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RESEARCH ARTICLE

FORMAL MENTORING PROGRAM; AN INTERVENTION FOR ENHANCEMENT OF GIRLS' EDUCATION PARTICIPATION IN KENYA

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ABSTRACT

The commitment of Kenya's government to achieve Education For All (EFA) goals, and attain gender equality in education, can be threatened by the gender disparities that characterise the education system in favour of boys. The need for constant interventions to enhance girls' participation in education towards eradicating the disparities is paramount. This study posits that a formal mentoring program can be a suitable intervention and therefore embarked on developing one. This paper discusses the process followed in the development of the program. It also highlights the components, the design and the conceptualised process of the program.

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INTRODUCTION

Gender disparities have characterised Kenya education system at the national level and between regions in favour of males with lower completion rate for girls at the primary and secondary school level than for boys (UNESCO, 2003; Republic of Kenya 2007; Mondoh and Mujidi, 2006). Transition from secondary to the university register wide gender disparities with girls comprising 38 per cent of those admitted to the state universities in 2002/2003. In 2004 the female students made up only 36.2 per cent of the total enrolment in the public universities in Kenya, in spite of the affirmative action that allows girls to be admitted at the state universities with one point lower than the boys (Republic of Kenya, 2007). There are great challenges for girls which cause the disparities and they include; negative social cultural practices like girls early marriages, EYC (2005); Sifuna and Fatuma, (2002); UNICEF, (2009), Girls multiple roles in their homes which leaves them with little time for active participation in education Sperling, (2009), and EYC, (2005), poverty Mungai, (2002), and UNICEF, (2009), Negative attitudes and values attributed to girls and their education in some communities, (Unterhalter Kioko, and Pattman, 2005), School environments that are gender insensitive (Republic of Kenya, 2007, and Iwoli, N. 2006). Such disparities are a great threat to the government's efforts to achieve the Education for All (EFA) goals and to attain gender equality in education. This study reasons that there is need for constant interventions to enhance girls' participation in education towards eradicating gender disparities.

The study further posits that a formal mentoring program for school girls can be a suitable intervention strategy. Such intervention should start from the grassroots, in the primary school, with the main aim of empowering girls to construct their life career. Female primary school teachers can be suitable mentors for the girls. Mentoring has been defined as a process of career management that is used by organisations as a means of nurturing and developing their staff, which involves offering support, giving advice and guidance to others or providing a role model. This process is based on respect, trust, and confidentiality Clutterbuck, (2005). There are two types of mentoring relationships; formal and informal. Informal relationships develop on their own between partners. Formal mentoring on the other hand refers to assigned relationships, where there are program goals, schedules and training for the mentors and mentees. The relationship implies an expectation which must be clear to both the mentor and the mentee. Mentoring is also defined as a relationship between an older, more experienced mentor and a younger less experienced mentee for the purpose of helping and developing the mentee's career. Kram and Ragins, (2007). This is the definition that this study adopted. The primary school teachers were used in this study as the older more experienced mentors, while the primary school girls were the younger less experienced mentees. The purpose of mentoring is to support and encourage people to manage their own learning in order that they may maximise their potential, develop their skills, and improve their performance Clutterbuck, (2005). Mentoring also enhances the mentees' personal growth in relation to self worth, and self efficacy Kram and Ragins, (2007). Most mentoring researches have focused on career outcomes for the mentees and have found a positive

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relationship between the presence of a mentor and career outcomes (Noe *et al.*, 2002; Wanberg *et al.*, 2003). It has also been for Allen *et al.* (2004). Mentoring has a number of benefits which include; support for personal growth and development, support for professional growth and career, providing a sounding board and safe environment in which to test new ideas and discuss both professional and personal challenges, and providing direction and encouragement (Friedman, 2004). This study reasoned that mentoring can have similar positive outcomes for the primary school girls faced with age, academic and career specific challenges. It thus embarked on developing a formal mentoring program which can be applied to help the girls improve their participation in education. No formal mentoring program has been developed in Kenya for public primary schools. The study therefore focused on development of a formal mentoring program in an effort to fill in this existing empirical and knowledge gap.

Purpose of the study

The purpose of the study was to develop a formal mentoring program for primary school girls in Kenya, which can be used as an intervention strategy for enhancement of their participation in education.

