Role of Mentoring Programs on the Employee Performance in Organisations: A Survey of Public Universities in Nyeri County, Kenya

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Abstract

The literature on workplace training highlights that the mentoring program is an important employee development method practiced in successful organizations. The ability of mentors either informally or formally to implement the mentoring program activities may lead to higher individuals' psychosocial support and career development, and hence their overall work productivity. The nature of this relationship is interesting, but the role of the mentoring program as a predicting variable of individuals' advancement and productivity has been given less attention in mentoring program models especially in the Kenyan organizational context. Therefore, this study was conducted to examine the role of mentoring programs on the performance and productivity of employees at Dedan Kimathi University of Technology and Karatina University. The research provides new insights regarding the benefits and reasons for undertaking the mentoring programs in organizations.

A conceptual framework aided the researcher to develop a focus on the key variables and sub-variables that were measured. The research adopted a survey research design where the selected Universities were considered. The target population consisted of top university management, middle management, academic and non-academic staff. Stratified random sampling was used to select the subjects included in the sample. The data was analyzed qualitatively and quantitatively by use of descriptive and inferential statistics administered to measure the formulated objectives so as to establish the relationship between the independent and dependent variables.

The study established that mentorship programs play an important role in employee performance and are enhanced through knowledge transfer, career development guidance and skills enhancement in mentoring.

1.2 Statement of the Problem

Strategies for developing the capabilities of employees are an important part of any organization's overall corporate strategy. Organizations can no longer expect to be competitive unless they retain employees, inspire them, and support them to learn continuously. Mentorship programs are aimed at increasing productivity in organizations. However, many organizations carry out mentorship programs without evaluating or measuring its impact on the employees productivity and therefore they are not able to determine the effectiveness of these programs, and whether they should be continued or not. The researcher has observed that most public Universities have in place, mentoring programs but their role or effectiveness is not measured.

While many researchers in other continents like McLead, (2003) and Bell, (2002) have written on mentorship, there is limited research on the role of mentoring on employee productivity in Africa and specifically in Kenyan corporations, a factor which requires an extensive research. Little research in the knowledge management literature has explicitly tested mentoring as a means by which knowledge is transferred among individuals (Gallupe, 2001). Similarly, despite the emphasis by early mentoring researchers on the importance of knowledge sharing, modern researchers are just beginning to explicitly examine the linkages between mentoring and knowledge transfer (Lankau and Scandura, 2007)

In reference to the above, the intent of this research therefore was to find out the role of mentorship programs on the employee performance with specific focus on Public Universities in Nyeri County.

2.2 Theoretical Review/Conceptual Framework

2.2.1 Evolution of the Concept

The traditional notion of mentoring was first identified by Levinson et al. (1978) who found that a mentor was an important relationship a young man developed as he became "his own man". This was the traditional dyadic relationship. Kram (1985) later with her research on mentoring dyads established that individuals receive support from not one but many mentors during their career span including peer support called *developmental networks* or *relationship constellations* and established the phases and functions of mentoring. (Swoboda and Miller, 1986) adapted this concept by terming the relationship as *Network Mentoring* which they defined as a strategy where multiple individuals share training information and support.

According to Kram and Hall (1996), in the 1990's the definition of mentoring has widened more and moved away from the traditional relationship between a senior person and a younger protégé to other types of mentoring like peer mentoring, subordinate or reverse mentoring (many organizations in the field of technology have adapted reverse mentoring to make the senior managers aware about the latest trends in technology) and team mentoring. (Burlew, 1991) further classified mentoring relationship into three categories (a) the traditional mentor, (b) the step-ahead mentor (i.e., an individual one level above in the organizational hierarchy), and (c) the peer mentor (an individual who holds a comparable position in terms of status and experience to the protégé) (Kram & Isabella, 1985).

Burlew further defined a mentor as one of a network of individuals with equal or greater experience than the protégé who can be a positive role model and provide emotional and

career support. The researchers focused their study on the benefits and effects of mentoring on the protégé and organization, developing leaders for future and converting the benefits into tangible gains for the organization. Levitt, (2011) developed alternative forms of mentoring related to job and career related mentoring.

