INFLUENCE OF PEER MENTORSHIP PROGRAMMES ON DISRUPTIVE BEHAVIOURS AMONG STUDENTS IN SECONDARY SCHOOLS IN INFORMAL SETUPS OF NAIROBI COUNTY, KENYA

BY

SUSAN KINGOINA LIMISI

A THESIS SUBMITTED TO THE SCHOOL OF EDUCATION IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF THE DEGREE OF DOCTOR OF PHILOSOPHY IN EDUCATIONAL PSYCHOLOGY IN THE DEPARTMENT OF

EDUCATIONAL PSYCHOLOGY

MOI UNIVERSITY

2023

DECLARATION

Declaration by the Candidate

I declare that this thesis is my original work and has not been presented for a degree in any other University. No part of this thesis should be reproduced in any manner without prior permission of the author.

Sign_____ Date_____

Susan Kingoina Limisi

EDU/D. PHIL/P/4001/15

Declaration by the Supervisors

This thesis has been submitted with our approval as the university supervisors:

Sign_____ Date _____

Dr. John Kipruto

Senior Lecturer, School of Education

Department of Educational Psychology

Moi University

Sign_____ Date_____

Dr. Godfrey Ngeno

Senior Lecturer, School of Education

Department of Educational Psychology

Moi University

DEDICATION

I dedicate this thesis to the men and heroes in my life – my loving husband Hesbon whose support and sacrifice for my success is unsurmountable, ever cheering me to go on and attain my dreams; my great sons Vuyanzi, Vukasu, Vulamu who have been an inspiration all the way; to my dad who has always believed that I can do it and that I should not settle for less; and mum, what can I say? You looked forward to my graduation even before I completed the course. Your faith and trust that I was equal to the task and that I could do it, has fuelled me to finish strong and realise this dream, although in your absence. A wonderful and great mum, you were, I'm forever grateful. Mum, just know that, I made it! To my dear sisters and brothers, you are the strong network in my life. I cherish each one of you for having understood me, even when I missed in action because I had to complete this task. You all hold a special place in my life and journey. To God is the glory for the knowledge and wisdom to navigate this academic terrain.

ACKNOWLEDGMENT

I wish to acknowledge my supervisors: Dr. John Kipruto and Dr. Godfrey Ng'eno, who advised and guided me during the writing of my thesis. My sincere gratitude goes to my lecturers Prof.Sitienei, Dr.Kirui, and the late Dr.Korir who nurtured me in this academic journey; Dr. Paul Ruttoh and Janes Odongo, who reviewed my work and encouraged me to go on even when things looked so tough. I am indebted to my friends Dr. Jeniffer Maiwa, Leonida Orwaro, Merilyn Kimori, and all my peers in the academic circles. Finally, I wish to thank the principals, teachers, and students who participated in the study and Moi University for the opportunity to pursue my doctorate. Their experience sharing and support yielded rich information that formed the backbone of this study.

ABSTRACT

Education in schools in informal setups in Kenya is faced with unique challenges when compared to those in formal setups, which may affect students' learning and behaviours. Notably, there are increased cases of students' misbehaviours in secondary schools. The purpose of this study is to examine the use of peer mentorship programmes to address disruptive behaviours among students in secondary schools**.** The study conceived that the informal setups predisposed learners to risky behaviours, which are easily imported into schools as reported by literature on Nairobi's slums and Brazil's favelas**.** The objectives of this study are to: investigate the status of peer mentorship in the selected secondary schools; establish the influence of peer mentorship on disruptive behaviours; determine mentorship policy gaps on disruptive behaviours; and determine the effect of Guidance and Counselling programmes on disruptive behaviours. The study was guided by the Self-Determination theory. The study generated data from 9 schools, among 368 students and 16 Guidance and Counselling Heads of Departments (HODs), selected using stratified and random sampling respectively, from a target population of 10,449 students and 73 public secondary schools. Research instruments were piloted and data was collected using questionnaires, Focus Group Discussions and Key Informant Interviews. The study adopted pragmatic paradigm, used mixed method research approach, and the convergent parallel research design was used where data was collected using questionnaires, interview schedules and focus group discussions. Quantitative data was analysed by descriptive and inferential statistics, qualitative data was thematically analysed through selective coding. The study findings showed that peer mentorship programmes informally exist with limited time allocation and the HODs had full teaching load leaving them no time to properly coordinate peer mentorship activities. The peer mentorship and guidance and counselling programmes accounted for 59.2% and 54.8% variation in disruptive behaviours among learners respectively and significantly influenced student behaviours. From the findings, peer mentorship programmes ($\beta=0.598$, $p=0.000$) as well as Guidance and Counselling programmes ($\beta=0.651$, $p=0.000$) had significant influence on disruptive behaviours with p value<0.05. Peer mentorship and counselling programmes hence exist, albeit rudimentary, and help in shaping students' behaviours and thus, had positive influence on disruptive behaviour. The study concluded that there is need to continuously update and disseminate government mentorship policy to all secondary schools' education stakeholders to fast-track its implementation. This is key in instilling discipline, making education institutions manageable, and improving learning outcomes for schools in close proximity to slums and elsewhere in Kenya. The study recommends that peer mentorship be structured and engrained into the school system as a strategy for behaviour modification.

TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

CHAPTER ONE

INTRODUCTION TO THE STUDY

1.0 Overview

This chapter focuses on the background to the study, statement of the problem, objectives and research questions, significance of the study, justification of the study, assumptions of the study, scope of the study, limitations, theoretical framework, conceptual framework and operational definitions of terms. The study focuses on the influence of peer mentorship programmes on disruptive behaviours among students in selected secondary schools within the informal setups of Nairobi County.

1.1 Background to the study

The school environment needs to be enabling for learners to reap maximum benefits of the education curriculum. On the contrary, if there are disruptions within the school, achieving education outcomes would take longer than anticipated. In the recent past in Kenya, the Nation Media reported that between August 2021 and November 2021, 31 schools in 11 counties experienced cases of arson, while 11 schools in the South Rift region went on strike for various reasons (Kimutai, 2021). According to Bundi, Mugwe and Ochieng (2020), strikes have negative effects on students. These effects include dropping out of school, destruction of property, loss of time in solving cases of conflict and psychological trauma that takes time to address. In Kenya's Vision 2030 report (Republic of Kenya, 2018), the Government promised to introduce guidance, counselling, moulding and mentoring for all Kenyan schools as a way of ensuring that the students' wellbeing is catered to while in school.

In Kenya, there are generally peer counsellors who are meant to provide counselling support to their peers. However, effective counselling requires proper

training for successful implementation. Unfortunately, neither the peer counsellors nor the teachers who head the Guidance and Counselling department in secondary schools have received this training (Ministry of Education, 2019a). Despite this, these teachers are expected to provide basic training to the peer counsellors and offer counselling services to students when needed.

In contrast, peer mentorship does not require specialized training for mentors and can be conducted in both formal and informal settings. It has been observed that students feel more comfortable sharing personal issues with their peers rather than with adults (Gordon et al., 2013a). It is against this backdrop that this study examines the influence of peer mentorship on disruptive behaviours among secondary school students. The study focuses on cross-age, one-to-one peer mentorship, where mentors and mentees play similar roles to those in traditional forms of adult mentoring.

The Ministry of Education Sessional Paper No. 1 (Republic of Kenya, 2019c), highlights that young individuals often encounter issues related to sexuality, peer pressure, drug and substance abuse, harmful traditional practices, and negative media influences. Consequently, there is a recognized need for mentorship within educational institutions. However, the paper also acknowledges that the delivery of mentorship in these institutions lacks sufficient depth, comprehensiveness, and coherence (Republic of Kenya, 2019c). Therefore, it was essential to investigate the influence of peer mentorship on disruptive behaviours in secondary schools.

A study conducted by Owora et al., (2018), defines disruptive behaviours as outbursts, volatile or violent actions, and maladjusted behaviours that can lead to physical harm or property destruction. The study reveals that such behaviours have negative effects on the learning process, including reduced student focus and

concentration on studies, which are the primary objectives of schooling, as well as decreased teacher-student engagement.

Research conducted by scholars, Gordon et al., (2013a, 2013b) and Mahlangu (2014) indicates that youth mentoring yields positive outcomes, particularly when interactions are characterized by mutual trust and consistent involvement from mentors. In formal settings, peer mentorship has proven effective when supported by families and school environments. Quality mentoring relationships have shown positive impacts on the social-emotional well-being of students in schools.

In Iowa, school social workers have implemented peer mentorship programs to provide academic, behavioural, and emotional support to students in educational institutions (Mccoy, 2017). Through a structured mentoring approach, they have developed guidelines suitable for school environments. According to Smith and Petosa, (2016a), when peer mentors in schools receive training and support, they can consistently provide personalized support and care to mentees, thereby building their skills and potentially influencing their behaviours.

In central Maryland, peer mentorship has been implemented successfully for individuals who have quit smoking (Cornelius et al., 2016). Six peer mentors underwent training and acquired skills that they utilized in working with 30 mentees over a six-month period. The formal mentoring program yielded positive results among the mentees, suggesting the potential for replication in other educational institutions.

Similarly, in Scotland, a violence prevention program utilizing peer mentors was piloted in several schools and demonstrated positive outcomes (Williams & Neville 2017). The trained peer mentors facilitated peer-learning within their groups

(Curran & Wexler, 2016; Karcher, 2005). However, scholars have noted that inconsistent support from peer mentors can have detrimental effects (Curran & Wexler, 2016). Therefore, supervision and guidance are crucial to ensure effective and productive mentorship relationships between mentors and mentees.

A randomized study showed that students assigned to peer mentors experienced improvements in their academic performance and approach to social challenges (Destin et al., 2018). This raises the question of why cases of disruptive behaviours, such as arson, teenage pregnancies, teacher conflicts, and drug abuse, still occur in Kenyan schools (Opere et al., 2019). Consequently, further research is needed to explore the influence of peer mentorship on student behaviours.

This study therefore, aimed to establish the influence of peer mentorship on disruptive behaviours among students in selected secondary schools within the informal setups. The study sought to investigate the status of peer mentorship and how peer mentorship is carried out to influence disruptive behaviours in the selected schools. It also aimed to establish the existing policy gaps in peer mentorship and thus propose suggestions that would curb the use of inexperienced mentors. This would be in the view of minimizing on those peers who may end up making the situation of the mentees worse or undoing any good that is already achieved. Critical in this study was the role of Guidance and Counselling programmes on peer mentorship in supporting the peer mentors to help their peers. This helped to avoid relapse of mentees and deter uncensored peer mentorship programmes that could impact negatively on the peer mentorship process.

The Kenyan education system acknowledges the importance of having the Guidance and Counselling programmes and also mentorship in moulding the students

in the learning institutions. However, the rolling out of these programmes needs restructuring for there to be notable impact. Smith and Petosa (2016) asserted that the structured peer mentorship programmes were likely to yield positive outcomes. In a school environment, there was need to have clear programmes for peer mentorship spearheaded by the school Guidance and Counselling department. In schools where peer mentorship had been conducted successfully, there was clear content structure and peer mentorship approaches to be used (Owen et al., 2018). The peer mentors need to be trained on the content and the methodologies before being assigned mentees.

The study focused on the public secondary schools within the informal setups of Kibera, Mathare and Kangemi areas. The reason is that most of these schools face the infiltration of disruptive behaviours such as drug and substance abuse from the informal setups they are located. The study conceived that the informal setups predispose the learners in the schools within the vicinity to risks such as easy access to trade in and use of drugs, early sex, prostitution, child labour and access to cash, access to illicit radio, audio, video, social media and street content, negative company associated with illiterate peers who put less value on morality and education, and culture of informality that impact their behaviour as reported by literature on Nairobi's slums and Brazil's Favelas. In the effort of helping the youth, non-governmental organisations have introduced peer mentorship in some of the schools and also the communities around. This enabled the researcher investigate the problem of study without facing the risk of sampling schools that have no peer mentorship. It is hoped that the findings from this study can yield recommendations that can be cascaded to the other schools that may not be implementing peer mentorship as an approach to address disruptive behaviours.

1.2 Statement of the Problem

Peer mentorship is globally becoming popular as an approach for addressing learner challenges that include disruptive behaviours. Literature reviewed indicates that peers have more influence in altering other peers' behaviours than adults since there is mutual trust amongst them. It also follows that if the mentoring process is carried out inappropriately, and without proper examination of its content, it may have damaging effects on both the mentee and mentor, given that peer mentorship relationship can be complex.

Although peer mentorship is slowly gaining grounds in learning institutions in Kenya, its functionality is not felt. Kenya is reported to have a devastating criminal pattern that has dominated the country's education system for more than 30 years (Lime & Kiambo, 2022). There has been a rapid increase in cases of student involvement in disruptive behaviours (Kiplagat et al., 2022; Kiprono, 2022). There are still cases of students getting pregnant, indulging in drugs, burning schools, sneaking out of schools, engaging in sex, yet we have peer mentorship programmes (Wambu & Fisher, 2015). With these happenings in schools in Kenya, the question remains: is mentorship serving its purpose in addressing disruptive behaviours? This point to the gap the current study sort to address; the influence that peer mentorship has on alleviating disruptive behaviours in secondary schools. Hence, there is need to investigate the status of peer mentorship in secondary schools, the influence of peer mentorship on disruptive behaviour, the gaps in policies on peer mentorship programmes, and the effect of Guidance and Counselling programmes on peer mentorship. However, in the absence of proper mentorship structures in place, it is difficult to measure effectiveness of mentorship in schools and to showcase the evidence of proper peer mentorship happening in schools.

Peer mentorship programmes need to be considered as a strategy for behaviour change among young people in learning institutions. It is in this light, therefore, that this study aimed to examine the influence of peer mentorship programmes on disruptive behaviours among students in selected secondary schools, in the informal setups in Nairobi. Addressing disruptive behaviours is critical to achieving learning outcomes and contributing to the national goals and hence good citizenry

1.3 Research Objectives

1) To investigate the status of peer mentorship practised in the selected secondary schools in informal setups in Nairobi County
2) To determine the influence of peer mentorship on disruptive behaviours in the selected secondary schools in informal setups in Nairobi County.
3) To investigate mentorship policy gaps on disruptive behaviours in the selected secondary schools in informal setups in Nairobi County.
4) To determine the effect of Guidance and Counselling mentorship programmes on disruptive behaviours in selected secondary schools in informal setups in Nairobi County.

1.4 Research Questions

The study sought to answer the following questions:

1) What is the status of peer mentorship programmes in the selected secondary schools in informal setups in Nairobi County?
2) How does peer mentorship influence disruptive behaviours in the selected secondary schools in Nairobi?

3) What are the mentorship policy gaps on disruptive behaviours in the selected secondary schools?
4) How effective are the Guidance and Counselling mentorship programmes play a role on peer mentorship in secondary schools?

1.5 Research Hypotheses

The study had the following hypotheses:

Ho1: Peer mentorship has no statistically significant influence on disruptive behaviours in the selected secondary schools in informal setups in Nairobi County.

Ho2: Guidance and Counselling peer mentorship programmes have no statistically significant influence on disruptive behaviours in selected secondary schools in informal setups in Nairobi County.

1.6 Purpose of the Study

The purpose of the study was to examine the influence of peer mentorship programmes to address disruptive behaviours among students in secondary schools. The study provided information that would be useful for policy makers in the Ministry of Education on implementation of the mentorship policy in learning institutions.

1.7 Justification of the study

Disruptive behaviours are of national concern. The Ministry of Education in the Sessional Paper No.1 (Republic of Kenya, 2019c) indicates that mentoring services currently do not exist in sufficient depth, neither provided in a comprehensive nor coherent manner and thus, the need to conduct this study in

secondary schools. The concept of peer mentorship is relatively new in Kenyan schools, however, guidance and counselling has been in existed for a number of years now with a Head of Department (HOD) heading the department. Despite having both Guidance and Counselling and peer mentorship programmes being used in schools to influence behaviours change, cases of arson (Moywaywa, 2022), drug and substance abuse, teenage pregnancy are still prevalent in schools. In the case of pregnancies for instance, according to the United Nations Population Fund Report, Kenya has recorded 378, 397 adolescent and teenage pregnancies for girls aged 10-19 years between July 2016 and June 2017 (World Health Organization, 2017), 126 schools burnt in 2021 and over 30 year of devastating criminal pattern dominating the education system (Lime & Kiambo, 2022).

