

Student Nurses' Perception of the Effectiveness of the Mentorship Program in PMH in Nairobi County, Kenya

Lucy Oloo Otieno^{1}, Agnes Mutinda¹, Emma Matheka²*

¹*Kenya Methodist University, P.O. Box 267 – 60200 Meru, Kenya*

²*University of Nairobi, P.O. Box 30197 – 00100 Nairobi, Kenya*

**Corresponding Author's: olool2003@yahoo.com*

Abstract

Understanding the effectiveness of mentorship program from the perspective of student nurses at Pumwani Maternity Hospital reveals both significant achievements and critical areas needing improvement. This study examined student nurses' perceptions of the effectiveness of mentorship at Pumwani Maternity Hospital (PMH) in Nairobi County, Kenya. Effective mentorship in nursing has been proven essential for professional development and addressing the needs of nursing students. This study aims to evaluate how student nurses perceive mentorship at PMH, identifying the strengths and areas for improvement. A descriptive research design was adopted, targeted nursing students enrolled in clinical training at PMH. Using simple random sampling, a sample of 84 participants was enlisted. Data was collected through self-administered questionnaires, featuring Likert scales and open-ended questions. The response rate was 95.2%. Analysis was done using SPSS Version 25.0. Key findings revealed that 62.5% of respondents reported positive relationships with their mentors, while 33.5% felt they were part of the team. Additionally, 64.5% agreed that procedures were adequately explained, and 70% felt that patient care was appropriately managed. Despite these positive findings, significant gaps in inclusivity and responsiveness to learner needs were identified. The study concludes that, although the mentorship program at PMH is generally effective, there is still substantial room for improvement. Recommendations include a comprehensive review of existing mentorship policies and the development of supportive systems to enhance mentee engagement and mentor effectiveness.

Keywords: *Nursing, Mentorship, Pumwani Maternity Hospital, Effectiveness*

IJPP 12(4); 61-69

1.0 Introduction

The process of mentorship in nursing can be described as a reciprocal relationship between a less experienced, most at times, student nurse and a more skilled and qualified nurse (Duquesne University, 2020). Due to the practicality of the healthcare education and training, as well as the physical and emotional demands, there is need to tailor learning in a manner that not only ensures knowledge and skills are imparted in the learner, but also one which will ensure that collaboration and teamwork is promoted. This process of mentorship in nursing is usually essential as it plays a significant role in ensuring the professional development of a student nurse, and that their needs in training are adequately responded to. For mentorship in nursing to be successful, there is a need for a collaborative environment between the mentor and the mentee. Setting realistic goals and expectations by the mentors, provision of access to diverse learning opportunities, and fostering trust are crucial aspects of successful mentorship (Wynn et al., 2021).

Mentorship programs for student nurses play a significant role in supporting the transition of the student, and also enhancing the expertise of the experienced nurses (Mínguez et al., 2023). Further, mentorship in the clinical set up for nurses accrues benefit for both the institution as well as the individual student nurse by improving practice, retention, and nurse performance. It is also important to note that against the background of effective mentorship there is often a resultant increase in job satisfaction for new faculty, improvement of nursing program outcomes and student learning, as well as reducing burnout among nurses in training (Wynn et al., 2021). Successful mentorship programs creates a cyclic effect where an element of “pay it forward” acts as a motivation for mentorship. This is because

through mentorship programs the positive impact mentors have on the profession might encourage participation of future nurses on similar programs (Wynn et al., 2021).

A study carried out in Kabarnet, Kenya demonstrated that nursing students were not only aligned with the definition of mentorship within their professional practice, but they also enjoyed support and collaboration of their mentors as their role models, guides and motivators (Wachira, 2019). While the mentorship process is subject to barriers such as inadequate communication skills and negative interaction with mentors, the process is also associated with a number of benefits. Some of the benefits that are associated with mentorship in nursing include improved academic performance of student nurses, bridging the theory-practice gap, and enhancing critical thinking and professional development (Wachira, 2019). Therefore, it is important to note that even though mentorship is beneficial to the student nurses, it is also marred with some challenges. Addressing these challenges through better communication, faculty support, and ensuring mentors possess the necessary qualities can lead to more effective and positive mentorship experiences.

