



Mentorship Interventions as Predictors of Discipline among Public Secondary School Students in Kiambu County, Kenya

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ABSTRACT

Mentorship interventions could be a panacea for indiscipline in schools. This paper examined the influence of mentorship interventions on discipline among public secondary school students in Kiambu County, Kenya. Anchored on the Personal Construct Theory (PCT), the study adopted a correlational research design and targeted 227 principals, 3,479 guidance and counseling teachers, and 89,065 students in Kiambu County. From these, the study sampled 23 principals, 97 teachers, and 398 students using the simple random sampling technique. Data was collected using questionnaires, interview guides, and observation schedules. Piloting was conducted to assist in determining the accuracy, clarity, and suitability of the research instruments. The data were analyzed using descriptive statistics (mean, frequency, and percentages) and inferential statistics (Pearson correlation and multivariate regression analysis at a significance level of 0.05). Data from interviews and secondary data sources were subjected to content analysis procedures. The findings showed that there was a positive and significant correlation between student discipline and mentorship interventions ($r = 0.403, p < 0.05$). These findings showed that mentorship interventions indeed influence students' discipline in the study area. The study recommended that mentorship programs should be initiated where they lacked the potential to enhance students' discipline.

Keywords: *Mentorship Interventions; Behaviour Management Interventions; Discipline; Public Secondary School Students; Kiambu County, Kenya*

I. INTRODUCTION

Schools employ mentoring interventions to reinforce discipline among students. Ames et al. (2015), on *Overview and Evaluation of a Mentorship Program for University Students with Autism Spectrum Disorder (ASD)*, pointed out that there was a direct link between mentoring programs and discipline. Conversely, Curtin et al. (2016) propose that mentoring interventions such as “*instrumental, psychosocial, and sponsorship*” have a direct effect on “*academic career self-efficacy, interests, and goals.*” Though not expressly related to discipline, the study by Curtin and others shows that mentoring could influence students' behavioral choices. This study sets out to investigate the influence of mentoring on students' indiscipline in Kiambu County. This is of paramount importance in a country faced with immense behavioral problems. The larger Nairobi Metropolis under which the county is located is characteristic of immense risk-taking behaviors such as drug and substance abuse, truancy, gang behavior, and early sexual debut (Theuri & Nzioka, 2021). A study by Magai and Malik (2018) on “*Emotional and Behavioral Problems in Children and Adolescents in Central Kenya in Kiambu County*” showed that 27% of those aged 6 to 18 years had behavioral problems compared. These high levels of indiscipline underscore the need for informed interventions.

The gravity of indiscipline cases in Kiambu County was also identified by Ndaita (2016) in a study on “*the nature and causes of indiscipline cases among public secondary school students in Thika Sub-County, Kiambu County, Kenya.*” The study showed high levels of drug use, sneaking out of school, bullying, and rudeness, among others, despite the fact that the schools deployed various discipline management interventions. Another study focused on Kiambu County by Gesare (2019) also showed that there were high levels of indiscipline, such as alcohol and marijuana abuse, among secondary schools. Although mentorship interventions were some of the measures put in place to check such abuse, their efficacy remains hard to gauge without systematic study.

From the preceding discourse, it was evident that school behavior interventions such as mentorship influenced indiscipline among students. These interventions were either reinforced or challenged by support from school administration. However, most documented studies have not attempted to assess the relationship between mentorship interventions and students' discipline in Kiambu County. This means that it remains difficult to understand the single



or combined influences of these factors in the county. This underlined the importance of this study, which sets out to examine the influence of mentorship interventions on students' discipline in public secondary schools in the county.

1.1 Objectives of the Study

This study assessed the influence of mentorship interventions on discipline among public secondary school students in Kiambu County, Kenya.

1.5 Hypotheses

H₀₃: There is no statistically significant relationship between mentorship interventions and discipline among public secondary school students in Kiambu County, Kenya.

II. LITERATURE REVIEW

Mentors, successful and influential people from the community, and organizations are also involved in guiding students towards making the right academic and career choices. Curtin et al. (2016), in a study on "Mentoring the next generation of faculty: supporting academic career aspirations among doctoral Students studied faculty mentoring." Various kinds of mentoring, such as "instrumental, psychosocial, and sponsorship," as well as their nexus with "academic career self-efficacy, interests, and goals" (the dependent variables), were studied. The study established that direct and indirect influences had significant influences on the dependent variables. Though the former study was not expressly related to behavioral outcomes, it shows that peer counseling could influence students. This current study sets out to investigate this possible relationship among secondary school students in Kiambu County.

Ames et al. (2015) carried out a study titled *Overview and Evaluation of a Mentorship Program for University Students with Autism Spectrum Disorder (ASD)*. Data was collected from a survey of 23 students in Canada. The study showed that there was a direct link between mentoring programs and discipline and dedication to the achievement of personal goals among students. This current study sets out to find out the levels to which mentoring programs are applied in secondary schools within the process of enhancing discipline among students.