A research conducted by scholars from Harvard University indicate that youth in informal setups such as Kibera, experience significant hardships with only 30% of those who attend high school graduating, since youth are exposed to high rates of crime and violence and 15% of are reportedly involved in drug use and abuse and with many of them living in extreme poverty (Osborn et al., 2020). To curb such trends, it is important for education stakeholders to employ strategies that would offer lasting solutions hence, the need for this study to explore peer mentorship, and its effect, in addressing disruptive behaviours in the informal setups. Peer mentorship, if well-structured and engrained into the education system, it would yield positive results.

1.8 Significance of the Study

The study sought to contribute to the positive behaviours among secondary school students which would further contribute to the learning outcomes. It was hoped

that the teachers may be able to use peer mentorship programmes as one of the strategies for behaviour modification. The findings are useful for parents in that they can also adapt the peer mentorship programme strategies for their children and reinforce what has been achieved in terms of behaviours change, when the children get back home for recess.

The Ministry of Education and policymakers can use the findings to come up with mechanisms to roll out and enforce the use of the policy in all secondary schools. They can utilize the findings from this study to address the gaps and build capacities of key stakeholders and teachers to support peer mentorship programmes in secondary schools. This will in turn enable the school administrators, and teachers in charge of Guidance and Counselling to use the already proposed mentorship framework in the policy to come up with effective peer mentorship structures and programmes. As a result, the interpersonal relationships and learning outcomes will be improved.

The findings on the effect of Guidance and Counselling programmes on peer mentorship are useful for identification of the gaps and reviewing the current mentorship programmes being used in schools to address indiscipline cases and other disruptive behaviours. This will then lead to the alignment of mentorship activities with what is contained in the policy document. Hence, there will be censorship of content that mentors use with the mentees and improve the standards of discipline which in turn can be an alternative to the use of the cane and suspension as means of deterring students from disruptive behaviours.

The study proposed recommendations that could be adopted to alleviate disruptive behaviours across secondary schools in Kenya. This will enable schools to put in place robust peer mentorship programmes to influence disruptive behaviours. It

is one approach to deal with discipline cases in the institutions given that the traditional use of the cane has been banned. The study endeavoured to use evidence from other studies to show that with proper peer mentorship programmes in place in secondary schools, peer mentorship can yield positive outcomes which are sustainable over time. The students benefited from the findings of the study by alleviating disruptive behaviours across selected secondary schools in Kenya. The study drew the attention of the students to the existence and importance of peer mentorship which went beyond just having it as a club in schools. This study was an awakening for both teachers and students to align the peer mentorship objectives with the Ministry of Education Policy on Mentorship in schools. The policy has a clear framework that can be used to roll out effective peer mentorship programmes in secondary schools.

1.9 Limitations of the Study

One limitation of the current study was time since students had been at home for a long period of time due to the COVID-19 pandemic and currently, schools are on an accelerated programme. The schools were hesitant to allow the researcher to collect data. This limitation was addressed by requesting to administer the questionnaires outside the study time. For boarding schools, the researcher met the respondents over the weekends, and for day schools, the administration requested to have the questionnaires administered during clubs' time and when students had free time.

Schools were under pressure to cover the syllabus within a short time and the teachers had limited time to respond to the questions in the interview guide. The researcher had to work with the teachers at their convenient time. It meant going back to the school repeatedly to find time with the Guidance and Counselling teachers to

participate as key informants. In order to interview some of the teachers, the researcher conducted phone interviews with them after their work schedule.

The current study was limited to secondary schools in informal setups. It also focused only on public secondary schools, despite having other types of schools such as private schools, and community-based schools in the same context. The findings of the study may not be adequately generalised to the other type of schools given the different characteristics of those schools.

1.10 Scope of the Study

The study targeted Nairobi County's informal setups of Kibra 1.3115° S, 36.7879° E; Kangemi 1.2712° S, 36.7394° E and Mathare 1.2619° S, 36.8585° E. There are 73 schools with a population of 10,449 secondary school students in three of the informal setups of Nairobi. These three, as already stated include Kibera, Mathare, and Kangemi areas (Hagen, 2017). Public secondary schools were sampled for the study.

The study had peer mentorship as the independent variable and disruptive behaviours as the dependent variable. The independent variable considered the status of peer mentorship in the targeted schools, the mentorship programmes, the mentorship policy, and the guidance and counselling role, out of which the objectives and research questions were formulated. The disruptive behaviours that were considered in the study are those that fall under levels III and IV such as drug and substance abuse, arson, wanton destruction of property, and causing physical harm (Owora et al., 2018). The Self-Determination theory underpinned the study with a focus on the three key elements of the theory which are: autonomy, competence, and

connection. The mixed method approach and the convergent parallel design were employed to allow for the triangulation and validation of the results.

1.11 Assumptions to the Study

The study made the following assumptions:

(i) There were peer mentorship programmes in the selected schools and that the learners in each of the classes were in the same age bracket; hence, the study assumed that age had no influence in the outcomes of the study.

(ii) The schools targeted by the current study had the mentorship policy and peer mentorship was being used as an approach to alleviate disruptive behaviours among students in the selected secondary schools.

(iii) The public secondary schools targeted by the current study, in their enrolment, admitted learners from the informal setups where the schools are situated. Therefore, the learners in these learning institutions were exposed to similar challenges.

1.12 Theoretical Framework

The study is guided by the Self-Determination theory by Ryan (2017) which helps explain how individuals move themselves or others to act. The theory suggests that people are driven by three fundamental elements to change, and these are competence, connection, and autonomy (Ryan, 2017). This implies that when individuals act in a certain way, any one of the three mentioned aspects could be responsible for the move they choose to undertake. As the peer mentors try hard to motivate and talk their mentees into changing, there is need to understand that there is an inner motivation to do what the mentees do. This therefore means that it takes a

process for the mentees to internalize whatever is being externally offered to them by the peer mentors; be it values, ways of working, and guidelines on behaviours change (Vansteenkiste et al., 2018). It would therefore be important for the peer mentors to understand this process of mentees internalizing the external world and make it their own for change to occur.

According to Grilli and Curtis, (2019), behaviour change is influenced by both external and internal factors. It is necessary to have the mentors and mentees get educated on these external and internal aspects that influence behaviour change. It is helpful for them to have an understanding of what predominantly influences the mentees to do what they do. The mentors can thus, be supported in tailoring the mentorship sessions to address those aspects that influence behaviours of the mentees. The Head of Department, Guidance and Counselling will also be deliberate when engaging external resources to support the peer mentors. The resource persons ought to understand the kind of influence that the external environment has on the mentorship processes.

According to Self-Determination theory, people become self-determined when their need for competence, connection, and autonomy have been fulfilled. Autonomy has a bearing on identity (Fisher & Oyserman, 2017). When students face a challenge or difficulty, their identities guide them on how to interpret the relevance of the challenge to them and how it applies to their goals (Oyserman et al., 2015). Experimental studies of other aspects of youth behaviours, such as bullying and alcohol use, demonstrate that peer mentorship programmes can have a fundamental influence on the behaviours of adolescents and that this can be utilized to influence disruptive behaviours (Williams & Hamm, 2018). This implies, therefore, that if the school administration can accord peer mentors the needed support by equipping them

with the necessary skills to carry out peer mentorship programmes, peer mentorship can have a positive influence on the students being mentored.

In the self-determination theory, intrinsic motivation plays a role in influencing the psychological growth of an individual. The individual has an inherent push and understanding of the benefits. According to Ryan (2017), the use of extrinsic rewards on an individual who is internally motivated may not yield positive results. It will deny the individual the autonomy one needs to have for change to happen. The objective of the perception of the peer mentors on behaviour change of the students was anchored on this section of the theory. The peer mentors ought to identify any of the intrinsic motivations in the mentees and capitalise on that to influence their inner drive towards positive behaviour change. Any extrinsic motivation used should be with the intention of boosting the inner motivation to get rid of disruptive behaviours.

This theory asserts that feeling in control and intrinsic motivation can drive individuals to be committed, passionate, interested, and looking forward to what they do. Based on this assertion, the peer mentors' influence on the mentees is critical. The way they structure the peer mentorship programmes can either enhance or destroy the gains of peer mentorship in the mentee. The peer mentors should aim at having the mentees be in control of the desired behaviour change as they (peer mentors) help them negotiate through. The mentees need to own the process and thus, the peer mentors should work towards avoiding a dependency syndrome. On the other hand, the role that the Guidance and Counselling mentorship programmes play in empowering peer mentors can yield positive or negative results. A peer mentorship programme that is tailored to the needs of the mentees yields positive results (Family, 2017). If the peer mentors employ external rewards, then, dependency is created, and the intrinsic motivation is compromised.

In this theory, connection is important for change to happen. Individuals need to have a sense of belonging and acceptance. When the change occurs, the individuals may even develop complementary habits on the new ideas (Tyson, 2018). There is need for the mentee to be able to connect with the peer mentors for the mentorship process to be effective. This makes them open up (Abuya et al., 2019). However, policies on peer mentorship programmes need to be in place to safeguard the mentees from any form of exploitation, or manipulation as a result of this interaction (Amanda, 2017).

This study interrogated if the school environment, which is an intervening variable in this study, influences peer mentorship programmes and contributes to disruptive behaviours. The school environment that the mentees find themselves ought to be enabling. In one study, Paluck et al. (2016) provided rare experimental evidence that peers can exert a causal influence on the behaviours of their classmates. After researchers recruited students and guided them to develop campaigns to influence social norms and behaviours in their schools, they observed significant reductions in student conflicts among the student body (Paluck et al., 2016). If there can be some degree of congruence in the peer mentorship programmes and the peers positively contribute to the behaviour change of the mentees, then there would be possibilities of having gains from the process.

In a field experiment, Destin, et al. (2018) found that a brief near-peer identity-based mentoring experience had positive effects on how students interpret and respond to difficulties during adolescence (Destin et al., 2018b). This would imply that peer mentorship programmes within the school environment if fostered can have positive effects on disruptive behaviours. However, if one environment will undo what is being done by the peer mentors, then, the peer mentorship programmes

may not achieve the intended purpose. This may require that the mentor interrogates the environment the mentee is exposed to and finds out what enhancers and hindrances exist toward behaviour change. This is important so that in the process of belonging and acceptance, the mentee is given the needed support not just by the peer mentor but also by the other peers in their context. The study interrogated the role of Guidance and Counselling programmes on peer mentorship to influence behaviour with a view to propose recommendations that can be adopted in secondary schools.

This theory is relevant in that it explains the relationship between the mentors and the mentees in the mentorship process. The key variables highlighted in the theory, competence, connection, and autonomy, are all critical for positive results to be realised during mentorship. The peer mentors need to be competent by having the right skills and approaches to help the mentees navigate through their issues. The mentorship process also calls for a mutual relationship to be established between the mentors and the mentees. This is why connection is important. As long as there is some disconnection between the mentor and the mentee, not much would happen in terms of support towards positive behaviour change because there is limited trust. The mentorship process should not create dependence on the mentor but it should lead to a state of autonomy for the mentee. The mentee ought to make informed decisions and correct choices without feeling pressured by the mentor.

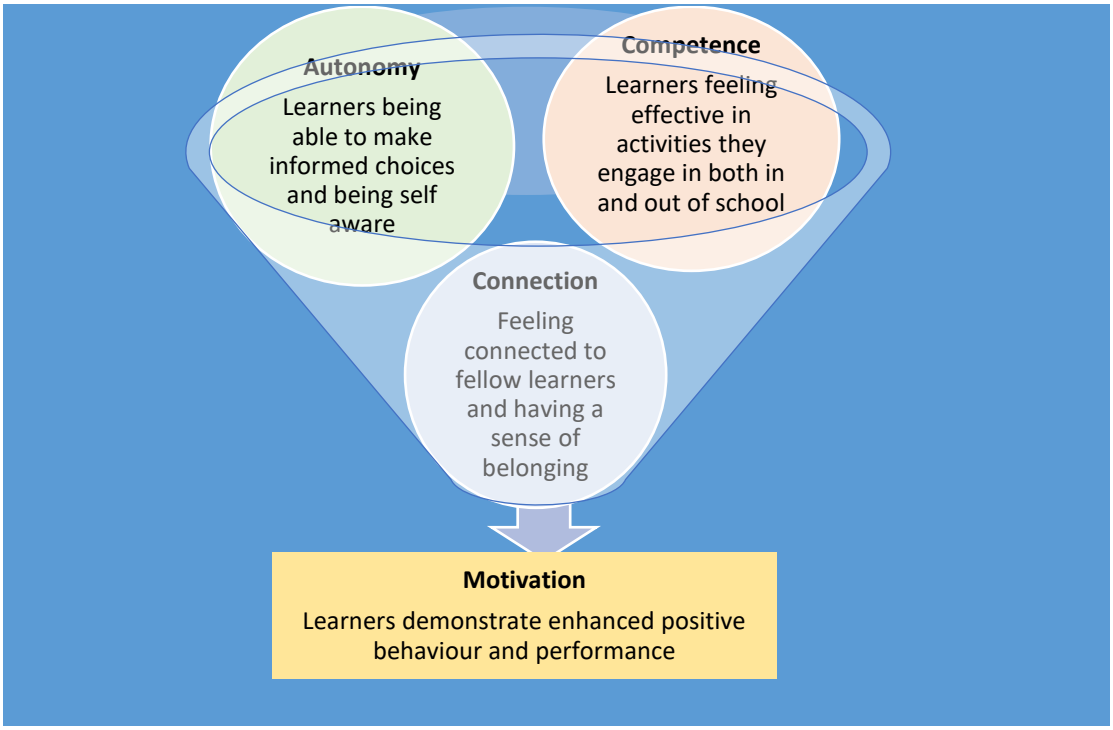


Figure 1: Self-Determination Theory (Researcher – 2022)

1.13 Conceptual Framework

Figure 1 below is a summary of how the study conceptualises the influence of peer mentorship on disruptive behaviours in secondary schools located within the informal setups of Nairobi. In the model, the researcher looks at peer mentorship as constituting the independent variable in the study and disruptive behaviour forms the dependent variable. The formulation of the conceptual framework was closely guided by the Self-Determination theory in which the study is underpinned and the variables of the study. The conceptual framework shows the interaction between the independent variable, the dependent variable, and the intervening variable.

