



Mentorship Programmes as a Catalyst for Academic Success among Female University Students in South Africa: A Theoretical Framework

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Abstract

Mentorship programmes have been recognised as effective interventions in various educational settings to support students' academic and personal development. In South Africa, particularly within the field of Arts & Humanities, female university students often face unique challenges that mentorship can help mitigate. Theoretical development will be employed through a comprehensive review of existing literature on mentorship effects and gender-specific challenges faced by South African university students. The theoretical model will integrate both qualitative and quantitative data to ensure robustness. The theoretical framework developed offers insights into how mentorship can be tailored for maximum effectiveness among female university students in South Africa. Future research should validate these findings through empirical studies. Educational institutions and policymakers are encouraged to implement or enhance existing mentorship programmes, with a particular focus on targeting female students in Arts & Humanities disciplines.

Keywords: *African Studies, Feminist Theory, Qualitative Research, Critical Pedagogy, Intersectionality, Discourse Analysis, Community Engagement*

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