Ng et al. (2017) carried out a study on *Active Interest Mentorship for Soon-to-Retire People: A Self-Sustaining Retirement Preparation Program*. The study assessed the well-being status of 161 retirees at 4-month intervals. The key indicators investigated were self-esteem, positive affect, life satisfaction, anxiety, depression, and somatic symptoms. The data were analyzed using serial trend analysis. The findings showed that mentoring contributed to the general improvement of the pre-retiring individuals studied. These findings showed that mentoring contributed to positive behavioral outcomes. Though not focused on students, the former study sheds light on this current study that hypothesizes that mentoring could influence the discipline of students (a behavioral attribute).

Allain et al. (2019) in *Speaking Welcome* carried out a discursive analysis of an immigrant mentorship event in Atlantic Canada. The study applied *Derrida's concept of hospitality as a technology of whiteness*. The findings showed that mentoring played pivotal roles in regulating the behavior and comportment of newcomers in Canadian multicultural societies. This current study sets out to find out the extent to which these findings can be applicable to students in Kenya. It also assessed if mentorship-induced behavioral outcomes could check indiscipline among students.

Drape et al. (2016), in a study on *Challenges and Solutions to Higher Education Institutions (HEI) in Africa*, studied ways in which mentorship within the theory of planned behavior contributed to behavioral changes in HEIs. The findings showed that mentorship programs contribute to changes aimed at achieving the desired educational outcomes. Though the study was not focused on mentorship programs in secondary schools, the findings showed that mentorship can influence behavioral outcomes. This study thus set out to test this hypothesized relationship among public secondary school students in Kiambu County.

Du Plessis (2017), in a study on mentorship challenges in the teaching practice of distance learning students, studied mentoring practices using a five-factor mentoring model as a theoretical framework. Quantitative data were collected using structured questionnaires. This was complemented with open-ended questions. The findings showed that mentoring programs offered emotional support to teachers. This current study investigated the level to which mentoring created emotional support for students and the resultant behavioral ramifications, such as enhanced discipline.



2.1 Theoretical Underpinning

The personal construct theory was advanced by George Kelley in 1955. The theory of personal construct explains that an individual's perception of the world is dependent on their experiences. In this regard, people want to perceive the world differently based on the experiences they have had (Orange, 2011). Growing up in an environment where guidance and counseling are practiced is likely to influence the behavior of students and vice versa (Igoki, 2013). Since experience influences how people label and differentiate the world, counseling experiences will make students perceive the world differently than those without such prior experiences. In this regard, students who come from environments in which counseling is practiced are more likely to respond to counseling than those who have not experienced such counseling (Njoroge, 2014).

In the school environment, the practice of guidance and counseling services on a consistent basis would influence students' perceptions about them, which hence influenced their receptivity to guidance and counseling services (Mungai, 2010). Within the context of this study, exposure to guidance and counseling experiences would influence students' views of the importance of counseling. In this light, constant exposure to guidance and counseling in schools through peer and guidance and counseling teachers could influence the behavioral choices of students and, by extension, indiscipline levels.

III. RESEARCH METHODOLOGY

3.1 Research Design

This study was based on a correlational research design. This design aims at describing the relationship between variables and also helps in the testing of hypotheses (Best & Kahn, 2006). In this design, the researcher does not manipulate the variables nor decide who receives a treatment for events to happen (Cooper & Schindler, 2003). The correlational design is considered paramount in observational research, as no variables are manipulated by the researcher. The correlational research design is important in explaining the interrelationships between study variables. The design was recognized as one of the appropriate designs for analyzing the nexus between mentorship interventions and students' discipline in public secondary schools in Kiambu County.

3.2 Location of the Study

The study focused on public secondary schools in Kiambu County. The county is one of the five counties of the former central province of Kenya. It is one of the most populous sub-counties in Kenya. According to the Kenya National Bureau of Statistics, it had a population of 2.418 million in the 2019 National Census (KNBS, 2019). The county is comprised of 13 sub-counties, namely: Kiambaa, Kikuyu, Gatundu North, Thika East, Gatundu South, Limuru, Githunguri, Juja, Kabete, Kiambu, Thika West, Lari, and Ruiru. With a total area of 2,449 km², the main economic activities in the county are agricultural and commercial activities. The main crops grown are coffee, tea, and dairy. Small-scale farming is also common. Kiambu is also a largely commercial county with numerous small and medium enterprises. The county was chosen due to the fact that it is characterized by high levels of indiscipline, as shown by Kabiru et al. (2018), who argue that 22% of children in the county had behavioral problems, which is above the national average of 18%. Also, the literature on the relationship between school-based behavior change interventions and discipline in the area is scant. This meant that making empirically informed recommendations on ways of dealing with indiscipline in the county remained an elusive goal.