Literature Review

Perception of the effectiveness of nursing mentorship within the confines of mentorship program can be gauged by several parameters that indicate effective teaching and learning, and a collaborative relationship between the mentor and mentee. With this in mind, it is essential to note that several factors affect effectiveness of mentorship in nursing. These factors include student, mentor and institutional aspects (Karanja & Oule, 2021). Team dynamics are usually at play for mentorship to be effective and successful. A positive relationship between nursing students and staff members is deemed

instrumental in creating a conducive learning environment (Gong et al., 2022). With good team dynamics, there is often an associated improvement in communication and a significant reduction in stress and anxiety during patient care. Through collaborative teams, the inclusivity of nursing student's aids in making them feel valued and integrating them into nursing teams (Anselmann & Disque, 2022).

In health education and delivery, team work and collaboration is key. This is because through team work, there can have not only a significant reduction in workload through elimination of redundancy and a continuous process, but also significant reduction of workload for both the personnel and the student nurses (Karla et al., 2023). Team work and collaboration are important prerequisites for seamless mentorship process (Gong et al., 2022). During the mentorship process, a student nurse must be treated as part of the team, ensuring confidence is instilled within a student (Kung et al., 2023). For mentorship to act as a tool that can be used to facilitate professional development, students are steadily involved as critical members of a team (Orsmond et al., 2022). Through this enhancement of the sense of belonging, learning and motivation of the mentees is ensured.

Any education, particularly clinical education, is grounded upon effective communication. In the clinical setup, communication takes several forms, including asking questions. According to Muhammad et al. (2021), timely and constructive feedback in educational settings fosters learning and increases the mentees' awareness (Muhammad et al., 2021). Clarity in explaining procedures to students is essential in ensuring that student nurses adequately develop their clinical skills. Through detailed procedural explanations, student nurses can be encouraged to develop

practical skills and reduce anxiety (Garcia-Ros et al., 2024).

“Findings revealed a positive outlook on the effectiveness of mentorship among nursing students in PMH although significant gaps on inclusivity and responsiveness to learners' needs were noted”

Quality patient care is the core of nursing practice (Toney-Butler & Thayer, 2023). Mentorship programs in nursing are not only modelled to ensure there is skill acquisition by the mentees, but also ensure there that the patient receive quality care which often translates into increased patient satisfaction as well as improved clinical outcomes (Mínguez et al., 2023). Learning models that promote high patient care standards reflect an effective mentorship process. Therefore, rigorous training and supervision, as well as mentorship are needed to ensure that competence is generated in patient care.

2.0 Materials and Methods

This study adopted a descriptive research design. The target population was nursing students in clinical training at Pumwani Maternity Hospital (PMH). A sample size of 84 was arrived at using the Cochran equation. Simple random sampling was used to select participants in the study. Self-administered questionnaires were used for data collection. The questionnaire utilized a Likert scale, a widely used tool for measuring attitudes and perceptions. This scale presented respondents with statements

related to the mentorship program, along with a range of response options typically anchored by "strongly agree" and "strongly disagree" (with varying degrees of agreement in between). Open-ended questions that delved deeper into participants' experiences and perceptions, allowed them to elaborate on specific aspects of the mentorship program, provide detailed suggestions for improvement and highlight areas they felt deserved particular attention. Closed-ended questions were also used to present a set of predetermined response options for participants. A pretest was conducted using questionnaires administered to 9 respondents in KNH, constituting only 10%.

A reliability analysis was conducted during the pretesting phase. In this study, the Cronbach's Alpha value of 0.713 was realized, indicating good reliability for the research instrument. Once completed questionnaires were received from participants, the researcher cleaned the data to ensure completeness and consistency. These questions were meticulously coded

using a standardized system to provide consistent data interpretation. The coded data was then entered into Statistical Package for Social Sciences (SPSS) Version 25.0. This study adhered to the highest ethical standards and protected participant data through approval from the Kenya Methodist University (KeMU) Research and Ethics Committee. There was acquisition of the necessary approvals, including authorization from Kenya Methodist University, clearance from NACOSTI (National Commission for Science, Technology, and Innovation) and authorization from Pumwani Maternity Hospital.

