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Influence of Peer Mentor-Mentee Relationship on Nursing Students Social Adjustment in Selected Universities in Kenya

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Abstract— Mentoring in nursing education is associated with positive outcomes on social adjustment based on existing mentor-mentee relationship. In Kenya, few universities have documented use of peer mentors towards achievement of their educational goals. The study examined the influence of peer mentor-mentee relationship on nursing student social adjustment in selected universities in Kenya. A pre-test post-test quasi-experimental research design study was conducted in Universities in Western region of Kenya offering Bachelor of Science in Nursing (BScN) degree programs that included Masinde Muliro University of Science and Technology (MMUST), University of Eastern Africa, Baraton (UEAB), Great Lakes University of Kisumu (GLUK) and UZIMA University. Random sampling was used for selection and assignment of institutions into experimental and control groups with. Sample size determination used the rule of the thumb. The study used 386 second year nursing students where 301 were mentored while 85 received normal institutional support. Descriptive statistics were employed for demographic data, Chi square test to establish relationship between mentor-mentee relationship and social adjustment and T-test used to compare social adjustment among groups with P≤ 0.05 being considered significant. Results indicated that social adjustment levels were higher in post intervention than pre intervention in mentored students t=42.714, P < .05 and also higher than control group t=59.386, P < .05. Similarly, pre-test level of stress was lower than post-test in mentored group t= 8.751, P < .05. Those who reported quality mentoring relationship developed positive social relations, and stress management abilities, P < .05. Those who reported to effectively utilize peer mentors support developed positive social relations, stress management abilities, and resiliency P < .05 Participants who reported benefiting from mentor mentee relationship and those who experienced smooth running of mentoring relationship activities also developed positive social relations and stress management abilities at P < .05 while no relationship could be established for development of resilience, P> .05. The study concluded that peer mentor-mentee relationship had positive influence on nursing student social adjustment in Universities in Kenya. The study recommends use of peer mentoring in universities with a focus on developing and sustaining good mentor mentee relationship.

***Index Terms*— Mentor-mentee relationship, Nursing student, Peer mentorship, Social adjustment.**

1. Introduction

Mentoring in nursing education is associated with positive outcomes on social adjustment based on existing mentor-mentee relationship. In South Africa, peer mentoring relationship provided an enabling perspective to engage in self-reflection and negotiated engagements [1], [2] (Abrahamson et al, 2019; Bird & Hudson, 2015). Peer mentoring utilizes institution's key resource, that are its own students in supporting their peers through a mutual interactional relationship enhancing feeling of belonging and discovery of the new world [4], [5].

Social adjustment reflected in engagement in proper social activities while adjusting to environment [6]. Students in a peer mentorship relationship teach each other strategies for navigating difficult circumstances with enhanced sharing of experiences [7], [8]. Zaniewski & Reinholz [9] reported how mentoring relationship provided mentees with support that aided them in navigating all-round life issues.

Peer mentor mentee interpersonal relationships influenced student social adjustment, providing abilities for optimism and positive world view [6]. Similarly, possessing the skills to build friendship, making friends and the feeling of safety ultimately resulting from adequate engagements with the mentor resulted in a well-adjusted individual [10], [11].

Nursing education requires mentorship to enable students transit easily through their academic programs [3]. Despite this fact, Botma and Hurter. (2013) found out that nursing schools did not optimally support mentoring programs. In as much as the core of any successful mentorship is a relationship with literature highlighting known benefits of peer mentorship, [13] noted that peer mentorship is under researched in Kenya. It is on this basis that the study sought to assess the influence of peer mentor-mentee relationship on nursing students' social adjustment in universities in Kenya.

A. Significance of the Study

Few studies have been conducted in Kenya on peer mentorship in the discipline of nursing and therefore this will provide insights of mentor mentee relationship in the nursing perspective. The findings of the study will add to the body of knowledge on mentor mentee relationship in the nursing perspective. Many studies on peer mentorship focused academic aspects and so this study focuses on social adjustment

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in view of the mentor mentee relationship. By understanding the effect of the mentor mentee relationship on social adjustment the study provides recommendations that can inform program implementation and policy on mentorship in academic institutions offering nursing education.

