, it appeared that they saw less of a Supervisor role and more of Advisor and Coaching role. Their experiences around the UYDF mentoring reflect that they saw the role of the UYDF mentorship as more of an advising and empowering and less as a watchful supervisor. Their views around the success of the UYDF also reflect the value they perceived a value in having an Advisor and Coach. Most responses on the mentoring processes were positive. In particular participants found the following to be of value: orientation, goal setting, meeting up with others, the UYDF mentor sharing his experiences with them and information sharing around practical aspects such as time management and study techniques.

CHAPTER SIX

CONCLUSION AND RECOMMENDATIONS

6.1 Introduction

The previous chapter presented and discussed the findings of the study. This chapter presents the conclusions and recommendations of the study. This study purpose was to review students' perceptions and experiences of mentoring using the example of Umthombo Youth Development Foundation (UYDF) as case study. This study was motivated by the need to investigate and understand the perceptions and experiences of the students funded and mentored by the UYDF. This was attributed to the current pass rate of the UYDF funded students that has been above ninety percent (90%) for the past three years (2011-201). The study was needed to explore the mentoring model that has been used, with the aim of generating a research question/s.

The purpose of this was to review students' perceptions and experiences of mentoring using the example of Umthombo Youth Development Foundation (UYDF) as case study. This study used an exploratory study method, since there was not much information available about the UYDF mentoring processes. The study was intending to generate questions for further research. It was of a particular interest to note that this was the first study on mentoring in the context of rural-origin students. UYDF mentoring model demonstrated the genuine mentoring process that need further broken down into subsection and be investigated further into understand clearly what worked and what did not work. The study aimed at providing responses to three main objectives. The study questions linked to the three objectives as well as the literature reviewed provided information or answers that are summarized under every study's objective respectively as follows:

6.2 Objective one

Exploring Students Understanding of the Term Mentoring

6.2.1 Finding from Research

Data gathered from this research revealed a closely similar understanding of the mentorship by the students' participants in this study. Over 80% of them linked the term mentorship with Advisory, coaching and supervision. The same percentage has proven that mentorship provided by the UYDF mentors is very important to them and contributes to their performance and enhance the pass rates. The respondents compared the UYDF mentors with the local ones and their comparison suggested that the local mentors are not doing much comparing to what the UYDF mentors are doing for them. However, despite the service provision of both mentors being rated differently, both mentors were described as coaches and supervisors.

Therefore, the first objective of this study was to determine the basic understanding concept of mentoring. The findings revealed that participants had a basic understand of the concept and the understanding was subjective and based on each person's experience. The participants describe mentoring using three words – Advisor, Coach and Supervisor. The participants' response concurs with what Idemudia's suggestions that the mentoring can be used interchangeably with coaching, supervision, instruction, advising and teaching. Although there were various definitions of mentoring on the literature and it was evident that there was no standard definition of mentoring but participants understand mentoring based on the experiences and the benefits of mentoring.

6.2.2 Conclusion

There is a need for the UYDF to focus on what has been working and to strengthen it; the participants appeared to appreciate the coaching and advisory approach that was used by the UYDF during the mentoring processes and the experience of the participants on mentoring revealed that the advising and coaching approach was of value. The outcomes of the study had significant implications to the UYDF Mentoring Process and the UYDF as the Organization. The mentoring relationships are highly effective means of prevention and improving academic progress of the rural-origin students, in health sciences' faculty. If the revealed questions were all answered, this has the potential to be the very good model that could be adopted by other funding organizations or Governments departments or institutions of higher learning

6.2.3 Recommendation

The UYDF should conduct a process evaluation to assess the implementation of the mentorship model. There was also suggestions to increase the number and range of mentors – financial implications to pay the mentors – as much this was not a big issue but if the UYDF has to maintain the good pass rate even when the number of students supported increase, the mentors has to increased proportional to students numbers

6.3 Objective Two

Students Perceptions and Experiences of the Mentoring Process Offered by the UYDF

6.3.1 Finding from Literature

There was a limited literature that documents issues related to the second objective of this study. However, the very low volume of available literature suggests that students' experiences of mentorship are reported differently by different people. In the literature some authors indicated that the students perceive mentorship as a psychosocial, religious, and additional family support which are all needed for a student to concentrate well at school and increase his/her chances to perform well at the University.

6.3.2 Finding from Research

The second objective of this study was to determine the students' perceptions and experiences of mentoring processes offered by the UYDF. The findings of this study revealed that the majority of the participants perceive that the mentoring package given by UYDF was useful, the mentoring package included: orientation at the start of the training, meeting and visits by the UYDF mentor, monthly meetings with the local mentor, goal and high target setting (not below 65%), holiday work, review of the results in each term, annual Imbizo meetings, sharing of experiences by mentors, quarterly reports, and monthly contacts UYDF mentor. The participants also felt that given a chance to express their expectations and knowing what the UYDF was going to offer to students was useful.

