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COMMUNITY-BASED OUT-OF-SCHOOL MENTORSHIP AND POSITIVE YOUTH DEVELOPMENT: CASE OF SECONDARY SCHOOL STUDENTS IN KIBRA, NAIROBI COUNTY, KENYA

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ST. PAUL'S UNIVERSITY

A THESIS SUBMITTED TO THE SCHOOL OF EDUCATION AND SOCIAL SCIENCES, DEPARTMENT OF DEVELOPMENT STUDIES IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE AWARD OF DOCTOR OF PHILOSOPHY DEGREE IN DEVELOPMENT STUDIES OF ST. PAUL'S UNIVERSITY

JULY, 2026

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DECLARATION

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DEDICATION

This research is dedicated to the Lord for bringing me this far, to him, my Creator and Saviour, Jesus Christ, to him be all the Glory. To the memory of my late son Joshua Wafula Mbotela.

"The illiterate of the 21st century will not be those who cannot read and write, but those who cannot learn, unlearn, and relearn."

Alvin Toffler

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ABSTRACT

Kenya's youth population is fast increasing, in the case of adolescents living in informal settlements such as Kibra, a lack of enabling social structures that positively impact their development has become their greatest hindrance. This study examined the influence of out-of-school mentorship programmes on positive development among secondary school students in Kibra, Nairobi County. Specifically, the study evaluated the effect of participation in youth mentorship, mentor support, individual characteristics, and the moderating influence of parental support on Positive Youth Development (PYD). The study was guided by Bronfenbrenner's Ecological Systems Theory, Lerner's Positive Youth Development Theory, and Rhodes' Mentorship Model. It adopted a pragmatic grounded theory approach and used a mixed method design to support rigorous data analysis. The study targeted 3,560 youth in Form 1 to Form 4 drawn from secondary schools linked to mentorship programmes run by 10 community-based organizations in Kibra Sub- County. From this population, 349 students were randomly selected using the Yamane (1968) formula, alongside 10 key informants and 21 focus group discussions. The quantitative data were processed using descriptive statistics, chi-square tests, and linear logistic regression, while the qualitative data were subjected to thematic analysis. Findings show strong involvement in the mentorship programme, with 88% of students attending sessions and 57% taking on leadership roles. Most of the students (about 95–97%) recorded positive development outcomes. Guidance and counselling stood out with a significant relationship to positive youth development ($\chi^2 = 23.16$, $p = 0.001$) and a strong association with outcomes ($r = 0.50$). Regression results point to three key factors that mattered most: school connectedness ($\beta = 0.320$), guidance and counselling ($\beta = 0.319$), and parental support ($\beta = 0.297$), with the model explaining between 19% and 56% of the variation in outcomes. The qualitative findings show uneven outcomes linked to mentor availability, self-control challenges, and differences in parental involvement. The study concludes that mentorship supports positive youth development in Kibra, but results vary across students. It recommends structured programmes, attention to individual needs, and strong parental participation. This study provides evidence to inform policy, programme design, and practice on adolescent development in informal urban settlements in Kenya.

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TRANSLATION OF SHENG WORDS USED

Sheng Vocabulary	English Translation
Buda | Muzee	Old Man
Masa	Mother
Muradi	Project
Shule	School
Shosh	Grandmother
Futa	Football
Kuclean	Clean
Kuvisit	Visit
Mambo	Things
Kushow	Show
Mtaa	Village
Msmall	Small
Hadi	Until

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LIST OF ACRONYMS AND ABBREVIATIONS

AGFI	Adjusted Goodness of Fit Index
AIC	Akaike Information Criterion
APHRC	African Population and Health Research Center
BIC	Bayesian Information Criterion
CBE	Competency Based Education
CBM	Community-Based Mentoring
CBO	Community Based Organizations
CDP	Community Development Programmes
CFA	Confirmatory Factor Analysis
CFI	The Comparative Fit Index
CY	Child & Youth
CYD	Child & Youth Development
DV	Dependent Variable
EQ	Emotional Intelligence
ESD	Education for Sustainable Development
FBO	Faith Based Organization
FCPT	Family Communication Patterns Theory
FKE	Federation of Kenya Employers
GF	Grounded Theory
GFI	Goodness of Fit Index
GoK	Government of Kenya
ICT	Information & Communications Technology
ILO	International Labour Organization
IV	Independent Variable
KICD	Kenya Institute of Curriculum Development
KII	Key Informant Interview
KMO	Kaiser-Meyer-Olkin
KNBS	Kenya National Bureau of Statistics
KPHC	Kenya Population and Housing Census
KSA	Kenya Scouts Association

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KYDP	Kenya Youth Development Policy
LMIC	Low- and Middle-Income Countries
MCF	Mastercard Foundation
MMR	Mixed Methods Research
MOE	Ministry of Education
MPFT	My Plan for Tomorrow
NACOSTI	National Commission for Science Technology and Innovation
NEET	Not in Employment, Education, or Training
NER	Net Enrolment Rates
NESP	National Education Sector Plan
NFI	Normed Fit Index
NGO	Non-Governmental Organizations
NNFI	Non-Normed Fit Index
PD	Positive Development
PNFI	Parsimonious Normed Fit Index
PSD	Positive Students' Development
PYD	Positive Youth Development
RMSEA	Root Mean Square Error of Approximation
SBM	School Based Mentoring
SDG	Sustainable Development Goals
SES	Social Economic Status
SPSS	Statistical Package for Social Sciences
SRMR	Standardized Root Mean Square Residual
SSA	Sub-Saharan Africa
STEM	Science, Technology, Engineering and Mathematics
TEPPS	Tiffany-Eckenrode Programme Participation Scale
TLI	Tucker–Lewis Index
TVET	Technical and Vocational Education and Training
UN	United Nations
UNDESA	United Nations Department of Economic and Social Affairs

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UNDP	United Nations Development Programme
UNESCO	United Nations Educational, Scientific and Cultural Organization
USA	United States of America
VSO	Voluntary Service Overseas
WASH	Water, Sanitation and Hygiene
WHO	World Health Organization
WTF	Wings to Fly (By Equity Bank)
WYMCA	World Young Men's Christian Association
WYWCA	World Young Women's Christian Association
YALI	Young African Leaders Initiative
YD	Youth Development
YDI	Youth Development Index
YDP	Youth Development Programme
YEDF	Youth Enterprise Development Fund
YMCA	Young Men's Christian Association
YMP	Youth Mentorship Programmes
YODY	Your One Degree Journal
YWCA	Young Women's Christian Association

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CHAPTER ONE
INTRODUCTION TO THE STUDY

1.1 Overview of the Chapter

This chapter introduces the study and outlines its structure in the order that the sections appear. It begins with the background of the study and the statement of the problem, followed by the objectives, justification, significance, scope, limitations, delimitations, and assumptions. The section also operationalizes key terms used in the study and concludes by outlining the study's organization to provide a clear roadmap of the entire research.

1.2 Background of the Study

Young people across the world continue to struggle with weak life skills, limited competencies, and low readiness for work and independent living. This challenge cuts across both developed and developing countries, but it is most visible in low-income urban areas where poverty, unemployment, and social pressure limit opportunities for healthy development. In such settings, many adolescents leave school without the practical and psychosocial skills needed for education, work, and daily life. Positive Youth Development (PYD) responds to this gap by focusing on strengths rather than deficits. The approach was developed by Lerner (2005) and builds on Benson et al. (1997), who emphasized developmental assets in shaping youth outcomes. PYD is often described through the "6Cs," which include competence, confidence, connection, character, caring, and contribution. These capture the main areas of healthy development. PYD supports resilience, psychosocial skills, and agency that help young people handle social and economic pressures (Bengtsson et al., 2024). Even though global research shows PYD improves wellbeing, school engagement, and behavior, less is known about how these outcomes take shape in unstable urban settings where support systems are uneven.

At the global level, structured youth programs play a major role in supporting adolescent development. In the United States, over 5,000 youth mentorship programs reach nearly three million young people, showing how widely mentoring is used as a development approach (Andrea et al., 2024). These programs connect young people with supportive adults who guide them, model behavior, and offer psychosocial support. Through these relationships, adolescents build confidence, leadership, and life skills (Tayfur et al.,2022). Longer participation is linked to better emotional regulation and fewer behavioral challenges, especially among younger adolescents (Yang &

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McGinley, 2021). These efforts also align with Sustainable Development Goal 4, which promotes inclusive and equitable education. SDG 4 highlights skills such as communication, problem-solving, teamwork, resilience, and digital literacy as key for youth development in modern economies (Burkhard et al., 2024; Byrne, 2022).

Regionally, research highlights the importance of soft skills like communication, adaptability, and collaboration in shaping youth success in education and employment (Poláková et al., 2023; Holmarsdottir, 2021). In Sub-Saharan Africa, youth development is strongly shaped by communal values such as Ubuntu, which emphasize belonging, responsibility, and shared growth (Mondisa & Main, 2021; Evans, D.K., and Mendez Acosta, A., 2021). Even so, many youth programs still focus more on academic performance than on broader life skills. This pattern appears in countries such as South Africa, where youth programs prioritize school results over life skills development, Nigeria, where employment programs are not consistently implemented, and Uganda, where structured mentorship remains limited in many communities. As a result, the development of practical skills needed for work and social life remains uneven across the region (Ariapa et al., 2024). In Kenya, young people continue to face high unemployment, skills mismatch, and limited access to psychosocial support systems (Kiiru & Barasa, 2020). Although youth policies exist, gaps remain in translating them into programs that build practical skills and respond to labor market needs (Bano & Shanmugam, 2020). The gap between what schools teach and what employers expect continues to weaken the transition into adulthood (Stoeger et al., 2021a). These challenges are even more severe in informal urban settlements where poverty and limited services deepen the problem.

Kibra Sub-County reflects these conditions clearly, with high poverty levels, overcrowding, limited services, and exposure to risks such as crime, substance abuse, and low academic achievement (KDHS, 2022). Young people in this area face daily challenges that limit access to stable learning and development opportunities. At the same time, several community-based organizations run out-of-school mentorship programs aimed at strengthening life skills, psychosocial wellbeing, and resilience among adolescents (Arnold et al., 2020; Jankowska-Tvedten & Wiium, 2023). These programs create structured safe spaces where young people meet mentors, build relationships, and develop skills that support their growth. Even with these programs in place, less is known about how they influence Positive Youth Development in this kind of environment, especially when looking at

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participation, mentor support, individual characteristics, and parental involvement together. Most studies treat these factors separately, leaving a gap in understanding how they work together in informal urban settings (Andrea et al., 2024). Therefore, this study examined how out-of-school mentorship programs influence Positive Youth Development among secondary school students in Kibra Sub-County, while also considering individual characteristics and parental support.

1.3 Statement of the Problem

Youth unemployment and skills mismatch continue to limit access to work in Kenya. Youth unemployment remains high at about 80%, while Not in Employment, Education, or Training (NEET) remains a major concern (ILO, 2024; KDHS, 2022). This problem is more pronounced among the very poor populations, such as Kibra residents, who live in Nairobi County, where access to good-quality education, training, and technology is scarce. There is a large disparity between the skills provided by the education system to youth and what employers need. The Federation of Kenya Employers (2023) reports that 98 percent of employers prioritize these skills. KNBS (2020) and Care et al. (2024b) show that many young people leave school without these competencies. If this continues, more youth will miss out on decent work, shift into low-skill informal jobs, or remain idle after school. This reduces income levels, increases dependency, and slows economic growth. It also widens inequality between those with access to skills development and those without (Chowa et al.,2023). In Kibra, this deepens poverty cycles and limits social mobility. Mentorship and youth programs are often proposed as part of the response. They focus on building life skills and work readiness. However, evidence on community-based out-of-school youth mentorship in Kenya is scarce. This is partly because most studies focus on school-based or internship models, with little focus on community settings. It remains unclear how community-based mentorship affects employability and youth outcomes. This study responds to that gap.

1.4 Objectives of the Study

The general objective of this study is to explore 'out-of-school' mentorship on secondary school students' positive development in Kibra, Nairobi County, Kenya.

1.4.1 Specific Objectives of the Study

The specific objectives were to:

1. Evaluate the influence of participation in 'out-of-school' mentorship on secondary school students' positive development in Kibra, Nairobi County, Kenya.
2. Establish the effect of mentor support on secondary school students' positive development in Kibra, Nairobi County, Kenya.
3. Determine the effect of individual characteristics on secondary school students' positive development in Kibra, Nairobi County, Kenya.
4. Analyze the moderating influence of parental support on secondary school students' positive development in Kibra, Nairobi County, Kenya.

1.4.2 Research Questions

The study was guided by the following research questions:

1. To what extent does participation in 'out-of-school' mentorship influence secondary school students' positive development in Kibra, Nairobi County, Kenya?
2. What is the effect of mentor support on secondary school students' positive development in Kibra, Nairobi County, Kenya?
3. How do individual characteristics affect secondary school students' positive development in Kibra, Nairobi County, Kenya?
4. To what extent does parental support influence secondary school students' positive development in Kibra, Nairobi County, Kenya?

1.5 Justification and Significance of the Study

1.5.1 Justification of the Study

The current trend of globalization has increasingly complicated life for young people. The Sustainable Development Goals and the Vision 2030 Youth Agenda have highlighted the critical role of youth development in the twenty-first century. To promote life-long learning for all, youth must gain information and skills that enable them to function as citizens of the world. Education for Sustainable Development (ESD) programs must foster and assist students' development and utilization of their potential, abilities, and talents. This comprehensive approach helps learners to prosper in the community and contribute meaningfully to industrial prosperity as well as civic participation in the

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countries they come from. Mentorship can help develop skills and talents and is vital in reforming persons by instilling ideals of respect, honesty, empathy, accountability, nationalism, and harmony. Mentorship, as evidenced by numerous studies and practice, supports positive youth development (Arnold & Gagnon, 2020).

Over the years, numerous researchers have embraced the Rhodes Mentoring paradigm, which serves as the foundation for this research. This model demonstrates how out-of-school mentorship programs can affect youth growth in a trinity of attributes: through improvement in emotional intelligence, by offering emotional experiences that help youth promote better relationships with parents, role models, and peers, and through modeling by a mentor, youth obtain socio-cognitive skills that help them grow their intrinsic value (Rhodes et al., 2023). This research modified the Rhodes model to fit the study context. Another justification for this study is that most studies in the literature are longitudinal. To increase the validity and reliability in this cross-sectional study, scientific rigor and triangulation were built into the study to enhance the outcomes of the study. This is the justification for using Mixed Methods Research (MMR) to elucidate their replicability amongst youths.

1.5.2 Significance of the Study

This study provides evidence on the relationship between mentorship participation and Positive Youth Development among out-of-school youth in Kibra. The findings show how differences in social competence, cognitive competence, and peer interaction appear between program and non-program participants. This gives a clearer picture of what structured mentorship contributes in a low-resource urban setting. For government institutions such as the Ministry of Education and the Ministry of Youth Affairs, the findings offer practical directions on where mentorship programs show stronger developmental influence. The results highlight specific competence areas that respond more strongly to structured support. This can guide decisions on program design, targeting, and resource allocation for youth development initiatives.

For Community-Based Organizations, Faith-Based Organizations, and NGOs running mentorship programs, the study provides evidence on which aspects of youth development are most responsive to their interventions. This helps refine program focus, especially in strengthening social interaction, goal setting, and peer engagement components. It also supports more targeted mentorship strategies

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rather than broad, unfocused programming. For communities, parents, and religious institutions, the findings clarify the role of social environment and support systems in shaping youth development outcomes. The results point to how household and community structures interact with mentorship exposure to influence youth experiences. This can inform how local actors support adolescents beyond formal programs.

For researchers and academic institutions, the study adds context-specific evidence on Positive Youth Development in informal settlements. It offers comparative insight between program and non-program youth, which can support future studies on mentorship effectiveness, youth resilience, and developmental outcomes in similar environments. It also provides a baseline for further empirical work in African urban informal contexts.

Overall, the study's significance lies in the practical value of its findings for stakeholders involved in youth development. It provides evidence that can support program improvement, policy direction, and future research, while remaining specific to the context studied rather than generalizing beyond it.

1.6 Scope, Delimitations, and Limitations of the Study

1.6.1 Scope of the Study

The study was conducted in Kibra Sub-County, Nairobi County. It focused on ten Community-Based Organizations that run out-of-school youth mentorship programs. These organizations formed the main setting for data collection and represented structured mentorship environments within an informal settlement context.

The study targeted adolescents aged 13 to 19 years drawn from these organizations. The population included both program participants and non-program participants living within the same locality. Programme participants were youth engaged in structured mentorship relationships for more than one year. Non-program participants were youth from the same area with no involvement in mentorship programs. The total population was 3,560 youths across the selected organizational sites.

The study examined Positive Youth Development and its relationship with mentorship participation and selected background factors. Data were collected using a convergent parallel mixed-methods design, where quantitative and qualitative data were gathered within the same period, analyzed

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separately, and then integrated during interpretation. The study captured experiences and outcomes at a single point in time.

1.6.2 Delimitations of the Study

The study was limited to Kibra Sub-County. This was a deliberate design choice based on the presence of active youth mentorship programs within this setting. The findings, therefore, reflect one urban informal settlement context and do not include other geographical or socio-economic environments.

The study focused on mentorship support rather than the quality or depth of the mentor–mentee relationship. This narrowed the analysis to perceived experiences of support and participation. A more detailed assessment of relationship quality was excluded due to the level of measurement required and the scope of the study design.

The study used a convergent parallel mixed-methods design, in which both quantitative and qualitative data were collected simultaneously. This approach did not involve repeated measurement over time. As a result, the study does not capture changes in mentorship experiences or Positive Youth Development across time. This was a design choice influenced by time and resource constraints.

The study also restricted its focus to selected youth within structured mentorship programs and comparable non-participants from the same locality. It did not include broader regional comparisons or other forms of youth development programs outside the selected organizations. These boundaries were set to maintain focus and ensure consistency in data collection across both study groups.

1.6.3 Limitations of the Study

The study used a convergent parallel mixed-methods design where quantitative and qualitative data were collected separately and then combined during interpretation. A major limitation of this design is that data were collected at one point in time. This means the study captured mentorship experiences and Positive Youth Development as they appeared during the study period, not how they changed over time. It limits the ability to track development or establish how outcomes unfold step by step. The study managed this by using qualitative responses to explain statistical results, but this does not replace the depth that comes from following participants over a longer period.

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Another limitation comes from how the two datasets were integrated. The quantitative and qualitative findings were not always aligned, particularly regarding mentorship quality and perceived competence. This made interpretation more demanding since the results did not always point in the same direction. The study addressed this by carefully comparing both sets of findings and using one to help explain the other. Even with this approach, some interpretation still depended on judgment during the merging process.

The study also relied on self-reported data. Students provided information based on their own experiences and perceptions. This means the findings reflect what participants reported rather than independently verified behavior or outcomes. This can affect accuracy, especially for sensitive or subjective areas like behavior change and confidence. The study mitigated this challenge by using consistent data-collection tools and comparing responses across both methods, but self-reporting remains a key limitation.

The study was also shaped by its context and sampling approach. It focused on secondary school students in Kibra Sub-County, an informal urban setting with unique social and economic conditions. This limits how far the findings can be applied to other areas. There was also a possibility of selection bias, as only students who were available and willing participated. In addition, language differences, especially the use of Sheng', created some interpretation challenges. These were managed by engaging trained research assistants familiar with the local language and context, and by using a 10% allowance to account for potential nonresponse or dropouts.

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1.7 Assumptions of the Study

The study assumed that respondents classified as programme participants had taken part in the community-based out-of-school youth mentorship programme for at least one year before data collection. This assumption was important because it ensured that participants had enough exposure to the program for any outcomes related to youth development and employability to be assessed meaningfully.

The study also assumed that respondents gave accurate, honest, and consistent information on their participation status, mentorship experiences, and perceived outcomes. This was supported by clearly defined inclusion criteria and standard data collection procedures, as presented in Chapter 3.

Further, the study assumed that the mentorship programme provided experiences and skills relevant to future labour market preparedness, including transferable skills, socio-cognitive competencies, and work-readiness attributes. This assumption guided the assessment of the relationship between exposure to mentorship and positive youth development outcomes.

These assumptions were addressed through the study design, participant selection criteria, and data collection procedures.

1.8 Operationalization of Terms

For this study, the succeeding descriptions of concepts qualify. The phrases are enumerated alphabetically for the simplicity of the reader.

Term	Explanation
'At-Risk Youth' or 'Youth at Risk'	This is a general term used for a range of circumstances that place young people at greater vulnerability for problem behaviors, such as substance abuse, school failure, and juvenile delinquency, along with mental health disorders, such as depression and anxiety
Caring	Ability to be empathic towards others
Character	Students' ability to comply and conduct themselves with decorum and have a sense of morality and honesty
Cognitive Competence	Cognitive competence relates to cognitive skills (for example, decision-making) (e.g., decision making). Academic skills include subjects such as grades, participation, and test results
Community Based Organizations	Refers to non-profit organizations that carry out out-of-school mentorship programs in Kibra Sub-County
Competence	An individual's cognitive skills or learning abilities to resolve specific problems, and the associated motivational, social willingness, and

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	ability to act responsibly under different circumstances
Confidence	The ability of a young person to have self-worth and a level of consciousness
Connection	Ability of the student to build positive relationships with parents, friends, and peers
Contribution	Ability of one to be engaged and inspired to be a source of change for their own and for their communities' positive development
External Assets	These are positive supports and opportunities young people receive from their environment, particularly from their families, schools, and communities. These assets are external to the individual but play a crucial role in shaping their development and well-being. They encompass aspects like family support, positive adult relationships, caring neighborhood environments, and constructive use of time through opportunities for learning and skill development.
Individual Characteristics	This refers to the cognitive abilities of learners, their self-efficacy, their motivation, and commitment to their goals
Internal Assets	Internal assets refer to the personal skills, values, and self-perceptions that enable individuals to make good choices, take responsibility for their actions, and thrive. These assets are developed within a person and include things like commitment to learning, positive values, social competence, and a positive identity. They are crucial for young people to navigate life, make sound decisions, and build a fulfilling future
Mentee	Is the person who seeks out useful advice and guidance from someone more experienced than themselves
Mentor	Is an experienced, trusted advisor, "a professional adult who offers support, counseling, friendship, and support to a young person.
Mentorship	This is the pairing between experienced and learners to ease the transferability of life learning competencies (Author's Construct, 2024).
Natural Mentors	Refers to a non-parent adult the student refers to as a person who listens and provides advice. May include relationships between young people and the elderly in their existing communities, such as extended family

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	members, teachers, trainers, neighbors, friends, or other adults
Non-Parental Support	This refers to a person who is not related to the youth or students in this study
Non-Program Participant	It is defined as one who does not participate in the out-of-school programs (Non-Program Participants). They were selected within the localities of the out-of-school programmes
Out-of-school Programmes	Refers to activities organized after the usual regular school activity. These programs serve to support and supplement learning and focus on activities that help the child develop, especially in areas not normally covered in school. In this study, out-of-school mentorship programs are carried out by community-based organizations
Positive Student Development	In this study, it refers not only to academic performance but also to holistic growth (social emotional learning, development of character, emotional, positive relationships, celebrating successes, and effective communication, among others). The six competencies highlighted in the Positive Youth Development, nurturing and equipping the youth to effectively live and contribute to society (Authors Construct, 2024).
Positive Youth Development	This refers to an approach that seeks to encourage youth to use their internal assets; to promote positive outcomes for themselves (Lerner, 2006)
Programme Participant	It is defined as one who is actively involved in the program, has had an active mentor relationship for over a year. Participate in an out-of-school program (Program Participants) and have an accountability structure whereby shared goals are determined and followed through (Authors Construct, 2024).
Sheng's Slang	Sheng is primarily a Swahili and English-based cant, perhaps a mixed language or creole, originating among the urban youth of Nairobi, Kenya, and influenced by many of the languages spoken there. While primarily a language of urban youths, it has spread to rural residents.
Social Competence	This refers to the ability of an individual to respond to social situations positively and to avoid negative responses and consequences

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Student	In this study, the term refers to an individual who is in secondary school
Youth	This refers to the Secondary School Students as "youth" or "young people" who are participating in the Community-Based out-of-school mentorship programs, or non-participants of that age group in the comparison group. Therefore, 'youth' and 'student' will be used interchangeably in this study
Youth Engagement	This refers to effective youthful involvement that combines younger individuals' insights, knowledge, expertise, and viewpoints into programs, policy, and organizational decision-making processes to optimally influence impacts
Youth Participation	This refers to youth participation, which means the ability to recognize and appreciate their abilities and capabilities to address concerns that impact them

1.9 Organization of the Study

The research is structured mainly in five chapters. Chapter One will provide the Introduction with the background of the study. It will discuss historical issues related to mentorship, global, sub-Saharan, and Kenya perspectives as a basis for the research to be conducted in this study, Statement of the research problem, Research objectives, research questions, and hypotheses of the study, significance, as well as limitations envisaged in the study. Chapter Two will outline the literature review, including theoretical, empirical, and conceptual frameworks for the study, showing the interaction of the independent variable (IV) and the dependent variable (DV). Chapter Three will focus on the methodology of the research, outline the research philosophy, provide the study location and context, and the type of data, tools of collection and analysis that will be employed in the study. Chapter Four will present the data analysis of the data collected in the research, as well as the interpretation of the findings based on the literature. Chapter Five presents the conclusion and recommendations.

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CHAPTER TWO
LITERATURE REVIEW

2.1 Introduction

This chapter contains the critique of the theoretical review of existing literature on the relationship between out-of-school mentorship and its influence on positive youth development, in this study, on secondary school students. Then, the empirical review of relevant literature, the conceptual framework, a summary of the chapter, and the research gaps.

2.2 Theoretical Framework

2.2.1 Bronfenbrenner's Ecological Systems Theory

Bronfenbrenner's Ecological Systems Theory explains human development as a process shaped through continuous interaction between a young person and their surrounding environment. Bronfenbrenner (1994) stated that "Human development hinges on the lasting, experiential interplay between a flexible individual and their surrounding social environment." This definition places development in real social settings rather than inside the individual alone. It shifts attention to how family, school, peers, and community jointly influence the behavior, identity, and life outcomes of young people.

The theory organizes development into five systems: microsystem, mesosystem, exosystem, macrosystem, and chronosystem. Each system represents a different level of influence. The microsystem involves direct interaction. The mesosystem connects direct environments. The exosystem shapes the learner indirectly through external structures. The macrosystem reflects cultural and economic conditions. The chronosystem captures change across time. Bronfenbrenner (1994) emphasized that these systems do not operate in isolation. They interact and shape development together. You cannot separate one system from another when explaining behavior or outcomes.

In this study, Bronfenbrenner's framework guided the examination of positive youth development among secondary school students in Kibra. Mentorship and parental support were positioned within the ecological systems to explain how they influenced development. The microsystem served as the starting point for the analysis. It included direct relationships such as parent–child interaction and mentor–student engagement. These relationships formed the daily environment where behavior, discipline, and identity developed. The study examined how emotional support, supervision, and

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guidance from parents interacted with mentorship experiences to shape youth behavior and decision-making.

The mesosystem explained how different microsystems connected. The study focused on the relationship between home, school, and mentorship programs. When these systems aligned, learners received consistent expectations and guidance. When they conflicted, learners experienced mixed messages that weakened developmental progress. The exosystem influenced development through external conditions such as parental employment, access to mentorship programs, and availability of youth resources. These factors shaped how often parents engaged with their children and how easily learners accessed structured support. The macrosystem represented wider social and economic conditions in Kibra, including cultural expectations around parenting, education, and youth responsibility. These conditions shaped both access to mentorship and the nature of parental involvement.

The chronosystem introduced time as a critical factor. The study considered changes in family structure, exposure to mentorship programs, and shifts in socioeconomic conditions. These changes influenced how students experienced support across adolescence. Development was treated as a process shaped over time, not as a single moment of change. Löckenhoff et al. (2021) describe human development as multidimensional, multidirectional, and influenced by multiple contexts. Arnold et al. (2020) explain that individuals adjust their behavior across life based on repeated interaction with their environment. Benson et al. (2022) add that development reflects the combined influence from internal and external conditions across time.

Bronfenbrenner's theory supports the use of structured youth interventions. Martinello (2020) shows that out-of-school programs and school-based support improve youth outcomes when they connect home, school, and community systems. These programs work because they strengthen interaction across ecological levels. Malonrni et al. (2023) raise a key limitation. They argue that the theory gives limited attention to how young people actively respond to environmental pressures. It describes the structure well, but explains less about personal adaptation and resilience. Kierra et al. (2022) show that protective factors across ecological systems influence resilience and later development outcomes. These include parenting behavior, self-regulation, and supportive community environments. These factors interact across systems and shape long-term youth outcomes. This study used this logic to

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examine how mentorship and parental support functioned as protective influences within interconnected systems in Kibra.

Bronfenbrenner's framework also supports the need to study development over time. Chen et al (2020) and Lerner et al. (2020) emphasize that development reflects dynamic interaction between individuals and their environments. They argue against static analysis of behavior without context. This study used a mixed-methods design to capture both measurable relationships and students' lived experiences. Quantitative data showed patterns between mentorship, parental support, and youth development outcomes. Qualitative data captured how students experienced these influences in real-life settings. This approach strengthened the interpretation of the ways in which ecological systems shaped positive youth development among secondary school students in Kibra.

2.2.2 Positive Youth Development (PYD) Approach

Positive Youth Development (PYD) is the approach that anchors this study. It is a multi-dimensional construct that is grounded in Ecological Systems Theory (EST) and its roots trace back to its origins in the field of 'Prevention of at-risk Youth'. This term 'At-Risk Youth' or 'Youth at Risk' as noted in the definition of terms, is a general term used for a range of circumstances that place young people at greater vulnerability for problem behaviors, such as substance abuse, school failure, and juvenile delinquency, along with mental health disorders, such as depression and anxiety. In the early 20th century, the "deficit model" emerged in the field of education and psychology and began to measure and compare intelligence and academic achievement among "at-risk youth" by looking at the deficiencies rather than how these deficiencies could be managed or reduced so that those in minority quarters can be successful. The focus was to optimize positive development by reducing problems (Melton et al., 2026). According to this model, youth are viewed as lacking skills to manage their life situations. As a result, many programs that were developed during that period sought to "solve" youth problems (Shek et al., 2021). The Deficit model has come under heavy criticism and, since then, has undergone transformation and been replaced by the Asset model that seeks to deconstruct it. Scholars have also continued to provide variations of Asset PYD models. Some of these are 40 External and Internal Developmental Assets (Benson, 2022), Youth Developmental Assets (Search Institute, (2006) – (**Refer to Appendix 4: Search Institute Developmental Assets**), Lerner's 5Cs/6Cs PYD Model (Lerner, 2005), Bronfenbrenner Ecological Systems Theory (EST) (1994), Social-Emotional Learning (SEL) and Catalano's 15 PYD constructs (Catalano et al., 2021). However, there is a basic

thread that connects them. This is noted in the spectrum or lenses through which youth are viewed, as having potential, having internal assets (human skills, potential, capabilities), and malleable minds which are able to learn and take on new behaviors (Shek et al., 2021).

Quite recently, in research, Lerner's 5Cs and or 6Cs has offered an alternative voice to YD. PYD offers a strengths-based narrative that emphasizes nurturing young people's strengths (assets) and capacities to foster their healthy growth and well-being. This construct shifts the focus from simply addressing risk factors to promoting positive outcomes such as resilience, social competence, and academic success. Further, Lerner defines (the five Cs of competence, confidence, connection, character, caring, with the last C making 6Cs, which he calls contribution) will be the focus of this study. The first C (Competence) comprises cognitive, social, academic, and vocational competencies. Cognitive competence represents the following aspects: cognitive capabilities, for instance, finding a solution to a problem, critical thinking, and decision making. Social competence denotes effective interactions with others and the ability to resolve conflict. Academic competence is indicated by school attendance, grades, and test scores. Vocational competence is demonstrated by work patterns and the capability to search for diverse career alternatives. The second C (Confidence) refers to a person's worldview of their overall positive attribute and abilities. The third C (Connection) refers an individual's positive relationships with other people, organizations, and society. The fourth C (Character) represents ethical uprightness, and beliefs of the individual within the social and cultural norms. The fifth C (Caring/Compassion) refers to the ability to sympathize with and empathize with other people's problematic situations. In addition, Lerner and associates stated that the five Cs mentioned above can assist in configuration of the sixth C, (Contribution) (Lerner, 2021a). These six (6) Cs are not isolated; they are interconnected and mutually reinforcing. For example, building competence can enhance confidence, build strong connections and foster character development. These will be discussed in detail later in this study Abdul et al., (2021a).

The Developmental assets encompassed in Lerner's model have been connected with several settings such as families, schools, out-of-school-time activities (these are contextual settings in which youth live in). This context also includes relationships that youth develop within the context in which they live - this includes relationships with family members and non-familial adults (mentors), Vrdoljak et al. (2023). Lerner's model aligns with Bronfenbrenner's Ecological Systems Theory by connecting

PYD to the contexts in which youth develop and suggesting that when youth are provided with opportunities for healthy development, they are more likely to thrive. The PYD construct has been described as taking three forms: first, from the philosophical approach; second, as a developmental process; and third, as an approach to youth programming (Lerner et al., 2023). These three areas will be covered as part of this study. In terms of the philosophical approach, PYD is related to the SLT, EST, and the Rhodes Mentorship model (Lerner et al., 2012b). The interplay of these theories has to do with the way in which mentees (protégés) learn, relate, and practice new behaviors as modeled by their mentors. The developmental process speaks about how youth develop, the critical barriers to growth, and factors that lead to successful transitions within the adolescent- youth paradigm (Lerner et al., 2021c).

Lerner et al. (2021b) acknowledge that PYD is brought about when the inner capability of an individual is congruent with developmental assets, and for this intrinsic capability to thrive, there is a need for youth to co-exist in a conducive environment. These environments nurture the youth's capability to build individual skills through tapping into the environment. Lastly, while programming has to do with mentorship programs or Youth development programs (YDP), it's important to note that youth develop in a context which appreciates that they can get the support needed to thrive and the impact they have in supporting successful development. The one very critical piece and an asset that has a huge impact on adolescent development is parent–youth, along with youth-non-familial (mentor) relationships, which are core to PYD (Boakye & Ablorti, 2022). Non-familial relationships can be accessed from non-parental adults who include, but are not limited to, extended family, religious leaders, teachers, and community members (Bowers et al., 2022).

However, there are methodological limitations in the PYD field. The limitations seem to be further reinforced by Bronfenbrenner's theory (Ecological Systems Theory (EST) (1979). PYD appears to shed more light on the need to understand contextual realities and its influence on mentoring students. It supposes that students who develop in an interactive environment that shapes individual characteristics influence how youth develop a value for relationships. Further, the mentoring relationship guides beliefs, orientations, and values to function effectively within the environment in which a young person lives. This, in turn, if positive and adaptive, directs behavior in the form of enhanced persistence, goal striving, and self-regulation (Longaretti, 2020). Scales et al. (2020a)

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highlighted that using these theory factors alone cannot be properly operationalized, limiting the efficacy of the outcomes. To address this, the research utilized Mixed Methods Research (MMR) to synthesize data from a variety of integrative forms of interaction, including parental and mentor support, participation and engagement in after-school mentorship programs, and community leadership. It is imperative to note that mentorship has been shown to have good benefits for youth, as it provides opportunities for them to learn through modeled behavior. Hence, the study seeks to investigate whether out-of-school youth mentorship influences students' socio-cognitive abilities and increases students' agency and efficacy to participate in community engagement and leadership in their sphere of influence.

Another methodological limitation is that there are scant cross-sectional survey studies available to allow for comparative analysis to show the relationship between PYD and psychological well-being outcomes (Shek et al., 2021). While it's important to add that longitudinal studies bring out more conclusive responses and can explain how predictors affect developmental outcomes across the life of a youth most PYD studies have been done in Western contexts. In the same breath, there is still a need for more research studies from non-Western societies to increase the knowledge on PYD, hence the importance of the current study. Secondly, as a multi-dimensional construct (e.g., several PYD asset-based models exist), it is necessary to use authentic PYD assessment tools to measure the PYD domains. This study will employ both MMR and existing PYD tools and scales (Shek et al., 2020b) to ensure that the research data follows the rigor required. The use of already authenticated tools allowed for general comparability in the context of youth in Kenya.

This research sought to investigate how participation in out-of-school youth mentorship, as a specific intervention, aligned with and contributed to the principles of PYD. This included examining how participation in out-of-school mentorship fostered and provided supportive relationships that offer guidance and support by helping mentees navigate challenges. Additionally, this study analyzed how CBM helps to foster a sense of belonging and purpose, which are known to be vital in facilitating overall well-being, and lastly how mentors can help mentees identify and pursue opportunities for personal and professional growth, such as educational or vocational training.

Secondly, the study will investigate how mentor support catalyzes positive youth development among secondary school students in Kibra. This will involve examining the different ways mentors can

contribute to students' positive development, such as building confidence, providing guidance, and fostering positive relationships. By examining these aspects, the research will provide valuable insights into the role of youth mentorship in fostering PYD in the specific context of Kibra, Nairobi, and contribute to the broader understanding of how to support young people in marginalized communities and under-resourced settings.

Thirdly, it sought to understand how factors like students' characteristics, such as character traits, attitudes, and skills, relate to youth overall well-being and thriving in the context of Kibra's unique environment, but, more importantly, focused on understanding the interplay between individual student characteristics and PYD in the specific context of Kibra. As students are mentored, they interact with the opportunities and challenges present in Kibra that may either promote or hinder positive youth development.

Fourth, parental support plays a crucial role in the positive development and is a fundamental aspect of PYD. It is not merely the provision of basic needs but encompasses a range of actions that contribute to a young person's overall well-being and development. Poverty, limited access to resources, and exposure to violence and crime can hinder positive development. In this context, parental support can be a critical buffer against some of these negative influences and a catalyst for positive outcomes. Parents can provide secure and loving homes, stability, and belonging, which are crucial for building competence and confidence. Andrea et al. (2024) suggest that parents who actively support their children's education, through monitoring homework, attending school events, and emphasizing the value of learning, can significantly impact academic performance and future aspirations. Evidence affirms that parents who model healthy relationships and encourage open communication promote positive connections with family members, peers, and the wider community. Gabrijela et al. (2023) agree with the Hengyu et al. (2024) perspective on parents' critical role in shaping their children's moral compass and ethical behavior, contributing to the development of strong character and contributing to society. Johnson et al. (2017) present a longitudinal study among 13-16-year-olds, which found that children tended to be more conscious of the family values inculcated at home and consistently demonstrate them in peer relationships. The study also found that 80% of the young people followed over a 5-year period were actively able to deal with peer and family conflict and exhibit ethical behavior. More importantly, parents who encourage their

children to participate in community activities and contribute to their surroundings can foster a sense of responsibility and civic engagement (Karcher, 2018).

Parental support is a critical asset for positive youth development, particularly in challenging environments like Kibra. By providing a safe and stable home, encouraging education, fostering positive relationships, instilling moral values, and promoting contribution, parents can significantly influence their children's positive development and help them overcome adversity (Cantor et al., 2021).

2.2.3 Rhodes' Conceptual Model of Youth Mentorship

Rhodes' Conceptual Model of Youth Mentorship explains how structured relationships between a young person and a non-parental adult can influence developmental outcomes. The model defines mentorship as a sustained, supportive relationship between a youth and an adult who is not a parent, aimed at fostering positive growth and development (Kirsten et al., 2023). In this study, the model was applied to explain how out-of-school mentorship influenced positive youth development among secondary school students in Kibra. The focus was placed on how mentor–mentee relationships interacted with parental support and individual student characteristics to shape development outcomes.

The model rests on three main assumptions. First, youth development improves through consistent, trusting relationships with non-parental adults. Second, development occurs through interaction between emotional, cognitive, and identity processes. Third, mentorship outcomes depend on the quality and stability of the relationship over time. Rhodes (2005) emphasizes that mentorship is not a single interaction, but a process built through repeated engagement, trust, and role modeling. In this study, these assumptions guided the analysis of how mentorship programs operated in real school and community contexts.

Rhodes' model explains youth development through three interrelated processes: socio-emotional development, cognitive development, and identity formation. Socio-emotional development occurs when mentors provide emotional support, stability, and a safe space for expression. Cognitive development develops through guidance, communication, and exposure to problem-solving approaches. Identity formation develops through role modeling, where youth observe and internalize

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behaviors, values, and attitudes from mentors. In this study, these three processes were used to examine how mentorship influenced student behavior, decision-making, and personal growth in Kibra.

The model also positions mentorship within a social environment and context. Youth development does not occur in isolation but within family, school, and community systems. Detweiler et al. (2020) show that young people learn behavior through observation of adults in their environment, including parents, teachers, and mentors. In this study, this principle guided the analysis of how mentorship interacted with parental support. Parental involvement formed part of the home environment, while mentorship formed part of the school and community environment. The study examined how alignment or mismatch between these environments influenced youth behavior and development outcomes.

A key variable in this study was mentor support. Rhodes' model explains mentor support as a driver of emotional stability, cognitive growth, and identity development. Mentors influence youth through role modeling, guidance, and structured interaction. Keller et al. (2021) show that effective mentorship depends on trust, open communication, and emotional safety. In this study, mentor support was examined in relation to positive youth development outcomes, including confidence, self-regulation, and social competence.

Parental support formed another key variable. Rhodes' model does not isolate mentorship from family influence. Instead, it recognizes that youth development reflects the combined influence of multiple relationships. In this study, parental support was examined as a reinforcing or limiting factor in mentorship outcomes. When parental guidance aligned with mentorship messages, students experienced consistency in values and expectations. When it conflicted, students experienced mixed behavioral signals that affected decision-making and emotional stability.

The model also explains the importance of relationship quality and duration. DuBois et al. (2022a; 2022b) show that long-term mentorship relationships yield stronger emotional, social, and cognitive outcomes than short-term engagements. In this study, duration and consistency of mentorship were considered when assessing outcomes. Students with stable mentorship exposure showed stronger

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engagement in goal setting, self-discipline, and academic focus compared to those with inconsistent exposure.

Rhodes (2005) identifies three core pathways through which mentorship influences development. The first pathway focuses on emotional and social development. Mentors provide emotional security and improve social adjustment. The second pathway focuses on cognitive development through guidance, instruction, and communication. The third pathway focuses on identity development through role modeling and reinforcement of positive values. This study applied these pathways to assess how mentorship programs in Kibra influenced competence, confidence, and behavioral outcomes among students.

Evidence from Larose et al. (2019) shows that mentorship reduces engagement in risky behaviors such as substance use, truancy, and delinquency. Longaretti (2020) adds that sustained mentorship relationships strengthen goal setting and academic planning. In this study, these findings guided the analysis of behavioral outcomes linked to mentorship exposure. Students with consistent mentorship showed clearer educational and life goals than those without structured mentorship. Herrera et al. (2021) emphasize that youth development outcomes depend on the interaction between individual, social, emotional, and environmental processes. Rhodes' model aligns with this view by linking mentorship outcomes to broader ecological conditions. In this study, mentorship was not treated as an isolated factor. It was examined alongside parental support and student characteristics to understand how combined influences shaped positive youth development.

The model also highlights limitations in the effectiveness of mentorship. Outcomes depend on youth readiness, mentor consistency, relationship quality, and environmental support systems. Without stable engagement, mentorship loses influence on development outcomes. This study considered these factors when interpreting differences in student outcomes across levels of mentorship exposure in Kibra. Rhodes' model provided a clear framework for understanding how mentorship operated within the current study. It explained how emotional support, cognitive guidance, and identity formation influenced positive youth development among secondary school students. It also clarified how mentorship interacted with parental support and environmental conditions to shape outcomes.

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2.2.4 Complementarity of Theories

The three theories formed a single connected framework for this study. Bronfenbrenner's Ecological Systems Theory explained the structure within which youth development occurs. It mapped the environments shaping students in Kibra, including home, school, community, and wider social conditions. PYD defined what positive development looks like in measurable terms. It focused on outcomes such as competence, confidence, connection, character, caring, and contribution. Rhodes' Model explained the process by which these environments linked to outcomes through mentorship relationships. It showed how mentor–mentee interaction produces change through emotional support, role modeling, cognitive guidance, and identity formation.

Bronfenbrenner provided the environmental layers, PYD provided the outcome structure, and Rhodes provided the relational mechanism. Together, the theories explained how mentorship and parental support operate within ecological systems to produce youth development outcomes. The study applied this combined framework to examine secondary school students in Kibra. It treated parental support and mentorship as interacting influences within layered environments, while PYD outcomes served as a measure of development. Rhodes explained how relationships drive change, Bronfenbrenner explained the contexts in which these relationships operate, and PYD defined what change looks like. The study adopted this combination because no single theory explained the full process under investigation. Bronfenbrenner did not explain how mentorship relationships function at the level of interaction. PYD did not explain how environmental systems connect or influence behavior. Rhodes did not account for broader structural conditions such as poverty, constraints on schooling, or the community context in Kibra. Separately, each theory left gaps; however, together, they formed a complete explanation of structure, process, and outcomes. This combined framework guided the analysis of how out-of-school mentorship and parental support interacted within ecological systems to influence positive youth development among secondary school students in Kibra.

2.3 Empirical Review

2.3.1 Out-of-School Mentorship Participation and Positive Youth Development

Empirical studies on out-of-school mentorship participation converge around three interlinked dimensions of youth engagement. These dimensions are structured program involvement, community engagement, and participation in extracurricular activities. The literature treats these dimensions as

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the main pathways through which mentorship influences positive youth development outcomes. Each dimension operates as a distinct but connected mechanism. Program involvement provides structure and continuity. Community engagement provides social responsibility and civic exposure. Extracurricular participation provides skill practice and behavioral reinforcement.

Structured program involvement forms the foundation of out-of-school mentorship systems. The literature shows that youth development outcomes depend on how consistently youth participate in organized mentorship activities, how deeply they are engaged in decision-making, and how well programs integrate cognitive, emotional, and behavioral learning. Engagement here goes beyond attendance. It includes active participation in planning, reflection, and skill application within programme activities (Muhamad et al., 2024). Mulyana et al. (2023) show that sustained engagement builds competencies over time, especially when youth are exposed to repeated cycles of participation and feedback. Katayoun et al. (2023) further show that long-term participation in youth programs is linked to higher positive youth development indicators and lower levels of risky behavior. Lerner et al. (2023) reinforce this pattern by showing that ecological assets such as structured programs strengthen both internal and external developmental resources. Across studies, structured involvement functions as the entry point into all other developmental processes (Lou & Heidrun, 2023).

Community engagement forms the second dimension. It refers to youth participation in civic activities such as volunteering, service learning, and local problem-solving. The literature consistently shows that this dimension develops when youth receive meaningful roles in community systems rather than passive participation. Arnold et al. (2020) argue that community engagement becomes developmental when youth participate in real decision-making and address social issues responsibly. This shifts youth from observers to contributors in civic processes. Lerner et al. (2023) show that youth involved in civic programs demonstrate stronger connection, caring, contribution, and character. These outcomes reflect identity development through social responsibility. Youth build a sense of belonging through repeated participation in collective tasks. Scales et al. (2020) show that community-based programs strengthen critical thinking and problem-solving abilities, as youth face real-life social challenges during participation.

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Sharma and Sharma (2022) showed that structured community participation reduces risky behavior and increases prosocial behavior, with changes driven by stronger identity formation and purpose. Character development forms a central outcome within this dimension. Singh et al. (2022) define character as a set of learned traits, including perception, courage, humanity, temperance, justice, and transcendence. These traits develop through practice, not instruction. Community engagement provides repeated practice environments where youth learn to apply fairness, leadership, teamwork, and self-regulation. The literature, therefore, positions community engagement as a space for moral development through lived experience (Björg Guðmundsdóttir et al.,2023).

The third dimension of extracurricular participation comprises youth activities such as sports, the arts, leadership programs, skills training, and structured youth development activities that are outside a student's formal education. Research shows that by maintaining regular engagement with these activities over time, youth can further develop transferable skills in teamwork, communication, discipline, and emotion management through participation in structured environments where they can repeatedly practice these skills. According to the research from Scales et al. (2020a), engaging in creative activities such as music and drama helps to improve youth's ability to manage their own behavior (self-discipline) by providing opportunities for regular skill practice through experience (regular practice) and through receiving feedback. Additionally, research shows that by regularly participating in different types of structured, organized group activities (ex. sports, arts, leadership training programs, skills-based programs), youth will strengthen their skills to solve problems, communicate and develop interpersonal skills, and think critically (Stephen & Olusegun, 2024). These improvements occur because, as youth continue through their activities, they receive multiple opportunities (twice or more) to achieve the same outcomes (ex. practice, receive feedback, and make improvements) rather than having only one opportunity to achieve those outcomes. In doing so, youth will learn to manage tasks within groups, understand how to respond to directions, and modify their behaviors in relation to the expectations of the performance provided by others in their group (Tam et al., 2021).

García-Álvarez et al. (2022) extend this evidence by showing that continuous participation in structured youth programs strengthens cognitive, emotional, and social competence. These gains are stronger in group-based environments where youth are required to coordinate actions, take

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responsibility for tasks, and respond to feedback from peers and mentors. The study highlights that skill development depends on sustained exposure to structured interaction rather than short-term participation. Emotional regulation improves when youth face consistent expectations and accountability within program activities. Social competence improves when youth repeatedly engage in teamwork and shared decision-making (Futch et al., 2019). Burner et al. (2023) add that evidence on psychosocial outcomes shows that youth engaged in extracurricular activities report higher self-esteem, stronger school connectedness, and better collaboration compared to non-participants. These outcomes reflect internal development linked to external engagement. Self-esteem increases when youth experience competence in structured tasks. School connection strengthens when extracurricular participation reinforces a sense of belonging and identity within learning environments. Collaboration improves through repeated exposure to group-based responsibilities (Bengtsson et al., 2024).

Across studies, a consistent pattern shows that outcomes depend on continuity, structure, and program quality. Irregular participation limits skill acquisition because youth lose repeated practice and feedback cycles. Poorly structured programs weaken developmental gains because they lack consistent guidance, clear expectations, and stable mentoring relationships (Durlak et al.,2022). The literature, therefore, frames extracurricular participation as a structured learning system where life skills develop through sustained, organized, and supervised engagement rather than occasional involvement. This pattern extends across all three dimensions of out-of-school mentorship participation. Structured program involvement provides stability and sustained exposure. Community engagement builds social responsibility through real-world participation and civic responsibility (Gizem et al., 2024). Extracurricular participation strengthens behavioral, cognitive, and social skills through repeated practice in guided settings. Lerner et al. (2023) show that positive youth development increases when ecological systems such as programs, communities, and activity structures interact in a coordinated way rather than operating in isolation. Zhu et al. (2020) further show that participation in out-of-school programmes predicts stronger positive youth development outcomes when engagement is both sustained and multidimensional. The evidence, therefore, positions youth development as an outcome of interaction between these dimensions, where strength depends on integration rather than single exposure (Yulianto & Mahendra, 2023).

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This integrated pattern forms the basis of a strong consensus across the literature. Out-of-school mentorship participation consistently links to positive youth development across cognitive, social, and emotional domains. Studies converge on the findings that structured and sustained engagement produces stronger outcomes than irregular or passive participation. Community engagement strengthens identity formation, responsibility, and prosocial behavior through active involvement in civic and social roles. Extracurricular participation builds transferable life skills such as teamwork, communication, self-regulation, and problem-solving through repeated practice in organized settings (Sheehan et al., 2022). The literature also agrees that outcomes strengthen when youth experience multiple engagement dimensions together rather than in isolation, as combined exposure reinforces learning across behavioral, social, and emotional domains. This pattern holds across different contexts, although the strength of outcomes varies depending on program quality and access (Roth et al., 2003).