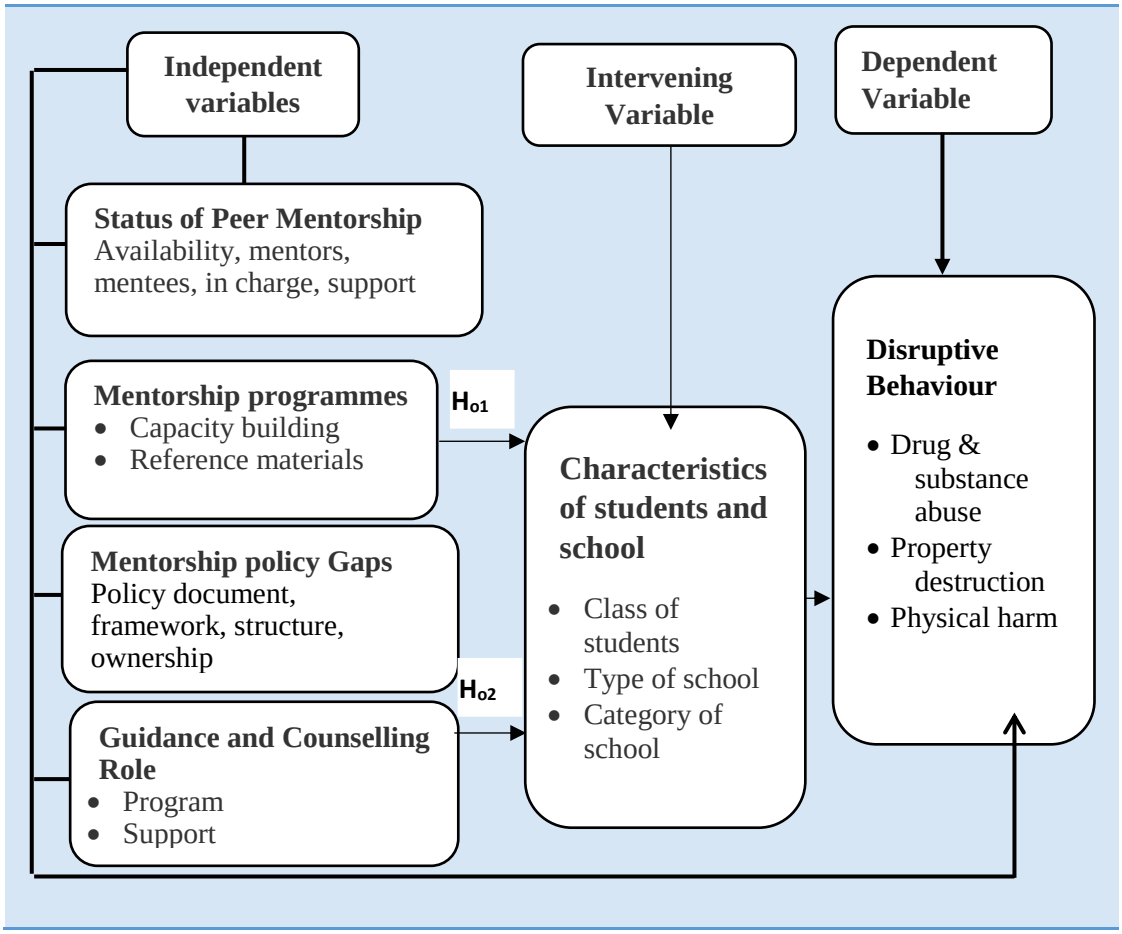


Figure 2: Conceptual Framework (Researcher – 2022)

The independent variable which is peer mentorship programmes has the status of peer mentorship, mentorship programmes, mentorship policy gaps, and Guidance and Counselling role, as the sub-variables. The assumption of this study is that for effective peer mentorship programmes to take place, the four elements are critical. The peer mentors have to be identified and this should be done by the Guidance and Counselling department. The mentees are then meant to be assigned to specific mentors whom they can be free to work with and share their experiences on an equal platform. The peer mentors then require some capacity building to acquire relevant skills to be able to support the mentees. For effective peer mentorship to happen, it is necessary for the peer mentors to have skills, in terms of content and also the approaches to employ when handling particular issues. In some cases, they require coaching to help them understand how to conduct peer mentorship programmes, and

in turn, they may also coach the mentees on certain behaviour changes. For training and coaching to be useful to both the peer mentors and the mentees, proper peer mentorship programmes need to be in place. A programme that can be followed by the mentors and mentees could be tailored from the mentorship policy which also has the framework on how things should be done.

The study further assumes that provision of relevant reference materials is a key aspect of the peer mentorship programmes for both the mentor and the mentee. This gives general guidance on how the mentor and mentee need to schedule their interactions given that behaviour change happens gradually and it may not necessarily happen in a continuum or step by step basis. Although peer mentorship has been recommended by the Ministry of Education as one of the best approaches to address behaviour change, it is not part of the core curriculum and so, the peer mentors and mentees engage on voluntary basis. In some schools, there was no time allocated for the peer mentors to meet the mentees, therefore, the students met during their free time. Peer mentorship sits in the Guidance and Counselling department and it is therefore expected that the Head of Department (HOD) Guidance and Counselling, should support the peer mentors by tailoring programmes that they can use in the mentorship process to mentor the other students. The assumption is that the HOD Guidance and Counselling works with the school administration to allocate time for the mentors and mentees to meet. The HOD can also work with a team of teachers who can offer any needed support to the students as they conduct the mentorship programme.

The dependent variable comprises disruptive behaviours with the sub-variables being drug & substance abuse, property destruction, and the causing of physical harm to others. Considering peer mentorship as an approach to alleviate disruptive

behaviours, then, these are aspects that need to form the basis of discussion for both the mentor and the mentee. Given that these are the issues posing a challenge in the different learning institutions as pointed out by different learners, tailoring the peer mentorship activities around these areas of concern can yield positive results since the mentors and mentees will be discussing real issues affecting the learners in the school context. The study makes assumption that the knowledge of the kind of disruptive behaviours that exist in an institution would shed light on the kind of peer mentorship activities to be programmed for a given institution. This information helps to inform the HOD Guidance and Counselling on the type of reference materials that the mentors would require and the support to be provided for effective mentorship to take place. The HOD can also find it easy to identify teachers who can then support in building the capacity of the peer mentors with the relevant content.

It is possible to have the school environment being enabling or negatively affecting the mentorship processes. Issues such as availability of infrastructure depending on the category of school (National, County, Extra-County), the age of the mentors, and the type of school such as mixed schools, day, boarding, and class of the students can have influence on the mentorship process. Overall, with proper guidelines and peer mentorship programmes in place, it is possible to have positive behaviour change realised in secondary schools.

1.14 Operational Definition of Terms

Disruptive behaviours: This study considers disruptive behaviours as unacceptable habits that violate set rules and norms such as drug and substance abuse, arson, teenage pregnancy, fighting, bullying, and may cause harm to others and self, directly or indirectly. These behaviours seriously interfere with the smooth running of the school programme and the learning of the students; hence, they are likely to compromise the learning outcomes.

Informal setups: These refer to impoverished urban neighbourhoods characterized by substandard living conditions, inadequate infrastructure, and a lack of access to basic services, presence of social vulnerabilities such as crime, drug, and substance abuse. In the study, these social vulnerabilities comprise level III and IV disruptive behaviours.

Mentee: This study considers the students being guided and supported by their fellow students who are competent than they are in lifeskills and have a keen interest in seeing their fellow students improve in their behaviour and/or studies. The students being supported (mentees), stands to benefit if the mentoring process is conducted properly by their peers (mentor) and if both are committed to the entire process. In this study, the mentees are peers to the mentors and they are from form two or three since this is the target group for this study.

Mentor: this study defines mentors as those students who are more experienced and therefore assist other students' personal growth and academic achievement by providing information and support. In this study, focus was given to secondary school learners, and specifically the mentors in forms two and three. The form ones were left out since they were new in the schools and the form fours were busy preparing for

their national examinations. The mentors were selected by the teacher in charge of Guidance and Counselling, although there were cases where students took up a mentorship role because they were considerably knowledgeable and experienced to guide others through the mentorship process. These mentors are trusted helpers, advocates and caring role models who teach or give advice or guidance to the other student (mentee) who is less experienced.

Peer mentorship: This study considers peer mentorship as the process in which students give support to each other. The support is meant to positively mould the behaviour of fellow learners. It is therefore, expected that there will be development of a personal relationship in which a more experienced, knowledgeable, and caring learner (mentor) provides support, advice friendship, reinforcement and constructive role modelling over time, in order to promote continuous personal development of a less experienced learner (mentee) and realization of their full potential. This study considered the following:

i. The status of peer mentorship in schools in the informal settlements. According to the findings, there were some forms of peer mentorship programmes conducted in schools although rudimentary. The NGOs also trained mentors especially during the school holidays and they in supported the mentees assigned to them while in school.

ii. The influence of peer mentorship on disruptive behaviours. The teachers and the students were largely in agreement that peer mentorship had a positive impact on both the mentees and the mentors.

iii. The peer mentorship programmes in the schools as organised by the Guidance and Counselling departments. Most of the programmes were unstructured and with limited time allocated for them. There were institutions where the peer

mentorship programmes were carried out for 30 minutes in the evening after classes, others had them on Saturdays, others at the beginning and end of term and there were those that were conducted during clubs' time.

Peer to peer mentorship: This is a relationship among students where experienced learners serve as positive role models for mentees, demonstrating the importance of responsibility, goal-setting, time management, effective communication and good behaviour. The peer mentors seek guidance from the teachers when they get stuck as they support their peer mentees in the behaviour modification.

CHAPTER TWO

LITERATURE REVIEW

2.0 Overview

This study sought to establish the influence of peer mentorship on disruptive behaviour among students in selected schools in informal setups of Nairobi. In this chapter, literature was reviewed on related studies that contribute to the understanding of the influence of peer mentorship programmes on behaviour change among students in secondary school. These works were reviewed using a thematic approach aligned to the proposed objectives to help point out issues that need further research and to discover knowledge gaps, which need to be filled through empirical findings of the study. The first part reviewed literature that would help the reader to understand aspects on the status of peer mentorship, why peer mentorship is important, some of the global practices, regional and what is currently happening in Kenyan secondary schools. A review was also conducted on disruptive behaviours, how this is understood, the impact and the management of disruptive behaviours in schools.

2.1 Status of Peer Mentorship in Schools

2.1.1 Background: Why mentorship

Collier (2017) defines mentorship as a structured and trusting relationship between a young person and a caring individual who offers guidance, support and encouragement. Here, the mentor supports the mentee who has less experience in a certain area and therefore requires guidance and support. This is done by listening to them, showing support, offering counsel, friendship, constructive feedback and reinforcement that the mentee needs to overcome challenges, make informed

decisions and lead a fulfilling life. Through mentorship (whether face to face or virtual), the mentee is able to use the knowledge, skills and experiences of the mentor as a springboard for informed decision making. It hence helps mentees avoid social isolation and establish a basis for leading informed lifestyles (D'Souza & Ferreira, 2019). Peer mentorship can exist between people of the same age group, experiences and predispositions (Reeves, 2021) but some scholars recommend an age gap of at least two years between the mentor and the mentees (Kupersmidt -Irt et al., 2020). Moreover, mentorship can exist as a one-on-one undertaking, or a group engagement where the students assemble and learn from a mentor.

Peer mentoring is an approach that has been used by various institutions as a means of addressing behaviour change, and there are studies that have recorded some positive results (Destin et al., 2018; Hanley et al., 2018; Karanja & Gikungu, 2014; Murrey, 2015; Mutua C. Mutheu, 2019; Sibanda & Mpofu, 2017). Peer mentoring has been used to improve academic performance, deal with issues of discrimination in schools and communities, obesity, work with individuals to quit abusing drugs, adjust to new environments, and deal with disruptive behaviours. A study was conducted by Liaqat, (2020) on the role of mentoring in secondary schools and focus was given on the challenges that the mentees face, their experiences, and how they dealt with issues. The study found that mentoring helped students deal with a variety of challenges, including social, ethical, financial, psychological, and emotional issues. Mentoring was beneficial to students when it came to dealing with difficult situations. In the study by Liaqat, students indicated that they looked to their schoolmates as mentors when faced with challenges. This therefore, brings to light that the role of peer mentorship in schools cannot be overlooked. Peer mentorship needs to be embraced as a strategy of addressing issues that may pose a challenge to the welfare

of learners and the laearners' positive development. The question that needs to be looked into is how best peer mentorship can be tailored to yield greater impact in the secondary schools and also in the community.

Within the school context, peer mentorship entails students having structured, supported and purposeful relationships in which the slightly older (or more informed) students guide their peers to enable them understand, cope with and triumph over the pressures associated with living in such an environment, or general life challenges. Here, the mentor offers social and/or emotional support to enable the mentees face and address their fears and problems, and consequently, increase own self-confidence and motivation. In an ordinary scenario, peer mentorship requires that mentors and mentees meet on regular bases, whether weekly or fortnightly for the mentor and mentee to build rapport, and trust, share life stories and work out solutions to life's issues (Broadbent & Papadopoulos, 2009).

D'Souza and Ferreira, (2019) identify a number of benefits that such a relationship can have. For the mentees, it reduces risky behaviour by attaching them to good influences, improves their communication skills by offering them an opportunity to express themselves and speak openly about their feelings, and enhance their social and emotional development by allowing them to build trusting relationships and learning the benefits that such relationships have. Additionally, due to peer mentorship, mentees can improve their relationships with family and friends by understanding how their behaviour impacts on others and what they need to do to strengthen relationships. Most significantly though, peer mentorship increases opportunities for community participation by mentees who get to create a positive image of them and learn to blend positively with other community members. The mentees consequently have reduced feelings of self-isolation, and increased resilience

enabling them to withstand future pressure (D'Souza & Ferreira, 2019; Kupersmidt - Irt et al., 2020; Kupersmidt et al., 2018).

For the mentors, peer mentorship has the benefit of improving self-confidence and capacity from knowing that they are trusted and are playing a significant role in positively influencing the life of another. The mentor also gets to learn from the mentee, acquire new skills (social, emotional and communication skills), and gets an opportunity to engage in self-reflection based on the experiences of others. Furthermore, the mentors can learn skills such as financial literacy, or get to understand inherent risks existing in society which they should avoid or help other young people to avoid if they are to mentor more people. Finally, mentorship allows the mentor an opportunity to share knowledge, experiences and wisdom with a younger person (or less experienced) even as they take a leadership role and develop leadership skills which can be tapped into and utilised in one's career (Collier, 2017).

2.1.2 Review of global peer mentorship practices

World over, peer mentorship has been acknowledged to promote academic excellence by on-boarding students into positive life skills needed as they transition into higher education. D'Souza and Ferreira, 2019 report that through peer mentorship, students discover their professional and academic identities as "students help their peers understand, critique, and resolve professional identity questions that arise" in the course of their academic life. Whereas this is true of college students, it also applies in secondary schools where when academically struggling students are paired with their well performing colleagues, they are likely to learn tips on how to study better for exams and therefore improve their own grades. Such lessons can also be obtained on how to lead a balanced school life, avoid bad influence, stay respectful, and avoid drugs.

In most cases, peer mentorship in schools works in a structured way (Ochola, 2020) though instances also exist where peer mentorship is unstructured. Smith and Petosa, (2016b) define structured peer mentorship as entailing using trained high school mentors to support behaviour change in younger peers. Such mentorship is recognised by the institution and is tied to specific dates and timelines. The results are also monitored by an overall coach who assigns mentors and mentees, and who has the role of adjusting the mentorship program as well as matching mentors and mentees based on assessed matching undertakings. Through structured mentorship, participants get to operate within a clear predefined outline which sets the expectations for both the mentor and the mentee. Each stakeholder is therefore held accountable for their deeds and hence, works towards meeting their pre-set expectations. The mentee, too, walks into the relationship already aware of what to expect to avoid feelings of disappointment at the end of the program (Padhi, 2019).

Similarly, structured mentorship defines the scope of the exercise. The mentorship will be topical and hence confined to assisting the mentee address and resolve a particular concern as opposed to unstructured mentorship where the mentor and the mentee can wonder into discussing anything and everything. Due to the confined range of topics to be discussed under structured mentorship, it becomes easy to choose a flexible format for undertaking mentoring. Accordingly, the mentor can meet the mentee alone on a face to face basis, or he may decide to provide online mentoring sessions, where it is possible. In addition to this, in cases where the mentor has other mentees that need his/her services on the same topic, the mentor can be asked to join group mentorship sessions where they fit into a bigger group and therefore learn from the experiences of other mentees as opposed to being fully just dependent on the services offered by the mentor. The benefits arising from structured

mentorship as identified by Padhi, (2019) are that it allows for self-matching between the mentor and the mentee, builds monitoring support systems, recognizes the efforts and contributions of mentors and allows the playing forward of lessons learnt by mentees into helping the next group/generation of mentees. Moreover, due to the structured and recognized nature of this type of mentorship, it becomes easy to recognise and reward the efforts of mentors.

Whether in high school, college or at the work place, the methods and approaches to mentorship are largely universal but with minor adjustments to accommodate the uniqueness of stakeholder groups and their specific needs. This goes for both structured and unstructured mentorship. Among the activities that mentors and mentees can engage in include mentees shadowing of mentors (Reeves, 2021) wherein the mentee follows the mentor around for a day to help him gain insight into the school, senior positions (for prefects or upper-grade students for instance), responsibilities in the school, and reading, behaviour dynamics to help the mentee set practical goals on how they intend to improve themselves. Other than this, the mentor and the mentee can be part of the same discussion group, pursue similar voluntary, extracurricular, and networking activities with other students, meet and engage more frequently outside the school context when they are outside the school environment, share friends, share a common more senior mentor, and look for other mutual interests that align to school codes of conduct (Ochola, 2020; Reeves, 2021).

Unlike structured mentorship, unstructured mentorship happens among peers without any formalised institutional arrangement. It can entail peers seeking out each other for help with issues that affect their stay and success in school without the knowledge and involvement of the teachers. Consequently, unstructured peer mentorship is often not tied to administrative bureaucracies and oversight that

characterise structured mentorship. Here, frequency of meetings is not pre-set, clearly defined goals, for the mentorship engagement, do not exist and are not monitored, just as there are no timelines, productivity targets, and feedback systems for mentees. It is therefore free of encumbrances that limit freedom of choice, but is subject to abuse especially on occasions when the mentee is reluctant to get help and may have to be pushed into submission. On occasions when the mentee recognises their own need for mentorship and goes out to seek it, however, unstructured peer mentorship would deliver better results (Gandhi & Johnson, 2016). It should be acknowledged that unstructured peer mentorship is the most common form of mentorship in many schools, but is largely not recognised since it operates in a world out of the control of school administrators.

