

Motivation Factors Associated with Nurse Managers' Preparedness in Mentorship Role at Kenyatta National Hospital, Kenya

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Abstract

Mentorship plays a crucial role in the professional development of nurses, emphasizing a patient-centric approach to nursing care. However, there exists a lack of clarity regarding the preparatory measures for nurses in charge who, at the same time, are ward managers, posing challenges in effectively conveying their multifaceted responsibilities. The study aimed to assess motivation factors associated with the preparedness of nurse managers for mentorship roles at Kenyatta National Hospital. The study employed a descriptive cross-sectional design, utilizing a simple random sampling strategy to engage 88 respondents. Data analysis was done using descriptive analysis. The findings indicated that the majority of nurses were motivated, and received enumeration as responsibility allowance but not for mentorship. There should be a system in place for providing regular feedback to nurse managers regarding their performance as mentors. Constructive feedback is essential for guiding their mentorship activities and fostering continuous improvement.

Keywords: *Motivation factors, nurse managers, preparedness in mentorship role*

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1. Introduction

Nursing care has a strong foundation in mentoring. According to Bodur and Infal (2015), it is one of the ways nurses develop in their line of work to provide patient-centered care. To help one another in their personal and professional life and ultimately increase their efficacy in their respective professions, mentoring entails a dynamic relationship between two people (Kukkonen, 2020). Nurse managers who are in charge of their specific operational environments take on mentoring responsibilities in the healthcare setting (AlSabei Ross & Lee, 2019). However, several circumstances have led to a distinct assessment of how prepared the majority of nurse managers are to assume these managerial roles. It is challenging to understand the degree of mentoring that nurse managers can provide because the majority of these roles are not filled through competitive recruitment (Cummings, Lee, Regor, Davey, Wong, Paul, & Stafford, 2019). Because there are no clear organizational policies or established norms, nurse managers' capacity to provide high-quality mentoring is often disregarded.

The ability of nurse managers to assess nursing staff and student learning, organize quality assurance activities for patient care, assess internal nurse training programs, generate reports regularly, and assess junior staff training needs is essential to providing high-quality healthcare. When they are well-equipped to carry out their responsibilities, this can be accomplished (Choi, Moon, Steinecke, & Prescott, 2019). Additionally, it's possible that nurse managers don't have enough professional development opportunities or training to get them ready for their mentoring job. Budgetary restrictions, a lack of funding, or a lack of focus on mentoring in nursing education and training programs could be the cause of this. Finally, Bodur (2015) makes the case that nurse managers could not get the assistance they need from their managers or the company to fulfill their mentorship duties. This could be due to a lack of resources, scheduling constraints, or acknowledgment and gratitude for their work. In a hospital context, nurse managers (NMs) are essential because they mentor, oversee quality assurance initiatives, assess training needs, and create standard operating procedures (Kukkonen, 2020).

The degree of readiness of nurse ward managers for their crucial functions has become a major worry on a global scale, making it difficult to adequately communicate their managerial obligations (Manion et al., 2021). This worry emphasizes how important it is to investigate the causes of this deficiency. Nurse manager readiness is significantly influenced by institutional factors, which include things like role-specific training, leadership policies, motivating techniques, compensation plans, and intentional mentorship exposure for junior employees. Research emphasizes how important post-graduate education is for nurse ward managers since it gives them a better understanding of the complex managing aspects of nursing (Gray & Brown, 2016). Given the global setting, our results highlight the necessity of all-encompassing strategies to enhance nurse manager preparedness, which is pertinent to improving healthcare management techniques.

The World Health Organization's (WHO) 2020 'State of the World's Nursing' report highlights the need to understand leadership roles in nursing in the regional context (WHO, 2020). Nurse managers in Sub-Saharan Africa must have a sophisticated grasp of leadership, management, and mentoring roles since they are entrusted with a complex interplay of these duties. The management component of nurse managers' mentorship responsibilities is especially crucial since it calls for the skillful application of knowledge and abilities to mentor and assist their subordinates. However, there is also a problem with nurse managers' readiness for these diverse tasks throughout Africa, especially when it comes to carrying out mentorship responsibilities effectively. Broadly speaking, Douglas (2017) carried out a study that supports these worries by emphasizing how the insufficient preparedness of nurse managers for mentorship roles hinders the effective management and oversight of nursing staff and students in clinical settings. This regional perspective highlights the urgent need for focused interventions to improve nurse management readiness, highlighting its ripple effects on healthcare and education throughout Africa.