Evidence from both global and developing contexts supports this consensus. Studies from North America and Europe show consistent gains in self-esteem, civic responsibility, and life skills among youth in structured mentorship and extracurricular systems. Similar patterns emerge in African and Kenyan contexts where structured youth programs show improvements in discipline, behavior, and social integration (Van Dam et al 2021; Wekullo et al., 2024). Kariithi et al. (2022) report a positive relationship between mentorship interventions and student discipline in Kenyan schools, while Onyiko et al. (2024) show that youth development programs strengthen life skills, psychosocial support, and entrepreneurship orientation when implementation is structured and accessible. Across contexts, the dominant empirical position remains stable. Structured participation across multiple engagement dimensions strengthens positive youth development outcomes, while fragmented or weakly organized participation limits developmental gains.

Despite broad agreement, the literature shows important divergences. The first contradiction relates to outcome strength. Some studies report strong psychosocial outcomes such as confidence, self-esteem, and prosocial behavior, while others report weak or indirect effects on academic achievement and employability outcomes (Karanja & Nakulla, 2018). Raposa et al. (2019) show modest overall effects of mentoring, with stronger gains in emotional and social domains than in academic

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performance. This suggests that mentorship influences internal development more than external economic outcomes.

A second divergence relates to program structure. Well-structured programs with trained mentors, sustained contact, and a clear curriculum produce stronger outcomes. Poorly structured or short-term programs produce weak effects (DuBois et al., 2022b). García-Álvarez et al. (2022) show that duration and intensity significantly shape outcomes. Claro and Perelmiter (2022) show mixed effects depending on program design and support systems. This creates inconsistency across studies because program quality varies widely. A third divergence relates to context. This is because high-income settings show stronger integration of youth into civic and extracurricular systems, while low-income contexts show fragmented participation. This affects the consistency of outcomes. Differences in access, institutional support, and program funding explain variation in findings more than youth characteristics themselves. These contradictions show that participation alone does not determine outcomes. Structure, intensity, and context shape results (Dickson et al.,2002b).

Methodologically, the literature relies heavily on cross-sectional survey designs. These designs limit causal inference and create a risk of self-report bias. Many studies measure outcomes using self-reported questionnaires, which increases social desirability bias and weakens the validity of findings. Most samples come from school-based populations or established youth programs in high-income settings. This creates selectional bias because youth already in structured systems are more likely to report positive outcomes (Kabir & Wiium, 2022). Meta-analyses and longitudinal studies provide stronger evidence. Lerner et al. (2023) and Katayoun et al. (2023) show developmental change over time, offering stronger evidence of programme effects. However, these studies remain fewer in number than cross-sectional designs. Statistical approaches vary widely, from correlation and regression models to meta-analytic effect sizes. This variation limits comparability across studies. Measurement tools also differ across studies. Some focus on psychosocial outcomes, others on behavioral or academic indicators. This fragmentation reduces consistency in findings. Most studies also fail to isolate individual effects of program involvement, community engagement, and extracurricular participation, making it difficult to determine which dimension drives outcomes most strongly.

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An extensive review of studies indicates that youth who participate as out-of-school mentors have a positive youth development outcome within an organized, well-resourced system. Studies in high-income countries show that civic participation and extracurricular engagement are integrated into the educational system, resulting in stable community participation patterns among youth. Research from Kenya and other African countries has documented similar positive relationships with participation, although there are fewer studies and less consistency in the results. While youth programs exist, they have various designs, funding models, and lengths of operation. Onyiko et al. (2024) reported that youth programs in Kenya address gaps in skills development, psychosocial issues, civic involvement, and have limited structural capacity due to a lack of alignment with the labor market's demand for employees, as well as inconsistency of implementation. Kariithi et al. (2022) found that youth were able to improve their school discipline through participation in the program, but the body of evidence supporting this outcome has been largely limited to individual counties and school-based samples. For youth programs in informal urban settings such as Kibra, Nairobi, very little empirical evidence exists. Most of the documents reviewed and referenced are those related to structured programs that are provided exclusively through schools or by non-government agencies (NGOs); therefore, there is a lack of contextual representation for the informal community-based youth mentorship programs that are prevalent in low-income urban areas. Urban youth from low-income communities face multiple barriers related to poverty, job transition at the completion of school responsibilities to the workplace, and lack of access to community-based structured youth programmes. Existing global research does not adequately capture the unique characteristics and challenges of low-income urban areas.

In general, the literature clearly demonstrates the effectiveness of structured participation in out-of-school mentorship for positive youth development. Nevertheless, it fails to elucidate how the interaction between the three dimensions, namely structured program participation, community participation, and extracurricular participation, can affect positive youth development outcomes. Moreover, there is insufficient literature on how the three dimensions may operate synergistically in informal urban settings characterized by resource limitations. For instance, it remains unclear how structured, community-based, and extracurricular participation in out-of-school mentorship influences positive youth development in urban slums such as Kibra in Nairobi.

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2.3.2 Mentor Support and Positive Youth Development

Research studies about mentor assistance in youth programs that operate outside school hours organize their findings into four related areas of study. These areas include the quality of mentor relationships, the duration of mentoring relationships, positive feedback, and the process of providing guidance and counseling. The literature treats these dimensions as social capital structures embedded in developmental relationships. Social capital refers to resources for youth access through trusted adult networks, including emotional support, guidance, feedback, and access to opportunities. Raposa et al. 2019) and Lindsay 2021) position these relationships as external developmental assets that shape internal outcomes such as confidence, identity formation, and self-regulation. The core assumption across the literature is simple. Youth development strengthens as access to consistent, trusted adult support systems increases and weakens as these relational systems become unstable or fragmented (Gurayan et al., 2021).

Effective mentorship starts with the quality of the mentor relationship. The literature defines this dimension in terms of trust, emotional safety, communication, shared expectations, and perceived care. The elements determine whether youth will actively participate in mentoring or remain inactive during their mentoring sessions. The research conducted by Rhodes et al. (2020, 2023) demonstrates that adolescents who develop strong relationships with their mentors achieve greater competence and exhibit less involvement in risky activities. The mechanism is consistent across studies. Trust increases disclosure. Disclosure enables researchers to identify youth requirements. This enables targeted guidance and emotional support. Mentorship requires relational trust because it allows mentors to develop their skills beyond ordinary functions. The literature, therefore, positions relationship quality as the condition that activates all other mentorship processes.

Mentor longevity, the second dimension, serves as the structural mechanism that supports the maintenance of mentorship quality between the mentor and mentee over an extended period of time. The literature demonstrates that contact between a mentor and mentee over time affects whether a mentee trusts or distrusts their mentor. Research demonstrates that by extending mentorship relationships for a period of greater than one year, along with maintaining ongoing regular contact between the mentor and mentee, a mentee will experience more benefits such as improved self-esteem, greater social competence, and lower rates of risky behaviors (Fernandes et al., 2021). Short-

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term mentorship relationships will produce less consistent benefits for a mentee because their trust in their mentor is not fully developed, and if they are disengaged from their mentor, their developmental continuum is negatively impacted. Rhodes and Roffman (2003) provide additional evidence of this by demonstrating that youth who have been served by mentors for a longer period of time report having more confidence in their academic abilities, greater social acceptance, and lower rates of substance use than youth who have been involved in shorter-term mentorship relationships. Across multiple studies conducted, longevity has been shown to be the stabilizing mechanism by which other components of mentorship can function optimally (Dimitrova et al., 2021).

The third dimension uses positive affirmation to help youth develop their strengths through recognition and encouragement. The literature links affirmation to identity formation, self-efficacy, and motivation. White et al. (2021) show that consistent affirmation leads to higher competence, confidence, connection, and character among youth participants. The mechanism operates through internalization. Youth adjust their self-perception by absorbing feedback that they receive from trusted adults. Wawersik et al. (2023) extend this finding by showing that affirmation strengthens self-efficacy, which in turn supports persistence in learning and adaptive behavior. Across studies, affirmation acts as a psychological reinforcement method that enhances internal development resources, particularly when it is given through dependable and secure mentoring relationships.

The fourth dimension of mentorship includes guidance and counseling, which provides students with both cognitive and behavioral support. The literature defines it as structured advice, problem-solving support, and decision guidance. The findings of Stelter et al. (2023) show that guided mentorship leads to reduced substance use and behavioral problems while improving self-esteem among vulnerable youth populations. The mechanism involves structured reflection and exposure to alternative choices. The youth base their decision-making process on the mentor's feedback, which helps them understand the potential results of their choices. The research conducted by Carla et al. (2023) demonstrates that structured guidance improves emotional regulation abilities while decreasing the likelihood of risk behavior. Guidance, therefore, functions as cognitive scaffolding that improves decision-making capacity through repeated interactions with mentors. Across these four dimensions, the literature shows a consistent interaction structure (Zava et al., 2022). Strong

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relationships enable trust. Longevity sustains that trust. Affirmation strengthens identity formation. Guidance shapes behavioral decisions. Weakness in any one dimension reduces the effectiveness of the others, which limits overall developmental outcomes. The evidence, therefore, positions mentor support as an integrated relational system rather than a set of independent program components (Boat et al.,2024).

There is a strong consensus in the literature on the impact of mentorship on positive youth development in the areas of emotion, socialization, and behavior. First, strong mentor relationships are associated with enhanced levels of competence, confidence, and social integration. For example, Rhodes et al. (2020) and Raposa et al. (2019) conducted studies that demonstrated improvements in emotional well-being and decreases in risk-taking behaviors in youth who received mentoring. Second, mentor research consistently suggests that long-term relationships with mentors lead to greater improvements in self-esteem, behavioral regulation, and engagement than shorter relationships (Catalano et al., 2021; DuBois et al., 2022b). Third, mentors generally produce reduced levels of problem behaviors. For example, Stelter et al. (2023) and DuBois et al. (2022b) found lower rates of substance use and delinquent behavior among youth with stable mentors when compared to youth without stable mentors. Fourth, mentors provided both affirmation and guidance to the youth they mentored; and, as demonstrated by White et al. (2021) and Wawersik et al. (2023), this affirmation and guidance were positively associated with the youth's level of self-efficacy and decision-making. Therefore, a dominant empirical perspective continues to exist; that mentored youth show more favorable developmental results when they have a long-term, emotionally supportive, and structured relationship with their mentors.

The literature shows major contradictions that continue to exist despite this convergence. The magnitude of effect sizes demonstrates differences across outcomes and contexts. The research conducted by Raposa et al. (2019) demonstrates that mentorship programmes produce stronger effects on social-emotional development than on academic results because they help students develop their internal capacities. Research on how long relationships last yields mixed results. The research shows that strong effects continue throughout the first year, but earlier work such as DuBois et al. (2002a) shows weaker or inconsistent duration effects. Researchers observe this shift because study design, measurement, and sample composition change with time. Different types of mentors show different

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results. The research shows that trained program mentors achieve better results, while non-parental adults, such as teachers or community leaders, achieve similar results by building trust. The relationship between structured training and relational proximity needs further exploration. Academic outcomes remain the most inconsistent domain (Chi et al.,2019). The research shows stable behavioral and emotional progress, but academic results show weak or inconsistent development across different studies (Chan & Luo, 2022). The program intensity, participant selection, measurement methods, and follow-up period length all create different results between programs (Tiffany & Eckenrode, 2012).

Researchers base their studies on methodological patterns that explain the observed discrepancies. The literature examines multiple longitudinal and quasi-experimental designs, but the studies show varying quality in both their execution and their results (Brumovská et al., 2020). A substantial portion of research studies employs self-report assessments to evaluate psychological and social results. People tend to assess their behavior according to social standards, which create expectations for how they should conduct themselves. The studies include different types of participants because researchers select some participants from extensive meta-analyses, while other studies focus on small groups of at-risk youth, which creates challenges for cross-study comparison (Damm et al., 2022). The studies track participants for different follow-up periods, ranging from several months to multiple years; this diverse tracking schedule makes it impossible to determine long-term results. The research synthesis becomes difficult because regression modeling is used in individual studies, whereas meta-analyses rely on pooled effect size calculations. The measurement of mentor support across studies also lacks standardization; this is a result of multiple constructs being included with mentor support (e.g., affirmation, guidance, and the quality of the relationship), which complicates comparisons between studies (De Cámara et al., 2021). The findings of the study emerge from the methodological flaws, which cause different effect sizes for mentor programs because weak designs create artificially high short-term results.

The research shows that high-income areas, especially North America and Europe, serve as the primary locations for mentoring research studies. Environments with greater resources develop structured mentoring systems that include trained mentors who operate under institutional backing and formal mentor-matching processes. In these contexts, researchers found that mentor support leads to better emotional stability outcomes while decreasing risky behavior patterns and enhancing

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psychosocial development (Shek, 2020a). The number of studies available in lower-resource contexts remains very small. The studies conducted in lower-resource settings show similar directional effects to high-resourced settings, but their ability to demonstrate effects depends on three factors, which include trained mentor availability, mentoring program history, and resource access for program implementation. African communities have established informal mentoring systems that develop through teacher interactions, religious leader contact, and community elder meetings. The systems show potential for developmental use, but existing research lacks comprehensive information due to the absence of substantial longitudinal or experimental evidence. Western mentoring models create structured systems that differ from informal mentorship methods and hybrid mentoring practices that resource-constrained environments use (Sethi, 2020).

The literature indicates an unresolved problem in the field. There is no concrete evidence regarding the impact of mentoring support in less resourced environments, such as informal and unstructured mentoring programs outside schools. The current research on mentoring support is largely based on structured mentoring programs with abundant resources, but very little attention has been paid to the impact of less resourced mentoring structures.

2.3.3 Individual Characteristics and Positive Youth Development

The third independent variable in this study is individual characteristics, conceptualized through nine interrelated dimensions: goal-oriented behavior, motivation, self-esteem, collaboration, self-regulation, school connectedness, faith, confidence, and academic performance. The literature does not treat these as isolated traits. It increasingly groups them into clusters of internal assets that shape how youth interpret experience, regulate behavior, and attain Positive Youth Development (PYD) outcomes. However, this clustering creates an ongoing problem in the field. Constructs overlap heavily, definitions shift across studies, and measurement tools differ. As a result, the field risks conceptual inflation, where similar psychological constructs are renamed and tested repeatedly without clear separation. This study adopts the definition of Wawersik et al. (2023), which positions individual characteristics as partly intrinsic and shaped through interactions with family, school, mentorship, and peer systems.

A first dominant theme is personal agency and self-regulation. Goal orientation, motivation, and self-regulation consistently appear as core drivers of PYD outcomes. Evidence from Linver et al. (2022)

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in Scotland links intentional self-regulation and purpose to higher confidence and connection among adolescents. Mertens et al. (2022), in the Netherlands, using a randomized controlled trial, show that increases in emotion regulation correspond to improvements in resilience and psychological well-being. On the surface, this supports a strong consensus: youth who regulate behavior and sustain purpose perform better developmentally. However, this conclusion is overstated in parts of the literature. The evidence base is narrow in outcome range, heavily focused on short-term psychological measures, and often ignores structural constraints such as poverty, school quality, or household instability. A key contradiction appears in research on self-awareness. Self-regulation shows consistent effects, while self-reflection fails to predict outcomes in the Dutch trial. This exposes a weak theoretical assumption in PYD literature: that all internal awareness processes produce positive developmental effects. The evidence does not support this assumption.

A second theme is self-concept, particularly self-esteem and confidence. Across studies, self-esteem appears as a strong predictor and mediator of PYD outcomes such as life satisfaction, resilience, and academic engagement. Asgeirsdottir and Sigfusdottir (2021) in Iceland show that self-esteem mediates the link between social support and life satisfaction, with stronger effects among youth exposed to violence or abuse. Muchemi (2023) in Kenya reports differences in self-esteem across school types, suggesting institutional influence on internal psychological development. Despite this convergence, the literature is methodologically weak in several areas. Most studies rely on cross-sectional designs, which prevent any claim about the direction of causality. It remains unclear whether self-esteem drives PYD outcomes or whether successful youth report higher self-esteem after achieving positive outcomes. In addition, inconsistent measurement tools reduce comparability across studies. Some use validated scales; others rely on researcher-developed instruments, which weakens construct reliability and creates fragmented findings that are difficult to synthesize (Rickets et al., 2024).

A third theme is interpersonal competence, particularly collaboration, teamwork, and school connectedness. The literature strongly associates these constructs with improved social functioning, belonging, and behavioral regulation. Jones (2024) shows that team sports develop cooperation, communication, and shared responsibility. Studies on school connectedness, including Page et al. (2021) in Australia and McCabe et al. (2022), link belonging and engagement to better mental health

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and reduced behavioral risk. Despite this apparent consensus, the field has a conceptual problem. School connectedness is inconsistently defined. Some studies treat it as an internal psychological perception, while others treat it as an environmental condition produced by schools. This inconsistency weakens theoretical precision and makes comparisons across studies unreliable (Mulla et al., 2020; Page et al., 2012; Bradley et al., 2021). A further limitation is methodological imbalance. Qualitative case studies and conceptual reviews dominate parts of this literature, while fewer studies use longitudinal or experimental designs. This reduces confidence in claims about the direction and stability of effects.

A fourth theme is moral and value-based development, particularly faith and spirituality. Studies generally report positive associations between religious involvement and PYD outcomes such as prosocial behavior, emotional well-being, and reduced risk behavior. Vaingankar et al. (2021) show associations between religious affiliation and higher PYD indicators across multiple faith traditions. Hay et al. (2024) link religiousness to lower substance use and stronger prosocial behavior. However, these findings are not theoretically stable. The literature often treats religion as a single protective construct, without distinguishing among institutional participation, personal belief, and cultural context. This produces conceptual blur and weak explanatory power. The mechanisms are also underdeveloped. Most studies stop at association and do not explain how or why faith translates into developmental outcomes. In addition, reliance on self-report measures introduces bias, particularly for socially sensitive constructs such as religion and morality.

Across all themes, the strongest apparent consensus is that individual characteristics function as internal mechanisms linking environmental inputs to PYD outcomes (Zareei et al., 2023). However, this consensus is partly superficial. The literature does not consistently test this mechanism. Many studies measure correlations without modeling interaction effects between individual traits and environmental conditions. As a result, claims about "internal assets driving development" remain largely descriptive rather than explanatory. A key contradiction also persists as to whether individual characteristics operate independently or only when activated by context. Evidence increasingly supports the second position, but this is rarely tested directly (Wawersik et al., 2023).

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Several methodological weaknesses cut across the entire field. Cross-sectional designs dominate, limiting causal inference and masking developmental change. Self-report instruments dominate data collection, increasing the risk of social desirability bias and common method variance. Measurement inconsistency across studies weakens construct validity, especially where similar constructs are labeled differently or assessed using non-standard tools. Desk-based and conceptual studies further dilute empirical strength by repeating established associations without new data. Experimental and longitudinal designs remain rare outside a small number of studies, such as Mertens et al. (2022), leaving major gaps in developmental evidence.

Contextual bias is another major limitation. Most evidence comes from high-income, stable educational systems. These contexts provide structured schooling, consistent adult support, and predictable developmental environments. Evidence from low-resource, unstable, or high-risk settings remains limited. This creates a distorted evidence base where PYD processes are inferred from relatively stable environments and then assumed to apply universally. This assumption is not supported by sufficient comparative evidence. It risks overgeneralization and weakens the applicability of dominant PYD models across diverse contexts.

Overall, the literature does not provide a coherent or fully tested model of individual characteristics in PYD. It offers multiple overlapping constructs, partial evidence of association, and inconsistent theoretical boundaries. The strongest defensible position is that individual characteristics function as context-sensitive, interdependent assets, but the field lacks strong causal evidence, consistent measurement, and cross-context validation. This leaves a critical gap in understanding how these characteristics interact within specific environments to produce Positive Youth Development outcomes.

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2.3.4 Parental Support as a Moderator of Positive Youth Development

Parental support in the Positive Youth Development (PYD) literature is not a single construct but a layered system comprising five interdependent dimensions: economic support, family connectedness, home environment stability, encouragement and affirmation, and family communication. Across studies, these dimensions are rarely effective in isolation. They function as a combined family system that shapes how young people respond to external developmental inputs such as schooling,

mentorship programs, and peer environments (Belintxon et al.,2020). The literature broadly agrees that stronger parental support improves PYD outcomes, but this relationship is neither uniform nor linear, and it is not universally stable. Instead, effects shift depending on how these five dimensions interact and the broader social conditions surrounding the household (Bradley et al., 2012).

The dominant theoretical position frames parental support as a moderating system that influences the strength and direction of youth development processes. Wawersik et al. (2023) conceptualize individual and contextual influences as interwoven, meaning that parental support does not simply produce outcomes but reshapes how other developmental systems function. This creates an important analytical shift. Parental support becomes a "filter" through which external influences, such as schooling or peer networks, are either strengthened or weakened (Bengtsson et al., 2024). However, this assumption is not consistently tested across empirical studies. Much of the literature still isolates single dimensions of parental support, which creates fragmentation and weakens theoretical integration (Boakye et al., 2022)

Economic support emerges as the structural foundation of parental influence, but the evidence base is less stable than often assumed. Studies such as Alivernini et al. (2020) and Zava et al. (2022) show that socioeconomic status is associated with stronger academic self-efficacy, better school satisfaction, and improved competence and connection outcomes. The underlying mechanism is straightforward: households with more financial resources provide access to educational materials, stable learning environments, and reduced exposure to stress. However, this explanation becomes less convincing when external systems are strong. Several studies suggest that when schools, mentorship programs, or community interventions are well developed, the direct predictive power of socioeconomic status weakens (Oberle et al., 2020). This introduces a key inconsistency. Economic advantage does not always translate into better developmental outcomes unless it is activated through supportive institutional environments. This weakens any simplistic interpretation of socioeconomic status as a direct determinant of PYD (Orejudo et al., 2021).

Family connectedness represents the relational core of parental support and shows stronger consistency across studies. Evidence from Zhu et al. (2020) and Mulla et al. (2020) indicates that emotional bonding between parents and adolescents is strongly associated with improved self-esteem,

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reduced delinquency, and smoother psychosocial transition into adulthood. The mechanism is emotional security, which increases adolescents' willingness to seek guidance and regulate behavior (Zhou et al., 2020). However, even within this relatively stable dimension, methodological limitations weaken certainty. Most studies rely on self-report surveys, which capture perceived connectedness rather than objectively measured relational quality. This introduces bias because adolescents experiencing distress may under-report or over-interpret parental support. The literature, therefore, risks conflating perception with actual relational functioning (Skinner et al., 2022).

Home environment stability forms the contextual and stress-regulation dimension of parental support. Evidence consistently shows that instability, including violence, separation, or chronic conflict, undermines PYD outcomes. Ming et al. (2023) demonstrate strong links between household instability and emotional distress, substance use, and poor academic engagement. The mechanism is cumulative stress exposure, which disrupts emotional regulation and reduces participation in structured developmental systems. However, a critical gap emerges here. Many studies treat home instability as a static condition, ignoring variation in duration, severity, and timing. This weakens explanatory precision because short-term disruption and chronic instability likely produce different developmental trajectories. The literature, therefore, overgeneralizes a highly heterogeneous experience (Shek et al., 2021).

Encouragement and affirmation operate as the psychological reinforcement layer of parental support. Li et al. (2022) show that consistent parental affirmation is associated with higher self-esteem and reduced behavioral problems. The mechanism is internalization of parental feedback, where adolescents construct self-worth based on repeated signals of value and competence. However, this dimension is often treated as universally beneficial, which oversimplifies its effects. Over-affirmation without behavioral boundaries may, in some contexts, reduce self-regulation or inflate unrealistic self-appraisal, although this is not consistently examined in the PYD literature. This reveals a conceptual weakness: encouragement is assumed to function linearly, but evidence on optimal levels and cultural variation remains underdeveloped (Shek et al., 2020a).

Family communication forms the functional mechanism through which all other dimensions operate. Mackova et al. (2019) and Novak et al. (2021) show that open communication is strongly associated with lower anxiety, depression, and stress, as well as improved emotional regulation. The mechanism

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is disclosure access, where adolescents are more likely to share challenges early, enabling a timely parental response. However, not all types of communication produce positive outcomes. Hierarchical or restrictive communication structures are associated with weaker or inconsistent associations with PYD outcomes. This introduces an important contradiction in the literature. Communication is often treated as a single construct, yet its effects vary significantly depending on whether it is open, controlling, or punitive. This conceptual inconsistency weakens measurement clarity and reduces comparability across studies (Sox et al., 2023).

Across these five dimensions, the strongest pattern in the literature is interdependence. Parental support functions as a system rather than a set of isolated variables. Economic resources enable stability. Stability supports communication. Communication strengthens emotional bonding. Emotional bonding reinforces encouragement. Together, these processes shape adolescent identity, behavior, and engagement in developmental systems (Sox et al., 2023). However, this system-level interpretation is not consistently tested empirically. Most studies continue to model parental support as isolated predictors rather than interacting mechanisms, thus limiting theoretical advancement (Mao et al., 2020).

A second major pattern is the consistent association between parental support and PYD outcomes across emotional, behavioral, and academic domains. Studies such as Zhu et al. (2020), Li et al. (2021), and Sethi et al. (2020) converge on the finding that supportive family environments reduce risk behaviors while strengthening self-esteem, competence, and psychosocial adjustment. However, this consensus is stronger for emotional and behavioral outcomes than for academic outcomes. Academic performance shows weaker and more inconsistent associations, suggesting that school-level and peer influences may play a stronger role than parental support alone (Ochola et al., 2020; Pololi et al., 2023). These findings challenge simplified claims that parental support directly drives academic success.

Despite this general convergence, significant contradictions appear across the literature. The most prominent is the inconsistent role of socioeconomic status. Some studies treat it as a strong predictor of PYD outcomes, while others show weak or indirect effects once school and community systems are included. This suggests mediation through institutional structures rather than direct influence.

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Another contradiction lies in communication research, where outcomes vary depending on whether communication is open or restrictive. The literature also lacks agreement on whether parental support functions primarily as a direct influence or a buffering mechanism that moderates external stressors (Arshad et al., 2024).

Methodological limitations significantly weaken the strength of the evidence base. Most studies rely on cross-sectional survey designs, which limit causal inference and prevent understanding of developmental change over time. For example, Mackova et al. (2019) and Zava et al. (2022) use regression-based models that identify associations but cannot establish directionality. Self-report measures dominate the literature, introducing social desirability bias and perceptual distortion. Measurement inconsistency further compounds the problem, with parental support operationalized differently across studies, ranging from single-item emotional closeness scales to multi-dimensional composite indices. This reduces comparability and weakens synthesis (Hengyu et al., 2024).

Zhu et al. (2020) provide stronger evidence by tracking parental support effects over time, showing sustained influence on behavioral outcomes. Buenconsejo et al. (2024), Lerner et al. (2024), and Lerner et al. (2021a) longitudinal study also provide similar perspectives. However, such studies remain exceptions rather than the norm. Structural equation modeling is also underused, despite its suitability for testing indirect effects and moderation pathways. As a result, the field lacks robust testing of parental support as an integrated moderating system. Contextual bias is another major limitation. Most evidence comes from high-income countries where family systems operate alongside structured education systems and well-resourced youth programs. In these contexts, parental support interacts with schools, mentorship, and extracurricular activities to produce layered developmental effects. Rhodes et al. (2020, 2023) and Lerner et al. (2023) show that stable family environments reinforce external developmental systems, strengthening confidence, competence, and connection. However, this creates an over-representation problem in the literature. Findings are heavily shaped by stable, resource-rich environments that limit transferability.

Evidence from low-resource and high-stress contexts is limited and fragmented. Where available, studies such as Alivernini et al. (2020), Zava et al. (2022), and Ming et al. (2023) show weaker and less predictable developmental outcomes due to poverty, household instability, and reduced access to

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structured services. These conditions disrupt the consistency of parental engagement and weaken the protective function of family systems. However, the literature rarely models how multiple stressors interact simultaneously. Instead, it treats poverty, conflict, or instability as separate variables, oversimplifying lived realities in high-risk environments (Ouko et al., 2022).

Across the literature, parental support consistently emerges as a multidimensional moderator of Positive Youth Development. However, the strength of this conclusion is constrained by conceptual fragmentation, methodological limitations, and contextual imbalance. The field assumes interaction between dimensions but rarely tests it directly. It assumes universality of effects but relies heavily on high-income samples. It assumes stable measurement of parental support but uses inconsistent tools across studies. These gaps weaken theoretical precision and limit practical application (Deng et al., 2022).

A more critical reading of the evidence suggests that parental support does not uniformly shape Positive Youth Development. Instead, its influence depends on the interaction among economic stability, relational quality, communication structure, and external institutional systems. The literature, therefore, supports a conditional model rather than a universal one. This creates a clear research gap: how combinations of parental support dimensions operate under different socioeconomic and institutional conditions remains insufficiently understood, particularly in low-resource environments where instability and external constraints are more pronounced.

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2.4 Conceptual Framework of out-of-school Mentorship Programs on Positive Youth Development

The conceptual framework hypothesizes that positive youth development (PYD) is a function of participation in out-of-school mentorship. This is because youth who are in these programs learn life skills that set them up for success as they transition from school to work and adulthood. Evidence suggests that, in order for a successful transition to take place, young people need to be equipped with individual proficiencies, develop skills, and obtain the support they need to thrive as adults, enjoy good health, succeed economically, and make meaningful contributions to their communities (Chhetri, 2023).

Positive Youth Development is also influenced by Mentor support. Mentors encourage the youth to be good versions of themselves. They hold the hand of this young person, speak into their lives by affirming them, encouraging, modeling, and providing guidance and counseling by encouraging the youth to remain focused, inspiring them to excel in school, and providing opportunities for young people to practice their leadership skills (Duisenbayev et al., 2024). Mentors create the right environment that helps children and youth thrive. Additionally, students' individual characteristics are those sets of skills that are unique to a particular person. These include perceptive thinking**,** emotional**,** social**,** and behavioral traits that shape how a student learns, interacts, and succeeds, including their learning styles, motivation, self-discipline, resilience, prior knowledge, interests, and cultural background, all influencing their educational journey and life outcomes. These skills are inherent to an individual or may be learned through life experiences or through modeling by a parent, non-parent, like a mentor (Keller et al., 2023).

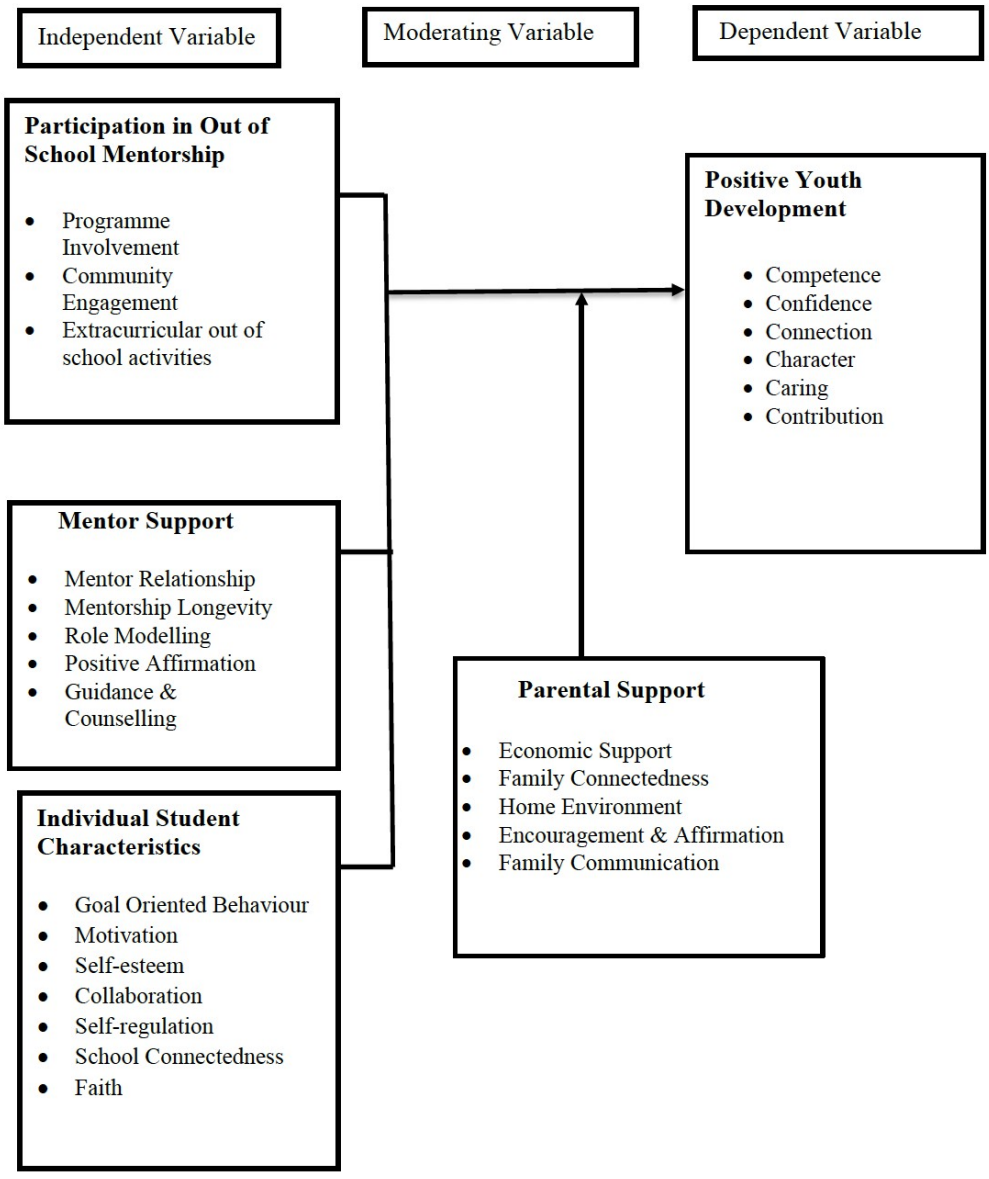
The period of adolescence has often been characterized as having challenges, especially in low- and middle-income countries, where young people are exposed to risk factors that threaten their development and well-being (Bhutta et al., 2023). De Cámara, et al., (2021) posit that many of the risk factors that young people are exposed to are embedded in the interaction between a young person's environs and its ecosystem (a) relate to environmental surroundings such as family circumstance-household factors, poverty, lack of parental support, (b) community factors such as inadequate infrastructure in the community-school facilities, inadequate access to basic services (like water, sanitation, health and education) while individual characteristics (relate to biological, cognitive and psychological attributes of individuals **(Refer to Appendix 1: Conceptual Framework of Positive Youth Development).** These risk factors jeopardize the development of children and young people and are prevalent in Kibra, the context of this study. Karanja and Gikungu (2018) highlight risk factors or barriers to youth development that have long-term effects, which have been known to have irreversible consequences in later stages of life. Evidence has shown that the four developmental domains, namely, assets, agency, contribution, and an enabling environment **(Refer to Fig 1: Appendix 1: Conceptual Framework of Positive Youth Development),** interact both in concert and bi-directionally to enable youth to develop competencies needed to develop prosocial behaviors like self-discipline, responsibility, and positive relationships with family, schools, peers, and communities.

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Figure 2.1
Conceptual Framework

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Note. Source: Conceptualized by Author (2024)

This study developed a framework based on the Rhodes Mentorship model and tested it (**Refer to Fig 1: Appendix 1: Conceptual Framework of Positive Youth Development**). Rhodes (2020) posits that mentorship influences youth across three interconnected ways; first, it strengthens youth social interactions and mental health, second, it boosts intellectual capabilities from instruction and discussion, and finally, it encourages healthy temperament by modeled behavior. The study will be

limited to tangible and intangible mentorship attributes that have an effect on social and cognitive competence. The model proposes that the mentor-mentee relationship will have a significant effect if and only if there is genuine companionship and care to deter negative aspects that hinder a harmonious relationship between them. Mentorship programs have activities that either directly or indirectly contribute to mentee cognitive development, promote academic achievement, and the development of positive values.

The study shows that mentorship programs have an influence on positive youth development (competence, confidence, connection, character, caring, and contribution). Youth mentorship will be operationalized as youth participation in mentorship programs (development of life skills, goal-oriented behaviors, program engagement and involvement in extra-curricular activities), mentor support (mentor relationship, role modeling, positive affirmation and guidance and counseling), and individual student characteristics (motivation, self-esteem, collaboration and self-regulation). Parental support (household factors, level of connectedness, home environment, encouragement, and family communication) moderating effects were examined.

The concept of Positive Youth Development (PYD) has gained global recognition as a framework that emphasizes the cultivation of holistic well-being and positive personality development among young people (Lerner et al., 2023). Central to this framework are the "6Cs"—Competence, Confidence, Connection, Character, Caring, and Contribution—which collectively provide indicators for measuring how youth develop despite adverse circumstances. This study focused on assessing these six dimensions, a task particularly significant in the Kenyan context where many, eighty per cent (80%) of beneficiaries of out-of-school programmes, come from deeply disadvantaged backgrounds (Ochola, 2020). Young people from under-privileged settings often lack stable support systems, making the potential impact of mentorship interventions especially critical.

A notable limitation in the existing PYD literature is that much of it has emerged from highly resourced environments, particularly the United States. As a result, its findings may not seamlessly compare to the Kenyan context, where social and economic conditions differ significantly. While PYD research in developed economies has provided robust theoretical foundations and comprehensive measurement tools, these studies often assume access to stable institutions, structured

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mentorship systems, and consistent parental or community support. Such assumptions reveal a weakness: the literature is largely shaped by contexts with stronger social safety nets, making it less attuned to the realities of African youth who frequently navigate poverty, fragile family structures, and underdeveloped community support mechanisms.

Three major gaps emerge in the existing body of work. First, although mentoring programs are widely studied, their effectiveness remains insufficiently understood. Much of the available evidence focuses on psychosocial outcomes in Western settings, with limited attention to employment, earnings, or family well-being (Cantor et al.,2021). The strength of this literature lies in its methodological rigor and detailed theory-building. However, it falls short by overlooking long-term, practical outcomes that matter for youth in low-resource settings. Equally, in countries such as Kenya, where young people face high unemployment and socio-economic vulnerability, the lack of research connecting mentorship to labor market outcomes represents a significant blind spot (Mondisa et al., 2021).

Second, there is a marked scarcity of empirical PYD research conducted in Africa. While policy frameworks in Kenya acknowledge the importance of youth empowerment, mentorship remains poorly operationalized in both schools and higher education institutions. While this policy–practice gap is highlighted in the literature, there is little attention to why it persists. Similarly, scholars note the absence of formal mentorship structures, yet few evaluate how existing community-based or out-of-school programs attempt to fill that void. Consequently, the understanding of mentorship's influence on engagement, resilience, and skill development among African youth remains limited, calling for more context-sensitive research and measurement approaches (Musyimi et al., 2021; Muchemi, 2023).

Third, the literature increasingly recognizes that youth development occurs within complex social contexts. Young people are not shaped solely by programs but by the interactions across families, communities, and neighborhoods. Strengths of recent studies—such as Colter et al. (2024) and Cavell (2021)—include their acknowledgment of community participation as a contributor to both youth and community development. These works emphasize participatory structures, decision-making, and communication skills gained through community engagement. Nonetheless, they tend to romanticize the role of community without critically examining the unevenness of community resources or the

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structural constraints that limit youth participation in many African settings. For instance, the Ubuntu philosophy— "I am because you are"—captures the ideal of a supportive communal environment, yet the literature often underplays how poverty, insecurity, or weak local institutions may inhibit the very communal synergy it celebrates. Taken together, these gaps illustrate the need for a more holistic and contextually grounded understanding of PYD in Kenya and similar settings. A more systematic comparison of program outcomes, community dynamics, and contextual challenges would be instrumental in shaping mentorship models that meaningfully foster the 6Cs. Presenting these gaps in tabular form, as recommended in scholarly writing, would further clarify how existing studies cluster around certain themes, what they contribute, and where their limitations lie (Orejudo et al., 2021).

This critique underscores the fact that while the PYD framework offers a strong theoretical foundation, its application in the Kenyan context requires adaptation, deeper empirical grounding, and more nuanced attention to the socio-economic realities of youth. The term "Positive Youth Development" (PYD) is aimed at enhancing positive personality development and well-being among young people (Lerner et al., 2023). The 6Cs of PYD, which are Competence, Confidence, Connection, Character, Caring, and Contribution, work despite facing considerable challenges for youth. The research focused on evaluating the indicators of the 6C's. This is significant given that beneficiaries who participate in out-of-school programs are selected from among the poorest and neediest families in their communities and may not have had the same opportunities as their peers. Surprisingly, their value contribution has been documented mostly in developed economies whose socio-economic needs may not be harmonious with the Kenyan case.

2.5 Summary and Gaps

Research Methodological Research Gaps

Despite the theoretical and empirical progress made, several gaps remain evident. First, the bulk of Family Communication Patterns Theory (FCPT) and PYD-related communication research originates from Western countries, where family structures and communication norms are shaped by individualistic cultural contexts. The cross-cultural applicability of these theories is insufficiently tested in African settings, where hierarchical communication, extended family networks, and communal child-rearing practices—reflected in concepts such as Ubuntu—often influence youth development differently (Wekullo et al.,2024).

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Second, existing studies focus more on describing communication patterns than explaining how and why these patterns influence specific PYD outcomes. For example, while communication is linked to academic or emotional competence, the mechanisms linking these variables remain underexplored, particularly in environments characterized by economic hardship, parental absence, or unstable social support systems (Adams et al., 2022; Arindra et al., 2023). Third, methodological limitations persist. While many studies rely on the longitudinal approach, they fail to employ mixed-method or culturally adapted designs that could reveal nuanced developmental trajectories or explain context-specific variations. There are also fewer cross-sectional surveys, or use of self-report questionnaires, and non-random sampling, which collectively constrain generalizability and reduce the ability to draw causal conclusions (Almeida et al.,2023; Hirose & Creswell, 2023).

Finally, little research examines communication within a broader ecosystem of parental support. The literature tends to isolate communication, yet in practice, it interacts with parental involvement, mentoring, economic stability, and community support. The limited integration of these variables creates fragmented insights rather than a holistic understanding of how communication contributes to PYD among diverse youth populations. Including a table to summarize these gaps—categorizing them as theoretical, contextual, and methodological—would further clarify the limitations and guide future research directions. Overall, while the readings collectively underscore the importance of communication in fostering PYD, they often emphasize findings over critique, rely heavily on Western-derived theory, and lack comprehensive contextual adaptation (Sox et al.,2023). This study, therefore, seeks to examine communication not simply as a theoretical variable but as a practical and culturally grounded component of parental support within the Kenyan context, where youth developmental needs and family communication patterns may differ significantly from those described in existing literature.

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Literature Gaps

This study advances knowledge by demonstrating that effective mentorship goes beyond academic guidance and must also include intentional support for the emotional, relational, and personal development of young people. The findings show that when mentors are trained to address the diverse needs of their mentees—such as emotional well-being, confidence building, and social connectedness —students experience more holistic growth. This expands existing understanding by emphasizing

that mentorship is most impactful when it integrates both academic support and psychosocial development (Chi et al.,2019)

The results also strongly support the theories underpinning the study, particularly positive youth development theory and ecological systems theory. Positive youth development theory highlights the importance of nurturing resilience, adaptability, competence, and confidence. The study's findings confirm that supportive mentor–mentee relationships contribute directly to these positive attributes. Similarly, ecological systems theory stresses the influence of close relational environments, or the microsystem, on youth outcomes. The clear benefits of relational and emotional support—including feeling valued, encouraged, and connected—demonstrate how meaningful interactions in mentorship and family settings shape young people's development. In this way, the study not only supports existing theories but also provides evidence that enhancing relational and emotional bonds within mentorship programs is essential for fostering well-rounded development in adolescents (Christensen et al., 2020).

From the foregoing empirical and theoretical literature review, we see that there are methodological, contextual, and knowledge gaps. Contextually, PYD models were developed and empirically examined in developed economies, though youths in developing economies are exposed to different social and cultural practices that may have effects on their demand for mentorship programs. Further, the influx of technological development, social media and changes in social cultural set-ups may have triggered changes in response to youths' development needs (Ochola et al., 2020; Stephen et al., 2024).

Austrian et al. (2021) in their meta-analysis posit that major studies that have been undertaken on studying PYD have been quite subjective and anchored mainly on "evaluation of students' impressions" rather than seeking to understand the in-depth analysis on outcomes of PYD. Additionally, while past studies may have considered drawing data from heterogeneous sources rather than limiting themselves to single research designs, their meta-analysis concluded that most studies tended to adopt either a longitudinal or an experimental research design and sourced data over different periods from documented data that led to inconclusive findings. Further, studies drawn in the African context are constrained in their methodological rigor since they are limited by the timing

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of researchers' academic programs. Methodologically, it is appropriate for studies to rely on a cross-sectional research design and deploy MMR so as to collect qualitative and quantitative data that may present either convergent or divergent results on the effect of mentorship on youth development (Brumovská et al., 2020; Buenconsejo et al., 2024). This study will employ MMR and ensure that rigor is employed to ensure that the findings provide conclusive proposals that can be employed at the policy-making level.

Though Grossman et al. (2017) explored mentorship effects through matching of mentor to mentee, the study failed to examine the effect of matching duration on youth outcomes (Adkins, 2025). Studies that relied on qualitative research designs could not be generalized to broader populations owing to the subjective selection of respondents. Further, respondents' inclusion and exclusion biased inclusion may erode the likelihood of gathering requisite data. In some instances, qualitative data collection tool quality may not have been easily tested for reliability and validity, thus minimizing the odds of replicating respective study findings (Duisenbayev et al., 2024). Study location may have an influence on access and reliance on mentorship programs, an aspect that ought to have been factored by past studies, for instance, youth who hail from urban and rural set-ups may have varying access and demand for mentorship.

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CHAPTER THREE
RESEARCH METHODOLOGY

3.1 Introduction

This section outlines the research approach, research design, research instruments, testing techniques, and data collection methodologies employed, guided by the study's conceptualization. The study utilized mixed methods.

3.2 Research Philosophy

There are varied schools of thought that inform the meaning or interpretation of given research (Kivunja & Kuyini, 2017). This research study is grounded in the pragmatist school of thought attributed to the pragmatists, such as philosopher Charles Sanders Peirce and psychologist William James. Their key arguments are based on the fact that knowledge is not only about theories but also about how practical it is in solving real problems in the real world. Thus, pragmatism orients itself around "what works" and "what is practice" (Buyisani et al., 2024). A central tenet of this philosophy is that human behaviors cannot be divorced from prior encounters or the ideas that resulted from those encounters (Buyisani et al., 2024). The pragmatic approach of this study is that mentorship creates experiences for youth that help them develop a positive worldview towards life and decision making, which in turn has implications on the choices they make and consequently affects the outcomes of their life.

Moreover, grounded theory methodology, specifically the pragmatic-leaning and Straussian approach, has been integrated in this study. The integration of the two is designed to generate a theoretical explanation of a social process or interaction grounded in empirical field data. The core procedures involve simultaneous data collection and analysis, constant comparative analysis, theoretical sampling, and memo-writing to develop conceptual categories and an overarching theory (Corbin & Strauss, 2015). The integration of pragmatism as the philosophical foundation for grounded theory is well supported in the current methodological literature (Onwuegbuzie & Leech, 2023). Scholars argue that the two are inherently compatible due to shared philosophical roots and procedural alignments. This study utilizes pragmatism to provide a coherent and robust justification for employing grounded theory methods in a way that is flexible, problem-focused, and oriented

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toward developing practical solutions. This combined approach avoids unresolvable metaphysical debates and focuses the research squarely on generating a useful contribution to out-of-school youth mentorship.

Equally, it highlights that there are ample ways to investigate reality, and thus there is richness in employing different approaches to understand the phenomena one is researching. Most importantly, it emphasizes the importance of subjective narratives and how these are linked with the subject's lived experiences. This is key for this study also, as it will allow a deeper understanding of the subjective narratives of the students in 'out-of-school' mentorship and their own interpretations of their lived experiences. Equally, it highlights how these lived experiences shape and influence their development (Creswell & Creswell, 2022).

To be able to critically examine youth feedback, both qualitative and quantitative questions were asked to validate the consistency of the responses. The ontological question of this research is the influence of participation in the out-of-school youth mentorship, parental support, and individual characteristics on positive youth development. A conceptual framework was developed to determine the epistemological assumptions about how indicators of participation in out-of-school mentorship led youth to acquire the 6Cs of positive youth development. This study adopted a pragmatic philosophy and used the Mixed Methods Research (MMR) approach (Bryman, 2022). MMR refers to a practice of study combining quantitative (positivist) and qualitative (interpretivist) data within a single investigation (Creswell & Creswell, 2022). The positivist approach postulates that the issue under investigation is independent and cannot be influenced by the researcher. This data, upon analysis, was generalized, and statistical methods were employed to enable prediction (Brumovská et al., 2020).

The study applied epistemologically pragmatic grounded theory to collect qualitative and quantitative data. Quantitative data were sourced to respond to the causal link between participation in out-of-school youth mentorship and its influence on positive youth development. Qualitative data was sourced to elucidate how respondents interpreted and valued mentorship, the learning exchange, different experiences, interactions, reflections, and capturing youth voices in relation to PYD in Kibra Sub-County, Nairobi County, Kenya. This is because youth are key drivers of their own development

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and also contributors in the world they live in (Wachira Wamũyũ, 2014). The key aspects of youth mentorship align with this approach. This philosophical stance also influenced the choice of the research methodology.

3.3 Research Context and Approach

3.3.1 Research Design

A convergent parallel mixed methods design guides this study. Quantitative and qualitative data are collected separately but within the same period. Each dataset is analyzed on its own. The findings are then integrated during interpretation to form a single, clear explanation of the results (Creswell & Creswell, 2022). This design supports direct comparison between statistical patterns and lived experiences from the same setting.

The design fits the study because out-of-school mentorship and Positive Youth Development require both measurement and explanation. Quantitative data captures mentorship participation, mentor support, parental support, individual characteristics, and Positive Youth Development outcomes. Qualitative data captures how students experience mentorship in their daily lives and how these experiences shape their development. Numbers alone do not explain these experiences, and narratives alone do not show the strength of relationships between variables. The combination strengthens understanding of the same phenomenon (Creswell & Creswell, 2022).

Quantitative data is collected using structured questionnaires administered to secondary school students in out-of-school mentorship programs. The instruments measure the key study variables linked to Positive Youth Development. Qualitative data is collected through interviews and group discussions with students and program facilitators. Both datasets are collected within the same field period to keep conditions consistent. Chandrakumar et al. (2023) support this approach by showing that parallel data collection improves comparison across datasets. Quantitative data is analyzed using statistical methods to identify patterns and relationships among variables. Qualitative data is analyzed using thematic analysis to capture meanings and experiences. Both sets of findings are then compared and merged during interpretation, linking statistical results with explanations from lived experiences (Creswell & Creswell, 2022).

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The design aligns directly with the study variables. Quantitative analysis measures relationships among mentorship participation, mentor support, parental support, individual characteristics, and Positive Youth Development outcomes. Qualitative analysis explains how these relationships operate in real settings. The convergent parallel design suits the non-manipulative nature of the study, as existing mentorship systems in Kibra are observed without intervention. This approach brings measurement and explanation together within a single framework and strengthens understanding of how out-of-school mentorship relates to Positive Youth Development in real-world contexts (Creswell & Creswell, 2022).