Aviles, (2020) has contextualised the role of peer mentorship in high schools. According to him, “peer mentorship in high school is designed to assist school administrators who want to capitalize on the power of peer influence and to guide them to create and implement a successful peer mentorship program for their school. For students being mentored, the difference is noticeable immediately. For mentors, the maturity and growth is phenomenal. Peer mentorship has a significant effect on attendance, grade point averages, suspension rates, disciplinary referrals, classroom disruption, and bullying. Having an additional person to relate to who is going through the same pressures is life changing. A peer mentor can help mentee build self-esteem and succeed both inside and outside the classroom. Peer Mentorship in High School is a valuable resource for teenagers, parents, teachers, and administrators.” He, through this statement, confirms that peer mentorship is not only beneficial to the students and their communities, but also to the schools providing

opportunities for mentorships it makes these schools governable as also reinforced by Kupersmidt -Irt et al., (2020).

Perhaps a review of a few cases of mentorship as practiced in secondary schools across the globe would help. To begin with, we examine peer mentorship in secondary schools in the United Kingdom (UK). Here, various studies have been conducted on the use of peer mentorship in schools to help improve learning outcomes and help students navigate through various challenges even at personal levels. Peer mentorship is further used in the UK as part of behaviour modification strategy and inclusion and mainstreaming instrument for persons with disability (Tzani-Pepelasi et al., 2019). These studies, in the UK, have documented increased cases of bullying in schools, drug and substance abuse which affect the learning outcomes of these institutions. In cases of bullying, more often than not, the victims are the students from disadvantaged backgrounds or those facing challenges such as disability. Where it has been adopted as an intervention, peer mentorship has been proven to yield positive results in school-bullying prevention and behaviour change modification among mentees (Powell, 2018; Thornberg & Jungert, 2014).

In the United States, studies conducted in secondary schools and universities on key components of effective mentoring relationship discuss eight requirements that need to be taken into consideration for mentorship to be effective. They include: open communication and accessibility; goals and challenges; passion and inspiration; caring personal relationship; mutual respect and trust; exchange of knowledge; independence and collaboration; and role modelling (Kupersmidt -Irt et al., 2020; Sanzero et al., 2014). Whereas it is important to have open communication and accessibility for effective mentoring to happen, in the secondary schools, this remains a gap. The reason is that the time allocated for peer mentorship to happen is limited.

In some schools, only 30 minutes were allocated per term, which is insufficient to establish meaningful conversations and have the mentors available to the mentees. For mentorship relationships to be established, the mentor and mentee will need time to engage and create trust between the two parties as reviewed earlier in this section.

There was need to have support from the Guidance and Counselling Department on having planned activities to be undertaken by the mentors and the mentees. In some of the schools, there were activities for the mentors and mentees to engage in but in other schools, the mentorship programmes were run by Non-Governmental Organisations (NGOs). This meant that the school seems to have been deprived of the ownership of the mentorship programmes and they played a passive role. The schools relied on the training materials that the NGOs gave the peer mentors to use. The question remained if these materials used, adequately covered the relevant and appropriate topics that address the needs of the mentees. The US experience therefore brings to light the fact that the conditions necessary for the existence of successful peer mentorship programs such as allocation of adequate time for mentorship, and ownership of such programs by schools themselves to create confidence in the process among peers is sometimes lacking (Amanda, 2017; Crawford, 2009; Williams, J & Neville, G, 2017). This needs to be investigated and documented in Nairobi's informal slums as well since that data does not exist.

In the USA, peer mentorship has historically endeavoured to achieve a wide range of objectives. According Crawford, (2009), some of these goals included developing strong, beneficial and dependable relationships, offering academic support, reducing substance use and abuse, improving learners' attitude and behaviour in schools, improving connectedness among children in their schools, changing learners' attitudes for the present and the future, facilitating healthy decision making

by mentees and improving responsibility, planning and good behaviour at home. Crawford further states that peer mentorship facilitates family education for the teenagers who may soon start families of their own, as well as instil in them, a sense of community and the desire to participate in community affairs and community service. Such investment has the impact of reducing suspension rates in schools, reduces disciplinary referrals and classroom disruptions, responsibility, lowers cases of bullying, increases student and class attendance and grade point averages, but most significantly, guarantees the production of dependable and well-behaved future citizens which improves national governance (Aviles, 2020).

Where peer mentorship does not exist or is ineffective, deviant tendencies such as peer bullying are likely to be manifest in secondary schools. The bullying is characterised by tendencies such as verbal and physical abuses and harassment of students by their supposedly more powerful (or influential) peers. The likely impacts of this bullying as established by Tekel and Karadag, (2019) during their study in Turkey is increased dislike for school accompanied by high dropout rates, reduced self-esteem among the victims, reduced academic performance and violent tendencies among students. In particular, girls seemed to be more affected by bullying in environments where peer mentorship, behaviour control, and oversight are limited resulting in relative lawlessness. This reduces access to education and development opportunities for girls which work against the Sustainable Development Goals (SDGs), goals 4 and 5 which promise high-quality education and equality to all by targeting the empowerment of vulnerable groups such as women, girls, and persons with disability. Peer mentorship can correct the deviant traits among students and ensure they are not left behind in facilitating the realization of these SDGs for all,

including their own children who would otherwise fall victims of these discriminatory abuses.

These experiences are not unique to the above countries but have been reported in Asia where researchers in Pakistan (Liaqat et al., 2020), India (Anitha & Chandrasekar, 2015; Times of India, 2021), Singapore (Liu, 2019) and the Middle East (Richards, 2017; Shamsi, 2018) have acknowledged the role of peer mentorship in helping high school students cope with challenges in their academic, social and personal lives and achieving career, social and personal growth. In India, for instance, Peer Mentorship was reported to endeavour to also support STEM Education among girls (Times of India, 2021). In Australia, peer education seemed to be widespread and integrated into the education programs of both schools and colleges (Banu et al., 2016; Curtis et al., 2012). In all these places, some unique interventions are used to address the needs of the disabled, girls, and children from indigenous or poor backgrounds in acknowledgement of their unique circumstances and needs.

2.1.3 Selected peer mentorship practices in secondary schools in Africa

The experience in Africa is not any different from the global practices cited above. In South Africa, Nnadozie (2018) acknowledged the role of peer mentorship in leadership development among students who are transitioning from high school to university life and limiting dropout rates in schools (Jackson, 2016). However, most of the structured mentorship programs in South African high schools are teacher centred and initiated by schools with students largely just expected to fall in line. Consequently, when these students leave high school and transition to colleges and universities, they find it hard to cope and may be led astray.

According to Nnadozie (2018), the gap created by lack of familial support and absence of the teacher to help them find out the issues and sort things out, as is the case in high school, means that during this period, first-year mentees' expectation from peer mentors is that of temporarily filling in the gap of the teacher figure in this regard. This points to overreliance on mentorship of students by teachers as opposed to using mentors, and is likely to create overdependence of youth on decision making by mature adults in their lives as opposed to consulting within their age groups and finding solutions to their everyday challenges. South Africa's peer mentorship was seen to be vulnerable to impacts of racial biases that can affect interactions among school/class mates and consequently, limits the learners' school experiences. Similarly, students relate within social classes with those from poor and well to do backgrounds tending to socialize within their classes (Ddiba, 2013) with similar impacts as racial biases. Moreover, the nature of peer mentorship that one can get sometimes depend on their ability to afford it as some of the mentorships require payment, access to the internet for online sessions, travel expenses to access venues, purchase of mentorship materials and the ability of the mentee to fit in and blend with fellow mentees without feeling misplaced and missing on the lessons (Jackson, 2016).

In a study on loneliness among high school students in Ghana, (Nkyi, 2014) it established that these students generally tended to be lonely at 45.7%. He characterised this as normal and largely resulting from the young people growing physically and mentally as they try to absorb, understand and adjust to the world around them. Still, despite the feeling of loneliness being normal at this stage, he characterised it as being responsible for challenges such as depression, increased drug use, absenteeism in schools, suicides and bellow optimal school performance by the affected. Accordingly, he called on the need for high school students to form

beneficial social networks with school colleagues through which they can engage in peer to peer mentorship and use that to overcome their unique life problems. He also recommends that families need to listen to and connect with adolescents and accept them as individuals to reduce their loneliness and its impacts associated with alcoholism, suicide, and physical illness. Similarly, teachers in schools should ensure that students join and participate in fulfilling peer mentorship programs to enhance their connectedness and learning, through still being keen to avoid falling victims to peer pressure and negative peer influence (Ofori, 2018).

2.1.4 Peer mentorship programs in Secondary Schools in Kenya and Nairobi's Informal Settlements

In Kenya, peer mentorship seems to have taken root in secondary schools well. The country even has a national association of peer mentors (Peer Mentors Kenya that organizes mentorship programs for individual schools or for groups of schools (such as those in a county). Among the things that such mentors discuss with learners include academic excellence, etiquette, life skills and communication skills (Andanyi, 2019). What is not clear is the consistency of such mentorship programs which seem very unstructured or semi-structured as well despite being organised by an institution. It should be noted to that in his case, we have external parties visiting schools to offer mentorship programs in what seems to be similar to the USA's experience where NGOs were involved in offering peer mentorship services.

A study by Ochola, (2020) on the role of peer mentorship programs on the academic performance of secondary school students in Kenya's Kibera slums established that 97% of the students agreed that mentorship influenced their academic performance with 87.5% of teachers who took part in the study sharing similar sentiments. The study established that peer mentors offer advice to students on career

subjects, enhances discipline among students, facilitates continuous monitoring of student behaviour and performance, inculcates positive attitudes in learners towards learning, subjects and educators, and imparts learners with strategies and best practices for studying in order to achieve academic success.

In order for such peer mentorship to succeed, Ochola, (2020) established a number of factors that have to be balanced (optimised). These factors, most of which we reviewed during our discussion on global best practices above, include “time allocated for mentoring at 24(87%), inclusion of academic & personal growth in mentoring programs at 25(90%), active engagement between the mentor and the mentee at 25(90%) and clearly outlined expectations of the result of the mentoring session at 24(85%). Further, the study established that peer mentoring equipped students with necessary skills to tackle challenges, enabled students to take challenges positively, led to behaviour change among the mentees and it has improved students’ academic ability. The study also established that the program has improved students learning approach both mentally and academically, enabled students to realize themselves and change their attitudes and enabled students to unlock their potential.

Ochola’s study concluded that there exists a positive relationship between peer mentoring and students’ academic performance. The study therefore recommended that mentorship programs such as Macheo, which is an afterschool peer mentoring program that uses university students to mentor and tutor secondary school students from Kibra, need to be adopted and implemented in every school in order to improve education standards in Kenya and also increase the transition rates to tertiary institutions. Such findings and recommendations need to be examined for similarity and adaptability in this study, even as it explores other aspects of peer mentorship in similar schools across Nairobi.

Moreover, it must be acknowledged that children in informal set ups face unique socio-economic predicaments that have a great influence on their social behaviour. Most of these children tend to get lured into negative behaviours as a means of survival. Consequently therefore, mentorship programmes in these contexts should be designed to mould character, build resilience, courage and confidence to say no to negative influence. Most importantly, the teachers in charge of mentorship programmes in the schools should ensure that peer mentorship does not result in negative peer pressure or expose mentors to victimization and abuse in neighbourhoods that are largely characterised with a gang culture, child prostitution as well as drug peddling and abuse, including by school going youths (Beitler, 2017; Bwire, 2019; Oruko, 2019). These are among the disruptive behaviours that were pointed out in the institutions under this study.

2.2 Influence of Peer Mentorship on Disruptive behaviours among students in Secondary Schools

2.2.1 Disruptive behaviours among students in Secondary Schools

Disruptive behaviour has been describe as the disposition that is not respectful and can cause or pose danger to others or oneself within a given context (Villafranca et al., 2017). On the other hand, the psychologists categorise disruptive behaviour as forming a group of psychological problems that comprise of conduct disorder, and oppositional defiant disorder (Loy et al., 2017). Kaminski and Claussen (2017), state that the behaviour puts an individual at loggerheads with peers, family members, community and authority. In their study on ‘Evidence Base Update for Psychosocial Treatments for Disruptive Behaviours in Children,’ Kaminski and Claussen indicate that children who are typically developing often exhibit some acting out, aggression,

defiance, and rule-breaking behaviours, especially when they are younger. However, children who exhibit extreme and persistent disruptive behaviours run the risk of developmental impairment and dysfunction during childhood as well as negative outcomes in adulthood. The same study proposes that additional interventions with peers, the school, and other community services should be taken into consideration, along with social skills training. This therefore, explains why it is important to put mechanisms in place in the learning institutions, to address disruptive behaviours.

Globally, studies have shown that learning institutions have had challenges of disruptive behaviours which include violence, bullying, substance and drug abuse, teenage pregnancies and other cases of indiscipline (Armstrong, 2018; Loy et al., 2017; Michael, 2019; Ojukwu, 2017). The safety of the students and the teachers needs to be guaranteed for learning to go on uninterrupted in order to realise the set learning outcomes. Michael (2019) brings out the reality of violence in high school that extends to the universities in South Florida. Additionally, as Liaqat (2020) considers the role of mentoring in secondary education in Pakistan, he highlights five challenges that seem to be contributing to disruptive behaviours which range from social, ethical, financial, psychological, to emotional aspects. In his conclusion, Liaqat (2020) suggests mentorship as one approach that can be employed to support students negotiates through the challenges they face and ensure a safe school environment. For this proposal to work, learning institutions need to have effective structured peer mentorship programmes in place. The question of disruptive behaviours in schools is of global concern and needs concerted efforts to address and gain lasting results.

Liaqat (2020) in his study in Pakistan, observed that education is the social institution in which, along with the family, most directly has an effect in the lives of children during the school age years and adolescence. Liaqat went on to state that

most children look to their family members, teachers and friends for support, and as mentors as they negotiate through academic challenges and other emerging problems such as teenage pregnancy and violence in schools that compromise values. The children grow up with some degree of trust for family and the learning institutions and hence, the mentorship of more often than not, happens indirectly and at times informally. As children begin their schooling, there is a lot of expectation from society that the learning institutions would take on the moulding and mentoring of the children, to an extent that some families abdicate their responsibilities in the lives of their children. However, it should be noted that, besides the educational institutions taking an active role in finding best approaches to shape, nurture and mould the lives of the children, it is the responsibility of other stakeholders such as families, communities and peers, to work towards helping nurture the learners as they navigate through life (Michael, 2019).

There is need for a concerted effort, by all these stakeholders, to find best ways to address the challenges and concerns, which include the disruptive behaviours exhibited by some of the children as they grow up (Liaqat et al., 2020). Although a study conducted by Michael (2019), in an analysis on the impact of school mentorship in addressing violence in schools between 2017 -2018 in South Florida public high schools, found that there was hardly much change in reduction of cases in schools, mentorship within schools is viewed as an approach that can yield positive results and hence, there has been an emphasis on school-based mentorship. The schools in Florida and worldwide, experience issues of disruptive behaviour among students and there is therefore need to find out some practical approaches that can be employed to address the behaviours of these students who are becoming violent and creating a state of insecurity in schools.

Some scholars have Attributed disruptive behaviour among students to low self-esteem among the adolescent (Adler, et al.., 2007). The students who have faced humiliating experiences either at home, society or in school, more often than not are less confident and they tend to underperform due to low motivation. To make up for this non-performance, low self-esteem and fight the humiliating experiences, some get into disruptive behaviours as a way of asserting themselves and seeking the attention that seems to be drifting away from them (Paluck et al., 2016).