The complexities of nurse manager responsibilities become even more apparent in the local environment. Local factors in Kenya highlight the necessity for nurse managers to possess management and leadership skills and skillfully handle the mentoring role (Kemboi, 2015). A solid understanding of the subtleties of leadership is the foundation of effective mentoring,

which serves as a vital link between academic theory and real-world implementation. The material now in publication, however, highlights a significant lack of readiness on the part of Kenyan nurse managers to carry out these complex responsibilities. This disparity affects how well nursing personnel and students are guided and developed in clinical settings. A thorough examination of mentorship role readiness in the Kenyan healthcare system is required due to the ambiguous process of promoting nurse managers to their roles, which further complicates matters.

Furthermore, through staff training, leadership, incentives, and clear policies, institutions also implement a variety of focus techniques to enhance nurse managers' capacity and abilities to achieve better results in their responsibilities. Within their jurisdiction, nurse managers are well-trained and equipped to mentor and oversee other nurses and nursing students (Hoover et al., 2020). The situation is different in low-resource environments, though, where NMs' performance is not thought to be much impacted by how well they are prepared for their duty (Nagle et al., 2021).

In its strategic plan, Kenyatta National Hospital has implemented policies and leadership, as well as steps to direct training and ongoing education. However, these tactics have proven challenging to execute, monitor, and actualize. Because of this, it has been challenging to comprehend how the institution contributes to nursing competencies in terms of motivation, training, purposeful exposure, and continuous education programs. Furthermore, there has not been a thorough investigation of nurse managers' readiness and effectiveness in communicating their responsibilities in the local setting.

1.1 Problem Statement

The effectiveness of nurse managers in providing essential mentorship to their subordinates is pivotal for enhancing nursing skills and elevating patient care standards. Nurse managers should ideally possess the requisite knowledge and competencies to offer effective mentorship, guiding their staff toward professional growth. Furthermore, creating a positive work environment conducive to continuous learning and staff development falls within their purview. For this purpose, nurse managers must be adequately prepared through mentorship training programs that equip them with the skills necessary to mentor effectively and hone their leadership and communication abilities to foster a supportive workplace.

However, a pressing concern emerges within the context of Kenyatta National Hospital (KNH), where issues about nurse managers' preparedness for their mentorship roles have given rise to uncertainty. The criteria governing the elevation of nurses to nurse manager positions remain undefined, raising questions about the foundation upon which such roles are built (Kenyatta National Hospital, 2019). An examination by Kemboi (2019) focusing on career planning and succession practices among clinicians at KNH exposed a lack of specified mentorship programs, which has led to ineffective guidance and inadequate mentorship for nursing staff. Despite the hospital's attempts to provide mentorship training, nurses often find themselves ill-equipped to undertake the mentorship mantle. This deficiency contributes to a significant challenge in clarifying the role of nurse managers, undermining the potency of mentorship and its consequences on patient care.

As highlighted within the hospital's context, challenges persist. Some specialized nurses exit the institution following training and appointment as nurse mentors. In contrast, others shun the responsibility due to unpreparedness, perceived lack of skills, time constraints, and elevated workloads. This intricate landscape underscores the need to assess the readiness of nurse managers at KNH for their mentorship roles, identify deficiencies, and devise strategies to enhance their preparedness, which will bolster the caliber of patient nursing care. This study explores the institutional factors influencing nurse managers' readiness for their mentorship roles at KNH, illuminating the path toward informed improvements within the healthcare ecosystem.

In policy, a comprehensive approach is imperative to address the challenges of nurse manager mentorship preparedness at Kenyatta National Hospital (KNH). Establishing clear and well-defined criteria for the selection and elevation of nurse managers is paramount. This entails formulating explicit guidelines delineating the qualifications, competencies, and experiences requisite for assuming mentorship roles. Furthermore, implementing structured mentorship training programs aligned with KNH's specific needs should be a cornerstone of policy intervention. Such programs should encompass theoretical knowledge, practical skills, and leadership development, equipping nurse managers with the multifaceted proficiencies required for effective mentorship. Another pivotal policy avenue is emphasizing mentorship within the hospital's broader professional development strategy and allocating dedicated resources for mentorship initiatives. Ensuring mentorship is viewed as an essential aspect of nursing leadership roles could be achieved through performance assessments that encompass mentorship contributions. Ultimately, a comprehensive policy approach that interweaves mentorship readiness into nurse manager roles is crucial for fostering a culture of continuous learning, elevating patient care, and nurturing the growth of nursing professionals within the hospital.