3.3.2 The Study Site

The study took place in Nairobi County, the capital city of Kenya, and one of the country's forty-seven counties. It borders Kiambu County to the north and west, Kajiado County to the south, and Machakos County to the east. Within Nairobi, the study focuses on Kibra Constituency, located to the southwest of the city. Kibra covers about 12.1 km² and sits at approximately -1.313543°S, 36.791688°E. It stands as one of the largest informal settlements in Sub-Saharan Africa, second only to Soweto in South Africa (African Population and Health Research Center (APHRC), 2023).

Kibra has a very high population density and limited access to basic services. Most residents live on less than two US dollars a day and face high unemployment. Access to clean water, sanitation, healthcare, and decent housing remains limited. Water, sanitation, and hygiene services are shared, which increases exposure to risks such as disease outbreaks, flooding, and fires. The area also reflects deep poverty across income, health, education, and living conditions. Kibra hosts an estimated 250,000 residents within Nairobi's wider informal settlements, which house a large share of the city's low-income population (APHRC, 2023).

Kibra is selected because it aligns with the study's focus. It has a large youth population living in an informal settlement setting where access to structured support remains limited. These conditions link directly to challenges in youth development, such as limited life skills, unemployment, and psychosocial stress. The area also hosts several Community-Based Organizations and Faith-Based Organizations that run out-of-school mentorship programs. This makes Kibra a relevant setting for

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examining how mentorship relates to Positive Youth Development among adolescents in real community conditions.

3.3.3 Target Population

The target population consists of 3,560 secondary school students in Form 1 to Form 4 as of 30th January 2024. These students participate in out-of-school youth mentorship programs implemented within Kibra Sub-County. The programs operate through three Faith-Based Organizations supported by different churches, two parachurch organizations, and five Community-Based Organizations supported by local partners and international non-governmental organizations. These programs form the main structures delivering mentorship services to adolescents in the study area.

The population includes both students actively involved in mentorship activities and those registered within the programs but not consistently exposed to all mentorship components. This distinction reflects variation in participation levels, which directly links to the study objectives on mentorship participation, mentor support, individual characteristics, parental support, and Positive Youth Development outcomes.

In addition to the students, 10 project managers were included as key informants. They are selected purposively from the respective mentorship programs. Their role involves overseeing program implementation and coordinating mentorship activities. Their inclusion supports a deeper understanding of how mentorship programs operate and how they relate to youth development outcomes in Kibra Sub-County. The list of the target population is presented in Table 3.1.

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Table 3.1

Target Population of Community Based on School Programs

Community-Based Organization Code	Number of Respondents Form One-Form Four	Percentage
PJ00A	403	11
PJ00B	422	12
PJ00C	220	6
PJ00D	350	10
PJ00E	381	11
PJ00F	323	9
PJ00G	480	14

PJ00H	380	11
PJ00I	372	10
PJ00J	229	6
TOTAL	**3560**	**100**

Note. Source: Field Data (2024).

3.4 Sample and Sampling Technique

3.4.1 Sampling for the Quantitative Component of the Study

Sampling guides the selection of a subset of a population in a study (Saunders et al., 2016). The quantitative component drew from a population of 3,560 youth enrolled in out-of-school mentorship programs in Kibra. Yamane's (1968) formula was applied to determine a sample size of 359 respondents. This approach suited the study because the population was large and distributed across several community-based programs, which made full coverage impractical during data collection.

The sample size for the formal mentorship participants was 349 youths.

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

Where n = sample size, N = population size, and e = the error of sampling. This formula was used to calculate the sample size.

Thus n= 3560/1+ $3560_{(0.05)^2}$ = 359.

Table 3.2

Sampling Unit of Community-Based Out-of-School Programs

Community-Based Organization	Number of Respondents	Percentage
00A	39	11
00B	43	12
00C	22	6
00D	36	10
00E	39	11
00F	32	9
00G	50	14
00G	39	11
00I	36	10
00J	22	6

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Total	**359**	**100**

Note. Source: Field Data (2024).

Stratified sampling was used to select the ten program sites. The strata were based on the different Community-Based Organizations implementing mentorship programs. This ensured representation of all program categories in the study. After stratification, systematic random sampling was applied within each stratum to select respondents. This procedure ensured that every eligible participant had a fair chance of inclusion while maintaining proportional representation across programs.

This sampling strategy aligned with the study objectives on mentorship participation, mentor support, individual characteristics, parental support, and Positive Youth Development. It ensured that respondents came from different program contexts, which allowed comparison of experiences across varied mentorship environments in Kibra.

3.4.2 Eligibility Criteria for Selection of Program Participants

Program participants included secondary school students from Form 1 to Form 4 who were enrolled in community-based out-of-school mentorship programs. Eligibility required active participation in a mentorship program for at least one year. This condition ensured that participants had sufficient exposure to mentorship processes to meaningfully assess outcomes. Participants were required to provide written and verbal consent after receiving a full explanation of the study. For those below the age of majority, parental consent was obtained alongside participant assent. These procedures followed ethical standards and aligned with the Children Act 2022, which supports children's participation in research that concerns them.

These criteria ensured that only participants with sustained involvement in mentorship programs were included. This strengthened the accuracy of data on mentorship participation, mentor support, and Positive Youth Development outcomes.

3.4.3 Eligibility Criteria for Selection of Non-Program Participants

Non-program participants consisted of secondary school students in Form 1 to Form 4 who were not enrolled in any out-of-school mentorship program. This group formed the comparison category for assessing differences in Positive Youth Development outcomes. The group lived within Kibra and

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shared similar school environments with program participants. This allowed comparison under the same socio-economic setting without program exposure.

A total of 102 non-program participants were selected from church-based youth groups within Kibra. Convenience sampling was used because participants were recruited from existing youth group gatherings during the data collection period. This approach focused on students who were present in the same locality as program participants but had no formal mentorship engagement. This structure supported comparison between exposed and non-exposed youth within the same environment. All non-program participants provided written and verbal consent after receiving study information. For minors, parental consent and participant assent were obtained before inclusion. Ethical procedures followed the required standards for research involving children and adolescents. Participation remained voluntary throughout the process.

The inclusion of this group supported the analysis of differences in Positive Youth Development outcomes between youth exposed to mentorship programs and those without exposure. It also helped isolate variation linked to programme participation within a shared context, rather than differences driven by location or school environment.

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3.4.4 Sampling of Non-Program Participants in the Study

Inclusion criteria from respective groups were estimated using the following Cochran formula (Cochran, 1977).

$$N_{np_i} = \frac{N_{p_i}}{N_p} \times N_{np}$$

Where:

- N_{np_i} → Sample size for non-participants in stratum i.
- N_{p_i} → Sample size for participants in stratum i.
- N_p → Total sample size for participants.
- N_{np} → Total sample size of the non-participants, which is **30% of the total sample size**.

3.4.5 Sampling for the Qualitative Component of the Study

For qualitative data collection, purposive and convenience sampling were used to select the ten (10) Project Managers who participated as key informants (KII). For the focus group discussions, respondents were purposively selected, with six (6) sets of FGDs carried out in 5 selected sites. Bringing the total of eleven (11) FDGs carried out. These FDGs drew respondents who had an active

mentor relationship and had participated in the out-of-school youth mentorship program for more than one year. These groups were broken down as follows: boy interviews, girl interviews, combined interviews (boys & girls), plus a select number of one-on-one interviews to hear their personal experiences with their mentors and the mentorship program. They were classified according to gender (boys and girls). The non-program participant group was made up of participants who do not participate in the out-of-school mentorship program. Project Managers assisted in selecting community youth from around the locality of the program. There was a total of six (6) sets of FGDs, which drew respondents from the locality of the programs. These groups were broken down as follows: boy interviews, girl interviews, combined interviews (boys & girls); there was also a select number of one-on-one interviews to hear the personal experiences of the participants.

3.5 Data Collection Instruments

3.5.1 Quantitative Data Collection Instruments

The study interview schedule was used to gather information from the study respondents. It presented information in three (3) main parts. The first part encompassed the student and parent (guardian) consent form. It was comprised of information on the purpose, risks, and methods of data collection of the study. The second part was made of the interview schedule. The researcher employed a self-administered questionnaire **(Refer to Appendix 13: Student Consent Form; Appendix 14: Parent Consent Form; Appendix 15: Research Questionnaire).** The survey questionnaire was tailored to address the research objectives. Section A of the survey instrument consisted of respondent demographic information, for example, age, sex, and educational levels of both the respondent and the parent (guardian). Section B consisted of question related to the first objective of the study. This section consisted of Likert scale and open-ended questions on program involvement, community engagement, participation in out-of-school youth mentorship, and extracurricular activities. Section C consisted of questions related to the second objective of the study, which were Likert-type questions on mentor support. Section D consisted of questions related to the third objective of the study, which were also Likert-type questions on individual characteristics. Section E consisted of questions related to the fourth objective, which were Likert-type questions on the moderating variable parental support.

Lastly, Section F consisted of both Likert-based and open-ended questions on the dependent variable Positive Youth Development. It's important to note that both closed- and open-ended questions helped balance, validate, and triangulate quantitative data.

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Secondary data, from the respective projects which was verified by using the checklist **(Refer to Appendix 7: Project Document Checklist)** to ascertain that programme participants indeed met the eligibility criteria **(Refer to Appendix 22: Units of Observation),** actual number of students in secondary school year to date (YTD), those who had an active mentor relationship for at least more than one year, project and school progress reports as well as mentor reports.

3.5.2 Qualitative Data Collection Instruments

There were four (4) discussion guides to guide the FGD process. First, the Key Informant guide (**Refer to Appendix 16: Key Informant Guide**). The key informants were Project Managers, who worked at the respective out-of-school youth mentorship programs. They had knowledge and information on both the program and the non-participants of the program. Key Informants were interviewed using open-ended questions to triangulate information obtained from both groups discussed above.

Second, the FDG guide for those students in the program participants (Refer to Appendix 17: Program **Participant Guide).** Third, the FDG guide for non-program participants (Refer to Appendix 18: Non-Program **Participant Guide).** Fourth, the FDG guide for mixed group (Refer to Appendix 19: Interview Guide for Mixed Group) and lastly, the FDG guide for Individual Testimonials **(Refer to Appendix 20: Personal Testimonial Guide).** As discussed in section 3.4.5 above, all youth FDGs were matched for age, form level (class), geographical location, and economic status.

3.6 Pilot Study

The Pilot study was carried out for three main reasons: (i) to test the feasibility of the Research Design, (ii) to confirm the reliability and validity of the Research Instruments, and (iii) to identify and test for potential bottlenecks, perception of respondents, and expose the Research Assistants to the fieldwork terrain.

Consequently, two (2) locations were purposively selected to participate in the pilot study, whose main purpose was to test both the questionnaire and the FDG interview guide. These locations were both located in Kawangware constituency and were not in the sampling frame of the actual research study, and were located outside the jurisdiction of the selected areas. Kawangware is an informal settlement located 15 km west of Nairobi city center and is among the largest informal settlements in Kenya, second to Kibra. The Kawangware area has a population of approximately 291,565 people (KNBS, 2019). This is the population of the sub-county, not just the informal settlements, hence it is

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larger than the population of Kibra given above, which is the figure for the informal settlement. This informal settlement is not unique and bears very similar characteristics to Kibra. These similarities range from poverty levels, which are less than $2 a day, socioeconomic activity, challenges associated with informal settlements, such as overcrowding, poor WASH access, etc.

A sample of approximately sixty (60) respondents, thirty (30) respectively from each location, participated in the self-administered survey to collect quantitative data. Twenty respondents (20) with ten (10) in each location participated in the FDGs. The FDGs were carried out as follows: two (2) student groups (youth) broken down by gender and one (1) KII. Students (youth) who participated in the FDGs were selected using simple random sampling as they needed to have fulfilled the criteria of consenting to participate and had an active mentor relationship for over a year. Consent was also sought from parents for children below the age of majority. Consent was obtained after both parents and students had been informed about the benefits of the study and assured of confidentiality and anonymity. The sixty (60) participants were selected using systematic random sampling from the project attendance list and ranged from Form 1 to Form 4.

The following formula was used to determine the sample size

$$n = \frac{\ln(1-\gamma)}{\ln(1-\pi)}.$$

Where n =349

γ =0.95 Confidence Interval

π= 0.05 Probability

Therefore n=$\frac{1n\ (1\text{-}0.95)}{1n\ (1\text{-}0.05)}$

n=$\frac{1x349\ (1\text{-}0.95)}{1x349\ (1\text{-}0.05)}$

=58.40 ~60 Respondents

The pilot study test identified three (3) critical issues: (i) There was a need for the Research Assistants to know and understand Kiswahili and "informal settlement sheng", (ii) To be able to get non-program participants, it would be more prudent to get this cohort from "Church-based projects" due to logistical reasons. It would be easier to access these students since they are known and attend the local church, and (iii) to access and ensure availability of students, the research needed to be

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conducted during the school holidays; therefore, good coordination with the project managers and aligning with the project schedule was necessary.

After the pilot study process, the data was cleaned, analyzed, and a report was submitted for approval. Changes deemed necessary were made. These included questions deemed to be repetitive or ambiguous, which were reframed or excluded. A similar process was also applied to the FDG interview guide. In addition, it was important to determine the reliability and validity of the study instruments. The section below provides the process followed to assess both reliability and validity.

3.6.1 Testing Procedures of the Research Instruments

In carrying out the Pilot study, the researcher employed the Boateng et al. (2018) process in order to make appropriate adjustments to the data collection tools. The researcher adapted existing scales for the Independent Variable (IV) and Dependent Variable (DV) by selecting items that are contextually and culturally relevant and eliminating those that were not. This process was threefold; (1) a preliminary evaluation of the scales was carried out (2) the researcher drew out the characteristics of the questions required for each domain in the DV and IV that was required, this included understanding and defining each domain to ensure content validation through an extensive literature review. This process entailed looking at content relevance and content representations, to ensure that the questions captured the relevant information and that it would be representative. (3) The researcher then systematically adjusted the scoring and/or interpretation of the existing scale in light of the differences. (4) Peer-review and pre-testing was then carried out. This was to examine the degree to which the questions mirror the domain under study and to assess the extent to which they would produce valid measurements.

3.6.2 Preliminary Data Analysis from the Pilot Study

The pilot study was a most organized procedure whereby quantitative data were prepared and analyzed with due consideration before full-scale analysis was done. This was done by first organizing screening and cleaning of the data to ensure it conformed to the accuracy and usability aims. What followed was a review of the data to ensure there were no missing values, inconsistent entries, or glaring errors during the coding process. The researcher also rechecked the questionnaires in order to identify any ambiguous responses. This process was crucial in eliminating random noise, thereby enhancing the quality of the dataset. At this point, a lot of emphasis was laid on lessons on the

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extraction of knowledge from the data as opposed to testing hypotheses or making claims about relationships.

After data cleaning, the researcher conducted a linear regression analysis. This was based on key principles such as residual distribution, homoscedasticity, independence of errors, and the absence of multicollinearity among predictor variables, as standard practice in the social sciences. The scatter plots and residual plots were also used to physically check if there was a near-linear relationship between the independent variables and the dependent variable. Apart from this, the Durbin–Watson statistic was employed, in line with the standard practices in quantitative research, to assess for the independence of residuals (Krämer, 2025). The Variance Inflation Factor (VIF) and tolerance values were calculated to assess multicollinearity in the pilot regression models. This was done using a VIF threshold of 5 and a tolerance threshold of 0.2, criteria commonly applied in educational and social research (Hahs-Vaughn, 2024). It is important to note that all these diagnostic checks were strictly made during the pilot study as a guide to reliability. They were not used to make conclusions in the main study.

Composite variables consisting of four major domains, including participation in out-of-school mentorship activities, mentor support, individual student characteristics, and parental support, were created by the researcher with the aim of improving the measurement. Each composite variable had a single score of several related survey items. The whole process was aimed at making the analysis rich while minimizing any errors in the measurement process. The tested items from the scale were then revised. This was aimed at making sure there was logical consistency, clarity, and cultural relevance, especially within the context of the study area. Additionally, the researcher considered the process used in preparing for the reliability tests. Any wording that seemed culturally misaligned, confusing, or redundant was flagged and adjusted before the main research was conducted. The revision was not all about fitting statistical criteria, but simply making sure the items were relevant and made sense for the study respondents.

The pilot study was also characterized by the calculation of Cronbach's alpha coefficients for each scale. This was to check if the items inside each one were consistent with each other. The interpretation of the findings was based on Peterson's (1994) matrix. According to the approach,

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anything 0.90 or higher was taken as excellent reliability, from 0.80 to 0.89 was taken as strong, 0.70 to 0.79 was considered acceptable, 0.60 to 0.69 was considered questionable, and below 0.60 was considered poor. The pilot study produced the following findings: Program involvement had 0.727, and community engagement was 0.701. Then mentor support stood at 0.886, individual student characteristics at 0.883, parental support at 0.918, and positive youth development at 0.905. So overall, these findings suggested that the scales were reliable enough, from acceptable all the way to excellent, for the different parts of out-of-school mentorship activities. However, the researcher treated findings with really high alphas, like over 0.90, as a sign of redundant constructs rather than good measurement accuracy (Izah et al., 2023).

Quantitative data was coded based on standard social science research procedures. This included numerical ordering of Likert-scale responses, with the highest levels of the measured construct corresponding to the highest numbers. The researcher kept a codebook to document all choices and disclose all the information. Through a consistent coding process, the accuracy of computation for composite scores, correlation analyses, and regression modeling was assured. The preliminary bivariate correlations were then computed, not as definitive proof of the existing relationship but as an exploratory diagnostic step prior to constructing the full regression model. These correlations were a sign of positive associations among mentor support, individual student characteristics, and positive youth development, whereas program involvement and parental support revealed significant relationships. All these trends were only provisional due to the fact that pilot samples are typically small and not aimed at getting a definitive inference (Hemming et al., 2023).

In conclusion, the pilot analysis served three main aims. The first is that it tested whether the question items were easy to understand and workable in a real school setting. The other issue was that it was not possible to determine the extent to which the scales demonstrated reasonable internal consistency before the final, large-scale data collection. In addition, the entire exercise helped refine the analytic strategy for the final study. This was possible because potential statistical and measurement issues were identified early enough, including ambiguous items and multicollinearity risks. The pilot findings were used only to enhance the instruments' accuracy, coding procedures, and model structure, but certainly not to draw final conclusions about relationships among variables. In other words, the pilot exercise served as a learning phase aimed at strengthening the foundation for

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examining how mentorship, parental support, and individual student characteristics relate to positive youth development in Kenya.

Table 3.3
Pilot Study Analysis

Variable	# of items	Cronbach Alpha	Conclusion
Participation in the Out-of-school Youth Mentorship Program			
Programme Involvement	7	0.727	Accepted
Community Engagement	5	0.701	Accepted
Mentor Support			
Mentor Support	31	0.886	Accepted
Mentor Relationship	8	0.732	Accepted
Role Modelling	9	0.756	Accepted
Positive Affirmation	7	0.735	Accepted
Guidance and Counseling	7	0.815	Accepted
Individual Student Characteristics			
Individual Student Characteristics	57	0.883	Accepted
Goal-Oriented Behavior	8	0.713	Accepted
Motivation	8	0.783	Accepted
Self Esteem	8	0.798	Accepted
Collaboration	8	0.772	Accepted
Self-regulation	8	0.711	Accepted
School connectedness	9	0.721	Accepted
Faith	8	0.8	Accepted
Parental Support			
Parental Support	37	0.918	Accepted
Economic support	5	0.829	Accepted
Family connectedness	8	0.842	Accepted
Home Environment	8	0.811	Accepted
Encouragement and affirmation	8	0.713	Accepted
Family communication	8	0.779	Accepted
Positive Youth Development			
Positive Youth Development	42	0.905	Accepted
Competence	23	0.857	Accepted
Social Competence	7	0.793	Accepted
Cognitive competence	8	0.762	Accepted
Academic Competence	8	0.741	Accepted
Confidence	5	0.76	Accepted
Connection	8	0.734	Accepted
Character	8	0.749	Accepted
Caring	8	0.777	Accepted
Contribution	13	0.811	Accepted
Community Leadership	7	0.712	Accepted
Community Volunteerism	6	0.704	Accepted

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Note. Source: Field Data (2024).

Overall, several adjustments were possible, which included the removal of some aspects of the questionnaires that were either unclear or repetitive. The exercise also involved editing and merging some questions to elicit a targeted response. A high Cronbach's alpha was considered an acceptable indication of the study's reliability. This helped determine and compare the existing variance, or covariance, among the items adopted in the construction of the study instrument (Hahs-Vaughn, 2024).

3.7 Validity and Reliability of Data Collection Instruments

3.7.1 Instrument Reliability

Reliability is central to any study. It guarantees that data collected accurately mirror the consistency of the constructs under investigation, providing insights that are valid and actionable and helping a researcher draw conclusions confidently (Izah et al., 2024). The study employed Cronbach's alpha to assess the instruments' reliability and validity. Kothari, (2014) argues that the Cronbach Coefficient Alpha, which is also known as the reliability coefficient, estimates the internal consistency of data in measuring a given construct as well as measuring the quality of the tools. Therefore, data collected during the pilot were subjected to the Cronbach's Coefficient Alpha reliability test. This has been explained further in section 3.8.

3.7.2 Instrument Validity

Creswell & Creswell (2022) recommend that researchers should employ a criterion validity in cases where the desired outcome is to measure some level of comparability with other instruments, especially to assure some level of predictability in the behavioral subject. Mugenda & Mugenda (2003) observe that criterion validity measures behavior in a given context. Since the study desired to measure certain behavioral elements, the use of the predictor or concurrent validity was crucial. In order to ensure accuracy and meaningfulness of data, the researcher consulted experts, Faculty, and colleagues in the Department of Development Studies at St. Paul's University to ensure the research tools met the criterion, were reliable, appropriate for the level of participants, and in line with the research objectives of the study.

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3.8 Data Collection Procedures

3.8.1 Data Collection Procedures

Once the proposal was approved, permission to collect data was sought from the St Paul's University Ethical Review Committee (ISERC) and NACOSTI and the respective Community Based out-of-school programmes. Phase one, which was the preparatory and pilot phase of the study, was carried out, after which the study instruments were reviewed, and necessary modifications were made. The preparatory phase was also an opportunity to carry out a mapping exercise to determine the location of these community-based out-of-school youth mentorship programs. There were questions that guided this process (i) What sort of youth programs did they carry out? (ii) Was youth mentorship offered to participants? (iii) Did these sites have adequate numbers of participants between Form 1 and Form 4? (iv) Would the sites allow their participants to participate in the study? (v) Would the program policies accommodate the study? And lastly (vi) Would the sites allow access to student documentation, records, mentor notes, etc.?

Phase two included selecting the sites and submitting a formal application for acceptance to conduct the study at each site. Upon approval and acceptance, the researcher scheduled meetings with all heads (Project Managers) of the respective sites to plan the data collection exercise. Two CBOs requested anonymity in the final report. As all Community-Based out-of-school programs that were selected dealt with children and youth mostly below the age of majority, the researcher and research assistants were required to sign a code of conduct form and child safeguarding & protection policy to ensure that we were informed of the governing policies and code of conduct while interacting with children and youth in the selected sites.

Phase three included the documentation assessment. Consolidation of data was accomplished using evaluation matrix tables (**Refer to Appendix 8: Project Document Checklist**). The following respective documents were evaluated: Attendance Reports, Youth Personal Folder, Program attendance records, Mentor notes, and Goal setting documents. These documents provided insight into mentor notes, program attendance, participation in the skills program, and involvement in community outreach activities. Journal entries assisted in tracking goal-oriented behavior.

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The fourth phase was the actual study. A schedule was drawn up for each site, and research assistants were assigned to the required locations. The lead researcher supervised and verified all questionnaires to ensure completeness. The mixed methods approach was used to collect both qualitative and quantitative data concurrently. Quantitative data were sourced to respond to the causal link between participation in out-of-school youth mentorship programs and their influence on positive youth development. Qualitative data were sourced to elucidate how research respondents interpreted and valued mentorship programs in relation to positive youth development in Kibra Sub-County, Nairobi County, Kenya.

Focus Group Discussions

Focus Group Discussions were the second data collection method used in order to obtain a mixed group of participants (**Refer to Appendix 13- Appendix 18**). Each category had between 7 and 8 (7-8) participants for a 2-3 hour session. A total of fifteen (15) FDGs were conducted for participants in the program. In addition, a total of six (6) FDGs were conducted for non-participants in the program. They were divided by gender (boys and girls) and later combined.

Due to ethical considerations, especially on ensuring confidentiality and adhering to the tenets of the "Principle of do no Harm" and to adhere to child protection policies, FDGs were not recorded, the lead researcher and research assistants took notes. Validation of notes after sessions was corroborated to ensure that there was consistency in the notes and to confirm the meaning of "sheng" words used during the conversations. The notes were then coded thematically.

Key Informant Interviews

The KII was the third method of data collection (**Refer to Appendix 15: Key Informants Interview Schedule - Project Social Workers**).

3.8.2 Selection and Training of Research Assistants

The researcher carried out interviews and selected six (6) research assistants to help in data collection. The primary objective was to ensure that the research field assistants had the aptitude to acquire the necessary skills in proper data collection. Once selected, research assistants were trained by the principal investigator.

Another important criterion for the selection of research assistants was their capability to speak fluently in English, Kiswahili, and Sheng slang. Training included focused sessions on the meaning

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and process of informed consent, the importance of protecting subjects' privacy, maintaining the confidentiality of information obtained from respondents, and interviewing techniques. A series of simulation exercises on how to carry out both quantitative data collection and the FDGs was also undertaken, how to answer questions posed by respondents in the event they need clarification of a question, how to handle a respondent who does not want to answer questions, how to replace respondents who are either not cooperative or are a "no show" and how to create the correct climate when questioning. In addition to the above, both the questionnaire and the interview guide were translated into the Kiswahili language, and key critical terms were translated to Sheng slang and standardized to ensure all research assistants used the same terms when interviewing.

Lastly, the selected Research Assistants participated in both the pilot study and the actual study. At the piloting stage, data collection instruments were reviewed, and changes were made to both the survey questionnaire and the FDG guides in preparation for the data collection phase. Data collection involved a self-administered survey questionnaire. At the time of administration, the researcher/research assistants were present at the study site to ensure there were no challenges. Each survey questionnaire was coded to ensure confidentiality. The coding technique was used to match fully completed and returned questionnaires. The researcher carried out the FDGs with students in the program and those not in the program for comparison purposes. Where the youth were involved, the FDGs were not recorded. However, FDGs with KII and key informants (the project workers who are in collaboration with the church and have knowledge and information on the students in the program) were recorded.

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3.9 Study Variables, Operationalization, and Measurement

The study had several independent variables being Participation in the out-of-school youth mentorship, Mentor support and Individual student characteristics. Each of these will be examined individually, as they contain a number of indicators below. In addition, the study had a moderating variable, namely Parental support. Lastly, the dependent variable was Positive Youth Development, and the indicators were competence, confidence, connection, character, caring, and contribution. The variables were operationalized as follows.

Measures for Participation in Out-of-School Mentorship

In order to measure participation of youth in out-of-school mentorship programs, the Researcher used the Pololi et al. (2023) and Duisenbayev et al. (2024) modified scales. These scales have been tested

and validated and determine key dimensions of the mentoring process. For this study, these key features were namely: Program involvement in the out-of-school mentorship program, community engagement, and participation in extracurricular activities. To explain the most representative actual experience relevant to participation, each item on the questionnaire had a 5-point Likert-type scale (5 to 1 for Strongly Agree, Agree, Neutral, Disagree, and Strongly Disagree, where 5= Strongly Agree and 1=Strongly Disagree).

In order to measure youth participation and engagement in out-of-school students in the program, validated scales from the 20-item Tiffany-Eckenrode (2012) Program Participation Scale (TEPPS) were used. The scale has four subsections (personal development, voice/influence, security/support, and community participation) used to assess the effectiveness of youth participation and youth participation initiatives.

Additionally, qualitative questions about Mentorship were included in this section and used to triangulate FDG questions **(Refer to Appendix 16-Appendix 19).** These questions captured the respondents' understanding of mentorship, gauged the quality of the mentor relationship, and perceived benefits of or lack of mentorship and frequency of contact.

Measure for Mentor Support

In order to measure Mentor support, this study used part of the validated tools from the Mentor Support Provisions Scale (MSPS). This tool has been used in various studies to gauge the quality of mentorship relationships, as well as to measure the types of support that mentors provide. Not all questions in this tool were used, and some were recalibrated to be relevant to the study. This section of the questionnaire sought to capture and measure perceived support provision, and longevity of the relationship, and critical factors deemed as vital for mentor support, such as role modeling, guidance, and counseling. To explain the most representative actual experience relevant to mentor support, each item on the questionnaire had a 5-point Likert-type scale.

Measures for Individual Student Characteristics

The number and types of self-concept and self-esteem scales are enormous in the literature. Individual Characteristics are basically internal assets that promote successful mentorship relationships. These assets may be inert or developed over time. As youth are exposed to the right environment, these assets may be curated and developed. Rosenberg (1965) developed a 10-item scale that measures global self-worth in both positive and negative feelings about oneself, which was used in this analysis.

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The Rosenberg Self-Esteem Scale is a self-report instrument for assessing individual self-esteem that is thought to be unidimensional. This section analyzed goal-oriented behavior, motivation, self-esteem, collaboration, self-regulation, school connectedness, and faith. To explain the most representative actual experience relevant to individual characteristics, each item on the questionnaire had a 5-point Likert-type scale.

Measures for Parental Support

In order to measure Parental support, family environment, family connectedness, and parent-child (youth) connectedness, the measures by Eisenberg & Resnick (2006) were adapted and used (Waters & Cross, 2010). The questionnaire was built up of questions that would assess the protective factors in adolescents' life. To capture the most representative actual experiences relevant to parental support, each item on the questionnaire used a 5-point Likert-type scale.

Measures for PYD

PYD is a very broad construct and complex to measure. Most measures used and developed by Lerner et al. (2005), with additions from other researchers, as outlined below.

Measure for Competence

Competence was conceptualized as a composite variable with the dimensions, namely, social, cognitive, and academic competence. It refers to the ability of an individual to respond to social situations positively and to avoid negative responses and consequences. The criterion for determining social, cognitive, and academic competence was based on the validated Social and Cognitive Competence Scale for Adolescents (SCSA) by Shujja et al. (2015). The original scales were developed by Peterson (1994) and later by Shujja et al. (2015), who scrutinized the constructs and contextualized them in the Asian context. The common sub-constructions identified during this phase include conflict management, autonomy, self-efficacy, social adaptations, overcoming identity crises, and acceptance of social standards. These were then turned into statements and written using the answer format to explain the most representative actual experience relevant to competence; each item on the questionnaire had a 5-point Likert-type scale. Self-efficacy, sociability, adaptability, leadership, self-confidence, and social initiative are the six exclusive factors assessed by this scale and are important to this analysis. In addition to measuring academic competence, current academic scores were captured to analyze performance cross-sectionally.

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Measure for Confidence

The concept of confidence has proved difficult to measure in a number of research studies because it is a variable that is inherently subjective. Hence, confidence can be treated as an emotional attribute. Confidence imbues one's ability to have a consistent attitude towards oneself, their environment and their future by holding onto positive beliefs and attitudes. Hope is powerful, and young people from underprivileged communities need to stay hopeful to be able to overcome the adversity that they face. The Myers and Diener (1995) tool was contextualized for this study. To measure confidence, the most representative actual experience of each item on the questionnaire uses a 5-point Likert-type scale.

Measure of Connection, Character, Caring, and Contribution

In order to measure connection, character, caring, and contribution, which are attributes of PYD measures from Applied Research in Youth Development, were contextualized and used by Lerner et al. (2022; 2021a). The scales were assessed for reliability and validity and contextualized to the African reality.

3.10 Data Analysis

Both qualitative and quantitative methods were used to analyze and categorize the collected data. Based on the subject matter under investigation, the queries were classified as either closed or open-ended. The Checklist (**Refer to Appendix 15: Research Questionnaire**) was used to verify the accuracy and completeness of the notes that students submit. The use of descriptive and inferential statistics, group comparisons, and correlations among parameters was part of the checklist's approach to verifying and highlighting major themes. Also, students' achievements from the school report cards and remarks from mentors formed part of the collected data. Analytical and observational units are provided (**Refer to Appendix 24: Units of Observation**). These were generated from research questions.

3.10.1 Data Analysis Plan and Presentation

Quantitative survey data were analyzed using descriptive statistics. The significance of the relationship between IV and the DV was assessed using multiple regression analysis. Qualitative data were transcribed verbatim, and content was analyzed for themes and sub-themes.

3.10.2 Analysis of Quantitative Data

The computer software Statistical Package for Social Scientists (SPSS) version 26 was used to analyze quantitative data. Inferential statistics for the study will include chi-square tests, multiple

linear regression, correlation analysis, and validation of the research instruments. Data was analyzed per objective, and the findings were compared with the qualitative data before discussion.

Descriptive Analysis

Kaur (2018) argues that the initial step in quantitative analysis is to describe and summarize data to understand relationships among variables in a sample or population and to inform subsequent analysis. This would include a number of variables such as nominal, ordinal, interval, and ratio, as well as measures of frequency, central tendency, dispersion/variation, and position. This step enables the Researcher to assess data in a more practical form. In the context of this study, the descriptive statistics were used to provide an overall view of the demographic data (age, gender, and educational level of both respondents and parents (guardians) so as to understand the data. The other step involved further exploration using frequencies, measures of central tendency, and measures of dispersion to examine the variables.

To report categorical variables such as age and gender, frequencies were used to establish proportions in the categories under study. Continuous variables, such as means (averages), were used as measures of dispersion, such as the number of years in school, and standard deviations, for instance, were used to describe academic performance.

Bivariate Analysis

Ben (2024) contends that the principal purpose of bivariate analysis is to appraise the relationship between two variables. This enables one to identify whether an association exists, determine the strength of the relationship, and assess whether the relationship is positive or negative. This helps the researcher to predict possible outcomes of the analysis, understand how variables interact, or understand trends, and make informed decisions.

Cross-tabulations with a chi-square test, bivariate and multivariate regression analyses, were the main analytical methods for quantitative data, since the dependent variable was dichotomous. The degree of interaction and relation between variables was calculated using the chi-square test of association analysis. Prior to cross tabulation, the average score of respective items of the five-point Likert scale were ranked into three groups, where those below an average of three were deemed to have low ranking, with three having medium ranking, and those above three had high ranking.

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Upon completion of data collection, questionnaires were verified for completeness and consistency. The information was then coded, allowing the responses to be categorized. The findings were presented using tables and charts, percentages, tabulations, means, and other measures of central tendency to summarize responses for further analysis and facilitate comparison. The numerical data were summarized using cross-tabulations and percentages.

Multivariate Analysis

Data preparation was performed using a structured, auditable procedure. The categorization of the survey data was based on the pre-established norm that included related numbers. Thus, the whole variable and the respondents had consistent average handling. Likert-scale items were assigned consecutive numeric values to ensure accurate mean, correlation, and regression coefficient calculations. The dataset was screened systematically for missing values, extreme outliers, and logical inconsistencies. Cases with substantial missing data were not included in regression models since that distorts the estimates. Subsequently, composite variables were created for each main area by averaging conceptually aligned items from the same scale. The composites represented levels of engagement, mentor support quality, personal skills, family involvement, and overall positive youth development. A major move was made in cutting the dimensional complexity, but at the same time keeping the core meaning of each construct.

Regression assumption tests were done before model estimation. To assess the suitability of linear regression, the relationship between the independent variables and the dependent variable was examined using scatter plots. Residual plots were used to test for homoscedasticity by assessing the uniformity of the distribution of prediction errors across levels of positive youth development. The use of visual inspection of the distributions of the residuals helped in identifying existing normality and deviations. The researcher employed the Durbin-Watson statistic to assess the independence of errors since it reveals systematic patterns in the residuals. Byrne (2022) and Brown (2015) viewed diagnostics not as procedural rituals to be followed, but as empirical verifications. Irregularities were detected; rather than changing the model to improve statistical results, the variables were checked again for coding errors and scaling issues.

Multicollinearity was thoroughly checked to ensure there was no distortion of regression estimates, which results from the overlapping of the predictors. Variance Inflation Factor (VIF) values and tolerance statistics were calculated for all independent variables in the pilot models. Low VIF values indicated an acceptable level of independence among the predictors, while high values indicated redundancy. On occasions when there was conceptual overlap, the composite measures were modified to eliminate duplication rather than retain the competing indicators. This process made the regression coefficients more stable and provided a clearer picture of each predictor's role. Moreover, the aggregated distributional characteristics were considered. The researcher rechecked the dataset to ensure there were no significant multivariate normality deviations at the final modeling stage. According to Mardia et al. (2024), non-normality influences multivariate standard errors and hypothesis testing. The researcher opted for proper data treatment rather than using tricks to deceive the model fit.

Hypothesis testing was carried out by employing linear multiple regression as the principal method of analysis. The foremost aim was to examine the role of participation in out-of-school mentorship in facilitating positive youth development even in the presence of factors such as mentor support, individual students' characteristics, and parental support. A single regression model that included all predictors simultaneously was used, thereby considering the effects of all variables. The design indeed allowed for the simultaneous identification of each variable's individual contribution while the other variables were held constant. The use of standardized coefficients provided a means to rank the predictors, initially from strongest to weakest, even though the predictors were measured on different scales. The model's performance was assessed using R-squared and adjusted R-squared to indicate how much of the variance in positive youth development was explained by the predictors. The researcher relied on statistical significance levels determined by continuous p-value thresholds for individual coefficients and the overall model (Dugard et al., 2022).

The first objective's model treated positive youth development as the dependent variable and out-of-school mentorship engagement as the main predictor; the control variables included mentor support, student characteristics, and parental support. In addition to determining the regression coefficients for all predictors, the analysis assessed their statistical significance. Variance changes were analyzed when the predictors were together in the model. The researcher assigned participation as a continuous

measure instead of giving it a categorical label in order to compare the correlation with the highest engagement with those of the highest positive score for youth development. Eventually, the assumption tests were applied only to the reliable elements, and the coefficients of those elements formed the model. Consequently, an innovative and reproducible structure was formed that linked the three factors of mentorship, family background, and personal characteristics to the youth outcomes in Kenya.

For the first objective, the model was as follows:

$$\mathbf{Y= \alpha + \beta_1X_1 + \beta_2X_2 + \varepsilon}$$

Where Y = Positive Youth Development, X1 = Program involvement, X2 = Community Engagement.

The second objective of the study was to establish the effect of mentor support on student positive youth development. The study adopted multiple regression model of the form.

$$\mathbf{Y= \alpha + \beta_1X_1 + \beta_2X_2 + \beta_3X_3 + \beta_4X_4 + \varepsilon}$$

Where Y = Positive Youth Development, X1= Mentor Relationship, X2= Mentor Longevity, X3= Role Modeling, X4= Positive Affirmation, X5= Guidance and Counseling.

The third objective of the study was to determine the effect of individual student characteristics on positive youth development. The study adopted a regression model of the form.

$$\mathbf{Y= \alpha + \beta_1X_1 + \beta_2X_2 + \beta_3X_3 + \beta_4X_4 + \varepsilon}$$

Where Y = Positive youth development, X1 = Goal-oriented behavior, X2= Motivation, X3= Self-esteem, X4= Collaboration, X5= Self-regulation, X6 = School Connectedness, X7 = Faith.

The fourth objective analyzed the moderating influence of parental support on students' positive development. The study adopted a linear regression model of the form.

$$\mathbf{Y= \alpha + \beta_1X_1 + \beta_2X_2 + \beta_3X_3 + \varepsilon\text{……..Model without moderation}}$$

$$\mathbf{Y= \alpha + \beta_1X_1 + \beta_2X_2 + \beta_3X_3 + \beta_4Z + \beta_5X_1{*}Z + \beta_6X_2{*}Z + \beta_7X_3{*}Z + \varepsilon\text{…..With moderation}}$$

Where Y = Positive youth development

X_1 = Participation in out-of-school activities

X_2 = Mentor Support

X_3 = Individual Characteristics

X_4 = Parental Support

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Wald tests (represented by the t-statistics in the coefficient output) indicated that all seven individual characteristics significantly predicted Positive Youth Development ($p < .05$). The strongest predictor based on the Wald statistic was School Connectedness ($t = 7.152$), followed by Goal-Oriented Behaviour ($t = 4.333$) and Collaboration ($t = 3.850$). This confirms that each variable provides a significant partial contribution to the overall model. The process of developing the final regression model for predicting Positive Youth Development (PYD) was systematic and rigorous, ensuring both theoretical coherence and statistical validity. The analysis began by identifying seven candidate predictors—goal-oriented behaviour, motivation, self-esteem, collaboration, self-regulation, school connectedness, and faith—selected based on their theoretical relevance and previous empirical research linking individual characteristics to youth development outcomes.

Prior to estimating the model, multicollinearity diagnostics were conducted using variance inflation factors (VIFs) and tolerance values. All predictors exhibited acceptable levels, indicating that none were excessively correlated and each could independently contribute to explaining variance in PYD. The initial model, which included all seven predictors, was estimated using multiple linear regression. This allowed assessment of overall model fit using R, R^2, and adjusted R^2, as well as evaluation of each predictor's contribution through t-tests (equivalent to Wald tests). The model's overall significance was confirmed through the ANOVA F-test ($F = 60.742$, $p < .001$), demonstrating that the predictors collectively explained a substantial and statistically significant portion of the variance in PYD. The examination of individual predictors revealed that all seven were statistically significant, justifying their retention in the final model. Standardized beta coefficients were assessed to understand the relative strength of each predictor, with school connectedness emerging as the most influential, followed by goal-oriented behavior and collaboration.

To ensure the robustness of the model, key assumptions of multiple regression analysis were checked. Linearity was verified using partial regression plots, normality through residual histograms and P-P plots, homoscedasticity via scatterplots of residuals, and independence of errors using the Durbin–Watson statistic. Influential outliers were examined through Cook's Distance, with no values exceeding the acceptable threshold. Given that all predictors were significant, multicollinearity was absent, and assumptions were satisfied, the final model retained all seven individual characteristics. This model, with an adjusted R^2 of 0.546, represents a comprehensive and parsimonious explanation of the variance in Positive Youth Development among the study participants.

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3.10.3 Analysis of Qualitative Data

The main objective of the focus group was to determine answers to the "why," "what," and "how" to describe complex processes such as young people mentoring, the importance of youth relationships, and challenges in the community. The qualitative data in this study were analyzed using a thematic approach, guided by pragmatic grounded theory (Onwuegbuzie & Leech, 2005). This approach was particularly appropriate because it emphasizes capturing the subjective experiences and perspectives of the participants, which in this case were students engaged in out-of-school youth mentorship programs. By focusing on participants' narratives, the study ensured that the analysis reflected the realities of young people's lives and their experiences of mentorship. Qualitative data were collected through interview guides, focus group discussions (FGDs), and open-ended questions in survey questionnaires, providing multiple sources to understand the participants' perceptions, social interactions, and development outcomes (Tümen & Ahmed, 2021).

The analytical process began with transcription and familiarization. All interviews and FGDs were transcribed verbatim and reviewed multiple times. The coding process began with data familiarization, where the researcher read and re-read the transcripts and survey responses to fully immerse in the data and identify preliminary patterns. The data responses were checked line by line and coded to identify concepts related to mentorship experiences, individual traits, and community influence. Subsequently, axial coding was applied to identify overarching themes that connected the categories. For instance, the category of personal growth contributed to the theme "Effect of Mentor Support on Positive Youth Development." Related codes were grouped into categories reflecting broader themes, such as mentor support, family engagement, and community resources. This stage also involved theoretical sensitivity, linking the emerging themes to the broader framework of Positive Youth Development (PYD) to ensure alignment between empirical findings and theory.

Next, open coding was conducted, breaking the data into discrete units representing specific ideas or experiences. For example, a statement such as, "My mentor gives me opportunities to practice leadership and make decisions," was coded as "leadership skill development" and "decision-making exposure". Lastly, selective coding was carried out, where key themes were identified to explain the relationship, for instance, program participation and PYD, and ensuring theoretical sensitivity to participant narratives.

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Throughout coding, the researcher maintained analytical memos to document reflections, emerging connections, and insights about the relationships between codes. These memos facilitated an iterative and reflective process, central to grounded theory, ensuring that the researcher remained sensitive to the participants' perspectives. Once codes were established, similar codes were grouped into broader categories, such as combining "skills acquisition," "responsibility," and "career exposure" under the category "personal growth and competence development." Overall, the coding process enabled the study to systematically interpret participants' experiences, revealing insights into the role of mentorship, youth relationships, and community influences in fostering Positive Youth Development. By combining pragmatic grounded theory with thematic analysis, the study ensured that qualitative findings were both empirically grounded and theoretically informed, reflecting the complexity of youth experiences in the mentorship programs. Another critical aspect of this analysis was integrating member checking and reflexivity, where draft interpretations were discussed with participants, where feasible to confirm accuracy. This was particularly important because almost all participants used "sheng" referred to as the "ghetto language," to communicate, but it was necessary to reconfirm participants' responses to ensure accurate representation of their experiences, positionality and proper interpretations. To monitor bias and power dynamics, the researchers maintained a self-reflective journal. Most importantly, power dynamics were monitored to minimize hierarchy effects during FGDs, ensuring youth voices were prioritized.

The qualitative analysis further incorporated triangulation by comparing data from FGDs, interviews, and survey responses to identify consistent patterns and account for divergent perspectives. Validation was conducted by reviewing preliminary themes with colleagues and select participants to confirm accuracy and credibility. Focus group discussions consisted of seven participants per group, with separate sessions for boys, girls, and combined groups, as well as one-on-one interviews and key informant interviews with Project managers or coordinators, which complemented the youth perspectives (Hirose & Creswell, 2023). The sample included students who were both enrolled and not enrolled in out-of-school youth mentorship programs, as well as project directors and social workers, providing a wide range of perspectives on youth development. The data from these discussions were consolidated into key topics and analyzed using thematic analysis, allowing the

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study to move from raw responses to meaningful, interpretable themes guided by pragmatic grounded theory (Onwuegbuzie & Leech, 2025).

Notably, several key themes emerged. Mentor support presented as a catalyst. Youth reported that mentors provided guidance, emotional support, and role modeling that significantly enhanced confidence, goal-setting, and problem-solving skills. Family communication and engagement were linked to better PYD outcomes, mirroring quantitative findings on individual characteristics such as collaboration and goal-orientation. Most importantly, community influence showed that participants underscored the importance of safe spaces, peer networks, and community resources in fostering life skills and social competence, reflecting Bronfenbrenner's ecological model. In addition, faith and values integration, such as spiritual guidance and moral instruction from mentors and families, were recurrently mentioned as contributing to resilience, empathy, and character development.

Ethical considerations were central throughout the qualitative study. Informed assent (for minors) and consent for participants and guardians were received, stating clear expectations of the study aims, procedures, and voluntary participation rights. Confidentiality was maintained by use of pseudonyms, and sensitive information was stored securely. To address the emotional impact, participants were debriefed after the discussion to manage any distress caused by sensitive topics.

3.10.4 Triangulation and Analytic Framework

The concept of triangulation has now become mainstream in research. It is the process of using different methodologies to measure the same phenomena. The principle of triangulation is to diminish the weaknesses of using a single strategy, enhance the outcome for research, ensure the credibility of results, and mitigate any biases in the research (Usman & Ibrahim, 2024). This not only increases internal and external validity and reliability, but also integrates a multidimensional approach (Boyd, 2000). The thesis of this study applied triangulation using a three-pronged approach: (i) Methodological, (ii) Conceptual, and (iii) Theoretical. Conceptually, this study was anchored on Lerner's theory of Positive Youth Development, Bronfenbrenner's Ecological Systems Theory of Human Development, and Rhodes' Model of Mentorship. Methodologically and conceptually, the use of MMR to provide scientific rigor enabled exploring various theoretical explanations to enrich interpretations.

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While thematic analysis inherently involves interpretation, triangulation with quantitative findings increases validity and reliability. The integration of qualitative and quantitative findings highlights the multi-dimensional nature of PYD. Quantitative results demonstrate that individual characteristics, mentor support, and participation in programs are significant predictors of PYD, while qualitative narratives explain why and how these factors matter in practice. For example, quantitative moderation analysis showed that mentor support amplifies the effect of individual characteristics on PYD, a finding substantiated by youth testimonies describing mentors as role models who facilitate skill development, confidence, and community engagement. Similarly, cross-tabulation findings on school connectedness and collaboration align with qualitative reports of supportive peer networks and family involvement. By combining these methods, the study provides a robust, contextually grounded understanding of PYD in Kibra, emphasizing that effective youth development depends on a synergy of personal traits, structured mentorship, family support, and community resources.

This integrative approach ensured that the findings are both statistically reliable and socially meaningful. The final multivariate model presented in Chapter 4 synthesizes the key predictors of Positive Youth Development (PYD) among secondary school students in out-of-school mentorship programs. The model integrates individual characteristics, mentor support, parental involvement, and community engagement, showing their respective contributions to PYD outcomes. This analytical framework provides both a statistical and conceptual foundation for interpreting the findings in Chapter 5, where the discussion situates these results within broader empirical and theoretical literature.

The study establishes that PYD happens in a context, in communities that offer developmental opportunities to youth who grow up in poverty. The opportunities provide a lifeline that changes youths' lives, enabling them to contribute to improving their communities. The variables under study, program participation in community out-of-school youth mentorship, mentor support, individual characteristics, and parental support, provide the ecosystem in which youth thrive and develop. Theoretically, triangulation was a way to integrate multiple perspectives to explain the context of PYD in the African setting. Theoretical underpinnings sought to explain the interplay of contextual issues affecting young people in poverty, but more importantly, to explain that participation in out-of-school youth mentorship programs promotes PYD. This would affirm that PYD occurs when

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young people are provided with positive thriving relationships and mentorship opportunities that support attainment of PYD outcomes (the 6Cs) (Lerner et al., 2021b; Lateef, 2021). Lastly, the study employed MMR to enhance its validity and reliability. The study used a "convergent design," in which quantitative and qualitative data were collected concurrently and then integrated to validate or refute the findings. While statistical analysis was undertaken, thematic analysis was also done to corroborate findings.

3.11 Ethical Considerations

Ethical considerations were central to the design and execution of the qualitative component of this study. Prior to fieldwork, the researcher obtained a letter of introduction from the Postgraduate Department of St. Paul's University and sought approval from the St. Paul's University Ethical Review Committee (ISERC). These approvals, together with the research proposal, were submitted to the National Commission for Science, Technology, and Innovation (NACOSTI) to obtain a clearance permit to conduct the study. Once issued, copies of all documentation were also submitted to the Nairobi County Commissioner for Education, the Children's Office, and all purposively sampled research sites in Kibra Sub-County (see Appendix 14). This multi-level approval process ensured that the research adhered to national and institutional ethical standards.

Prior to data collection, participants were informed that participation was voluntary. For minors, parents or guardians were fully briefed about the study's objectives, procedures, potential risks, and benefits, and were given the opportunity to ask questions before providing informed consent. Students themselves were provided with age-appropriate explanations of the study and asked to give assent, ensuring they understood their rights, including the right to withdraw at any point without prejudice. Participants aged 18 and above provided informed consent after a detailed explanation of the research, its goals, and their expected involvement. The process emphasized clarity, comprehension, and voluntariness, particularly given the vulnerable nature of the youth population under study.