3.3 Target Population

Mugenda and Mugenda (2008) defined the population for any study as all objects on the research site that are affected by the stated research problem. It is the portion of the study from which the researcher can practically select a representative sample. This current study targeted 227 public secondary schools in Kiambu County, with 227 principals, 3,479 teachers, and 89,065 students in the county (Kiambu County Government, February 2021).

Table 1

Target Population

Category	Target Population
Principals	227
Teachers	3,479
Students	89,065

Source: Kiambu County Government, 2021



3.4 Sampling Technique and Sample Size

Martínez-Mesa et al. (2016) define sampling as the process of selecting a number of individuals or objects from a population in such a way that the selected group contains elements representative of the characteristics found in the entire group. This study used the simple random sampling technique for each of the three categories namely: students, principals and teachers. To calculate the sample of teachers and students, the study used the simplified formula for calculating sample size as put forward by Yamane (1967).

The formula is as follows:

$$n = N / (1 + N * (e)^2)$$

Where:

n = the sample size

N = the population size

e = sampling error (assumed at 0.1 for teachers & 0.05 for students)

For principals, a sample of 10% was obtained. This was informed by considerations for making it possible to reach them adequately through interviews. Furthermore, 10% is considered enough for a representative sample in descriptive studies (Kasomo, 2007). In this regard, the study sampled 23 principals, 97 teachers, and 398 students. The sample size was presented in Table 2.

Table 2
Sample Size

Category	Population	Sample	Sampling Procedure
Principals	227	23	$n_1 = N * 10\%$
Teachers	3,479	97	$n_2 = N / (1 + N * (0.1)^2)$
Students	89,065	398	$n_3 = N / (1 + N * (0.05)^2)$

3.5 Research Instrument

Data was collected using questionnaires, interview guides, and observation schedules.

3.6 Pilot Testing of Research Instruments

Pre-testing was conducted to assist in determining the accuracy, clarity, and suitability of the research instrument. 10% of the sample per category took place in the pilot study as follows: 10 teachers, 7 principals and 10 students in Kiambu County. The sample of pilot study was informed by Kothari (2004) who pointed out that 10% to 30% of the study sample is adequate for pilot studies. The participants of the pilot study were not included in the final study.

3.6.1 Reliability of Research Instrument

Reliability measures the consistency of results from a study (Taherdoost, 2021). It aims at finding out if a test yields the same score in the first, second, or subsequent administrations. The data obtained from the pilot study was used to ascertain the appropriateness and relevancy of the questionnaire to the study. Cronbach's alpha (α), a reliability coefficient that varies from 0 to 1, whereby a value of 0.7 or less indicates unsatisfactory internal consistency reliability (Malhotra, 2004), was used to test the reliability of items in the questionnaires. The Cronbach alpha values obtained ranged between 0.71 and 0.83 for teachers' questionnaires and 0.74 and 0.89 for students' questionnaires. The reliability of the interviews was ensured through triangulation, in which data from questionnaires and observation schedules was compared to assess the consistency of the findings obtained.

3.6.2 Validity of Instruments

Validity is the degree to which instruments reflect adequacy or appropriateness (Taherdoost, 2021). In this regard, research instruments are said to be valid when they actually measure the intended parameters. Validity was enhanced through the pilot study since the researcher was able to identify ambiguous questions. Content validity was ensured by the researcher by including as many questions as possible for each variable under investigation. Furthermore, the ease with which the respondents answered the research questions was also assessed. Any ambiguous questions were promptly corrected. The input of the university supervisors was also sought and incorporated into all instruments.



3.7 Data Collection Procedures

The researcher sought research approval from the university and a researcher permit from the National Commission for Science, Technology, and Innovation (NACOSTI) before data collection. The researcher then visited the study area and made appointments with the various targeted study participants for data collection. The first research instruments to be administered were the questionnaires. As such, the researcher visited the schools, sampled, and distributed the questionnaires to the teachers through the principals. The researcher also made appointments with the study participants for interviews. This was conducted concurrently with the distribution of the questionnaires. At the appointed time, the researcher visited each respondent and conducted the interviews. Due to limitations related to the COVID-19 pandemic, the interviews were conducted in a spacious room. The respondents were issued masks, kept social distance, and observed social distance. The whole exercise took four weeks.

3.8 Data Analysis

The raw data collected was sorted, coded, and analyzed. Analysis was done using SPSS (Statistical Package for Social Sciences). Descriptive statistics were used as measures of central tendency (mean), frequency, and percentages. Data was also analyzed inferentially by using Pearson correlation to establish the linear relationship between the independent variable (peer counseling interventions) and the dependent study variable (students' discipline).