B. Aim of the Study

The aim of the study was to assess the influence of peer mentor-mentee relationship on Bachelor of Science Nursing students' social adjustment in selected universities in Kenya.

C. Research Questions

The study therefore sought to answer the following research questions:

1. What is the effect of mentor-mentee relationship on student development of social interaction abilities?
2. What is the influence of mentor mentee relationship on student stress management abilities?
3. What is the effect of mentoring relationship on student development of resilience?

2. Subjects and Methods

A. Research Design

A pre-test post-test quasi-experimental research design with a control group was adopted with peer mentoring as an intervention being administered. The outcome variable was social adjustment while independent variable was mentor-mentee relationship.

B. Study Setting and Subjects

The study was conducted in 4 universities in Western Kenya offering BSc Nursing programme. It targeted BScN students in the second year of study who were peer mentored by third year nursing students. A total of 386 students of which 301 were in intervention group and mentored while 85 were in control receiving standard institutional supportThe above section says how to prepare a subsection. Just copy and paste the subsection, whenever you need it. The numbers will be automatically changes when you add new subsection. Once you paste it, change the subsection heading as per your requirement.

C. Sampling and Sample Size Determination

Geographical regions' landmarks were used to demarcate the five regions of Kenya. Simple random sampling was done and western region was selected. The region consists of the northern part of rift valley and the lake basin region demarcated by the former provinces (western, Rift Valley and Nyanza) as one option or the current counties as another option. Using counties, the region constitutes 13 out of the 47 counties in Kenya and these were Uasin-Gishu, Trans-Nzoia, Nandi, Kisumu, Kisii, Homabay, Siaya, Migori, Nyamira, Kakamega, Bungoma, Vihiga. All universities offering BScN were identified and considered. Seven universities that included two (Moi University and UEAB from rift valley), one (Masinde Muliro University of Science and Technology (MMUST) from Western) and four (Great Lakes University of Kisumu (GLUK), Uzima, Maseno and Kisii University from Nyanza) were selected. Proportionate allocation was done of which one university was picked from Rift Valley, two from Nyanza and one from Western. Simple random sampling was used to place participants into experimental and control group. Piloting was conducted in Kisii university.

Sample size was determined using the rule of the thumb and of the 7 universities that met the eligibility criteria, four were randomly selected and assigned into either control or experimental groups of which three were experimental and one control. A total of 50 mentors were used.

D. Inclusion and Exclusion Criteria

The study included all nursing students in their second year who were 18 years and above and consented to participate in the study. Similarly, only universities offering BScN for the past five years were included. The students who had transferred from other institutions but were in year two of study were excluded.

E. Study Tools

Questionnaire on influence of mentor-mentee relationship on social adjustment was developed and used basing on Likert scale items from social relation scale by (14), student adjustment to college questionnaire by Baker& Siryk. (1984), stress management scale by (16) and finally resilience scales by Prince-Embury (17). The first section of questionnaire provided demographic information of respondents followed by section two with social relation scale information, section three with student adjustment to college questionnaire, fourth is the stress management and finally resilience scales. Using Likert scales was able to provide what was rather qualitative in quantitative aspect.

1) The social Relations Scale (SRS)

Developed by (14) and measures seven dimensions of social skills. Was used for conceptualization by the mentee who were to respond following their understanding of the scale. This is a 35 item five point Likert scale that helps assess social relations of adolescents and young adults 15-30 years and so was relevant for this study. The participants viewed their relationships with peer mentors in terms of how helpful or how upsetting the relationship were in terms of managing their stress when in their best, worst and neutral mood. If the mentee felt supported when in need, they placed a yes to development of positive social relations and a no if the relation was negative. Only respondents who agreed and highly agreed to aspects of mentor mentee relationship filled this part of questionnaire.