Objectives

The following research objectives were derived from the purpose of the study and they guided this study;

- Describe the process followed in developing the formal mentoring program.
- Highlight the components of the formal mentoring program.
- Outline the design of the formal mentoring program.
- Describe the conceptualised process of the formal mentoring program.

Significance of the study

As discussed earlier in the introduction section, disparity in education participation in Kenya is of great concern to the government. It is imperative to make use of a variety of interventions to ensure that both girls and boys participate in education. This is especially so given the benefits accrued to education in a developing country like Kenya. The main benefits of this program will be that it will be a strategy to help the girls to gain self awareness, develop believe in their own capabilities, identify skill gaps, increase the development of their self regulatory skills and competencies, and raise their level of self motivation. This will highly complement the knowledge skills and attitudes that they acquire in their interaction with the school curriculum, and will be a big leap towards attainment of educational progress. The mentors on the other hand will have their own gains. They will acquire insights from the mentees' experiences and backgrounds which they can use for their professional and personal development. They can also discover new ways of helping people that can be applied to others and develop relationship skills. For the mentors, this will be an opportunity to reflect on their own practices, gain fresh perspectives, and re-energise their career. The other gain to the mentor is that they will gain satisfaction in using their expertise to help mould the girls.

This will be in way of helping the girls to gain clearer understanding and enhancement of academic and career plans. Educationists, researchers, curriculum developers, policy makers and other major stakeholders will have substantial benefits in that they can use the findings of the study to provide learning environments that will maximize the chances that girls will be successful in school ,and do further research on related aspects. The success of the girls on the other hand will simply an improvement in the stakeholders' efforts and achievements of the goals of education.

Assumptions of the study

This study made a number of assumptions. One was that the mentors will be personally involved and take personal interest in the mentee for the whole period that they will be in a mentoring relationship and beyond. The study assumed that the mentor will get to know the mentee, know her goals in life, how she works, her strengths and weaknesses and any other pertinent information that can be of importance. The study also assumed that the mentor will possess a variety of other qualities that will be very crucial in the enhancement of the mentoring relationship, which include: capability of inspiring the mentee, available and accessible to the mentee, demonstrating a positive attitude, and acting as a role model. The study also assumed that the mentees will maintain an interest in the mentoring relationship and willingly explore themselves in terms of their strengths and weaknesses. It also assumed that the mentees will readily make use of the mentoring relationship to enhance the growth of their personal and academic potential. The other assumption was that the mentors and the mentees were capable of making constructive evaluations of their experience of the mentoring program, and that they would give their feedback as honestly as possible.

Theoretical background

In developing a formal mentoring program this study was informed by a number of theoretical and philosophical roots. These have been acquired through extensive reading and also through experience and practice. The key theoretical perspectives that were utilised included the Intentional Change Theory [ICT] by Boyatzi, 2006, and the person centred theory by Carl Rogers, in Palmer and Whybrow, (2008).

Intentional Change Theory [ICT]

The study utilised some tenets of the Intentional Change Theory [ICT] by Boyatzi, which it deemed applicable. This theory describes the essential components and process of desirable sustainable change in one's behaviour, thoughts, feelings, and perceptions. The change may be in the person's actions, habits or competencies .It may be in their dreams or aspirations. It may be a change in how they look at events in life. It is 'desired' in that the person wishes it so or would like it to occur. It is 'sustainable' in that it endures /lasts a relatively long time [Kram, 2007]. Through the use of a formal mentoring program, the girls will have an opportunity to reflect on their desirable change.

Person Centred Theory

Carl Rogers proposed the theoretical perspectives that human beings have an inherent tendency toward growth, development, and optimal functioning which he termed

actualising tendency. According to him, these do not happen automatically. For people to self-actualise, their inherent optimal nature, they require the right social environment [Brunning, 2006]. The right social environment is one in which the person feels understood, valued, and accepted for who they are. In such environments, Rogers reasoned, people are inclined to self actualise in a way that is congruent with their intrinsic actualising tendencies, resulting to optimal functioning [Palmer, S. and Whybrow, 2008]. The primary school girls faced with obstacles in their academic progress require to be offered an environment in which they feel understood. It is the concern of this study to offer such environment where the presence of a mentor and the help received within the relationship will make the girls feel valued