IV. FINDINGS

4.1 Demographics of the Participants

This section presents the return rate of the study participants as well as their social demographic characteristics. Data was collected using questionnaires and interviews with various respondents. Four hundred and ninety-nine (499) of the 518 respondents (96.3%) sampled participated in the study. From these, 18 out of 23 principals (78.3%) were interviewed. At the same time, 83 out of 97 teachers (85.6%) and 398 out of 398 students (100.0%) responded to the questionnaires. The return rate is shown in Table 3.

Table 3

Return Rate

Category	Sample	Responded	Response Rate
Principals	23	18	78.3
Teachers	97	83	85.6
Students	398	398	100.0
Average	518	499	96.3

The study went on to determine general information about the students and teachers. This was pivotal in gaining a comprehensive knowledge of the respondents that may have influenced the study's findings. Firstly, the respondents were asked to indicate their age. Figure 1 shows that 45.7% male students and 54.3% female students took part in the study. The findings showed that most of the respondents were female. This could be due to the fact that women are more likely to participate in surveys than men, as posited by Curtin et al. (2000). However, both genders were well represented in the study, which could avert gender bias. Most of the students were in Form 3, were male, and were aged 16–17 (61.4%). These were followed by females in Form 4, who were also aged 16–17 (51.4%). The next important group were males who were aged 14–15 years in Form 2 (46.9%). Knäuper et al. (2016) suggest that questionnaire characteristics and the cognitive processes involved in answering questions have varied effects on older and younger respondents. The participation of respondents of various age groups could check for age bias. These findings also showed that most of the students had been in school long enough to understand the subject under investigation.

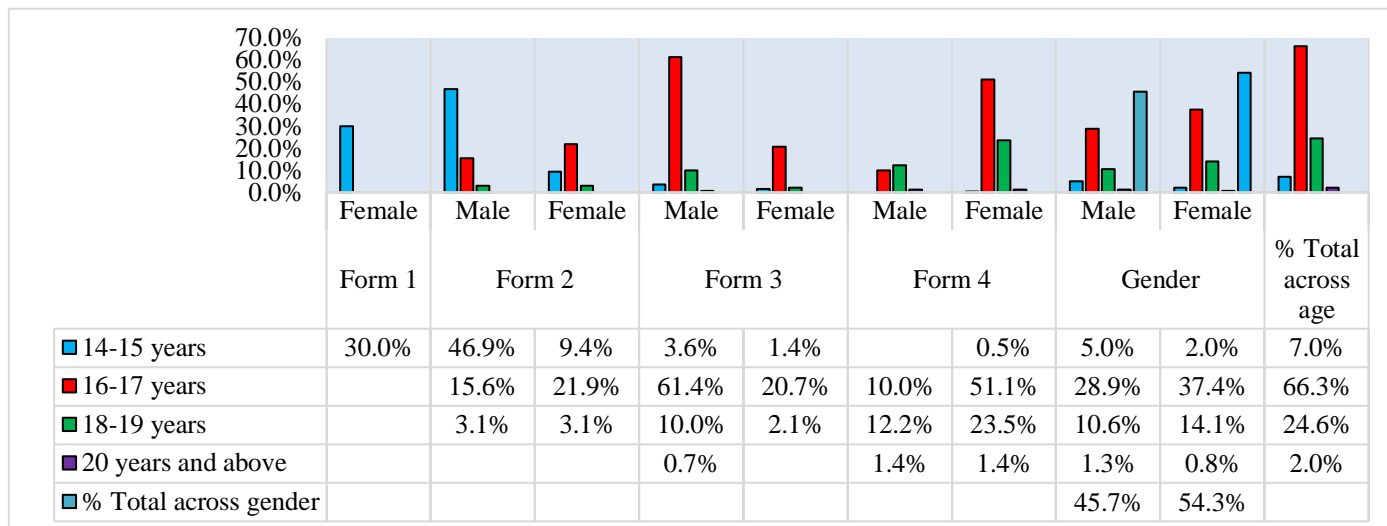


Figure 1
Students' Gender, Age and Class

The study wanted on to establish the type of school from which students came from. The findings showed that most students were either male or female and from day schools at 20.6% and 20.4%. These were followed by boys from boarding schools at 18.3% and girls from boarding schools at 10.1%. Males from mixed day and boarding as well as those from mixed boarding followed at 7.5% and 5% respectively. These findings are presented in Figure 2.