2) Student Adjustment to College Scale

Relevant questions by Baker and Siryk (15) were identified and guided development of the questionnaire that was completed by mentees prior to attending the mentor mentee match meeting. This tool is a 67-item tool that can be responded to on Likert scale or yes or no. The study used the yes, no responses to the test items before and after mentorship.

3) Stress Management Scale

It was developed by Cohen and McKay (16) and used to assess development of stress management abilities. This is a ten-item questionnaire that assesses stress in young people and adults aged 12 years and above. All items are summed up in

reverse order and the highest total indicates higher stress management abilities.

4) Resilience Scale

It was developed by Prince-Embury [17], and used to assess three aspects of personal resilience. The tool is a sixty-four item five-point Likert. The individuals were supported to read through the global scales and subscales and develop their own individual perception of resilience and place a yes or no depending on their perception of how resilient they became following exposure to peer mentorship. The perceived resilient individual would understand their abilities in being optimistic about life and self-competencies, self-efficacy, learn from mistakes, be comfortable and trust others as well as accept support from others.

5) Mentoring Competence Assessment Scale

Developed by Flemming et al. [18] to enable research programs to evaluate the six competencies of the mentors. These competencies included maintaining effective communication, aligning expectations, assessing understanding, addressing diversity, independence and professional development. This provided opportunity to assess mentor competency prior to being involved in mentoring.

F. Procedures

1) Selection of peer mentors

A call was made to all third year students who were interested in participating in mentorship programme as peer mentors to submit their names. Vetting followed ensure only academically strong students with anecdotally reported good social behaviour by the institutional faculty and no record of disciplinary issues for a period of at least one year were used. Mentoring competency assessment test was administered to the registered to the anticipating peer mentors and only those who scored above 80 percent were allowed to proceed to the next stage where peer mentoring training was conducted.

2) Training of Peer Mentors

This was done for three days using a manual developed guided by literature basing on use of different models and key guide was based on the study by [19]. The training aim was to develop competencies in the peer mentor that would enable them conduct peer mentoring. The training ended with a peer mentor post-test competency assessment test. Those who scored eighty percent and above were considered competent and selected as peer mentors.

3) Peer Mentor-Mentee Match

Mentors were given forms to fill indicating attributes they wished their mentees to have. Similar forms were filled by peer mentees and similarity in the attributes were used as a basis for mentor –mentee matching. Each mentor was assigned a group of peer mentees to support basing on one to group model and a ratio of 1 mentor to six mentees was adopted.

4) Training of Research Assistants

The research assistants were drawn from a team of faculty members and were trained on data collection and monitoring of activities. They participated in socializing peer mentors and mentees and supported in orientation purposes and supervision of the mentoring activities.

5) Intervention Activities

The intervention involved the actual mentoring phase in the experimental group. Mentors worked together with mentees on various aspects of their tasks. Different aspects of support were provided by the mentor as identified by both of them. A minimum of one meeting after every two weeks was recommended as the standard where they were expected to address social life challenges and cultivate positive mentor mentee relationship.

At the end of the eight-month period, data collection was done retrogressively to ascertain the influence of peer mentor-mentee relationship on the mentee's social adjustment.

G. Ethical Considerations

The study sought ethical and research approvals from the Institutional Ethics Research Committee (IERC) number MMUST/IERC/107/20 of MMUST and a permit from National Commission of Science Technology and Innovation (NACOSTI) License no. NACOSTI/P/20/3430. Permission to conduct study was sought from institutions where data was collected and study participants gave informed consent to participate in the study.

H. Data Analysis

Data was compiled, edited and analysed using Statistical Package for the Social Sciences (SPSS) version 28. Descriptive statistics were employed to understand the average student age, gender and distribution of students per university. Chi square test was used to establish relationship between mentor mentee relationship and social adjustment aspects of development of positive social relations, development of stress management abilities and development of resilience. T-test was used to compare social adjustment among the groups with $P \leq .05$ being considered significant.