2.2.2 Theories that Support Mentoring

Several theories have been described to understand the basis of mentor–protégé relationships. The premise of these theories is that they are based on mutual learning and development orientations. The theories are on Mentoring functions Social Support or helping (Raabe and Beehr, 2003), Leader-member exchange (Lankau and Scandura, 2007), Transformational leadership (Sosik, et al., 2004), Personal learning (Lankau, et.al., 2007), and Human development

2.2.2.3 Social Cognitive Model of Career Development

This theory posits that goals influence behaviors of the individuals to career outcomes (Crocitto, et al.,2005). The model mentions that individuals develop expectations of career success through social support systems like mentoring. Expectations are categorized into three dimensions; career achievement (reputation, learning from role), career development (promotion, growth opportunities), and career balance (work–family balance and well-being; as inferred in (Payne and Huffman 2005). The learning support offered influences the individual's expectation of career success which in turn influences the individual's beliefs about his ability and finally the outcomes of career decision making and goal attainment (Sosik, Godshalk, and Yammarino, 2004). This theory posits that an ability to learn and be focused on the goals encourage developmental relationships including mentoring. The ability to be goal oriented is a stable trait (Rousseau and Shperling, 2003) and the individual seeks to develop himself by striving to learn and focus his efforts on developing his abilities (Cummings, 2004) by being optimistic, hopeful and persistent, (Mitchell and Lee, 2001).

2.2.2.4 Transformational Leadership Theory

This theory stresses on developmental relationship. Both the mentor and the transformational leader encourage learning by the protégés by offering challenging assignments, inspiring the protégé by being a role model, coaching for vocational skills, develop the protégés identity, help him to set career goals and support him to achieve work-life balance (Scandura, T. A.,2007). Transformational leadership theory and mentoring have been applied to organization to see how managers can inspire subordinates by assuming the roles of coach, teacher, and mentor. (Scandura and Schriesheim, 2004), opine that supervisory career mentoring and transformational leadership both have common essentials like career mobility, performance, commitment, and satisfaction. Thus, transformational leaders serve as mentors, and mentors exhibit various degrees of transformational leadership behavior (Sosik et al., 2004).

2.2.3 Conceptual framework

The conceptual framework seeks to explain the key variable that will guide the research processes. The variable career progression is represented in fig 2.1 below.

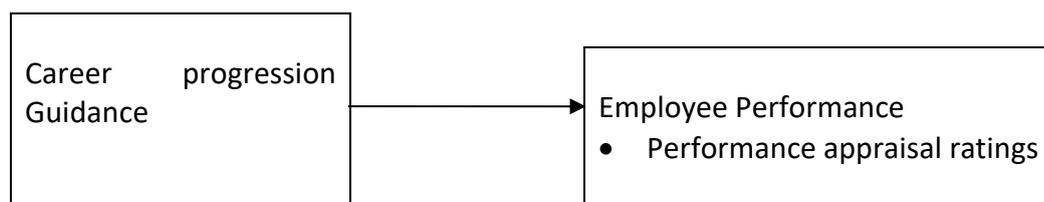**Independent Variables**   **Dependent Variable**

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┌─────────────────────────┐          ┌──────────────────────────────────┐
│ Career      progression │          │ Employee Performance             │
│ Guidance                │─────────▶│  • Performance appraisal ratings │
│                         │          │                                  │
└─────────────────────────┘          └──────────────────────────────────┘
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Figure 2.1: Conceptual Framework

2.2.4 Review of Variables

2.2.4.1 Career progression Guidance

Career progression guidance refers to managing ones career in an intra-organizational or inter-organizational scenario with the help of a career counselor. Allen et al., (2004) asserts that Career development is the series of activities or the on-going/lifelong process of developing one's career. It usually refers to managing one's career in an intra-organizational or inter-organizational scenario. It involves training on new skills, moving to higher job responsibilities, making a career change within the same organization, moving to a different organization or starting one's own business.

Career development is directly linked to the goals and objectives set by an individual. It starts with self-actualization and self-assessment of one's interests and capabilities. The interests are then matched with the available options. The individual needs to train himself to acquire the skills needed for the option or career path chosen by him. Finally, after acquiring the desired competency, he has to perform to achieve the goals and targets set by him.

2.2.4.2 Employee Performance

Employee performance is consistent demonstration of the type of work behavior and results that are deemed necessary to support the organization's strategic objectives and desired corporate culture (John Shield, 2007). Employee performance is about the organization realizing its purpose, meeting its goals and objectives efficiently and effectively through its employees. Among the parameters used to measure employee performance at public universities are; student enrolment, customer satisfaction through CSS, performance appraisals

2.3 Critique

According to DeLong (2004), knowledge transfer is a key mechanism for organizations success. Similarly Von Krogh, (2000) emphasizes on importance of knowledge sharing. Another researcher, Becerra Fernandez and Sabherwal (2001) found that social processes played an important role in the transfer of tacit knowledge among members in an organization. However, these researchers have not emphasized on the impact that mentoring has on knowledge transfer which is obviously important for the performance of any organization.