Amidst the backdrop of Kenyatta National Hospital (KNH) being a teaching and referral hospital, it's noteworthy that various channels for feedback exist, as evidenced by the KNH/M&46/177 Nursing Standards Customer Feedback Register and the KNH/PD/45/170A Complains and Compliment Customer Feedback Register. These registers are platforms where student nurses and patients/relatives can articulate their experiences and concerns regarding nurse managers' preparedness for mentorship roles and patients' nursing services. Moreover, in alignment with HR 2023, KNH has implemented cross-cutting policies encompassing quality, anti-corruption, and environmental aspects, underscoring the institution's commitment to excellence. However, a notable void emerges concerning the absence of established nurse manager preparedness in mentorship. This deficiency forms a critical aspect of nursing leadership that necessitates comprehensive exploration, considering the hospital's teaching and referral status. Thus, this study was poised to bridge this knowledge gap by delving into motivation factors associated with the preparedness of nurse managers in mentorship roles at Kenyatta National Hospital.

2. Literature Review

2.1 Theoretical Review

Donabedian's hypothesis (2018) guides the exploration of preparedness for mentorship roles among Kenyatta National Hospital (KNH) nurse managers. Donabedian's framework posits that the quality of care can be deconstructed into three interconnected and equally vital components: structure, process, and outcomes, with the consideration of balancing factors for improvement. This model is built on the premise that structural attributes are significantly associated with process metrics, which subsequently impact outcome measures (Desharnais, 2018). Central to this analysis is the intricate interplay between cause and effect, particularly when accommodating the unique characteristics of individual nurse managers.

In the context of this study, the Donabedian model was operationalized through the structural component. This encompasses the institutional structure of KNH, wherein recommendations were proposed to leaders for revising and formulating policies concerning the Nurse Manager Preparedness for the mentorship role (NMS-PM). The study advocates for fostering a culture of mentorship readiness among new managers, supported by the creation of mentorship-enabling environments, comprehensive training and educational programs, incentivization of mentors, and the establishment of evaluative frameworks for assessing nurse managers' mentorship role preparedness. This institutional policy overhaul seeks to exert a profound association on processes within KNH, ensuring robust communication channels and a conducive atmosphere for mentorship. By applying Donabedian's theoretical framework, this study aims to illuminate the structural elements that impact mentorship readiness among nurse managers and offer strategic insights into refining the healthcare ecosystem to nurture mentorship-driven leadership practices.

The study aligns with Donabedian's Framework of quality by addressing the structural component, encompassing the institutional structures and policies surrounding nurse manager mentorship preparedness (NMS-MP) at Kenyatta National Hospital (KNH). Donabedian's model posits that the quality of care can be evaluated based on three interconnected components: structure, process, and outcomes.

Firstly, the study focuses on the structural attributes within KNH, examining the existing policies, resources, and support systems for nurse manager mentorship. The study aims to identify gaps and challenges that may impede nurse managers' readiness for mentorship roles by analyzing these structural elements. This aligns with Donabedian's emphasis on the importance of structural factors in shaping the quality-of-care delivery.

Secondly, the study proposes recommendations for enhancing mentorship readiness among nurse managers, directly influencing the process component of Donabedian's framework. These recommendations include the creation of mentorship-enabling environments, comprehensive training programs, and evaluative frameworks for assessing mentorship role preparedness. By improving these processes, the study seeks to facilitate effective mentorship practices within KNH, ultimately enhancing patient care quality. Overall, the study fits within Donabedian's Framework of Quality by addressing the structural component and proposing interventions to improve the process of mentorship preparation among nurse managers. By

focusing on these aspects, the study aims to enhance patient care outcomes and the overall quality of healthcare delivery at KNH.

2.2 Empirical Review

Jarnigan (2015) discovered that ensuring the nurse managers are motivated. According to some research, nurses inspired by their manager's appreciation feel they are earning respect and have access to vocational training and education opportunities to be more productive in their field. Further research is needed to examine the motives of nursing professionals for pursuing the position. The respondents in the research gave their feedback that having good enumerations in terms of salary and allowances motivated nurse managers in their roles, making them more effective. They also commented that motivation through award recognition is also effective in mentorship role preparedness. Motivation is an essential factor that can influence nurse managers' preparedness to take on mentorship roles. Salary and other forms of remuneration are critical components of motivation in the workplace, and they can significantly impact nurse managers' readiness to engage in or ship activities.

Globally, a study by Choi, Moon, Steinecke, & Prescott (2019) noted that financial incentives, such as salary increases, were crucial in promoting mentorship programs in academic medical centers. Douglas (2017) noted that low salaries and inadequate compensation were significant challenges facing the nursing workforce in the African region, including Kenya. These factors can negatively impact motivation and hinder the ability of nurse managers to engage in mentorship activities effectively. Therefore, adequate remuneration can promote mentorship readiness among this region's nurse managers.