I. Limitations of the Study

One limitation is the non-randomization of individual participants in the study. However, randomization was conducted at institutional level. Since similarities in universities could not be guaranteed, the strength of the nature of program meeting specific regulatory requirements reinforced the comparison. The peer mentees were second year nursing students with some adaptive skills whose selection was based on the fact that not all institutions had clinical practice in the first year of study and social adjustment was a cross cutting issue both in the institution and clinical area. Conducting similar study on first years may provide further insight into how the peer mentoring relationship builds social adjustment. to mitigate the challenge of the selection, a control group was used to ascertain intervention effect pre and post exposure. The study used the entire class cohort of students for every institution and this may have placed overload on the peer mentors. Conducting a similar research with a smaller ration of mentor –mentee may provide other dimensions of mentor mentee relationship to student social adjustment.

Use of quasi experimental study where data envisaged was qualitative posed a limitation. However, the study quantified responses using Likert scales.

3. Results

A. A Students Distribution Across Universities by Age and Gender

Students were distributed across the universities as follows; 106 (27.5%), 99 (25.6%), 96 (24.9%) and 85 (22.0%) belonging to UEAB, GLUK, MMUST and UZIMA respectively. Of the total number, 301 were included in the experimental arm while 85 were in the control group as shown in table 1. The mean age of participants was approximately 20 (19.37), the youngest being 18 years while the eldest was 29 years with a standard deviation of 1.375. As per gender, 176 (45.6%) and 210 (54.4%) were men and women respectively.

B. Students' Social Adjustment

Social adjustment status was examined before and after intervention as shown in table 2. Data was collected using a student adjustment to college questionnaire and within group and between group t test was conducted. Results indicated a significant difference in the pre and post social adjustment levels among the peer Intervention group $t=42.714$, $P< 0.05$. At the same time there was no statistical significant difference between the controls pre and post intervention $t=0.6739$, $P> .05$. Similarly, there was a significant difference in the social adjustment of the Intervention students verses the control group $t=59.386$, $P< .05$.

4. Aspects of Mentoring Relationship and Development of Social Adjustment Aspects

Respondents were expected to respond on other aspects of social adjustment to help determine if they had developed positive social relationships, stress management abilities as well as resilience.

A. Effect of Mentor Mentee Relationship on Social Interactions and Relations

From those participants who agreed and strongly agreed to be enjoying quality mentor mentee relationship, a total of 220 (88.71%) out of 248 reported to have developed positive social relationships following mentorship with only 2(0.81%) of the Control group reporting the same. Chi square statistics of 82.795 and $P< .05$ indicated a significant positive relationship between quality of mentor mentee relationship and development of social interactions and relations.

From participants who agreed and strongly agreed to adequately utilizing the peer mentors, a total of 186 (86.92%) out of 214 reported to have developed positive social relationships. Chi square statistics of 87.4821 and $P< .05$. demonstrated a significant relationship between adequate utilization of peer mentors and development of social interactions and relations.

Concerning benefiting from the peer mentoring relationship, a total of 192 (81.36%) out of 236 participants who agreed and strongly agreed to benefiting from the peer mentorship also reported to have developed positive social relationships following the peer mentoring process from the intervention group. Chi square statistics of 45.7703 and $P< .05$. revealed a significant relationship between a reported benefiting from the mentoring relationship and development of social interactions and relations.

