



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

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ABSTRACT

Mentorship interventions could be panacea to indiscipline in schools. This paper examines the influence of mentorship interventions on discipline among public secondary school students in Kiambu County, Kenya. Founded on the Personal Construct Theory (PCT), the study adopted the correlational research design, the study targeted the 227 principals 3,479 guidance and counseling teachers and the 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 was analysed 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 show that there was positive and significant correlation between students discipline and mentorship interventions ($r=0.403$, $p<0.05$). These findings show that mentorship interventions indeed influence students' discipline in the study area. The study recommends that mentorship programs should be initiated where they lacked to tap into the potential they offered in enhancing 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, McMorris, Alli, and Bebko (2015) in "Overview and Evaluation of a Mentorship Program for University Students with autism spectrum disorder (ASD) point out that there was a direct link between mentoring programs and discipline. Conversely, Curtin, Malley, and Stewart (2016) propose that mentoring interventions such as: "instrumental, psychosocial, and sponsorship" had 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' behavioural choices. This study sets out to investigate the influence of mentoring on students' indiscipline in Kiambu County. This is of paramount importance in a county faced with immense behavioural problems. The larger Nairobi Metropolis under which the county is located is characteristic with immense risk-taking behaviours such as drug and substance abuse, truancy, gang behaviour, 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" shows that 27% of those aged 6 to 18 years had behavioral problems compared. These high levels of indiscipline thus calls for informed interventions.

The gravity of indiscipline cases in Kiambu County were 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 shows 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 is evident that school-based behavior interventions such as mentorship influence indiscipline among students. These interventions are 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 a tall order understanding the single or combined influences of these factors in the county. This underlines 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 persons from the community and organizations are also involved in guiding students towards making the right academic and career choices. Curtin, Malley, and Stewart (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 significant influences on the dependent variables. Though the former study was not expressly related to behavioural outcomes, it shows that peer counseling could influence students. This current study set out to investigate this possible relationship in secondary school students in Kiambu County.

Ames, McMorris, Alli, and Bebko (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 shows that there was a direct link between mentoring programs and discipline and dedication to the achievement of personal goals among students. This current study set out to find out the levels to which mentoring programs are applied in secondary schools within the process of enhancing discipline among students.

Ng, Leng, and Wang (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. Data were analyzed using serial trend analysis. The findings show that mentoring contributed to the general improvement of the pre-retiring individuals studied. These findings show that mentoring contributed to positive behavioural outcomes. Though not focused on students, the former study casts light on this current study that hypothesizes that mentoring could influence the discipline of students (a behavioural attribute).

Allain, Crath, and Çalışkan (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 show that mentoring played pivotal roles in regulating the behavior and comportment of newcomers in Canadian multicultural societies. This current study set out to find out the extent to which these findings can be appropriated to students in Kenya. It also assessed if mentorship-induced behavioural outcomes could check indiscipline among students.

Drape, Rudd, Lopez, and Radford (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 behavioural changes in HEIs. The findings show 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 show that mentorship can influence behavioural 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 show that mentoring programs offered emotional support to teachers. This current study investigated the level to which mentoring created emotional support to students and the resultant behavioural 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 posits that individual 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 is practiced is likely to influence the behaviour of students and vice versa (Igoki, 2013). Since experience influences how people labels and differentiates 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 was practiced are likely to respond to counseling than those who have not experienced such counseling (Njoroge, 2014).

In the school environment, practice of guidance and counseling services on a consistent basis would influence students' perceptions about it. This could go on to influence their receptivity to G&C services (Mungai, 2010). This could go on to influence the outcomes of G&C interventions. Within the context of this study, exposure to guidance and counseling experiences would influence students' view of the importance of counseling. In this light, constant exposure to G&C in schools through peer and G&C teachers could influence the behavioural choices of students and by extension indiscipline levels.