According to Granero-gallegos & Baena-extremera, (2020), students who demonstrated high levels of disruptive behaviour exhibited low levels of intrinsic motivation, while those students who demonstrated low levels of disruptive behaviour exhibited the highest levels of intrinsic motivation. This concurs with what is upheld by the Self Determination theory in which this study is anchored. The theory expounds on intrinsic and extrinsic motivation as a key determinants for individuals acting in the way they do (Ryan, R. M., & Deci, 2000). In this case, the motivation can drive an individual to negative actions or positive actions. For the learning institutions, the challenge is how to come up with ways of positively motivating the learners uniformly without again creating dependency. Whereas motivation has been proved to yield results, there are teachers, a case of South Africa that have argued that it is not right to reward or motivate learners (Mckevitt et al., 2012) for doing what is expected of them. They also argue that motivation would work well if there is a harmonized reward system in place so that it is uniformly done.

In the continent of Africa, disruptive behaviour is an area of concern among the adolescents and especially in learning institutions. Different scholars have conducted studies in different countries and approaching the topic from different angles, in an attempt to share insights and recommendations to address this vice.

Ojukwu, (2017), in his study in Nigeria on the effect of insecurity of school environment on the academic performance of secondary school students, stated the following as major causes of insecurity: *students' gangsterism, smoking of Indian hemp, abusing other hard drugs, cult and related violent activities*. The findings in the study reveal the negative impact that these disruptive behaviours have on the learners; cases of school dropout increased with the boys taking on odd jobs to earn a living and teenage marriages for the girl child. With such vices going on in learning institutions, there can be a lot of fear and anxiety amongst the other students, teachers and even the community regarding their security and completion of the academic cycle. This is because proper development of learners to become all-rounded is likely to be hampered and academic excellence also compromised due to the insecure learning environment.

Findings from studies by other scholars (Granero-gallegos & Baena-extremera, 2020) concur that in learning institutions where these disruptive behaviours are not curbed, they have contributed to an increase in girls leaving school and opting for early marriages and others being taken advantage of and getting pregnant and hence becoming teenage mothers. As for the boy child, some are recruited into criminal gangs. To ensure that the school environment is safe and fosters learning, different interventions need to be put into place and there is need for concerted effort by key stakeholders. It may even require a review and implementation of policies that ensure good co-existence in the school and different management strategies being employed.

In Zimbabwe, learning institutions are confronted with challenges such as bullying, insubordination, drug and alcohol abuse, destruction of property, violence, and assault (Sibanda & Mpofu, 2017). The challenges in Zimbabwe, just like in the

contexts discussed above, make the learning environment intolerable for learners, and the school community at large. The teachers and the school administrators have the task of putting strategies in place to contain the situation and mould the learners especially since the challenge of disciplining students, particularly when using punitive rather than supportive disciplinary methods, has proven to be enormous for schools. Despite the unwavering efforts to develop shared methods that promote positive behaviour, schools continue to deal with challenging behaviour situations like bullying, insubordination, drug and alcohol abuse, property destruction, violence, assault, and many others. Education stakeholders encourage the use of supportive corrective measures for behaviour modification amongst the learners. It is expected that the teachers and administrators would be able to come up with effective ways that are efficient in moulding the learners, without infringing on the Children's Rights and the Human Rights.

In South Africa, schools experience high levels of insecurity. They are the places where blatant disregard for the law, racial intolerance, and violence are most prevalent, and the lack of discipline among students has led to the murder of teachers or other students (Fana-Jwambi & Caga, 2020; Scorgie et al., 2017). In the above study on 'Indiscipline in Secondary Schools in Amathole West District' in South Africa, it is indicated that there have been cases reported in which students have been expelled for attacking teachers and in which teachers have been charged and expelled for abusing students. In some cases, the students come late to school, some skip school and others stay outside smoking around their toilets, use of other drugs and bullying (Maphosa & Shumba, 2010). To address the disruptive behaviours among students in schools, suggestions have been given and they include the implementation of a disciplinary policy in the schools (Jinot, 2018), using the Positive Behaviour

Support (PBS) strategy (Mckevitt et al., 2012). This strategy entailed rewarding the learners when they did positive things. Some teachers did not see the practicability of this approach which they felt was like bribing students do what is expected of them. On the other hand, coming up with a standardised rewarding system for all learners to avoid discrepancies was not possible. This meant that the behaviour challenges facing learners remained unaddressed. It is in this backdrop that the current study looks at peer mentorship as a strategy for addressing disruptive behaviours in secondary schools in the informal setups.

In the Kenyan context, according to Babu, (2020) school has always been considered as one of the safer places for students, and meant to improve learners' academic performance, mould their character, produce the best in them and guide them towards their career paths. The school should provide an enabling environment for character development, academic success and for learners to make informed choices regarding their future careers. It poses a challenge and makes it difficult to comprehend when the same 'safe' environment can be unsafe due to students engaging in disruptive activities in school. Yet for students to attain academic excellence, character building, as outlined in the literature review above, the school remains the ideal environment in collaboration with other key stakeholders such as parents and the community (Watson & Bogotch, 2015). It is in support of this that this study sought to find out the influence of peer mentorship on disruptive behaviour with a view of obtaining findings that can contribute to behaviour change for those students involved in disruptive behaviours. In a study conducted on violence in schools in Kenya by Opere et al., (2019), Nairobi County is cited as one of the hotspots when it comes to disruptive behaviours, with the social environment being stated as a contributing factor.

The causes of indiscipline which in the long run disrupt the learning programmes in schools, have a similarity with what has been discussed by other scholars in the literature already reviewed. They range from a lack of self-control and self-discipline, low self-esteem among students, inadequate infrastructure, disregard for students' welfare by school officials, and harmful peer pressure, students' disregard for school rules and regulations, parents' lack of support for student discipline and assistance in reprimanding their children and the poor state of Nairobi's secondary public schools' guidance and counselling programs and the need for such programs. Opere et al., (2019) conducted their study in public secondary schools which included the informal settlements like Kibra and Mathare. The informal setups predispose learners to risky behaviours, which are easily imported into schools as reported by literature on Nairobi's slums (Opere et al., 2019; Shikuku et al., 2018; Waithaka T.K., 2017).

According to Owora et al., (2018), disruptive behaviours are in four levels and the serious ones are those that fall under level III and IV. These are the cases that warrant suspension from school, or at times expulsion depending on the magnitude and the decision by the school management. According to Owora et al., (2018), the behaviour patterns that students exhibit at the two levels are explosive, aggressive, or maladaptive and cause physical harm to other students, self or school staff, use of drug and substance abuse, arson. A report on national protocol for treatment of substance use disorder (Ministry of Health, 2017), affirms that the use of drug and substance abuse is on the rise among the youth with statistics indicating that more than half of drug users are aged 10-19 years. The report goes ahead to say that if this trend is not curbed, then, there is likely to be a decline in literacy levels, loss of productivity and therefore economic loss to the country (Ministry of Health, 2017).

As for cases of arson in school, there has been a recurring trend. There is therefore, the need to explore strategies such as use of peer mentorship, as a remedy for disruptive behaviours in schools.

According to Paluck et al., (2016), in their experimental study of 56 schools to determine the climate change of conflicts, they asserted that there was power in peer influence for behaviour change to occur among students. They went further to suggest that if focus was given to students with changed behaviours, in their study referred to as "social reference", those students could positively influence their peers. Additionally, a research conducted on pro-environmental behaviours, found out that close social groups greatly influence the behaviour of an individual (Grilli & Curtis, 2019). These relationships include peers, family members, friends, and community members. The peers for instance can influence each other to stop engaging in a given behaviour and vice versa. As discussed in the Self-Determination theory, one fundamental element for change to occur in individuals is connection and this can be realised through the relationships suggested above. It is in this regard that the current study focused on peer influence on disruptive behaviours in level III and IV. Furthermore, according to DeWit et al., (2016) the environment cannot be ignored in the search for solutions to disruptive behaviours in learning institutions.

The environment can either undo what has been achieved or improve on it. The use of strategies such as peer mentorship programmes can have an impact on the students being mentored depending on the kind of environment they are exposed to both in and out of school. Mwangangi et al., (2020) in the assessment of the role of 'Nyumba Kumi' in the reduction of crime in informal setups states that disorganised communities lack the joint effort to fight anti-social behaviours even among the youth. Considering the studies conducted in the literature review conducted above,

disruptive behaviours remain a vice that needs to be addressed in the learning institutions.

2.2.2 Understanding Disruptive behaviour

Disruptive behaviour, according to psychologists, is a disorder and it is included in a group of psychological problems such as conduct disorder, and oppositional defiant (Loy et al., 2017). There is a general consensus among scholars that the definition may vary with the changes that occur in society over time. A study conducted by Villafranca et al., (2017) on disruptive behaviour on perioperative setting, defines disruptive behaviour as behaviour that does not show others an adequate level of respect and causes victims or witnesses to feel threatened. Disruptive behaviours cause an interruption of the normal operation of events, programmes or even the individuals. This therefore implies that if disruptive behaviours go unchecked, they can have negative effects on others. The effects can have short term and others long term effects on the victims, perpetrators and sometimes the institution. Due to the negative outcomes on the life course trajectory of the students involved, to prevent disruptive student behaviour, the ensuing suspensions is strong in learning institutions. This is particularly true for minority and low-income students, who have a tendency to be at higher risk for referrals related to school discipline and are disproportionately overrepresented in school discipline cases (Owora et al., 2018).

It is important to note that disruptive behaviour is not age specific and it is not limited to a particular field. That is why different researchers have come up with different studies to understand what needs to be done to address disruptive behaviours among children, adolescents and adults in different contexts (Loy et al., 2017; McCalman et al., 2016; Nyabuti et al., 2017; Owora et al., 2018; Villafranca et al.,

2017). The strategies used to address this vice are what may vary depending on the context and the individuals engaged in the disruptive behaviour. The younger children who are engaged in disruptive behaviours will be handled differently from the college going students manifesting conduct problems. Some cases where children and youth are too aggressive, it calls for medical attention and drugs such as risperidone, quetiapine and ziprasidone are administered to reduce the hormone in the body that causes such reactions (Loy et al., 2017). However, for those who opt for the latter method, there are risks that have been found when using drugs to treat disruptive behaviours and they include weight loss, weight increase, and over dependence on the drug. This means that if this treatment is given without caution, then, it is possible to have a new problem presenting itself and causing harm to the individual under treatment.

On the other hand, it is important to understand how disruptive behaviours present in the learning institutions. One key concern is the negative effect disruptive behaviour can have on other individuals in the school set up, and on the learning outcomes (Nash et al., 2016). Duesund and Ødegård, (2018) define disruptive behaviour as any behaviour that is perceived as sufficiently off-task in the classroom, as to distract the teachers and/or class-peers from learning activities. According to Skiba, et al., (2014), some of the indicators to disruptive behaviours can be subtle that some of the teachers may not identify them on time. Owora et al., (2018), states that disruptive behaviours are those negative behaviours that fall under level III and IV which warrant suspension from school, or at times expulsion depending on the magnitude and the decision by the school management. These include use of drug and substance abuse, arson, causing physical harm to others of self.

A report on national protocol for treatment of substance use disorder in Kenya (Ministry of Health, 2017), affirms that the use of drug and substance abuse is on the rise among the youth with statistics indicating that more than half of drug users are aged 10-19 years. The report goes ahead to say that if this trend is not curbed, then, there is likely to be a decline in literacy levels, loss of productivity and therefore economic loss to the country (Ministry of Heallth, 2017). There is therefore, need to explore strategies which have least negative outcomes on individuals to address or deter children from getting involved in the vice especially in schools. One such strategy is the use of peer mentorship, as a remedy for disruptive behaviours in schools.

In a study conducted in the United Kingdom (UK) on parenting programmes to address disruptive behaviours among children, it indicated that disruptive behaviour was a problem that was taking toll on families and if not adequately addressed, it increased the risk of drug use, criminality, unemployment and poor (mental) health later in life (Gardner et al., 2017). The study went on to explain that addressing disruptive behaviours was increasingly becoming expensive for the government. It also posed a social risk to the individuals who were perpetrators of disruptive behaviours. Therefore, arresting the situation at early stages was more advantageous than at later stages in life. In addition, a different study conducted in the UK, on the teachers' perception on disruptive behaviour in schools, it stated that for most troubled learners, effective behaviour control at school called for a fostering, and collective approach together with current corrective policy being put in place (Nash et al., 2016). Furthermore, findings from this study indicated that a large number of teachers who left the profession were as a result of the stress of dealing with

disruptive behaviours among students. Hence, there was need to put in place proactive measures to deal with disruptive behaviours among students.

On the other hand, a study conducted in the US by Ollendick et al., (2016) on parental management training as a strategy of dealing with disruptive behaviours among the youth, indicated that there were shortcomings in this approach showing lack of understanding of disruptive behaviours among youth. The vice needs to be addressed at all developmental stages of life without leaving any group behind. According to Ollendick et al., (2016), there was less focus given on the adult-youth processes and as a result did not yield good outcomes. Greene (2019) proposed a different approach of having a collaborative and proactive solution to disruptive behaviours. This model engaged parents and children to learn collaboratively and proactively come up with solutions to the behavioural problems. This left a gap in that the school, the teachers and peers, where the child spends most of the time, are left out. This creates a lapse and disconnect in the fight against disruptive behaviours and results in blame games. This is echoed by Nash et al., (2016) who states that cases of disruptive behaviour are increasingly becoming common in the classroom and this is associated with behaviours that hinder and obstruct the teaching-learning process in the learning institutions which is the quintessence of sending children to these institutions.

There have been different approaches on how to address these disruptive behaviours in different contexts. In the Australian state of New South Wales, students engaged in disruptive behaviours are put in separate ‘behaviour’ schools as a way of inculcating in them correct behaviours. However, this has led to some of the children disliking school at a very early age. The findings of a study of the students in the separate behaviour schools indicate clearly that separate special educational settings

are not a solution to disruptive behaviour in mainstream schools (Graham et al., 2016). A majority of the students wanted to return to the mainstream schools to learn with the rest of their peers. Hence, separation of learners in line with the behaviours they present is not a solution to disruptive behaviour in schools. There is need to explore other strategies of dealing with the vice since this remains a challenge to education stakeholders and more so, the teachers (Moore et al., 2019).

Studies conducted in different countries (Cowie & Hutson, 2005; Tekel & Karadag, 2019; Thornberg & Jungert, 2013, 2014) showed that bullying victimization was one of the main factors associated with skipping school and had other negative effects on learners. Victimization during bullying is the repeated use of force, whether it is physical, verbal, or digital. This type of abuse has been strongly linked to a number of detrimental outcomes, such as depression, anxiety, peer isolation, suicidal thoughts, and school avoidance. Additionally, their study found that the emergence of school bullying dramatically increased cases of maladjustment. The presence of gangs, school disorder, bullying that occur off-campus, peer rejection, and lack of peer acceptance are additional factors that are linked to school avoidance. These elements may evoke dread and fear, which heightens a person's propensity to avoid school. Furthermore, peer rejection and lack of acceptance may be a reason for skipping school because it causes social awkwardness, low self-esteem, and insecurity. Overall, persistent peer harassment adversely affects how people perceive risk, which increases the likelihood that people will avoid going to school (Sobba, 2019).

In Africa, disruptive behaviour is equally a challenge in most learning institutions and it has progressively continued being discussed (Marais & Meier, 2010). For instance, in South Africa, teachers are stressed with dealing with disruptive

behaviours in schools. Marais and Meier, (2010) explain that since the ban of corporal punishment in schools, disruptive behaviour in schools has been on the rise. In Zimbabwe, the learning institutions are confronted with challenges such as bullying, insubordination, drug and alcohol abuse, destruction of property, violence, assault (Sibanda & Mpofu, 2017). As for cases of arson in school, there has been a recurring trend. According to Maiwa and Kiaritha, (2021), peer rejection and peer pressure contributes to students getting involved in disruptive behaviours, some which are of criminal nature.

2.2.3 Impacts of disruptive behaviour in secondary school contexts

Disruptive behaviour in schools, to begin with, is a substantial barrier to students' learning, a risk factor for learning in schools, and a considerable source of stress for teachers (Kiiski & Savolainen, 2017). It also has both short term and long term impact on the culprits and the victims. Tekel and Karadag, (2019) in their study in Turkey on school bullying report on the serious impact this disruptive behaviour has on the learners. In that study, they indicate that bullying is so common in schools that at least 65% of the learners have been exposed to bullying and 37% have bullied others. In this scenario, some of the learners begin to skip school and others opt to completely drop out of school. This in the long run affects the academic performance of the learners; hence, the learning outcomes are not achieved. In addition, the victims of bullying lose their self-esteem and self-confidence at a critical time in their developmental stage. Such learners are then bound to engage in other disruptive behaviours as a way of asserting themselves in society, gaining confidence and not being thought of as cowards. According to scholars (Finning et al., 2019; Kearney et al., 2019), anxiety, depression, suicidal ideation, social withdrawal, and externalizing behaviour issues like excessive alcohol, tobacco, marijuana, and other drug use, risky

sexual behaviour, oppositional defiance, and conduct issues are all closely related to issues of disruption of school attendance.