According to Nonaka and Takeuchi (2001), workplace relationships such as mentoring should be fostered to promote transfer of tacit knowledge. Wright, (2003), stresses the importance of human resource development to organization success. This researcher does not emphasize on the factors that would have a positive impact on the HR development. Mentorship is such

a factor in that it promotes guidance on career development and role modeling which both contribute greatly to employee's development.

Scandura (2007), emphasizes that mentoring relationships can significantly affect individual careers development and advancement with both the mentor and the person being mentored (protégé) benefiting from the relationship. I concur with Crocitto (2005), who says that mentoring can be beneficial to the careers of the mentor and the protégé while assisting the organization to achieve its mission.

In the past, very few studies have been carried out to show the relationship between mentorship and staff retention hence productivity. However, Holton, et al (2008) suggests that an investigation of mentoring relationships be done to enhance understanding on its influences on retention.

3.1 Research Design
A research design is a statement of the essential elements of a study and constitutes the blue print for the collection, measurement and analysis of data (Cooper & Schindler, 2008) hence a logical and systematic plan prepared for directing a research study (Shajahan, 2005).
In this research, the Survey approach has been used. According to Mugenda (2008), survey can be defined as collecting data from members of a population in order to determine the current status of that population with respect to one or two variables. The central feature of survey is that it allows the collection of a small amount of data in a standardized form from a large number of individuals in the population and selection of samples from the known population.
This research will use descriptive and inferential statistics to analyze how mentorship impacts on employees' productivity.

3.2 Population
A population is a group of objects, individuals or items from which samples are taken for measurement (Kombo and Tromp, 2006). The target population consisted of two public universities, Dedan Kimathi University of Technology and Karatina University which are within Nyeri County. The top management, middle management, academic and non-academic constituted the subjects of the study. The researcher used the two Universities as the target population since they were the only public universities in Nyeri County. This population had the information that helped the researcher gather relevant information on the mentoring and employee performance. An estimated target population of about 276 respondents was used for sampling.

3.3 Sampling Frame
Sampling frame is an objective list of the population from which the researcher can make a selection (Kombo & Tromp, 2006). Cooper and Schindler (2003) add that a sampling frame should be a complete and correct list of population members only. There are twenty two public Universities in Kenya and in two are in Nyeri County.

3.4 Sample Size and Sampling Technique
According to Kombo & Tromp, (2006), sampling is the process of selecting a number of individuals or objects from a population such that the selected group contains elements representative of the characteristics found in the entire population. Sampling is the process

of obtaining information about the entire population by examining only part of it (Kothari, 2008). For this study, the research was carried out in Dedan Kimathi University of Technology and Karatina University.

To get appropriate information from these public universities, the researcher used stratified random sampling technique. Stratified random sampling is a probability sampling procedure in which the population is divided into two or more relevant strata and a random sample is drawn from each stratum. Stratified random sampling techniques aim at a sample that is true representative to the accessible population.

The method considers all the members of the accessible population where they are proportionally reduced to arrive at a smaller number that is easy to handle (Cooper & Schindler, 2008). The technique ensured that each member has an equal chance being included in the sample and any element of researcher's bias is kept at minimal.
The accessible population are all those who may be taken as respondents and in this case are all the top management, heads of schools/departments, non-academic and academic staff of the University.

A complex process is normally involved in determining the sample size for a survey. If a sample size is too small, the results may not properly represent the entire population on the other hand, if the sample size is too large, the survey may not be able to be carried out due to cost and time restraints.

The table below illustrates the stratified sampling technique used to determine the sample size of 30% of each strata of the accessible population, as proposed by Nachamias et al., (1996). For the purpose of this research, the researcher used a sample size of 62 respondents as shown in the table 3.1 below;

Table 3.1: Research Sample

Category	Population	Sample Size	Percentage (%)
Top Management	6	2	30
Departmental heads	20	6	30
Administrative staff	100	30	30
Lecturers	80	24	30
Total	276	62	

3. 5 Instrumentation

A survey is a powerful and effective tool that can be used to collect data about human attitudes, behaviors, and characteristics. In this research, a survey with questionnaires was implemented to explore the overall role of mentoring programs on employee performance, with special focus on knowledge transfer, career progression guidance and skills enhancement. Questionnaires are most commonly used when respondents can be reached and are willing to cooperate. Information can also be collected from a large sample that is able to read and write independently and hence it can be free from the interviewer bias (Kombo and Tromp, 2006; Kothari, 2004). In order to facilitate participants' understanding of

this research, a brief introduction of the research, purpose and a definition of concepts was provided at the beginning of the questionnaire.

There was no technical jargon or difficult words in the questions, and closed ended questions were used throughout the whole questionnaire. This was quite helpful as respondents made a quick decision when answering and it provided greater uniformity, thereby making data processing easier.