III. RESEARCH METHODOLOGY

3.1 Research Design

This study was based on the 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 a paramount in observational research as no variables are manipulated by the researcher. The correlational research design is important in explaining interrelations 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 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 Kiambu County is 2,449 km², the main economic activities in the county are agricultural and commercial activities. The main crops grown are coffee, tea and dairy farming. 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 argues that 22% of children in the county had behavioural problems, which is above the national average of 18%. Also, literature on the relationship between school-based behaviour change interventions and discipline in the area is scanty. 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) define the population for any study as all objects in the research site which are affected by the stated research problem. It is the portion of the study from which the researcher can practically reach to select a representative sample. This current study targeted 227 public secondary schools in Kiambu County with 227 principals, 3,479 teachers and the 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

Orodho and Kombo (2002) 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:

$$n = \frac{N}{1 + N * (e)^2}$$

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 is informed by considerations for making it possible to reach them adequately 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	$n_2 = \frac{N}{1 + N * (0.1)^2}$
Students	89,065	398	$n_3 = \frac{N}{1 + N * (0.05)^2}$

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 posits 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

Reliability measures the consistency of results from a study (Mugenda & Mugenda, 2009). It aimed 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 which 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' questionnaire and 0.74 to 0.89 for students' questionnaire. 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 (Mugenda & Mugenda, 2009). In this accord, 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 answer the research questions was also assessed. Any ambiguous questions were promptly corrected. The input of the university supervisors was also sought and incorporated for all instruments.



3.7 Data Collection Procedures

The researcher sought research approval from the University and 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 done 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 with masks, kept social distance and observed social distance. The whole exercise took four weeks.

3.8 Data Analysis and Presentation

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 central tendency (mean), frequency and percentages. Data was also analyzed inferentially by use of 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 response rate of the study participants as well as their social demographic characteristics. Data was collected using questionnaires and interviewing 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 response rate is shown in Table 3.

Table 3
Response 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 2 shows that 45.7 % male students and 54.3 % female students took part in the study. The findings show that most of the respondents were female. This could be due to the fact that women are more likely to participate in survey 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 and were male and were aged 16-17 years (61.4%). These were followed by females in Form 4 who were also aged 16-17 years (51.4%). The next important groups 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 responders. The participation of respondents of various age groups could check age bias. These findings also show that most of the students had been in school long enough to understand the subject under investigation.