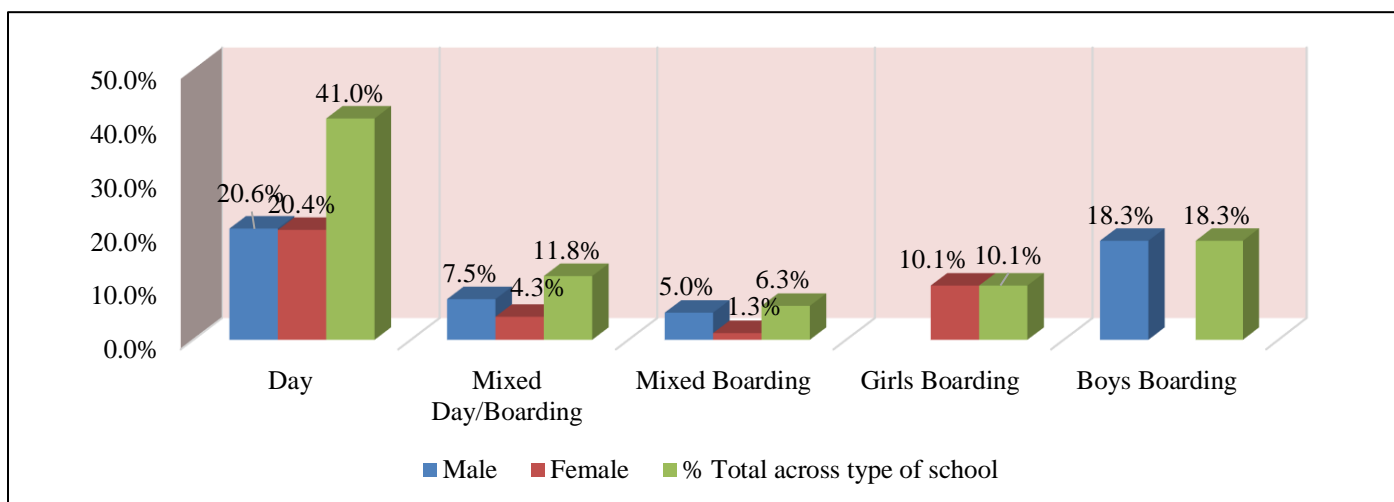


Figure 2
Students' Gender and Type of School

The study sought to establish the gender, academic qualifications, and working experience of teachers. The findings showed that 41% of male teachers and 59% of female teachers participated. Seeing that most of the respondents were females, these findings agree with Curtin et al. (2000), who pointed out that females are more likely to participate in a study. Both genders were, however, well represented in the study, which could avert gender bias. The findings showed that most of the teachers were female, had bachelor's degrees, and had worked for 11–20 years (46.7%). These were followed by both males and females who had bachelor's degrees and had worked for 2–5 years each, at 37.5%. All in all, the majority (49.4%) of the teachers had a bachelor's degree. About 28.9% had attained a master's degree, 12% had a diploma, 6% had a PhD, and 3.6% had a postgraduate diploma. This is indicative of the fact that the teachers had sufficient qualifications and could make significant contributions to the subject under investigation. In general, more educated people are more likely to participate in surveys than less educated people (Reinikainen, 2018). Most of the respondents had also worked long enough in public secondary schools and could make significant contributions to the subject under investigation. This was in line with Mathers et al. (2000), who



pointed out that the duration of work could influence the ability of respondents to have a strong grasp of the subject under investigation.