3.6 Data collection procedure

Data was collected via personally-administered survey questionnaires. The advantage of this method was that both the cost and the time required are low (Cavana et al., 2001). The selected sample of this research was systematically invited to volunteer to do the survey questionnaires. Secondary data was collected based on the findings of published papers, articles, books, prior studies, and the universities websites.

The primary data collection was carried out using a self-designed questionnaire; this adopted instrument was comprised of three sections: the first section was cover introduction, the third section covering the demographic information (Gender, Age, Experience, and Current Position). The third section contained (14) items measuring the role of mentoring programs on employee performance, under key research variables, Five Likert-type scales was used to score the responses. Different employees with different backgrounds were randomly invited to volunteer to do the survey questionnaires.

A brief invitation and introduction to this research was provided to participants before they started filling out the questionnaires. When they accepted the invitation, questionnaires were handed out to them. After 30 minutes, the completed, anonymous questionnaires were directly collected by the researcher.

3.7 Pilot test

Pilot test ensures validity and reliability of the instrument (Kothari 2004). Validity of a test is a measure of how well a test measures what is supposed to measure whereas reliability is a measure of how consistent the results are from the test (Kombo & Tromp, 2006).

Validity was tested by having objective questions included in the questionnaire which measure what they are supposed to measure. The pilot test measured the content validity which is the degree to which data collected using a particular instrument represents a specific domain of indicators or content of a particular concept (Mugenda & Mugenda, 2003)

To assess the content validity, the questionnaire was given to two lectures, one from Dedan Kimathi and another from Karatina University who have experience in human resource management, who evaluated the content of the questionnaires.

Reliability on the other hand was measured by pretesting the questionnaire with a selected sample from the two Universities. The Cronbath Alpha was calculated to assess reliability of data. This helped to find out if the wordings was clear and if all the questions were interpreted in the same way by respondents and if there was any research bias (Kombo & Tromp, 2006)

3.8 Data processing and analysis

The purpose of data analysis is to study existing information in order to determine factors that explain specific phenomenon (Mugenda and Mugenda 1999). Responses to the questions were interpreted and put into different categories. The researcher used descriptive statistics,

to process raw data was processed to illustrated the diverse findings of `the study in form of frequencies, percentages and presentations of tables and graphs.

The researcher specifically used Karl Pearson correlation to establish the relationship. The correlation coefficient was two tailed as the relationship outcome was expected to be either positive or negative and at 95% confidence level. The data collected was analyzed using regression and correlation analysis. The regression equation took the form of;

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \varepsilon$$

Where **Y** is the dependent variable (employee performance), $\beta_0 =$ constant term, $\beta_i =$ Beta coefficients; where **i**=1,2,3. This determines how much each independent variable contributes to dependent variable. X_1=knowledge transfer, X_2=career progression guidance, X_3=skills enhancement, while ε is an error term normally distributed about a mean of 0. For purposes of computation, the ε is assumed to be 0.

The statistical package for social sciences (SPSS) was used to generate the descriptive statistics.

CHAPTER FOUR: RESEARCH FINDINGS AND DISCUSSION

4.1 Introduction

This chapter presents the analysis of the findings, interpretations and discussions, which were organized on the basis of the data which the researcher gathered from Dedan Kimathi University of Technology and Karatina University respondents. The findings of the study reveal the explicit role of mentoring programs on employee performance in organizations. This study shows the role of knowledge transfer, career progression guidance and skills enhancement done through mentorship programs and their impact on the overall staff performance in the Universities, observed through appraisal ratings, students' enrolment in the university programs and levels of customer satisfaction.

4.1.1 Overall rate of response

The research study targeted sixty two (62) employees from four stratas across the departments of Dedan Kimathi University of Technology and Karatina University. Sixty two (62) questionnaires were administered to the various departments and they were collected after one week. The following table shows the response rate from the various respondents. Table 4.1 shows the degree of responses.

Table 4.1 Rate of response

Job Category	Given	Collected	Fully answered	Percentage of questionnaires collected
Top management	2	2	2	100%
Middle management	6	6	6	100%
Teaching staff	24	21	21	87.5%
Administrative Staff	30	22	22	73.3%
Total	62	51	51	82.3%

The researcher obtained feedback from fifty one (51) respondents out of the targeted sixty two (62) respondents across all the job categories and departments of the two Universities which represented 82.3% of the administered questionnaires and which the researcher based

his discussion and recommendations on. Top and middle management registered 100% response, teaching staff 87.5% and administrative staff 73.3% response. This is considered good response rate. According to Babbie (2002) any response rate of 50% and above is adequate for analysis.