METHODOLOGY

Research Design

This study made use of qualitative research design to collect data for use in the development of a formal mentoring program for the enhancement of girls' participation in education. It started by carrying out interviews with academically successful secondary school girls from poor social economic backgrounds. After identifying the participants, individual interviews were carried out. A sound recorder was used to store the information from the girls for subsequent analysis. Grounded theory approach was used to gather the views of the girls who had successfully completed their primary school cycle and were already in secondary schools. The study was interested in finding out what they attribute their success to. The main focus of the interviews was in getting a deeper understanding of the girls' perspectives on the factors that contribute to academic success for girls from poor social economic backgrounds. Their reasoning and the meanings they give to the obstacles in education participation, and the efforts required to overcome the obstacles were sought. This was in order to gain a variety of perspectives which were then used as logical frameworks within which a formal mentoring program was developed. Poor social economic background was chosen because this is where studies that have informed the background of this study intensively, on obstacles to participation in education are based. Similarly, the girls in primary schools from poor social economic backgrounds can easily identify with those in secondary schools who have similar backgrounds with them, thus readily appreciate a formal mentoring program developed based on their perspectives.

The sample and the sampling procedures

A sample of thirteen academically successful secondary girls participated in this study. These girls were either in the first year of secondary school [form one], or second year [form two]. They had successfully completed eight years' primary cycle education and performed very well in the national examination, one or two years prior to this study. Purposive sampling was used in getting a sample of academically successful secondary school girls. This sampling was chosen in order to get information rich cases for in-depth study into girls' attributions of their academic performance. The study also believed that they had reliable information since a few cases studied in-depth yield many insights about the topic under study McMillan (2001).

In an effort to get the sample the researcher started by visiting the rural primary schools in the district where the study was done. Through the assistance of the primary schools' administration, the girls who had very good grades for the national examination at the end of primary schooling were identified, as well as the secondary schools they had joined. The researcher then picked those who were in accessible secondary schools. The next thing was to visit the secondary schools and through the assistance of the secondary school administration request the girls to respond to the interview.

Data collection instrument

This study used an interview as the tool for data collection. In a researcher constructed interview guideline, the girls were requested to respond to seven items of the interview whose main aspects comprised a description of the girl's family background, the activities of a typical day, the way she handled her school work, difficulties encountered, moments in life which influenced her towards desiring to achieve good grades, people who have influenced her towards academic achievement and her dreams. The girls were also requested to give a self description.

DATA ANALYSIS

After each interview, a transcription of the information gathered was done. This entailed writing down a word for word record of the sound recorded information. Line by line coding of the data was then done and the categories of information from different girls compared until the categories were saturated. The study then proceeded to look for the themes based on the initial coding of the data. Thematic analysis was then done on girls' attribution of academic success. The themes were then used to build an appropriate conceptual framework for the development of an academic enhancement formal mentoring program, grounded on the girls' needs and perspectives. The program was thus considered relevant for the girls. Guidelines on thematic analysis by Braun and Clerk, (2006) were adopted. These guidelines, according to Howit (2010), provide the best available systematic approach to thematic analysis, and their approach imposes high standards on thematic analysis and the work of the analyst with the aim of improving the end product of thematic analysis. The central processes involved in thematic analysis are; transcription, analytic effort, and theme identification. While conceptually these are three separate processes, in reality they do not follow one another in this rigid order and the process overlap considerably Howit and Cramer, (2008). According to Braun and Clarke (2006) the process of carrying out a thematic analysis may be broken down into six separate stages, which are data familiarization, initial coding generation, searching for themes based on the initial coding, review of the , theme definition and labelling, report writing. Although the six stages are listed in sequential order, the overlap of the stages is patently obvious. While doing a thematic analysis the researcher may go backwards and forwards between stages with the purpose of checking one aspect of the analysis against one or more of the other steps in the analysis (Howit, 2010). For clarity when referring to the interviews, this study assigned codes to the interviews, based on the number of respondents and their level of schooling. The study works with responses from thirteen respondents from

secondary schools form one and form two. Code 1-13 means the responses of respondent 1-13. F1, means form one while F2 means form two. For example, the code 2:F1 means the response from respondent two in form one. In what follows, this paper describes how thematic analysis was done to arrive at the themes that are then used for the development of a formal mentoring program.

Data familiarisation

In the course of interviewing the girls and transcribing the data, the researcher was actively engaged in data familiarisation. After transcribing the interviews, the researcher read through them several times and identified material that the study was interested in.