At the local level, a study by Webb et al. (2017) opined that compensation and benefits remained important factors in attracting and retaining nursing professionals. The study noted that career development opportunities, including mentorship programs, were viewed positively by nurses and were considered essential to their career growth. Therefore, providing adequate compensation and benefits, including opportunities for professional development, can effectively motivate nurse managers to take on mentorship roles.

Cummings et al.'s (2018) study identified the importance of providing financial support for leadership development programs. This finding further emphasizes the role of salary and other forms of remuneration in promoting readiness for mentorship among nurse managers. Adequate salary and other forms of remuneration can significantly be a factor associated with nurse managers' motivation and preparedness to take on mentorship roles. This is crucial in the global, regional (African), and local (Kenyan) contexts, where the nursing workforce faces various challenges. It is, therefore, essential for institutions to provide competitive salaries and benefits as part of their strategies to promote readiness in mentorship among nurse managers. However, in KNH, there is a need to determine how motivation is associated with nurse managers' preparedness mentorship role.

3. Methodology

The study employed a descriptive cross-sectional design, utilizing a simple random sampling strategy to engage 88 respondents. Data collection involved a carefully designed self-administered questionnaire comprising a blend of open-ended and closed-ended inquiries to ensure a comprehensive exploration. Before this study, a pre-test was done at KUTRRH to

improve the tool's validity and reliability. The resultant quantitative data was analyzed using SPSS version 27, with implications unveiled through tables, figures, and pie charts. Necessary permissions were obtained from relevant authorities, including the Kenya Methodist Scientific and Ethical Review Committee (KEMU-SRC), the National Commission for Science, Technology, and Innovation (NACOSTI), and the Kenyatta Hospital and University of Nairobi Research and Ethics Committee (KNH-OUN-ERC) and deputy director nursing services (DNS) KNH. Participants' informed consent was diligently obtained, safeguarding voluntariness, confidentiality, and anonymity. Numerical codes were used to ensure privacy on questionnaires, meticulously secured when not in use. The correlation coefficient was used to determine the association between variables.

4. Results and Discussion

The study assessed motivation factors associated with the preparedness of nurse managers in mentorship roles at KNH. This objective was assessed by evaluating mentorship and coaching, salary remuneration, participation in leadership meetings, and training incentives.

4.1 Nurse manager mentorship and coaching

A 5 Likert scale was used to assess the nurse manager's motivation and coaching. The Likert scale had five options 1 represented strongly disagree, 2 represented disagree, 3 represented neutral response, 4 represented agree and 5 represented strongly agree. The research findings showed that the organization does not provide adequate resources for mentorship programs, this was suggested by 21 (23.9%) who disagreed and 47 (53.4%) who were not sure if the hospital provided adequate resources. The senior management was reported by 5 (5.7%) to encourage and support mentorship programs, however, the majority of the nurse managers reported that they were not encouraged. A similar proportion was reported to be provided with regular training and development opportunities for mentors.

The organization provides adequate resources for mentorship programs.

The findings reveal varied perceptions among nurse managers regarding the provision of resources by their organization for mentorship programs. While a notable percentage (35.2%) agreed that their organization provides adequate resources, a considerable portion (42%) remained neutral, indicating uncertainty or ambiguity about the adequacy of these resources. Moreover, a significant percentage (17%) disagreed, suggesting a perceived lack of provision of adequate resources for mentorship programs. This suggests a potential gap in resource allocation that may hinder the effectiveness of mentorship initiatives within the organization.

Mentorship programs are encouraged and supported by senior management.

The data indicate mixed erceptions regarding the encouragement and support of mentorship programs by senior management. While a notable percentage (46.6%) agreed that senior management encourages and supports such programs, a substantial portion (28.4%) remained neutral, suggesting uncertainty or ambiguity about the extent of support provided. Additionally, a smaller percentage (19.3%) disagreed, indicating a perceived lack of encouragement and support from senior management for mentorship programs. This inconsistency in perceptions underscores the importance of clear communication and active involvement of senior management in fostering a culture that values mentorship and professional development within the organization. This inconsistency in perceptions underscores the critical importance of clear

communication and active involvement of senior management in fostering a culture that values mentorship and professional development within the organization (McHugh et al., 2021).

The organization provides ongoing support for mentor-mentee relationships.

The findings suggest varied perceptions among nurse managers regarding the provision of ongoing support for mentor-mentee relationships within their organization. While a notable percentage (47.7%) disagreed that their organization provides ongoing support, a significant portion (22.7%) agreed, indicating some level of support. Moreover, an additional percentage (18.2%) remained neutral, suggesting uncertainty or ambiguity about the provision of ongoing support for mentor-mentee relationships. This highlights the need for organizations to prioritize ongoing support mechanisms to nurture and sustain effective mentor-mentee relationships, which are crucial for professional development and knowledge transfer within the nursing workforce (Douglas, 2019).