3.0 Results and Discussion

This study had a response rate of 95.2% (80 students). In Table 1, the respondents' gender revealed that about half of the study participants were females (51.0%), while males were (49.0%). This showed that there were more males than females interviewed in this study.

Table 1

Gender of respondents

Characteristic	Frequency (N=80)	
Gender	Number of participants	Percentage
Male	39	49%
Female	41	51%

Results in table 1 indicate that there was a variation in the respondents' age. Most participants were reported to be below 25 years old (76.2%), followed by those

between 25 and 35 (19.0%). The most minor statistics were observed for those aged 36 and above (4.8%). The detailed statistics concerning the study participants' age are shown in the table 2.

Table 2

Age of respondents

Characteristic	Frequency (N=80)	
	Number of Participants	Percentage
Below 25 years	61	76.20%
25-35 years	15	19.00%
36 and above years	4	4.80%

Student nurses' perception of the effectiveness of Mentorship program was assessed using a series of questions to determine the effectiveness of the practice. On relationships between the student nurses and the team, variation in responses was depicted by a standard deviation of 1.337. This is evident as 62.5 % of the respondents agree that they have a positive relationship with the team, while 37.5% disagree, indicating a negative relationship. In

evaluating whether or not the nursing students felt as if they were part of the team, 33.5 % expressed that they strongly agreed that they were part of the team, while 66.5% were either neutral or disagreed with that opinion statement. Regarding satisfaction with answering questions, 43.75 % were neutral about the matter, with more students leaning towards agreeing compared to those who disagreed.

Table 3

Student nurses' perception of the effectiveness of Mentorship

Opinion Statements	SA n(%)	A n(%)	MA n(%)	D n(%)	SD n(%)	Mean	Std. Deviation
There is a good relationship between the team and I	15 (18.75)	17 (21.25)	22 (27.5)	13 (28.75)	13 (28.75)	2.90	1.337
I am treated as part of the team	13 (16.25)	13 (16.25)	23 (28.75)	21 (26.25)	10(12.5)	3.03	1.263
My questions are satisfactorily answered	24 (30)	12 (15)	35 (43.75)	8 (10)	1(1.25)	2.38	1.060
The team explains the procedures to me	41 (51.25)	13(16.25)	12 (15)	11 (13.75)	3 (3.75)	2.03	1.253
The mentor shows me learning opportunities	9 (11.25)	26 (32.5)	32 (40)	6 (7.5)	7 (8.75)	2.70	1.060
Patients are cared for appropriately	44 (55)	12 (15)	9 (11.25)	10 (12.5)	5 (6.25)	2.00	1.322
The mentor encourages the students to ask questions	34 (42.5)	14 (17.5)	13 (16.25)	14 (17.5)	5 (6.25)	2.28	1.340
The mentor placed a great deal on my learning needs	9 (11.25)	12 (15)	23 (28.75)	19 (23.75)	17 (21.25)	3.29	1.275

Assessment of the explanation of procedures depicted that most of the students, 64.5 %, indicated that they agreed that procedures are explained well, while others may not. On mentors showing learning opportunities, 40% were neutral. Regarding appropriate patient care, there was a variation in responses, with 70% of the respondents having a positive reaction regarding whether or not the patients were adequately cared for.

Mentorship programs in resource-limited settings like Pumwani Maternity Hospital play a key role in not only molding competent, but also confident nursing professionals. By fostering a supportive learning environment during clinical placements, mentorship bridges the gap between theoretical knowledge and practical application. However, in this study, findings indicate that the student nurses' perception of effectiveness of mentorship programs depicts a complex picture that exposes both the strengths and areas for improvement within the programs.

The relationship between a student nurse, and staff within the clinical environment is essential in fostering effective mentorship (Wang et al., 2024). Even though the findings depicted that 62.5% of respondents agreed that they had a positive relationship with the team, 37.5% disagreed, implying there is still a room to foster a collaborative environment.