4.2 Data analysis and discussion

The data was collected, edited, summarized and reduced to basic representative values that helped the researcher present his findings of the study in frequencies, percentages and presentation in tables. Also the researcher arranged the data according to some common characteristics possessed by the items constituting the data. Then the last step was tabulation, which involved the arrangement of data in columns and rows which created absolute clarity in the data presented. Through the use of descriptive and inferential statistics, the researcher was in a position to come up with aggregate of facts affected to a marked extent by multiplicity of causes enumerated or estimated according to a reasonable standard of accuracy collected in a systematic manner for a pre determined purpose and placed in relation to each other. As a result of using this statistical analysis the researcher illustrated the diverse findings of the study.

4.2.1 Personal information

Through the use of questionnaires the researcher requested the respondents to put in place their gender, age bracket, job category and work experience. The general responses are analyzed as follows:

4.2.1.1 Age bracket

In order to get dynamic opinions and perceptions of different personalities across a wide range in regard to the role of mentoring programs in employee performance. It also allows views from both the mentor and protégé whereas the mentor is considered to be in the older age group and the protégé in the younger group. The table below indicates the general responses.
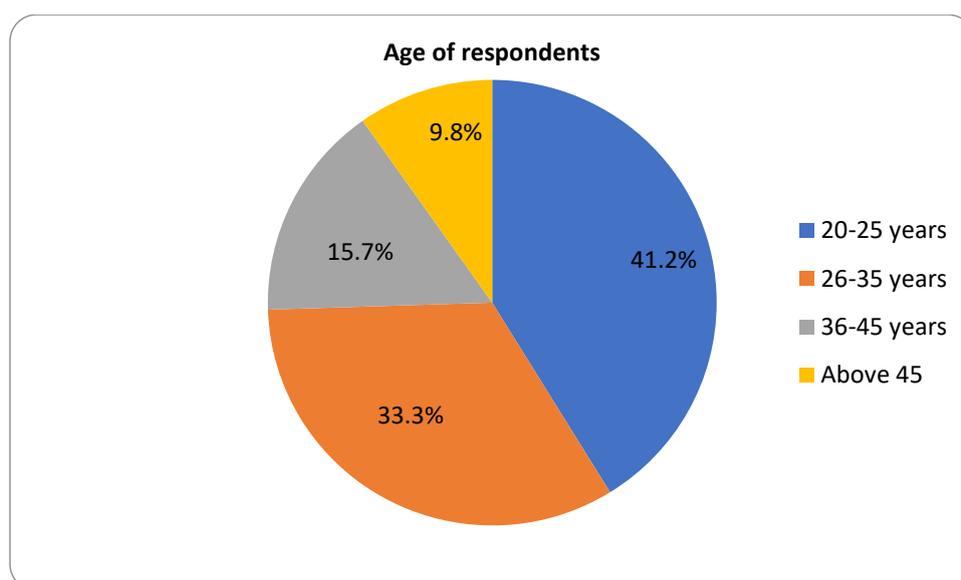

Figure 4.1: Age bracket of respondents

The respondents in the 20-25 and 26-35 age brackets was represented by 74.5% while those in the age bracket of 36-45 and above 45 was represented by 25.5%.

From the basis of the above findings we can deduce that youth representation which is considered as protégé accounts for only 74.5% while the older group of respondents considered being the mentors account for 25.5%. This shows that the two Universities have a high percentage of young workforce in need of mentorship as compared to the staff in the older age bracket who are likely to offer mentoring. It also indicates that findings presented were received from both the assumed protégé and mentors

4.2.1.2 Job Category

The researcher sought to establish the job category of the targeted respondents with a view of ensuring that the opinions of management and ordinary employees are represented in equal measure. The researcher therefore requested the respondents to indicate their job categories. The table below shows the general responses.

Table 4.2 Job Category

Job Category	Frequency	Percent (%)	Cumulative Percent
Top Management	6	11.8	11.8
Middle Level Management	10	19.6	31.4
Teaching Staff	13	25.5	56.9
Administrative	22	43.1	100.0
Total	51	100.0	

The research findings indicates that 31.4% of respondents were in management, 25.5% were teaching staff while administrative staff was represented by 43.1%. These findings show that all job categories in the University were well represented and therefore the findings are not biased.

4.2.1.3 Work experience:

In order to obtain diverse and broad perspective in line with issues of mentorship and performance. The researcher requested the respondents to indicate their work experience in the University. The table below shows the work experience of various respondents.