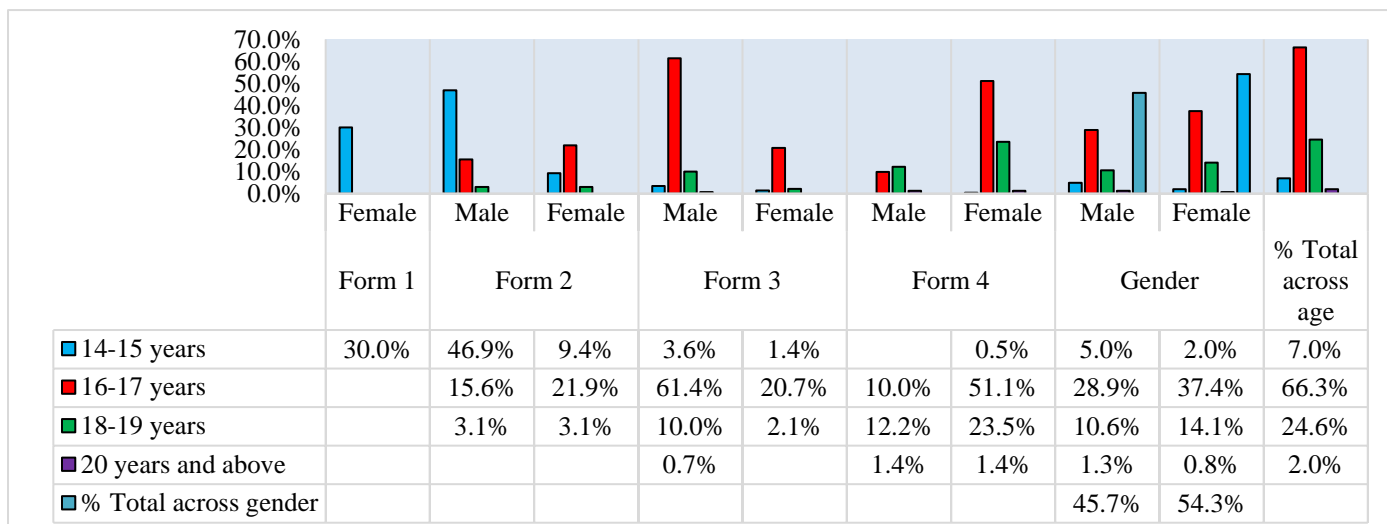


Figure 2
Students' Gender, Age and Class

The study wanted on to establish the type of school from which students came from. The findings show 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 3.

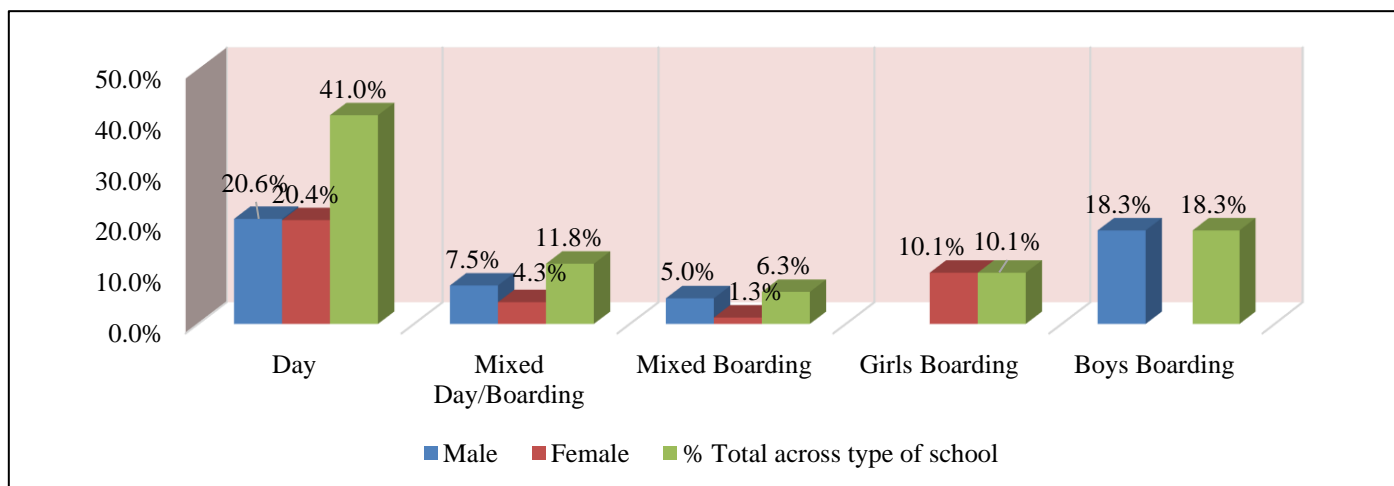


Figure 3
Students' Gender and Type of School

The study sought to establish the gender, academic qualification and working experience of teachers. The findings show that 41% male teachers and 59% female teachers participated. Seeing that most of the respondents were females, these findings agree with Curtin et al (2000) who posits 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 show that most of the teachers were female, had bachelor's degrees and had worked for 11-20 years at (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 master's degree; 12% diploma; 6% PhD and 3.6 % had 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 (Goyder, Warriner, & Miller, 2002). Most of the respondents had also worked long enough in public secondary schools and could make significant contributions on the subject under investigation. This is in line with Mathers, Fox, and Hunn (2000) who posit that duration of work could influence the ability of respondents to have a strong grasp of the subject under investigation.