The participants also felt that the information given during the orientation, information like available student support systems, study techniques, drug abuse and time management was

generally useful. These included information on the available support systems, study skills, time management, drugs/alcohol abuse, prevention of STI's and pregnancy, setting high targets and advices on examinations/tests/assignment preparations and importance of passing.

Although there were minority participants who did not see value in some of the mentoring processes that were given UYDF, and those that found not to be of value were: the quarterly reporting to UYDF mentor, the monthly contacts with the UYDF mentor, the value of holiday work, the language of the UYDF mentor (spoke isiZulu), the annual Imbizo meetings. The findings revealed that there was a statistically significant differences at the $p < .05$ level, around perceptions and place of study for only in three items: 10 (Holiday work); 8 (UYDF visits); 12 (Results discussion). The findings also revealed that participants in earlier years find aspects of the mentoring process to be generally more useful than participants from later years. The findings also revealed that participants attending medical school perceive mentoring to be very important throughout the course.

6.3.3. Conclusion

Findings from the literature were closely similar to the findings from this research. Many of the students' perceptions and experiences suggested the importance of continuing to provide mentorship to students at higher institution, to train the mentors regularly and to broaden their curriculums.

6.3.4 Recommendation

Based on the above findings, it is recommended that mentorship is provided to students from other departments and field that are classified as scare-skill area including engineering and Sciences. Moreover, targeting rural-based students would be of great benefit since they are the ones who come from schools that do not usually perform well comparing to their town-based counterparts. Lastly, additional aspects into the mentorship curriculum were proven to benefit the students. For example, a mentor providing counselling, carrier guidance and other religious support were shown to play a role in the students' exceling in their first years in higher institution.

6.4 Objective Three

Determining what is working and what is not working with current UYDF Mentoring Process and what is not Working.

6.4.1 Finding from Literature

While findings in the existing literature have shown gender implications in mentoring, the current study showed no gender association. The findings did not reveal the impacts of age, gender, ethnicity and culture to have any effects on the UYDF mentoring processes and it will be interesting to explore these elements as according to Darling, Bogar, Cavell, Murphy and Sánchez, revealed in their study that the mentoring relationship tends to be affected by the difference of the social identities of, males and females. The study by Rhodes, Lowe, Litchfield and Walsh-Samp also indicated that the females and males were more likely to respond differently to the mentoring relationships, with females placing quite bigger value on interpersonal support and closeness than the males. The above authors argued that males tend to respond well to more active, daring and gallant forms of assistance while females respond well to more societal, nurturing and gentle forms of assistance.

Darling and other authors also noted that, the dissimilarity with race, culture and ethnicity were linked with differences in the composition and operations of social networks and they argued that these may have significant impact on the mentoring relationship.

Although this study was not intended to debate the processes of learning, however it would be imperative investigate the relationship of the mentoring process and developing a mentee's learning, although some authors and researchers, supported the widely recognized learning model by Kolb adopted in this study, – the experiential learning theory, this might able to clarify on the different perceptions around DUT participants and medical school participants. The UYDF demonstrated the genuine mentoring process yield more future studies and outcomes of those studies could prove to be the solutions on prevention and improving academic progress of the rural-origin students.

6.4.2 Finding from Research

The findings revealed that the participants felt that the Coaching and Advising offered during the mentoring relationship was more valuable and this was observed through the students pass rate that the UYDF had in the past three years, where the pass rate has been above ninety percent (90%). The findings also revealed that the majority of the participants felt that there was no need to make any adjustment on the current mentoring processes of the UYDF, the only adjustment were to increase the number and range of mentors

6.4.3 Conclusion

The mentoring relationships are highly effective means of prevention and improving academic progress of the rural-origin students, in health science faculty. The UYDF mentoring needs to take note of the age and gender of their beneficiaries as majority of the students were female and young – the needs of the female students might be different from the needs of the male students – although the gender and age had no significant impact up to this far but plans had to be made. Suggestions to increase the number and range of mentors from the questionnaires responses were made. However, while this is a good idea but it comes with financial implications to pay the mentors. Nonetheless, in order for the UYDF to maintain the good pass rate, the later has to increase the number of mentors proportionally to the increase of students to be mentored. The study's findings raised a number of questions. These questions require a budget and staff availability to conduct studies which answer those questions. If the revealed questions were all answered, this has the potential to be the very good model that could be adopted by other funding organisations or Governments departments as well as the institutions of higher learning

6.4.4 Recommendation

The UYDF mentoring need to take note of the age and gender of their beneficiaries as majority of the students were female and young – the needs of the female students might be different from the needs of the male students – although the gender and age had no significant impact up to this far but plans had to be made.

The findings of this study revealed that the UYDF mentoring processes need to review; this was based on the significant differences with regards to perceptions around holiday work and

UYDF mentor visits, the Annual Imbizo, the quarterly reporting to the UYDF mentor and the monthly contact with the UYDF mentor, these differences need to be looked at as they might have negative impact in future.

