



# Peer Mentoring in Urban Ghanaian Youth Education: Achieving Academic Success Through Peer Influence

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## Abstract

Urban youth in Ghana often face challenges related to academic success due to socio-economic factors such as poverty and limited access to educational resources. The research employed a mixed-methods approach involving surveys, interviews with mentors and mentees, and observational studies conducted over one academic year across three schools in Accra. Analysis revealed that peer mentoring significantly improved students' average grades by 15% compared to those not involved in the programme. Mentors reported fostering a positive learning environment which led to higher attendance rates (82% vs. 70%). Peer mentoring programmes appear effective in supporting urban youth education, particularly for achieving academic goals and improving school participation. Schools should integrate formal peer mentoring initiatives into their curricula, and policymakers should consider funding such programmes as a means to support disadvantaged students. Urban Youth Education, Peer Mentoring, Academic Achievement, Ghana

**Keywords:** *Urbanization, Mentoring, Cultural Adaptation, Community Engagement, Socioeconomic Factors, Qualitative Research, Quantitative Analysis*

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