On the other hand, Martino et al's., (2016) findings indicate that diverse forms of disruptive behaviours among learners, tend to create a hostile environment in learning institutions. This in turn causes stress among the teachers (Martino et al., 2016; Nash et al., 2016) who, besides the teaching task that they have in the schools, they have to also come up with appropriate measures to deal with and address these disruptions when they occur and find ways of deterring these behaviours from recurring or other learners getting influenced. This is a situation that is overwhelming for the already burdened teachers with high teaching loads and it interferes with schools achieving the set learning outcomes.

According to Ofori, (2018) there is an increase of disruptive behaviours in schools ranging from demonstrations, to sit-ins and even physical assault of the teachers. In addition, there are reported cases where students have maimed teachers and vandalised school property. This is a situation that has instilled a lot of fear in the teachers and students since their security in school is not guaranteed and it derails learning in schools. Furthermore, the destruction of school property is a setback since parents have to pay more to replace or repair property that has been destroyed. In Kenya, when there was a wave of schools' unrest some students razed down school buildings (Nyamai, 2021). This situation forced the Minister of Education to shut down the schools for a while and parents asked to pay for the damages (Kiprono, 2022). Some students were expelled and directives given not to admit them in any other school, while others were arrayed in court to answer criminal charges (Nyamai, 2021). All these repercussions impact negatively on the developmental stages and career path of these learners.

Some scholars believe that adolescents frequently experience identity and value crises, as well as an increase in actions that make it difficult for some individuals to get along at home and at school, as a result of psychosocial changes. They hence, find themselves engaging in unbecoming behaviours that tend to disrupt the teaching-learning process. The behaviours exhibited are typically associated with an unfavourable home environment and what may be deemed unacceptable for the school setup (Granero-gallegos & Baena-extremera, 2020). The school environment and the surrounding need to be enabling to enhance learner satisfaction and hence, reduce the stress levels among the learners (Shek & Chai, 2020). Any time there are unacceptable manifestations, the wellbeing of other learners in school is bound to be compromised.

Empirical findings hold the view that excessive demands from parents on academic excellence have pushed some learners into some unbecoming behaviours as a coping mechanism due to academic burnout (Bedewy & Gabriel, 2015). According to Shek and Chai, (2020), in Hong Kong and China, academic excellence is overemphasised by parents. This has resulted in a lot of stress in the learners as they try to meet these academic expectations, which if not managed, easily leads to destructive behaviour and hence, affecting the learning outcomes.

2.2.4 Managing disruptive behaviour in adolescents and teenagers

There is no one roadmap on how to best manage disruptive behaviour schools. Although there are few studies that have been conducted on managing disruptive behaviour in secondary schools, there are some suggestions and strategies that have been tried in different contexts. It has been reported even among the trained qualified teachers that they lack the skills on how to best deal with disruptive behaviour schools. A lot of the training they receive has to do with the technical delivery of the

content as opposed to providing the socio-emotional support that is a critical component in achieving desired learning outcomes in schools (Whear et al., 2013). Although the teachers' skills are beyond the scope of this study, of importance to mention is that several theories, including behaviourism, cognitive-behaviourism, social learning theory, and humanism, as well as combinations of these, have been used to explain approaches to classroom management. These theories have then been developed into recommendations or interventions aimed at enhancing teachers' abilities to manage disruptive behaviours in schools (Whear et al., 2013).

In Finland, to address the issue of disruptive behaviours in schools, the teachers were encouraged to use a reinforcement approach. Studies showed that there was a reduction in disruptive behaviour when at least explicit expectations for students' behaviour and encouragement when they met those standards (Kiiski & Savolainen, 2017). The challenge for the teachers in this approach is how to tailor consistent and appropriate reinforcements that work for the learners. In general, people, learners included, strive to attain satisfaction in life. The definition of satisfaction is a person's entire cognitive assessment of the quality of their own lives (Shek & Chai, 2020). According to research, both contextual and individual factors influence life satisfaction, including positive youth development attributes such as emotional intelligence, self-esteem, self-efficacy, social competence, spirituality, and character strengths (Shek & Chai, 2020; Yu et al., 2018).

Some scholars, in their work on peer mentorship, have employed the Stone Center Relational Theory (SRT) which states that all high-quality relationships are reciprocal, fostering interdependence, connection and relational skill development (Ragins & Kram, 2012). Peer mentorship is based on a relationship of mutual trust and understanding. The mentor and the mentee have to get to a point of common

understanding for any positive results to be achieved. This is irrespective of age or even context. In a school context, the mentee needs to be comfortable with the assigned mentor. This will give the mentee confidence to share personal issues with the mentor. That mutual trust between the mentor and mentee is vital for meaningful discussion to happen for the realisation of the desired change. According to Whear et al., (2013), relationships that are harmful and unsupportive can hinder growth and exacerbate psychosocial issues and psychological suffering. Therefore, of importance is to have mentors and mentees who relate well to be paired in order to avoid contrary results from the mentorship process.

On the other hand, Jarjoura et al., (2018) in their discussion on the Mentoring Enhancement Demonstration Program came up with a theory of change that emphasizes that the mentor needs to have their capacity enhanced so that they have a good understanding and grasp of whatever subject matter they have to discuss with the mentee. In this case, if there is a behaviour that the peer mentors are expected to influence the mentees to change, then the institution needs to organise training for the mentors to have a clear understanding on the same. This will ensure that the mentors are not only equipped with the content, but also the approaches to use during their interactions with the mentees. It is not just enough to pair up mentors and mentees; institutions should invest in the training and exposure of the mentors for them to be effective in mentoring their peers. This would in turn yield positive peer mentorship outcomes in the learning institutions.

A study that was carried out on how best to implement a school peer – led mentorship programme, underpinned the study on two theories, namely the Self-Determination Theory (SDT) and the Social Cognitive Theory (SCT) (Owen et al., 2018). There is impact when peers learn from each other given that the trust levels are

high and there are no power dynamics that are at play. The peers tend to easily relate with each other and develop friendship since they tend to spend a lot of time with each other in different spaces of operation such as within the classes, outside class and some even within the home environment. In this study, Owen et al., (2018) reported impact with the peer-led mentorship.

A study conducted by Amollo and Lilian, (2017) explored the use of value based education as an approach to address disruptive behaviour in the learning institutions in Kenya. This was prompted by disruptions as evidenced by cases of school burnings in over 100 schools in 2016, indiscipline, violent crimes, drug dealing, school dropouts, sexual abuse, and human values rapidly deteriorating in a number of the learning institutions. A number of strategies may need to be employed to address disruptive behaviours in schools, value based education is not all-encompassing. That is why this study looks at the use of peer mentorship and its influence on disruptive behaviours in schools in the informal setups.

According to Menzies et al., (2017), there are other strategies that have been used to curb disruptive behaviours in schools and they include: *(a) school-wide plans for teaching and reinforcing expectations, (b) the adoption of social-skills and anti-bullying curricula, (c) team-driven, data-informed decision-making practices, (d) the introduction of positive behaviour support techniques, (e) exploration of novel strategies like restorative justice, and (f) the provision of high levels of support for students with the most severe special needs*. Kiiski and Savolainen in their study state that clear behavioural expectations, keeping an eye on students' compliance with them, and giving praise specifically for good behaviour are all proven strategies to lessen disruptive behaviour, according to earlier study. The use of positive behaviour support, as a way of managing challenging behaviours in the classroom, has been

suggested by some scholars. However, despite all the strategies employed, disruptive behaviour is still a challenge.

There is therefore a need to explore modern ways such as peer mentorship to address the issue in schools since the impact that disruptive behaviours have on learning outcomes, is quite adverse. Disruptive behaviours affect not only those engaged in the behaviours, but others not directly involved. They frequently make people get frustrated and hinder students' and teachers' capacity to offer a deliberate reaction they are confident will have the desired learning outcomes and excellent head start in life. There is a general consensus among researchers that disruptive behaviour causes stress to both the teachers and the learners (Duesund & Ødegård, 2018). According to rationalists' perspective, the teachers are better placed not only to address disruptive behaviours in schools, but also recommend workable solutions, out of their years of experience in the teaching field (Gottlieb, 2014). However, it is important to note that teachers may not offer a 'toolbox' of solutions for managing disruptive behaviour since there is no one fit option for the various disruptive behaviours manifested. The teachers have to come up with different initiatives to curb these behaviours and avoid other learners getting influenced (Menzies et al., 2017). According to this study, a well-structured peer mentorship programme, guided by the framework in the mentorship policy document, is likely to yield positive results. The peers have a great influence on each other given that they spend a lot of time together during the school calendar period.

2.2.5 Unique dynamics of disruptive behaviour management in informal communities

Understanding how mentor-youth matching procedures may affect the length and efficacy of mentoring relationships is of significant interest to practitioners and

scholars in youth mentoring (Raposa, Ben-Eliyahu, et al., 2019). Whereas peer-mentorship can be an effective approach to addressing disruptive behaviour, the impact is not felt because of the length of time the mentor and the mentee spend together. In America, there are many (over 2.5 million) mentors who have been involved as volunteers to mentor youths but there is no much recorded impact and this is attributed to the short duration of the mentoring process (Raposa et al., 2017). According to studies, fewer than half of formal mentoring relationships continue a full year, and others end up terminating early before they can realise positive results. On the other hand, some even end up having detrimental influence on the outcomes of young people. Investigating program elements that lengthen the effectiveness and potential impact of youth mentoring interventions is essential (Raposa et al., 2017; Raposa, Rhodes, Stams, et al., 2019).

Some scholars have suggested that having a natural pairing of mentors and mentees creates a close relationship and strong bond between the mentor and mentee and hence, the mentoring process yields better results as opposed to the two being randomly matched (Gehlbach et al., 2016). When a natural pairing occurs, the mentee tends to learn quickly and at times by observing the mentor and this occurs in a natural and informal manner. In order to develop responsible and productive citizens, teachers play a crucial role in establishing a values-based learning environment that supports children's development of constructive connections (Amollo & Lilian, 2017). As seen by school burnings, indiscipline, violent crimes, drug dealing, school dropouts, and sexual abuse, human values are spiralling downward in schools. As a result, the country's economic security, survival, respect, and authority are all challenged by the trend of values erosion. A study done on lifeskills and mentorship showed that the youth appreciate mentorship as contributing to their self-confidence

and self-esteem and hence, being able to informed choices of themselves (Kwena, 2017). Those with good mentors are bound to engage in positive activities as opposed to disruptive behaviours.

It is also important to note that for learners to reap maximum benefits of the academic programmes set for them in school, it is critical for them to have an enabling learning environment that is motivating (Amollo & Lilian, 2017). If the environment is enabling, the disruptive behaviours among learners tend to reduce (Granero-gallegos et al., 2020) and there is more focus on learning and making maximum use of the resources available.

2.2.6 Peer mentorship and disruptive behaviour

In the learning institutions globally, a number of approaches have been used to address disruptive behaviours so that the learning outcomes can be achieved. This is because studies have shown that disruptive behaviours cause a lot of stress to both the teachers and the learners and hence, interfere with the learning processes. Peer mentorship is one of the approaches that are being used in some of the learning institutions to address disruptive behaviours. The book by Ragins and Kram, (2012), Handbook on Mentoring, discusses the different types of peers and the kind of relationship elicited by each type. The type of peers include information peer, collegial peer and special peer (Ragins & Kram, 2012). The special peer involves a holistic kind of relationship where one is free to express even all types of vulnerabilities (Ragins & Kram, 2012).

Overall, although youth outcomes are not significantly impacted by youth mentoring programs, there are consequently increasing requests for programs to use the mentoring relationship as the environment for purposeful, focused skill

development, in which mentors use targeted skills created to fit the presenting needs of mentees. This focused strategy contrasts with the historically prevalent, general friendship paradigm, which claims that a helpful Positive developmental growth is promoted by a relational bond alone (Christensen et al., 2020). This is where peer mentorship comes in since already the relational and friendship bond is in existence and hence there exists some degree of trust between the mentor and the mentee.

There are studies that have been done and are showing that there is growing proof that more focused problem-specific methods of mentoring could produce greater results. This is exhibited by the fact that many young people who are sent to mentorship programs exhibit substantial emotional, behavioural, or academic challenges has led to the development of programs with a systematic approach (Jarjoura et al., 2018; Lyons et al., 2019). According to some scholars, most of the mentorship initiatives conducted among the youth dispense untargeted care and encourage mentors to be all-encompassing friends, supporters, and role models who work toward broad developmental objectives (Garringer et al. 2017). This strategy is predicated on the idea that the relationship between a mentor and a young person is the main driving force behind change in academic, psychological, and social functioning. Findings indicate that mentoring programs for young people can encourage good outcomes, especially when mentors use specific strategies suited to the requirements of their mentees (Garringer et al. 2017).

There are studies that have been done and reveal some benefits that have been realised as a result of employing peer mentorship in curbing disruptive behaviours in schools. A study conducted by James et al., indicates that England utilises peer mentorship in at least 65% of their schools and especially for peer support in addressing bullying (James et al., 2014). Although peer mentorship and its influence

on disruptive behaviours is an area that has not been fully explored, there are other studies that have been conducted and bring out the impact of this approach. Owen et al., (2018), in their study on *The Feasibility of a Novel School Peer-Led Mentoring Model to Improve the Physical Activity Levels and Sedentary Time of Adolescent Girls: The Girls Peer Activity (G-PACT) Project* indicates positive results in the use of peer mentorship approach in creating the desired change in the target group.

Mentorship has impactful results if the approach is well tailored and administered correctly. In Australia for instance, mentorship was employed for attitudinal change in increasing university uptake for students in low socio-economic rural areas and they registered positive results. Although this example does not refer to influence on disruptive behaviours, but it points to mentorship being used as an approach to realise some desired behaviour. The use of mentorship as an approach to realise desired change especially in the learning institutions has been proved to work by some scholars (Destin et al., 2018; James et al., 2014; Kupersmidt -Irt et al., 2020; Owen et al., 2018).

According to Destin et al., (2018), people and other aspects of the social environment continuously influence how people think about the future, which in turn shapes how they act in daily life and react to problems. Using a randomized trial, a group of high school students were assigned to mentor other students and it was realised that the mentees were able to perceive even difficult tasks as influencing their future lives as opposed. On the other hand, the students who were in the control group and had no mentors did not regard the tasks as helpful, but saw them as impossible challenges (Destin et al., 2018). Peer mentorship, if it is properly implemented and the mentors adequately supported, positive results can be realised.

On the other hand, there are challenges that hamper effective peer mentorship happening in learning institutions. According to Mckevitt et al., (2012) in their study on the use of positive behaviour support to deal with behaviour problems, one challenge encountered is maintaining the positive behaviour that has being inculcated in the children when they get out of school. In their stream of argument, any positive behaviour support needs a punishment management plan in place. This, according to their study, works well with all the implementers having a clear understanding of the strategy and it is positive to achieve desired results if the strategy is followed. However, the challenge comes in when the students go back home; it is not possible to follow them to their homes to ensure that the right conduct is being presented and that any deviation from what is accepted is followed up with the proper corrective measure. This is a possible setback for the peer mentorship programmes in the quest to effectively address negative behaviours. This means that the school administration and all concerned stakeholders can manage whatever happens inside the school but it is rather difficult controlling whatever happens outside school.

Findings from the current study indicate that disruptive behaviours and especially level III and IV are on the increase in the learning institutions. It is also evident that the students, who have been mentored by peer mentors, have reported positive change in behaviour. According the current study, therefore, if peer mentorship is well structured and engrained into the school system, great impact can be realised. Peer mentorship needs to be employed as a strategy to address disruptive behaviour in schools and not just a tool for firefighting when trouble has arisen in schools.