Confidentiality was maintained rigorously throughout the study. Participants' names were omitted from notes, transcripts, and reports. Pseudonyms were assigned in Focus Group Discussions (FGDs) to protect identities. The collected data were securely stored and used solely for the objectives of this research. No financial or non-financial incentives were provided to participants, consistent with the commitments outlined in the consent agreements. The study was attentive to power dynamics between

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the researcher, assistants, and participants. Research assistants were selected from Kibra, fluent in English and Sheng—the local youth language—to ensure participants felt comfortable and understood throughout the process. The study applied the "do no harm" principle, taking care to minimize any emotional distress. Participants were encouraged to share their experiences voluntarily, and support was provided if discussions elicited sensitive emotions or memories. The research team engaged in self-reflectivity throughout the study to maintain awareness of their own perspectives and potential biases in data collection and analysis. Reflection ensured that participants' voices were authentically represented rather than filtered through the researchers' assumptions or expectations. To enhance credibility, the study employed member checking, sharing preliminary interpretations with participants to verify accuracy and resonance with their experiences. This process strengthened the validity of findings and ensured that participants' voices were accurately reflected.

While qualitative research inherently involves subjective interpretation, the study maintained theoretical sensitivity and methodological rigour to balance objectivity and subjectivity. Pragmatic grounded theory guided coding, memoing, and theme identification, emphasizing participants' perspectives while enabling systematic, transparent analysis. Overall, ethical practices in the qualitative analysis ensured that participants' autonomy, confidentiality, and well-being were safeguarded, while the integrity and credibility of the research findings were maintained. Through informed consent, attention to power dynamics, careful handling of sensitive data, self-reflectivity, and member checking, the study upheld rigorous ethical standards, reinforcing the trustworthiness and social responsibility of the research process.

Before proceeding to the field, the researcher received a letter of introduction from the postgraduate department at St. Paul's University. Additionally, approval from St Paul's University Ethical Review Committee (ISERC) was sought. These letters and the approved research proposal were submitted to the National Commission for Science, Technology, and Innovation (NACOSTI) for approval to obtain a clearance permit to collect data. Once the license was issued, the necessary documentation was also passed on to the Nairobi County Commissioner for Education for further approval. Upon approval and clearance, copies of all documentation were submitted to the Kibra Sub-County Education Commissioner, Children's Office, and all purposively sampled research sites in Kibra (Refer to Appendix 14).

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Prior to the commencement of the research, research enumerators/assistants were selected by a thorough interview process. One criterion for selection was that the research assistants were from Kibra and fluent not only in English but also in sheng, a language mainly used by youth in Kenya (a mixture of English, local languages, and Kiswahili). Research assistants were trained in data collection and in observing ethical considerations. Survey questionnaires were translated into Kiswahili, and key terms were translated into sheng slang, as that is the main mode of communication in Kibra among youth. Simulation exercises were conducted solely to validate the questionnaire and ensure uniformity and consistency among the research assistants.

The 'do no harm' principle was applied and adhered to. Respondents received clarification on their voluntary participation and their right to withdraw from the study at any time without prejudice. The guardians/parents were informed about the study and given time to seek any clarification they needed. After this, they were requested to give their informed consent for children under the age of majority. The students also received a detailed explanation of the research and their expected participation should they give assent. The language was tailored to their level of education. The students over 18 years of age gave their own informed consent. This was after a detailed explanation and clarification on the study and their expected participation in it. Individual names did not appear on notes or reports, and participants in the Focus Group Discussions were assigned pseudonyms. An effort was made to ensure that no financial or non-financial incentives were given to the participants, as pointed out in the informed consent agreement. The collected information was kept strictly confidential and used solely for the purposes of the research. Through the study, the researcher and the assistants ensured that they were reflective of each of the processes undertaken.

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3.12 Chapter Summary

This study was conducted in Nairobi County, Kenya, with 3560 registered beneficiaries from the Community-Based out-of-school mentorship program. A pilot study among a targeted sample of the projects was conducted to test the research tool prior to its use. Cronbach's Alpha coefficient was used to determine the validity of the research instrument.

CHAPTER FOUR
RESEARCH FINDINGS AND DISCUSSIONS

4.1 Introduction

This chapter presents the study's findings and interpretations in line with the objectives. First is the sub-section of quantitative data, which was analyzed using descriptive statistics, cross-tabulations, and chi-squares, in order to examine the association between predictor and response variables. In the second sub-section, binary logistic regression modeling was used to examine the relationship between participation in out-of-school youth mentorship, mentor support, and individual students' characteristics on positive youth development, as well as the moderating effect of parental support. Findings from the binary logistic regression are presented in figures and tables. In the third sub-section, qualitative data, which was thematically analyzed, was used to complement the quantitative data. The findings from the qualitative data were integrated with or after the results from the quantitative statistical analyses.

4.2 Study Response Rate

The response rate for the administered survey questionnaires was 97% among program participants, representing 349 duly filled questionnaires, and 85% among non-program participants, representing 102 returns. This gave an overall valid response rate of 94%, which was considered sufficient for reliable analysis as presented in Table 4.1.

Table 4.1

Survey Data Response Rate

	Programme Participants		Non-Program Participants	
Response Category	**Frequency**	**%**	**Frequency**	**%**
Issued and correctly filled questionnaires	349	97.2	102	85
Non-returned or spoiled	10	2.8	18	15
Total	359	100	120	100

Note. Source: Field Data (2024).

This level of response is considered sufficient for survey research. Babbie (2020) argues that response rates above 70% are generally adequate to ensure representativeness and reliability of findings in social science research. This response rate was achieved through a participative approach during data collection, whereby Project Managers drew up a schedule in which the principal researcher and the

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research team followed to access the various program and non-program participants in the respective sites to ensure availability and enable fruitful engagement.

The study also targeted 10 key informants (KII) who were the Program Managers of the various Programs, and was able to obtain a 100% response rate from the various targeted respondents. The study carried out a total of 12 FDGs with program participants, 5 FDGs with non-program participants, and 10 one-on-one FDGs to obtain individual stories and testimonials.

4.3 Demographic Characteristics of Respondents

4.3.1 Demographic Profile of Program and Non-Program Participants

As noted in the definition of terms in Chapter One, in this study, a program participant refers to a person who participates in the out-of-school youth mentorship program and has both a formal and active mentorship relationship for over a year. The out-of-school youth mentorship program has an accountability structure whereby shared goals are determined and followed through. In addition, a sub-sample of a non-program participant was identified. The non-program participant refers to a person who was not a participant in the out-of-school youth mentorship program. This group of participants was selected from within the localities of the out-of-school programs. Non-program participants only responded to demographic questions and positive youth development in the questionnaire.

The study collected demographic information for the respondents, including age, gender, schooling level, and whether the respondent was living with a parent. This Information has been tabulated in Table 4.2 which reveals that the majority of the respondents were aged between 15 to 18 in the study population, though there were outliers who were aged above 20 years, a clear indication that there were participants who may have extended their stay in schools which could be contingent either to repetition of some classes, late enrolment debut or lack of required resources to facilitate schooling. As far as gender was concerned, 60.2% were female, an attribute known to be linked to high advocacy efforts for the "girl child" and "affirmative action" to increase opportunities for girls to go to school in Kibra. The other reason for low "boy child" enrolment was maybe due to high dropout rates associated with the pursuit of criminal activities or substance abuse by males in informal settlements.

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Table 4.2

Demographic Information of the Respondents

Variable	Categories	N=451	%
Age in complete years	13	2	0.4%
	14	26	5.8%
	15	104	23.1%
	16	113	25.1%
	17	120	26.6%
	18	48	10.6%
	19	23	5.1%
	20	6	1.3%
	21	6	1.3%
	22	2	0.4%
	23	1	0.2%
Gender	Male	172	38.1%
	Female	279	61.9%
Current class	Form One	128	28.4%
	Form Two	141	31.3%
	Form Three	128	28.4%
	Form Four	54	12.0%
Religion	Protestant	349	77.4%
	Traditional Religion	7	1.6%
	Muslim	3	0.7%
	Roman Catholic	87	19.3%
	Others	2	1.0%
Both parents are alive	Yes	347	76.9%
	No	103	23.0%
A person living with	Aunt	20	4.4%
	Uncle	9	2.0%
	Sister	10	2.2%
	Brother	6	1.3%
	Grandparent	27	6.0%

Note. Source: Field Data (2024).

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Additionally, as shown in Table 4.2 below, those who lived with their aunts were 4.4%, with their siblings 3.5%, and with their grandparents 6.0%. From this data, the number of youth who live with grandparents cannot be ignored. Grandparents need to be considered integral to the out-of-school mentorship programs.

The concentration of respondents in the 15–18 age range indicates that the results primarily reflect mid-adolescents who are still actively progressing through secondary school, where Positive Youth Development is unfolding and closely tied to ongoing school experiences and exposure to mentorship. A small number of respondents aged above 20 years introduce variation in schooling progression, likely reflecting delayed educational pathways such as repetition or late enrolment, which means later results capture mixed educational trajectories rather than a uniform stage of development. This matters because differences in age and schooling progression can influence how students engage with mentorship, respond to support systems, and report developmental outcomes.

The gender distribution, with a higher proportion of females, also influences how the results should be read. It suggests that the findings may lean more towards female experiences of school engagement, mentorship participation, and perceived support, which can shape the overall patterns observed in Positive Youth Development. The variation in living arrangements, especially the presence of respondents living with grandparents or other relatives, is important for interpreting findings on parental support. These differences point to unequal caregiving environments, in which levels of supervision, emotional support, and daily guidance vary across households.

The information especially shows that a high percentage living with their grandparents was consistent with what was captured in the qualitative data, where most of the respondents shared their closeness to their grandparents as depicted in Table 4.3 below.

Table 4.3

Respondent Narratives on Demographic Data

Number	Code of Individual Respondent or Code of Group Respondents	Project Code	Respondents Narratives
1.	FR-FDG 1-1 #4	P00K	*"Minaishi na Shosh tanguniwe moto"* (I live with my grandmother since I was a child)
2.	MR-FDG 1-1#7	P006	*"Mimi pia na ishi na Shosh, Mama yangu alipotea home tangu niwe msmall".* *(I also live with my grandmother, my mother got lost since I was small)*

Note: FR=Female Respondent, MR=Male Respondent 1-1= One on One Focus Group Discussion, P00K=Project Code

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4.3.2 Demographic Characteristics of Parents

Parents' demographic information was a critical aspect of the background information. This information revealed that 70.9% of the respondents' parents had at least secondary education, while 71.5% of their parents had post-secondary education. Lastly, 29.4% of mothers were self-employed, and 34.6% were housewives, while 42.4% of fathers were either casual laborers or self-employed at 37.7%.

Table 4.4

Demographic Information of Respondents Parents

Variable	Response	N=451	%
Education level of your mother	None	25	5.5%
	Primary Education	150	33.3%
	Secondary Education	171	37.9%
	Post Secondary Education	100	22.2%
Education level of your father	None	13	2.9%
	Primary Education	74	16.4%
	Secondary Education	149	33.0%
	Post Secondary Education	178	39.5%
Guardian education level	None	13	2.9%
	Primary Education	4	0.9%
	Secondary Education	25	5.5%
	Post Secondary Education	22	4.9%
Relationship with guardian	Uncle	20	4.4%
	Auntie	9	2.0%
	Brother	10	2.2%
	Sister	6	1.3%
	Grandparents	21	4.7%
	Other Relative	6	1.3%
Occupation of your mother	Salary Employed	100	22.2%
	Casual labourer	50	11.1%
	Unemployed	64	14.2%
	Housewife	92	20.4%
	Self-employed	131	29.0%
Occupation of your father	Salary Employed	13	2.9%
	Casual labourer	191	42.4%
	Unemployed	20	4.4%
	Self-employed	170	37.7%

Note. Source: Field Data (2024).

From the parents' demographics, we see an informed household setting that can facilitate learning and understanding of adolescent development. But the level of education does not equate to employment stability, since many mothers are either working independently or unemployed. The case is even more

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pronounced for fathers who work casually or are self-employed. From the above analysis, the households have people with knowledge due to their educational qualifications, but they face economic instability, which might impact their level of support for adolescents. Variations in the guardianship pattern indicate that caregivers' support will also vary for structural reasons. It is worth noting that there is a considerable number of students under the care of their relatives, such as grandparents. The households have a combination of educated, economically different, and structurally diverse parents. Consequently, the level of parental support in the research will vary from one individual to another and will influence the interpretation of the effectiveness of mentoring and Positive Youth Development.

4.4 Descriptive Statistics

4.4.1 Positive Youth Development

This section introduces the dependent variable, Positive Youth Development. It presents the descriptive statistics. The study used a 5-point Likert scale to assess the 6 Cs of Positive Youth Development. The six Cs were competence, confidence, connection, character, caring, and contribution. It should be noted that competence and contribution had sub-categories as follows: competence (social, cognitive, and academic competence) and contribution (community, leadership, and volunteerism), respectively. The definition of these components has been provided in (Refer to Appendix 4: Definitions of the Six Cs of Positive Youth Development).

Competence was conceptualized as a composite variable with the dimensions, namely, social, cognitive, and academic competence. It refers to the ability of an individual to respond to social situations positively and to avoid negative responses and consequences. Thus, the first section presents an analysis of "social competence". Social competence, evaluated using a five-point Likert scale, has been tabulated in Table 4.5 below. The results indicate that 41.9% agreed and 39% strongly agreed that they work well with their peers. 37.9% strongly agreed, and 46.6% agreed that they can make friends with their peers. 29.3% agreed, and 20% strongly disagreed that they cannot talk with people they do not know. 39.2% agreed and 34.6% strongly agreed that they can tell peers they are doing something they do not like. 44.8% agreed and 31.9% strongly agreed that they can tell a funny story to a group of peers. 46.3% agreed and 35.5% strongly agreed that they can stay friends with other peers. 44.6% agreed and 37.9% strongly agreed that they can tell other peers what they think

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even if they disagree with them. Consistent with a number of studies, social competence is important for young people as it helps them navigate social issues of life. Lerner et al., (2023) documents social competence as an internal asset which helps an individual to be effective in building interactions with others and having adept skill in resolving conflict.

The Search Institute defines youth internal assets as capabilities or competencies, such as values and strengths, that a person develops inherently. These soft skills help a young person navigate life, for instance, by developing a high sense of self-worth, having a sense of hope, and the ability to handle and resolve conflicts. Rhodes (2025) posits that they contribute to a person's ability to achieve goals, including achievement motivation, high self-esteem, a sense of purpose, and peaceful conflict-resolution skills. These internal assets contribute to positive choices, academic success, and overall well-being, as outlined in the Developmental Assets Framework by Search Institute. (Ref: Appendix 5: Search Institute Development Assets). This aspect will be addressed later in this thesis.

Table 4.5

Descriptive Statistics on Social Competence

N=451	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
I work well with peers.	3.80%	5.30%	10.00%	41.90%	39.00%
I can make friends with other peers.	3.80%	5.10%	6.70%	46.60%	37.90%
I can talk with people I don't know.	20.00%	19.50%	12.40%	29.30%	18.80%
I can tell other peers that they are doing something I don't like.	7.30%	9.30%	9.50%	39.20%	34.60%
I can tell a funny story to a group of peers.	5.10%	8.90%	9.30%	44.80%	31.90%
I can stay friends with other peers.	4.40%	4.70%	9.10%	46.30%	35.50%
I can tell other peers what I think, even if they disagree with me.	4.70%	6.20%	6.70%	44.60%	37.90%

Note. Source: Field Data (2024).

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The pattern shows strong clustering toward agreement across most indicators of social competence, suggesting generally high self-reported confidence in peer interaction, communication, and friendship maintenance. This creates a skewed distribution rather than a balanced one, where positive responses dominate the dataset. In practical terms, this kind of concentration can inflate the overall picture of social competence, especially in contexts where responses rely on self-perception rather than observed behavior. It also means the results are more reflective of youths who are already comfortable within peer networks, rather than those who struggle socially or remain on the margins of group interaction.

A clear break in this pattern appears in situations involving unfamiliar peers, where responses are more dispersed and less consistently positive. This shift matters because it shows that social competence is not evenly developed across contexts. It is stronger in familiar, structured peer environments and weaker in unstructured or unfamiliar social settings. In a setting like Kibra, where peer networks often shape daily interactions and support systems, this suggests that competence is likely reinforced within existing groups rather than easily transferred into new social spaces. That distinction is important because it affects how later results on Positive Youth Development should be read, especially where competence is treated as a broad developmental strength.

The second dimension of competence is cognitive competence. It was examined using a five-point Likert scale tabulated in Table 4.6 below. The tabulated responses show that 54.1% strongly agreed and 41.2% agreed that they have developed step-by-step plans to reach their goals. 60.8% strongly agreed, and 36.6% agreed that they have goals in their life. 54.7% strongly agreed, and 40.1% agreed that they set goals and take action to reach them. 56.3% strongly agreed, and 40.1% agreed that they have no difficulty whenever they are figuring out how to make their goals happen. 45.2% strongly agreed, and 43.2% agreed that they are willing to risk failure to reach their goals. 37.7% strongly agreed, and 45.2% agreed that whenever they are working on something, they always care about doing their best. 41.% agreed, and 27.5% strongly agreed that they like coming up with new ways to solve their problems. 41.2% agreed and 38.4% strongly agreed that they are leaders, not followers. Lerner et al. (2023) articulate the differences between cognitive and academic competence, which may sometimes be thought to be similar but are not. Cognitive competence is also considered an internal asset helping an individual refine their analytical ability, decision-making, and critical thinking.

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Table 4.6

Descriptive Statistics on Cognitive Competence

N=451	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
I have developed step-by-step plans to reach my goals.	0.9%	0.7%	3.1%	41.2%	54.1%
I have goals in my life.	0.4%	0.7%	1.6%	36.6%	60.8%
If I set goals, I take action to reach them.	1.3%	0.9%	2.2%	41.7%	53.9%
I have no trouble figuring out how to make my goals happen.	0.4%	0.7%	2.4%	40.1%	56.3%
I am willing to risk failure to reach my	2.7%	2.4%	6.4%	43.2%	45.2%

goals.					
When I work at something, I care about doing my best.	5.3%	2.0%	9.8%	45.2%	37.7%
I like coming up with new ways to solve problems.	10.2%	8.0%	12.6%	41.7%	27.5%
I am a leader, not a follower.	6.9%	6.2%	7.3%	41.2%	38.4%

Note. Source: Field Data (2024).

The distribution shows a strong and consistent clustering toward agreement across all indicators of cognitive competence, creating a clearly skewed pattern that reflects a generally high level of self-reported goal orientation, planning, and problem-solving capacity. Most responses fall at the upper end of the scale, suggesting that cognitive competence in this sample is closely tied to structured goal setting and action-oriented thinking rather than being evenly distributed across varying levels of ability. What stands out is that respondents consistently present themselves as deliberate in planning, confident in setting and pursuing goals, and committed to performing well in tasks, which points to a strong internalisation of goal-directed behaviour within the group. At the same time, slightly less uniform agreement on items linked to creativity, risk-taking, and leadership suggests that while structured cognitive skills are well established, more open-ended or adaptive forms of thinking are expressed with less consistency. In the context of the study, this pattern suggests that cognitive competence is shaped more by disciplined planning and achievement orientation than by flexible problem-solving or exploratory thinking, which is important for understanding how later outcomes related to Positive Youth Development are likely to align with structured rather than adaptive cognitive behaviours.

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The third dimension of competence is academic competence. It was computed using a five-point Likert scale and is tabulated in Table 4.7 below. It depicts that 58.5% strongly agreed and 37% agreed that they are good students. 49.4% strongly agreed and 38.6% agreed that they take part in school activities. 61% strongly agreed and 37% agreed that they like learning new things. 63.4% strongly agreed, and 35% agreed that their academic performance in school is of concern to them. 56.3% strongly agreed, and 38.1% said they enjoy participating in projects. 46.6% strongly agreed, and 40.6% agreed that they like to lead the team when carrying out school projects. 38.8% strongly agreed, and 40.6% agreed that they know what they want to do for their career. 57% strongly agreed and 37.9% agreed that their school provides sufficient support for their studies. Lerner et al. (2023) further

posit that academic competence is not only about academic scores but is conceived as a broad set of proficiencies, student skills, mindset, and behaviours that are critical or predictors for academic success. These proficiencies include attitudes and predispositions, such as motivation to study, time management, critical thinking, and reading, among others.

Table 4.7

Descriptive Statistics on Academic Competence

N=451	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
I am a good student.	0.9%	0.2%	3.3%	37.0%	58.5%
I take part in activities in school.	4.2%	4.4%	3.3%	38.6%	49.4%
I like to learn new things.	0.4%	0.4%	1.1%	37.0%	61.0%
My academic performance in school concerns me.	0.4%	0.2%	0.9%	35.0%	63.4%
At school I enjoy participating in projects.	2.0%	1.1%	2.4%	38.1%	56.3%
I like to lead the team when carrying out school projects.	3.5%	2.9%	6.2%	40.8%	46.6%
I know what I want to do for a career.	4.0%	6.7%	10.0%	40.6%	38.8%
My school provides sufficient support for my studies.	0.4%	1.1%	3.5%	37.9%	57.0%

Note. Source: Field Data (2024).

Further, respondents' academic performance was examined by looking at current end-of-term results for Form One and Form Two. For Form Three and Form Four, the pre-mock and Mock exam results were considered, respectively. Findings are summarized in Table 4.8 below. Students in Form One and Two take a maximum of 12 subjects while those in Form Three and Four take a maximum of eight subjects. It was found that all program participants in the Community-Based out-of-school mentorship programs had above-average academic performance, though there were wider deviations. Further, there was a statistically significant difference in academic performance between program participants and non-participants, with program beneficiaries recording better performance. This was just a cross-sectional view of academic performance and an in-depth analysis of how PYD may predict academic performance.

As mentioned earlier, academic competence encompasses not only academic scores but also internal assets such as individual achievement, confidence, and other traits. A number of scholars have associated PYD with academic success outcomes. Dimitrova (2021), in a study of 15–18-year-old Norwegian high school students, showed that some PYD components positively correlated with

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academic achievement, which was also consistent with the Abdul-Kadir et al. (2021a) study, which showed that some PYD indicators, like character and confidence, were associated with better maths test scores. Ochola's (2020) study also found that peer mentorship contributed to building students' skills to address academic challenges, improve study approaches, and build resilience towards achieving good grades.

Table 4.8

Analysis of Academic Performance

	Marks		
Programme Participation	**N=451**	**Mean**	**Std. Deviation**
Programme Participants	349	510.9	186.207
Non-Programme Participants	102	408.72	141.232
	T= 5.126, P value <0.05		

Note. Source: Field Data (2024).

The second indicator of PYD is Confidence, one of the 6Cs. Confidence was conceptualized as the ability of one to have a positive view of themselves, outlook towards life, and self-efficacy. Descriptive statistics on confidence for the respondents is tabulated in Table 4.9 below and was assessed using a 5-point Likert scale. The findings indicate that 47% agreed and 35% strongly agreed that their lives are closer to their ideals in most respects. 45% agreed and 31.3% strongly agreed that their life conditions are excellent. 48.1% strongly agreed, and 41.5% agreed that they are happy with their life. 38.1% agreed, and 33.5% strongly agreed that they have the most important things they want in their life so far. 32.6% agreed, and 25.5% strongly agreed that they would change almost nothing if they could live their life over.

Table 4.9

Descriptive Statistics on Confidence

N=451	**Strongly Disagree**	**Disagree**	**Neutral**	**Agree**	**Strongly Agree**
My life is closer to my ideal in most ways.	3.1%	3.1%	11.8%	47.0%	35.0%
My life conditions are excellent.	4.9%	7.8%	11.1%	45.0%	31.3%
I'm happy about my life.	2.4%	2.9%	5.1%	41.5%	48.1%
I've got the important things I want in my life so far.	7.8%	12.6%	8.0%	38.1%	33.5%
I would change almost nothing if I could live my life over	18.8%	12.9%	10.2%	32.6%	25.5%

Note. Source: Field Data (2024).

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The third indicator of PYD is Connection, one of the 6Cs. Lerner et al. (2023) define this as the ability to build relationships with peers and others in the relational circle. It was also assessed using a 5-point Likert scale tabulated in Table 4.10 below. On examination, the findings indicate that 28.2% agreed and 35% strongly agreed that they have a wide circle of friends. 49% agreed, and 36.8% strongly agreed that they think it's important to be involved with other people. 50.1% agreed, and 35% strongly agreed that their friends care for them. 46.6% agreed, and 45.9% strongly agreed that while at school, they feel connected with teachers. 44.1% agreed, and 49.7% strongly agreed that they have adults in their life who care for them. 45.2% agreed, and 44.8% strongly agreed that they like to serve and give back to the community.

Table 4.10

Descriptive Statistics on Connection

N=451	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
I have a wide circle of friends.	12.2%	16.4%	8.2%	35.0%	28.2%
I think it's important to be involved with other people.	4.4%	4.0%	5.8%	49.0%	36.8%
My friends care about me.	3.1%	2.2%	9.5%	50.1%	35.0%
At school, I feel connected to the teachers.	5.1%	5.8%	7.8%	43.2%	38.1%
I have adults in my life who care for me.	2.4%	1.6%	3.5%	46.6%	45.9%
I feel connected to my parents.	2.2%	1.3%	2.7%	44.1%	49.7%
I like to serve and give back to the community.	0.9%	3.3%	5.8%	45.2%	44.8%
When I am at home, I do the home chores.	0.9%	1.1%	2.2%	38.1%	57.6%

Note. Source: Field Data (2024).

The fourth indicator of PYD is Character, which is also one of the 6C's. It refers to the set of moral compasses, ethical and mental qualities that define an individual's personality and behavior. It influences how a person interacts with others, makes decisions, and responds to challenges. Strong character is often associated with integrity, resilience, and a sense of responsibility. Descriptive statistics on character are tabulated in Table 4.11 below. The study found that the majority (47.9%) agreed and 46.3% strongly agreed that whenever called to help others, they always do so. 42.1% agreed, and 28.2% strongly agreed that they can be counted on to help whenever someone needs help. 51.4% agreed, and 41.9% strongly agreed that they know what they value. 51% agreed, and 42.8% strongly agreed that they know what they stand for. 52.5% agreed and 41.5% strongly agreed that their values guide their understanding of the meaning of their lives. 47.2% agreed, and 35.9% strongly

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agreed that they realize what is good and what is bad. 51.9% agreed, and 33.9% strongly agreed that they respect people who are different from them. 50.3% agreed and 38.6% strongly agreed that their lives are full of purpose.

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Table 4.11
Descriptive Statistics on Character

N=451	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
When others need help, I help them.	0.4%	0.7%	4.7%	47.9%	46.3%
I can be counted on to help if someone needs me.	6.0%	12.2%	11.5%	42.1%	28.2%
I know what I value.	0.7%	2.0%	4.0%	51.4%	41.9%
I know what I stand for.	0.2%	1.1%	4.9%	51.0%	42.8%
My values guide my understanding of the meaning of my life.	0.9%	1.6%	3.5%	52.5%	41.5%
I realize what is good and what is bad.	5.8%	5.3%	5.8%	47.2%	35.9%
I respect people who are different from me.	4.0%	2.0%	8.2%	51.9%	33.9%
My life is full of purpose.	2.4%	2.0%	6.7%	50.3%	38.6%

Note. Source: Field Data (2024).

The fifth indicator of PYD is Caring, again one of the 6C's. Caring is the ability to show kindness, empathy, and concern for others. It involves both emotional sensitivity and actions that demonstrate support, compassion, and understanding. Caring plays a vital role in building meaningful relationships, fostering a sense of community (Muhamad et al., 2024). The study results, as shown in Table 4.12 below, indicate that 43% agreed and 42.6% strongly agreed that it's easy for them to know how others feel. 51.9% agreed, and 41.9% strongly agreed that they try to encourage others when they are not good at something. 49% agreed, and 44.6% strongly agreed that they can be counted on to help if someone needs help. 49.4% agreed, and 42.6% strongly agreed that they care about the feelings of their friends. 48.3% agreed, and 36.4% strongly agreed that they regularly contribute to their community. 49.9% agreed, and 36.4% strongly agreed that they help in making the community a better place to live. 51% agreed, and 40.1% strongly agreed that they help people in need, while 49.2% agreed and 43.7% strongly agreed that they give part of their time to make the lives of other people better.

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Table 4.12

Descriptive Statistics on Caring

N=451	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
It is easy for me to know how others feel.	1.8%	5.1%	7.5%	43.0%	42.6%
I try to encourage others when they are not as good at something as me.	1.1%	2.4%	2.7%	51.9%	41.9%
I can be counted on to help if someone needs me.	1.3%	1.6%	3.5%	49.0%	44.6%
I care about my friends' feelings.	1.3%	1.6%	5.1%	49.4%	42.6%
I regularly contribute to my community.	4.9%	4.9%	5.5%	48.3%	36.4%
I help make my community a better place.	2.7%	3.1%	8.2%	49.9%	36.1%
I help people in need.	0.9%	1.6%	6.4%	51.0%	40.1%
I give part of my time to make the lives of other people better.	0.9%	2.0%	4.2%	49.2%	43.7%

Note. Source: Field Data (2024).

The sixth indicator of PYD is Contribution, another one of the 6C's. Contribution was conceptualized as a composite variable comprising two dimensions: community leadership and community volunteerism. Contribution is defined by Lerner (2023) as the ability to know one's strengths and use these for the public good by making contributions to improve the communities they come from. This means they use their strengths to contribute positively not only to themselves, but to their families and their communities. Community leadership is one's ability to provide situational leadership and to lead others when assigned that prerogative. Community volunteerism is when youth are inspired to give back to their communities through service. The first section presents an analysis of "community leadership".

The descriptive statistics for community leadership are tabulated in Table 4.13 below, which indicates that 46.3% agreed and 34.4% strongly agreed that they understand the needs of their community. 52.3% agreed, and 28.8% strongly agreed that they can identify at least three needs of their community. 49.9% agreed and 39% strongly agreed that they love to support their community through service. 48.3% agreed, and 46.3% strongly agreed that the mentorship program provides an opportunity for the application of individual talents and knowledge to improve their community. 52.1% agreed, and 41.5% strongly agreed that the skills that they have learned in the program are

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skills that help them serve their community. 47.7% agreed and 40.8% strongly agreed that they love to serve their local church.

The second section presents the analysis of "community volunteerism". The descriptive statistics for community volunteerism are also tabulated in Table 4.13 below.

Table 4.13
Descriptive Statistics on Community Leadership and Volunteerism

N=451	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Community Leadership					
I understand the needs of my community.	3.5%	6.7%	9.1%	46.3%	34.4%
I can identify at least three needs in your community	5.3%	5.1%	8.4%	52.3%	28.8%
I love to support my community through service.	2.0%	3.3%	5.8%	49.9%	39.0%
I serve in my local church.	8.0%	16.0%	6.4%	35.7%	33.9%
Community Volunteerism					
I am very interested in being a part of my community.	1.3%	0.9%	2.7%	48.3%	46.8%
I feel I have the ability to make a difference in my community.	0.7%	0.7%	3.8%	49.9%	45.0%
I try to find the time to make a positive difference in my community.	1.6%	2.4%	6.7%	54.1%	35.3%
I am highly interested in volunteering.	2.0%	3.3%	6.2%	47.7%	40.8%
I am very interested in joining local groups, projects or clubs.	3.1%	2.7%	4.9%	48.8%	40.6%
In the last month I have participated in community activities.	23.7%	25.7%	4.0%	23.5%	23.1%

Note. Source: Field Data (2024).

The study shows that 48.3% agreed and 46.8% strongly agreed that they are interested in being a part of my community. While 49.9% agreed and 45.0% strongly agreed that they felt they had the ability to make a difference in their community. In addition, 54.1% agreed and 35.5% strongly agreed that they find the time to make a positive difference in their community. About 47.7% agreed and 20.8% strongly agreed that they share the view and interest in volunteering. 48.8% agreed, and 40.6% strongly agreed that they have an interest in joining local groups, projects or clubs. Lastly, 23.5% agreed, and 23.1% strongly agreed that they had participated in community activities in the last month.

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Overall Positive Youth Development

The composite PYD variable attributes were summarized and ranked into low, medium, and high categories. Only the beneficiaries of mentorship in the out-of-school youth mentorship programs have been considered in the subsequent analysis, and they were 349 of the 451 respondents. The study results in Table 4.14 illustrate that 73.2% of respondents recorded high levels of social competence, 95.3% had high levels of cognitive competence, 96.9% had high levels of academic performance, and 93.1% reported high competence levels. 74.1% reported high levels of confidence, 91.4% reported high levels of connection and 93.6% reported high levels of caring. 77.8% reported high levels of community volunteerism, 92.2% reported high levels of community volunteerism, 84.9% reported high levels of contribution, and 94.9% reported high levels of positive youth development.

Table 4.14

Descriptive Statistics on Positive Youth Development

N=451	Low	Medium	High
Competence	0.7%	6.2%	93.1%
Confidence	5.3%	20.6%	74.1%
Connection	0.4%	8.2%	91.4%
Character	0.4%	7.1%	92.5%
Caring	0.2%	6.2%	93.6%
Contribution	0.7%	14.4%	84.9%
Overall Positive Youth Development.	0%	5.1%	94.9%

Note. Source: Field Data (2024).

4.4.2 Influence of Program Participation in the out-of-school Youth Mentorship Program on Positive Youth Development

The study sought to examine youth membership and participation in the out-of-school youth mentorship program. This first section will examine the extent of youth membership, while the second section will address involvement in the out-of-school youth mentorship. The study estimated that 88% of program participants attended the out-of-school program during holidays, 57% were leaders in the out-of-school programs, 28.1% participated in Praise and Worship teams. Table 4.15 below summarizes the analysis.

Table 4.15

Youth Membership in Mentorship Programme

N=349			%
Number of times you attend program activities	Once Weekly	22	6.3%
	Twice Weekly	12	3.4%
	Three times Weekly	3	0.9%
	Only During school holiday	307	88.0%

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Role in the programme	Choir Leader	9	2.6%
	Praise and worship	98	28.1%
	Leaders	199	57.0%
	Just a Participant	18	5.2%
	Class Prefect	21	6.0%

Note. Source: Field Data (2024).

The study examined the effect of program participation on positive youth development in Kibra Sub-County. The respondents were asked to indicate their level of agreement on a five-point Likert scale ranging from strong disagreement to strong agreement. Table 4.16 below summarizes the findings.

Table 4.16

Descriptive Statistics on Programme Involvement

N=349	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
I think that participating in the program will help me continue my education.	6%	5.2%	0%	57.0%	31.8%
I learn a lot from participating in the program.	2.6%	0.6%	10.6%	51.6%	34.7%
Staff at the program pay attention to what's going on in my life.	0.6%	0.3%	2.3%	27.8%	69.1%
Staff in the programme listen to what I have to say.	0.3%	0.9%	1.4%	37.2%	60.2%
The program has nurtured my goal-setting skills.	4.6%	9.2%	20.3%	37.5%	28.4%
I feel like I have voice/power to influence decisions about the program.	4.6%	5.7%	22.3%	41.3%	26.1%
There is at least on staff member that I can go to for support or help with a problem.	2.0%	4.3%	10.9%	44.7%	38.1%

Note. Source: Field Data (2024).

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According to the findings, the majority 88.8% strongly agreed that they think participating in the mentorship programme would help them continue with their education. All programs sampled provide educational scholarships to the program participants. The majority, 86.3%, strongly agreed they have learned a lot from participating in the program. 69.1% strongly agreed that staff in the mentorship program pay attention to what is going on in participants' lives, and 60.2% strongly agreed that they listened to what they said. Further, 66.9% strongly agreed that the mentorship program has nurtured their goal-setting skills. 41.3% agreed, and 26.1% strongly agreed that they felt that they had the voice/power to influence decisions in their program. 82.47% strongly agreed that they have identified at least one member of staff in their respective mentorship programs whom they can open up to or rely on to solve problems facing them.

Another sub-category of the out-of-school youth mentorship program was community engagement. This sought to assess how the programmes facilitated community engagement. Respondents' ratings of the effect of community engagement on positive youth development were obtained using a five-point Likert scale. Respondents' rating is in Table 4.17.

Table 4.17

Descriptive Statistics on Community Engagement in the Out-Of-School Mentorship Program

N=349	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
The program has a positive influence on how people in my community treat me.	3.2%	4.0%	8.9%	46.7%	37.2%
The program and my school work together to offer activities and services.	6.9%	12.0%	8.0%	37.5%	35.5%
The program has had a positive influence on how I treat people from my neighbourhood.	2.0%	2.0%	8.3%	45.3%	42.4%
The program finds ways to involve my family.	6.3%	6.9%	8.3%	40.7%	37.8%
I have opportunities to serve my community through the program.	4.6%	6.3%	13.8%	39.3%	36.1%

Note. Source: Field Data (2024).

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According to the findings, 46.7% agreed, and 37.2% strongly agreed that participation in the mentorship program had influenced how people in their community treated them. 37.5% agreed, and 35.5% strongly agreed that participation in the mentorship program and their respective schools do work together in offering services to the community. 45.3% agreed, and 42.4% strongly agreed that participation in the out-of-school mentorship program has had a positive influence on how they treat people from their neighbourhood. 40.7% agreed, and 37.8% strongly agreed that participation in the out-of-school mentorship program was integrated with family activities, while 75.4% strongly agreed that the out-of-school mentorship program provides opportunities for them to serve their community.

In addition, the study examined whom respondents considered a mentor. As shown in Table 4.18, the majority of respondents (50.1%) identified project staff as their mentors, while teachers and grandparents were each cited by 23.5% of participants. Peers (1.7%), aunts (0.9%), and uncles (0.3%) were rarely mentioned. These findings indicate that the structured mentorship provided by project staff is the primary source of guidance and support for the students, complemented by family and

school-based figures. The prominence of project staff as mentors underscores the central role of the out-of-school youth programs in fostering positive youth development, more importantly suggesting that the relationships established within the program with trusted advisors are instrumental in shaping competence, confidence, character, and other developmental outcomes among secondary school students in Kibra Sub-County.

Table 4.18

Who are considered a Mentor by the Respondents

Person	Frequency	Percentages (%)
Project Staff	175	50.1
Teacher	82	23.5
Grandparents	82	23.5
Peer	6	1.7
Uncle	1	0.3
Aunt	3	0.9
Total	349	100.0

Note. Source: Field Data (2024).

Overall, descriptive analysis suggests that participation in out-of-school youth mentorship in Kibra Sub-County is associated with positive development among secondary school students by supporting key personal, social, and community capacities. Students involved in the program showed high levels of competence, particularly cognitive (95.3%) and academic (96.9%), indicating improved goal setting, problem-solving, and school engagement. They also reported relatively high levels of confidence and connection, reflecting life satisfaction, strong peer and adult relationships, and engagement in community activities.

Character and caring were evident, with participants demonstrating ethical awareness, empathy, and willingness to help others. High program involvement, with 88% attending sessions during holidays and 57% in leadership roles—combined with mentorship from project staff, teachers, and grandparents- appeared to support these outcomes. Overall, the findings indicate that participation in the youth mentorship program may contribute to the development of social, emotional, and civic capacities among secondary school students in Kibra.

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In addition to the forementioned out-of-school mentorship program, the study sought to examine the level of participation in extracurricular out-of-school activities. This data has been summarized in Table 4.19.

Table 4.19

Participation in out-of-school extracurricular activities

N=349	Yes		No	
Consolidated List of Various Activities	**N=349**	**%**	**N=349**	**%**
Sharing Gospel in Community	159	46%	187	54%
Religious education	246	70.5%	98	28.1%
Music/choir club	134	38.4%	210	60.2%
Sports club	172	49.3%	171	49.0%
Book club /library	253	72.5%	91	26.1%
Dance club	113	32.4%	232	66.5%
Arts and Crafts Club	77	22.1%	265	75.9%
Sewing or tailoring club	33	9.5%	308	88.3%
Agriculture club where I learn skills (not paid work)	66	18.9%	279	79.9%
Educating Peers about Positive Life Skills and Healthy Behaviors	235	67.3%	109	31.2%
Carpentry club where you learn skills (not paid work)	25	7.2%	316	90.8%
Cuisine/Cooking Classes	90	25.8%	252	72.2%
English Classes	185	53.0%	158	45.3%
Remedial Classes (Tuition)	220	63.0%	125	35.8%
Computer Classes	118	33.8%	225	64.5%
Health Classes	170	48.7%	173	49.6%
Electronics (Repairing phones etc.)	33	9.5%	310	88.8%
Volunteering to Help Community/Neighbors	214	61.3%	128	36.7%
Community Service	18	5.2%	123	35.2%

Note. Source: Field Data (2024).

About 46% of program participants participated in the sharing of the gospel in the community. 70.5% of program participants reported participating in religious education, and 38.4% participated in music/choir. 72.5% of programme participants participated in library/book clubs. Only 9.5% of program participants participated in a sewing or tailoring club 61.3% of program participants volunteered to help the community, geared towards building soft skills such as teamwork, collaboration, communication skills, goal-oriented behavior, among other soft skills needed to navigate life.

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From the Group FDG discussions, it emerged that engagement in voluntary community service, learning life skills such as carpentry, book club, remedial classes, tuition, engagement in the arts (drama, music), and sports were the activities the youth liked to do most. Additionally, the projects offered incentives like free medical camps, especially for students who were HIV+, sanitary pads, and skills training tools.

Across the descriptive findings, one clear pattern shows up. Most responses sit at the higher end of the scale across the main Positive Youth Development areas. Students report strong competence in school and thinking skills, high confidence in their lives, solid relationships with peers and adults, and strong character and caring values. The responses move in the same direction across most items, with little spread between agreement and strong agreement. This creates a consistent picture of positive self-reported development across the group exposed to the mentorship program in Kibra.

Another pattern appears in community-related participation. Here, responses spread more compared to the other areas. Many students show positive attitudes toward helping and serving their communities, but reported involvement in actual community activities varies more. Some report regular participation; others report limited or no recent involvement. This difference appears in the same set of descriptive results. Overall, the descriptive findings show a strong and steady concentration of positive ratings in most youth development areas, with more mixed responses when it comes to community participation outside structured program activities.

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4.4.3 Effect of Mentor Support on Positive Youth Development

The second objective examined the effect of mentor support on students' positive development in Kibra Sub-County. Mentor support was measured using five indicators: mentor relationship, longevity, role modeling, positive affirmation, and guidance and counseling. Responses were collected on a five-point Likert scale. The findings are presented below.

The first indicator that was examined was the effect of mentor relationship on positive youth development among program participants. The findings are summarized in Table 4.19. The findings showed that students generally had positive experiences with their mentors. A majority (189, 54.2%) strongly agreed and 142 (40.7%) agreed that they enjoyed experiences derived from their mentors,

reflected in a high mean score of 4.47 (SD = 0.65). A high mean near 5 indicates most students leaned toward agreement, while the low SD shows their responses were consistent. Similarly, 97 (27.8%) strongly agreed, and 158 (45.3%) agreed that they regularly applied skills learned from mentors (M = 3.83, SD = 1.05). The higher SD here means opinions varied more. Regarding feeling challenged by expectations, 189 (54.2%) strongly agreed and 146 (41.8%) agreed, yielding a high mean of 4.49 (SD = 0.64), again indicating both strong agreement and consistency. This pattern suggests that mentoring was widely seen as enjoyable, skill-enhancing, and positively demanding.

Other items showed more mixed responses. On time management, only 46 (13.2%) strongly agreed and 115 (33.0%) agreed, while a sizeable share disagreed (72, 20.6%) or strongly disagreed (54, 15.5%). This yielded a lower mean of 3.08 (SD = 1.28), indicating that students were split, with some finding time management guidance useful and others not. Similarly, when asked if mentors helped them cope after unmet academic goals, 69 (19.8%) strongly agreed, and 147 (42.1%) agreed, but 92 (26.3%) disagreed. The mean of 3.45 (SD = 1.27) indicates moderate agreement and greater variation, reflecting uneven mentor support for resilience and coping strategies. Here, higher SD values indicate that students' experiences were less uniform.

Mentors were seen as strongest in guidance and accountability. For example, 129 (37.0%) strongly agreed, and 139 (39.8%) agreed that they were motivated to make informed academic and career decisions (M = 3.92, SD = 1.15). Likewise, 118 (33.8%) strongly agreed, and 147 (42.1%) agreed that mentors followed up on their academic progress (M = 3.92, SD = 1.08). The highest rating was for mentors helping students explore realistic academic options, with 171 (49.0%) strongly agreeing and 147 (42.1%) agreeing, producing a high mean of 4.35 (SD = 0.77). Means above 4 show strong agreement overall, while lower SDs here signal consistency across students. These findings confirm that guidance, decision-making, and career exploration were the strongest areas of mentor influence. However, some youth voiced dissent regarding the mentor relationship. Acknowledging these counter-narratives does not undermine the benefits of youth mentorship; rather, it enriches the analysis by presenting a more balanced and critical picture of students' lived experiences.

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Table 4.20

Descriptive Statistics on Mentor Relationship

N=349	SD [f](%)]	D (f,(%)	N[f,(%)]	A [f,(%)]	SA [f,(%)]	Mean	SD
I enjoy the experiences I derive from my mentor.	2 (0.6)	3 (0.9)	13 (3.7)	142 (40.7)	189 (54.2)	4.47	0.65
I regularly apply skills learned from my mentor.	14 (4.0)	34 (9.7)	46 (13.2)	158 (45.3)	97 (27.8)	3.83	1.05
I feel overwhelmed by mentors' expectations.	3 (0.9)	3 (0.9)	8 (2.3)	146 (41.8)	189 (54.2)	4.49	0.64
My mentor has taught me to plan and use time optimally.	54 (15.5)	72 (20.6)	62 (17.8)	115 (33.0)	46 (13.2)	3.08	1.28
When my academic career goals were not met, I receive assistance from my mentor to develop better coping strategies.	36 (10.3)	56 (16.0)	41 (11.7)	147 (42.1)	69 (19.8)	3.45	1.27
I have been motivated to make well-informed personal decisions about my academic and professional ambitions.	22 (6.3)	30 (8.6)	29 (8.3)	139 (39.8)	129 (37.0)	3.92	1.15
My mentor has followed up on my plans to develop better academic skills by asking me about my actual progress.	15 (4.3)	33 (9.5)	36 (10.3)	147 (42.1)	118 (33.8)	3.92	1.08
My mentor helps me explore realistic options and provides guidance on how to attain my academic objectives.	5 (1.4)	8 (2.3)	18 (5.2)	147 (42.1)	171 (49.0)	4.35	0.77

Note. Source: Field Data (2024).

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This study found that ninety-six (96%) of the participants shared that they felt overwhelmed by mentors' expectations. Understanding this perspective can help guide mentors in developing joint goals that are realistic and measurable. In qualitative research, especially within pragmatic grounded theory approaches (Charmaz, 2006), counter-voices are invaluable for understanding the complexity and diversity of human experiences. By attending to negative or critical perspectives, researchers avoid romanticizing interventions and instead provide space for critical reflection and program improvement. This is summarized in Table 4.21

Table 4.21

Respondents' Responses Narratives on Reasons they are not Happy with the Programme

Respondent ID	Project Code	Respondents Narratives
MR #4 (FGD)	PJ # 00F	*"Mentor wangu nimukali sana. Ndiyo anaguide lakini siwezikumwambia mambo yangu."* (My mentor is very strict. Yes, she guides me, but I can't tell her my problems)
FR #5(FGD	PJ#00A	*"Sometimes tunasikia activities zimepangwa bila kutuhusisha... hatupati nafasi ya kutoa maoni."* (Sometimes we feel activities are planned without involving us... we don't get a chance to give our views).
MR #7 (FGD)	PJ#00D	*"Mentorship inachukua time ya kucheza na marafiki... mara nyingi tunakaa kama ni lazima tuende."* (Mentorship takes time away from playing with friends... many times it feels compulsory).
FR #6 (FGD)	PJ#00E	*"Wakati mwingine mentors wanatupendelea wale wanafanya vizuri kwa academics."* (Sometimes mentors favour those who perform well academically).
MR #5 (FGD)	PJ#00K	*"Kuna wakati tunahisi mentors hawatuelewi vizuri... wanatupangia mambo tofauti na vile sisi tunaona."* (Sometimes we feel mentors don't understand us well... they impose things differently from how we see them).
FR #8 (FGD	PJ#00C	*"Wakati mwingine kuna strict rules za mentorship... inafeel kama restriction badala ya guidance."* (Sometimes there are strict mentorship rules... it feels more like restriction than guidance).

Note. Source: Field Data (2024); FR=Female Respondent, MR=Male Respondent, MG=Mixed Group, FDG 1-1= One on One Focus Group Discussion, PJ#00K=Project Code

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While the issue of mentor matching, the process of mentor-mentee matching was out of scope for this study, it is a real concern. It is well agreed from evidence the process of youth mentorship in itself is a complex ecosystem. Where relationships were found to be organic, well matched for interest, aligned objectives, they tend to be successful and lead to thriving youth (Luo et al., 2023). While the opposite would also be true, mismatching would lead to disengaged youth, mismatched values. This should a potential for further research especially in the African context. Therefore, most mentees

appreciated mentors who created opportunities for networking, goal setting, career mentorship or guidance and helping the navigate life situations.

Longevity in mentorship was another critical metric that was examined as shown in Table 4.22 below.

Table 4.22
Descriptive Statistics on Mentor Longevity

Current class	Mean	Std. Deviation	Minimum	Maximum
Form One	3	2.9	1	13
Form Two	3	3	1	14
Form Three	5	4.6	1	16
Form Four	6	4.3	1	16
Total	4	3.8	1	16

Note. Source: Field Data (2024).

The results show variation across classes, with Form One and Form Two students reporting an average of 3 years of mentorship (Mean = 3.0, SD = 2.9 and Mean = 3.0, SD = 3.0, respectively). Form Three students had a higher average of 5 years (Mean = 5.0, SD = 4.6), while Form Four students recorded the highest average at 6 years (Mean = 6.0, SD = 4.3). Overall, the mean mentorship longevity across all classes was 4 years (SD = 3.8), with durations ranging between 1 and 16 years.

Form Four participants had an average of six years, followed by five years for Form Three participants, while Form One and Form Two participants had an average of three years. The maximum number of years the participants had been mentored was 16 years, though there were those who had been in the program for only one year. This means that most mentees who showed a longer duration (tenure) of mentorship were recruited into the program when they were still in primary school.

These findings suggest that mentorship exposure tends to increase with progression in class level. Form Four students, having spent the longest period in school, reported more years of mentorship compared to lower classes. The relatively wide standard deviations (ranging from 2.9 to 4.6) indicate substantial variation within each class, meaning some students had very limited exposure while others had much longer durations.

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This variation points to uneven access or consistency in mentorship, which may influence the overall effectiveness of such programmes. Role modelling emerged as a strong element of mentor support in the mentorship programme. A majority of participants reported positive experiences with their mentors: 85–95% agreed or strongly agreed that their mentors serve as role models, inspire confidence about the future, and guide career and professional decisions. Table 4.23 summarizes the findings.