Initial coding generation

The researcher looked closely into the data for any patterns that belonged together, and noted all the phrases and concepts that were significant to this study and coded them. Line by line coding of the data was done and all the emerging codes that related to the girls' backgrounds and to factors of academic success were written down on the left side margin of the transcribed data

Searching for themes

Girls' description of their family background

In response to the description of their family backgrounds, most girls reported that they had several difficulties since they came from poor social economic backgrounds (1:F1, 2:F1, 5:F1, 4:F1, 3:F1, 6:F2, 7:F2, 10:F2,13:F2 11:F2). The following are some of the phrases that some girls used to describe their family backgrounds; 'I come from a poor family' (1:F1), 'my father was not able to provide for me and my brothers, and I was taken to a children's home. (7:F2), 'we are seven children in our family, we have passed through many problems, Sometimes my mother does not have money to buy us food....my brother does casual jobs once in a while' (13:F2), 'most of the time we are sent home for school fees (11:F2).

Girl's Description of a typical day

All the girls reported that they used have a very active day and they used to wake up very early. Main activities included; private studies before and after usual school program, assisting their mothers in duties like fetching water, cleaning the utensils and cooking. The girls also reported that they used to be engaged in group discussions and sports activities in school with the school mates. The description that follows was given by one of the girls. The girl captured her day's activities very clearly:

'I would wake up at four thirty a.m. I would do some study then prepare myself and go to school and by seven a.m., i would be in class. I would be studying and revising before the lessons started. The lessons went on up to four o'clock when we would go and play in the field. I would then go home at about five p.m. Sometimes I would find my grandmother was not at home. I would start by cleaning the utensils, the house

and sweeping the homestead. After that I would go to bring the goats and the cows home. We were using tethering method to rear the animals. I would go for them give them water and food. My brother would then come from school and milk the cow. I would then supply the milk to a few homesteads and then come back home by seven p.m. I would then assist my grandmother in preparation of the evening meal and then do my studies for about one hour then sleep' (10:F2)

Handling of school work

Concerning the way they handled school work, the girls cited, waking up early, working hard, creating time for doing extra studies in spite of the duties at home, borrowing books for extensive reading, consulting teachers for any concept that were not clearly understood, managing time appropriately, and use of group discussions. In addition to these, the girls reported other strategies like; setting goals, focusing on the goals, concentrating in class when the teacher is teaching, taking school work seriously, group discussions, managing time well, not giving up any time they performed lower than they expected, '(4:F1, 7:F2, 10:F2,9:F2,1:F1,6:F2). They attributed their good performance to these self regulatory strategies.

Moments and people who have influenced the girls

When I asked the girls about moments and people in their life who have influenced them towards the good achievement, their responses indicated a repertoire of positive sources of inspiration. Teachers and friends were reported to have influenced them. To most girls, the parents provided the basic needs, and that made their daily life at school comfortable. They also encouraged them to work hard in school. Most girls said that their teachers used to tell them of a better life and the good things for those who advance in education. The teachers were also reported as available for consultations by the girls. Friends were also said to have been willing to explain any concept that they understood more clearly than their classmates. Some girls said that were motivated by life experiences of successful educated women they heard from their schoolmates and teachers and that they desired to be like them. One girl ([8:F2) said that she wanted to be successful in education like her uncle who passed very well in spite of financial difficulties. She also wanted to be educated and rich like her aunt who is a lawyer. Another one said that she wanted to be successful like her friend's mother who is a teacher in a secondary school (1:F1). Admiring a hard working English teacher (2:F1), was also reported. One of the girls had this to say; 'i used to read magazines about prosperous women in the world and i would admire the great things they did and the many things they enjoyed. I learnt that you enjoy only when you work hard'(11:F2).

The girls had positive attitude to education and the important role that it played in a person's bright future. This attitude was particularly reflected in the girls strong believe in the power of education in transformation from poor present to a successful future. Similarly, they believed in their ability to impact change in their future through education. The following comprise a number of statements from the girls that reflected this attitude.; 'education makes a person important and respected in the society'(2:F1), 'I looked at my background,

saw that my parents were not well placed, and decided that i will not live in the same status, i wanted to uplift my life so i worked hard to achieve what i want (11:F2) 'I would like to study hard and get a job so as to avoid problems and make life easier'(5:F1) 'I want to study hard and aim at a good job so that I will not be economically dependent on anybody (6:F2), 'I hard to work hard and shape my future and have a good career' (9:F2) , i want to learn so that i can help my family and improve its life (12:F2).