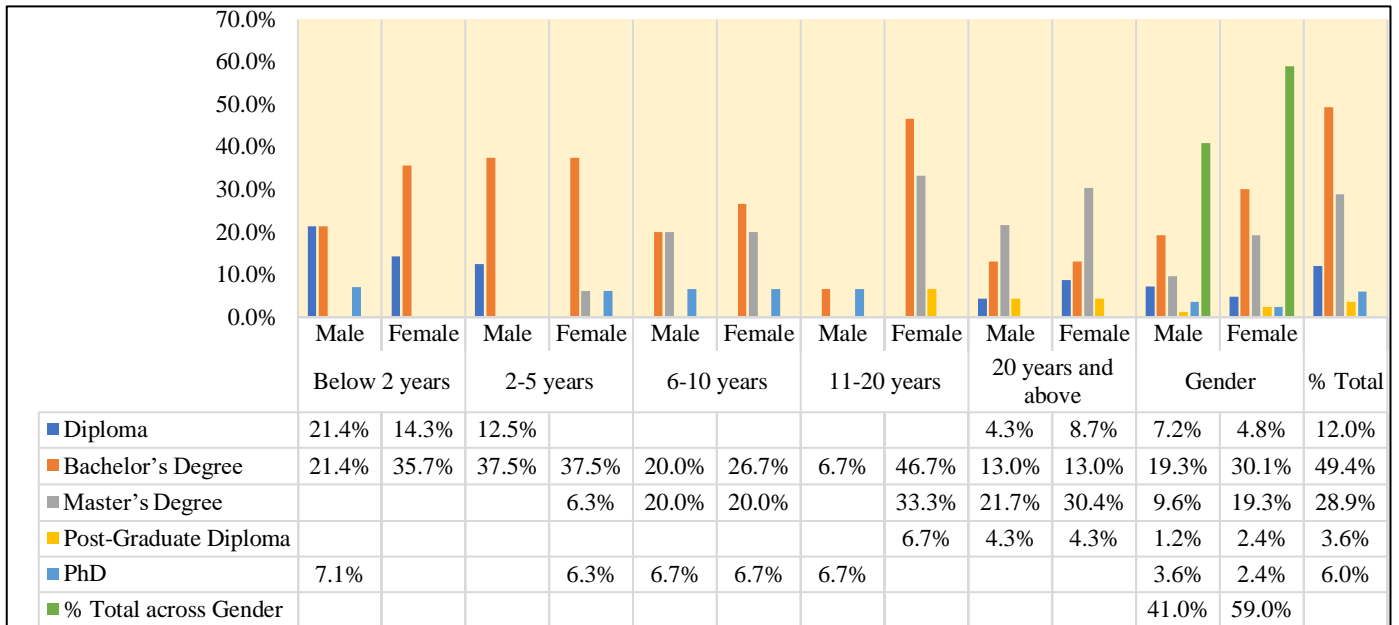


Figure 3
Teachers Gender, Academic qualifications and working experience

The teachers were asked to point out the schools from which they came from. The findings showed that most of the respondents were females and taught in day schools (33.7%). These were followed by males from day schools at 20.5%. Males and females from girls' boarding schools followed distantly each at 10.8%. The next important groups were females from mixed day/boarding schools at 9.6%. The rest came from mixed day/boarding and boys boarding schools. These findings showed that teachers came from all the various types of schools. As such, opinions regarding the various types of schools could be captured. These findings are presented in Figure 4.

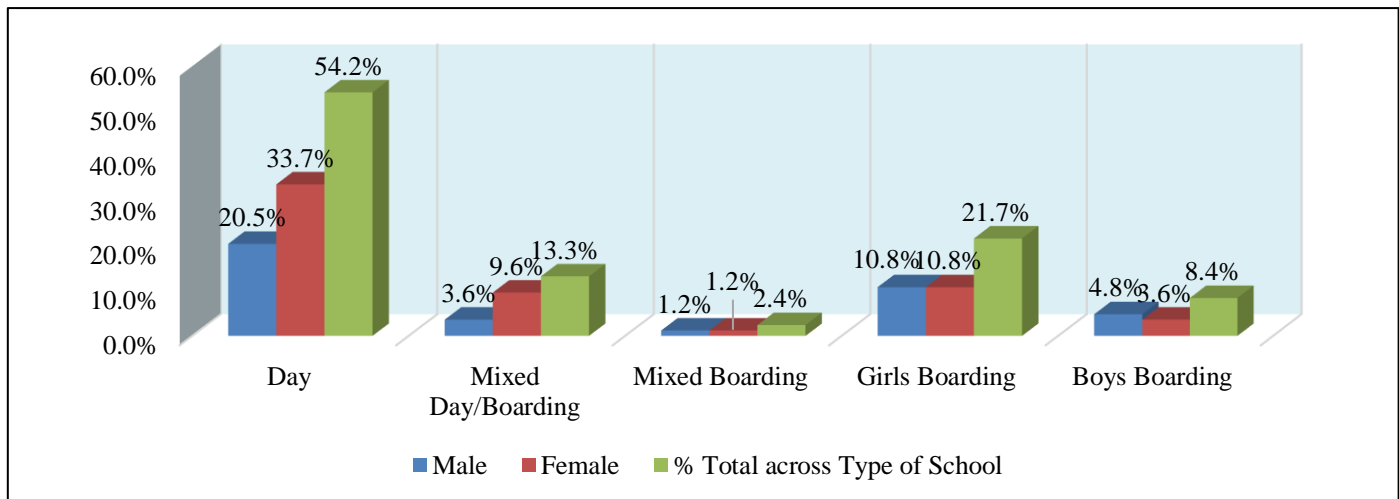


Figure 4
Teachers' Gender and Type of School

4.2 Mentorship Interventions and Students' Discipline

The third objective of the study was to assess the influence of mentorship interventions on discipline among public secondary school students in Kiambu County, Kenya. The findings from likert-scale type statements are presented in the following sections.



Table 4 shows that students to a low extent ($M = 2$) agreed that their school has numerous mentoring programs and that all students in school take part in mentorship programs ($M = 2$). Teachers, however, agreed to these statements to a moderate extent ($M = 3$). This shows that mentorship programs were either absent or weak, which could rob schools of the associated benefits, as identified by studies that underline the pertinence of these programs (Ng et al., 2017).

Table 4

Presence and Participation of Students in Mentorship Programs

Descriptive Statistics					
My school has numerous mentoring programs					
	N	Min	Max	Mean	Std. Dev.
Students	398	1.00	5.00	2	2.99
Teachers	83	1.00	5.00	3	1.22
Descriptive Statistics					
All students in my school take part in mentorship programs					
	N	Min	Max	Mean	Std. Dev.
Students	398	1.00	5.00	2	1.48
Teachers	83	1.00	5.00	3	1.22

To a high extent ($M = 4$), the teachers and students noted that mentoring interventions influence students' discipline in secondary schools and that there was a direct link between mentoring programs and discipline and dedication to the achievement of personal goals among students ($M = 4$). These findings, as shown in Table 5, are in line with the study by Ames et al. (2015), who pointed out that there was a direct link between mentoring programs and discipline.