Table 4.23

Descriptive Statistics on Role Modelling

Statement N=349	SD [f, (%)]	D [f,(%)]	N [f, (%)]	A [f,(%)]	SA [f,(%)]
I consider my mentor my role model.	9 (2.6)	21 (6.0)	22 (6.3)	128 (36.7)	169 (48.4)
I admire my mentor and want to be as successful as them.	7 (2.0)	13 (3.7)	26 (7.4)	125 (35.8)	178 (51.0)
My mentor inspires my confidence in the future.	3 (0.9)	14 (4.0)	25 (7.2)	137 (39.3)	170 (48.7)
My mentor and I share the same values.	4 (1.1)	4 (1.1)	8 (2.3)	156 (44.7)	177 (50.7)
My mentor inspires me because he/she always give back to the community.	19 (5.4)	58 (16.6)	57 (16.3)	133 (38.1)	82 (23.5)
My mentor has helped nurture my emotional and social skills.	13 (3.7)	23 (6.6)	36 (10.3)	145 (41.5)	132 (37.8)
My mentor makes me feel comfortable enough in our relationship to share openly about sensitive topics.	19 (5.4)	34 (9.7)	40 (11.5)	142 (40.7)	114 (32.7)
My mentor is my primary guide in all my career and professional decisions.	5 (1.4)	9 (2.6)	8 (2.3)	158 (45.3)	169 (48.4)
My mentor accords practical approaches whenever I have a problem by sharing his/her personal experiences.	10 (2.9)	9 (2.6)	21 (6.0)	151 (43.3)	158 (45.3)

Note. Source: Field Data (2024).

Over 90% of respondents indicated that they admire their mentors and share common values, making it easier to emulate positive behaviors. While most mentees experienced supportive relationships, slightly lower agreement (62%–65%) was observed for items related to community engagement and emotional skill development, suggesting that some mentors could further demonstrate community

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service and nurture social-emotional competencies. Participants also reported high comfort in sharing sensitive issues (around 73%), reflecting strong mentor-mentee bonds that encourage open communication. Overall, the mean scores ranged from 3.69 to 4.44 (SD = 0.74–1.15), indicating consistently high positive perceptions of mentors as role models. These findings suggest that mentors in the program provide both aspirational and practical guidance, contributing to positive youth development by promoting confidence, goal orientation, and value alignment.

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The third indicator examined was positive affirmation, assessed using a five-point Likert scale. The results are summarized in Table 4.24.

Table 4.24

Descriptive Statistics on Positive Affirmation

N=349 Statement	SD [f, (%)]	D [f, (%]	N [f, (%)]	A [f, (%)]	SA [f, (%)]	Mean	SD
My mentor consistently appreciates the effort I put into my studies.	9 (2.6)	7 (2.0)	16 (4.6)	140 (40.1)	177 (50.7)	4.34	0.83
My mentor believes in me.	10 (2.9)	6 (1.7)	27 (7.7)	131 (37.5)	175 (50.1)	4.31	0.86
Even when my grades are not good, my mentor still encourages me to stay focused.	3 (0.9)	4 (1.1)	9 (2.6)	121 (34.7)	212 (60.7)	4.54	0.72
When my school grades are not good, my mentor helps me determine the best solutions.	8 (2.3)	3 (0.9)	8 (2.3)	153 (43.8)	177 (50.7)	4.4	0.82
My mentor challenges me towards my purpose.	14 (4.0)	12 (3.4)	23 (6.6)	166 (47.6)	134 (38.4)	4.13	0.98
My mentor recognizes and affirms all efforts towards my career development.	12 (3.4)	7 (2.0)	36 (10.3)	157 (45.0)	137 (39.3)	4.15	0.92
My mentor has helped me identify my strengths and guides me on how to focus on them.	8 (2.3)	18 (5.2)	40 (11.5)	143 (41.0)	140 (40.1)	4.11	0.95

Note. Source: Field Data (2024).

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The results show strong positive affirmation from mentors, with all items rated above 80% of the maximum possible score. The highest-rated aspect was encouragement during periods of poor academic performance (M = 4.54, SD = 0.72), equivalent to 90.8%, indicating that mentors are viewed as reliable motivators even in the face of setbacks. Closely related, mentors helping students find solutions when grades are low scored 88% (M = 4.40, SD = 0.82), highlighting their practical, problem-solving role. Appreciation of effort reached 86.8% (M = 4.34, SD = 0.83), while belief in students was rated at 86.2% (M = 4.31, SD = 0.86). Together, these indicators point to a strong culture of affirmation that reinforces confidence and self-worth.

Comparatively lower ratings were noted in recognition of strengths (82.2%, M = 4.11, SD = 0.95), affirmation of career efforts (83%, M = 4.15, SD = 0.92), and challenging students toward purpose

(82.6%, M = 4.13, SD = 0.98). While still positive, the higher standard deviations suggest that mentors offered these forms of support less consistently.

Overall, the findings demonstrate that mentors provide substantial reinforcement, particularly during academic struggles, fostering resilience and motivation. However, greater consistency in career-related affirmation and guidance in identifying strengths and purpose would further enhance mentorship outcomes.

Having examined the role of positive affirmation, the study further explored the influence of mentorship on guidance and counselling. Table 4.25 presents the descriptive statistics on guidance and counselling.

Table 4.25

Descriptive Statistics on Guidance and Counselling

N=349 Statement	SD [f, (%)]	D [f,(%)]	N[f,(%)]	A[f,(%)]	SA[f,(%)]	Mean	SD
My mentor encourages me to pursue my dreams.	4 (1.1)	1 (0.3)	6 (1.7)	118 (33.8)	220 (63.0)	4.58	0.7
My mentor is empathetic toward my challenges and helps me see them in a positive light.	5 (1.4)	10 (2.9)	9 (2.6)	170 (48.7)	155 (44.4)	4.32	0.83
My mentor helps keep me focused on my career goals.	4 (1.1)	2 (0.6)	11 (3.2)	139 (39.8)	193 (55.3)	4.48	0.72
My mentor guides me through my challenges and helps me develop practical solutions.	10 (2.9)	6 (1.7)	13 (3.7)	172 (49.3)	148 (42.4)	4.26	0.9
My mentor has played a pivotal role in career guidance based on my strengths.	8 (2.3)	8 (2.3)	30 (8.6)	157 (45.0)	146 (41.8)	4.22	0.92
My mentor guides me in efficiently completing my tasks.	7 (2.0)	13 (3.7)	19 (5.4)	179 (51.3)	131 (37.5)	4.19	0.91
My mentor's guidance has helped me avoid risky behaviour (drugs, poor	5 (1.4)	9 (2.6)	21 (6.0)	163 (46.7)	151 (43.3)	4.28	0.83

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choice of friends, indiscipline, depression, anxiety).	

Note. Source: Field Data (2024).

The results show strong positive affirmation from mentors, with all items receiving approval rates above 80%. The highest-rated aspect was encouragement during periods of poor academic performance, endorsed by 90.8% of respondents (M = 4.54, SD = 0.72), indicating that mentors are reliable motivators even in the face of setbacks. Closely related, mentors helping students find solutions when grades are low was affirmed by 88.0% (M = 4.40, SD = 0.82), pointing to a practical, problem-solving role. Similarly, appreciation of effort received approval from 86.8% (M = 4.34, SD = 0.83), while belief in students was affirmed by 86.2% (M = 4.31, SD = 0.86). These results highlight a strong culture of affirmation that reinforces confidence and self-worth. On the other hand, lower percentages were noted for recognition of strengths (82.2%, M = 4.11, SD = 0.95), affirmation of career efforts (83.0%, M = 4.15, SD = 0.92), and challenging students toward purpose (82.6%, M = 4.13, SD = 0.98). While these still reflect positive experiences, the higher standard deviations suggest variation in how consistently mentors provide these forms of support.

These findings demonstrate that mentors provide substantial reinforcement, particularly during academic struggles, fostering resilience and motivation. However, a more consistent focus on career-related affirmation and guiding students to identify strengths and purpose would further strengthen mentorship outcomes. The findings show strong positive affirmation from mentors, with all mean scores above 4.0 and over 80% agreement across items. The highest rated support was encouragement during poor performance (M = 4.54, SD = 0.72; 91%), followed by help in finding solutions (M = 4.40; 88%). Appreciation of effort (87%) and belief in students (86%) further highlight mentors' role in building confidence. Lower ratings were observed for recognition of strengths (82%), affirmation of career efforts (83%), and challenging students toward purpose (82%), with wider variation across responses. While mentors provide substantial reinforcement that fosters resilience and motivation, the uneven patterns across items suggest the need for cross-tabulation analysis, as done in the subsequent section, to clarify how support differs across groups and contexts.

The study examined who respondents considered a mentor. This is shown in Table 4.26 below.

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Table 4.26
Person Considered as Mentor

	N=349	%
Project Staff	175	50.1%
Teacher	82	23.5%
Grandparents	82	23.5%
Peer	5	1.4%
Uncle	1	0.9%
Aunt	3	0.3%

Note. Source: Field Data (2024).

Most respondents (50.1%) mentioned they treasured mentorship from their project staff, followed by 23.5% mentored by teachers at school, 23.5% by grandparents, and 1.4% by peers. Additionally, when asked, *"Apart from your mentor, who are the other significant people that you can talk to?* Alternative mentors that were reported were parents, siblings, aunties, uncles, peers, grandparents, and pastors at church. Some of these mentors were role models, serving as sources of life lessons and moral guidance and support when students faced ethical dilemmas. They provide emotional and psychological support and serve as advisors based on their life experiences. They also identified the teacher's role in shaping their academic, co-curricular, and individual growth since they encourage them to pursue their dreams. Siblings and older relatives offered relatable opinions and shared life experiences that the students could easily relate to. Trusted friends and peers offered emotional support through providing a support system by not only sharing common experiences and encouragement in challenging moments but being available to walk with them.

4.4.4 Effect of Individual Characteristics on Positive Youth Development

This section presents the univariate, bivariate and multi-variate statistics for the third objective. The third objective of the study evaluated the effect of individual characteristics on positive youth development. To examine univariate analysis, the respondents were requested to provide feedback using a five-point scale on indicators of individual characteristics which were goal-oriented behaviour, motivation, self-esteem, collaboration, self-regulation, school connectedness and faith.

The first indicator that was assessed was goal-oriented behaviour. The study findings revealed that the effect of goal-oriented behaviour on positive youth development amongst programme participants tabulated in Table 4.27.

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Table 4.27

Descriptive Statistics on Goal Oriented Behaviour

N=349 Statement	SD [f, (%)]	D [f, (%)]	N [f, (%)]	A [f,(%)]	SA[f, (%)]	M	SD
Participation in the programme has enabled me to develop clear goals for my life.	2 (0.6)	6 (1.7)	9 (2.6)	140(40.1)	192 (55.0)	4.5	0.67
Participation in the Mentorship programme will enable me to complete my education.	1 (0.3)	3 (0.9)	13 (3.7)	133 (38.1)	199 (57.0)	4.52	0.63
Developing life goals has helped me to remain focused in school.	1 (0.3)	3 (0.9)	5 (1.4)	145 (41.5)	195 (55.9)	4.53	0.64
My life goals have helped me avoid peer pressure.	3 (0.9)	4 (1.1)	18 (5.2)	148 (42.4)	176 (50.4)	4.41	0.70
My mentor always revisits my goals when we meet.	5 (1.4)	39 (11.2)	28 (8.0)	142 (40.7)	135 (38.7)	4.09	1.12
I am able to evaluate how far I am from my goals.	8 (2.3)	20 (5.7)	25 (7.2)	171 (49.0)	125 (35.8)	4.15	1.02
I can identify problems that keep me from achieving my goals.	1 (0.3)	6 (1.7)	19 (5.4)	182 (52.1)	141 (40.4)	4.32	0.72
When faced with a decision I am able to think of multiple solutions that align to my personal goals.	4 (1.1)	13 (3.7)	19 (5.4)	161 (46.1)	152 (43.6)	4.3	0.79

Note. Source: Field Data (2024).

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Mentees in the mentorship programme demonstrated consistently high levels of goal-oriented behaviour. The majority reported that participation had helped them develop clear life goals (95.1%), remain focused in school (97.4%), and resist peer pressure (92.8%), indicating that the programme effectively supported personal and academic goal setting. Confidence in educational attainment was similarly high, with 95.1% of participants agreeing that the programme would enable them to complete their schooling, highlighting the role of mentorship in fostering academic commitment.

Engagement with mentors varied, however, as 79.4% of mentees indicated that their mentors actively revisited their goals during meetings, suggesting that more consistent follow-up could further enhance goal achievement. In addition, mentees showed strong self-monitoring and problem-solving skills, with 84.8% reporting the ability to identify obstacles and generate multiple solutions aligned with their goals. Overall, the mean scores for the various indicators ranged from 4.09 to 4.53, underscoring that the mentorship program had a positive impact on goal clarity, sustained focus, and proactive decision-making among youth in Kibra Sub-County.

The second indicator under study was an examination of the effect of motivation on positive youth development among program participants in the mentorship program, shown in Table 4.28. The findings indicate that respondents in the mentorship program exhibited high levels of motivation across multiple dimensions. The majority reported consistently striving to achieve their goals, with 94% agreeing or strongly agreeing that they were always motivated to keep trying until they succeeded. Similarly, 92% of respondents indicated that mentorship helped them appreciate education as a critical tool for their future, while 89% acknowledged taking personal responsibility for working hard toward their goals. These results suggest that the programme effectively fosters intrinsic motivation, reinforcing the importance of goal-directed behaviour and personal accountability among youth.

Table 4.28

Descriptive Statistics on Motivation

N=349 Statement	SD [f, (%)]	D [f,(%)]	N [f,(%)]	A [f,(%)]	SA [f,(%)]	M	SD
I am always motivated to keep trying until I succeed.	0 (0.0)	4 (1.1)	17 (4.9)	134 (38.4)	194 (55.6)	4.49	0.61
Mentorship has enabled me to appreciate that education is a tool for my future.	4 (1.1)	10 (2.6)	15 (4.0)	130 (37.2)	192 (55.0)	4.45	0.65
I take responsibility of working hard towards my goals.	3 (0.9)	14 (4.0)	20 (5.7)	126 (36.1)	186 (53.3)	4.41	0.68
Mentorship has enabled me to desire to learn and develop different skills.	4 (1.1)	2 (0.6)	6 (1.7)	116 (33.2)	221 (63.3)	4.58	0.63

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I believe I will receive an excellent grade overall in my final exams.	2 (0.6)	2 (0.6)	2 (0.6)	130 (37.2)	212 (60.5)	4.59	0.61
My mentor always motivates me to be the best.	5 (1.4)	5 (1.4)	10 (2.6)	145 (41.5)	185 (53.0)	4.49	0.66
Mentorship has enabled me to broaden my outlook on life, and this keeps me motivated.	2 (0.6)	2 (0.6)	4 (1.1)	104 (29.8)	237 (67.9)	4.68	0.63
I want to do well in this class because it is important to show my ability to my family, peers, mentor, or others.	8 (2.3)	5 (1.4)	4 (1.1)	126 (35.0)	216 (60.2)	4.57	0.67

Note. Source: Field Data (2024).

Mentorship engagement emerged as a key contributor to sustained motivation. A total of 94.5% of mentees agreed or strongly agreed that their mentors consistently motivated them to be their best and broadened their outlook on life, while 96% reported that mentorship nurtured their desire to learn and develop new skills. This demonstrates that active mentor involvement not only provides guidance but also cultivates a positive mindset, encouraging mentees to envision future possibilities and persist through challenges. Despite this, a small proportion of mentees (around 4–5%) reported neutral or lower responses, indicating areas where more personalized mentor follow-up could enhance individual support.

In addition, confidence in academic achievement and external recognition was high among the mentees. About 98% of participants believed they would achieve excellent grades, and over 95% reported wanting to perform well to demonstrate their abilities to family, peers, or mentors. These results highlight that motivation in this context is multidimensional, combining self-driven effort, mentor reinforcement, and the desire to meet social and familial expectations. Overall, the mean scores, ranging from 4.41 to 4.68, confirm that the mentorship program substantially strengthens motivation, supporting positive youth development by aligning personal goals with structured guidance and ongoing encouragement.

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The third indicator under study was self-esteem. An examination of the effect of self-esteem on positive youth development among program participants in the mentorship program is shown in Table 4.29.

Table 4.29

Descriptive Statistics on Self Esteem

Statement	SD [f,(%)]	D [f,(%)]	N [f,(%)]	A [f,(%)]	SA[f,(%)]	M	SD
At times, I think I am good at tasks	13 (3.7)	19 (5.4)	19 (5.4)	103 (29.5)	195 (55.9)	4.28	1.03
I feel that I have a number of good qualities	87 (24.9)	75 (21.5)	46 (13.2)	92 (26.4)	49 (14.0)	3	1.49
I am able to do things as well as most other people	7 (2.0)	12 (3.4)	21 (6.0)	146 (41.8)	163 (46.7)	4.31	0.92
I feel I do have much to be proud of	15 (4.3)	16 (4.6)	26 (7.4)	145 (41.5)	147 (42.1)	4.21	1
I certainly feel useless at times	83 (23.8)	105(30.1)	28 (8.0)	80 (22.9)	53 (15.2)	2.68	1.51
I feel that I'm a person of worth, at least on an equal plane with others	92 (26.4)	105(30.1)	34 (9.7)	77 (22.1)	41 (11.7)	2.56	1.49
All in all, I am inclined to feel that I am not a failure	18 (5.2)	29 (8.3)	27 (7.7)	144 (41.3)	131 (37.5)	4.04	1.05
I take a positive attitude toward myself	33 (9.5)	30 (8.6)	17 (4.9)	134 (38.4)	135 (38.7)	3.98	1.13

Note. Source: Field Data (2024).

Most of the mentees expressed confidence in their abilities, with 85.4% agreeing or strongly agreeing that they were good at tasks (29.5% agree; 55.9% strongly agree) and 88.5% reporting they could perform as well as most others (41.8% agree; 46.7% strongly agree). Similarly, 83.6% felt they had much to be proud of, reflecting generally positive self-perception. Overall, these results indicate that many mentees recognize their strengths and capacities, with mean scores ranging from 3.98 to 4.31. However, some indicators suggest areas of low self-esteem among a notable proportion of participants. For example, 53.9% of mentees reported feeling useless at times (23.8% strongly disagree; 30.1% disagree), and 57.5% were neutral or disagreed with the statement that they feel a sense of personal worth equal to others, suggesting that a subset of mentees struggles with self-perception and confidence. The variation in responses is reflected in relatively higher standard deviations (1.49–1.51) for these items, highlighting differences in self-esteem experiences within the cohort. Overall, while the majority of mentees maintain a positive view of their abilities and

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accomplishments, the findings underscore the importance of targeted mentorship interventions to reinforce self-worth, particularly among those who express feelings of inadequacy. By integrating confidence-building activities and personalized guidance, mentorship programs can help reduce disparities in self-esteem, promote resilience, and enhance overall Positive Youth Development outcomes.

The fourth indictor under examination is collaboration. An evaluation of the effect of collaboration amongst program participants in the mentorship program is shown in Table 4.30.

Table 4.30

Descriptive Statistics on Collaboration

Statement	SD[f,(%)]	D[f,(%)]	N[f,(%)]	A [f,(%)]	SA[f,(%)]	M	SD
Mentorship has nurtured teamwork spirit in me	8 (2.3)	7 (2.0)	14 (4.0)	116 (33.2)	204 (58.5)	4.5	0.74
I have learnt that working collaboratively requires some compromise	9 (2.6)	15 (4.3)	17 (4.9)	182 (52.1)	126 (36.1)	4.19	0.82
Through mentorship I have learnt the importance of helping others	2 (0.6)	3 (0.9)	3 (0.9)	149 (42.7)	192 (55.0)	4.5	0.63
Teamwork and collaboration enables me to work through joint tasks faster	13 (3.7)	14 (4.0)	31 (8.9)	167 (47.9)	124 (35.5)	4.14	0.90
Collaboration has enabled me to develop communication skills	9 (2.6)	5 (1.4)	17 (4.9)	159 (45.6)	159 (45.6)	4.33	0.78
I feel confident in my ability to work in a team	9 (2.6)	12 (3.4)	9 (2.6)	121 (34.7)	198 (56.7)	4.44	0.84
I am able to confidently give my team members feedback without hurting them	2 (0.6)	11 (3.2)	13 (3.7)	141 (40.4)	182 (52.1)	4.44	0.70
I value the contribution of my team members	6 (1.7)	8 (2.3)	14 (4.0)	141 (40.4)	180 (51.6)	4.42	0.73

Note. Source: Field Data (2024).

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A majority of participants reported strong agreement that the program nurtured teamwork, with 58.5% strongly agreeing and 33.2% agreeing that mentorship developed a teamwork spirit. Similarly, 55% and 42.7% strongly agreed and agreed, respectively, that mentorship taught them the importance of helping others. These results suggest that the program effectively fosters a culture of mutual support, collective problem-solving, and shared responsibility among youth in Kibra Sub-County.

Respondents also reported improved practical skills related to collaboration. Over 81% agreed or strongly agreed that working collaboratively helped them complete joint tasks faster, while 91.2% recognized that collaboration enhanced their communication skills. Confidence in team interactions was high, with 91.4% indicating they felt capable of working in a team and providing constructive feedback to peers without causing conflict. These results highlight that mentorship not only encourages cooperation but also equips mentees with interpersonal and leadership competencies essential for group-based problem-solving and project execution.

Overall, the descriptive statistics reflect consistently positive outcomes in collaboration and teamwork. Mean scores ranged from 4.14 to 4.50, confirming that mentees internalized key collaborative behaviors and attitudes. The findings underscore the importance of structured mentorship programs in promoting social cohesion, effective communication, and mutual accountability among youth. They also suggest that integrating mentorship with practical teamwork exercises can further enhance skill development and prepare mentees for both academic and community-based challenges.

In order to assess the effect of self-regulation on positive youth development, respondents were asked to respond to a five-point Likert scale. Their findings are tabulated in Table 4.31 below.

Table 4.31

Descriptive Statistics on Self-Regulation

Statement	SD [f,(%)]	D [f,(%)]	N [f,(%)]	A[f,(%)]	SA[f,(%)]	M	SD
I get into arguments when people disagree with me	75 (21.5)	106 (30.4)	41 (11.7)	83 (23.8)	44 (12.6)	2.87	1.38
I have difficulty keeping attention on tasks	88 (25.2)	110 (31.5)	43 (12.3)	66 (18.9)	42 (12.0)	2.72	1.36
I do not develop a plan for all my important goals	83 (23.8)	116 (33.2)	38 (10.9)	70 (20.1)	42 (12.0)	2.79	1.35
I think about my mistakes to make sure they don't happen again	89 (25.5)	121 (34.7)	37 (10.6)	71 (20.3)	31 (8.9)	2.71	1.28
If something isn't going according to my plans, I change my actions to try and reach my goal	85 (24.4)	112 (32.1)	25 (7.2)	75 (21.5)	52 (14.9)	2.91	1.36
I cope well with disappointment or frustration	7 (2.0)	15 (4.3)	22 (6.3)	139 (39.8)	166 (47.6)	4.32	0.91

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I control my temper when there is a disagreement	8 (2.3)	18 (5.2)	20 (5.7)	151 (43.3)	152 (43.6)	4.29	0.94
My peers cannot easily convince me to engage in bad behaviour	9 (2.6)	11 (3.2)	8 (2.3)	157 (45.0)	164 (47.0)	4.36	0.87

Note. Source: Field Data (2024).

The findings on self-regulation among mentees in Kibra Sub-County indicate mixed patterns, reflecting both challenges and strengths in managing behavior, attention, and goal-directed actions. A substantial proportion of respondents reported difficulties in interpersonal and task-related regulation. For instance, 52% admitted to getting into arguments when people disagreed, and 56.7% struggled to maintain attention on tasks. Similarly, nearly 57% of mentees reported not consistently developing plans for their important goals, and 60.2% reflected on mistakes inconsistently, suggesting that a segment of the youth may experience challenges in planning, reflection, and adaptive behavioral control.

Despite these challenges, mentees demonstrated strong coping and adaptive capacities in key areas of self-regulation. Most respondents reported high levels of emotional control and resistance to negative peer influence. Specifically, 87.2% indicated they could manage their temper during disagreements, and 92% stated that peers could not easily convince them to engage in undesirable behaviour. Furthermore, the majority (87.4%) reported effectively coping with disappointment or frustration, highlighting resilience and the ability to regulate emotional responses under challenging circumstances.

Overall, the mean scores for self-regulation items ranged from 2.71 to 4.36, reflecting that while mentees face difficulties in proactive planning and reflective thinking, they exhibit strong emotional control, problem-solving, and resistance to negative social pressures. These results suggest that interventions aimed at enhancing planning, attention management, and reflective practices could further strengthen positive youth development outcomes among the participants.

The findings on school connectedness indicate generally positive experiences among mentees in Kibra Sub-County, as shown in Table 4.32. A majority of participants reported strong emotional attachment to their school, with 57.9% strongly agreeing and 29.8% agreeing that they love their

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school. Participation in school activities was also high, as 66.8% strongly agreed and 29.8% agreed that they were actively involved in clubs, sports, and other extracurricular programs.

These responses suggest that the mentorship program may have fostered a sense of belonging and engagement within the school environment. 42.1% strongly agreed and 35% agreed that their teachers care about them. Further, teachers provided extra help whenever it was needed since 42.4% agreed and 37.5% strongly agreed that they received extra help from their teachers whenever they sought it. Further, 48.1% strongly agreed that students from their school helped each other, and 44.7% agreed that teachers in their school are fair to students. 57.6% strongly disagreed that teachers in their school care more about punishing students rather than helping them. Thus, it can be deduced that teachers in respective schools provided the required help to students. 42.1% agreed that they attend school because they are compelled to, as compared to 47% who strongly agreed that teachers notice them only when they do something wrong.

Table 4.32
Descriptive Statistics on School Connectedness

Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
I love my school.	3.7%	2.3%	6.3%	29.8%	57.9%
I am very involved in activities at my school, like clubs and sports.	1.7%	0.9%	0.9%	29.8%	66.8%
My teachers care about me.	6.6%	9.2%	7.2%	35.0%	42.1%
My teachers give me extra help when I need it.	5.7%	9.5%	4.9%	42.4%	37.5%
Students at my school help each other.	3.4%	2.6%	7.7%	38.1%	48.1%
Teachers at my school are unfair to students.	5.4%	3.4%	8.9%	44.7%	37.5%
Teachers at my school care more about punishing students rather than helping them.	57.6%	25.8%	2.6%	7.7%	6.3%
I only go to school because I have to.	9.2%	5.2%	8.9%	42.1%	34.7%
My teachers only notice me when I do something wrong.	4.3%	4.0%	5.2%	39.5%	47.0%

Note. Source: Field Data (2024).

Peer relationships and overall school participation were positive indicators of connectedness. Nearly half of the respondents (48.1%) strongly agreed, and 38.1% agreed that students help each other, reflecting a collaborative school climate. Most mentees felt noticed for positive behaviors, with 47% strongly agreeing and 39.5% agreeing that teachers noticed them when they performed well.

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However, 34.7% indicated they attend school primarily out of obligation, and only 3.78 on average, suggesting that while school connectedness is high, intrinsic motivation could be further reinforced. Overall, these results show that mentees experience a supportive and participatory school environment, though targeted interventions could address teacher fairness and intrinsic engagement.

An examination of the effect of faith on positive youth development is tabulated as shown in Table 4.33.

Table 4.33

Descriptive Statistics on Faith

N=349 Statement	SD [f,(%)]	D [f, (%)]	N [f, (%)]	A [f,(%)]	SA [f,(%)]	M	SD
My spiritual beliefs define my understanding of the world.	3 (0.9)	5 (1.4)	11 (3.2)	116 (33.2)	214 (61.3)	4.53	0.71
I try to follow the teachings of the Bible.	1 (0.3)	2 (0.6)	3 (0.9)	98 (28.1)	245 (70.2)	4.68	0.57
I cope with major challenges in life by thinking that my life is part of God's plan.	9 (2.6)	11 (3.2)	37 (10.6)	144 (41.3)	148 (42.4)	4.19	0.96
Connecting with God helps me find meaning in my life.	24 (6.9)	25 (7.2)	39 (11.2)	148 (42.4)	113 (32.4)	3.95	1.15
I know that God will provide ways to solve the problems I face.	11 (3.2)	16 (4.6)	31 (8.9)	158 (45.3)	133 (38.1)	4.16	1.03
I feel connected with God.	5 (1.4)	15 (4.3)	17 (4.9)	159 (45.6)	153 (43.8)	4.31	0.95
I know that my faith in God will help me attain my goals.	5 (1.4)	9 (2.6)	13 (3.7)	152 (43.6)	170 (48.7)	4.39	0.89
My faith is very strong.	9 (2.6)	9 (2.6)	16 (4.6)	139 (39.8)	176 (50.4)	4.32	0.95

Note. Source: Field Data (2024).

The descriptive statistics presented in Table 4.33 show a generally high level of faith among the respondents, as reflected by consistently high mean scores across all items. The highest mean score

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was recorded for the statement, "I try to follow the teachings of the Bible" (M = 4.68, SD = 0.57), indicating strong agreement with low response variability. This was followed by "My spiritual beliefs define my understanding of the world" (M = 4.53, SD = 0.71), which also reflects strong consensus among respondents. Other items similarly recorded high mean scores, including "I know that my faith in God will help me attain my goals" (M = 4.39, SD = 0.89), "My faith is very strong" (M = 4.32, SD = 0.95), and "I feel connected with God" (M = 4.31, SD = 0.95). The statements "I cope with major challenges in life by thinking that my life is part of God's plan" (M = 4.19, SD = 0.96) and "I know that God will provide ways to solve the problems I face" (M = 4.16, SD = 1.03) also show strong positive responses, though with slightly greater dispersion. The lowest mean score was observed for "Connecting with God helps me find meaning in my life" (M = 3.95, SD = 1.15), suggesting greater variation in perceptions, though the average still indicates agreement. Overall, the descriptive results suggest that faith and spirituality are strongly embedded among the respondents and are widely perceived as central to meaning, resilience, and personal goals.

4.4.5 Moderating Influence Role of Parental Support on Positive Youth Development

The fourth objective of the study examined the moderating effect of parental support on the effect of youth participation in mentorship programs on positive youth development in Kibra Constituency. Specifically, the study sought to underscore the effect of economic support, family connectedness, home environment, encouragement and affirmation, and family communication.

The descriptive statistics on economic support reveal that parental financial involvement is generally strong and positively oriented toward youth development in Kibra Sub-County. The findings are presented in Table 4.34.

A majority of respondents indicated that their parents ensure timely payment of school fees, with 28.1% agreeing and 62.2% strongly agreeing (Mean = 4.51, SD = 0.94). Similarly, 37.8% agreed, and 53.9% strongly agreed that their parents prioritize their needs (Mean = 4.42, SD = 0.93), while 35.5% agreed and 61.6% strongly agreed that, despite limited resources, their family shares what they have (Mean = 4.57, SD = 0.67). Support for academic improvement was also notable, with 30.9% agreeing and 42.7% strongly agreeing that their parents facilitate extra tuition (Mean = 4.02, SD = 1.23). However, some students reported financial challenges: 38.4% strongly disagreed and 26.4%

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disagreed that they were sent away from school due to a lack of fees (Mean = 2.29, SD = 1.46), indicating that economic constraints still affect a subset of households.

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Table 4.34

Descriptive Statistics of Economic Support

N=349 Statement	SD [f, (%)]	D [f,(%)]	N [f, (%)]	A [f,(%)]	SA [f,(%)]	Mean	SD
My parents make effort to ensure that my school fees is paid on time.	10 (2.9)	8 (2.3)	16 (4.6)	98 (28.1)	217 (62.2)	4.51	0.94
My parents prioritize my needs.	8 (2.3)	11 (3.2)	10 (2.9)	132 (37.8)	188 (53.9)	4.42	0.93
Even though resources are limited we share what we have.	6 (1.7)	2 (0.6)	2 (0.6)	124 (35.5)	215 (61.6)	4.57	0.67
I get sent away regularly from school, because of lack of school fees.	134 (38.4)	92 (26.4)	28 (8.0)	56 (16.0)	39 (11.2)	2.29	1.46
My parents seek and support me get extra tuition to improve on my academics.	25 (7.2)	34 (9.7)	33 (9.5)	108 (30.9)	149 (42.7)	4.02	1.23

Note. Source: Field Data (2024).

Overall, these findings suggest that consistent parental financial support, through timely fee payments, prioritization of needs, shared resources, and academic assistance, provides a foundation for stability and engagement in schooling, thereby enhancing positive youth development outcomes.

Building on the analysis of economic support, the study further examined the effect of family connectedness on positive youth development (PYD) among participants in the out-of-school mentorship program. Understanding family connectedness is critical because supportive family relationships provide emotional security, guidance, and a framework within which youth can navigate academic and social challenges. A five-point Likert scale was used to capture mentees' perceptions of family connectedness, and the descriptive statistics are summarized in Table 4.35.

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Table 4.35

Descriptive Statistics of Family Connectedness

N=349 Statement	SD [f, (%)]	D [f, (%)]	N [f, (%)]	A [f,(%)]	SA [f,(%)]	Mean	SD
My opinion counts and is taken into account when my parents want to make a family decision.	15 (4.3)	11 (3.2)	16 (4.6)	120 (34.4)	187 (53.6)	4.37	0.92
I feel secure and loved at home.	17 (4.9)	23 (6.6)	31 (8.9)	165 (47.3)	113 (32.4)	4.01	0.99
I feel comforted and supported by my parents.	9 (2.6)	10 (2.9)	21 (6.0)	144 (41.3)	165 (47.3)	4.33	0.86
At home, my parents create an atmosphere where we can discuss school freely.	10 (2.9)	4 (1.1)	10 (2.9)	122 (35.0)	203 (58.2)	4.47	0.84
My parents prioritize the requirements that I need in school.	5 (1.4)	3 (0.9)	9 (2.6)	116 (33.2)	216 (61.9)	4.54	0.76
My parents continuously discuss measures for improving my performance in school.	6 (1.7)	6 (1.7)	11 (3.2)	104 (29.8)	222 (63.6)	4.53	0.78
My parents continuously follow our performance by visiting the school.	31 (8.9)	34 (9.7)	53 (15.2)	124 (35.5)	107 (30.7)	3.61	1.21
My parents are too busy and hardly spend time with me.	11 (3.2)	20 (5.7)	21 (6.0)	135 (38.7)	162 (46.4)	4.19	0.95

Note. Source: Field Data (2024).

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The findings indicate that the majority of mentees reported strong family connectedness across multiple dimensions. Specifically, 53.6% of respondents agreed or strongly agreed that their opinions are taken into account when parents make family decisions, with a mean score of 4.37 (SD = 0.92). A sense of security and being loved at home was reported by 79.7% of participants (mean = 4.01, SD

= 0.99), while 88.6% reported feeling comforted and supported by their parents (mean = 4.33, SD = 0.86). Open communication about school was highly rated, with 93.2% of mentees agreeing or strongly agreeing that their parents create an atmosphere where school matters can be discussed freely (mean = 4.47, SD = 0.84).

Regarding the prioritization of educational needs, 95.1% of respondents reported that their parents attend to their school requirements (mean = 4.54, SD = 0.76), and 93.4% indicated that their parents continuously discuss measures to improve their academic performance (mean = 4.53, SD = 0.78). Parental engagement, whether it be for academic follow-up and support or just parental engagement in the lives of young people, is crucial. Zhou et al. (2020), in a longitudinal study, studied family support among a sample of Portuguese youth aged 14-19 years. They found that family support and engagement were positively correlated to life satisfaction. Similarly, they found that not only were youth happier, but they had reduced stress, performed better in school, and had better school connections and academic achievement. Parental engagement through school visits was moderately high, with 66.2% of mentees agreeing or strongly agreeing that their parents monitor performance through school interactions (mean = 3.61, SD = 1.21). Even with busy schedules, 85.1% of respondents felt that their parents spend time with them and are accessible when needed (mean = 4.19, SD = 0.95).

Overall, these findings suggest that strong family connectedness, manifested through communication, emotional support, involvement in decision-making, and prioritization of educational needs, provides a nurturing environment that reinforces positive youth development outcomes. Such connections complement economic support by promoting psychological well-being, academic engagement, and social competence among mentees, highlighting the central role of family in the mentorship ecosystem.

In reference to the effect of home environment on positive youth development among program participants, Table 4.36 indicates generally strong perceptions of parental closeness and support.

The majority of respondents reported feeling close to their mother, stepmother, or female guardian, with 38.4% agreeing and 52.7% strongly agreeing, yielding a mean score of 4.43 (SD = 0.88). Similarly, closeness to fathers, stepfathers, or male guardians was highly rated, with 37.0% agreeing and 58.2% strongly agreeing (M = 4.53, SD = 0.84). Regarding the home learning environment, a

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substantial proportion of respondents acknowledged that their parents create a conducive learning atmosphere, although the mean score (M = 3.81, SD = 1.31) indicates slightly greater variation in responses. Parents were also perceived as actively nurturing skills through mentorship, with 33.2% agreeing and 45.0% strongly agreeing that they seek mentorship to support their children (M = 4.06, SD = 1.21). Autonomy was another prominent feature of the home environment, as participants reported considerable freedom in decision-making about curfew (M = 4.18, SD = 0.92) and screen time (M = 4.03, SD = 1.05). Disciplinary practices and household boundaries were also viewed positively. Most respondents agreed or strongly agreed that their parents appropriately punish wrong actions (M = 4.26, SD = 0.88) and that clear boundaries are established regarding acceptable behaviors (M = 4.27, SD = 0.87).

Table 4.36

Descriptive Statistics on Home Environment

N=349 Statement	**SD [f, (%)]**	**D [f,(%)]**	**N [f, (%)]**	**A [f,(%)]**	**SA [f,(%)]**	**M**	**SD**
I feel close to my (Mother/Stepmother/Female guardian).	5 (1.4)	12 (3.4)	14 (4.0)	134 (38.4)	184 (52.7)	4.43	0.88
I feel close to my (Father/Stepfather/Male guardian).	4 (1.1)	6 (1.7)	7 (2.0)	129 (37.0)	203 (58.2)	4.53	0.84
My parents create a conducive environment for learning while at home.	45 (12.9)	37 (10.6)	18 (5.2)	121 (34.7)	128 (36.7)	3.81	1.31
My parents seek mentorship in our family to nurture my skills.	42 (12.0)	14 (4.0)	20 (5.7)	116 (33.2)	157 (45.0)	4.06	1.21
My parents let me make my own decisions about the time I must be home.	15 (4.3)	12 (3.4)	28 (8.0)	143 (41.0)	151 (43.3)	4.18	0.92
My parents will punish me when I do something wrong.	11 (3.2)	9 (2.6)	21 (6.0)	155 (44.4)	153 (43.8)	4.26	0.88
My parents let me make my own decisions about how much television or social media I can watch.	19 (5.4)	24 (6.9)	23 (6.6)	156 (44.7)	127 (36.4)	4.03	1.05
My parents have set clear boundaries of what we can do and not do.	9 (2.6)	17 (4.9)	17 (4.9)	151 (43.3)	155 (44.4)	4.27	0.87

Note. Source: Field Data (2024).

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Overall, these results suggest that program participants experience a supportive, structured, and nurturing home environment, which is likely to complement formal mentorship and contribute to higher levels of positive youth development.

Further, the findings on the effect of encouragement and affirmation on positive youth development on program participants in the youth mentorship program are captured in Table 4.37.

Table 4.37

Descriptive Statistics on Encouragement and Affirmation

Statement N=349	SD [f,(%)]	D [f,(%)]	N [f,(%)]	A [f,(%)]	SA [f,(%)]	Mean	SD
My parents spend quality time with me while I am on holiday.	16 (4.6)	31 (8.9)	31 (8.9)	146 (41.8)	125 (35.8)	4.09	1.03
My parents reward positive achievement and improvement.	15 (4.3)	12 (3.4)	22 (6.3)	155 (44.4)	145 (41.5)	4.21	0.97
I am confident because I know my parents love me.	13 (3.7)	7 (2.0)	10 (2.9)	139 (39.8)	180 (51.6)	4.35	0.82
Even when my academic results are not good, my parents encourage me to do better.	10 (2.9)	7 (2.0)	12 (3.4)	134 (38.4)	186 (53.3)	4.41	0.81
My parents hardly ever encourage me.	138 (39.5)	82 (23.5)	10 (2.9)	58 (16.6)	61 (17.5)	2.42	1.63
My parents have a positive attitude towards school.	17 (4.9)	9 (2.6)	10 (2.9)	133 (38.1)	180 (51.6)	4.31	0.88
My parents follow up on my school assignments to make sure I have completed my homework.	8 (2.3)	17 (4.9)	25 (7.2)	133 (38.1)	166 (47.6)	4.29	0.9
My parents regularly attend school meetings and events.	13 (3.7)	22 (6.3)	17 (4.9)	127 (36.4)	170 (48.7)	4.29	0.93

Note. Source: Field Data (2024).

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A majority of respondents reported that their parents reward positive achievement and improvement, with 44.4% agreeing and 41.5% strongly agreeing, yielding a mean score of 4.21 (SD = 0.97). Similarly, 51.6% of respondents indicated confidence in their parents' love, with 39.8% agreeing, giving a mean of 4.35 (SD = 0.82). These results highlight the critical role of emotional reinforcement in building youth self-esteem and motivation.

Parental encouragement during academic challenges was also prominent. Over 91% of respondents agreed or strongly agreed that their parents motivate them to improve even when results are poor,

producing a mean of 4.41 (SD = 0.81). Parents' positive attitudes toward school and active follow-up on homework were similarly reported, with mean scores of 4.31 (SD = 0.88) and 4.29 (SD = 0.90), respectively. These findings indicate that consistent guidance and affirmation contribute to a supportive home environment conducive to learning and personal growth. However, a smaller proportion of respondents perceived a lack of encouragement: 39.5% strongly disagreed and 23.5% disagreed that their parents rarely encourage them, resulting in a mean of 2.42 (SD = 1.63). This suggests that while most parents are actively engaged, a minority of youth may not receive sufficient affirmation, which could affect their confidence and academic motivation. Overall, these findings underscore the importance of parental encouragement and affirmation in fostering positive youth development, complementing other forms of support such as financial assistance, family connectedness, and communication.

Additionally, the effect of family communication on positive youth development among program participants in mentorship programs is shown in Table 4.38

Table 4.38

Descriptive Statistics on Family Communication

Statement	SD [f,(%)]	D [f,(%)]	N [f,(%)]	A [f,(%)]	SA [f,(%)]	Mean	SD
My parents clearly communicate rules about drug and alcohol use.	25 (7.2)	24 (6.9)	32 (9.2)	141 (40.4)	127 (36.4)	4.07	1.05
My parents listen to my opinion even when they do not like it.	29 (8.3)	19 (5.4)	19 (5.4)	126 (36.1)	156 (44.7)	4.17	1.02
In our family, we discuss our plans or hopes for the future.	32 (9.2)	38 (10.9)	25 (7.2)	150 (43.0)	104 (29.8)	3.95	1.07
I am very close to my parents.	10 (2.9)	14 (4.0)	21 (6.0)	154 (44.1)	150 (43.0)	4.27	0.91
I can share sensitive issues or problems with my parents and not feel judged.	13 (3.7)	16 (4.6)	16 (4.6)	158 (45.3)	146 (41.8)	4.23	0.92
In my family, I can talk about schoolwork or grades.	37 (10.6)	25 (7.2)	28 (8.0)	135 (38.7)	124 (35.5)	3.93	1.09
When I am not at home, one of my parents knows where I am and who I am	113 (32.4)	71 (20.3)	38 (10.9)	69 (19.8)	58 (16.6)	2.63	1.43

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with.							
In our family we are always on a fault-finding mission.	26 (7.4)	14 (4.0)	29 (8.3)	159 (45.6)	121 (34.7)	4.09	0.99

Note. Source: Field Data (2024).

A majority of students reported that their parents clearly communicate rules about drug and alcohol use, with 40.4% agreeing and 36.4% strongly agreeing (Mean = 4.07, SD = 1.05). Similarly, parents listen to their children's opinions even when they disagree, with 36.1% agreeing and 44.7% strongly agreeing (Mean = 4.17, SD = 1.02). Discussion of future plans was also common, though slightly less consistent, as 43.0% agreed and 29.8% strongly agreed (Mean = 3.95, SD = 1.07).

Emotional closeness and openness were notable, with 44.1% agreeing and 43.0% strongly agreeing that they feel very close to their parents (Mean = 4.27, SD = 0.91), and 45.3% agreeing and 41.8% strongly agreeing that they can share sensitive issues without judgment (Mean = 4.23, SD = 0.92). Communication about schoolwork reflected similar trends (Mean = 3.93, SD = 1.09). However, parental monitoring when the child is away from home was less consistent, with only 19.8% agreeing and 16.6% strongly agreeing that a parent knows their whereabouts (Mean = 2.63, SD = 1.43). Fault-finding tendencies were moderate, with 45.6% agreeing and 34.7% strongly agreeing that their family often engages in fault-finding (Mean = 4.09, SD = 0.99). These findings indicate that while family communication is generally supportive, there are areas, particularly in monitoring and guidance outside the home, that may require further reinforcement.

Overall, the descriptive statistics reveal that the out-of-school youth mentorship program in Kibra is marked by high participation and unambiguous developmental results. A substantial number of the students involved in the mentoring process were highly interactive in decision making and leading (57%), participation in the book club (72.5%), and praise groups (28%), and also taking part in community service (75.4%), thereby enabling the growth of higher cognitive and academic competence (95.3–96.9%). Mentors provide constant support and are regarded as role models (M = 4.40–4.54), whereas personal traits like planning (92%), inspiration (94–98%), cooperation (81–91%), and faith-driven tenacity (61–70%) are recognized as factors that contribute to the positive results. Self-esteem issues, self-regulation (52–58%), and reflective thinking still persist, and parents provide support, but not always at the same intensity as the children need, manifested through low monitoring (M = 2.63) and some fault-finding (M = 4.09), hence the conditionality of the support for

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development is revealed. However, the descriptive results call for further testing by means of crosstabulation and correlation analyses in order to comprehend more clearly the relationship's strength and direction between the factors of program participation, mentor support, parental involvement, and positive youth development outcomes.

4.5 Bivariate Analysis

4.5.1 Cross-Tabulation

This section presents the relationships between youth mentorship participation, mentorship dimensions, individual characteristics, parental support, and positive youth development (PYD). Cross-tabulations with chi-square tests were conducted to identify statistically significant associations and descriptive patterns among these variables. The analysis highlights which factors are most strongly linked to high PYD among mentees.

The association between program participation, mentorship dimensions, and PYD is summarized in Table 4.39.

Table 4.39

Cross-Tabulation of Participation in Youth Mentorship and Mentorship Dimensions with PYD

Variable	Level	% High PYD	χ^2	d.f	p-value
Programme Involvement	Low	33	30.478	2	0.001***
	Medium	93			
	High	97			
Community Engagement	Low	89	2.047	1	0.359
	Medium	94			
	High	96			
Mentor Relationship	Low	100	2.17	2	0.338
	Medium	92			
	High	96			
Role Modelling	Low	100	3.65	2	0.161
	Medium	89			
	High	96			
Positive Affirmation	Low	100	9.05	2	0.011**
	Medium	84			
	High	97			
Guidance & Counselling	Low	100	23.16	2	0.001***
	Medium	69			
	High	97			
Mentor Support	Medium	84	6.45	1	0.011**

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	High	96

N = 349–451. Percentages reflect proportion with high PYD.
Note. Source: Field Data (2024).

The findings indicate that program involvement has a strong and statistically significant relationship with positive youth development (PYD). Mentees with high involvement in the mentorship program achieved the highest levels of PYD (97%), while medium involvement also produced strong outcomes (93%). In contrast, low involvement was associated with substantially lower PYD, with only 33% of participants reaching high levels. Community engagement, although descriptively associated with high PYD, up to 96%, did not reach statistical significance ($\chi^2 = 2.047$, $p = 0.359$), suggesting that its effects are less consistent and may not reliably explain differences in development outcomes.

Mentor relationship and role modeling also showed high levels of PYD across categories, but were not statistically significant, indicating that while these dimensions support general development, they do not account for variations between participants. Conversely, positive affirmation, guidance, and counseling, and mentor support were statistically significant predictors of high PYD, emphasizing that targeted and active mentorship practices contribute more directly to positive outcomes than the mere presence of a mentor. Some low-level categories reporting 100% high PYD, such as low positive affirmation or guidance, may reflect data coding issues and warrant verification. These findings underscore the importance of structured, intentional mentorship practices and highlight potential anomalies in the dataset.

Building on these insights, the next analysis examines how individual characteristics and parental support relate to positive youth development (PYD). According to the findings as shown in Table 4.40, goal-oriented behavior, motivation, collaboration, school connectedness, faith, and the composite measure of individual characteristics are all statistically significant predictors of high PYD. Mentees with high levels of these traits consistently report high PYD, confirming their critical role in fostering personal growth and development. In contrast, self-esteem and self-regulation, while descriptively high, do not reach statistical significance, suggesting that their effects may be mediated by other traits or program factors. The low-level motivation category showing 100% high PYD appears anomalous and requires verification.

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Parental and family support also plays a crucial role in shaping PYD. Family-connectedness, encouragement and affirmation, family communication, and overall parental support are all significantly associated with high PYD. Economic support, however, is not statistically significant despite a high descriptive PYD rate (95.7%), indicating that material resources alone are insufficient to drive youth development. These findings highlight that relational and emotional support, rather than purely financial assistance, is essential for promoting positive developmental outcomes alongside mentorship.

Table 4.40

Cross-Tabulation of Individual Characteristics, Parental/Family Support with PYD

Variable	Level	% High PYD	χ^2	d.f	p-value
Goal-Oriented Behavior	Low	70	16.534	1	0.001***
	High	96			
Motivation	Low	100*	49.204	4	0.001***
	High	96			
Self-Esteem	Low	100	4.799	2	0.091
	Medium	92.4			
	High	97.3			
Collaboration	Low	50	14.444	2	0.001***
	Medium	84.6			
	High	96.4			
Self-Regulation	Low	96.8	0.728	2	0.695
	Medium	96.3			
	High	94.5			
School Connectedness	Low	50	59.254	2	0.001***
	Medium	83.3			
	High	98.4			
Faith	Low	66.7	62.244	2	0.001***
	Medium	61.1			
	High	97.9			
Composite Individual Characteristics	Low	42.9	99.021	1	0.001***
	Medium	25			
	High	97.9			
Economic Support	Medium/High	95.7	23.611	2	0.312
Family Connectedness	Medium/High	95.7	28.594	2	0.001***
Encouragement & Affirmation	Medium/High	95.7	61.213	2	0.001***
Family Communication	Medium/High	95.7	32.585	2	0.001***

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Parental Support	Medium/High	95.7	27.959	2	0.001***

***Significance: *p < 0.05, **p < 0.01, ***p < 0.001**

Note. Source: Field Data (2024).

Together, the evidence from Tables 4.39 and 4.40 demonstrates that both structured mentorship practices and supportive personal and family contexts are key determinants of PYD. Active, targeted mentorship interacts with strong individual traits and relational family support to produce the highest developmental outcomes. Subsequent analyses will examine multivariate relationships to determine the relative contributions of these factors and identify which combinations most effectively predict positive youth development.

4.5.2 Correlation

Pearson correlation coefficients were computed to examine associations between Positive Youth Development (PYD) and key predictors, including program involvement, mentor support dimensions, participation in out-of-school activities, and parental support. All correlations are reported with significance levels **(*p < 0.05, **p < 0.01, ***p < 0.001).** The findings are summarized in Table 4.41.

Table 4.41

Correlation Matrix of PYD and Key Predictors

Variable	1	2	3	4	5	6	7	8	9	10
1. PYD	1									
2. Programme Involvement	0.45***	1								
3. Guidance & Counselling	0.50***	0.41***	0.38***	1						
4. Role Modelling	0.37***	0.29***	0.32***	0.62***	1					
5. Mentorship Longevity	0.21**	0.18**	0.16*	0.25**	0.23**	1				
6. Mentor Relationship	0.19**	0.15*	0.14*	0.21**	0.18**	0.34**	1			
7. Positive Affirmation	0.12*	0.1	0.09	0.14*	0.11	0.16*	0.13*	1		
8. Out-of-School Activities	0.12*	0.22**	0.20**	0.18**	0.17**	0.15*	0.12*	0.09	1	
9. Parental Support	0.48***	0.36***	0.33***	0.40***	0.35***	0.22**	0.19**	0.15*	0.24**	1

***Significance: *p < 0.05, **p < 0.01, ***p < 0.001**

Note. Source: Field Data (2024).