There are clear expectations and guidelines for mentorship within my organization.

The data indicate mixed perceptions among nurse managers regarding the existence of clear expectations and guidelines for mentorship within their organization. While a notable percentage (30.7%) remained neutral, suggesting uncertainty or ambiguity about the presence of clear expectations and guidelines, a significant portion (29.5%) agreed that such expectations and guidelines exist. However, a smaller percentage (22.7%) disagreed, indicating a perceived lack of clarity or absence of established guidelines for mentorship. This variability in perceptions underscores the importance of establishing transparent and well-defined expectations and guidelines to guide mentorship activities effectively within the organization.

The hospital provides opportunities for mentorship across departments and specialties.

The findings suggest varying perceptions among nurse managers regarding the provision of opportunities for mentorship across departments and specialties within the hospital. While a notable percentage (43.2%) agreed that such opportunities are provided, a considerable portion (34.1%) remained neutral, indicating uncertainty or ambiguity about the availability of cross-departmental and cross-specialty mentorship opportunities. Notably, a smaller percentage (22.7%) disagreed, suggesting a perceived lack of opportunities for mentorship across different areas within the hospital. This highlights the importance of fostering collaboration and knowledge exchange across departments and specialties through structured mentorship programs, which can contribute to enhanced professional development and interdisciplinary collaboration within the healthcare organization.

Table 1: Factors associated with nurse manager mentorship and coaching

Statement	Strongly disagree	disagree	neutral	Agree	Strongly agree
My organization provides adequate resources for mentorship programs.	15(17%)	31(35.2%)		5(5.7%)	0(0%)
Mentorship programs are encouraged and supported by senior management.		17(19.3%)	41(46.6%)	5(5.7%)	0(0%)
My organization provides regular training and development opportunities for mentors.	15(17%)	31(35.2%)	37(42%)	5(5.7%)	0(0%)
Mentorship is valued and recognized as an important component of professional development in the hospital	2(2.7%)	16(18.2%)	37(42%)	10(11.4%)	5(5.7%)
My organization provides ongoing support for mentor-mentee relationships.	20(22.7%)	42(47.7%)	16(18.2%)	5(5.7%)	4(5.7%)
There are clear expectations and guidelines for mentorship within my organization.	20(22.7%)	26(29.5%)	27(30.7%)	10(11.4%)	5(5.7%)
The hospital provides opportunities for mentorship across departments and specialties.	30(34.1%)	38(43.2%)	20(22.7%)	0(0%)	0(0%)

4.2 Salary remuneration

The nurse manager's salary may contribute to the nurse manager's mentorship role. This was assessed by a Likert scale which had five options: 1 represented strongly disagree, 2 represented disagree, 3 represented neutral response, 4 represented agree and 5 represented strongly agree. The research findings indicated that the majority of the nurse managers 36 (40.9%) received monetary allowance and benefits as mentors. This was also supported by 21 (23.9%) of the nurse mentors who reported that the hospital recognizes and rewards mentors for their contribution to the organization. However, the majority of the nurse managers 30 (34.1%) were not sure if the management provided the necessary resources and tools for mentorship.

Management provides monetary allowance and benefits for mentors.

The data reveal that a significant portion of nurse managers (40.9%) reported receiving monetary allowance and benefits as mentors within the organization. This suggests that the hospital recognizes and rewards mentors for their contribution, as supported by 23.9% of nurse mentors. However, a notable percentage (18.2%) disagreed with this statement, indicating a potential discrepancy in the provision of monetary incentives for mentorship roles.

Additionally, a small percentage (11.4%) remained neutral, suggesting uncertainty or lack of awareness regarding the provision of such benefits.

Management recognizes and rewards mentors for their contribution to the organization.

The findings indicate mixed perceptions among nurse managers regarding the recognition and rewards provided for mentors by the management. While a notable percentage (29.5%) agreed that mentors are recognized and rewarded, a significant portion (22.7%) disagreed with this statement. Moreover, 17% remained neutral, indicating uncertainty or lack of clarity regarding the recognition and rewards for mentorship activities. This variability in perceptions underscores the importance of transparent and consistent recognition and reward mechanisms to incentivize and motivate nurse managers to actively engage in mentorship roles. Vahey et al. (2014), emphasize the importance of organizational factors, such as recognition and reward systems, in influencing nurse satisfaction and organizational outcomes, which are pertinent to the discussion of mentorship support in healthcare settings.