Table 5

Mentorship Programs and Students' Discipline in Schools

Descriptive Statistics					
Mentoring interventions influence students' discipline in secondary schools					
	N	Min	Max	Mean	Std. Dev.
Students	398	1.00	5.00	4	1.22
Teachers	83	1.00	5.00	4	1.00
Descriptive Statistics					
There is a direct link between mentoring programs and discipline and dedication to the achievement of personal goals among students					
	N	Min	Max	Mean	Std. Dev.
Students	398	1.00	5.00	4	1.09
Teachers	83	1.00	5.00	4	0.98

The students and teachers also stated to a high extent ($M = 4$) that mentoring could influence the positive interaction between students and teachers, as shown in Table 6. The study showed that there was a direct link between mentoring programs and discipline and dedication to the achievement of personal goals among students. This is in line with a study by Ames et al. (2015) in *Overview and Evaluation of a Mentorship Program for University Students with ASD* that showed that there was a direct link between mentoring programs and discipline and dedication to the achievement of personal goals among students. Mentoring programs should thus be applied and strengthened in secondary schools as part of the process of enhancing discipline among students.

**Table 6***Mentorship Programs and Students' Discipline in Schools*

Descriptive Statistics					
Mentoring could influence the positive interaction between students and teachers					
	N	Min	Max	Mean	Std. Dev.
Students	398	1.00	5.00	4	1.07
Teachers	83	1.00	5.00	4	0.86

Furthermore, the students and teachers agreed to a high extent ($M = 4$) that mentoring was pivotal in regulating the behavior and comporment of students with discipline issues. Curtin et al. (2016), in a study on "Mentoring the next generation of faculty: supporting academic career aspirations among doctoral Students studied faculty mentoring. *Various kinds of mentoring, such as instrumental, psychosocial, and sponsorship*, as well as their nexus with "academic career self-efficacy, interests, and goals," were studied. The study established that direct and indirect influences had significant influences on the dependent variables. In line with this current study, it is evident that mentorship influences students in Kiambu County and should be strengthened.

The respondents also noted to a high extent ($M = 4$) that mentoring programs offer emotional support to students and influence their focus on academic performance, further supporting the study by Du Plessis (2017) on *mentorship challenges in the teaching practice of distance learning students*, who showed that mentoring programs offered emotional support to teachers. These findings, as presented in Table 7, show that mentorship programs in schools are important as they help shape the behavior of students. However, the study also noted that schools do not have adequate mentorship programs.

Table 7*Mentoring, Comporment of Students and Academic Performance*

Descriptive Statistics					
Mentoring is pivotal in regulating the behavior and comporment of students with discipline issues					
	N	Min	Max	Mean	Std. Dev.
Students	398	1.00	5.00	4	1.08
Teachers	83	1.00	5.00	4	0.93
Descriptive Statistics					
Mentoring programs offer emotional support to students and influences their focus on academic performance					
	N	Min	Max	Mean	Std. Dev.
Students	398	1.00	5.00	4	1.10
Teachers	83	1.00	5.00	4	0.90

The study noted that positive role models must be present in the lives of students. Allain et al. (2019), in *Speaking Welcome*, carried out a discursive analysis of an immigrant mentorship event in Atlantic Canada." The findings showed that mentoring played pivotal roles in regulating the behavior and comporment of newcomers in Canadian multicultural societies. The findings of this study affirm this study, as they show that mentorship-induced behavioral outcomes can check behavioral choices.

The students confirmed that teachers are overworked in today's classrooms. Consequently, the students are cut off from their teachers. In addition, schools lacked enough counselors and teachers, necessitating the establishment of additional adult support networks. A mentorship program can be quite helpful in this situation. As a result, students value mentoring programs, and some of them take part actively. They contend that the program is advantageous since it allows one to interact with professionals. Mentors have the chance to inspire and counsel pupils by sharing their own experiences and knowledge by serving as a friend, teacher, and guide to the real world. This view is supported by Ames et al. (2015), who concede that there is a direct link between mentoring programs and discipline and dedication to the achievement of personal goals among students. Thus, students should be encouraged to join mentorship programs so as to stay focused.

The analysis of the open question showed that mentorship interventions had a positive effect on discipline among public secondary school students. The study showed that mentorship helped students behave well and manage



their time well. In addition, it helped students forget their problems and focus more on who they would become in the future.

These findings agree with the study by Drape et al. (2016) in "Challenges and Solutions to HEI in Africa," which shows that mentorship programs contribute to changes aimed at achieving the desired educational as well as behavioral outcomes. This current study corroborated these findings by affirming the relationship between mentorship and discipline among public secondary school students in Kiambu County.