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The correlation analysis shows that guidance and counseling (r = 0.50***) and parental support (r = 0.48***) have the strongest positive linear associations with PYD. Program involvement (r = 0.45***) exhibits a moderate positive relationship. Role modeling (r = 0.37***) and mentorship longevity (r = 0.21**) have moderate correlations, while mentor relationship quality (r = 0.19**) and positive affirmation (r = 0.12*) show weaker but statistically significant positive associations. Participation in out-of-school activities has a small positive correlation (r = 0.12*), indicating limited direct association with PYD. Inter-correlations among mentor support dimensions are moderate to high, for instance, guidance and counseling with role modeling (r = 0.62***), suggesting overlapping variance among mentoring components.

These results indicate that not all predictor variables contribute equally to PYD, and the magnitude of associations varies considerably. Strong correlations identify the predictors most likely to be influential in linear, pairwise terms, while weaker correlations highlight variables that may have conditional or context-dependent effects. Small correlations and overlapping associations suggest that single-variable interpretations are limited, and linear relationships alone may not fully capture the dynamics among multiple interacting predictors.

Because Pearson correlation examines only linear, pairwise associations, it does not account for the simultaneous or interacting effects of multiple variables. Consequently, these correlations provide a preliminary overview of the relationships but cannot establish causation or isolate partial contributions of mentorship, program involvement, parental support, and individual characteristics. A more comprehensive multivariate analysis is therefore required to quantify combined and independent effects, which is presented in the subsequent section.

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4.6 Multivariate Analysis

4.6.1 Multiple Regression Analysis

Multiple linear regression models were used to examine how program involvement, community engagement, mentor support, individual student characteristics, and parental support relate to Positive Youth Development (PYD) among secondary school students in Kibra Sub-County. PYD was the dependent variable, while independent variables included program involvement, community engagement, five mentor support dimensions, seven individual characteristics, and parental support (in the moderation analysis). Assumptions for linearity, normality (Shapiro–Wilk $p > 0.05$),

homoscedasticity (Breusch–Pagan $p > 0.05$), and multicollinearity (VIF < 2.2) were satisfied. The analysis identifies statistical associations only. Standardized coefficients (β) with t-values, p-values, and standard errors are reported, and effect sizes are interpreted cautiously to indicate a partial predictive relationship. Table 4.42 summarizes the findings.

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Table 4.42

Multiple Regression Analysis Predicting Positive Youth Development

Model	Predictor	B	SE B	Beta	t	p
1:	Constant	2.432	0.192	–	12.7	0
	Programme Involvement	0.277	0.05	0.287	5.565	0.000***
	Community Engagement	0.153	0.032	0.243	4.72	0.000***
2	Constant	1.966	0.183	–	10.739	0
	Guidance & Counselling	0.246	0.05	0.319	4.964	0.000***
	Role Modelling	0.174	0.049	0.229	3.563	0.000***
	Mentorship Longevity	0.004	0.002	0.11	2.446	0.015*
	Mentor Relationship	0.078	0.029	0.092	2.646	0.001**
	Positive Affirmation	0.016	0.007	0.021	2.299	0.025*
3	Constant	0.76	0.186	–	4.086	0
	School Connectedness	0.231	0.039	0.32	7.152	0.000***
	Goal-Oriented Behaviour	0.202	0.047	0.21	4.333	0.000***
	Collaboration	0.151	0.039	0.184	3.85	0.000***
	Faith	0.101	0.033	0.136	3.104	0.002**
	Motivation	0.106	0.046	0.113	2.309	0.022*
	Self-Regulation	0.014	0.005	0.022	2.571	0.019*
	Self-Esteem	0.013	0.005	0.019	2.447	0.005**
4	Constant	0.482	0.17	–	2.839	0.005**
	Individual Student Characteristics	0.507	0.055	0.418	9.199	0.000***
	Mentor Support	0.1	0.044	0.106	2.278	0.023*
	Participation in Out-of-School Activities	0.049	0.036	0.054	1.37	0.171
	Parental Support	0.241	0.031	0.297	7.709	0.000***

Note. Source: Field Data (2024). ***FR p <.05, ** p <.01, *** p <.001)***

In Model 1, program involvement (β = 0.287, t = 5.565, p < 0.001) and community engagement (β = 0.243, t = 4.720, p < 0.001) showed positive associations with PYD, with program involvement having the larger standardized coefficient. Model 2, examining mentor support dimensions, indicated that guidance and counseling (β = 0.319, t = 4.964, p < 0.001) and role modeling (β = 0.229, t = 3.563, p < 0.001) had the largest associations, while mentorship longevity, mentor relationship quality, and positive affirmation had smaller but statistically significant associations. In Model 3, individual characteristics such as school connectedness (β = 0.320, t = 7.152, p < 0.001), goal-oriented behaviour (β = 0.210, t = 4.333, p < 0.001), and collaboration (β = 0.184, t = 3.850, p < 0.001) showed the strongest associations with PYD, with motivation, faith, self-regulation, and self-esteem showing smaller positive associations. Model 4 included parental support, which was moderately associated with PYD (β = 0.297, t = 7.709, p < 0.001), and participation in out-of-school activities had a smaller, non-significant coefficient (β = 0.054, p = 0.171). Linear Regression diagnostics indicated low

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multicollinearity, normally distributed residuals, and homoscedasticity, supporting the statistical robustness of the models.

When considered in relation to the research questions, program involvement and community engagement, *to what extent does participation in out-of-school mentorship relate to secondary school students' positive development?* The findings reveal a positive association consistent with Hansen et al. (2022) and Scales et al. (2020b), who link structured, supportive environments to adolescent social and cognitive outcomes. For the question *What patterns emerge between mentor support and positive development among secondary school students?* Guidance and counseling, as well as role modeling, showed the strongest statistical associations, while positive affirmation showed smaller associations. These patterns align with Weiler et al. (2022) and Van Dam et al. (2021), who note variation in mentoring outcomes across different dimensions and the value of context-specific approaches. Individual characteristics such as school connectedness, goal-oriented behavior, and collaboration correspond to How are individual characteristics are associated with positive development in Kibra youth. and parental support relates to *the extent to which parental support relates to positive development among secondary school students in Kibra?* showing moderate associations and correspondence with changes in program involvement coefficients. These associations support findings by Patel et al. (2024) and Bradley et al. (2021), who report statistical links between goal setting, motivation, parental support, and youth development outcomes.

Overall, the results demonstrate statistical associations rather than causal relationships, highlighting uneven relationships across predictors. Positive affirmation and participation in out-of-school activities appear weaker or context-dependent, underscoring the limitations of predicting PYD solely from mentorship, individual traits, or parental support and pointing to the relevance of socio-economic and programmatic factors in interpreting these patterns.

4.6.2 ANOVA

The multivariate regression analyses examined separate models for program involvement, community engagement, mentor support, individual student characteristics, and parental support. The ANOVA results confirm that each model explains more variance than an intercept-only specification. However, because the models are not nested, F-statistics cannot be interpreted comparatively across models. The models were estimated separately for analytical clarity and to align with the study's exploratory,

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theory-driven approach, rather than to test direct comparisons. Diagnostic tests indicate that the assumptions of normality (Shapiro–Wilk $p > 0.05$), homoscedasticity (Breusch–Pagan $p > 0.05$), and multicollinearity (VIF < 4) were satisfied across all models, supporting the reliability of the regression estimates. The findings are summarized in Table 4.43.

Table 4.43

ANOVA Summary for Multiple Linear Regression Models Predicting PYD

Model	Sum of Squares	df	Mean Square	F	Sig.	R^2	Adjusted R^2
1: Program Involvement & Community Engagement	Regression: 11.657	2	5.828	40.305	0.000	0.189	0.184
	Residual: 50.034	346	0.145				
2: Mentor Support (5 dimensions)	Regression: 19.354	5	3.871	31.295	0.000	0.315	0.304
	Residual: 42.177	341	0.124				
3: Individual Characteristics (7 predictors)	Regression: 34.235	7	4.891	60.742	0.000	0.555	0.546
	Residual: 27.456	341	0.081				
4: Individual Characteristics + Mentor Support + Participation + Parental Support	Regression: 42.847	4	10.712	123.525	0.000	0.526	0.521
	Residual: 38.676	446	0.087				

Note. Source: Field Data (2024).

Overall, the regression results indicate that program participation, mentor support, individual characteristics, and parental involvement collectively influence Positive Youth Development (PYD), though their contributions are uneven. Model 1 shows that program involvement ($\beta = 0.287$, $p < 0.001$) and community engagement ($\beta = 0.243$, $p < 0.001$) are positively associated with PYD, with program involvement showing the strongest effect. These findings align with Scales et al. (2020) and Hansen et al. (2022), who found that structured participation in youth programs fosters critical thinking, problem-solving, and pro-social behavior. Sharma and Sharma (2022) also reported that youth engagement in community activities strengthens identity formation and self-esteem. However, the decrease in significance for program participation when parental support is introduced (Model 4, $\beta = 0.054$, $p = 0.171$) suggests that program effects are conditional and partially dependent on the home environment, emphasizing that participation alone may not fully drive positive developmental outcomes.

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Mentor support, assessed in Model 2, demonstrates that guidance and counseling ($\beta = 0.319$, $p < 0.001$) and role modeling ($\beta = 0.229$, $p < 0.001$) are the strongest contributors to PYD, highlighting the importance of structured, intentional mentorship. This finding mirrors Ferguson et al. (2022), who observed that mentoring relationships help youth cultivate life skills such as goal setting, motivation, collaboration, and resilience. The smaller but significant coefficients for mentor relationship quality, mentorship longevity, and positive affirmation indicate that not all dimensions of mentorship influence PYD equally. Variability in program implementation, mentor skill, and youth responsiveness may account for these differences, suggesting that mentorship programs require consistent quality and active monitoring to maximize their developmental impact.

Individual characteristics also play a critical role in promoting PYD, as shown in Model 3. School connectedness ($\beta = 0.320$, $p < 0.001$), goal-oriented behavior ($\beta = 0.210$, $p < 0.001$), and collaboration ($\beta = 0.184$, $p < 0.001$) emerged as the most influential predictors. This supports findings by Sethi and Scales (2020a) and Wawersik et al. (2023), who describe life skills, goal setting, intrinsic motivation, social collaboration, and school engagement as foundational to youth development. Other traits, such as self-esteem, self-regulation, and motivation, had smaller positive effects, suggesting partial reinforcement of PYD outcomes. These results indicate that while youth may possess strong individual capabilities, external factors such as program quality, peer networks, and environmental constraints can either facilitate or hinder their full expression.

Parental support, added to Model 4, has a markedly positive correlation with PYD ($\beta = 0.297$, $p < 0.001$), which aligns with Zhu et al. (2020) and Sethi et al. (2020), who established that supportive parents facilitate the development of resilience, self-esteem, social connectedness, and positive identity formation. The reduction in effect size for program participation under parental moderation signifies the role of families in either increasing or reducing program impacts. Supportive parenting helps children through teaching, motivating, communicating well, and monitoring them steadily; children can then learn from the mentorship programs and internalize the skills acquired. However, the moderate effect sizes across models and the residual unexplained variance suggest the presence of unmeasured contextual, socio-economic, or programmatic factors that affect PYD. Some predictors, like positive affirmation in mentorship and participation in extracurricular activities with parental moderation, showed little or no significant effects, which calls for further analyses using cross-tabulation and correlation techniques to clarify relationships and direct targeted interventions.

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4.7 Thematic Findings

Thematic analysis was carried out using inductive thematic analysis at the semantic coding level. The different themes were derived by systematically coding statements made by participants in focus groups and individual interviews, grouping similar concepts, and fine-tuning the boundaries to capture the core of the mentorship experiences. The current analysis does not aim to quantify impact, cause-and-effect, but only tells the patterns in the narrative of the participants.

Selected key excerpts are provided in Table 4.44.

Table 4.44

Selected Narratives on Out-of-School Youth Mentorship Experiences

Respondent ID / Project Code	Theme	Narrative (Kiswahili & English)
FR-FDG1-1 #6 PJ#00K	Mentorship as Guidance	"*Mentor ni mtu una trust sana. Unaweza kuongea naye. Wangu pia huniombea*."(A mentor is someone you can trust and talk to. Mine also prays for me.)
MR-FDG1-1 #8 PJ#00D	Mentorship as Guidance	*"Mentor ni Msee anakusaidia kunavigate mashinda ya ndunia yani ana experience ya maisha nani role model."* *(*A mentor is someone who helps you navigate life problems, has life experience, and is a role model.)
MG-#4FDG1-1#4 PJ#00A	Development of Personal & Social Skills	"*Tangu niwe na mentor nimepata skills nyingi sana. Naweza kukaa po ana watu, mimi ni team player, na kwa jumla nime improve sana. Mentor wangu hunipa maresponsibility kwa mradi. Pianaona leadership skills zangu zime grow. Unajua kwa leadership lazima ujuwe kuongea nawatu, uweze kuwapanga and ku plan mambo."* *(*Ever since I had a mentor, my social and teamwork skills have improved. My mentor always gives me responsibilities on the project; my leadership skills have grown. In leadership, you must talk to people, organize them, and plan activities.)
FR-#6FDG1-1 #2 PJ#00F	Development of Personal & Social Skills	"*Kwangu mentor wangu amenifundisha vile ninaweza kutumika watu, nimezifunza vile nitaweza kutatua maissue hapa na watu na vile nianweza kuwa mtu mwenye heshima."* *(*My mentor has taught me by example how to serve people. I have also learned how to collaborate with others, be respectful, and handle conflict.)
MG-#4FDG 1-1 #4 PJ#00K	Engagement in Activities	"*Tukifunga shule tunaenda kwa mradi. Hapo kuna activities mob kama sports, drama, catering, mobile repairs, dress making, shoe making and hair dressing. Hizi vitu zimenihelp kujua kuongea na watu, teamwork na pia kumake friends."* *(*During school holidays we attend the project. There are many activities like sports, drama, catering, mobile repairs, dress making, shoe making and hair dressing. These have helped me communicate

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		with people, work in teams, and make friends.)
MG-#7FDG / PJ#00D	Engagement in Activities	"*Mimi niko happy kwa sababu sina time ya kuua mbad company. Niko busy sana. Sometimes tunacheza chess, sport, kudebate na ku safisha mtaa."* *(*I am happy I am engaged during the holidays; I don't have time to get into bad company because I am busy with activities like board games, sports, debating, and community service.)
MR-#7FDG1-1 / PJ#00E	Mentorship Challenges	"*Mentor wangu ni mtu nina trust na mambo yangu. Lakini, saa zingine hapatikani, juzi nilikua na shida home nalitaka sana niongelee lakini hakuwa na time*." (My mentor is someone I trust, but sometimes they are not available. Recently I had a problem at home, and I wanted to talk to him, but he had no time.)
FR-#9FDG1-1 / PJ#00D	Mentorship Challenges	*"Mentor wangu ni munice lakini yeye ni mzee na saa zingine naona ako old fashioned. Yaani hunitell vitu ya zama zile, them days… Laugh. Angewezakuchangamuka ingekua poa."* *(*My mentor is nice but sometimes old-fashioned. Sometimes he talks about the old days. I wish he were more energized.)

Note. Source: Field Data (2024).
FR: Female Respondent, MR: Male Respondent, MG: Mixed Group, FDG 1-1: One-on-One Focus Group Discussion, PJ#00K: Project Code).

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Four primary themes emerged. Mentorship as Guidance captures the role of mentors as trusted advisors and role models, with students noting that "*Mentor ni mtu una trust sana. Unaweza kuongea naye. Wangu pia huniombea*" (A mentor is someone you can trust and talk to. Mine also prays for me). Development of Personal and Social Skills reflects growth in leadership, teamwork, and interpersonal competencies, illustrated by one participant: "*Tangu niwe na mentor nimepata skills nyingi sana… Mentor wangu hunipa maresponsibility kwa mradi. Pianaona leadership skills zangu zime grow*" (Ever since I had a mentor, my social and teamwork skills have improved. My mentor gives me responsibilities at the project; my leadership skills have grown). Engagement in Activities and Mentorship Challenges reveal that structured participation fosters socialization but also exposes limits, including mentor unavailability and generational gaps.

The mentioned themes demonstrate that mentorship, when carried outside of school in Kibra, is an integral factor for the positive development of secondary school students. This is because it provides them with direction, skill enhancement, and organized interaction. The pupils also improve on their social skills and acquire traits like leadership and improved communication, which, in turn, lead to

their personal development and social interaction. Nonetheless, the benefits obtained are not uniform and do not come with a guarantee. Education gaps occur for some students due to no or less mentor presence, inconsistent skill development, or even individual mentor preference. There are contradictions between the demands of students and the supply of mentors, and unaddressed issues remain about the long-term impacts of these programs. The combined evidence suggests that, on the one hand, mentorship outside school has the capacity to improve students' character and, on the other hand, it reveals the structural weaknesses and limitations that hamper its effectiveness.

Within this broader pattern, mentor support is most evident in the practice of positive affirmation. Several respondents emphasized affirmation as a central element shaping confidence, self-belief, and future orientation. One female participant described consistent encouragement from her mentor, linking affirmation with structured reflection on academic, career, and relational goals:

> *"My mentor really encourages me and speaks to me positively most of the time. Every holiday when we meet, we look at the academic, future career and relational goals. She affirms me positively... She always says, 'Getty, you have a God-given destiny… you can do it… You are more than able, with the help of the Lord.' She prays with me and for me"*
> **(FM #7, FGD 1-1, Project #00A).**

Notes: FR: Female Respondent, MR: Male Respondent, MG: Mixed Group, FDG 1-1: One-on-One Focus Group Discussion, PJ#00K: Project Code).

This account illustrates mentor support as relational, intentional, and recurrent. Affirmation is not described as a one-time interaction but as an ongoing practice embedded within regular mentor–mentee engagement. The emphasis on encouragement, prayer, and goal review reflects mentor support that blends emotional reassurance with structured guidance.

A second respondent highlighted how affirmation was paired with deliberate planning and behavioral guidance. In this case, mentor support involved identifying strengths and weaknesses and translating them into practical strategies for managing conflict and pursuing goals:

> *"My mentor really encourages me and speaks to me kindly most of the time. During the holidays she creates time to meet with me. We go over the academic goals and she guides me on areas I need to focus on and improve. She is a great encourager… I really respect her and don't want to disappoint her…I see like she has a lot of faith in me. I know she prays with me and for me and my family."* **(FM #7, FGD 1-1, Project #00A).**

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Notes: FR: Female Respondent, MR: Male Respondent, MG: Mixed Group, FDG 1-1: One-on-One Focus Group Discussion, PJ#00K: Project Code).

Taken together, these narratives support the statistical finding that affirmation and guidance are central dimensions of mentor support. They also show how mentors operationalize support through encouragement, individualized planning, and follow-up rather than abstract advice.

However, mentor support was not experienced uniformly. Approximately 10 percent (10%) of respondents across the projects expressed serious misgivings about their mentors. Although these issues fall outside the study's original scope, they cannot be dismissed because they directly implicate mentor support as a potential source of harm rather than protection. One male respondent described emotional mistreatment by a project manager and a sense of forced dependency tied to school fees:

> "*Unajua,ninapenda mradi sana kwa sababu ninamarafiki wengi. Lakini upande ingine huyu project manager saa zingine ananitrumatize nakiniita maskini. So saa zingine nikotuhapa kwa sababu wanani lipia school fees. Otherwise si wezi kutoka najua mama yangu hawezi kuafford kulipa school fees so nitavumilia tuu."Naomba usiambia mtu wanaweza kukasirika wanitoe kwa mradi*".
>
> "You know, I like my project so much because have many friends. But on the other hand, this project manager sometimes traumatizes me. She calls me poor, so sometimes I am here just because the project pays my school fees. Otherwise, I cannot leave because my mother cannot afford to pay my fees, so I will persevere". Please don't tell anyone, they may get annoyed and remove me from the project.
> **MR #2FGD (Project # 00H)**

Notes: FR: Female Respondent, MR: Male Respondent, MG: Mixed Group, FDG 1-1: One-on-One Focus Group Discussion, PJ#00K: Project Code).

This account suggests that mentor or program authority can shift from support to control when access to education is conditional. While this study cannot verify intent, the perception of coercion undermines the protective function mentorship is expected to serve. Similar concerns were raised by a female respondent from a different project, who described mentor unavailability and dismissal during a period of serious family distress:

> "Niliwambie sipendi mentor wangu… Huyu mentor ni ngumu kumpata nikiwa na shida… Baba yangu alikuwa anapiga mama sana nanilitaka kumshow ndiyo anisupport… Sasa hebu imagine sikuingine nilimambia na akasema hiyo haimuhusu."Hebu just imagine.

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> "I told them I don't like my mentor" ….My Mentors is difficult to get especially when I have problems. My father used to beat my mother a lot.I wanted to share with my mentor so that he could support me..Can you imagine that one day I opened up to my mentor and told him and his response was that.." It doesn't matter to me"..can you imagine?
> **(FR #2, FDG 1-1, Project #00J).**

Notes: FR: Female Respondent, MR: Male Respondent, MG: Mixed Group, FDG 1-1: One-on-One Focus Group Discussion, PJ#00K: Project Code).

This narrative highlights a critical failure of mentor support. The mentor's absence and disengagement during a crisis contradict mentors' role as trusted adults, particularly for out-of-school youth who may lack alternative support systems. The respondent's experience also illustrates how unmet expectations of support can compound vulnerability rather than alleviate it. When poorly managed, mentorship relationships can damage self-esteem and trust. The present findings show that mentor support is highly contingent on relational quality, availability, and power dynamics.

A key informant offered a contrasting perspective, emphasizing strict monitoring and discipline as necessary for accountability:

> "*Some of the students are so difficult and stubborn. We have to be strict and keep following them up. If we don't, our donors will wonder if we are making impact. We have to be strict with their grades, behavior, and we have found out that when we engage parents, we get support, but some parents don't even support us when we have to discipline children."*
> **MR #KII (Project # 00D)**

Notes: FR: Female Respondent, MR: Male Respondent, MG: Mixed Group, FDG 1-1: One-on-One Focus Group Discussion, PJ#00K: Project Code).

This response reflects institutional pressure rather than individual mentor intent. It suggests a tension between donor-driven accountability and relational mentorship. When programs prioritize measurable outputs over relational safety, mentor support risks becoming supervisory rather than supportive.

Overall, the qualitative evidence shows that mentor support for out-of-school youth operates on a narrow margin. When mentors provide consistent affirmation, availability, and guidance, youth report confidence, direction, and emotional stability. When mentors are absent, dismissive, or controlling,

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mentorship becomes a source of distress and dependency. These findings challenge the assumption that mentorship is inherently beneficial and point to the need for stronger safeguarding, clearer boundaries, and mentor training that recognizes out-of-school programs as safe havens rather than extensions of the school disciplinary system.

4.8 Integration of Quantitative and Qualitative Findings

This section integrates quantitative and qualitative findings at the level of interpretation, organized by research question. The aim is to show where the two strands reinforce each other, where they diverge, and where important gaps remain. The analysis does not assume consistency across methods and does not force agreement where the data do not support it.

The first research question examined the relationship between program participation and Positive Youth Development (PYD). Quantitative results indicate high levels of participation: 88% of students attended mentorship sessions, and 57% held leadership roles. Cross-tabulations indicate a strong descriptive association between participation intensity and PYD, with 97% of students reporting high PYD at high involvement levels compared to 33% at low involvement levels ($\chi^2 = 30.478$, $p = 0.001$). However, this relationship weakens in multivariate analysis, where programprogram involvement remains statistically significant but moderate in size ($\beta = 0.287$, $p < 0.001$), and a substantial proportion of variance remains unexplained. Qualitative accounts confirm frequent participation and exposure to diverse activities. One student explained,

> "*During school holidays we attend the project. There are many activities like sports, drama, catering, mobile repairs, dress making, shoe making, and hair dressing. These have helped me communicate with people, work in teams, and make friends*" ***(MG-#4FDG / PJ#00K).***

Notes: FR: Female Respondent, MR: Male Respondent, MG: Mixed Group, FDG 1-1: One-on-One Focus Group Discussion, PJ#00K: Project Code).

The point of convergence is clear: participation provides opportunities for social interaction and skill exposure. The point of divergence is equally clear: participation alone does not translate reliably into higher PYD once other factors are considered. The qualitative data do not show strong evidence of sustained internal change linked solely to participation, suggesting that program attendance functions as an enabling context rather than a sufficient mechanism for development.

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The second research question focused on mentor support and its association with PYD. Quantitative findings consistently identify guidance and counseling as the strongest mentorship dimension across analyses, including cross-tabulation ($\chi^2 = 23.16$, $p = 0.001$), correlation ($r = 0.50$), and regression ($\beta = 0.319$, $p < 0.001$). Other dimensions, such as role-modeling and mentor relationship, show high descriptive ratings but weak or non-significant associations, once controls are applied. Qualitative narratives converge strongly with this pattern. Students emphasize trust, availability, and structured guidance as central to their development. One participant stated,

> "*A mentor is someone you can trust and talk to. Every holiday we look at academics, future career, and relational goals"* ***(FM #7, FGD 1-1, PJ#00A).***

Notes: FR: Female Respondent, MR: Male Respondent, MG: Mixed Group, FDG 1-1: One-on-One Focus Group Discussion, PJ#00K: Project Code).

Divergence emerges in relation to role-modeling. Despite high reported exposure, students describe inconsistent contact and limited mentor availability, which undermines continuity. As one student noted,

> "*My mentor is someone I trust, but sometimes they are not available. Recently I had a problem at home and I really wanted to talk to him, but he had no time"* ***(MR-#7FDG1-1 / PJ#00E).***

Notes: FR: Female Respondent, MR: Male Respondent, MG: Mixed Group, FDG 1-1: One-on-One Focus Group Discussion, PJ#00K: Project Code).

These accounts explain why role-modeling appears descriptively strong but analytically weak. The unresolved gap concerns the conditions under which mentor availability and consistency could be improved, which is not addressed directly by the current data.

The third research question examined individual characteristics associated with PYD. Quantitative results show strong associations for goal-oriented behavior, motivation, collaboration, school connectedness, and faith, while self-esteem and self-regulation show weak or non-significant associations. Qualitative data converge with these findings. Students frequently describe growth in teamwork, responsibility, and discipline through assigned roles and structured expectations. One participant explained, "*Ever since I had a mentor, my social and teamwork skills have improved a lot. My mentor gives me responsibilities on the project. I can see that my leadership skills have grown***"**

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(MG-#4FDG / PJ#00A).

Notes: FR: Female Respondent, MR: Male Respondent, MG: Mixed Group, FDG 1-1: One-on-One Focus Group Discussion, PJ#00K: Project Code).

However, narratives rarely reference autonomous emotional regulation or independent self-management. This divergence suggests that the program is more effective at strengthening externally reinforced behaviors than internal psychological regulation. An unresolved gap remains regarding whether self-esteem and self-regulation require longer exposure, different intervention strategies, or support beyond the program context.

The final research question examined parental support as a moderator of PYD. Quantitative findings show strong associations between relational parental support and PYD across cross-tabulation, correlation, and regression analyses, while economic support shows no significant relationship. At the same time, parental monitoring outside the home is low, and fault-finding tendencies are relatively high. Qualitative accounts converge with this mixed pattern. A key informant observed, "*When we engage parents, we get support, but some parents don't support us when we have to discipline children" **(MR #KII, Project #00D).***

Notes: FR: Female Respondent, MR: Male Respondent, MG: Mixed Group, FDG 1-1: One-on-One Focus Group Discussion, PJ#00K: Project Code.

The point of convergence is that relational engagement matters more than material provision. The point of divergence lies in the inconsistency of that engagement. While quantitative measures suggest strong parental influence, qualitative accounts reveal conditional and uneven involvement that may limit sustained impact. The unresolved gap concerns how parental engagement can be strengthened beyond episodic or compliance-driven interaction.

Across all strands, the integrated evidence points to uneven alignment rather than a coherent developmental pipeline. Quantitative strengths are explained by qualitative mechanisms in which structure, consistency, and relational access are present. Quantitative weaknesses are not rescued by narratives but clarified through accounts of inconsistency, limited availability, and contextual constraints. The integration shows that PYD alignment in this setting is conditional, domain-specific, and dependent on implementation quality rather than participation alone. This section, therefore, does

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not present a harmonized success story but a differentiated account of where mentorship and support structures work, where they weaken, and where the evidence remains incomplete.

The study's findings align partially with existing literature while highlighting limitations in developmental alignment. Parental support emerges as a central factor, consistent with Sox et al. (2023), who emphasize adolescents forming relationships beyond their parents, and Shek et al. (2022), who highlight family functioning as foundational for growth. Bronfenbrenner's ecological model (1994) is supported, as relational engagement within the microsystem shows meaningful correspondence with PYD outcomes. Conditional parental involvement and inconsistent monitoring observed in the study mirror findings reported by Purnomo et al. (2024), who note that family crises and uneven support can disrupt adolescent adjustment. Benefits of relational parental support—confidence, social connection, and competence—echo findings by Zhu et al. (2020), Mulla et al. (2020), and Mao et al. (2021), underscoring the value of consistent communication, honest dialogue, and guidance in fostering emotional disclosure, life skills, and positive identity. Mentor support patterns align with Social Cognitive Theory (Bandura, 1977;1986), where guidance, modeling, and reinforcement in social contexts influence development. Studies by Friedman et al. (2021) and Muhamad (2024) further indicate that active parental involvement can amplify participation in structured programs, supporting socioemotional development, school belonging, and reduced depressive symptoms. Vlček et al. (2025) highlight that structured experiential learning, such as outdoor education, strengthens leadership, teamwork, and self-confidence. Divergences appear where role-modeling or intermittent mentor contact show weak alignment, revealing context-specific constraints not always captured in prior research. Similarly, descriptive participation is high but weakly predictive in multivariate analysis, reinforcing cautions that attendance alone does not reliably correspond with PYD outcomes.

The theoretical application of the Ecological Systems Theory, Positive Youth Development (PYD) frameworks, and the Rhodes mentoring model in contexts with less support will gain new insights from the study's conclusions. The participants being in the program constitutes the main enabling factor of the environment, giving rise to social interaction, skill exposure, and structured experiences, rather than being a straightforward developmental driver. Among the different mentorship dimensions, guidance and counselling in particular have been found to have the strongest correlation

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with the PYD across cross-tabulation, correlation, and regression analysis, while role-modelling and intermittent mentor contact do not suffice when access is unstructured. This pattern emphasizes the importance of relationship quality and interaction frequency rather than mere presence or occasional contact; it reinforces this argument. Traits of goal orientation, teamwork, school connectedness, and religious faith, fostered by others, are seen as more in line with PYD than traits like self-esteem and self-control, which are internally regulated, thereby revealing some of the existing disparity in trait distributions across developmental domains. Parental support is influential in the microsystem, where it facilitates social connection, self-esteem, and competence, but variability in parental engagement, inconsistent monitoring, and conditional involvement collectively limit the stable coordination of the mesosystem. Overall, such conclusions suggest that the developmental impact is limited, domain-specific, and relationship-quality- and relationship-consistency-dependent, thus prompting a rethinking of the contexts that are PYD models' change agents and those that merely transfer change directly.

The study's findings refine theoretical applications of Ecological Systems Theory, Positive Youth Development (PYD) frameworks, and the Rhodes mentoring model in contexts with uneven support structures. Program participation functions primarily as a contextual enabler, providing opportunities for social engagement, skill exposure, and structured experiences, rather than acting as a direct developmental driver. Among mentorship dimensions, guidance and counseling consistently show the strongest association with PYD across cross-tabulation, correlation, and regression analyses, whereas role-modeling and intermittent mentor contact are insufficient in the absence of structured access. This pattern highlights the importance of relational quality and consistent interaction over symbolic or sporadic presence. Externally reinforced traits, including goal orientation, collaboration, school connectedness, and faith, show clearer alignment with PYD than internally regulated traits, such as self-esteem and self-regulation, thereby emphasizing the asymmetry across developmental domains. Parental support contributes relational influence within the microsystem, supporting social connection, confidence, and competence, but variability in engagement, inconsistent monitoring, and conditional involvement limit stable mesosystem coordination. Together, these findings suggest that developmental influence is partial, domain-specific, and contingent on the quality and consistency of relationships, reinforcing the need to distinguish enabling contexts from direct mechanisms of change within PYD models.

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The stated patterns have a clear influence on how the programs should be implemented. The program's design should focus mostly on structured and easily accessible mentorship, which is to provide consistent guidance and active support, and not on the mere presence or exposure to activity as the main factors. The interventions for self-esteem and self-regulation that target internal traits will require either prolonged engagement or diversified strategies for measuring alignment with PYD outcomes. Parent participation is acknowledged as an important factor, but its overall effect is limited; thus, programs need to constantly involve families and provide them with tools to increase the consistency of their relationships and monitoring. Moreover, depending on the role modeling or having a mentor contact from time to time without the structured reinforcement, may exaggerate the developmental significance. These revelations suggest that the PYD alignment is not the same across the participants and sectors but rather changes according to the quality of implementation, accessibility of relationships, and context support. In other words, effective interventions for youth development will simultaneously focus on the structure of the programme, mentor support, personal traits, and family involvement. The findings, by pointing out the areas of mentorship and parental support that are effective, the areas of influence that are weak, and the areas where there are structural or relational gaps limiting outcomes, provide a sophisticated roadmap for improving programme efficiency, resource allocation, and refining theoretical applications without overstating developmental guarantees.

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4.9 Summary

The findings indicate only a partial, conditional, and uneven alignment with Positive Youth Development in this case. There is a large number of participants taking part in the program, but it is more of an opportunity than a reliable way for development. The effectiveness of mentorship is mostly directed to guidance and counseling; on the other hand, the influence of role-modeling and overall mentor relationships is restricted by their uneven availability and consistency. Characteristics such as goal orientation, collaboration, school connectedness, and faith are more closely associated with PYD than are self-esteem or self-regulation. Although parental support provides a relational influence, involvement is unstable and conditional. Among the individual factors influencing developmental alignment, none guarantees it, and there is still a lack of clarity about how program structure, mentor consistency, or parental involvement could be improved to obtain better results. The

overall view presented by the evidence is one of context-dependent and limited effects rather than of comprehensive or uniform impacts. It points out what works partly, what has weak alignment, and where inconsistency or uncertainty is the most pronounced.

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CHAPTER FIVE
SUMMARY, CONCLUSION, IMPLICATIONS, AND RECOMMENDATIONS

5.1 Introduction

This section combines the study's results, conclusions, and recommendations. It investigates the positive influence of out-of-school mentoring on young people's development and specifically identifies the factors that affect youth potential, employability, and overall participation. In addition, the section indicates what Sub-Saharan Africa's policies, programme management, and future research would be based on the study's results.

5.2 Summary of Findings

The findings of the study illustrate a complicated and unevenly distributed network of interrelations among the various factors: the presence of constant mentor supervision and socially endorsed characteristics like connectedness to school, cooperation, and goal-oriented behavior is associated with higher PYD, while the factors of participation only, role-modeling, self-esteem, and self-regulation have revealed weaker or inconsistent connections. It appears that parental support is received mainly through personal and communicative engagement rather than material resources; however, its unevenness still hinders the relationship between parenting support and PYD. Participation in the program provides exposure to skill development and social interaction, but how much of that relates to PYD depends on the accessibility and structure of mentoring. Human interactions in mentorship are more strongly associated with PYD when help is given frequently and without restrictions; otherwise, having the mentor in the background or meeting only occasionally implies a weaker association. Different personality traits show different levels of association with PYD; traits that are externally encouraged are more strongly correlated with the development of PYD than those that are internally regulated. The observation that a large portion of the variance was not accounted for across all areas suggests that context and environmental factors influence PYD outcomes to some extent at the levels mentioned. Qualitative assessments support these trends since they reveal areas where mentorship and parental involvement are either constant or sporadic but do not imply any direct link.

5.2.1 Participation in Out-of-School Mentorship and PYD

The first objective examined participation in out-of-school mentorship programs and their correlation with PYD. Descriptive results demonstrate very active participation: 88% of students said they attended mentoring sessions during summer breaks, and 57% took on leadership roles during

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programme activities. The measures of PYD were high across several dimensions such as cognitive and academic competence, confidence, connection, character, and caring. Specifically, 95.3% of students reported enhanced goal setting and problem-solving, 96.9% indicated sustained school engagement, and substantial proportions reflected ethical awareness, empathy, and willingness to help others.

Cross-tabulation analysis shows statistically significant associations between programme involvement and PYD ($\chi^2 = 30.478$, df = 2, $p = 0.001$). Students with high participation reported 97% high PYD, medium participation 93%, and low participation 33%. Community engagement, while descriptively positive, was not statistically associated with PYD ($\chi^2 = 2.047$, df = 1, $p = 0.359$). Multivariate regression indicates that programme involvement and community engagement together account for 18.9% of variance in PYD ($R^2 = 0.189$, Adjusted $R^2 = 0.184$, $F(2,346) = 40.305$, $p < 0.001$), with programme involvement showing a stronger standardized association ($\beta = 0.287$, $t = 5.565$, $p < 0.001$) than community engagement ($\beta = 0.243$, $t = 4.72$, $p < 0.001$). These results indicate that participation is associated with higher PYD descriptively but explains only part of the observed variation. The majority of PYD variation remains unaccounted for by attendance alone. Qualitative accounts provide context, showing that program activities offer opportunities for social interaction, skill exposure, and structured experiences. These observations suggest that participation may provide enabling conditions rather than direct pathways to PYD, and that other factors moderate alignment.

5.2.2 Mentor Support and PYD

The second objective examined the linkage between mentor support and positive youth development (PYD). The descriptive results show that students were generally very much satisfied with the activities, with the most satisfied group being the one that had the highest enjoyment of the activities (95%) and the least satisfied ones being those who derived the least benefits from the activities in terms of coping strategies (55%) and time management (60%). Guidance and counselling are the categories with the highest ratings across the board ($M = 4.40–4.54$, $SD = 0.72–0.82$). Role-modeling, positive affirmation, and mentor relationships are given positive evaluations, but the ratings are somewhat divergent. Mentorship duration is associated with medium engagement, suggesting varying levels of mentor accessibility and consistency among participants. Individual characteristics such as goal-oriented behavior, motivation, and collaboration are mostly seen in mentees, while self-esteem and self-regulation are less frequent and more unstable.

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Cross-tabulation analyses reveal that guidance and counseling ($\chi^2 = 23.16$, $p = 0.001$) and overall mentor support ($\chi^2 = 6.45$, $p = 0.011$) are associated with higher levels of PYD. When students reported high levels of positive youth development (PYD), they were matched with high guidance levels in 97% of the cases. The relationship between positive affirmation and PYD is one of the partial alignments, where 97% of students in the top affirmation group reported high PYD, and this percentage for the middle category was lower (84%). The practices of role-modeling and mentor relationship quality narratives show high descriptive PYD but are not found to be statistically significantly associated.

Community engagement shows strong descriptive outcomes but does not reach statistical significance ($\chi^2 = 2.047$, $p = 0.359$). It emerged that mentorship was not fully aligned with PYD, and that certain dimensions of mentorship are more closely associated with this concept than others. The correlation results are strongest for the guidance and counseling ($r = 0.50$***) and parental support ($r = 0.48$***), which are the two factors with the highest positive correlation with PYD. Role-modeling ($r = 0.37$***) and the duration of mentorship ($r = 0.21$**) have moderate correlation relationships, while positive affirmation ($r = 0.12$*) and mentor relationship quality ($r = 0.19$**) have weak correlations. The engagement of students in out-of-school activities has a small positive correlation ($r = 0.12$*), suggesting that the direct link to PYD is quite limited. The different dimensions of mentoring show moderate to high intercorrelations, with the strongest between the guidance and role-modeling dimensions ($r = 0.62$***), indicating overlapping patterns in the mentoring components. The correlation patterns are diverse, indicating that some mentoring dimensions are stronger with PYD, while others are weaker and context-dependent.

The findings obtained from the multiple regression analyses clearly reveal that the strongest positive correlates with PYD are guidance and counseling ($\beta = 0.319$, $p < 0.001$) and role-modeling ($\beta = 0.229$, $p < 0.001$) factors, respectively. While the coefficients of mentorship duration, mentor relationship, and positive affirmations are lower, they are still statistically significant ($\beta = 0.021–0.156$, $p < 0.05$), but the participation in out-of-school activities is not significant ($\beta = 0.054$, $p = 0.171$). The ANOVA results show that the regression models account for a large share of the PYD variance, yet a considerable amount remains unexplained. The qualitative part of the study points out that students see guidance, structured skill-building, and mentors' support as essential, while inconsistent

availability, no response during hardship, and conditional support contribute to misalignment. The stories portray the mentors as trustworthy advisors and role models, and affirmation, along with structured guidance, are recognized as the main themes of the mentorship experience. Still, some students report a lack of communication with mentors or restrictive supervision, which is related to softened quantitative patterns regarding role-modeling, positive affirmation, and mentor relationships. To sum up, both quantitative and qualitative data indicate that mentorship experiences differ in their dimensions and in the people involved, thus reflecting a disparity in alignment with PYD rather than uniformity in outcomes.

5.2.3 Individual Student Characteristics and PYD

The third objective examined the association between individual student characteristics and positive youth development (PYD) among secondary school students in Kibra Sub-County. Descriptive statistics indicate that several traits are prevalent across the sample. Goal-oriented behaviour was reported by 92% of students, motivation ranged from 94% to 98%, collaboration was observed in 81 –91% of respondents, and faith-driven resilience was recorded in 61–70%. Cognitive and academic competence also remained high (95–97%). The self-esteem and self-regulation dimensions showed lower prevalence (52-58%), as did reflective thinking. A few students were of the opinion that there was preferential treatment or that the rules were too strict, which probably limited their freedom to make their own decisions and develop skills for self-direction. These patterns indicate that traits, reinforced through structured participation and relational engagement, are prominent, whereas intrapersonal capacities remain variable and unevenly expressed.

Bivariate analyses using chi-square tests and cross-tabulations uncovered the connections between the individual characteristics and PYD. Goal-directed behaviour showed a strong relationship with PYD ($\chi^2 = 16.534$, $p = 0.001$), together with motivation ($\chi^2 = 49.204$, $p = 0.001$), collaboration ($\chi^2 = 14.444$, $p = 0.001$), school connectedness ($\chi^2 = 59.254$, $p = 0.001$), and faith ($\chi^2 = 62.244$, $p = 0.001$). In contrast, self-esteem and self-regulation did not appear in the cross-tabulations as having strong relationships, thus indicating a lesser degree of alignment with PYD. The Pearson correlation coefficients confirm these findings with the following results: guidance and counseling ($r = 0.50$, $p < 0.001$), parental support ($r = 0.48$, $p < 0.001$), and program involvement ($r = 0.45$, $p < 0.001$) as the strongest linear associations with PYD, whereas role-modeling, positive affirmation, and out-of-school activities exhibited weaker connections. It can be concluded that the characteristics of goal-

directed behavior, collaboration, school connectedness, and faith are the most influential ones in the co-occurrence with high PYD, while, on the contrary,
Self-esteem and self-regulation are less important.

Multivariate regression analyses were conducted to elucidate the true nature of the partial associations among individual characteristics while acknowledging overlapping influences. The model explained about 55.5% of the variance in PYD ($R^2 = 0.555$, Adjusted $R^2 = 0.546$, $F(7, 341) = 60.742$, $p < 0.001$). School connectedness was the leading standardised effect ($\beta = 0.320$, $t = 7.152$, $p < 0.001$), followed by goal-oriented behaviour ($\beta = 0.210$, $t = 4.333$, $p < 0.001$) and collaboration ($\beta = 0.184$, $t = 3.850$, $p < 0.001$). Faith ($\beta = 0.136$, $t = 3.104$, $p = 0.002$) and motivation ($\beta = 0.113$, $t = 2.309$, $p = 0.022$) also maintained their measurable associations, while self-regulation ($\beta = 0.022$, $t = 2.571$, $p = 0.019$) and self-esteem ($\beta = 0.019$, $t = 2.447$, $p = 0.005$)
were minor contributors.

The qualitative observations gave a context to the quantitative patterns, where students often spoke of skills like teamwork, responsibility, and following the structured roles, which corresponded with the highest PYD levels found in the cross-tabulations and regression analyses. However, independent emotional regulation, reflective thinking, and self-directed decision-making were seldom encountered, indicating a weaker link between self-esteem and self-regulation and PYD. Favouritism and strict program regulations at times lead to a similar situation being viewed, and then, in turn, the contextual factors that can cause differences in personality traits are recognised. It is usually the positive youth development (PYD) that is highly associated with the individual traits such as goal-setting, and motivation, along with other traits like cooperation, schools' participation, and faith, while on the contrary self-worth, self-regulation, and reflective thinking reveal weaker or different degrees of association, thus suggesting that the programme's influence on growth might vary according to the context and even depending on the factors of structure, reinforcement, and context rather than just participation.

5.2.4 Moderating Role of Parental Support and Positive Youth Development

The study examined the moderating effect of parental support on the relationship between youth participation in mentorship programs and positive youth development (PYD) in Kibra Sub-County,

focusing on economic support, family connectedness, home environment, encouragement and affirmation, and family communication. Descriptive findings indicate that parental support is present but variable across dimensions. The most emphasized aspect of support was relationship and communication, with 91% of participants experiencing emotional intimacy with mothers or female guardians and 95% with fathers or male guardians. A supportive home environment was mentioned by only 71% of participants, while 78% of parents reported engaging in mentoring activities for skills development. Almost all students (over 91%) reported that their parents supported them even when they were not doing well at school, and 86% admitted that their parents recognized their achievements. Family communication was assessed as moderate, with 77% of the respondents stating that they understood the parents' rules about drug use and 87% saying that they could share their problems without being judged.

Parental monitoring outside the home was minimal (36%), and fault-finding tendencies were moderate (80%), which together resulted in variability in the parental influence. A bivariate analysis with cross-tabulations and chi-square tests indicated that parental support in terms of relationships and communication was linked to higher PYD, while economic support alone did not display significant associations ($\chi^2 = 23.611$, df = 2, $p = 0.312$). Pearson correlation coefficients indicated that parental support ($r = 0.48^{***}$) exhibits a moderate linear association with PYD, comparable to guidance and counseling ($r = 0.50^{***}$) and program participation ($r = 0.45^{***}$), while other mentorship dimensions, such as role-modeling, affirmation, and general extracurricular engagement, demonstrated weaker associations.

Multivariate regression analyses indicate that parental support retains a measurable association with PYD when individual characteristics, programme participation, and mentorship dimensions are included in the model. Specifically, parental support shows a standardized coefficient of $\beta = 0.297$ ($t = 7.709$, $p < 0.001$), while programme participation becomes non-significant ($\beta = 0.054$, $p = 0.171$), and mentor guidance maintains a moderate association ($\beta = 0.106$, $p = 0.023$). Including parental support in the model increased the percentage of variance explained in PYD from 46.2% to 52.6%, indicating that observed youth development outcomes are related to parents' participation in communication and relationships. The size of the effects still indicated a moderate level, and a

significant proportion of the variance remained unexplained, which pointed out the context-dependent and inconsistent parental influence.

The observations made in the qualitative research provided contextual insight for the researchers, who concluded that parental involvement ranges from extremely active and supportive to non-existent across different families. Some students mention parents who are very active and supportive, while others say their parents do almost no supervision, are present only occasionally, or seem to be just looking for faults. These narratives indicate the same as the quantitative results: the conditions under which parental support is linked to higher PYD outcomes.

5.3 Conclusions of the Study

Based on the findings, the following conclusions are made:

It appears that involvement in an out-of-school mentorship program has a positive contribution to the growth of secondary school students who reside in Kibra, Nairobi County. Students who are more involved in the programs tend to show a significant increase in all areas of growth (personal, social, and academic), which implies that the mentorship program has significant developmental value. In addition to that, the evidence collected from this indicates that participating in the mentorship programmes alone does not fully account for differences in Positive Youth Development outcomes. Therefore, the mentorship program provides a supportive and nurturing environment for students to grow through receiving guidance, exposure, and social learning. However, many other factors also affect a student's Positive Youth Development, and so their rates of growth will vary greatly from student to student on the basis of interacting with all of these factors and variables, including quality of program interaction, individual student attributes, home/school environments. Therefore, while out-of-school mentorship programmes significantly contribute to students' Positive Youth Development, this contribution is most fully understood in conjunction with a systems perspective.

Positive youth development is correlated with mentoring support; however, the correlation varies depending on the nature of the mentoring process. It appears that structured mentoring through guidance and counseling, along with the orientation process to specific roles, has a stronger correlation than any other mentoring process. This means the value of mentorship appears to lie less

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in contact alone and more in the quality, consistency, and functional relevance of the support provided. At the same time, the weaker alignment across affirmation, relationship quality, and mentor availability points to gaps in consistency and responsiveness within the mentoring process. These mixed patterns indicate that mentorship does not operate as a uniform developmental resource. Rather, its association with PYD depends on how reliably students receive practical guidance, emotional support, and credible role direction. The conclusion, therefore, is that mentor support is positively associated with Positive Youth Development, particularly when it is structured, dependable, and responsive to students' needs.

Individual student characteristics are strongly linked to positive youth development, although some traits show a stronger relationship than others. The traits of goal orientation, motivation, teamwork, school connectedness, and spirituality seem to relate more strongly to successful outcomes among youths, suggesting that children may flourish more under circumstances of individual drive and social connectedness. However, traits such as self-esteem, self-regulation, and reflective decision-making show weaker relationships, suggesting areas where student development appears less stable. This suggests that the current program and school environment seem to reinforce visible behavioural and social strengths more than deeper intrapersonal growth. The objective was therefore achieved by demonstrating that individual characteristics are associated with students' positive development, though this relationship is uneven across the different dimensions considered.

Parental support shows a clear but uneven relationship with positive youth development. What stands out is the strength of emotional connection and open communication between parents and adolescents, which aligns more closely with positive development than financial support alone. From this, we can say that presence, guidance, and trust within the home matter more than material provision in shaping youth outcomes. Economic support without consistent relational engagement shows limited developmental effect on its own. The findings also point to differences across households in how support is experienced. This is due to the fact that some students say that their parents provide them with consistent encouragement and communication, while others say that their parents are poor at supervising and communicating with them. The inconsistencies affect the reliability of parental support in influencing youth development. Parental support helps the mentoring process and the individual characteristics that contribute to youth development. Taken together, parental support

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relates most strongly to positive youth development through consistent communication, emotional closeness, and active engagement, rather than financial provision alone.

5.4 Implications for Knowledge, Theory and Practice

5.4.1 Implication for New Knowledge

This study shows that PYD in this setting does not align linearly with participation, mentorship, or parental support. High participation rates and generally high PYD scores do not yield a strong explanatory pattern, as a large portion of the variation remains unexplained across all models. What stands out is that participation in mentorship serves more as a supportive environment than as a direct driver of development. Another clear pattern is that not all mentorship components carry the same weight. Guidance and counseling consistently show a strong link with PYD, while affirmation, role-modeling, and out-of-school activities show weak or unstable connections. These findings challenge the assumption that all program elements contribute equally. The results also show a split in how developmental traits behave. Social and behavioural traits respond more clearly to structured support, while intrapersonal traits like self-esteem and self-regulation remain less stable and less explained by the program context. The remaining gap is straightforward. The study does not fully explain why students exposed to the same programs and environments still end up with different PYD outcomes.