2.2.7 Peer mentorship intervention on disruptive behaviour among secondary school adolescents in informal setups

Children spend a larger percentage of their time in school and hence the school environment, teachers and peers play a critical role in shaping the behaviours of the learners therein (Armstrong, 2018). In secondary schools, a larger percentage of the learners are at the adolescence stage of life and hence, they are at a point of self-discovery and also negotiating through a number of challenges that at times present as behaviour challenges (Oberle & Schonert-reichl, 2016). Whereas the school environment can foster positive development in learners, on the contrary, if the environment is less enabling, coupled with negative influence, then, these may deter positive development and outlook of the learners. In such learning environments, disruptive behaviour is bound to thrive.

The traditional mentorship involves adults mentoring younger persons which also have some power dynamics and often times the mentees do not share everything with the mentors. On the other hand, Terrion and Leonard, (2007) state that peer mentorship engages mentors and mentees who are nearly of the same ages, class and with minimal or no power dynamics. This enhances mutual trust between the mentor and the mentee and hence, they are able to engage in open discussions. According to the Teachers Service Commission in Kenya, peer mentorship is the development of a personal relationship in which a more experienced, knowledgeable and caring learner (mentor) provides support, advice, friendship, reinforcement and constructive role modelling over time, in order to promote continuous personal development of a less experienced learner (mentee) and realization of their full potential (Teachers Service Commission, 2020).

Abuya et al., (2019) states that the mentors and mentees can engage in both formal and informal interactions with the former being programmed and well-structured while the latter being casual with no specified activities. During these interactions, peer mentors can model appropriate or inappropriate behaviours to the mentees. They can do this consciously or unconsciously (Baty & Wilwol, 2019). Freear and Glazzard, (2020) goes ahead to affirm that whenever the mentors and mentees meet they share experiences, discuss any problems facing them and build relationships. During such opportunities the peers are able to challenge one another on some of the unbecoming behaviours that can easily ruin their lives in school and outside. If the mentees have good mentors, they can easily not only embrace, but also emulated the behaviours of their mentors. On the contrary, if the mentors engage in disruptive behaviours, then, there is a possibility of them influencing the mentees to engage in disruptive acts. It is for this reason that peer mentorship should be structured and the mentors be taken through some mentorship coaching before being assigned mentees. The peer mentorship ought to have an operational framework for it to have a positive impact.

In a study conducted on mentorship on faculty students indicated that relationship is a key aspect for effective mentorship to happen (Lechuga, 2011). The relationship between the mentor and the mentee needs to be cultivated and trust established for there to be meaningful interaction between these parties. For the relationship to be beneficial, according to Lechuga (2011), it requires the efforts of both the mentor and the mentee. This will ensure that the mentee reaps maximum benefits from the mentorship process. It will be easy for the mentor to socialize the mentee into the acceptable behaviour. Within the secondary school context, the time allocated for mentorship is short to establish trust between the mentor and the mentee.

This is an aspect that needs school administrators to intervene if the peer mentorship is going to bear fruits in the institutions.

Peer mentorship is an approach that has been used by institutions for behaviour modification of learners. A research conducted on approaches to countering violent extremism that had infiltrated into some learning institutions indicates positive results in the use of peer mentorship (Freear & Glazzard, 2020). Evidently, culturally competent peer mentors in collaboration with teachers and parents can intervene to decrease incidents of disruptive behaviours that result in school suspension (Owora et al., 2018).

Whereas peer mentorship is being adopted in schools, Karcher and Berger, (2017) in their study on one-to-one cross age peer mentoring, state that the effectiveness of this approach depends on aspects such as characteristics of mentors, mentees or even the structure of the programme. This therefore explains the need for peer mentors to undergo some training on how to engage the mentees from an informed point of view and using aligned approaches. The age of the mentees and the gender are characteristics that may need to be considered when selecting mentors since they can affect the process. The maturity of the mentor may be valuable or can be hindrance to having an effective mentorship process, even in structured peer mentorship programmes (Karcher, 2019). Peer mentorship has been adopted in different learning institutions as an approach to avert or deal with destructive behaviours in secondary schools. In some institutions, peer mentorship is conducted as part of the school clubs and societies (Owen et al., 2018). The impact is higher as the peer mentors want to demonstrate effectiveness of their club in the school.

In the peer mentorship programme, recruitment of peer mentors is one key aspect since not all students in the learning institution can be mentors of their peers. Recruitment of peer mentors and the students to be mentored is a critical for the success of the peer mentorship programmes (Damien, Williams, 2017). According to Smith et al., (2018), peer mentors ought to be recruited on the basis of their willingness to work with peer mentors. This is necessary given that in the secondary schools, there are no incentives given to the peer mentors.

The peer mentors have to self-driven to carry out peer mentorship programmes for the students besides their routine teaching work. This therefore implies that in the absence of willingness to be a mentor and availability, the peer mentorship programmes in the schools will not be successful. Karcher and Berger (2017), argue that structured peer mentorship programmes need consistency in the implementation to erode the social destructive behaviours. This enabled the mentors and the mentees to develop trust for each other, a sense of safety to take part in the mentorship and hence, there was openness in interactions and mutual relationships established (Baty & Wilwol, 2019). Abuya et al., (2019) asserts that commitment of the mentors is important since for peer mentorship programmes to yield positive results, there has to be consistence in keeping schedules with the mentees.

Research has shown that modelling yields positive results in peer mentorship. This is where the mentors model the correct behaviours (Owen et al., 2018). The modelling involves having experienced mentors or older mentors paired with younger ones and they act as their role-models in both academic and social activities which are geared towards achieving positive behaviours (Benta, Abuya, & Patricia Wekulo, 2018; Guide, 2019). The mentor and mentee walk through this peer mentorship journey for some time to realise results. It involves the mentor and mentee setting

time for meetings and where they come from the same community, they can meet even when on school breaks.

Training plays a key role in peer mentorship programmes. It is through training that the mentors become effective in supporting the mentees in different areas. The mentors are exposed to different techniques of relating with the mentees; activities that they can engage in with the mentees in the peer mentorship programmes (Abuya et al., 2019; Family, 2017). The policy on mentorship and coaching emphasizes the need for training of mentors. This is one way of ensuring sustainability of the programme and mentorship the effectiveness of the peer mentorship programmes on disruptive behaviours in secondary schools. This implies that if schools have structured peer mentorship programmes, they are bound to reap better results.

According to James et al., (2014), the training is beneficial to both mentors and mentees. As the mentors nurture the mentees, they tend to mature, gain confidence and get to improve their leadership skills. On the other hand, the mentees learn to be assertive and interrogate some of the negative actions they have previously engaged. It is important for the Heads of Department Guidance and Counselling, to include training of mentors in the peer mentorship programmes. One of the trainings peer mentors need to be taken through is to observe behaviours of concern among the students as they interact in their daily activities. These concerns should be raised and form part of the areas of training on how to best address them (Benjamin, 2020). To support the students with disruptive behaviours requires strategies that can be acquired through some of the trainings organised for the mentors. For the trainings to be effective in addressing the peer mentorship process they ought to be well designed and the peer mentors can be asked to give input on areas of focus.

Motivation is important in peer mentorship programmes. This has to do with both intrinsic and extrinsic motivation. The peer mentors, who have an inner drive to mentor others, are bound to go an extra mile with the mentees even when change is not immediately realised. Those who lack self-motivation easily give up and may not be creative in making the interaction with the mentees sustainable. Research conducted by Paluck et al., (2016) indicates that peer mentors when motivated can influence the behaviours of their peers and lead to reduced disruptive behaviours among students. Destin et al., (2018) states that not much has been done on motivation of peer mentors. This study, in investigating on the peer mentorship programmes in the selected schools, endeavoured to find out the role played by the Guidance and Counselling programmes.

The findings from the current study suggest that peer mentorship varies in terms of time allocation and seriousness across different institutions. In some schools, peer mentorship sessions last between 30 to 40 minutes after school, while in others, they occur during students' free time on weekends or even on a monthly basis. Furthermore, there are institutions where mentor-mentee meetings occur only once per academic term. It is noteworthy that in some of these institutions, peer mentorship is considered more like a club activity rather than a serious educational strategy.

The observation that peer mentorship is not always viewed with the seriousness it deserves is concerning, as it can hinder the effectiveness of the mentorship program. The limited time available for mentors to interact with their mentees due to these varying schedules may contribute to shortcomings in the mentorship process and potentially result in less positive outcomes for some of the mentees.

The study calls for a necessary shift in the perception of peer mentorship within school administrations. Acknowledging peer mentorship as a valuable strategy for positively shaping students' development is crucial. By allocating more time and resources to this initiative and recognizing its importance, schools can potentially enhance the quality and impact of peer mentorship programs, thereby benefiting the overall well-being and development of their students.

2.3 Mentorship Policy Gaps and Disruptive Behaviours in Secondary Schools

2.3.1 Global policies underpinning the wellbeing of learners

For the purpose of simplifying governance within institutions, policy is typically an intention, a set of guidelines, and a set of values. It is crucial for schools to have implementable policies because they serve as a connecting thread between the administration of the school, the faculty, the students, the parents, and the legal system. Policies are crucial because they enable a school to establish procedures, expectations, and standards of excellence for learning and safety. Without them, schools would not have the organization and functionality required to meet students' educational needs, since the teachers would not have formal guidelines for internal controls and be accountable within school and to other stakeholders.

Policy makers alongside parents and other key stakeholders are all interested in the positive development of youth both in school and out-of-school (Lerner, 2018). To ensure this development is happening, a number of strategies are being tried across the world to ensure the wellbeing of the learners. Different policies have been put in place in different regions to help address some of these harmful practices that may have negative repercussions among the children. A research conducted on Trends on age of smoking initiation in the Netherlands indicated that in the 20th century,

tobacco smoking caused the early deaths of 100 million people worldwide (Nuyts et al., 2022). Because tobacco use has been migrating from the developed to the developing world since the 1960s and 1970s, there is a strong likelihood that there will be a significant rise in the number of premature deaths in the twenty-first century.

Following this worrying trend, the European countries came up with a smoke-free school policy (Schreuders, 2020). They argued that if the policy is rolled out in schools beginning with children at an early age, the vice can be checked since the children spend most of their time in school. The effectiveness of smoking free school policies can be increased by ensuring that they are implemented properly and that they are integrated into ongoing cycles of monitoring and adaptation. This will enable schools to proactively address the cognitive and behavioural responses that result in unfavourable or undesirable outcomes. In addition to being a serious and frequently lifelong burden for the young victims, other negative behaviours such as violence in the school setting is a constant source of worry for parents and educators. School violence is not just a localized issue that affects different communities in economically privileged or disadvantaged areas; rather, it is a contemporary global phenomenon that involves, in varying degrees, one of the fundamental social institutions of our society (Ferrara et al., 2019).

According to the public health in the United States, infections caused by sexually transmitted diseases and teen pregnancies are the two main issues that need to be addressed (Rabbitte & Enriquez, 2019). While refraining from sexual activity is the best course of action to prevent these issues, abstinence-only education (AOE) programs in schools have been shown to be ineffective in postponing sexual initiation or reducing the teen pregnancy rate. On the other hand, comprehensive sex education (CSE) programs have shown to be effective in reducing teen pregnancies and delaying

the initiation of sex. Even so, the majority of states favour abstinence-only education in schools over comprehensive sex education, and federal funding continues to go primarily toward abstinence-only education programs.

However, according to Sprague. and Walker (2022), a uniform approach may not work well with all students. To succeed, students who exhibit persistent problem behaviours need extra help or assistance that is highly individualized and focused. The magnitude and complexity of the behavioural issue determine the level of support's intensity. Counsellors, special educators, school psychologists, and even mentors from the school may be needed to assist with some students' interventions. This would help address behavioural problems early enough given that students spend most of their time in school.

Parental support is considered crucial as a growth intervention for adolescents because they are likely to drift away from parents for guidance. Youth mentoring—mentoring given to teenagers by adults who aren't their parents or more experienced peers—is a successful strategy for assisting them in navigating their transitional period and developing holistic competencies. Research has shown that, when done well, youth mentoring has a positive impact on adolescents' social, emotional, behavioural, and academic outcomes (Chan & Luo, 2022). Mentorship is being embraced across the globe as strategies that can be used for behaviour change and attain some desired results. It would, therefore, be important to also understand the global policies that are in place on which mentorship is embedded. One such policy is *The United Nations Convention on the Rights of the Child of* 1989 which emphasizes the protection of children from harm, and the delivery of services necessary for the enjoyment and the guarantee of the fundamental rights of the child. This implies that whatever affects a child, at whatever level, is of global importance.

The Sustainable Development Goals (*SDG) 4: Ensure inclusive and* equitable *quality education and promote lifelong learning opportunities for all* stipulates the need to "*build and upgrade education facilities that are child, disability and gender sensitive and provide safe, non-violent, inclusive and effective learning environments for all*." This means that safety of all in schools is important to attaining learning outcomes. This explains why there is a global concern to address disruptive behaviours in learning institutions and there are many scholars conducting different studies to provide tried and tested approaches that can be adopted. The COVID pandemic and the war, for instance in Ukraine, have been a major setback in the realisation of this goal (United Nations, 2022). During 74 World Assembly and OMEP International Conference on Children's Rights, the UN High Commissioner for Human Rights reported that due to COVID-19, a staggering 66% of countries reported a disruption in services to address violence against children. Even with global policies in place, matters of ensuring that the wellbeing of children is taken care of remains a challenge. As the schools reopened, the stress, emotional and psychological destabilisation of the children needed to have been dealt with but this was not the case. Hence, the many cases of disruptive behaviours that have been experienced in the recent past in learning institutions in countries such as Kenya (Bundi; Mugwe, Ochieng, Reche, (2020) and Ochola, 2020) may be a projection of the strain that the children have gone through.

2.3.2 Policies in the education sector in Kenya

There are a number of policies in Kenya that have been developed to foster learning and the wellbeing of the learners in schools. If the different policies that had been developed can be implemented effectively, significant change can be realised in the learning sector. Vision 2030, for instance, among its recommendations, was to

introduce a guidance, counselling, moulding and mentoring policy to all Kenyan schools as part of the curriculum review and reform (Republic of Kenya, 2018). This was to help support the students in addressing some of the disruptive behaviours students engage in either out of peer influence, stress or coping with the developmental complexities (Republic of Kenya, 2019c). Setting policies is a big step forward; however, it is in the implementation that change occurs. The Ministry of Education came up with Kenya's 2017 basic education curriculum framework (Kenya Institute of Curriculum Development, 2019). The policy stated the need to have mentorship programs to support the learners in their growth and development alongside the academic curriculum that has been ongoing. According to the policy, this is one way to ensure that the learners leave school when they are all-rounded and have the required skills to navigate through challenges in life.

In addition, the Ministry of Education Sessional Paper No.1 of 2019 on a policy framework for reforming education, training and research, outline some factors that are hampering the attainment of secondary education. The factors identified include insecurity and inhibitive cultural practices (Ministry of Education, 2019b). To address these challenges, a number of strategies have been suggested and expected to be put in place and they include mentoring programmes. This is to ensure that the learners are well equipped not just with book knowledge, but also with skills to enable them make informed choices in life in school and outside school. The Mentorship policy for Early and Basic Education in its rationale indicates that different types of mentorship are needed by students in Early Learning and Basic Education institutions. This is demonstrated by the problems that some students exhibit, such as bullying, radicalization, risky sexual behaviour, psychological disturbances, substance abuse, poor nutrition and health, poor goal-setting and psychological disturbances

(Education, 2019a). This policy recognises that effective mentorship services must be implemented and sustained with the help of stronger partnerships and connections with various stakeholders. It also acknowledges the crucial role that partners have played in cooperative efforts. In order to pool resources and create synergy in the implementation of the mentorship programmes, there will be need to collaborate with and involve all levels of Basic Education institutions, line ministries and departments, County governments, civil societies, Faith Based Organizations (FBOs), alumni associations, the private sector, and development partners.

In the recent past in Kenya, learning institutions and religious institutions have been involved in coming up with strategies to such as rallies, symposiums and even youth camps where they are teach the youth on good values and exposed to role models to emulate. According to Mathai, (2022), in order to address the issues of drug and substance abuse, schools adopt a variety of solutions; they include providing after-school programs, incorporating life skills training into drug education curricula, assisting parents in becoming more knowledgeable, offering counselling, identifying problem behaviours for early intervention, and promptly referring students to medical professionals for intervention. However, despite efforts made by the government, the Church, schools, and parents, the issue of alcohol and drug abuse still exists, particularly among young people.