6.5 Key Findings

The purpose of this was to review students' perceptions and experiences of mentoring using the example of Umthombo Youth Development Foundation (UYDF) as case study. This study used an exploratory study method, since there was not much information available about the UYDF mentoring processes and the study was intending to generate questions for further research. It was of a particular interest to note that this was the first study into mentoring in the context of rural-origin students.

What students understand by the term mentoring?

The first objective of this study was to determine the basic understanding concept of mentoring. The findings revealed that participants had a basic understanding of the concept and the understanding was subjective and based on each person's experience. The participants describe mentoring using three words – Advisor, Coach and Supervisor. Over 80% of participants' responses suggested that mentoring can be used interchangeably with coaching, supervision, instruction, advising and teaching.

Although there were various definitions of mentoring on the literature and it was evident that there was no standard definition of mentoring but participants understand mentoring based on the experiences and the benefits of mentoring.

Students' perceptions and experiences of the mentoring process offered by the UYDF

The second objective of this study was to determine the students' perceptions and experiences of mentoring processes offered by the UYDF. The findings of this study revealed that the majority of the participants perceive that the mentoring package given by UYDF was useful, the mentoring package included: orientation at the start of the training, meeting and visits by the UYDF mentor, monthly meetings with the local mentor, goal and high target setting (not below 65%), holiday work, review of the results in each term, annual Imbizo meetings, sharing of experiences by mentors, quarterly reports, and monthly contacts UYDF

mentor. The participants also felt that given a chance to express their expectations and knowing what the UYDF was going to offer to students was useful.

The participants also felt that the information given during the orientation, information like available student support systems, study techniques, drug abuse and time management was generally of useful, information included: information on the available support systems, study skills, time management, drugs/alcohol abuse, prevention of STI's and pregnancy, setting high targets and advices on examinations/tests/assignment preparations and importance of passing. The findings also revealed that participants in earlier years find aspects of the mentoring process to be generally more useful than participants from later years. The findings also revealed that participants attending medical school perceive mentoring to be very important throughout the course.

Determining what is working and what is not working with current UYDF mentoring process and what can be improved

The findings revealed that the participants felt that the Coaching and Advising offered during the mentoring relationship was more valuable and this was observed through the students pass rate that the UYDF had in the past three years, where the pass rate has been above ninety percent (90%). The findings also revealed that the majority of the participants felt that there was no need to make any adjustment on the current mentoring processes of the UYDF, the only adjustment were to increase the number and range of mentors. Interestingly, the findings did not reveal the impacts of age, gender, ethnicity and culture on the UYDF mentoring processes. It will be interesting to explore these elements in the future.

6.6 Recommendations

A number of recommendations were made based on the students' responses and the findings from existing literature. With regard to this particular study, the following recommendations were made.

Firstly, the study recommends that the UYDF should focus on what has been working and to strengthen the latter. The participants appeared to appreciate the coaching and advisory approach that was used by the UYDF during the mentoring processes and the experience of the participants on mentoring revealed that the advising and coaching approach was of value.

Secondly, the findings of this study suggested also that the UYDF mentoring processes need to review the significant differences with regards to perceptions around holiday work and UYDF mentor visits, the Annual Imbizo, the quarterly reporting to the UYDF mentor and the monthly contact with the UYDF mentor. These differences need to be looked at as they might have negative impacts to the expected outcomes of the program.

6.6.1 Recommendations for Further Research

The findings in the study suggest further research to cover the identified gap in the literature. UYDF mentoring model seem to be effective and working. Moreover, the UYDF has constantly achieved the good pass rate over the past three years, despite a number of questions that need to be answered through a conduct of research. These questions suggest that a study is conducted to:

- o Investigate the impact of gender, age, ethnicity and culture on the UYDF mentoring model
- o Determine why the usefulness of mentoring process declined as the level of the students increased
- o Assess the reasons behind students enrolled at medical school appreciate mentoring more than the other campuses
- o Investigate the quarterly reporting to UYDF mentor, the monthly contacts with the UYDF mentor, the value of holiday work, the language of the UYDF mentor, the Annual Imbizo gathering, particularly with DUT students
- o Ascertain which components of the mentoring process were most useful and key to the success of the UYDF
- o Investigate the perceptions and experience of the mentors both locals and the UYDF ones
- o To find out if there is mentorship provided to other students pursuing necessary degree classified as scarce-skills in the country, including Engineering, Science and agriculture as well as Education.

A study that compares the academic performance of students who have mentors and those who do not have mentors is recommended, so as to assess the mentorship's contributions toward students' performance.