This study made revealed challenges within the nursing mentorship program at PMH. For starters, the variation in responses regarding relationship between the student nurses and the mentors depict an element of negativity in personality that could be a hurdle to successful mentorship. Negative relationship with mentors coupled with issues such as exclusion, which lead student nurses to feel like part of a team all constitute negative mentorship experience. Hu et al. (2022) argues that negative mentorship experiences

have the ability to have a detrimental impact on both the mentor and the mentee, and will eventually translate into ineffective mentorship. With this in mind, it is crucial to institute training programs for mentors focusing on interpersonal skills and professionalism which can help mitigate these negative behaviors and improve mentor-mentee relationships.

Positive mentor-mentee relationships can improve learning outcomes for the student nurse (Jeffords et al., 2021). According to Brown et al. (2020), when a student nurse does not feel like they are part of the team, they are most likely unable to express their concerns, thus hindering the learning process (Brown et al., 2020). With split responses, there is a portrayal of a gap in the sense of belonging among the nursing students. This finding supports Dunbar and Carter (2017) who found out mentor-mentee relationship can affect confidence and integration into the clinical environment. Satisfaction and attainment of mentee goals in mentorship are depicted by Islam et al. (2020) as a critical measure that should be used to assess the effectiveness of mentorship. Therefore, a mentee's professional goals can be satisfied with effective mentorship.

The study provides important insights into the state of mentorship programs among nursing students in Pumwani Maternity Hospital by bringing into focus both positive and negative aspects.

4.0 Conclusion

Even though there is a generally positive outlook on the effectiveness of mentorship among nursing students in Pumwani Maternity Hospital, it is essential to note that there is still significant room for improvement. Mentorship is an essential tool used to facilitate learning. With variation in responses on the effectiveness of mentorship, significant gaps like inclusivity and

responsiveness to learners' needs are highlighted as significant barriers to the program within the PMH.

5.0 Recommendations

Understanding findings from this study will be instrumental in guiding institutions improve mentorship programs by addressing challenges such as lack of support, and negative interpersonal dynamics. By fostering a supportive and well-structured mentorship environment, both mentors and mentees can achieve mutual benefits, enhancing professional development and academic success. To effectively promote mentorship for nursing students in Pumwani

Maternity Hospital, there is need to conduct a collaborative policy review and necessary policy development. Through this review there will be recognition of potential areas within the learning system that can either be upgraded or altered to ensure there is support for mentorship program. This can include training of mentors on communication skills as it an essential element in ensuring there is effective mentorship. There could also be avenues, such as tokens of appreciation, to motivate mentors to engage in mentorship. Through appropriate policy review can be established systems to help mentees engage in the mentorship process and equip them with the required resources to facilitate effective mentorship.

References

- Anselmann, V., & Disque, H. (2023). Nurses' perspective on team learning in interprofessional teams. *Nursing Open*, *10*(4), 2142-2149.
<https://doi.org/10.1002/nop2.1461>
- Brown, P., Jones, A., & Davies, J. (2020). Shall I tell my mentor? Exploring the mentor-student relationship and its impact on students' concerns about clinical placement. *Journal of Clinical Nursing*, *29*(18), 3298–3310.
<https://doi.org/10.1111/jocn.15356>
- Dunbar, H. A., & Carter, B. (2017). *A sense of belonging: The importance of fostering student nurses' affective bonds*. ResearchGate
<https://www.researchgate.net/publication/321165461>
- Duquesne University (2020). *Benefits of a Nurse Mentorship: Why Nurse Educators Matter*. Duquesne University.
- <https://onlinenursing.duq.edu/blog/nurse-mentorship/>
- Garcia-Ros, R., Ruescas-Nicolau, M. A., Cezón-Serrano, N., Flor-Rufino, C., Martin-Valenzuela, Constanza. S. M., & Sánchez-Sánchez, M. L. (2024). Improving assessment of procedural skills in health sciences education: a validation study of a rubrics system in neurophysiotherapy. *BMC psychology*, *12*(1), 147.
<https://doi.org/10.1186/s40359-024-01643-7>
- Gong, Z., Van, L. M., & Wang, X. (2022). Study on the Relationship between Nurses' Mentoring Relationship and Organizational Commitment. *International Journal of Environmental Research and Public Health/International Journal of Environmental Research and Public Health*, *19*(20), 13362–13362.