Girls' Self description

The girls' self description depicted a remarkably high level of self awareness. Although most of them exhibited very strong personality traits which they believed they had, they were equally aware of the obstacles in their lives, and the importance of remaining focused on their school work for a better future. Some girls said that they were hard working,(6:F2,9:F2,10:F2,11:F2;12:F2),intelligent, (6; F2, 11; F2) committed to their goals, self respecting and respectful to others,(9:f2),disciplined and good at decision making, (7;f2) responsible,(12;F12). Yet others said that they knew they had potential (11:F2, 4:F1). They all had very strong believed in their academic abilities and confidently exhibited determination to perform well in spite of hardships.

Reviewing the themes

While reviewing the themes that came up, the study reflected interplay of two broad categories of factors of successful participation in education. One broad category was to do with the girls' environments. The other broad category was to do with the girls' personalities. The girls' environment refers to their home, school and community in which they live. It came out that most of the girls drew a lot of encouragement from their parents, teachers, schoolmates and positive role models in the community. The study took this as the theme of environmental support. All the girls who participated in this study displayed a high level of self motivation. The fact that they came from poor social economic backgrounds, which has several related problems, and yet managed to score high marks was in itself an indicator of self motivated individuals. At the same time some girls resiliently moved on with their lives in spite of unique problems in their homes as seen in the following examples; 'most times we are sent home for fees but i just cope because there is nothing i can do (11:F2), 'sometimes when studying at home in the evening, the lamp had no kerosene, so i used to go to bed without studying and would later try to make up for the lost time (3:F1), there was insufficient funds; for example i didn't want to join this school, i wanted to join a better one but i had to accept'(6:F2), 'my dad could often throw us outside the house and we would spend the night out in the cold. Ii would tell the girls to work hard and that problems cannot lead them to failure. They can pass exams even when undergoing problems' (7; F2). The girls' characteristics were categorised based on known psychological concepts, especially the work of Bandura A, (1991c, 1993, and 1997). A close analysis and review of themes yielded eight themes which include; *self awareness, high self esteem, self regulation, self efficacy, self motivation, role modelling, resilience and positive attitude to education and life in general*. It is on the basis of the thematic analysis that this study conceptualises that a formal mentoring program

that incorporates all these themes will be suitable for the primary school girls. For this reason this study proceeded and developed a mentoring program within this framework. This study observes that the information from the academically successful girls depicts a picture of girls who had very strong personal traits. This does not apply to the majority of primary school girls in Kenya. If more girls had such traits and constructed their world in similar ways as the girls who participated in the interviews, then the disparity in education participation in favour of boys would cease to exist. The study further finds it important to intervene and contribute towards the development of the strong personality traits in the primary school girls. It then reasons that formal mentoring right from the primary school, will give them the opportunity to evaluate themselves, and nurture their potentials.

Components of the formal mentoring program

The themes that developed in the process of analysis were turned into the topics for mentoring talks and they included;

- **Self awareness.** This is having knowledge of oneself in terms of what one can do and what one cannot do. It involves knowing and accepting oneself in terms of background, abilities, feelings, emotions, habits and tendencies, position in life, strengths, potentials and abilities. It also includes a person's likes and dislikes, what motivates, and makes one happy, what one would like to change about his/her life, achievements so far relationship with others, and most important beliefs and values to a person.
- **Self-esteem.** This is the awareness of the good in self. It is also defined as self-worth opinion or value one puts on himself or herself. It involves what the individual feels about his/her personal physical and psychosocial attributes. Self-esteem is largely influenced by the individual's relationships with others. Socializing agents like family, school, peers and culture may determine the level of an individual's self-esteem. Life experiences can either destroy or build one's esteem. High esteem enhances self-confidence that enables a person to interact, participate and relate positively with others. It can also facilitate achievement of our goals in life. Low self-esteem may lead to self destruction and can hinder us from achieving our goals in life.
- **Self efficacy.** This is a belief that one is capable of performing in a certain manner to attain certain goals. It is also a person's belief about their capabilities to produce designated levels of performance that exercise influence over events that affect their lives, and a belief that one has the capabilities to execute the courses of actions required to manage prospective situations
- **Self regulation.** This is an integral learning process consisting of the development of a set of constructive behavior that affects one's learning. These processes are planned and adapted to support the pursuit of personal goals in changing learning environments. Self regulation of learning is the process by which learners set goals, monitor, regulate and control their learning. It is also the way they control their motivation for learning, behavior, actions, and guide their effort to secure their academic achievements

Learners with high levels of self regulation have good control over the attainment of their goals.