In some instances, in schools where teachers become mentors, the students learn social skills by interacting with teachers, and they stop fearing them and look up to them as mentors. This helps improve discipline and gives students positive attitudes towards their academics. This leads to responsible behavior, such as obeying school rules and regulations. Mentorship, thus, had a complementary role for teachers in reining in indiscipline among students (Du Plessis, 2017). These findings were supported by one respondent who said that:

Mentorship programs enable students to believe in themselves and follow their dreams without losing hope and working smart (Respondent 7, Kiambu County, May 2022).

The results demonstrated that in a mentor program, students work one-on-one with their mentor and establish future goals. This gives the mentee student the chance to learn what success in a certain industry or career path entails. The mentee can observe achievement in action thanks to the mentor's encouraging example. Building short- and long-term goals, creating an action plan, and learning time management and planning techniques all follow. Everything is carried out in a stress-free, judgment-free environment. This finding is supported by Robinson (2014), who states that starting an excellent mentorship program does not just appear. They are constructed through careful preparation and steadfast dedication to helping participants through the mentoring process while continuously enhancing the program.

The teachers added that a mentoring program can help students by fostering trusting, gratifying relationships. A consistent, weekly schedule between mentors and students can help students develop the skills and self-assurance they'll need to succeed in other contexts. Students are able to create trust and honesty with their teachers and prospective employers as they develop the skills and tactics they learn during focused mentorship time. Students who participate in a well-organized mentoring program feel emotionally and physically comfortable. This enables them to excel in other academic areas, which further corroborates the study by Du Plessis (2017).

The teachers concluded by saying that a mentoring program allows students to express and investigate their self-awareness of their circumstances. Many students sign up for mentorship programs since they have no other knowledge than what they have experienced themselves. Although the majority of such situations are not pleasant, the pupils still do not fully understand this. The pupils are exposed to a completely new environment via a mentoring program. As a result of their newfound awareness of the opportunities available, they may set academic and social goals and gradually become aware of their strengths and deficiencies. Drape et al. (2016), in a study on "Challenges and Solutions to Higher Education Institutions (HEI) in Africa," lay emphasis on the role played by mentorship programs in influencing behavioral outcomes.

Mentors can assist in fostering this growth by encouraging students to investigate opportunities both inside and outside of the classroom, such as clubs or community initiatives and projects. This perspective mirrors the conclusion by Drape et al. (2016), which showed that mentorship programs contribute to changes aimed at achieving the desired educational outcomes and therefore should be encouraged.

The study showed that mentorship enables the teacher to guide students on ways to overcome personal issues such as grief and depression. In most cases, mentorship strengthens the bond between the teachers and the students, as posited by Okonofua et al. (2016). Students tend to strive to be better mentally and academically. This helps improve their academic endeavors. These findings were supported by one respondent who said that:

Mentoring helps prepare the next generation of leaders and workers in various cadres. Teachers play a very important role in advising students to have their own goals and to work towards achieving them (Respondent 8, Kiambu County, May 2022).

The hypothesis of the study was to examine if there was a relationship between mentorship interventions and discipline among public secondary school students in Kiambu County.

H₀₃: There is no statistically significant relationship between mentorship interventions and discipline among public secondary school students in Kiambu County, Kenya.

**Table 8***Correlation between mentorship interventions and discipline*

		Students Discipline Scores
Mentorship Scores	Pearson Correlation	.403**
	Sig. (2-tailed)	0.000
	R ²	0.162
	N	481

***. Correlation is significant at the 0.01 level (2-tailed).*

The findings showed that there was a positive and significant correlation between mentorship and discipline ($r=0.403$, $p<0.05$). The hypothesis was thus rejected. These findings are in line with the study by Ames et al. (2015), who concede that there is a direct link between mentoring programs and discipline and dedication to the achievement of personal goals among students.

V. CONCLUSIONS & RECOMMENDATIONS

5.1 Conclusion

The purpose of this study was to assess the influence of mentorship interventions on students' discipline in public secondary schools in Kiambu County. The findings showed that there was a positive and significant correlation between students' discipline and mentorship interventions. Based on these findings, it was evident that mentorship interventions influence students' discipline in the study area. Although indiscipline among students could emanate from influences in the school environment, mentorship interventions in the same environment reined in such indiscipline. As posited by the personal construct theory, constant exposure to mentorship in schools could influence the behavioral choices of students as well as their indiscipline levels due to changes in their value systems. Interventions around these school-based behavior change interventions should thus be strengthened to holistically enhance students discipline in the schools studied.

5.2 Recommendations

The study recommends that mentorship programs should be initiated by schools as well as the Ministry of Education, where they lack the potential to enhance students' discipline. Furthermore, mentors should be carefully selected and motivated by schools to reach students frequently.

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