As the main of the study was to generate question/s for future research/s. UYDF mentoring model seem to be effective and working well as the UYDF has constantly achieved the good pass rate over the past three years, there were lot of arising questions that need to be answered, such as research to:

Investigate the impact of gender, age, ethnicity and culture

Determine why the usefulness of mentoring process declined as the level of the students increased

Investigate why students enrolled at medical school appreciate mentoring more than the other campuses

Investigate the quarterly reporting to UYDF mentor, the monthly contacts with the UYDF mentor, the value of holiday work, the language of the UYDF mentor, the Annual Imbizo gathering, particularly with DUT students

Ascertain which components of the mentoring process were most useful and key to the success of the UYDF

Investigate the perceptions and experience of the mentors

6.7 Concluding Remarks

The purpose of this research was to elicit and review students' perceptions and experiences of mentoring by the UYDF. The objectives of this study were researched and sound conclusions were arrived at. Recommendations have been made that will be of value to the UYDF in order that it may improve its mentoring process and make it more effective. Having said that, this was a small scale study and as such; should the recommendations be adopted and implemented they should be carefully monitored so that should the expected improvements not accurate implementation process can be adjusted.

References

- Adedokun, O.A., Dyehouse, M., Bessenbacher, A. & Burgess, W. D. (2010). *Exploring Faculty Perceptions of the Benefits and Challenges of Mentoring Undergraduate; Discovery Learning Research Center*. Purdue University: American Educational Research Association.
- Basit, T.N. (2003). Manual or electronic? The Role of Coding in Qualitative Data Analysis. *Educational Research*, 45(2), 143-154.
- Black, N., Brazier, J., Fitzpatrick, R. & Reeve, B. (eds) (1998). *Health Services Research Methods. A Guide to Best Practice*. London: *BMJ Publishing*.
- Blake-Beard, S.D. (2001). Taking a Hard Look at Formal Mentoring Programs: A Consideration of Potential Challenges Facing Women. *Journal of Management Development*, Vol. 20(4), 331-345.
- Blismas, N.G., & Dainty, A.R.J. (2003). Computer-aided Qualitative Data Analysis: Panacea or Paradox? *Building research & information*, 31(6), 455-463.
- Bourdon, S. (2002). The Integration of Qualitative Data Analysis Software in Research Strategies: Resistances and possibilities. Forum: *Qualitative Social Research*, 3(2), 1-10.
- Bowling, A. (1995). *Measuring Disease. A Review of Disease-Specific Quality of Life Measurement Scales*. Buckingham: Open University Press.
- Chambers, F. (2014). *Mentoring in Physical Education and Sports Coaching*. University College Cork, Ireland.
- Cropper, A. (2000). Mentoring as an Inclusive Device for the Excluded: Black Students' Experience of a Mentoring Scheme. *Journal of Social Work Education*, vol. 19, no. 6, pp. 597-607. DOI: 10.1080/02615470020002326.
- Darling, N., Bogar, G.A., Cavell, T.A., Murphy, S.E. & Sánchez, B. (2006). Gender, Ethnicity, Development and Risk: Mentoring and the consideration of Individual Differences. *Journal of Community Psychology*, Vol. 34,(6): 765-779.
- David, T. (2011). Mentoring: A Key issue in Human Resource Management. *IFE Psychology IA: An International Journal*. Special issue no. 1:74-91, Alpha Learning, Victoria Island, Lagos.
- Davis, D.J. (2010). The Academic Influence of Mentoring upon African American Undergraduate Aspirants to the Professoriate. *The Urban Review*, Vol. 42: 143-158.
- De Vaus, D.A. (2006). *Research Design in Social Research*. London: Sage Publications.
- Del-Ben, M.C., Machado, V.F., Madisson, M.M., Resende, T. L., Valerio, F. P. & Troncon, L. R. D. (2013). Relationship between Academic Performance and Effective Changes during the First Year at Medical School. University of Sao Paulo, Brazil. *Medical Teacher*, Vol. 35: 404-410.