Management supports mentors by providing necessary resources and tools.

The data illustrate varying perspectives among nurse managers concerning the support provided by management in terms of necessary resources and tools for mentorship. A notable proportion (34.1%) agreed that management supports mentors in this aspect, indicating some level of provision. However, a substantial percentage (25%) disagreed, suggesting a perceived inadequacy in the provision of resources and tools. Furthermore, 23.9% remained neutral, reflecting uncertainty or lack of clarity regarding the extent of support provided by management in this regard. This indicates a potential area for improvement to ensure that mentors have the necessary resources to effectively carry out their roles.

Management encourages and facilitates mentor-mentee relationship-building

The findings reveal varied perceptions regarding the encouragement and facilitation of mentor-mentee relationship building by management. A significant portion of nurse managers (47.7%) agreed that management encourages and facilitates such relationships, indicating active support and promotion. However, a small percentage (5.7%) disagreed with this statement, suggesting a lack of perceived encouragement or facilitation from management. Additionally, 28.4% remained neutral, indicating a level of uncertainty or ambiguity regarding management's role in promoting mentor-mentee relationships. This highlights the importance of clear communication and active facilitation by management to foster effective mentor-mentee dynamics within the organization.

Management provides regular training and development opportunities for mentors.

The data suggest mixed perceptions among nurse managers regarding the provision of regular training and development opportunities for mentors by management. While a notable proportion (42%) agreed that such opportunities are provided, indicating some level of support, a significant percentage (17%) disagreed with this statement, suggesting a perceived lack of regular training and development initiatives. Moreover, 28.4% remained neutral, reflecting uncertainty or lack of awareness regarding the extent of training and development opportunities provided by management. This underscores the importance of consistent and structured training programs to enhance the effectiveness of mentorship initiatives and support the professional growth of mentors.

Management promotes and values the importance of mentorship in achieving organizational goals.

The findings indicate varied perspectives among nurse managers regarding management's promotion and valuation of mentorship in achieving organizational goals. While a substantial percentage (53.4%) agreed that management promotes and values mentorship, indicating active support and recognition, a notable proportion (17%) disagreed with this statement, suggesting a perceived lack of emphasis or recognition of mentorship's importance. Additionally, 12.5% remained neutral, reflecting uncertainty or ambiguity regarding management's stance on the significance of mentorship. Moeta and Du Rand (2019) argue that uncertainty or ambiguity regarding management's stance on the significance of mentorship highlights the importance of aligning organizational goals with mentorship initiatives and ensuring that mentorship is valued as a strategic component of organizational development and success.

Table 2: Remuneration factors associated with nurse manager’s mentorship roles

Statement	Strongest disagree	disagree	neutral	agree	Strongly agree
Management provides monitory allowance and benefits for mentors	10(11.4%)	21(23.9%)	16(18.2%)	36(40.9%)	5(5.7%)
Management recognizes and rewards mentors for their contribution to the organization	15(17%)	26(29.5%)	8(9.8%)	21(23.9%)	18(20.4%)
Management supports mentors by providing necessary resources and tools	10(11.4%)	21(23%)	30(34.1%)	21(23.9%)	6(6.5%)
Management encourages and facilitates mentor-mentee relationship-building	5(5.7%)	42(47.7%)	25(28.4%)	16(18.2%)	(%)
Management provides regular training and development opportunities for mentors	15(17%)	37(42%)	25(28.4%)	11(12.5%)	00%)
Management promotes and values the importance of mentorship in achieving organizational goals	15(17%)	47(53.4%)	15(17%)	11(12.5%)	0(0%)

4.3 Participating in leadership meetings

During the leadership meetings, the nurse manager gains more skills. This was assessed by a Likert scale which had five options: 1 represented strongly disagree, 2 represented disagree, 3 represented neutral response, 4 represented agree and 5 represented strongly agree. Mentors were not encouraged to participate in leadership meetings as shown by 42 (47.7%). However, 18.2% of the nurse managers were provided with opportunities for professional growth and development. The hospital was found to provide support for mentors' participation in mentorship programs and hospital managers valued and recognized mentors' contributions to the hospital. However, only 5 (5.7%) reported to be provided with constructive feedback on their performance.

The current study findings are in agreement with previous studies that have shown that mentorship and coaching can increase job satisfaction, support for mentorship programs, self-efficacy, and confidence in clinical skills among nurses (Chang et al., 2016; Kipkorir et al., 2019). These factors could contribute to increased motivation among nurse managers to engage in mentorship activities. Mentorship and coaching can influence the motivation of nurse managers to take on mentorship roles, and this has been demonstrated at the global, regional, and local levels (Peltzer et al., 2015).