<https://doi.org/10.3390/ijerph192013362>

Hu, Z., Li, J., & Kwan, H. K. (2022). The effects of negative mentoring experiences on mentor creativity: The roles of mentor ego depletion and traditionality. *Human Resource Management, 61*(1), 39-54. <https://doi.org/10.1002/hrm.22076>

Islam Abudayyeh, Tandon, A., Wittekind, S. G., Rzeszut, A. K., Sivaram, C. A., Freeman, A. M., & Madhur, M. S. (2020). Landscape of Mentorship and its Effects on Success in Cardiology. *JACC. Basic to Translational Science, 5*(12), 1181–1186. <https://doi.org/10.1016/j.jacbts.2020.09.014>

Jefford, E., Nolan, S., Munn, J., & Ebert, L. (2021). What matters, what is valued and what is important in mentorship through the appreciative inquiry process of co-created knowledge. *Nurse Education Today, 99*, 104791. <https://doi.org/10.1016/j.nedt.2021.104791>

Karanja, J., & Oule, L. (2021). *Factors Promoting Effective Nurse Student Mentorship in Clinical Learning Environments in Finland*. [Bachelor's thesis, JAMK University of Applied Sciences]. Jamki. <https://www.theseus.fi/bitstream/handle/10024/490081>

Karla, D., Alma, M., Jain, V., & Sharma, M. (2022). An Overview on Team Work Strategy in Medical Education. *World J*

English Lang, 12(3), 110-116.

<https://www.researchgate.net/profile/Mohammad-Alam-186/publication/359799813>

Kung, P., Huang, H., Che, H. L., Chou, Y. F., Chi, S. F., & Tseng, S. M. (2023). Effectiveness of clinical mentorship program for students of long-term aged care: A mixed-methods study. *Nurse Education Today, 125*, 105781–105781. <https://doi.org/10.1016/j.nedt.2023.105781>

Mínguez, I., González de la Cuesta, D., Barrado, M. J., Arnaldos, M., & González, M. (2023). Nurse Mentoring: A Scoping Review. *In Healthcare* (Vol. 11, No. 16, p. 2302). MDPI. <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC10454917>

Muhammad, N. (2021). Effects of Constructive and Timely Feedback on Academic Performance of Students. *Pakistan Journal of Educational Research, 4*(4), 670-677. <https://doi.org/10.52337/Pjer.V4i4.464>

Orsmond, P., McMillan, H., & Avaya, R. (2022). It's how we practice that matters: professional identity formation and legitimate peripheral participation in medical students: a qualitative study. *BMC Medical Education, 22*(1), 91. <https://doi.org/10.1186/s12909-022-03107-1>

Toney-Butler, T. J., & Thayer, J. M. (2023). *Nursing process*. StatPearls

Publishing.<https://www.ncbi.nlm.nih.gov/books/NBK499937>

Wachira, J. W. (2019). Perception on mentorship practices among nursing students at Kabarnet Kenya Medical Training College. *Journal of Nursing and Health Science*, 8(4), 17-40.
https://www.researchgate.net/profile/Joyce_Wachira/publication/344206829

Wang, Y., Hu, S., Yao, J., Pan, Y., Wang, J., & Wang, H. (2024). Clinical nursing mentors' motivation, attitude, and

practice for mentoring and factors associated with them. *BMC nursing*, 23(1), 76.
<https://doi.org/10.1186/s12912-024-01757-8>

Wynn, S., Holden, C., Romero, S., & Julian, P. (2021). The importance of mentoring in nursing academia. *Open Journal of Nursing*, 11(04), 241.
<https://www.scirp.org/journal/paperinformation?paperid=108652>