- Dhunpath, R. & Vithal, R. (2012). *Alternative Access to University: Past, Present and Future*. In Dhunpath R, Vithal R, editors. *Alternative access to Higher Education. Underprepared students or underprepared institutions?* Cape Town: Pearson Education, 2012.
- Dimitriadis, K., von der Borch, P., Stormann, S., Meinel, F.G., Moder, S., Reincke, M. & Fischer, M.R. (2012). *Characteristics of mentoring relationships formed by medical students and faculty*, Department of Internal Medicine. Medizinische Klinik and Poliklinik IV, Klinikum der Universität München, Munich, Germany; Department of neurology, Ludwig-Maximilians University (LMU), Munich, Germany; Chair for Medical Education, Ludwig-Maximilians University (LMU), Munich, Germany.
- Dutton, C. (2003). *Mentoring: The Contextualization of Learning - Mentor, Protege and Organisational Gain in Higher Education*. University of Brighton, UK. *ProQuest Psychology Journals - Education and Training* Vol. 45, (1): 22-29.
- Fyn, A.F. (2013). *Peer Group Mentoring Relationships and the Role of Narrative*. *The Journal of Academic Librarianship*, Vol. 39, 4 pp. 330-334.
- Galbraith, M.W. & Cohen, N.H. (1995). *Issues and Challenges Confronting Mentoring: New Directions for Adult and Continuing Education*. San Francisco, CA: Jossey-Bass.
- Garvey, B. & Langridge, K. (2006). *Pupil Mentoring: Pocketbook*. Laurel House, Station Approach, Alresford, Hampshire SO24 9JH, UK.
- Golafshani, N. (2003). *Understanding Reliability and Validity in Qualitative Research*. University of Toronto, Toronto, Ontario, Canada. *The Qualitative Report*, Vol. 8: 597-607.
- Govender, S. (2013). *Role of Leadership in Healthcare Service Delivery at Addington Hospital*. Durban, University of KwaZulu-Natal, Graduate School of Business.
- Gqaji, A.C. (2013). *Investigating the Perceptions of the Impact of Public Sector Leadership on Road Infrastructure Delivery*. Durban, University of KwaZulu-Natal, Graduate School of Business.
- Gray, D.E. (2014). *Doing Research in the Real World, 3rd edition*. Oliver's Yard, London. Sage Publications Ltd.
- Griesel, H. (2009). *A Review and Record of the End-to-end Process that Constitutes the "Coaching Infra-structure" at the Friends of Mosvold Scholarship Scheme (FoMSS)*. Pretoria.
- Hansford, B and Ehrich, I, C. (2006), "The Principal ship: How Significant is Mentoring?" *Journal of Educational Administration*, Vol. 44 Iss 1 pp. 36-52
- Hartman, M., Kathard, H., Perez, G., Reid, S., Irlam, J., Gunston, G., Janse van Rensburg, V., Burch, V., Duncan, M., Hellenberg, D., van Rooyen, I., Smouse, M., Sikakana, C., Badenhorst, E. & Ige, B. (2012). *Health Sciences Undergraduate Education at the University of Cape Town: A story of Transformation*. *South African Medical Journal*, Vol. 102: 477-480.

- Hellsten, L.M., Prytula, M.P. & Ebanks, A. (2009). Teacher Induction: Exploring Beginning Teacher Mentorship. University of Saskatchewan. Hollis Lai, University of Alberta. *Canadian Journal of Education* Vol. 32: 703-733.
- Hesse-Biber, S. & Leavy, P. (2011). *The Practice of Qualitative Research, (2nd edition)*. Thousand Oaks: Sage Publications Inc.
- Idemudia, E.S. (2011). *Mentoring and Diversity: Challenges in Educational Settings in Africa*. Paper session presented at the Global Summit on Education, 11-12 March 2013, Kuala Lumpur
- Jackson, V.A., Palepu, A., Szalacha, L., Caswell, C., Carr, P.L. & Inui, T. (2003). "Having the Right Chemistry": *Qualitative Study of Mentoring in Academic Medicine*. The Ohio State University, College of Medicine.
- Jacobi, M. (1991). *Mentoring and Undergraduate academic success: A Literature Review Response*. University of California
- Jama, M.P., Mapasela, M.L.E. & Beylefeld, A.A. (2008). Theoretical Perspectives on Factors Affecting the Academic Performance of Students. University of the Free State, Bloemfontein, South Africa. *South African Journal of Higher Education*, Vol. 22(5):992-1005
- Jones, B., Coetzee, G., Bailey, T. & Wickham, S., (2008). *Factors that Facilitate Success for the Disadvantaged Higher Education Students: An Investigation into Approaches used by REAP, NSFAS and Selected Higher Education Institutions*. Athlone, Cape Town.
- Kalén, S., Stenfors-Hayes, T., Hylin, U., Larm, M. F. Hindbeck, H. & Ponzer, S. (2010). Mentoring Medical Students during Clinical Courses: A Way to Enhance Professional Development. Department of Clinical Science and Education, Södersjukhuset, Stockholm, Sweden. *Medical Teacher*. Vol. 32,(8): e315-e321.
- Kolb, A. Y. & Kolb, D. A. (2005). Learning Styles and Learning Spaces: Enhancing Experiential Learning in Higher Education. *Academy of Management Learning & Education*. Vol. 4, (2):193-212.
- Kowtko, C. & Watts, L.K. (2008). Mentoring in Health Sciences Education: A Review of the Literature, *Journal of Medical Imaging and Radiation Sciences*, Vol.39: 69-74.
- Kurré J, Bullinger M, Petersen-Ewert C. & Guse, A.H. (2012). Differential Mentorship for Medical Students: Development, Implementation and Initial Evaluation. University Medical Center Hamburg-Eppendorf, Germany. *International Journal of Medical Education*, Vol. 3: 216-224.
- Langer, A.M. (2010). *Mentoring Nontraditional Undergraduate Students: A Case Study in Higher Education*. Graduate School of Education, Columbia University, New York, USA.
- Lincoln, Y.S. & Guba, E. (1985). *Naturalistic Inquiry*. Beverly Hills: Sage Publications Inc.