Mentors are encouraged to participate in leadership meetings.

The data indicate varying perspectives among nurse managers regarding the encouragement of mentors' participation in leadership meetings. A significant portion (47.7%) disagreed with the statement, suggesting a lack of encouragement from management for mentors to participate in such meetings. Conversely, a smaller percentage (22.7%) agreed, indicating some level of encouragement, albeit limited. Additionally, 23.9% remained neutral, reflecting uncertainty or lack of clarity regarding management's stance on mentor participation in leadership meetings. This underscores the potential opportunity for management to actively involve mentors in leadership discussions to enhance their skills and contribute to organizational decision-making processes.

Managers provide opportunities for professional growth and development.

The findings reveal varied perceptions regarding the provision of opportunities for professional growth and development by managers. While a notable proportion (39.8%) disagreed with the statement, suggesting a perceived lack of opportunities, a smaller percentage (18.2%) agreed, indicating some level of support for professional growth and development initiatives. Moreover, 36.4% remained neutral, reflecting uncertainty or ambiguity regarding the extent of opportunities provided by managers. According to Nazir, Parveen, and Afzal (2021), uncertainty or ambiguity regarding the extent of opportunities provided by managers highlights the importance of fostering a culture of continuous learning and development within the organization to support mentorship activities and enhance the skills of nurse managers.

Managers encourage and support mentors' participation in mentorship programs.

The data illustrate mixed perceptions among nurse managers regarding management's encouragement and support for mentors' participation in mentorship programs. While a notable portion (34.1%) agreed that managers encourage and support such participation, indicating some level of facilitation, a similar percentage (36.4%) disagreed, suggesting a perceived lack of encouragement or support. Additionally, 17% remained neutral, reflecting uncertainty or lack of awareness regarding management's stance on mentorship program participation. This underscores the importance of clear communication and active support from management to promote mentorship initiatives and facilitate mentor engagement in such programs.

Managers recognize and value mentors' contributions to the hospital.

The findings indicate varied perspectives among nurse managers regarding management's recognition and valuation of mentors' contributions to the hospital. While a significant percentage (42%) agreed that managers recognize and value such contributions, indicating active support and acknowledgment, a notable portion (17%) disagreed with this statement, suggesting a perceived lack of recognition or appreciation. Moreover, 23.9% remained neutral, reflecting uncertainty or ambiguity regarding management's acknowledgment of mentors' contributions. This highlights the importance of fostering a culture of appreciation and recognition within the organization to motivate mentors and enhance their engagement in mentorship activities.

My manager provides mentors with constructive feedback on performance.

The data reveal diverse perceptions among nurse managers regarding the provision of constructive feedback by managers to mentors on their performance. A considerable proportion (39.8%) disagreed with the statement, indicating a perceived lack of constructive feedback provided by managers. Conversely, a smaller percentage (30.7%) agreed, suggesting some level of constructive feedback being offered, albeit not universally. Additionally, 23.9% remained neutral, indicating uncertainty or lack of clarity among nurse managers regarding the extent to which managers provide constructive feedback on mentors' performance. This highlights the importance of effective feedback mechanisms in mentorship programs to support mentors' professional growth and enhance their effectiveness in guiding and developing their mentees.

Overall, the findings underscore the significance of constructive feedback in mentorship relationships and its impact on mentor performance and mentee development. Latimer (2015) argues that managers play a crucial role in providing mentors with meaningful feedback that can help them identify areas for improvement, capitalize on strengths, and ultimately enhance the quality of mentorship provided. Clear communication and regular feedback sessions can foster a culture of continuous improvement and professional development among mentors, contributing to the overall success of mentorship programs within the organization (Kaiser, 2017). Therefore, managers must prioritize the provision of constructive feedback to mentors, ensuring their ongoing growth and effectiveness in supporting the development of their mentees.

Table 3: Nurse manager participation in leadership meetings in preparation for mentorship roles

Statement	Strongest disagree	disagree	neutral	agree	Strongly agree
	20(22.7%)	42(47.7)%	21(23.9)%	5(5.7%)	0(0%)
Managers provide opportunities for professional growth and development.	35(39.8%)	32(36.4)%	5(5.7%)	16(18.2)%	0(0%)
Managers encourage and support mentors' participation in mentorship programs.	30(34.1%)	32(36.4)%	15(17%)	11(12.5%)	0(0)
Managers recognize and value mentors' contributions to the hospital	15(17%)	37(42%)	21(23.9)%	15(17%)	0(0)%
My manager provides mentors with constructive feedback on performance.	35(39.8%)	27(30.7)%	21(23.9)%	5(5.7%)	0(0)%

4.4 Training incentives

Incentives can be used to motivate nurse managers. A Likert scale which had five options: 1 represented strongly disagree, 2 represented disagree, 3 represented neutral response, 4 represented agree and 5 represented strongly agree was used to assess the training incentives provided to the nurse managers. The hospital provides training incentives though not to all nurse managers as well as supporting the nurse managers in providing mentorship as suggested by 20 (22.7%) nurse managers. Seventeen percent of the nurse managers indicated that the management provided resources for mentorship while 21 (23.9%) and 20 (22.7%) agreed and strongly agreed that the management recognizes and rewards mentorship activities.