Figure 4.2: Work Experience

According to the data collected and analyzed in the figure 4.2, 29.4% of the respondents have a work experience ranging from months to 1 year, 52.9% have experience ranging from two to five years while the rest 17.9% have work experience of ranging from six to ten years in the University. These findings show that the Universities have a balanced number of employees who have diverse understanding of the relationship between mentoring programs and employee performance. The findings also show that 82.3% of the staff in the University are in the protégé category while 17.9% are in the mentor category. This means that the Universities are likely to have many relatively new staff who are also new to the University system and therefore are likely to be in need of mentorship as compared to the staff with experience and therefore offering mentorship.

4.2.2 The effect of career progression guidance on employee performance:

The researcher reviewed the effect of career progression guidance on employee performance. The activities in evaluated in this review are; if career guidance is an aspect of mentoring, relationship of guidance and employee performance, if career development guidance empowers employees to realize full work potential and the level of support in career development.

Table 4.6: Mentoring nurtures career development of mentee

	Frequency	Percent	Cumulative Percent
Strongly Disagree	1	2.0	2.0
Don't Know	2	3.9	5.9
Agree	29	56.9	62.7
Strongly Agree	19	37.3	100.0
Total	51	100.0	

The findings reveal that 92.2% of the respondents agree that mentoring programs nurtures career development of protégé, 3.9% did not know and 4% disagreed as shown in the table above.

This indicates that most respondents concur that through mentorship programs, the employees receive career development guidance.

Table 4.7: Level of Career development guidance in the Universities

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	2	3.9	3.9	3.9
Disagree	8	15.7	15.7	19.6
Don't Know	8	15.7	15.7	35.3
Agree	17	33.3	33.3	68.6
Strongly Agree	16	31.4	31.4	100.0
Total	51	100.0	100.0	

Analysis show that 64.7% of respondents agreed that the level of career development guidance was high in the University, 15% did not know while 19.6% disagreed as shown in the table above.

The number of staff who agreed that the level of career guidance in the Universities was high was slightly above half which shows that even if mentorship programs are capable of providing employees with career development guidance, the levels of this guidance was still not high.

The number of respondents who disagreed was considerably high which indicates that this matter needed to be addressed to the satisfaction of the employees.
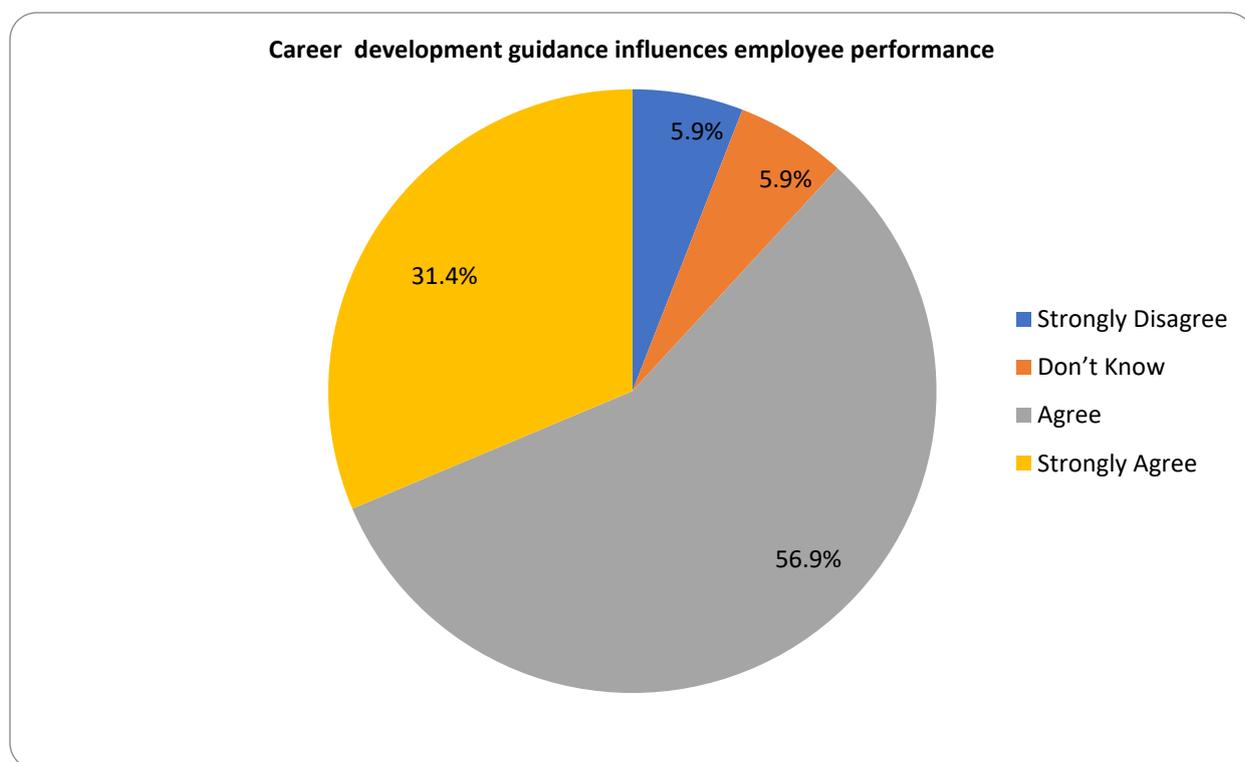