- Lipscomb, R. & An, S. (2010). Mentoring 101: Building a Mentoring Relationship. *Journal of the American Dietetic Association*, Vol.110. 446-456
- MacGregor, R.G. (2013). *Umthombo Youth Development Foundation Annual Report 2012-13*. Durban: Umthombo Youth Development Foundation 2013.
- Mapham, W. (2008). *Friends of Mosvold Scholarship Scheme: Assessment and Research for Strategic Planning*. Annual Report, accessed on 10-05-2014 from: www.umthomboyouth.org.za
- McDaniel, A.J. & Stout, M.L. (2006). Benefits of Supplemental Instruction Leaders. *New Directions for Teaching and Learning*, Vol. 10: 55-62. San Fransisco: Wiley Periodicals, Inc.
- Morales, E.E. & Trotman, F. (2004). *Promoting Academic Resilience in Multicultural America: Factors Affecting Student Success*. New York: Peter Lang, International Academic Publishers.
- Naidu, C., Irelam, J., Diab, P.N. (2013). Career and Practice Intentions of Health Science Students at three South African Health Science Faculties. *AJHPE* 2013; 5(2):68-71. DOI:10.7196/AJHPE.202
- Pellatt, G. C. (2006). The Role of Mentors in Supporting Pre-registration Nursing Students. *British journal of nursing*, Vol. 15(6):336-40
- Peluso, D.L. Carleton, R.N. Richter, A.A. & Asmundson, G.J.G. (2011). The Graduate Advising Relationship in Canadian Psychology Programmes: Advisee Perspectives. Anxiety and Illness Behaviours Laboratory, University of Regina. *Canadian Psychological Association*. Vol. 52, (1):29-40.
- Polit, D.F and Beck, CT. (2005). *Essentials of Nursing Research: Methods, Appraisal, and Utilization*. 6th edition. Lippincott Williams and Wilkins publishers.
- Pololi, L. & Knight, S. (2005). Mentoring Faculty in Academic Medicine: A New paradigm. *Journal of General Internal Medicine*, Vol. 20, 866-870.
- Quinn, F., Muldoon, R. & Hollingworth, A. (2002). Formal Academic Mentoring: A Pilot Scheme for First Year Science Students at a Regional University. Teaching and Learning Centre, University of New England, Armidale. *Mentoring and Tutoring* Vol. 10:21-33.
- Rattray, J. & Jones, N. (2004). Essential Elements of Questionnaire Design and Development. *Journal of Clinical Nursing*. Vol. 16: 234-243.
- Republic of South Africa, Department of Education. (1997). *Education White Paper 7. A programme for the transformation of Higher Education*. Pretoria, Department of Education.
- Rhodes, J., Lowe, S.R., Litchfield, L. & Walsh-Samp, K. (2008). The Role of Gender in Youth Mentoring Relationship Formation and Duration. Department of Psychology, University of Massachusetts, Boston, USA. *Journal of Vocational Behaviour* Vol. 72: 183 -192.

- Rockwell, B.V., Leck, J.D. & Elliot, C.J. (2013). Can e-Mentoring Take the “Gender” out of Mentoring? Cyber-psychology: *Journal of Psychosocial Research on Cyberspace*, 7(2) article 5 doi: 10.5817/CP2013-2-5.
- Ross, A. (2005). Success of a Scholarship Scheme for Rural Students. *South African Medical Journal*. Vol. 95, (3): 630-633.
- Ross, A.J. & Pillay, G. (2014). *Learning Experiences of Healthcare Professionals of Rural Origin at Institutions of Higher Learning*. School of Family Medicine, University of KwaZulu-Natal, Durban.
- Rudwick, S & Shange, M. (2009). Hlonipha and the Rural Zulu Woman. Agenda 82.
- Savage, M. (2008). *Evaluation of Friends of Mosvold Scholarship Scheme. Annual Report 2008-2009*. Accessed on 30th-03-2015 from: https://www.givengain.com/cause_data/images/1781/FOMSS_AR_2009_HR.pdf
- Stake, R.E. (1995). *The Art of Case Study Research*. London, Thousand Oaks CA, New Delhi: Sage Publications.
- Steele, M.M., Fisman, S. & Davidson, B. (2013). Mentoring and Role Models in Recruitment and Retention: A Study of Junior Medical Faculty Perceptions. The University of Western Ontario, Canada. *Medical Teacher* Vol. 35: 1130-1138.
- Stenfors-Hayes, T., Kalen, S., Hult, H., Dahlgren, L. O., Hindbeck, H. & Ponzer, S. (2010). Being a Mentor for Undergraduate Medical Students Enhances Personal and Professional Development. Karolinska Institutet, Stockholm, Sweden. *Medical Teacher*, Vol. 32: 148-153.
- Taherian, K. & Shekerchain, M. (2008). Mentoring for Doctors. Do its Benefits Outweigh its Disadvantages? Northern Lincolnshire and Goole NHS Foundation Trust, UK, Leeds Teaching Hospitals NHS Trust, UK. *Medical Teacher*, Vol. 30: e95- e99.
- Terre Blanche, M., Durrheim, K. & Painter, D. (2009). *Research in Practice*. University of Cape Town Press; Cape Town.
- Tierney, W, G, Corwin, Z, B. and Colyar J, E. (2005). *Preparing for College: Nine Elements of Effective Outreach*. State University of New York Press
- Turnbull, B. (2010). Scholarship and Mentoring: An essential partnership? Charles Darwin University, Darwin, Northern Territory. *International Journal of Nursing Practice*, Vol. 16: 573-578.
- Udare, A. (2012). Mentoring Among Medical Students: A Student's Perspective. Tata Memorial Hospital, Mumbai, India. *Journal of Postgraduate Medicine*, Vol. 58: 326-327.
- Villarejo, M., Barlow, A. E. L., Kogan, D., Veazey, B. D. & Sweeney, J.K. (2008). *Encouraging Minority Undergraduates to Choose Science Careers: Career Paths Survey Results*. School of Education and Department of Sociology, University of California, Davis, CA 95616.