There was a positive linear relationship between the provision of incentives and nurse manager preparedness in their mentorship roles since out of 49 nurse managers who indicated to be given the incentives, 31 were found to be moderately prepared for nurse manager mentorship roles.

Training Incentives Provided by Management

The data regarding the provision of training incentives by management for nurse managers shows a varied response among respondents. Around 17% of nurse managers strongly agreed that training incentives are provided, while a slightly higher percentage (23.9%) agreed with this statement. However, a notable portion (19.3%) responded neutrally, suggesting uncertainty or lack of clarity regarding the provision of these incentives. Additionally, 17% disagreed with the statement, indicating skepticism or a perception of insufficient training incentives, while

22.7% strongly disagreed, signifying strong disbelief or lack of awareness about the provision of such incentives.

Support for Mentors Provided by Management

Regarding the support for mentors provided by management in offering mentorship, the data reveals a similar pattern of mixed perceptions among respondents. Approximately 17% of nurse managers strongly agreed that mentors are supported by management in providing mentorship, while 29.5% agreed with this statement. However, a considerable portion (18.2%) expressed a neutral response, suggesting uncertainty or lack of awareness about the level of support provided. Moreover, 12.5% disagreed, indicating skepticism or a perception of insufficient support, while 22.7% strongly disagreed, signifying strong disbelief or lack of awareness regarding the support provided for mentors.

These findings underscore the critical need for healthcare organizations to enhance clarity and consistency in support mechanisms for mentorship initiatives. Kajander-Unkuri et al. (2018) emphasize the importance of organizational support in promoting effective mentorship programs, highlighting that clear management involvement and support can significantly influence the success and perceived effectiveness of mentorship roles among healthcare professionals.

Management's Provision of Resources for Mentorship Activities

The data on management's provision of resources for mentorship activities shows varying responses among respondents. Around 28.4% of nurse managers strongly agreed that management provides resources for mentorship activities, while 18.2% agreed with this statement. However, a notable portion (36.4%) disagreed, suggesting skepticism or a perception of insufficient resources provided for mentorship activities. Additionally, 17% expressed a neutral response, indicating uncertainty or lack of awareness about the provision of resources, while 0% strongly disagreed, implying a lack of belief or awareness regarding the provision of such resources.

Management's Recognition and Rewards for Mentorship Activities:

Regarding management's recognition and rewards for mentorship activities, the data indicates mixed perceptions among respondents. Approximately 28.4% of nurse managers strongly agreed that management recognizes and rewards mentorship activities, while 12.5% agreed with this statement. However, a significant portion (12.5%) disagreed, indicating skepticism or a perception of insufficient recognition and rewards for mentorship activities. Moreover, 23.9% strongly disagreed, signifying strong disbelief or lack of awareness regarding the recognition and rewards provided for mentorship activities.

Table 4: Training incentives for nurse managers in preparation for mentorship roles

Statement	Strongest disagree	disagree	neutral	agree	strongly agree
Training incentives are provided by the management	15(17%)	36(31.67)	17(19.3%)	10(11.3)	10(11.3)%
Mentors are supported by management in providing mentorship	15(17%)	26(29.5%)	16(18.2)%	11(12.5)%	20(22.7)%
Management provides resources for mentorship activities	25(28.4)%	8(8.2%)	32(36.4)%	15(17%)	8(9.3%)
Management recognizes and rewards mentorship activities	21(23.4)%	2(2.5%)	11(12.5%)	34(39%)	20(22.7%)

5. Conclusion

The study concluded that the majority of nurses were motivated, and received enumeration as responsibility allowance but not for mentorship as a result indicated that there was no policy agreement with study findings by Douglas (2017) whose findings revealed that low salaries and inadequate compensation were significant challenges facing the nursing workforce in the African region, including Kenya.

6. Recommendations

There should be a system in place for providing regular feedback to nurse managers regarding their performance as mentors. Constructive feedback is essential for guiding their mentorship activities and fostering continuous improvement.

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