- **Case studies;** Two interviews were selected and converted into stories for the girls to read. From these two stories the primary school girls had an opportunity to discuss the characteristics of the successful secondary school girls, which included resilience, positive attitude and competence in self regulatory skills among others. The secondary school girls also served as role models for the primary school girls.

Design of the formal mentoring program

One academic year in Kenya comprises three school terms. One school term is made up of three months. After every three months of school, there is a one month's holiday. This implies that one academic year comprises nine calendar months. The formal mentoring relationship proposed in this program will thus comprise one academic year. Participation in the mentoring program will be purely on voluntary grounds. One mentor will be matched with three mentees. Weekly one hour mentoring talks between the mentor and her three mentees on the areas highlighted as the components of the program will be held. A manual for use by the mentors will be available. In the weeks when the schools will be doing the continuous assessment tests and the examinations, there will not be any mentoring meetings held. The program targets thirty hours of mentoring talks. However this suggestion is not rigid and the mentors can use their own discretion and hold more meetings depending on the needs of the mentees.

Conceptualized process of the mentoring program

Mentoring in this study is a process of personal development for the mentees with the main aim of empowering the mentee through awareness creation; sensitization and acquisition of knowledge skills and attitude, towards improvement of their participation in education. In the course of this process, the mentees will be helped to reflect on themselves and their experiences with a view to identify their strengths and weaknesses in relation to the way they respond to issues that affect their life. They will further be helped to work on their weaknesses and to utilise their strengths more often. This is in line with recent emphasis in positive psychology on attending to people's strengths rather than their deficiencies (Korthagen, and Vasalos, 2005). The program is a support service which interacted with other key factors and elements in the girls' life, like the school's curriculum and environment, the community, the home and personality of the mentee in order to produce a better equipped girl who will acquire quality performance at the end of primary school and progress to secondary school, and beyond. For the purpose of organising these interventions in a systematic flow, this study found it necessary to work within certain frameworks that have empirically been proved effective. It therefore adopted the helping model by Gerald Egan 1990, used in counselling. It comprises three stages which are; exploration and understanding of the current situation, choosing a preferred more positive behavior and setting goals, acting on the desired goals. The formal mentoring program applies the principles found in this model with an emphasis of taking the mentee through a process in which she will explore and understand her situation, choose a

more preferred behavior from among a number of possibilities and then act on the desired goals. The program further adopted an approach which will focus on two main aspects;

Facilitating the mentees clear understanding of the meaning, importance and relevance of the concepts captured as the components of the mentoring program. Mentee's experiential, self-exploration and engagement in a variety of facilitative practical and cognitive exercises which will help them to increase the level of self-awareness, develop high self-esteem, increase self motivation, develop resilience, gain a positive attitude towards education, improve on their self efficacy and self regulation, and then construct a more positive self-concept. Whereas a variety of exercises and activities for the mentee are proposed in the mentors' manual, this is neither restrictive nor exhaustive. The mentor will be required to go by mentee's individual needs and thus diversify the type and amount of activities, to ensure the mentee's maximum benefit.

Conclusion and Recommendations

In its contribution to interventions towards education participation for girls in Kenya, this paper has come up with a formal mentoring program. Expected benefits of the program have been described and a detailed description of the procedures that were followed in the development of the program provided. The components, design, and the conceptualised process have also been clearly stipulated. The paper further recommends that this program is implemented in a few schools for a period of one academic year. After this period of mentoring relationship, the teachers' and girls' perceptions on its suitability on the enhancement of attributions of academic participation should be gathered. Further to this, the paper also recommends a pre-test as well as a post test of these attributions in order to provide triangulation of the findings. Based on the findings, the program can be improved if necessary and then implemented to a large scale of primary school girls in Kenya. In the view of this paper, this program is of immense empirical and knowledge contribution to the education sector in Kenya.

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