- Vithal, R. (2003). *In Search of a Pedagogy of Conflict and Dialogue for Mathematics Education*. Dordrecht: Kluwer Academic Publications.
- Watson, J. (2001). *How to Determine a Sample Size*. University Park, PA: Penn State Cooperative Extension.
- Watson, N.A. (1999). *Mentoring today - The Students' views. An Investigative Case Study of Pre-registration nursing students' experiences and perceptions of mentoring in one theory/ practice Module of the Common Foundation Programme on a Project 2000 course*. School of Nursing and Midwifery, DeMontfort University, Charles Frear Campus, 266 London Road, Leicester LE2 1, England.
- Winston, K. (2013). *Remediation Theory and Practice - Transforming At-Risk Medical Students*. PhD thesis submitted at Maastricht University, school of Medicine
- Winston, K.A., van der Vleuten, C.P.M. & Scherpbier, A.J.J. (2014). Prediction and Prevention of Failure: An Early Intervention to Assist At-Risk Medical Students. Bangor University, UK, Maastricht University, UK. *Medical Teacher*, Vol. 36: 25-31.
- Zabel, D. (2008). *The Mentoring Role of Professional Associations*. The Pennsylvania State University, University Park, PA.

Appendices

Ethical Clearance



18 June 2014

Mr Dumsani Mandla Gumede 204524143
Graduate School of Business and Leadership
Westville Campus

Protocol reference number: HSS/0616/014M
Project title: Students' Perceptions and Experiences of Mentoring Receive from Umthombo Youth Development Foundation (UYDF)

Dear Mr Gumede

Expedited Approval

In response to your application dated 17 June 2014, the Humanities & Social Sciences Research Ethics Committee has considered the abovementioned application and the protocol have been granted **FULL APPROVAL**.

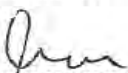
Any alteration/s to the approved research protocol i.e. Questionnaire/Interview Schedule, Informed Consent Form, Title of the Project, Location of the Study, Research Approach and Methods must be reviewed and approved through the amendment/modification prior to its implementation. In case you have further queries, please quote the above reference number.

Please note: Research data should be securely stored in the discipline/department for a period of 5 years.

The ethical clearance certificate is only valid for a period of 3 years from the date of issue. Thereafter Recertification must be applied for on an annual basis.

I take this opportunity of wishing you everything of the best with your study.

Yours faithfully



.....
Dr Shenuka Singh (Chair)

/px

cc Supervisor: Alec Bozas
cc Academic Leader Research: Dr E Munapo
cc School Administrator: Ms Zarina Bullyraj

Humanities & Social Sciences Research Ethics Committee

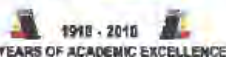
Dr Shenuka Singh (Chair)






Westville Campus, Govan Mbeki Building

Postal Address: Private Bag X54001, Durban 4000

Telephone: +27 (0) 31 260 3587/8350/4557 Facsimile: +27 (0) 31 260 4609 Email: ximzap@ukzn.ac.za / snymam@ukzn.ac.za / mohungo@ukzn.ac.za

Website: www.ukzn.ac.za



Partnering Campuses:  Edgewood  Howard College  Medical School  Pietermaritzburg  Westville

Turnitin Report

Turnitin Originality Report

- Processed on: 08-Jun-2015 4:41 PM CAT
- ID: 548992672
- Word Count: 28022
- Submitted: 1

Students` Perceptions and Experiences of Ment...By Dumsani Gumede

Similarity Index

1%

Similarity by Source

Internet Sources:

1%

Publications:

1%

Student Papers:

0%

[include quoted](#) [include bibliography](#) [excluding matches < 1%](#) [downloadprint](#)

mode:

quickview (classic) report

1% match (Internet from 15-May-2015)

Study Questionnaire

QUESTIONNAIRE

Students` perceptions and experiences of mentoring - Umthombo Youth Development Foundation – (UYDF)

Dear Student

I would be grateful if you could complete this questionnaire as honestly as possible. The aim is to improve the UYDF as much as possible. Your answer will be completely anonymous. Please return your completed questionnaire to _____ by this date _____