Table 1
Distribution of students gender and age across universities

	University(n/%)						
Variable	**Experimental**			**Control**			
Gender	UEAB	GLUK	MMUST	UZIMA	Total		
Male	50(47.2)	44(44.4)	41(42.7)	41(48.2)	176(45.6)		
Female	56(52.8)	55(55.6)	55(57.3)	44(51.8)	210(54.4)		
Total	106(100)	99(100)	96(100)	85(100)	386(100)		
Age (years)						**Mean Age**	**SD**
17-20	92(86.8)	78(78.8)	77(80.2)	74(87.0)	321(83.2)		
21-24	14(13.2)	21	19(19.8)	10(11.8)	64(16.5)	19.37	1.375
Above 24	0(0)	0(0)	1(1.2)	0(0)	1(0.3)		
	106(100)	99(100)	96(100)	85(100)	386(100)		

Table 2
t-test Results for social adjustment among the intervention and control groups

			Respondents' social adjustment							
Pair	**Category**		**Socially adjusted**	**N**	**Mean**	**Standard deviation**	**T**	**Df**	**p-value (1 tailed)**	**p-value (2 tailed)**
1	I	A	Yes	301	122.59	45.50	42.714	600	.0000	.0000
	I	B	Yes	301	259.86	32.21				
2	I	B	Yes	301	259.86	32.21	59.386	384	.0000	.0000
	C	B	Yes	85	49.04	10.64				
3	C	A	Yes	85	50.14	10.64	0.6739	168	.2506	.5012
	C	B	Yes	85	49.04	10.64				
4	I	A	No	301	178.41	45.50	42.7205	600	.0000	.0000
	I	B	No	301	41.14	32.21				
5	I	B	No	301	41.14	32.21	1.0648	384	.1438	.2876
	C	B	No	85	37.6	10.63				
6	C	A	No	85	34.86	10.64	-1.5324	168	.0634	.1272
	C	B	No	85	37.36	10.63				

Table 3
Aspects of Mentoring Relationship and Development of Positive Social Interaction

Aspect of mentoring	Development of positive social interaction							
	Respondents	Intervention group n=??		Control group		Chi square test	p-value
Experienced smooth running of mentorship programme	220	180 (81.82)	27 (12.27)	1 (0.45)	12 (5.45)	52.6923	.00001
Benefiting from mentorship relationship	236	192 (81.36)	32 (13.56)	1 (0.42)	11 (4.66)	45.7703	.00001
Adequate utilization of mentorship support	214	186 (86.92)	14 (6.54)	1 (0.47)	13 (6.07)	87.4821	.00001
Quality mentor mentee relationship	248	220 (88.71)	16 (6.45)	2 (0.81)	10 (4.84)	82.795	.00001
	n	Yes (%) No (%)	No (%)	Yes (%)	No (%)		

From the participants who agreed and strongly agreed that the peer mentorship activities were running smoothly, 180 (81.82%) out of 220 reported to have developed positive social relationships. A chi square test was similarly conducted to establish a relationship between experiencing of smooth flow of mentoring support and peer mentorship where findings established that those students who reported that the program was conducted smoothly without major interruptions also reported having developed positive social interactions, Chi= 52.6923 and P< .05 thus a very significant relationship between smooth running of the program and development of positive social interactions.

B. Influence of Mentor Mentee Relationship on Student Stress Management Abilities

Relating enjoying quality mentor mentee relationship and development of stress management abilities, a total of 218(87.90) of the total 248 intervention participants agreed and strongly agreed to have developed stress management abilities. Chi square statistics of 78.1035 and P< .05. indicated a significant relationship between enjoying quality mentor mentee relationship and development stress management abilities

From a total of 214 participants who agreed and strongly agreed to adequately utilizing the peer mentors, 182(85.05%) reported to have developed stress management abilities. Chi square result of 54.0595 and P< .05. indicated a significant relationship between adequate utilization of mentorship support provided and development of stress management abilities.

From 236 participants who agreed and strongly agreed to benefiting from the peer mentorship relationship, 200 (84.79%) reported to have developed stress management abilities with chi square results of 59.0931 and P< .05 indicating significant relationship.

Similarly, from 220 participants who agreed and strongly agreed to have experienced a smooth program of peer mentorship, 191 (86.81%) reported to have developed stress management abilities. Chi square statistics of 20.0661 and P< .05 established significant relationship between experiencing of a smooth running program of peer mentorship and development of stress management abilities as shown in table 4.