5.4.2 Theory implication

The findings partially align with ecological and PYD-based expectations, but they also reveal where these theories fall short in this context. The idea that school, family, and program systems work together in a stable and predictable way does not fully hold here. When combined, parental support, mentorship, and individual traits show uneven strength and, in some cases, weak links to PYD. The clearest theoretical support appears in structured mentorship, especially guidance and counseling, which aligns strongly with PYD. In contrast, role-modeling, affirmation, and community engagement do not show consistent effects, which weakens the idea of uniformly reinforcing developmental systems.

The Rhodes mentoring model also fits the data only partially. Relationship quality alone does not reliably predict PYD unless it is supported by structured, consistent guidance. This suggests that the theory overestimates how evenly developmental inputs translate into outcomes and underestimates

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how much implementation quality and context shape results. Overall, PYD in this setting looks less like a coordinated system and more like a mix of uneven and loosely connected influences.

5.4.3 Practice implication

The findings point to a clear issue in how programs are actually working compared to how they are designed. What matters most is not just participation or exposure, but the consistency and structure behind what students actually receive. Guidance and counseling stand out as the most reliable contributors to PYD. This means programmes that focus mainly on attendance or general activities miss the part that actually drives outcomes. Other components like role-modeling and affirmation are present but do not consistently translate into development gains. This shows a gap between what is planned in the program and what actually influences students in practice.

Parental support also varies widely. Emotional connection and communication matter more than financial support, but inconsistent involvement across households reduces its overall impact. In practical terms, outcomes depend more on how consistently support is delivered than on how many programme elements exist. The bigger issue is variation in delivery and engagement, not lack of participation.

5.5 Study Recommendations

From the findings and conclusion, the following recommendations are made:

The evidence shows that attendance in out-of-school mentorship alone explains limited variation in positive youth development while structured interaction and consistent skill delivery both match to actual developmental results. Program coordinators in Kibra should therefore shift focus from participation counts to standardized session delivery that consistently covers goal-setting, problem-solving, teamwork, and responsibility across all centers. Mentors need to establish formal systems which record their leadership opportunities to create fair access for all programme participants who want to develop their skills. Community engagement activities should be reviewed by programme implementers and county education officers and retained only where they directly support core mentorship outcomes. Schools should establish coordination with programme facilitators to track consistency in content delivery and participation experience not only attendance. At the policy level, education authorities and funders should set minimum implementation standards for mentorship structure, skill coverage, and leadership exposure to reduce variation across programmes.

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The misalignment between mentorship activities such as mentors' accessibility, affirmations, and the quality of the relationship between the mentee and mentor with positive youth development outcomes necessitates changes in how the mentorship programme is implemented by the coordinators and implementing bodies in Kibra. The focus of the initiative should be on structured guidance and counselling as this activity has been identified as having the strongest and consistent association with youths' outcomes. The mentors should work within an established interaction guide that outlines the minimum period of counselling interaction, regular follow up during the challenges faced by the student, and role definition. Inconsistency in the responsiveness and accessibility of the mentor requires programme management to establish a system of tracking attendance of the mentoring sessions and responses to any problems faced by the students. The educational institutions should incorporate a quality control mechanism that measures the quality of mentoring interaction rather than mere attendance in the mentoring sessions due to poor performance by relationship-focused and affirmations aspects.

According to the results, contributions of personal traits towards PYD are inconsistent, with more alignment noted in goal orientation, motivation, collaboration, connection to schooling, and spirituality, but less alignment seen in self-respect, self-control, and critical reflection, which require improvement and adjustment to align. Based on this information, school administration and program coordinators must change the design of activities designed to develop students and focus on more than just the behavior exhibited by learners and their involvement in groups to ensure the growth of intrapersonal skills like emotional regulation, critical reflection, and autonomous decision-making is achieved. It is necessary for teachers and program facilitators to incorporate regular reflective activities and decision-making activities in class and mentoring lessons to help learners grow personally. Schools should reconsider their disciplinary approaches and classroom interactions reported as being authoritarian or discriminatory, as this appears to impact the independence and autonomy of learners negatively. Policy makers in educational and youth development sectors must insist on balanced competence models in programs that include social-behavioral strengths and intrapersonal skills development areas.

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Lastly, weak alignment between parental economic provision and positive youth development, alongside stronger effects from communication and emotional connection, calls for a shift in parental engagement focus from financial provision alone to consistent interaction and guidance. County education officers and school administrators should design structured parent engagement forums that train caregivers in sustained communication, monitoring practices, and constructive feedback, rather than in resource-based support. Irregular supervision and wide variation in home involvement indicate the need for school-based monitoring systems where teachers and class patrons document parental engagement patterns and flag inconsistent support for follow-up. Mentorship program coordinators should integrate parent communication checkpoints into program schedules to ensure alignment between home support and mentorship activities, with clear roles assigned to parents in reinforcing guidance and behavioral support. Policy actors at the education county level should set minimum standards for parent engagement in youth development programs, prioritizing communication consistency and emotional support indicators over financial contribution measures.

5.6 Suggestion for Future Research

Based on the remaining gaps and unresolved patterns in the findings, the following areas require further investigation:

Some mentorship components, such as affirmation, relationship quality, and out-of-school activities, show weak and inconsistent links with PYD. This points to uncertainty in how these aspects are defined and measured. Future research should take a closer look at how these components are operationalized in similar Kibra programs to establish whether the weak relationships reflect real program limitations or problems in measurement.

A large share of variation in PYD remains unexplained across the models. This suggests a gap in how mentorship, parental support, and individual characteristics work together. Future studies should focus on how these factors interact rather than treating them separately, especially how home conditions, school environment, and program structure combine to shape outcomes in similar urban informal settings.

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Parental support and mentor engagement vary widely across households and participants, even under similar program exposure. This creates a gap in explaining why outcomes differ from one learner to another. Further research should focus on how consistency of adult support, student background conditions, and program delivery interact to produce uneven PYD outcomes in Kibra-based interventions.

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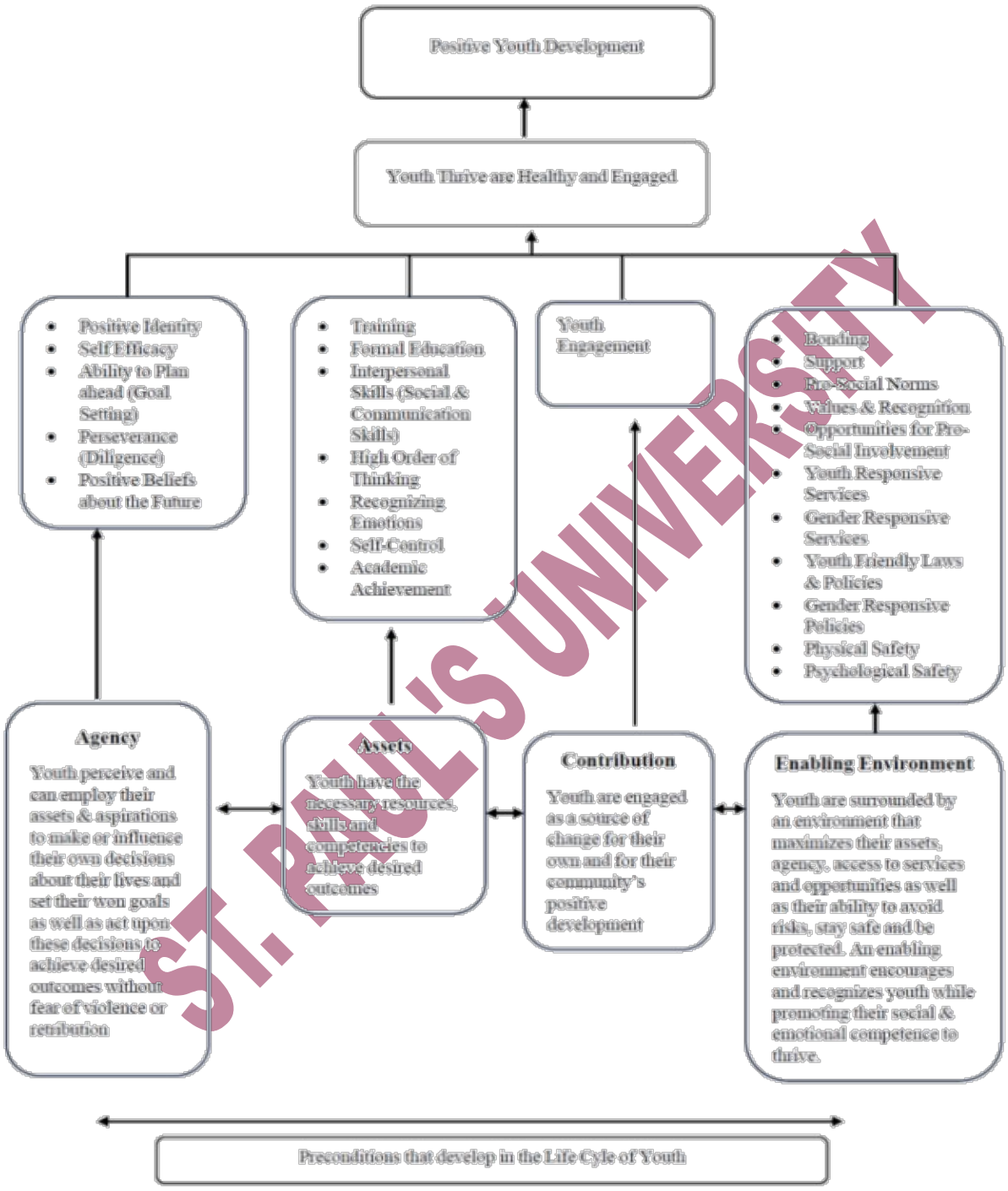
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APPENDICES

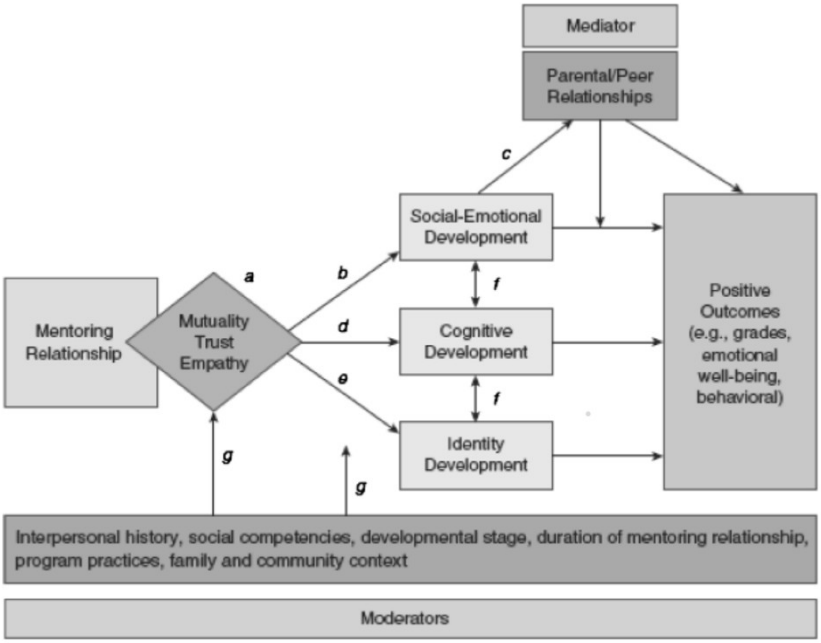
Appendix 1: Conceptual Framework of Positive Youth Development



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Source: Adapted from Youth Power Lead (2022) and Modified by the Author (2024)

Appendix 2: Rhodes's (2002) Model of Youth Mentoring



Source: Rhodes (2005)

The quality of the mentoring relationships and the pathways linking it PYD outcomes can be conditioned by **(a)** a youth's interpersonal competence, social & cognitive competence, and developmental stage; **(b)** duration of the mentoring relationship; **(c)** programme practices that are involved in establishing and supporting the mentoring relationship (for those that are developed through programmes) and its duration; and **(d)** the youth's family and surrounding community context **(g arrows)** (Rhodes, 2005).

Key Assumptions:

- Relationship development between mentors and mentees relies on strong interpersonal connections, based on mutuality, trust, and empathy.
- A positive interpersonal foundation then contributes to social-emotional development, cognitive development, and/or identity development, and the impact of a high-quality mentoring relationship on any or all of these areas is interrelated through bi-directional pathways that can evolve over time.
- The quality of the mentoring relationship and the pathways linking PYD outcomes can also be conditioned by the youth's interpersonal, social competence, and developmental stage; duration of the mentoring relationship; program practices involved in establishing and supporting the mentoring relationship and its duration; and the youth's family, peers, and surrounding community.
- A number of individual, peer, family, school, and community risk factors that are associated with negative adolescent outcomes, such as school dropout, delinquency, and gang involvement. These risk factors include such things as early antisocial behavior, experiencing trauma or abuse, poor cognitive development and academic

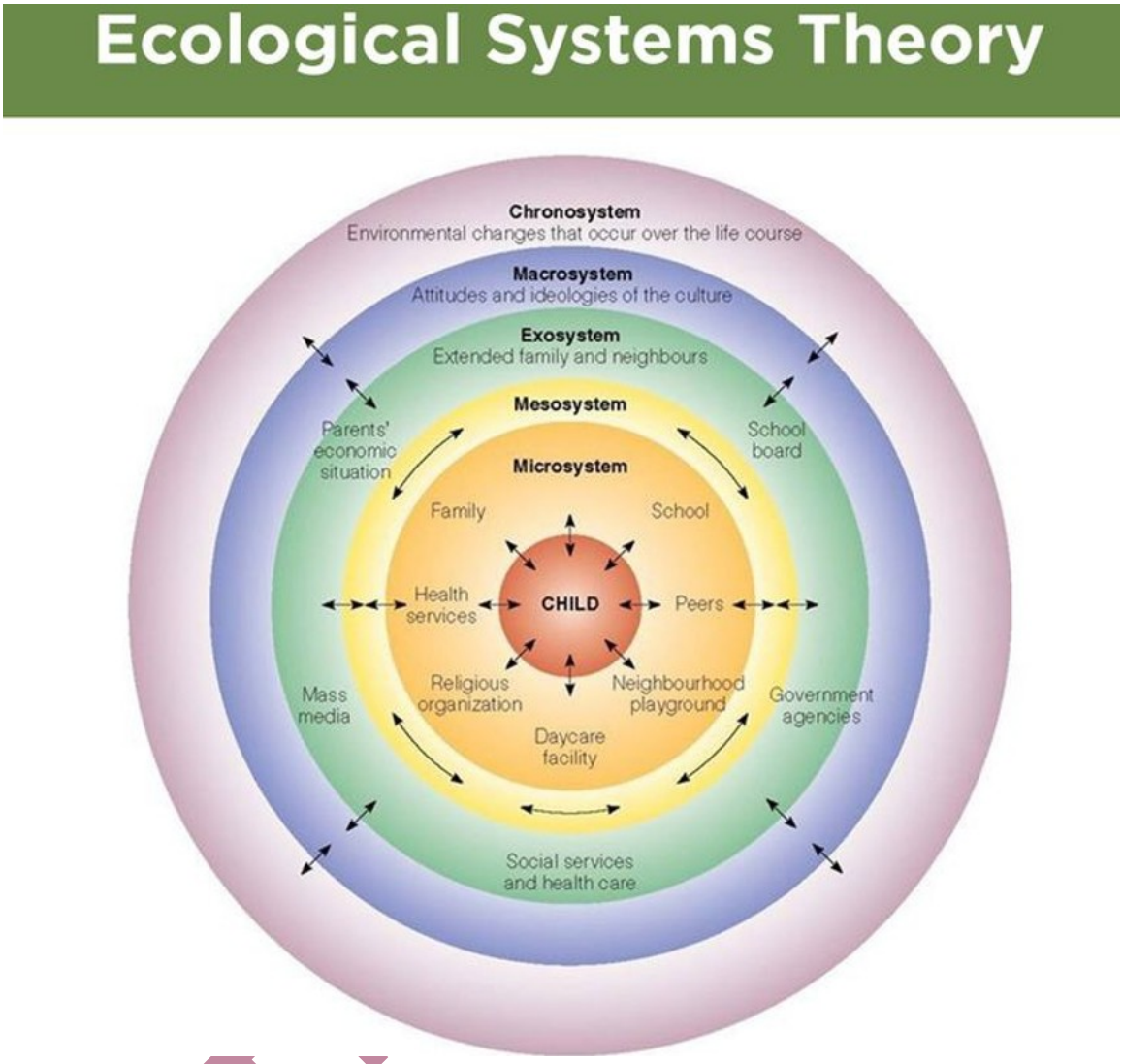
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achievement, weak attachment to parents and prosocial peers, weak commitment to school and conventional activities, delinquent peer association, and high levels of community crime, poverty, and unemployment.

- Risk factors have a cumulative effect in raising the likelihood of delinquent and other problem behaviors, but protective factors (such as a high-quality and sustained relationship with a caring adult) can be effective in mitigating risk and fostering resiliency in children and adolescents (Stewart & Openshaw, 2014).

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Appendix 3: Bronfenbrenner Ecological Systems Theory



Source: Bronfenbrenner, U. (1979).

Appendix 4: Definitions of the Six Cs of Positive Youth Development

Competence	i.	Positive behaviour in different fields like social, academic, cognitive and professional behaviour.
	ii.	Social competence concerns interpersonal skills (e.g., conflict resolution).
	iii.	Cognitive skills relate to cognitive skills (for example, decision-making) (e.g., decision making). Academic skills include subjects such as grades, participation and test results.
	iv.	Work practices and career preference are part of vocational competence.
Confidence	Intrinsic feelings of complete favorable self-worth and consciousness, in contrast to domain beliefs	
Connection	Positive relations with persons and organizations, as evidenced by bidirectional exchanges between the person and friends, family, education, and society, contribute to the relationship between the two parties.	
Character	Respect for social and cultural standards, compliance with appropriate standards of conduct, a sense of right and wrong (morality), and honesty.	
Caring	Empathy and sympathy with others,	
Contribution	Participation in community activities, volunteerism, and community leadership	

Source: Lerner et al. (2005) and Roth and Brooks-Gunn (2003).

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Appendix 5: Developmental Assets

Search INSTITUTE

40 Developmental Assets® for Adolescents (ages 12-18)

Search Institute® has identified the following building blocks of healthy development—known as **Developmental Assets®**—that help young people grow up healthy, caring, and responsible.

External Assets

Support	1. **Family support**—Family life provides high levels of love and support. 2. **Positive family communication**—Young person and her or his parent(s) communicate positively, and young person is willing to seek advice and counsel from parents. 3. **Other adult relationships**—Young person receives support from three or more nonparent adults. 4. **Caring neighborhood**—Young person experiences caring neighbors. 5. **Caring school climate**—School provides a caring, encouraging environment. 6. **Parent involvement in schooling**—Parent(s) are actively involved in helping young person succeed in school.
Empowerment	7. **Community values youth**—Young person perceives that adults in the community value youth. 8. **Youth as resources**—Young people are given useful roles in the community. 9. **Service to others**—Young person serves in the community one hour or more per week. 10. **Safety**—Young person feels safe at home, school, and in the neighborhood.
Boundaries & Expectations	11. **Family boundaries**—Family has clear rules and consequences and monitors the young person's whereabouts. 12. **School Boundaries**—School provides clear rules and consequences. 13. **Neighborhood boundaries**—Neighbors take responsibility for monitoring young people's behavior. 14. **Adult role models**—Parent(s) and other adults model positive, responsible behavior. 15. **Positive peer influence**—Young person's best friends model responsible behavior. 16. **High expectations**—Both parent(s) and teachers encourage the young person to do well.
Constructive Use of Time	17. **Creative activities**—Young person spends three or more hours per week in lessons or practice in music, theater, or other arts. 18. **Youth programs**—Young person spends three or more hours per week in sports, clubs, or organizations at school and/or in the community. 19. **Religious community**—Young person spends one or more hours per week in activities in a religious institution. 20. **Time at home**—Young person is out with friends "with nothing special to do" two or fewer nights per week.

Internal Assets

Commitment to Learning	21. **Achievement Motivation**—Young person is motivated to do well in school. 22. **School Engagement**—Young person is actively engaged in learning. 23. **Homework**—Young person reports doing at least one hour of homework every school day. 24. **Bonding to school**—Young person cares about her or his school. 25. **Reading for Pleasure**—Young person reads for pleasure three or more hours per week.
Positive Values	26. **Caring**—Young person places high value on helping other people. 27. **Equality and social justice**—Young person places high value on promoting equality and reducing hunger and poverty. 28. **Integrity**—Young person acts on convictions and stands up for her or his beliefs. 29. **Honesty**—Young person "tells the truth even when it is not easy." 30. **Responsibility**—Young person accepts and takes personal responsibility. 31. **Restraint**—Young person believes it is important not to be sexually active or to use alcohol or other drugs.
Social Competencies	32. **Planning and decision making**—Young person knows how to plan ahead and make choices. 33. **Interpersonal Competence**—Young person has empathy, sensitivity, and friendship skills. 34. **Cultural Competence**—Young person has knowledge of and comfort with people of different cultural/racial/ethnic backgrounds. 35. **Resistance skills**—Young person can resist negative peer pressure and dangerous situations. 36. **Peaceful conflict resolution**—Young person seeks to resolve conflict nonviolently.
Positive Identity	37. **Personal power**—Young person feels he or she has control over "things that happen to me." 38. **Self-esteem**—Young person reports having a high self-esteem. 39. **Sense of purpose**—Young person reports that "my life has a purpose." 40. **Positive view of personal future**—Young person is optimistic about her or his personal future.

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Appendix 6: Search Institute Development Relationship



Source: Search Institute, 2023

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Appendix 7: Research Gaps & Recommendations

Author	Research Gaps and Recommendations
Agents of change: Pathways through which mentoring relationships influence adolescents' academic adjustment. Rhodes et al., (2000)	▪ No linkage of mentoring to academic achievement. ▪ Omitted an evaluation of the elements that translate into more successful child achievement, which is required to optimize comprehension of why and how these interactions may benefit youth.
The test of time in school-based mentoring: the role of relationship duration and re-matching on academic outcomes. Grossman et al. (2012)	▪ Participants in this study were limited ▪ in their ability to engage in assessments of their relationships and inhibited in their willingness to report personal problems or relationship difficulties. ▪ Matched mentor to mentees that were relatively short and led to negative outcomes.
A New Measure for assessing youth programme participation and engagement. Tiffany et al. (2012)	▪ First, the non-random selection of youth into the study introduced a conservative bias into the data collected.
Children's emotional regulation and social competence in middle childhood: The role of maternal and paternal interactive style. McDowell et al. (2002)	▪ Only limited evidence of the mediating role of emotion regulation was found. ▪ family connectedness and the parent-child (youth) connectedness measures were not significant to children's emotional regulation
Adolescent Thriving: The Role of Sparks, Relationships, and Empowerment Scales et al., (2011)	▪ The sample was limited to 15-year-olds, and so the findings cannot necessarily be generalized to adolescents of other ages. ▪ The design was cross-sectional, and so the linkages documented are based on correlational data and thus cannot conclusively be said to be causal.
Engagement in After-School Programs as a Predictor of Social Competence and Academic Performance. David J Shernoff (2010)	▪ The study sample was not nationally representative. ▪ This research depended extensively on self-data, which are prone to difficulties such as hurried execution, overstatement, and deliberate misreporting, particularly when it comes to student self-reported metrics of grades, parents' education, and family income.
Families, Urban Neighborhood Youth Centers, and Peers as Contexts for Development. Stephen et al., (2017)	▪ Focused primarily on several social contexts or external assets that were hypothesized to affect youth development, but did not take a holistic approach. ▪ The correlational nature of the study precluded conclusions about causal relationships between social contexts and youth adjustment.
Adolescents' Participation in Organized Activities and Developmental Success 2 and 8 Years After High School: Do Sponsorship, Duration, and Intensity Matter? Margo et al., (2008)	▪ Students' level of engagement could not be linked to program activities. ▪ The study did not contain sufficient strategy sites to confront the role of program reliability, which has been connected to student engagement in previous studies, in a structured manner. ▪ These findings cannot be extrapolated to explain reasons for participation (or not) for all youth of a given ethnicity

(Authors Construct, 2024)

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Appendix 8: Objectives, Data Sources, and Analysis

Objective	Data Sources	Measurable Indicators	Analysis
Explore the effect of students' participation in the 'out-of-school' mentorship programs on positive youth development.	• Documents • Key informants • FGDs • Questionnaires	• Measure of Intensity • Program involvement • Skills development • Positive self-concept • Happiness index • Locus control-Ropeloc factors • Social and cognitive competence	• Descriptive statistics • Content analysis
Determine the effect of students' individual characteristics on positive youth development.	• Documents • Key informants • FGDs • Questionnaires	• Positive identity • Self-esteem • Resilience • Self-regulation • Academic achievement	• Descriptive statistics • Multivariate regression • Qualitative data analysis
Analyse the moderating influence of parental support on students' positive youth development.	• Documents-Parental Attendance to Project Meetings • Key informants • FGDs • Questionnaires	• Level of Communication • Structure of the relationship • Time together	• Descriptive statistics • Multivariate regression
Establish the effect of mentor support on students' positive youth development.	• Documents • Questionnaires • Key informants • FGDs	• Mentor relationship • Role modeling • Affirmation • Guidance& counseling	• Descriptive statistics • Content analysis

(Authors Construct, 2024)

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Appendix 9: Project Document Checklist

Student Personal File Document	Measures filled	Response	Code
1. Student Visitation Progress Report (Filled by the Social Worker when the youth is visited in school)	All Annual Progress	Yes ……. No…….	1 2
2. Mentor Notes	Complete and up-to-date YTD	Yes ……. No…….	1 2
3. My Plan for Tomorrow (MPFT) or Individual Goal Setting Document	Complete and up-to-date YTD	Yes ……. No…….	1 2
4. Program Attendance Records	Complete and up-to-date YTD	Yes ……. No…….	1 2
5. Student School Report Card	Complete and up-to-date YTD	Yes ……. No…….	1 2
(Authors Construct, 2024)			

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Appendix 10: Verified Project Document Checklist

Student Personal File Document	Verified Documents	Measures filled	Response	Code
1. Student Visitation Progress Report (Filled by the Social Worker when the youth is visited in school)	• PJ00A • PJ00B * • PJ00C • PJ00D * • PJ00E • PJ00F • PJ00G • PJ00H • PJ00I • PJ00J • PJ00K • PJ00l	All Annual Progress	Yes (Records available & assessed)	1
2. Mentor Notes	• PJ00A • PJ00B * • PJ00C • PJ00D * • PJ00E • PJ00F • PJ00G • PJ00H	Complete and Up to date YTD	Yes (Records available & assessed)	1
	• PJ00I • PJ00J • PJ00K • PJ00l		Records available but not UpToDate	2
3. My Plan for Tomorrow (MPFT) or Individual Goal Setting Document	• PJ00A • PJ00B * • PJ00C • PJ00D * • PJ00E • PJ00F	Complete and Up to date YTD	Yes	1
	• PJ00I • PJ00J • PJ00K • PJ00l		Records available but not UpToDate	2
4. Programme Attendance Records	• PJ00A • PJ00B * • PJ00C • PJ00D * • PJ00E • PJ00F • PJ00G • PJ00H	Complete and Up to date YTD	Yes	1

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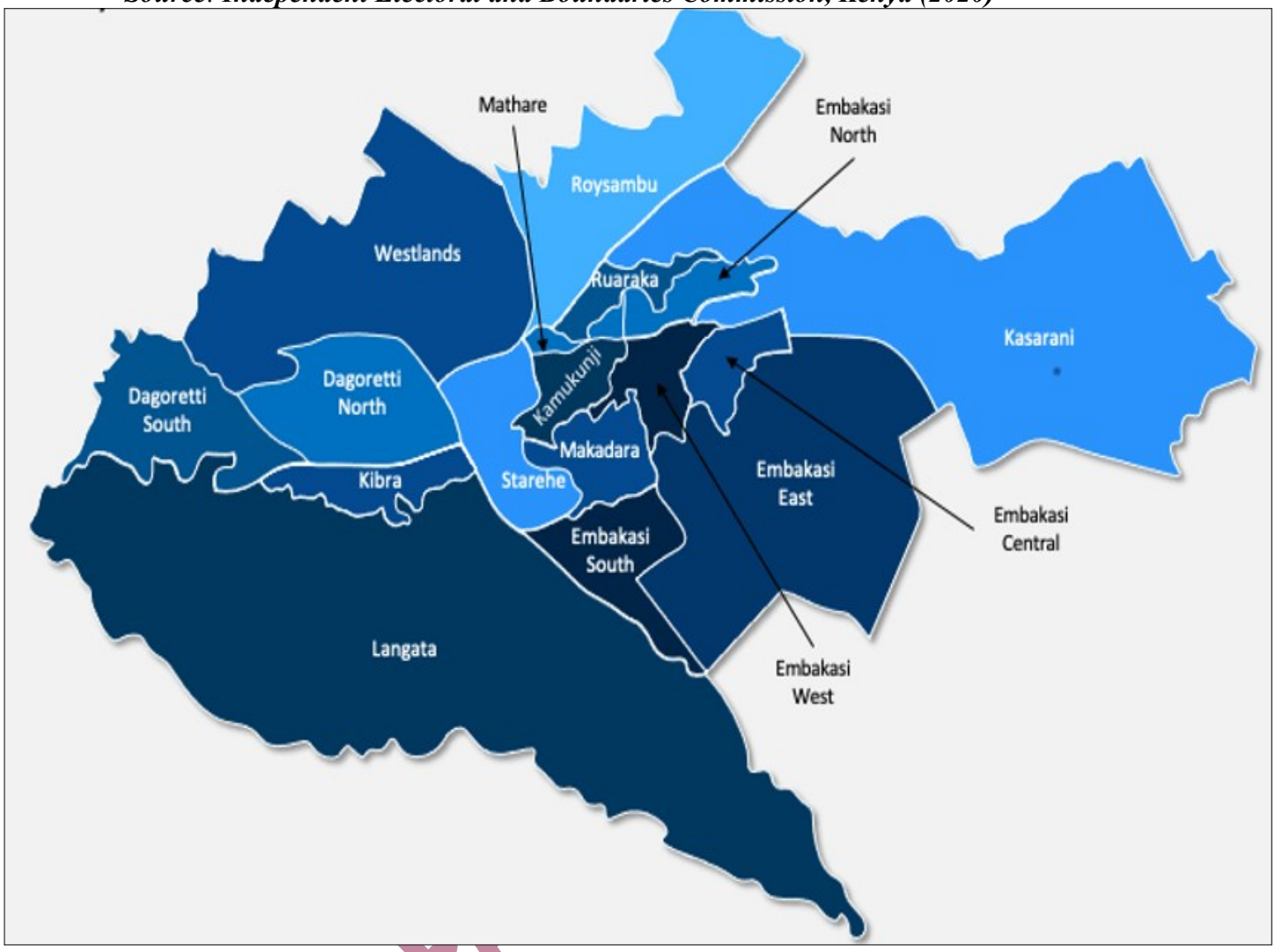
	• PJ00I • PJ00J • PJ00K • PJ00l			
5. Student School Report Card	• PJ00A • PJ00B * • PJ00C • PJ00D * • PJ00E • PJ00F • PJ00G • PJ00H • PJ00I • PJ00J • PJ00K • PJ00l	Complete and up-to-dates YTD	Yes (Records available & assessed)	1

(Authors Construct, 2024)

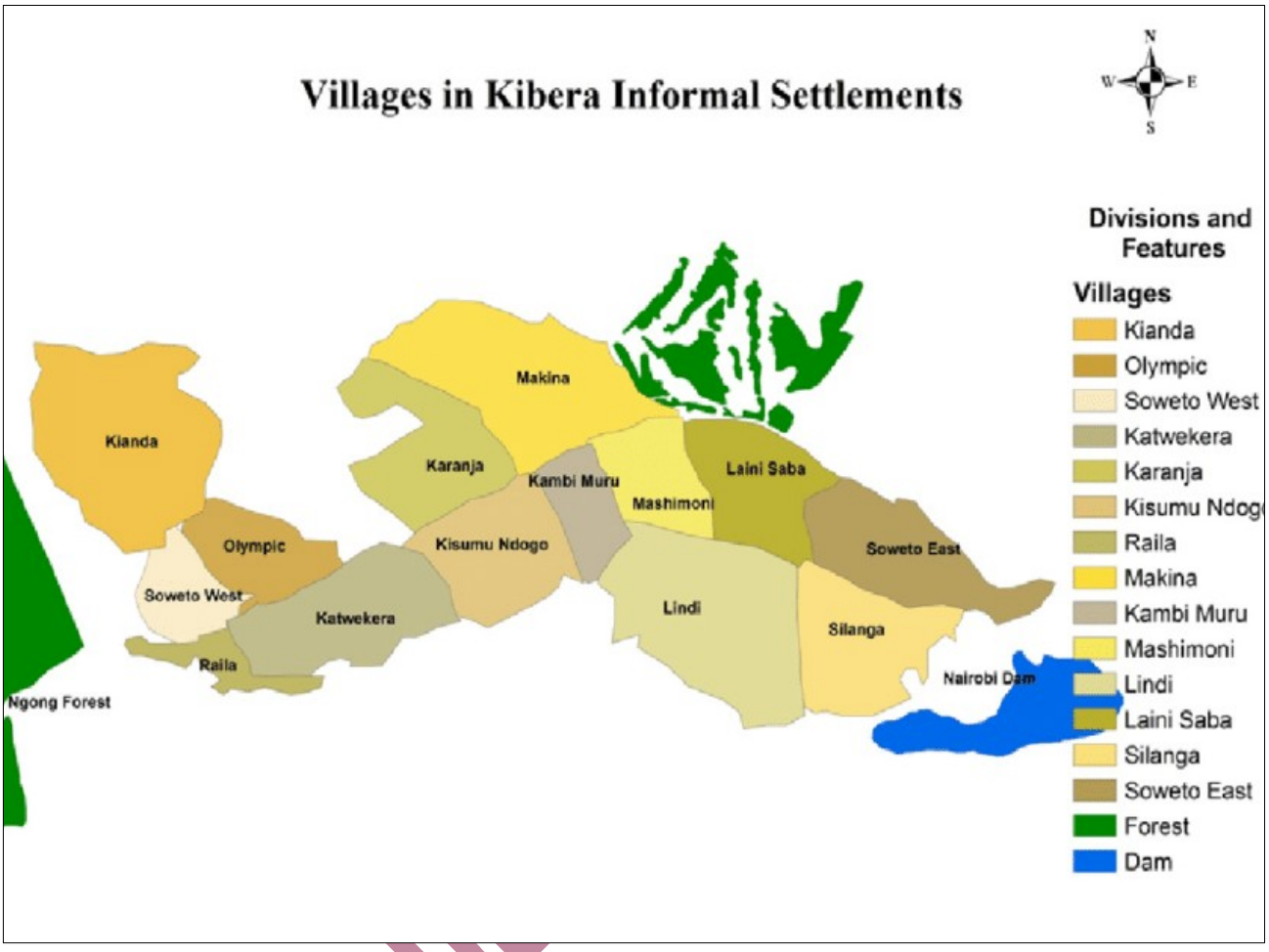
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Appendix 11: Nairobi Map

Source*: *Independent Electoral and Boundaries Commission, Kenya (2020)



Appendix 12: Kibra Map



Source: Independent Electoral and Boundaries Commission, Kenya (2020)

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Appendix 13: Student Consent Form

Hello! My name is Catherine Wanjiru Naliaka Wafula, a PhD Student at St. Paul's University, Limuru, Kenya.

I am conducting research that seeks to understand the

COMMUNITY BASED OUT-OF-SCHOOL MENTORSHIP AND YOUTH POSITIVE DEVELOPMENT: CASE OF SECONDARY SCHOOL STUDENTS IN KIBRA, NAIROBI COUNTY, KENYA

Disclaimer

The information collected will be used for academic purposes. You have been selected to participate in the survey. All information collected here will be confidential and will not be shared with anyone other than members of the examining university.

I have received and read the information, had the opportunity to ask questions about this research, and received satisfactory answers. I understand the general purposes, risks, and methods of this research.

I consent to participate in the research project, and the following has been explained to me:

a. The research may not be of direct benefit to me.
b. My participation is completely voluntary.
c. My right to withdraw from the study at any time without any implications to me.
d. The risks include any possible inconvenience, because of my participation in the research project.
e. The steps that have been taken to minimize any possible risks.
f. What I am expected and required to do.
g. Whom I should contact for any complaints with the research or the conduct of the research.
h. Security and confidentiality of my personal information.
i. Publication of results from this study on the condition that my identity will not be revealed.

I hereby agree to participate in the survey, having read the above details and being aware of the survey's confidentiality and anonymity.

Mark **X** if consent is granted.

Respondent ID CODE…….. Signature……...Date ……...

Principal Investigator Name……Signature……Date…….

Enumerator Name……Signature……...Date……..

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Appendix 14: Fomu ya Idhini ya Mwanafunzi

Habari! Jina langu ni Catherine Wanjiru Naliaka Wafula, Mwanafunzi wa PhD katika Chuo Kikuu cha St. Paul, Limuru, Kenya. Ninafanya utafiti unaotaka kuelewa

UENDESHAJI WA JUMUIYA NJE YA SHULE NA MAENDELEO CHANYA YA VIJANA: KISA CHA WANAFUNZI WA SHULE ZA SEKONDARI HUKO KIBRA, KATA YA NAIROBI, KENYA.

Kanusho

Taarifa zitakazokusanywa zitatumika kwa madhumuni ya kitaaluma. Umechaguliwa kushiriki katika utafiti. Taarifa zote zitakazokusanywa hapa zitakuwa siri na hazitashirikiwa na mtu yeyote isipokuwa washiriki wa chuo kikuu kinachofanya mitihani.

Nimepokea na kusoma taarifa na nimepata fursa ya kuuliza maswali kuhusu utafiti huu na nimepata majibu ya kuridhisha. Ninaelewa madhumuni ya jumla, hatari na mbinu za utafiti huu. Ninakubali kushiriki katika mradi wa utafiti na yafuatayo yameelezwa

1. Utafiti huo unaweza usiwe na manufaa ya moja kwa moja kwangu.
2. Ushiriki wangu ni wa hiari kabisa.
3. Haki yangu ya kujiondoa kwenye utafiti wakati wowote bila madhara yoyote kwangu.
4. Hatari ni pamoja na usumbufu wowote unaowezekana, kwa sababu ya ushiriki wangu katika mradi wa utafiti.
5. Hatua ambazo zimechukuliwa ili kupunguza hatari zozote zinazowezekana.
6. Ninachotarajiwa na kuhitajika kufanya.
7. Ambaye ninapaswa kuwasiliana naye kwa malalamiko yoyote kuhusu utafiti au mwenendo wa utafiti.
8. Usalama na usiri wa taarifa zangu za kibinafsi.
9. Uchapishaji wa matokeo ya utafiti huu kwa sharti kwamba kitambulisho changu hakitafichuliwa.

Ninakubali kushiriki katika utafiti, baada ya kusoma maelezo hapo juu na kufahamu usiri na kutokujulikana kwa utafiti.

Weka alama X ikiwa kibali kitatolewa.

MSIMBO WA KITAMBULISHO……. Saini…….Tarehe ……

Jina la Mpelelezi wa Kanuni……Saini……Tarehe…….

Jina la Mdadisi……Sahihi…….Tarehe……..

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Appendix 15: Parent Consent Form

COMMUNITY BASED OUT-OF-SCHOOL MENTORSHIP AND YOUTH POSITIVE DEVELOPMENT: CASE OF SECONDARY SCHOOL STUDENTS IN KIBRA, NAIROBI COUNTY, KENYA

Disclaimer

Hello! My name is Catherine Wanjiru Naliaka Wafula, a PhD Student at St. Paul's University, Limuru, Kenya. The information collected during this survey is purely for academic purposes and will be confidential**……**

I am conducting research that seeks to understand the

COMMUNITY BASED OUT-OF-SCHOOL MENTORSHIP AND YOUTH POSITIVE DEVELOPMENT: CASE OF SECONDARY SCHOOL STUDENTS IN KIBRA, NAIROBI COUNTY, KENYA

The information collected will be used for academic purpose. Your Child has been selected to participate in this survey. All information collected here will be confidential and will not be shared with anyone other than members of the examining university.

I request that you consider allowing your child to participate in the survey. To protect the identity of your child, the Name of your Child will not appear on the questionnaire. We will now use numbers to identify each student

I hereby consent to my child participating in the survey, having read the above details and being aware of the survey's confidentiality and anonymity.

Mark **X** if consent is granted.

Parent Name …… Signature ……Date……...

Verified respondent ID CODE ……Signature ……Date……...

Principal Investigator Name ……Signature……. Date…..……

Enumerator Name ……Signature……..... Date……

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Appendix 16: Research Questionnaire

RESPONDENT NUMBER …..… DATE: ……**NAME OF RESEARCH ASSISTANT** ……

CHECKED FOR COMPLETENESS BY LEAD INVESTIGATOR …….

A: RESPONDENT DEMOGRAPHIC CHARACTERISTICS

Read the following statements and answer (as honestly as possible). Please mark the most appropriate response that suits your opinion on the statement given, or offer an explanation where needed.		
1. What is your age? (Record complete years)		
2. Gender	Male Female	1 2
3. What is your current **c**lass?		
4. Where do you reside in Kibra (Location of residency)		
5. What is your Religious affiliation?	Protestant Traditional Religion Muslim Roman Catholic None, my family is not Religious. Other (Specify)…….	1 2 3 4 5 6
6. How many days a week do you usually go to school?		
7. Are both parents alive?	Yes No	1 2
8. If NO… Whom do you live with?	Aunt Uncle Sister Brother *Other Relative (Specify)…….	1 2 3 4 5
9. What is the education level of your mother?	None Primary Education Secondary Education Post Secondary Education	1 2 3 4
10. What is the education level of your father?	None Primary Education Secondary Education Post Secondary Education	1 2 3 4
11. If participant lives with neither Father nor Mother (probe further to understand the level of education of the main guardian)	None Primary. Secondary Post Secondary	1 2 3 4
12. For #12 above, state who the guardian is	Uncle Auntie Brother Sister Grandparents *Other Relative	1 2 3 4 5 6

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	(Specify)…….	
13. What is the occupation of your mother?	Salary Employed (Specify) Casual laborer Unemployed Housewife Self-employed* (Specify)…….	1 2 3 4 5
14. What is the occupation of your father?	Salary Employed (Specify) Casual laborer Unemployed Self-employed* (Specify)…….	1 2 3 4 5

B_1: YOUTH PARTICIPATION IN MENTORSHIP PROGRAMME

The scale below describes which of the following statements best represent your answer (answer as honestly as possible). Read the following statements. Please mark the most appropriate response that suits your opinion on the statement given, or offer an explanation where needed. The Questions below seek to understand your Participation in the Mentorship Program.		
Are you a member of a mentorship programme? **If NOT a Participant in the Program, skip to answer F.**	Yes No	1 2
1. If **YES** State, the name of the programme		
2. How many times a week do you report to the program?	Once Weekly Twice Weekly Three times Weekly Only during school holidays	1 2 3 4
3. How long have you been a part of the program?		
4. How old were you when you joined the programme?		
5. Do you play any role in the programme. What is your current role in the Program?	Choir Leader Praise and Worship Leaders Just a Participant Class Prefect Youth Leader Other (Specify)……	1 2 3 4 5 6

The statements below relate to your engagement and participation in the program. Supplied also are five options: Please mark the most appropriate response that suits your opinion on the statement given. The responses ranges from.
1-Strongly Disagree, 2- Disagree, 3- Neutral, 4-Agree, and 5-Strongly Agree.

	1	**2**	**3**	**4**	**5**
Programme Involvement					
1. I think that participating in the program will help me continue my education.					
2. I learn a lot from participating in the program.					
3. Staff at the program pay attention to what's going on in my life.					
4. Staff in the programme listen to what I have to say.					

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5. The programme has nurtured my goal-setting skills					
6. I feel like I have a voice/power to influence decisions about the program.					
7. There is at least one staff member that I can go to for support or help with a problem.					
Community Engagement **1-Strongly Disagree, 2- Disagree, 3- Neutral, 4-Agree, and 5-Strongly Agree.**					
	1	**2**	**3**	**4**	**5**
1. The program has a positive influence on how people in my community treat me.					
2. The program and my schoolwork together offer activities and services.					
3. The program has had a positive influence on how I treat people from my neighborhood.					
4. The program finds ways to involve my family.					
5. I have opportunities to serve my community through the program.					

Mentorship **1-Strongly Disagree, 2- Disagree, 3- Neutral, 4-Agree, and 5-Strongly Agree.**	
1. Define in your own words the meaning of "Mentorship".	
2. **How long have you had a relationship with your Mentor? Number of complete years**	
3. How often do you hold mentorship meetings?	
4. What do you enjoy doing most with your mentor? **Describe how you spend time with your mentor.**	
5. Describe the activities you do with your mentor?	
6. What do you enjoy most about having a mentor?	
7. What do you like about the Mentorship Program?	
8. What don't you like about the Mentorship Program?	
9. What do you like about your mentor?	
10. What are you not happy with your Mentor?	
11. How can you describe your life before mentorship?	
12. How has Mentorship made a difference in your life?	
13. How has my mentor impacted you?	
14. What are some of the positive qualities you have acquired because of mentorship?	
15. What are some of the negative qualities you have acquired because of mentorship?	
16. Apart from your mentor, who are the other significant people that you can talk to?	1. Pastor 2. Teacher 3. Project Staff 4. Peer 5. Parents (Mother or Father) 6. Uncle 7. Auntie

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	8. Other * Specify
17. What are the "fun" activities you do in the Mentorship Program?	

B_2: PARTICIPATION OUT-OF-SCHOOL EXTRACURRICULA ACTIVITIES

Do you participate in any of these activities below? These activities may be available in your community or at the project. This question may have multiple responses. Please tick the most appropriate.

	Yes	No
1. Sharing Gospel in Community		
2. Religious education		
3. Music/choir club		
4. Sports club		
5. Book club /library		
6. Dance club		
7. Arts and crafts club		
8. Sewing or tailoring club		
9. Agriculture club where I learn skills (not paid work)		
10. Educating Peers about Positive Life Skills and Healthy Behaviors		
11. Carpentry club where you learn skills (not paid work)		
12. Cuisine/Cooking Classes		
13. English Classes		
14. Remedial Classes (Tuition)		
15. Computer Classes		
16. Health Classes		
17. Electronics (Repairing phones, etc.)		
18. Volunteering to Help Community/Neighbors		
19. Community Service		
20. State any Other not mentioned above		

C: MENTOR SUPPORT

The statements below relate to your level of agreement with the effect of mentor support on positive youth development. Supplied also are six options: Please mark the most appropriate response that suits your opinion on the statement given. The responses ranges from

1-Strongly Disagree, 2- Disagree, 3- Neutral, 4-Agree, and 5-Strongly Agree.

	1	2	3	4	5
Mentor Relationship					
1. I enjoy the experiences I derive from my mentor.					
2. I regularly apply skills learnt from my mentor.					
3. I feel overwhelmed by mentors' expectations.					

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4. My mentor has taught me to plan and use time optimally					
5. When my academic career goals were not met, I receive assistance from my mentor to develop better coping strategies.					
6. I have been motivated to make well-informed personal decisions about my academic and professional ambitions.					
7. My mentor has followed up on my plans to develop better academic skills by asking me about my actual progress.					
8. My mentor has helped me explore realistic options and provided guidance on how to attain my academic objectives.					
Role Modelling **1-Strongly Disagree, 2- Disagree, 3- Neutral, 4-Agree, and 5-Strongly Agree.**					
1. I consider my mentor my role model.					
2. I admire my mentor and want to be successful like him/her.					
3. My mentor inspires my confidence in the future.					
4. My mentor and I share the same values.					
5. My mentor inspires me because he/she always give back to the community.					
6. My mentor has helped nurture my emotional and social skills.					
7. My mentor makes me feel comfortable enough in our relationship that I can share openly about sensitive topics.					
8. My mentor is my primary guide in all my career and professional decisions.					
9. My mentor accords practical approaches whenever I have a problem by sharing his/her personal experiences.					
Positive Affirmation **1-Strongly Disagree, 2- Disagree, 3- Neutral, 4-Agree, and 5-Strongly Agree.**					
	1	**2**	**3**	**4**	**5**
1. My mentor continuously appreciates the efforts that I make in my academics.					
2. My mentor believes in me.					
3. When my school grades are not good, my mentor still encourages me to be focused.					
4. When my school grades are not good, my mentor helps me determine the best solutions.					
5. My mentor challenges me towards my purpose.					
6. My mentor recognizes and affirms all efforts towards my career development.					
7. My mentors have helped me identify my strengths and guides me on how to focus on them					
Guidance and Counseling **1-Strongly Disagree, 2- Disagree, 3- Neutral, 4-Agree & 5-Strongly Agree.**					
	1	**2**	**3**	**4**	**5**
1. My mentor encourages me to pursue my dreams.					
2. My mentor is empathetic to my challenges and helps me see my					

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challenges positively.					
3. My mentor helps keep me focused on my career goals.					
4. My mentor guides me through my challenges and helps me come up with practical solutions.					
5. My mentor has played a pivotal role in career guidance based on my strengths.					
6. My mentor guides me on how to efficiently complete my tasks.					
7. My mentor's guidance has helped me avoid risky behavior such as (Drugs, poor choice of friends, school indiscipline, depression, anxiety)					

D: INDIVIDUAL STUDENT CHARACTERISTICS

The statements below relate to your level of agreement with the effect of individual student characteristics on positive youth development. Supplied also are six options: Please mark the most appropriate response that suits your opinion on the statement given. The responses ranges from;
1-Strongly Disagree, 2- Disagree, 3- Neutral, 4-Agree & 5-Strongly Agree.

Goal Oriented Behaviour

	1	**2**	**3**	**4**	**5**
1. Participation in the program has enabled me to develop clear goals for my life.					
2. Participation in the Mentorship program will enable me to complete my education**.**					
3. Developing life goals has helped me to remain focused in school.					
4. My life goals have helped me avoid peer pressure.					
5. My mentor always revisits my goals when we meet.					
6. I am able to evaluate how far I am from my goals.					
7. I can identify problems that keep me from achieving my goals.					
8. When faced with a decision, I am able to think of multiple solutions that align with my personal goals.					

Motivation
1-Strongly Disagree, 2- Disagree, 3- Neutral, 4-Agree, and 5-Strongly Agree.