Career development guidance influences employee performance

Figure 4.4: Career development Guidance enhances employee performance
The analysis reveal that 88.3% of the respondents concurred that career development guidance enhances employee performance, 5.9% did not know and 5.9% disagreed as shown in table 4.11 above.
This shows that although a considerable number of employees were for the opinion that the levels of career development guidance was not high, a big percentage agreed that career development guidance played an important role in enhancing employee performance.
These findings enabled the achievement of the second objective, showing that career development guidance, positively influenced the employee performance.

Multiple Regression of Independent Variable on the Dependent Variables   4.3.3
The study further conducted a multiple regression analysis to determine the relationship between the employee performance and the three independent variables (knowledge transfer, career progression guidance and skills enhancement). The study applied the statistical package for social sciences (SPSS) to code, enter and compute the measurements of the multiple regressions for the study. As per the SPSS generated Table 4.14 below, the regression equation;

Table 4.14: Coefficients

Model	Unstandardized	Co-efficient	Standardized Co-efficient		
	B	**Error**	**Beta**	**t**	**Sig.**
(Constant)	50.214	4.670	-	2.377	.018
Knowledge Transfer	.482	.134	.366	3.452	.000
Career Development Guidance	.327	.142	.275	2.732	.004
Skills enhancement	.419	.128	.374	2.396	.000

(Y=$\beta_0+\beta_1$X$_1$+β_2X$_2$+β_3X$_3$+ε) becomes;
Y = 50.214+0.482X$_1$+0.327X$_2$+0.419X$_3$+ε
Where Y is the dependent variable (employee performance)
X$_1$ is knowledge transfer (independent variable)
X$_2$ is career progression guidance (independent variable)
X$_3$ is skills enhancement (independent variable)
According to the regression equation established, taking all factors into account (knowledge transfer, career progression guidance and skills enhancement) constant at zero, employee performance will be 50.214. This data findings also show that taking all other independent variables at zero, a unit increase in knowledge transfer through mentoring programs will lead

to a 0.482 increase in employee performance; a unit increase in career progression guidance through mentoring programs will lead to a 0.327 increase in employee performance; and a unit increase in skills enhancement through mentoring programs will lead to a 0.419 increase in employee performance.

This infers that career development guidance contributes more to employee performance followed by skills enhancement and knowledge transfer. At 5% level of significance and 95% level of confidence, knowledge transfer showed a 0.001 level significance, career progression had 0.007 and skills enhancement had 0.001 levels of significance.

CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS
5.1 Introduction
This chapter highlights summary of key findings, conclusions and most importantly the recommendations. All these attributes are guided by the research questions and the identified variables supporting the holistic study.

5.2 Summary
The research study was a success since all the underlined objectives were achieved. The researcher was in a position to get three quarters of response from the targeted respondents an attribute that made the whole task of data collection to be exhaustively done. In order to get diverse opinions and perceptions of different personalities across a wide range in regard to the role of mentoring programs on employee performance, the researcher requested the respondents to indicate their age bracket. From the basis of the findings the youth representation accounted for only 74.5% while the rest of respondents accounted for 25.5%.

In order to obtain intensive and extensive perspective in line with the role of mentoring programs on employee performance the researcher requested the respondents to indicate their work experience in the company.29.5% of the respondents have a work experience ranging a month to 1 year, 52.9% ranging from 2years to 5 years and the rest comprising 17.9% had work experience ranging from 6 years to 10 years. This findings show that the company has a balanced number of employees who have diverse understanding of the role of mentoring programs on employee performance. The findings also show that 82.3% comprise the protégé while the rest are in the mentors group. The researcher was also able to get opinions from different categories of staff comprising of top management, Middle level management, Teaching staff, and administrative staff.

The researcher also obtained detailed information on comparative analysis based on the role of mentoring programs on employees' performance. This comprised of the effect of knowledge transfer through mentorship on employee performance, effect of career progression guidance on employee performance and the effect of skills transfer on employee performance.