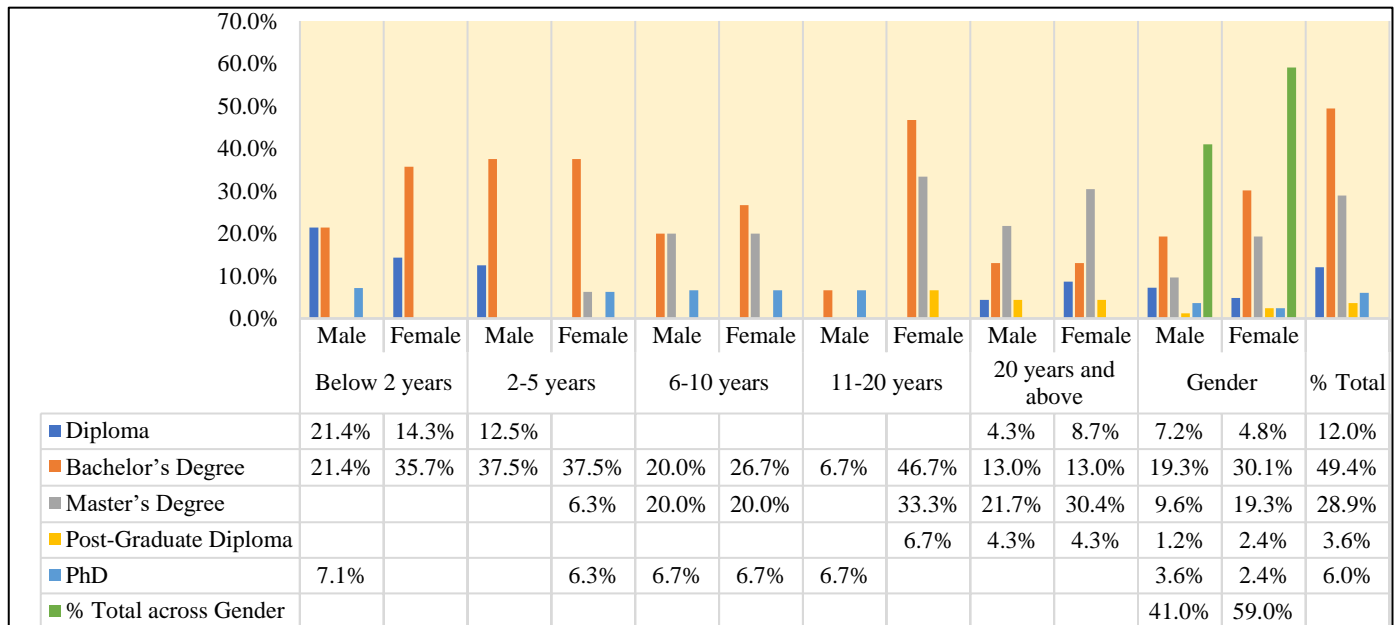


Figure 4
Teachers Gender, Academic qualifications and working experience

The teachers were asked to point out the schools from which they came from. The findings show 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 show 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 5.