Thank you for taking the time to complete this questionnaire

Age: _____

Gender: _____

University/ College: _____

Year of study: _____

Course being studied: _____

Please place an **X** in the box which applies most to your response (1= strongly disagree, 2= disagree, 3= neutral, 4 = agree, 5= strongly agree)

Question	1	2	3	4	5
1. It was useful to meet the UYDF mentor at the start of my studies?					
2. The orientation given by UYDF at the start of my studies was useful					
3. It was useful to cover the following topics at this orientation					
3a information about student support systems					

3b the importance of studying for all examinations throughout the semester?					
3c Drug/Alcohol abuse, HIV/AIDS, Pregnancy, Love and courtship					
3d Time wasters for students (sports, friends, Cellphone, church, choir and etc)					
3e The importance of reading English newspapers/ listening to English radio					
3f The minimum expectations from each student					
3g What UYDF will be offering/doing for each student					
4. It was useful to me to set goals with the UYDF mentor at this orientation meeting					
5. It was useful for me to go for supper with UYDF mentor after the orientations					
6. It was useful to me to meet with other members (student funded by) of UYDF					
7. It was useful to submit a written report to the UYDF mentor quarterly					
8. It was of value to me for the sponsor (UYDF) to visit me at university					
9. The monthly telephone calls/SMSes/emails from UYDF mentor were useful					
10. It was useful to me to do holiday work every year at my local hospital					
11. The monthly meeting with a local mentor was useful					
12. It was useful to me to discuss with a local mentor if failed any assessment/tests/ assignment					

13. The end of year function/Imbizo was useful					
14. Being told to get above 65% in all my assessments was useful					
15. It was useful to set high targets from the beginning					
16. It was useful that the UYDF mentor spoke my language (IsiZulu)					
17. Sharing of experiences by UYDF mentor was useful					

NB: UYDF Mentor = Dumsani and Local mentor = mentors that have been allocated to students

18. Briefly describe what you understand by mentoring

19. Briefly describe the role of the UYDF mentor

20. Briefly describe the role of the local mentor

21. Briefly describe your experience of mentoring in the UYDF

22. In your opinion, what was successful about the mentoring?

23. In your opinion, what need to be improved in UYDF mentorship programme?

24. In your opinion, was there any difference in meeting the UYDF mentor (Dumsani) and the local mentor?

Consent Form

Informed Consent Letter

**UNIVERSITY OF KWAZULU-NATAL
GRADUATE SCHOOL OF BUSINESS AND LEADERSHIP**

**Students` perceptions and experiences of mentoring
(Case study of Umthombo Youth Development Foundation – UYDF)**

Researcher: Dumsani M. Gumede Student No: **204524143**

Cell: **+27 73 7383 682**, Email: dumsani@umthomboyouth.org.za

Supervisor: Mr A Bozas (Cell: 0823344477)

Dear Respondent,

I, (Dumsani Mandla Gumede) am a **Masters in Commerce (leadership studies)** student, at the **Graduate School of Business and Leadership, of the University of KwaZulu-Natal**. You are invited to participate in a research project entitled **Students` perceptions and experiences of mentoring (Case study of Umthombo Youth Development Foundation –UYDF)**

The aim of this study is to review students` perceptions and experiences of mentoring. Such as review will identify strengths, gaps and opportunities in the current mentoring programme.

Through your participation I hope to understand the perceptions and experiences of each student that is being mentored by the UYDF and the results of this study is aiming to explore relatively unknown areas and to guide further research.

Your participation in this study is voluntary. You may refuse to participate or withdraw from the study at any time with no negative consequence. There will be no monetary gain from participating in this study. Confidentiality and anonymity of records identifying you as a participant will be maintained by the Graduate School of Business and Leadership, UKZN.

If you have any questions or concerns about completing the questionnaire or participating or about participating in this study, you may contact me or my supervisor at the numbers listed above.

The questionnaire should take you about 30 – 45 minutes to complete. I hope you will take the time to complete this questionnaire

Sincerely

Investigator's signature _____

A square box containing a handwritten signature in black ink. The signature is stylized and appears to be 'P. M. S.' or similar.

Date: 21 May 2014

**UNIVERSITY OF KWAZULU-NATAL
GRADUATE SCHOOL OF BUSINESS AND LEADERSHIP**

**Students` perceptions and experiences of mentoring
(Case study of Umthombo Youth Development Foundation – UYDF)**

Researcher: Dumsani M. Gumede Student No: **204524143**

Cell: **+27 73 7383 682**, Email: dumsani@umthomboyouth.org.za

Supervisor: Mr A Bozas (Cell: 0823344477)

CONSENT

I..... (Full names of participant) hereby confirm that I understand the contents of this document and the nature of the research project, and I consent to participating in the research project.

I understand that I am at liberty to withdraw from the project at any time, should I so desire.

SIGNATURE OF PARTICIPANT

DATE

.....

.....