5.2.1 Career progression Guidance
In order to establish and do an assessment of the effects of career progression guidance on employee performance, the researcher measured the following factors: whether mentoring nurtures career development of the mentee, the level of career development guidance in Universities and whether career development guidance enhances employee performance. 92.2% agreed that mentoring programs nurtures career development, 64.7% of respondents agreed that the level of career development guidance was high in the University while 19.6% was for the opinion that the levels of career guidance were not high. Finally, 88.3% of respondents concurred that career development guidance enhances employee performance. The correlation analysis, makes it clear that there was a positive relationship between employee performance and career development guidance through mentorship with a correlation value of 0.962.

From the regression equation a unit increase in career development guidance offered in mentoring programs lead to a 0.327 increase in employee performance in organizations. This finding is in line with the findings of Cervero (2004) that emphasize that mentoring process can be used as an effective management tool that can be beneficial to the career of the mentor and protégé while assisting the organization to achieve its mission and goals.

5.2.2 Employee performance Indicators

The researcher also sought to establish if the mentorship programs influenced employees' performance by evaluating the effects of mentoring on the performance indicators, namely; performance appraisal ratings, students' enrolment, and levels of customer satisfaction. 76.4% of respondents concurred that mentoring programs influences the performance appraisal ratings positively, 66.7% agreed that mentoring programs lead to increased students enrolment and 78.4% agreed that they lead to high levels of customer satisfaction.

5.3 Conclusions

Though a lot of effort in terms of time and money have been put in establishing mentoring programs in Universities to ensure that the employees performance and in extension the performance of these universities, the researcher established that the programs have not been able to achieve all the expected results. For instance, only 66% of respondents agreed that mentoring programs would influence the rates of student enrolment in the University which is considered as one of the main performance indicator. The researcher therefore concludes that the structure of these mentoring programs is not developed to include the targets and the expected results

The researcher has been able to establish that mentoring programs influence the employees' performance positively. This has been established through the findings that indicate that indeed mentoring programs are used for knowledge transfer, career development guidance and skills enhancement which in turn lead to increased employee performance which is observed through improved performance appraisal ratings, increased student enrolment and increased levels of customer satisfaction.

The researcher established that mentoring programs encouraged sharing of ideas and experiences between protégé and mentors, the protégé also received advice on career advancement and development and were allowed to carry out challenging tasks as well as role model which all contributed positively towards these employees performance.

But at the same time some of the employee performance indicators have not improved even with mentoring programs in place. The researcher therefore has been able to conclude that though the programs are capable of increasing employees' performance, there have been some challenges in their implementation.

5.4 Recommendations

The researcher established that mentoring programs positively influence employees' performance in Universities, but in order for the programs to effectively make a positive impact on the employees' performance, a number of recommendation have been made here to;

The researcher recommends that for University management to ensure that the performance of employee is on the increase, they should develop solid mentoring structures in which every new staff member joining the University is attached to a mentor who is not necessarily their job supervisor. The mentor should be someone that the protégé is able to relate to at a personal level to ensure a close relationship that will promote knowledge and skills transfer as well as guidance and advice from the mentor. The researcher recommends that to ensure

that the program is beneficial, both parties should set time which they will spend together for advancement of the relationship targets.

From the findings, the number of young employees was above that of older employees. The researcher therefore recommends that University management invest in employing/engaging older employees who have more experience in Universities, to ensure there is a balance between the number of staff in need of mentoring and the ones capable of offering. They should also put in place measures to ensure staff retention so that the Institutions have competent employees who have enough experience and are capable of offering mentoring. This will avoid situations where most of the employees in the Universities are relatively new and therefore in need of mentoring.

From the findings knowledge transfer, career development guidance and skills enhancement were all transferred from mentor to protégé and all influenced employee performance positively. The researcher therefore recommends that when the mentor and protégé are starting a mentoring program, a system should be developed where the protégé should has well documented aspirations in terms of knowledge, skills and career and the mentor should as well have his objectives of what he expects to do with the protégé. Management will be therefore be able to clearly evaluate the effectiveness of these programs.

The researcher also recommends that the two Universities should establish effective performance appraisal systems to enable monitoring and evaluation of the mentoring programs and establish their effectiveness on their set targets.

The managements should also ensure that the mentoring programs have clearly set guidelines and targets to ensure effectiveness of the programs. The programs should aim to impart knowledge transfer, skills enhancement and career development guidance. The targets for the programs should be to ensure improved performance appraisals, increased students enrolment, and high levels of customer satisfaction.

5.5 Suggestions for Further Research
The researcher suggests that more studies be conducted especially in Kenya on the challenges on effectiveness of the mentoring programs. This will significantly add value to Public Universities and other institutions in realizing the best practices in implementation of mentoring programs. This will ensure that institutions meet their objectives and goals through improved performance of their employees.

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