	1	**2**	**3**	**4**	**5**
1. I am always self-motivated to keep trying until I succeed.					
2. Mentorship has enabled me to appreciate that education is a tool for my future.					
3. I take responsibility for working hard towards my goals.					
4. Mentorship has enabled the desire to learn and develop different skills.					
5. I believe I will receive an excellent grade overall in my final exams.					
6. My mentor always motivates me to be the best.					
7. Mentorship has enabled me to broaden my outlook on life, and this keeps me motivated.					
8. I want to do well in this class because it is important to show					

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my ability to my family, peers, mentor, and others.					
Self Esteem **1-Strongly Disagree, 2- Disagree, 3- Neutral, 4-Agree, and 5-Strongly Agree**					
	1	**2**	**3**	**4**	**5**
1. At times I think I am no good at all.					
2. I feel that I have a number of good qualities.					
3. I am able to do things as well as most other people.					
4. I feel I do not have much to be proud of.					
5. I certainly feel useless at times.					
6. I feel that I'm a person of worth, at least on an equal plane with others.					
7. All in all, I am inclined to feel that I am a failure.					
8. I take a positive attitude toward myself.					
Collaboration **1-Strongly Disagree, 2- Disagree, 3- Neutral, 4-Agree, and 5-Strongly Agree.**					
	1	**2**	**3**	**4**	**5**
1. Mentorship has nurtured teamwork spirit in me.					
2. I have learned that working collaboratively requires some compromising.					
3. Through mentorship, I have learned the importance of helping others.					
4. Teamwork and collaboration enables me to work through joint tasks faster.					
5. Collaboration has enabled me to develop communication skills.					
6. I feel confident in my ability to work in a team					
7. I am able to confidently give my team members feedback without hurting them.					
8. I value the contribution of my team members.					
Self-Regulation **1-Strongly Disagree, 2- Disagree, 3- Neutral, 4-Agree, and 5-Strongly Agree.**					
	1	**2**	**3**	**4**	**5**
1. I get into arguments when people disagree with me.					
2. I have difficulty keeping attention on tasks.					
3. I develop a plan for all my important goals.					
4. I think about my mistakes to make sure they don't happen again.					
5. If something isn't going according to my plans, I change my actions to try and reach my goal.					
6. I cope well with disappointment or frustration.					
7. I control my temper when there is a disagreement.					
8. My peers cannot easily convince me to engage in bad behavior.					
School Connectedness **1-Strongly Disagree, 2- Disagree, 3- Neutral, 4-Agree, and 5-Strongly Agree.**					
	1	**2**	**3**	**4**	**5**
1. I love my school.					

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2. I am very involved in activities at my school, like clubs and sports.					
3. My teachers care about me.					
4. My teachers give me extra help when I need it.					
5. Students at my school help each other.					
6. Teachers at my school are unfair to students.					
7. Teachers at my school care more about punishing students rather than helping them.					
8. I only go to school because I have to.					
9. My teachers only notice me when I do something wrong.					
Faith **1-Strongly Disagree, 2- Disagree, 3- Neutral, 4-Agree, and 5-Strongly Agree.**					
	1	**2**	**3**	**4**	**5**
1. My spiritual beliefs define my understanding of the world.					
2. I try to follow the teachings of the Bible.					
3. I cope with major challenges in life by thinking that my life is part of God's plan.					
4. Connecting with God helps me find meaning in my life.					
5. I know that God will provide ways to solve the problems I face.					
6. I feel connected with God.					
7. I know that my faith in God will help me attain my goals					
8. My faith is very strong.					

E: PARENTAL SUPPORT

The statements below relate to your level of agreement with the effect of parental support on positive youth development. Supplied also are six options: Please mark the most appropriate response that suits your opinion on the statement given. The responses range from **1-Strongly Disagree, 2- Disagree, 3- Neutral, 4-Agree, and 5-Strongly Agree.**					
Economic Support					
	1	**2**	**3**	**4**	**5**
1. My parents make an effort to ensure that my school fees are paid on time.					
2. My parents prioritize my needs.					
3. Even though resources are limited, we share what we have.					
4. I get sent away regularly from school, because of a lack of school fees.					
5. My parents seek and support me to get extra tuition to improve my academics.					
Family Connectedness **1-Strongly Disagree, 2- Disagree, 3- Neutral, 4-Agree & 5-Strongly Agree.**					
	1	**2**	**3**	**4**	**5**
1. My opinion counts and is taken into account when my parents want to make a family decision.					
2. I feel secure and loved at home.					
3. I feel comforted and supported by my parents.					
4. At home my parents create an atmosphere where we can discuss about school freely.					

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5. My parents prioritize the requirements that I need in school.					
6. My parents continuously discuss measures for improving my performance in school					
7. My parents continuously follow our performance by visiting the school.					
8. My parents are too busy and hardly spend time with me					
Home Environment **1-Strongly Disagree, 2- Disagree, 3- Neutral, 4-Agree & 5-Strongly Agree.**					
	1	**2**	**3**	**4**	**5**
1. I feel close to my (Mother/ Stepmother/ Female guardian).					
2. I feel close to my (Father/ Stepfather/ Male guardian).					
3. My parents create a conducive environment for learning while at home.					
4. My parents seek for mentorship in our family to nurture my skills.					
5. My parents let you make my own decisions about the time I must be home?					
6. My parents will punish me when I do something wrong.					
7. My parents let me make my own decisions about how much television or social media I can watch.					
8. My parents have set clear boundaries of what we can do and not do.					
Encouragement and Affirmation **1-Strongly Disagree, 2- Disagree, 3- Neutral, 4-Agree & 5-Strongly Agree.**					
	1	**2**	**3**	**4**	**5**
1. My parents spend quality time with while I am on holiday.					
2. My parents reward positive achievement and improvement.					
3. I am confident because I know my parents love me.					
4. Even when my academic results are not good, my parents encourage me to do better.					
5. My parents hardly ever encourage me.					
6. My parents have positive attitude towards school.					
7. My parents follow up on my school assignments to make sure I have completed my homework.					
8. My parents regularly attend school meetings and events.					
Family Communication **1-Strongly Disagree, 2- Disagree, 3- Neutral, 4-Agree & 5-Strongly Agree.**					
	1	**2**	**3**	**4**	**5**
1. My parents clearly communicate rules about drugs and alcohol use.					
2. My parents listen to my opinion even when they do not like them.					
3. In our family we discuss our plans for hope for the future.					
4. I am very close to my parents					
5. I can share sensitive issues or a problem with my parents and not feel judged.					
6. In my family I can talk about schoolwork or grades					

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7. When I am not at home one of my parents knows where I am and who I am with					
8. In our family we are always on fault finding mission.					

F: THE 6 C'S OF POSITIVE YOUTH DEVELOPMENT
COMPETENCE

Social Competence					
The statements below relate to your level of agreement on your social competence. Supplied also are five options: Please mark against the most appropriate response that suits your opinion on the statement given. **1-Strongly Disagree, 2- Disagree, 3- Neutral, 4-Agree & 5-Strongly Agree.**					
	1	**2**	**3**	**4**	**5**
1. I work well with peers.					
2. I can make friends with other peers.					
3. I can talk with people I don't know.					
4. I can tell other peers that they are doing something I don't like.					
5. I can tell a funny story to a group of peers.					
6. I can stay friends with other peers.					
7. I can tell other peers what I think, even if they disagree with me.					
Cognitive Competence **1-Strongly Disagree, 2- Disagree, 3- Neutral, 4-Agree & 5-Strongly Agree.**					
1. I have developed a step-by-step plan to reach my goals.					
2. I have goals in my life.					
3. If I set goals, I take action to reach them.					
4. I often have trouble figuring out how to make my goals happen?					
5. I am willing to risk failure to reach my goals.					
6. When I work at something, I care about doing my best.					
7. I like coming up with new ways to solve problems.					
8. I am a leader, not a follower.					
Academic Competence **1-Strongly Disagree, 2- Disagree, 3- Neutral, 4-Agree & 5-Strongly Agree.**					
1. I am a good student.					
2. I take part in activities in school.					
3. I like to learn new things.					
4. My academic performance in school concerns me.					
5. At school I enjoy participating in projects.					
6. I like to lead the team when carrying out school projects.					
7. I know what I want to do for a career.					
8. My school provides sufficient support for my studies.					
Academic Performance					
1. How many marks did you score in the last school term? **NOTE: If you are in Form 4, please provide the mark for mock exam.**					
2. What as the maximum marks for your class?					
3. What was your position in class in in the last term/mock exam?					
4. How many students were in the class?					

CONFIDENCE

Satisfaction and Happiness Measure

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The scale below describes which of the following statements best (answer as honestly as possible). Supplied also are five options: Please mark against the most appropriate response that suits your opinion on the statement given. The responses ranges from
1-Strongly Disagree, 2- Disagree, 3- Neutral, 4-Agree & 5-Strongly Agree.

	1	2	3	4	5
1. My life is closer to my ideal in most ways.					
2. My life conditions are excellent.					
3. I'm happy about my life					
4. I've got the important things I want in my life so far					
5. I would change almost nothing if I could live my life over					

CONNECTION

Connection

The scale below describes which of the following statements best (answer as honestly as possible). Read the following statements. Supplied also are six options: Please mark against the most appropriate response that suits your opinion on the statement given. The responses ranges from
1-Strongly Disagree, 2- Disagree, 3- Neutral, 4-Agree & 5-Strongly Agree.

	1	2	3	4	5
1. I have a wide circle of friends.					
2. I think it's important to be involved with other people.					
3. My friends care about me.					
4. At school I feel connected to the teachers					
5. I have adults in my life who are caring to me					
6. I feel connected to my parents					
7. I like to serve and give back to community.					
8. When I am at home, I do the home chores.					

CHARACTER

Character

The scale below describes which of the following statements best (Answer as honestly as possible). Read the following statements. Supplied also are five options: Please mark against the most appropriate response that suits your opinion on the statement given. The responses ranges from :
1-Strongly Disagree, 2- Disagree, 3- Neutral, 4-Agree & 5-Strongly Agree

	1	2	3	4	5
1. When others need help, I help them.					
2. I can be counted on to help if someone needs me					
3. I know what I value.					
4. I know what I stand for.					
5. My values guide my understanding of the meaning of my life.					
6. I realize what is good and what is bad.					
7. I respect people who are different from me.					
8. My life is full of purpose.					

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CARING

Caring					
The scale below describes which of the following statements best (answer as honestly as possible). Read the following statements. Supplied also are five options: Please mark against the most appropriate response that suits your opinion on the statement given. The responses ranges from The responses ranges from. **1-Strongly Disagree, 2- Disagree, 3- Neutral, 4-Agree & 5-Strongly Agree**					
	1	**2**	**3**	**4**	**5**
1. It is easy for me to know how others feel.					
2. I try to encourage others when they are not as good at something as me.					
3. I can be counted on to help if someone needs me.					
4. I care about the feelings of my friends.					
5. I regularly contribute to my community.					
6. I help make my community a better place.					
7. I help people in need.					
8. I give part of my time to make the lives of other people better.					

CONTRIBUTION

Community Leadership					
The scale below describes which of the following statements best (answer as honestly as possible). Read the following statements. Supplied also are five options: Please mark against the most appropriate response that suits your opinion on the statement given. The responses ranges from: **1-Strongly Disagree, 2- Disagree, 3- Neutral, 4-Agree & 5-Strongly Agree**					
	1	**2**	**3**	**4**	**5**
1. I understand the needs of my community.					
2. I can identify at least three needs in your community					
3. I love to support my community through service.					
4. The project provides the opportunity to apply my individual talents and knowledge to improve my community					
5. The skills I have learnt in the programme are skills that help me serve my community.					
6. I give back by mentoring a child in the programme.					
7. I serve in my local church.					
Community Volunteerism **1-Strongly Disagree, 2- Disagree, 3- Neutral, 4-Agree & 5-Strongly Agree.**					
1. I am very interested in being a part of my community.					
2. I feel I have the ability to make a difference in my community.					
3. I try to find the time to make a positive difference in my community.					
4. I am highly interested in volunteering.					
5. I am very interested in joining local groups, projects or clubs.					
6. In the last month I have participated in community activities.					

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THANK YOU FOR ACCEPTING TO PARTICIPATE IN THE INTERVIEW.

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Appendix 17: Key Informants Interview Schedule (Project Social Workers)

SITE NAME: …….

1. Name of interviewer: _____
2. **[dd/mm/yy]** [DATEINTE]_____
3. Name of the Respondent_____
4. How long have you worked at the project as a Project Worker?
5. What is your current role at the Project/Programme?
6. What criteria is used to select Youth who participate in the programme? Probe on the following.
    a. Household factors (poverty level)
    b. Household Income
    c. Commitment to Participate in programme trainings and meetings.
    d. Willingness to support the programme.
7. How many Youth does the programme support? _____
8. What are the activities carried out in the programme? _____
9. How often do the Youth come to the programme to participate in activities (Probe on the following)
    a. Every weekday
    b. Every Saturday
    c. Every School Holiday
10. Kindly, list the activities that Youth participate in _____
11. What records do you keep to monitor student participation in the programme? Please list them (Look at the Student files and records)
12. What sort of mentoring opportunities does your programme offer? Probe on the following
    a. Informal Mentoring (Group or Mentee selects Mentor)
    b. Formal Mentoring (Mentor and Mentee are matched by the programme)
13. What difference have you observed between youth in the programmes and youth in the community? Probe for information on:
    a. Development of life skills,
    b. Goal setting behaviours,
    c. Level of programme engagement and
    d. Involvement in out-of-school activities.
14. What are some of the risk factors that the youth are exposed to in the local community?
15. What are the mentor characteristics you consider while seeking mentors for students? Probe for information on:
    a. Mentor-mentee relationship
    b. Role modelling
    c. Positive affirmation
    d. Guidance and Counselling
    e. Commitment to a long-term relationship with the mentee
16. Do you have some examples of the challenges you have encountered with Mentors? Can share one story? How have you overcome these challenges?
17. What are the some of the student attributes that you have observed in students who participate in the mentorship programmes? Probe for information on:
    a. Motivation
    b. Self esteem

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c. Collaboration
d. Self-regulation
e. School engagement
f. Faith

18. How does the programme engage parents so that they effectively support their children?
19. Now that parents have a role in child development life cycle. What aspects of parental support do you encourage parents to observe and put into consideration as they support their children? Probe for information on:
    a. Level of family connectedness
    b. Home environment
    c. Encouragement and affirmation
    d. Family communication
20. What is your assessment of student who successfully complete the programme? What are notable outcomes among participants that you have noticed? Probe for information on:
    a. Competence
    b. Confidence
    c. Connection
    d. Caring
    e. Character
    f. Contribution
23. Can you share 2 successful stories /testimonies of students who have successfully completed the programme. Probe on:
    a. Competence
    b. Confidence
    c. Connection
    d. Caring
    e. Character
    f. Contribution
24. Have you had cases where a student is attached to a mentor but not successful in the other Youth outcomes? Probe on:
    a. Competence
    b. Confidence
    c. Connection
    d. Caring
    e. Character
    f. Contribution
25. As a practitioner do you have recommendations on Mentorship policy at Community level or National level.

NOTES FOR THE MODERATOR:

DATE:	**DURATION OF INTERVIEW:**
START TIME:	**END TIME:**
VENUE	**NO. PARTIPARTICIPANTS:**

THANK YOU FOR ACCEPTING TO PARTICIPATE IN THE INTERVIEW!

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Appendix 18: Group Discussion Interview Schedule (Programme Participant)

SITE NAME…….

Dear Participants,

I am hoping to find out about the experience of having a mentor, the relationship you have with them and how this has affected you. All your responses will be kept confidential, and information used for this research purpose.

There are no right or wrong answers.

1. How many years have you participated in the programme? Take a census and Average.
2. What activities do you participate in when you come to the programme?
3. Among the activities listed-which are the 3 most favorite (Give voting cards)
4. What do you like most about the programme?
5. What differences have you observed between Youth registered in the programme and those who are not?
6. What are some of the challenges that Youth face in your community?
7. What are the things that satisfy you most about the programmes at the project?
8. What are your aspirations to the future?
9. What have you experienced with your mentor? Can you tell a story of how this has impacted your life?
10. What goals did you set for your personal growth. Probe What impact can you ascribe to mentorship in your life?
11. Did you discuss these goals with your mentor to establish a plan?
12. Has mentorship had a positive or negative impact on your life?
13. How long have you had your mentoring relationship? (Take a simple audit and Average the Number)
14. What has gone well in your mentoring relationship?
15. What has not gone well in your mentoring relationship?
16. What difference have you observed between youth in the programmes and youth in the community? Probe for information on:
    a. Development of life skills,
    b. Goal setting behaviours,
    c. Level of programme engagement and
    d. Involvement in out-of-school activities.
17. What are the mentor characteristics that you consider most important? Probe for information on:
    a. Mentor-mentee relationship
    b. Role modelling
    c. Positive affirmation
    d. Guidance and counselling
    e. Mentorship longevity
18. What are the attributes that you have acquired since you joined the mentorship programme? Probe for information on:
    a. Motivation
    b. Self esteem
    c. Collaboration
    d. Self-regulation

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e. School engagement
f. Faith

19. Has mentorship contributed to improvement or not in your performance academically?
20. In terms of your faith has your mentor helped you grow in your faith?
21. Has mentorship contributed to improvement or not in your relationship with others? Peers, Parents, Teachers, Family members?
22. Do you feel you have adequate parental support at home?
23. What aspects of at home do you feel support you to be successful in life? Probe for information on:
    a. Household factors
    b. Level of family connectedness
    c. Home environment
    d. Encouragement and affirmation
    e. Family communication
24. What are some of the notable outcomes can you say the mentorship programme has enabled you to develop over the years due to your participation in the programme? Probe for information on:
    a. Competence
    b. Confidence
    c. Connection
    d. Caring
    e. Character
    f. Contribution

NOTES FOR THE MODERATOR:

DATE:	**DURATION OF INTERVIEW:**
START TIME:	**END TIME:**
VENUE:	**NO. PARTIPARTICIPANTS:**

THANK YOU FOR ACCEPTING TO PARTICIPATE IN THE INTERVIEW!

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Appendix 19: Focus Group Discussion Interview Schedule (Non-Programme Participants)

SITE NAME: _____

Dear Participants,
I am hoping to find out about the experience of having a mentor, the relationship you have with them and how this has affected you. All your responses will be kept confidential, and information used for this research purpose.

There are no right or wrong answers.

1. Do you understand what mentorship is?
2. Define Mentorship in your own words?
3. What differences have you observed between Youth registered in the programme and those who are not?
4. What are some of the challenges that Youth face in your community?
5. What are your aspirations to the future?
6. Do you have a mentor?
7. How has mentorship helped you remain focused academically and socially?
8. What have you experienced with your mentor? Can you tell a story of how this has impacted your life?
9. What impact can you ascribe to mentorship in your life?
10. Has mentorship had a positive or negative impact on your life?
11. How long have you had your mentoring relationship? (Take a simple audit and Average the Number)
12. What has gone well in your mentoring relationship?
13. What has not gone well in your mentoring relationship?
14. What difference have you observed between youth in the programmes and youth in the community? Probe for information on:
    a. Development of life skills,
    b. Goal setting behaviours,
    c. Level of programme engagement and
    d. Involvement in out-of-school activities.
15. What are the mentor characteristics that you consider most important? Probe for information on:
    a. Mentor-mentee relationship
    b. Role modelling
    c. Positive affirmation
    d. Guidance and counselling
    e. Mentorship longevity
16. What are the attributes that you have acquired since you joined the mentorship programme? Probe for information on:
    a. Motivation
    b. Self esteem
    c. Collaboration
    d. Self-regulation
    e. School engagement

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f. Faith

17. Has mentorship contributed to improvement or not in your performance academically?
18. In terms of your faith has your mentor helped you grow in your faith?
19. Has mentorship contributed to improvement or not in your relationship with others? Peers, Parents, Teachers, Family members?
20. Do you feel you have adequate parental support at home?
21. What aspects of at home do you feel support you to be successful in life? Probe for information on:
    a. Household factors
    b. Level of family connectedness
    c. Home environment
    d. Encouragement and affirmation
    e. Family communication
22. What are some of the notable outcomes can you say the mentorship programme has enabled you develop over the years due to your participation in the programme? Probe for information on:
    a. Competence
    b. Confidence
    c. Connection
    d. Caring
    e. Character
    f. Contribution

NOTES FOR THE MODERATOR:

DATE:	**DURATION OF INTERVIEW:**
START TIME:	**END TIME:**
VENUE:	**NO. PARTIPARTICIPANTS:**

THANK YOU FOR ACCEPTING TO PARTICIPATE IN THE INTERVIEW!

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Appendix 20: Focus Group Discussion Interview Schedule (Programme Participant- Mixed Group)

SITE NAME…….

Dear Participants,
I am hoping to find out about the experience of having a mentor, the relationship you have with them and how this has affected you. All your responses will be kept confidential, and information used for this research purpose.
There are no right or wrong answers.

1. How many years have you participated in the programme? Take a census and Average.
2. What activities do you participate in when you come to the programme?
3. Among the activities listed-which are the 3 most favorite (Give voting cards)
4. What do you like most about the programme?
5. What differences have you observed between Youth registered in the program and those who are not?
6. What are some of the challenges that Youth face in your community?
7. What are the things that satisfy you most about the programs at the project?
8. What are your aspirations to the future?
9. What have you experienced with your mentor? Can you tell a story of how this has impacted your life?
10. What goals did you set for your personal growth. Probe, What impact can you ascribe to mentorship in your life?
11. Did you discuss these goals with your mentor to establish a plan?
12. Has mentorship had a positive or negative impact on your life?
13. How long have you had your mentoring relationship? (Take a simple audit and Average the Number)
14. What has gone well in your mentoring relationship?
15. What has not gone well in your mentoring relationship?
16. What difference have you observed between youth in the programmes and youth in the community? Probe for information on:
    a. Development of life skills,
    b. Goal setting behaviours,
    c. Level of programme engagement and
    d. Involvement in out-of-school activities.
17. What are the mentor characteristics that you consider most important? Probe for information on:
    a. Mentor-mentee relationship
    b. Role modelling
    c. Positive affirmation
    d. Guidance and counselling
    e. Mentorship longevity
18. What are the attributes that you have acquired since you joined the mentorship programme? Probe for information on:
    a. Motivation
    b. Self esteem

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c. Collaboration
d. Self-regulation
e. School engagement
f. Faith

19. Has mentorship contributed to improvement or not in your academic performance?
20. In terms of your faith has your mentor helped you grow in your faith?
21. Has mentorship contributed to improvement or not in your relationship with others? Peers, Parents, Teachers, Family members?
22. Do you feel you have adequate parental support at home?
23. What aspects of at-home do you feel support you to be successful in life? Probe for information on:
    a. Household factors
    b. Level of family connectedness
    c. Home environment
    d. Encouragement and affirmation
    e. Family communication
24. What are some of the notable outcomes that you can say the mentorship program has enabled you to develop over the years due to your participation in the program? Probe for information on:
    a. Competence
    b. Confidence
    c. Connection
    d. Caring
    e. Character
    f. Contribution

NOTES FOR THE MODERATOR:

DATE:	**DURATION OF INTERVIEW:**
START TIME:	**END TIME:**
VENUE:	**NO. PARTICIPANTS:**

THANK YOU FOR ACCEPTING TO PARTICIPATE IN THE INTERVIEW!

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Appendix 21: Focus Group Discussion Interview Schedule (Program Participant)

Personal Testimonials

SITE NAME:…….

Dear Participants,

I am hoping to find out about the experience of having a mentor, the relationship you have with them and how this has affected you. All your responses will be kept confidential, and information will be used for this research purpose.

There are no right or wrong answers.

1. Do you understand what mentorship is?
2. Define Mentorship in your own words.
3. Do you have a mentor?
4. What are your aspirations to the future?
5. How has mentorship helped you remain focused academically and socially?
6. What have you experienced with your mentor? Can you tell a story of how this has impacted your life?
7. What impact can you ascribe to mentorship in your life?
8. Has mentorship had a positive or negative impact on your life?
18. How long have you had your mentoring relationship?
19. What has gone well in your mentoring relationship?
20. What has not gone well in your mentoring relationship?
21. What are the mentor characteristics that you consider most important? Probe for information on:
    a. Mentor-mentee relationship
    b. Role modeling
    c. Positive affirmation
    d. Guidance and counseling
    e. Mentorship longevity
22. What attributes have you acquired since you joined the mentorship program? Probe for information on:
    a. Motivation
    b. Self-esteem
    c. Collaboration
    d. Self-regulation
    e. School engagement
    f. Faith
23. Has mentorship contributed to improvement or not in your academic performance?
23. In terms of your faith has your mentor helped you grow in your faith?
24. Has mentorship contributed to improvement or not in your relationship with others? Peers, Parents, Teachers, Family members?
25. What aspects of at-home do you feel support you to be successful in life? Probe for information on:
    a. Household factors
    b. Level of family connectedness
    c. Home environment

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d. Encouragement and affirmation
e. Family communication

26. What are some of the notable outcomes that you can say the mentorship program has enabled you to develop over the years due to your participation in the program? Probe for information on:
    a. Competence
    b. Confidence
    c. Connection
    d. Caring
    e. Character
    f. Contribution

NOTES FOR THE MODERATOR:

DATE:	**DURATION OF INTERVIEW:**
START TIME:	**END TIME:**
VENUE:	**NO. PARTICIPANTS:**

THANK YOU FOR ACCEPTING TO PARTICIPATE IN THE INTERVIEW!

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Appendix 22: Sample-Key Informants Interview (Project Manager)-Coding

Initial Coding	Further Coding	Emerging Themes
Mentor selection is very critical to our programme. Our organization is an International NGO in the US and so mentor selection is very critical and done thoroughly. Our Head office does not want any legal problems. We have a database of potential mentors. Before we take them they answer a long questionnaire that will assess their **personality, character and psychological state. (silence)** errr..these tests are done by our global office. The global office will let us know which of the potential mentors can proceed to the second stage, which is the Kibra's children's department in Kibra, to do a background check. Once we get feedback, we will ask the mentor to provide his/her certificate of good conduct. Mentorship is important; it keeps people from lots of trouble, an unguided person is a dangerous person. So one you need to identify very genuine people- those who are willing and ready to help – you don't need a high profile person, genuineness is what you look for, also have different mentors for the key areas of your life but again not so many, say one for your career issues, another one for your social life and a third one for your spiritual growth.	Mentor Selection, Personality, Character Profile, Counseling, Mentorship Support, Career Guidance	**Mentorship Selection, Career Guidance,**
Our Mentors and students do different activities together. They include hospital visits, community clean ups, different type of board games, sports. Our interest is to keep them out of the streets and make something meaningful with their lives. Our programs build life skills. Some of these children come here so shy and so depressed unable to relate. With time their self-esteem increases, they are able to build connections and relationships. Community service activities, talent development program,	Life Skills, Improved self-esteem, Develop Talent	**Talent Development, Life Skills, Better Self Esteem**
We have a number of activities, in the Programme. We support on Mental health- which deals with mental issues and counselling, academic clinic programme – during holidays, mentorship, games, -Encouraging them to identify their talents within which they can build and establish themselves.	Academic Support, Encouragement, Counselling, Sponsorship	**Academic Support, Counselling, Talent Development**

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Yes, great difference, the first thing you will notice is a deeper love for God. Youths who are deeply rooted in God, their lives also have changed, they also become high achievers. We have so many success stories, for example : kids who go through our program in primary school when they get to high school tend to stand out and are picked to be leaders, life skills are well developed , high self-esteem, they can easily communicate. Our success is mainly on character and mindset development.	Strengthened Spiritual life, moral reinforcement, Religious grounding, Life Skills, Leadership	**Faith Growth, Leadership Development, Morality**
Programme youth are more exposed and better social skills. I have seen children come here so fearful and timid maybe because of trauma from home or other lived experiences and grow up to have a lot of self-confidence. We invest in building psychological safety helping these children express themselves, help them build resilience to face any challenge in life (silence) you know we allow sharing of experience and interactions with the mentors. They are also better in terms of skills and exposure. They also feel safe and supported. Some of these young people due to the trust they develop can share the real deep challenges at home or even in school.	Trauma, Improved communication, respect, peer and family relationships	**Safe Haven**
We tried but most parents do not cooperate, a certain day we called for a parents meeting and only 2 came, that's why we are going to schools, because the school will identify areas the kids need help and give consent as a school for us to walk with this kids. Parental cooperation is a real problem. Some are only cooperative in the beginning once the children get sponsors they don't come for meetings, even when we have challenges with some youth, parents cannot even instill disciple even at home. Many parents say they are "hassling" to make ends meet so they cannot even find time to attend meetings or trainings.	Parental Engagement, Parental Training, Discipline, Parental Cooperation	**Parental Engagement,**

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Appendix 23: Sample-Youth Narrative Coding

Initial Coding	Further Coding	Emerging Themes
"Mentor wangu hunisaidia kubaki na focus"; "Mentor wangu huniongoza jinsi ya kuwa mtu bora"; "Mentor amenipa ushauri wa kuepuka marafiki wabaya" *("My mentor helps me to stay focused.""My mentor guides me on how to become a better person." "My mentor has advised me to avoid bad friends.")*	Receiving guidance, role modelling, counselling, mentorship support	**Mentorship and Guidance**
"Nimepata motisha"; "Nimejifunza kujithamini"; "Ninaweza kudhibiti hasira"; "Nimejua kushirikiana vizuri na wenzangu" *"I have gained motivation.""I have learned to value myself.""I can now control my anger.""I have learned how to collaborate well with my peers.")*	Increased motivation, improved self-esteem, better self-regulation, teamwork	**Skill and Attribute Development**
"Nilikuwa nafanya vibaya lakini mentor alinisaidia kujiandaa vizuri"; "Tuna bahati ya kupata udhamini na msaada wa masomo" ("I was performing poorly but my mentor helped me to prepare well." *"We are fortunate to receive sponsorship and educational support.")*	Academic support, encouragement, provision of resources, sponsorship	**Academic Improvement**
"Mentor wangu amenisaidia kukuza imani yangu na kuwa karibu na Mungu"; "Nimejifunza maadili na imani imara" *("My mentor has helped me to grow in faith and become closer to God.""I have learned values and strong faith")*	Strengthened spiritual life, moral reinforcement, religious grounding	**Faith Growth**
"Imenisaidia kuboresha uhusiano wangu na wazazi na walimu"; "Sasa ninaweza kuzungumza vizuri na watu" *("It has helped me to improve my relationship with my parents and teachers.""Now I can communicate well with people.")*	Improved communication, respect, peer and family relationships	**Social Relationship Building**
"Wale walio kwenye mradi wana tabia nzuri na wanajua kuheshimu"; "Wale nje ya mradi wengi hawana mwelekeo na wanajiingiza kwa tabia mbaya" *("Those in the programme have good behaviour and know how to respect.""Those outside the programme mostly lack direction and get involved in bad behaviours.")*	Good manners, discipline, avoidance of risky behaviours, contrast with non-participants	**Positive Behavioural Change**
"Nataka niwe daktari kwa sababu nimejifunza	Setting goals, future	**Life Skills and**

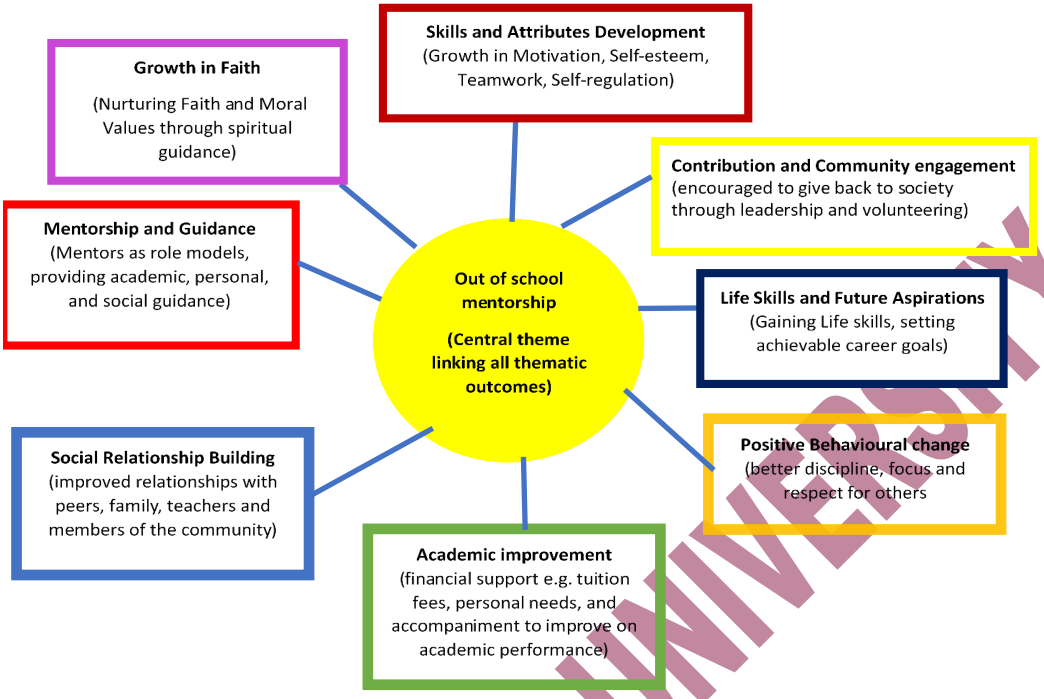
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kuweka malengo"; "Mentorship imenionyesha jinsi ya kufikia ndoto zangu" *("I want to become a doctor because I have learned how to set goals.""Mentorship has shown me how to achieve my dreams.")*	planning, career aspirations	**Aspirations**
"Ninataka kuchangia kwa jamii kama kiongozi"; "Tumefundishwa kujali na kusaidia wale wanaohitaji" *("I want to contribute to society as a leader.""We have been taught to care for and support those in need.")*	Desire to give back, leadership, voluntary service	**Contribution and Community Engagement**

(Authors Construct, 2024)

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Appendix 24: Sample-Thematic Maps Out-of -School Youth Mentorship Outcomes with Descriptions



(Source: Author's Survey Data, 2024)

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Appendix 25: Units of Observations and Analysis

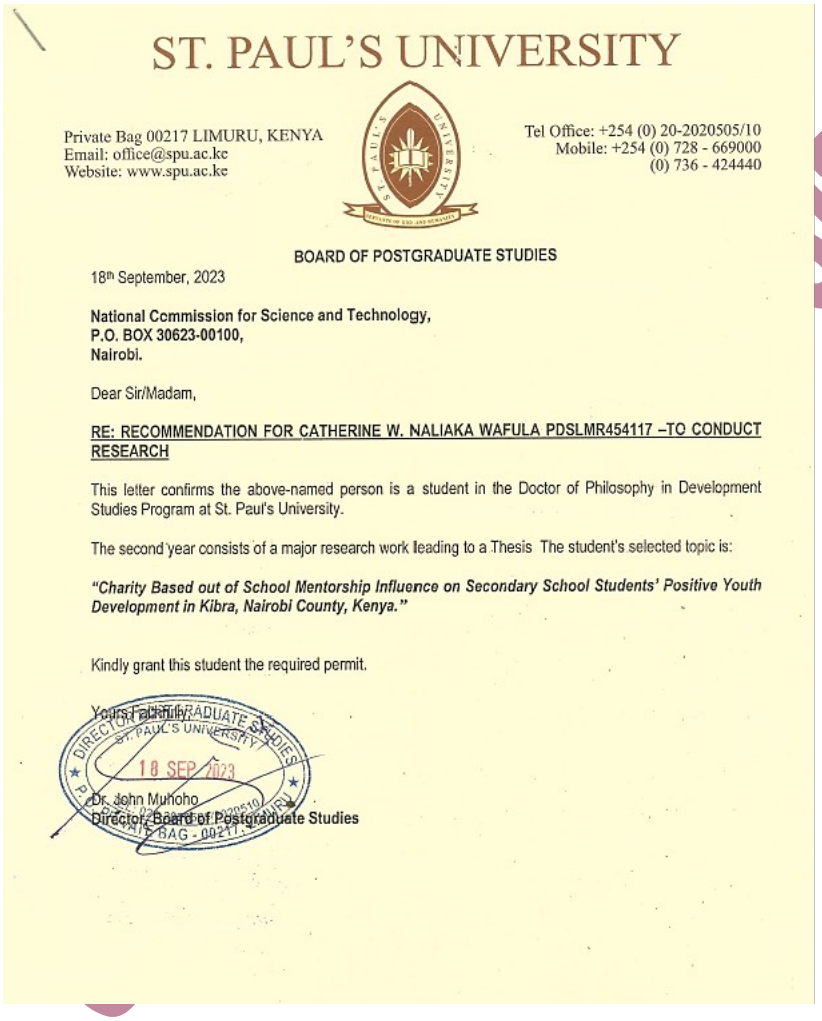
Research Questions	Data Source	Unit of Observation	Units of Analysis	Statement of Findings
Explore the effect of students' participation in 'out-of-school' mentorship on positive youth development.	Individual Student Documents Key informants FGDs	Student Records	Student report cards Mentorship Journals Youth Personal Folder Programme attendance records.	Key themes from student records at the project
Establish the effect of mentor support on students' positive youth development.	Mentor Notes FGDs Student Plan Book	Questionnaires	Questionnaires	How mentor support enables students develop socio-cognitive skills.
Determine the influence of students' individual characteristics on positive youth development.	Key informants Student Plan Book	The Child and Youth Development Report CDPR) My Plan for Tomorrow (MPFT) Student Plan Book Youth Personal Folder Programme attendance records	Questionnaires	Student Records at the Project such as programmes attendance, mentor meetings and mentor notes
Analyse the moderating effect of parental support on positive youth development.	Documents Key informants FGDs	Student Plan Book Youth Personal Folder	Questionnaires	Students' assessment on parental relationship

(Source: Author's Survey Data, 2024)

4.11

ST. PAUL'S UNIVERSITY

Appendix 26: Letter of Introduction to NACOSTI



ST. PAUL'S UNIVERSITY

Private Bag 00217 LIMURU, KENYA
Email: office@spu.ac.ke
Website: www.spu.ac.ke

Tel Office: +254 (0) 20-2020505/10
Mobile: +254 (0) 728 - 669000
(0) 736 - 424440

BOARD OF POSTGRADUATE STUDIES

18th September, 2023

National Commission for Science and Technology,
P.O. BOX 30623-00100,
Nairobi.

Dear Sir/Madam,

RE: RECOMMENDATION FOR CATHERINE W. NALIAKA WAFULA PDSLMR454117 –TO CONDUCT RESEARCH

This letter confirms the above-named person is a student in the Doctor of Philosophy in Development Studies Program at St. Paul's University.

The second year consists of a major research work leading to a Thesis The student's selected topic is:

"Charity Based out of School Mentorship Influence on Secondary School Students' Positive Youth Development in Kibra, Nairobi County, Kenya."

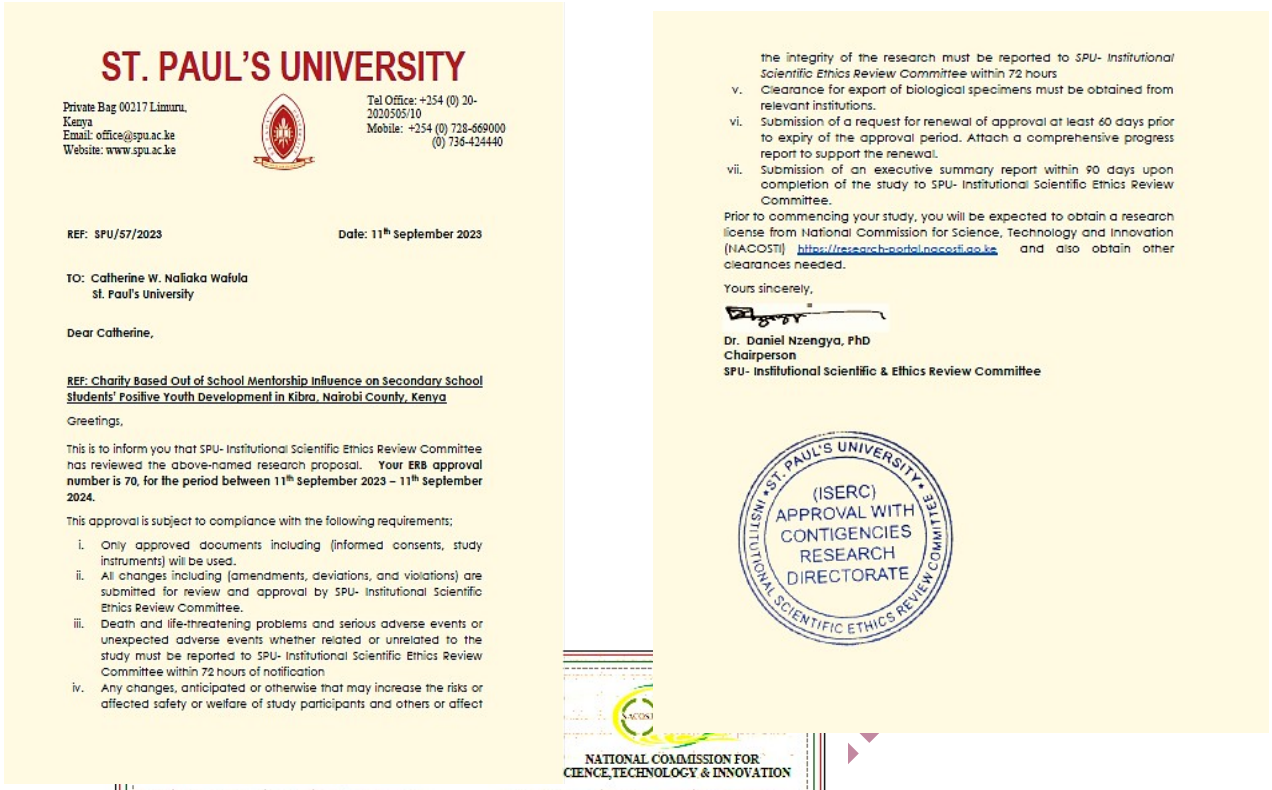
Kindly grant this student the required permit.

Yours Faithfully,

DIRECTOR, POSTGRADUATE STUDIES ST. PAUL'S UNIVERSITY 18 SEP 2023 P.O. BOX 00217 - LIMURU

Dr. John Muhoho
Director, Board of Postgraduate Studies

Appendix 27: Institutional Scientific Ethics Review Committee



ST. PAUL'S UNIVERSITY

Private Bag 00217 Limuru,
Kenya
Email: office@spu.ac.ke
Website: www.spu.ac.ke

Tel Office: +254 (0) 20-2020505/10
Mobile: +254 (0) 728-669000
(0) 736-424440

REF: SPU/57/2023 Date: 11th September 2023

TO: Catherine W. Naliaka Wafula
St. Paul's University

Dear Catherine,

REF: Charity Based Out of School Mentorship Influence on Secondary School Students' Positive Youth Development in Kibra, Nairobi County, Kenya

Greetings,

This is to inform you that SPU- Institutional Scientific Ethics Review Committee has reviewed the above-named research proposal. **Your ERB approval number is 70, for the period between 11th September 2023 – 11th September 2024.**

This approval is subject to compliance with the following requirements;

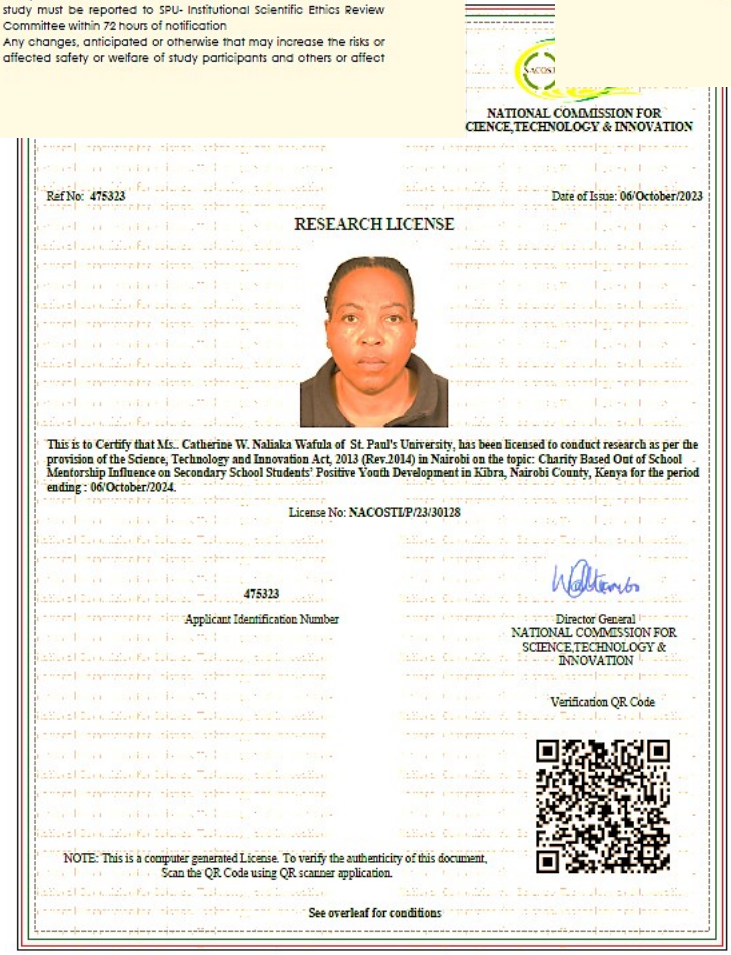
i. Only approved documents including (informed consents, study instruments) will be used.
ii. All changes including (amendments, deviations, and violations) are submitted for review and approval by SPU- Institutional Scientific Ethics Review Committee.
iii. Death and life-threatening problems and serious adverse events or unexpected adverse events whether related or unrelated to the study must be reported to SPU- Institutional Scientific Ethics Review Committee within 72 hours of notification
iv. Any changes, anticipated or otherwise that may increase the risks or affected safety or welfare of study participants and others or affect the integrity of the research must be reported to *SPU- Institutional Scientific Ethics Review Committee* within 72 hours
v. Clearance for export of biological specimens must be obtained from relevant institutions.
vi. Submission of a request for renewal of approval at least 60 days prior to expiry of the approval period. Attach a comprehensive progress report to support the renewal.
vii. Submission of an executive summary report within 90 days upon completion of the study to SPU- Institutional Scientific Ethics Review Committee.

Prior to commencing your study, you will be expected to obtain a research license from National Commission for Science, Technology and Innovation (NACOSTI) https://research-portal.nacosti.go.ke and also obtain other clearances needed.

Yours sincerely,

Dr. Daniel Nzengya, PhD
Chairperson
SPU- Institutional Scientific & Ethics Review Committee

ST. PAUL'S UNIVERSITY
(ISERC)
APPROVAL WITH
CONTIGENCIES
RESEARCH
DIRECTORATE
INSTITUTIONAL SCIENTIFIC ETHICS REVIEW COMMITTEE



NATIONAL COMMISSION FOR CIENCE,TECHNOLOGY & INNOVATION

Ref No: 475323 Date of Issue: 06/October/2023

RESEARCH LICENSE

This is to Certify that Ms.. Catherine W. Naliaka Wafula of St. Paul's University, has been licensed to conduct research as per the provision of the Science, Technology and Innovation Act, 2013 (Rev.2014) in Nairobi on the topic: Charity Based Out of School Mentorship Influence on Secondary School Students' Positive Youth Development in Kibra, Nairobi County, Kenya for the period ending : 06/October/2024.

License No: NACOSTI/P/23/30128

475323
Applicant Identification Number

Director General
NATIONAL COMMISSION FOR SCIENCE,TECHNOLOGY & INNOVATION

Verification QR Code

NOTE: This is a computer generated License. To verify the authenticity of this document, Scan the QR Code using QR scanner application.

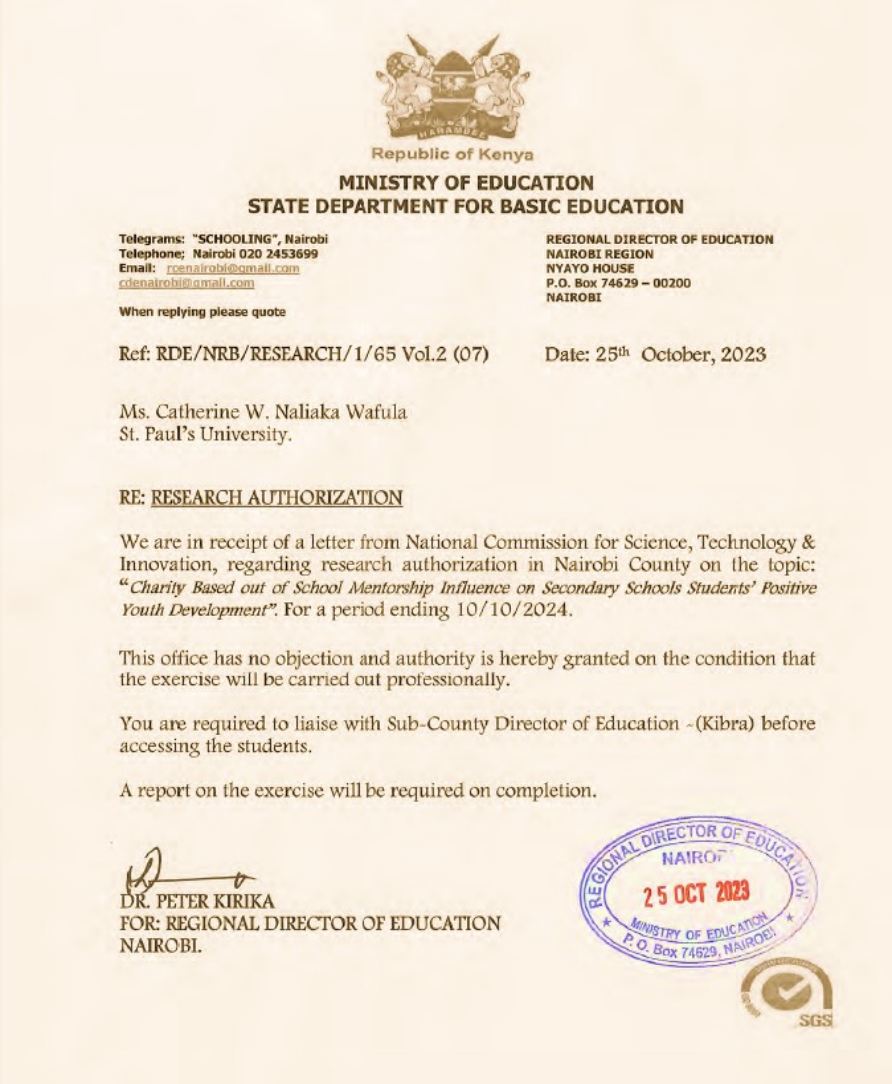
See overleaf for conditions

Appendix 28: NACOSTI Research Permit

St. Paul's University Repository

ST. PAUL'S UNIVERSITY

Appendix 29: Approval Letter from Nairobi Education County Commissioner



Republic of Kenya

MINISTRY OF EDUCATION
STATE DEPARTMENT FOR BASIC EDUCATION

Telegrams: "SCHOOLING", Nairobi
Telephone: Nairobi 020 2453699
Email: roenairobi@gmail.com
cdenairobi@gmail.com

When replying please quote

REGIONAL DIRECTOR OF EDUCATION
NAIROBI REGION
NYAYO HOUSE
P.O. Box 74629 – 00200
NAIROBI

Ref: RDE/NRB/RESEARCH/1/65 Vol.2 (07) Date: 25th October, 2023

Ms. Catherine W. Naliaka Wafula
St. Paul's University.

RE: RESEARCH AUTHORIZATION

We are in receipt of a letter from National Commission for Science, Technology & Innovation, regarding research authorization in Nairobi County on the topic: "*Charity Based out of School Mentorship Influence on Secondary Schools Students' Positive Youth Development*". For a period ending 10/10/2024.

This office has no objection and authority is hereby granted on the condition that the exercise will be carried out professionally.

You are required to liaise with Sub-County Director of Education -(Kibra) before accessing the students.

A report on the exercise will be required on completion.

DR. PETER KIRIKA
FOR: REGIONAL DIRECTOR OF EDUCATION
NAIROBI.

REGIONAL DIRECTOR OF EDUCATION
NAIROBI
25 OCT 2023
MINISTRY OF EDUCATION
P.O. Box 74629, NAIROBI

SGS