C. Effect of Mentoring Relationship on Student Resilience

From 248 participants who agreed and strongly agreed to be enjoying quality mentor mentee relationship further information was sought on whether or not they developed resilience. A total of 121 (48.79%) out of 248 reported to have developed resiliency following peer mentorship. Chi square results indicated no relationship between enjoying quality mentor mentee relationship and development of resiliency with an insignificant P> .05.

On the other side, findings from 214 participants who agreed and strongly agreed to have effectively utilized the peer mentor, 150(70.09%)) reported to have developed resiliency. Chi square

Table 4
Aspects of mentoring relationship and development of stress management abilities.

Aspect of mentoring	Development of stress management abilities									
	Respondents	Intervention group n=??		Control group		Chi square test	p-value			
		n	Yes (%)	No (%)	n	Yes (%)	No (%)			
Experienced smooth running of mentorship programme	220	191 (86.81)	16(7.27)	7(0.00)	6(5.91)	20.0661	.00001			
Benefiting from mentorship relationship	236	200 (84.75)	24(10.17)	1(0.42)	11(4.66)	59.0931	.00001			
Adequate utilization of mentorship support	214	182 (85.05)	18(8.41)	3(1.40)	11(5.14)	54.0585	.00001			
Quality mentor mentee relationship	248	218 (87.90)	18(7.26)	1(0.40)	11(4.44)	78.1035	.00001			

*At 2 degrees of freedom

results were able to establish a weak positive relationship between peer mentoring and adequate utilization of mentorship support provide P=04078.

The study did not establish a relationship between benefiting from the mentoring relationship and smooth running of the peer mentorship program with development of resilience, P> .05 for both; thus, concluding that they did not produce resilience in the peer mentees as shown in table 5.

5. Discussion

The aim of the study was to assess the influence of peer mentor-mentee relationship on Bachelor of Science Nursing students' social adjustment in Kenyan universities. This section provides the discussion of findings while relating to other similar studies.

A. Students' Social Adjustment

Social adjustment levels were higher in post intervention than pre intervention in intervention group and also higher than control group with a non-statistically significant difference between the control group pre and post intervention. The findings demonstrate that peer mentorship was able to achieve social adjustment among the mentored students since majority reported higher scores for social adjustment post intervention compared to pre intervention and similarly higher than the control group in the same category.

B. Effect of Mentor Mentee Relationship on Social Interactions and Relations

There was development of social interaction abilities, findings comparable to those of Jones [20] who documented that when personal mentor mentee relationship existed, there was enhanced sharing of experiences and subsequent social adjustment. In the study, majority of those who reported enjoying quality mentor mentee relationship developed positive social relations implying that when there is good mentor mentee relationship, participants develop positive social interactions. These findings resonate with those of Peger and Takacs [21] and Ali et al. [22] which had identified good relationship with peer mentor as a precursor to success. Likewise, Lenz. (2014) identified quality relation with a mentor as a strong predictor of social adjustment.

Bonin [24] reporting on effect of peer mentors on academic performance stated that students who were involved in peer mentorship benefited as a result of the existing relationship. The findings agree with those of the current study where participants who reported to be benefiting from the mentor mentee relationship and experiencing smooth running of the peer mentoring activities developed positive social relations. On the contrary, Betts [25] found out that peer mentored students had less social relation compared to the non-mentored but did not find any relationship of the mentor mentee

