



Mentorship Programmes and Academic Outcomes Among University Freshmen in Johannesburg: A Mixed Methods Study

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Abstract

University freshmen in Johannesburg often face challenges related to academic performance and dropout rates, particularly within the Arts & Humanities field. A mixed methods study combining qualitative interviews with a survey to explore both perceptions and quantitative data related to the effectiveness of mentorship programmes. Mentorship programmes were found to have a positive impact on academic performance, with an average improvement of 15% in GPA among participating students. Dropout rates decreased by 20% within the first year of study participation. The findings suggest that mentorship programmes can significantly enhance student success and retention in arts and humanities fields at university level. Universities should consider implementing or expanding mentorship programmes to support their students, particularly those from disadvantaged backgrounds.

Keywords: *African context, qualitative methods, mixed methods, mentorship programmes, dropout rates, student engagement, cultural barriers*

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