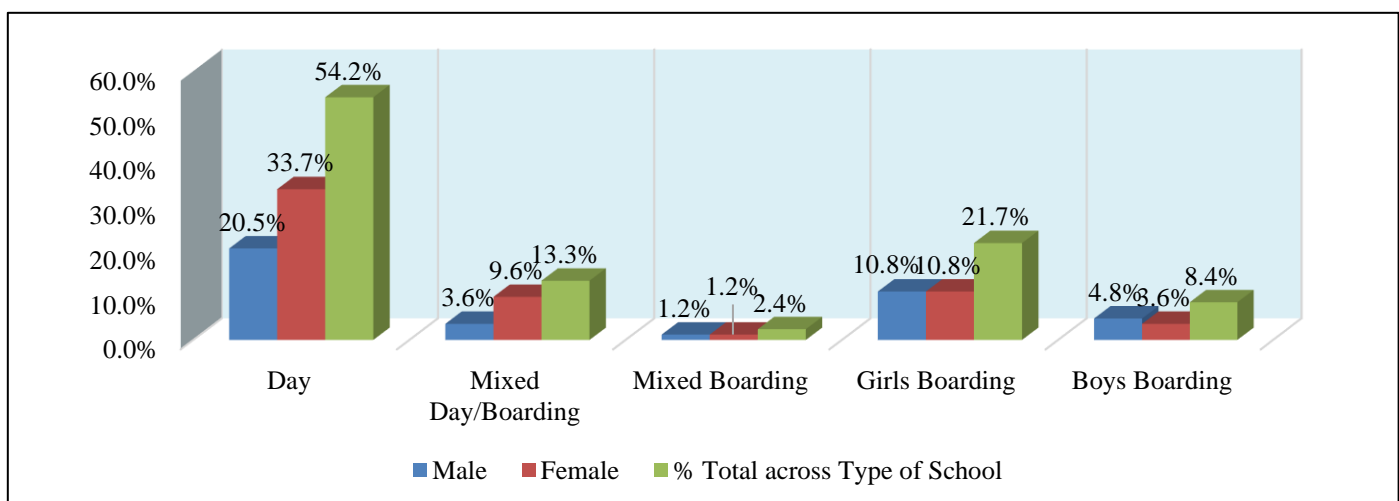


Figure 5
Teachers' Gender and Type of School

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 have numerous mentoring programs and that all students in school take part in mentorship programs ($M=2$). Teachers however agreed to these statement 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 underlines 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 is 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 points 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 shows 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 shows 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 within 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 is pivotal in regulating the behavior and comportsment of students with discipline issues. Curtin, Malley, and Stewart (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 significant influences on the dependent variables. In line with this current study, it is evident that mentorship influence 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 influences their focus on academic performance further supporting the study by Du Plessis (2017) on "on mentorship challenges in the teaching practice of distance learning students" who shows 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 to shape the behaviour of students. However, the study also noted that schools do not have adequate mentorship programs.

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

Descriptive Statistics					
Mentoring is pivotal in regulating the behavior and comportsment 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 show that mentoring played pivotal roles in regulating the behavior and comportsment of newcomers in Canadian multicultural societies. The findings of this study affirm this study as they show that mentorship-induced behavioural outcomes can check behavioural choices.

The students contend that teachers are overworked in today's classrooms. Consequently, the students are cut off from their teachers. In addition, schools lack 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 shows that mentorship interventions had positive effect on discipline among public secondary school students. The study shows that mentorship help students behave well and manage their time well. In addition, it helps students to forget their problems and focus more on who to become in future.

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

In some instances, schools where teachers become mentors, the students learn social skills by interacting with teachers and they stop fearing them but look up to them as mentors. This helps improve on 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 to teachers in reining in on indiscipline among students (Du Plessis, 2017).

These finding 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 demonstrate 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 programs do not just appear. They are constructed via 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 corroborate 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 circumstance. 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” lays emphasis on the role played by mentorship programs in influencing behavioural 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, Rudd, Lopez, and Radford (2016) which showed that mentorship programs contribute to changes aimed at achieving the desired educational outcomes and therefore, should be encouraged.

The study shows 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). As a students tend to strive to be better mentally and academically. This helps improve on their academic endeavors. These finding 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 show that there was 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 AND 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 the Kiambu County. The findings show that there was positive and significant correlation between students' discipline and mentorship interventions. Based on these findings, it is 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 on such indiscipline. As posited by the personal construct theory, constant exposure to mentorship in schools could influence the behavioural choices of students as well as indiscipline levels due to changes in the value systems of students. Interventions around these school-based behaviour 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 lacked to tap into the potential they offered in enhancing students' discipline. Furthermore, mentors should be carefully selected and motivated by schools to reach students frequently

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