Table 6
Development of stress management abilities

Aspect of mentoring	**Development of stress management abilities**						
	Respondents	**Intervention group n=??**		**Control group**		**Chi square test**	**p-value**
	n	Yes No (%)	No No (%)	Yes No (%)	No No (%)		
Quality mentor mentee relationship	248	218 (87.90)	18(7.26)	1(0.40)	11(4.44)	78.1035	.00001
Adequate utilization of mentorship support	214	182 (85.05)	18(8.41)	3(1.40)	11(5.14)	54.0585	.00001
Benefiting from mentorship relationship	236	200 (84.75)	24(10.17)	1(0.42)	11(4.66)	59.0931	.00001
Experienced smooth running of mentorship programme	220	191 (86.81)	16(7.27)	7(0.00)	6(5.91)	20.0661	.00001

*At 2 degrees of freedom

Quality mentor mentee relationship	248	121 (48.79)	115 (46.37)	7(2.82)	5(2.02)	0.228	.63297
Adequate utilization of mentorship support	214	150 (70.09)	50 (23.36)	7(3.27)	7(3.27)	4.1848	**.04078**
Benefiting from mentorship relationship	236	109 (46.19)	115 (48.73)	4(1.70)	8(3.39)	1.0722	.30043
Experienced smooth running of mentorship programme	220	101 (45.91)	106 (48.18)	9(4.09)	52.27)	1.2591	.26181

*At 2 degrees of freedom

relationship with smooth running of the program.

C. Influence of Mentor Mentee Relationship on Student Stress Management Abilities

As pertains stress management abilities, pre-test levels of stress management was higher than post-test in intervention group providing an insight into the value of peer mentoring relationship. Following the relationship, individuals reported to positively adjust to their environment. Equally, those who effectively utilized peer mentors support developed stress management abilities thus able to manoeuvre through challenges. The findings correspond with those of Jupri and Rudiyanto [26] who reported that the success of any mentorship highly depended on the relationship's ability to produce mentees that can manage their stressors.

MacMillan et al [27] reinforced these stress management abilities by indicating that respondents reported how they taught each other strategies for navigating difficult circumstances while mentally rehearsing how to approach similar situations should they arise later. Betts [25] could not establish any difference in stress levels of intervention and Control group following mentorship t-804, P ≥.05 contrary to the current study which found out that students in intervention group exhibited lower stress levels as compared to their counterparts in control in all aspects of mentor – mentee relationship.

D. Effect of Mentoring Relationship on Student Resilience

Concerning development of resilience, the findings of this study could not establish sufficient relationship between all the aspects of peer mentor mentee relationship with development of resilience except on adequate utilization of peer mentor support which had a weak relationship. This is contrary to findings where participants under mentoring support exhibited higher resilience levels [28]. Similar contradictory findings were also reported by [29] who established a strong relationship between mentoring relationship and development of resilience. Similarly, [25] could not establish any difference in stress levels of intervention and Control group t-804, P ≥.05 contrary

6. Conclusion

The study concluded that mentor –mentee relationship had positive effects on nursing student social adjustment in Universities in Kenya. There was evidence that mentor mentee relationship was linked to positive social relationships as well as stress management abilities which were strong components of social adjustment. However, no relationship was established with development of resilience.

7. Recommendations

The study recommends use of peer mentoring in universities

with a focus on developing and sustaining good mentor mentee relationship that can enhance production of swell-adjusted learners able to fit in society beyond university life.

A. Effect of Mentoring Relationship on Student Resilience

From 248 participants who agreed and strongly agreed to be enjoying quality mentor mentee relationship further information was sought on whether or not they developed resilience. A total of 121 (48.79%) out of 248 reported to have developed resiliency following peer mentorship. Chi square results indicated no relationship between enjoying quality mentor mentee relationship and development of resiliency with an insignificant P> .05.

On the other side, findings from 214 participants who agreed and strongly agreed to have effectively utilized the peer mentor, 150(70.09%)) reported to have developed resiliency. Chi square results were able to establish a weak positive relationship between peer mentoring and adequate utilization of mentorship support provide P=04078.

The study did not establish a relationship between benefiting from the mentoring relationship and smooth running of the peer mentorship program with development of resilience, P> .05 for both; thus concluding that they did not produce resilience in the peer mentees as shown in table 5.

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