A review of the basic curriculum framework revealed that a number of stakeholders, government agencies and individuals began going to schools to mentor children (Heto, 2020) using different approaches ranging from motivational talks, exposure visits, career talks and scholarships. To harmonise what was going on, the Ministry of Education developed a mentorship policy for early learning and basic education (Ministry of Education, 2019a). The mentorship policy has clear guidelines

on how mentorship ought to have been conducted in schools. The policy has clear provisions, an implementation framework and on the different roles for clear monitoring and reporting on the implementation progress. The financing of the implementation is to be done by the state and non-state actors. It is clearly stipulated how the mentorship is to be done and that the mentors will have to be vetted by the Ministry of Education to avoid causing any harm to the mentors. The mentorship policy had peer mentorship as one way of running the mentorship programmes in schools and a way of curbing disruptive behaviours such as *"negative peer pressure, substance abuse, risky sexual behaviour, psychological disturbance, poor nutrition & health, poor goal-setting, bullying, radicalization and violent extremism among others"*(Republic of Kenya, 2019b). In this study, during the data collection, some of the disruptive behaviours that came up include bullying, drugs and substance abuse, arson, wanton destruction of property and teenage pregnancy.

Wambu and Fisher (2015) identified the need for policy to guide the provision of Guidance and Counselling programmes in Kenyan schools. They noted that there was a great need for the guidance and counselling services to be provided in schools, and that these services were already being utilised to offer psychosocial support to learners without proper policy guidelines. This was in spite of Guidance and Counselling having been recognised and permitted as part of secondary education programmes by the Ministry of Education (Kenya) since 1970/71 and developing an initial policy document (Wambu & Fisher, 2015) on the subject in 1976 titled *The Report of the National Committee on Educational Objectives and Policies of 1976*. In 2019, the Ministry of Education published a mentorship policy for early learning and basic education. This was to guide and coordinate the implementation of mentorship programmes in the learning institutions. It was realised that although the Kenya's

2017 basic education curriculum framework was in place, and that different individuals, stakeholders, were doing their best to do mentorship for the learners, there was no proper coordination of these activities which were conducted as career talks, motivation speakers being invited to schools, peer education clubs being formed, life skills, guidance and counselling programmes and even sponsorship (Republic of Kenya, 2019b).

2.3.3 Identified policy gaps

One of the policies that had been put in place for schools to ensure that children were nurtured, moulded and mentored to grow and develop with good values, was the Basic Education Curriculum Framework. A review was later done and the findings showed that there was poor implementation of this policy framework in the learning institutions (Heto, 2020). Although the framework was well crafted to ensure the child reaped maximum benefits while in school, consideration was not given to how this would fit into the current academic curriculum that focused mainly on the assessment aspect of the learners as opposed to their personal development. This means that the teachers concentrated mostly in completing the curriculum that is to be assessed by the Kenya National Examination Council which would contribute greatly to the placement of the learners in the next level of their academic journey. Hence, the implementation of the mentorship programs was not given the required seriousness that it deserved.

On the other hand, in the *Vision 2030 Medium Term Plan II Education and Training, the Government of Kenya* it sought to realise mentoring, moulding and nurturing of national values in secondary schools (Republic of Kenya, 2018). In addition, the *Sessional Paper No.1* on the policy for reforming education and training (Republic of Kenya, 2019c), stated that as the younger people face issues of sexuality,

peer pressure, drug and substance abuse, harmful traditional practices and negative media influences, there was need for mentorship programs to be introduced in the learning institutions and incorporated into the learning curriculum. The sessional paper went on to shade more light on the prevailing circumstances in the learning institutions; it stated that mentoring services currently were not in existence in sufficient depth, neither provided in a comprehensive nor coherent manner. This was so, despite having a mentorship policy (Republic of Kenya, 2019b) that was expected to be have been rolled out in all schools and the monitoring of the same to be done by the Ministry of Education. This rendered the stage for the current study, therefore, to investigate the existence of peer mentorship in the selected secondary schools and its influence on disruptive behaviours.

Between 1976 to date, the lack of strong policy has largely been blamed on lack of government commitment to financing, implementation and oversight. They however report the state's recognition of the need for official as well as peer counselling in schools to control student behaviours and avert crimes among students such as arson, rape, drug and substance abuse, theft, bullying, terrorism and affiliation terrorist networks, and other aspects of indiscipline that have characterized these institutions between 1980 to date (Wambu & Fisher, 2015; Wango, 2015).

In most cases, peer mentorship, which is one of the counselling programmes, is more geared towards addressing indiscipline, improving the school's academic performance, making school governance easy, and giving the affected school a good name, as opposed to addressing the growth and development challenges and needs of the high school students who are trying to understand themselves. Consequently, the students avoid consuming these services because seeking help is tied to stereotypes. Moreover, there is a lack of policies to recognize the role of Guidance and

Counselling teachers, in the role of guiding students to undertake the peer mentorship programmes (Wambu & Fisher, 2015; Wango, 2015).

Similarly, there are cases of inappropriate relationships that often occur between peer mentors and mentees in these schools that need to be foreseen and addressed through policy. Whereas Kenya has ethical codes specific of counselling developed in 2012 by the Kenya Counselling and Psychological Association (KCPA), there is limited supervision to ensure adherence in schools where teachers are massively overworked due to understaffing. Ruttoh, (2015) reported that often times, schools also prioritize games and other mandatory activities which take up the time allocated for Guidance and Counselling. Additional challenges affecting the provision of Guidance and Counselling, and which need enshrining in policies and programmes at national, local and individual school level include lack of a practical plan to develop and implement school counselling programmes, a lack of adequate preparation of teachers to carry out Guidance and Counselling work, and a lack of resources and equipment needed for this purpose (Wambu & Fisher, 2015). According to the mentorship policy, the mentors are expected by the Ministry of Education to conduct mentorship on a voluntary basis. There are no incentives for the mentors.

Wango (2015) agrees that Guidance and Counselling programmes are necessary to support students in different aspects which include disruptive behaviours such as drug and substance abuse, bullying and violence in schools, pregnancy and abortion, among others (Wango, 2015). The suggested programmes include mentoring and peer mentorship, student support services (peer education), student referral services, counsellor support services and life skills education. These must be specifically targeted and guidance policies around them developed. Other issues that

require policy intervention include: teenage pregnancy, HIV and AIDS infected and/or affected pupils and other terminal illnesses, alcohol, tobacco and drug abuse, Career choices, placement and advancement, pornography, occultism, incest, truancy, time management, ethnicity characterized by cultural stereotypes and character formation (values and virtues) The policies should also be geared towards addressing the plight of children with special needs (those with visual, hearing, speaking and physical impairments) who largely lack mentorship (Wamocho et al, 2008).

At the national level, among the other policies that have existed include *Kenya Education Sector Support Program* [KESSP] (2005-2011), and *The National Children's Policy Kenya* 2010 (GoK, 2010). The children's policy for instance stipulates that each and every child deserves access to a secure, safe setting with a quality education that is also current, inexpensive, and child-friendly. Protection rights are realized through actions that guarantee children have access to birth registration and identity as well as methodical safeguards against drug abuse, physical abuse, child labour, trafficking, sexual abuse and exploitation, neglect, eviction, disasters, wars, and conflicts, among other things. That explains why it is a global concern when children are exposed to disruptive behaviours. The policy even states that qualified personnel should be engaged to work with the children stop vices such as drug and substance abuse. On the other hand, the Education Sector Support Programme recommends the use of both guidance and counselling and mentorship to assist the learners.

The findings of the current study suggest that the mentorship policy document is not readily available in most educational institutions. Furthermore, the teachers responsible for overseeing the peer mentorship process are often unaware of the framework outlined in the policy document. Consequently, peer mentorship tends to

be implemented in a rudimentary manner within these schools, lacking informed guidance.

In some institutions, peer mentors resort to following guidelines provided by Non-Governmental Organizations (NGOs). These NGOs organize mentorship meetings during school holidays or at times when they are allowed to visit the school and interact with peer mentors. This arrangement results in a lack of ownership of the mentorship program by the school itself, as the NGOs take the lead in delivering their mandate without proper collaboration and guidance from the school regarding the mentorship structure.

To achieve more tangible results in terms of mentorship outcomes among learners and within the learning institutions, it is imperative that schools adopt and implement mentorship according to the guidelines outlined in the policy document. Taking a proactive role in the mentorship process and adhering to these guidelines is essential for fostering effective mentorship and realizing positive outcomes for students and the school as a whole.

2.4 The Role of Guidance and Counselling Programmes in Influencing Peer Mentorship in Secondary Schools

2.4.1 General worldview of global context

Globally, Guidance and Counselling is acknowledged as a service provided in schools to address issues of indiscipline. In Malaysia, a study done on Guidance and Counselling in schools, emphasizes that Guidance and counselling is not just appropriate for the learners who have indiscipline issues, but it is vital for the wholesome development of the child (Amat, 2018). In Malaysia, it is a requirement

that teachers who are offering Guidance and Counselling be professionally trained and registered under the professional counselling body. This ensures that the issues presented by learners such as drug abuse, family challenges, and career choices. On the other hand, Hughes et al., (2017) presents the twenty first century perspective of Guidance and Counselling which lays focus more on the intrinsic inspiration and being able to collaboratively work together to address issues. This points to having an amicable working relationship between the counsellor, and the client.

2.4.2 National data on mentorship in schools

The Government of Kenya committed to reviewing the Guidance and Counselling policy to include moulding, nurturing and mentorship (Republic of Kenya, 2019c). This was with the intention of having programmes that address the other needs of the learners besides academic. In secondary schools, therefore, peer mentorship is one of the programmes under the Guidance and Counselling department. However, the Sessional Paper No.1 states that not much mentoring is being done in schools and where it happens, it is not comprehensive.

A study conducted in public schools in Nairobi Sub Counties by Waithaka (2017a) indicates that a lack of effective counselling programmes has contributed to persistent indiscipline in secondary schools. The indiscipline issues include indulgence in drug and substance abuse, arson, bullying and causing physical harm to others and self. The Guidance and Counselling Head of Department is meant to organise mentoring and mentorship programmes to counter or minimise these vices in schools. Wango (2015) agrees that Guidance and Counselling programmes are necessary to support students in different aspects which include disruptive behaviours such as drug and substance abuse, bullying and violence in schools, pregnancy and abortion, among others (Wango, 2015). The suggested programmes include mentoring

and peer mentorship, student support services (peer education), student referral services, counsellor support services and life skills education.

The present reality is that reported cases of indiscipline in secondary schools across the country, are on the rise. A report by the Nation Media Group indicate that between August 2021 and November 2021, there are 31 schools in 11 Counties that have had cases of arson while 11 schools in the South Rift region, have gone on strike for different reasons (Kimutai, 2021). One area this study is out to investigate is the role of Guidance and Counselling programmes on peer mentorship on disruptive behaviours.

Guidance and Counselling department, having been established in all Kenyan schools over 20 years ago, it is expected to have had impact in these schools. The study sought to understand the mentorship programmes that are in place in the selected schools such as peer mentorship and if there are available structures like meeting spaces for activities, trainings for the peer mentors, matching of mentors and mentees with consideration on age, gender and class aspects. With the availability of the mentorship policy for over one year (T. S. C. Kenya, 2020), it is expected that this will make rolling out of any mentorship programmes in schools easy since there is a guiding document with an implementation framework. A study on youth mentoring programme to prevent drugs and substance abuse among school and out of school youth yielded positive results (Brooker et al., 2019).

Learning institutions play a critical role in the growth, development and nurturing of children in society. However, there is concern on the increased disruptive behaviours that negatively impact on the learners and some deter their academic progress. Such include cases of female genital mutilation, early and forced marriages,

early pregnancies, school violence, managing menstruation (while in school), risky sexual behaviour, substance abuse, negative attitudes towards education, and weak peer, school, and family relationships. According to Kinyanjui, (2016), mentorship is one solution that can be used to build the capacity of learners so that they are able to negotiate through life challenges. There are institutions that have embraced mentorship are reporting an increase in learner retention and completion of the academic school programme.

2.4.3 Literature on schools in Slums and Nairobi

Slum locations, which are also referred to as informal setups, are faced with unique challenges which tend to be transferred to the schools that are located in their vicinity (Akech, 2017). The informal setups predispose the learners in the schools within the vicinity to risks such as easy access to trade in and use of drugs, early sex, prostitution, access to illicit social media and street content, negative company associated with peers who put less value on morality and education, and culture of informality that impact their behaviour as reported by literature on Nairobi's slums (Abuya, Benta et al., 2018; Macharia, 2011) and Brazil's favelas (Drybread, 2019; Monteiro & Rochaa, 2013). Some reports, for instance, show that girls end up dropping out of school with some getting into early marriage, teenage pregnancies, and prostitution as a means of survival. The slum environment can be unpredictable and hostile that it poses a security risk to the learners. Studies by some scholars have indicated that in South Africa, schools in some of the slum areas have become unsafe for the learners that the boys fear going to school for fear of physical violence and being introduced to drugs and the girls feared being harassed sexually and psychologically (Parkes, 2016; Scorgie et al., 2017). Crime rate among the youth is rising at an alarming rate in the informal setups and it is an issue of public concern.

In the informal setups of Kenya, the situation is not different. Studies conducted in Kibera, Mukuru Kwa Njenga, Korogocho, Mathare, (Heallth, 2017; Kwena, 2017; Maina et al., 2020; Oruko, 2019), indicate that there are cases of high school dropouts, prostitution, use of drugs and drug peddling, violence, an even used by politicians to cause mayhem for them to settle scores with their opponents; all these pose a threat to the realisation of the education goals. In addition to that, there is negative influence from the peers that leads some of the learners to begin engaging in some illicit activities for quick money. Without proper policies being enacted and put in place, a majority of children are bound to drop out of school and those who persist are likely not to enjoy their schooling.

2.5 Identification of the Study Gaps Based on Literature Review

The literature review above demonstrates that the wellbeing of children is not only a national but also a regional and global concern. The different literatures show that within the learning institutions, the learners and the teachers have similar challenges, one being disruptive behaviours. To address disruptive behaviours in the learning institutions, different approaches have been employed. A lot of work has gone into research to identify what would best work. One approach that has been tried is mentorship.

Mentorship in most cases has been conducted by experienced players, and yet minimal success is reported. The study will investigate further on how peers could be utilised to produce desired outcomes. This is not to ignore the work that is being done by cross-age mentors, but where possible having the peers trained to mentor their peers. Peers tend to spend more time together than they would with those older than

them. This follows therefore, that if peer mentorship is properly utilised, it can influence behaviour change among the students in secondary schools.

There are policies are different policies that speak on the welfare of the child in different context. The Sustainable Development Goals articulate on the need for the whole life of a child being address for there to be a realisation of the learning outcomes. A gap was identified in the implementation of the policies. This is what informs the third objective of this study. The study will be establishing if within the secondary schools under this study, the mentorship policy is in existence and if the schools have it as a guiding document to address disruptive behaviour.

In Kenya, Guidance and Counselling departments have long been established in the schools. The gap identified is on how mentorship is being utilised as an approach to avert disruptive behaviours in schools. This study endeavours to establish the kind of programmes that are in existence within the Guidance and Counselling department to mentor the learners and shape them to become good citizens that are all-rounded.

2.6. Summary of the Literature Review towards Learning

The primary focus of the literature is to understand how peer mentorship impacts disruptive behaviours. It emphasizes the importance of considering the global, regional, and context-specific factors that influence peer mentorship initiatives. The literature points out that peer mentorship has gained recognition as an effective approach to improving learning outcomes in educational institutions. It acknowledges that several studies conducted by different scholars have reported positive outcomes associated with peer mentorship programs. Research designs, including experimental studies with treatment and control groups, have been

employed to investigate the effects of peer mentorship on disruptive behaviour among young individuals. While some successful cases have been documented, it notes that the overall impact may not be highly significant. Moreover, there is a gap in the literature concerning the influence of peer mentorship in informal settings.

There is consensus among scholars that the formulation and implementation of policies can significantly contribute to mitigating disruptive behaviours, particularly among youth in educational institutions. However, it was observed that even in cases where policies existed, their effective implementation was lacking. Furthermore, there was a dearth of information regarding how policies are being shaped to address the growing issue of disruptive behaviours among students. Understanding the policy provisions is part of the areas addressed by the current study.

There was a review of literature on the Guidance and Counselling mentorship programmes within educational institutions. There was no clear system that was being followed and for some cases, the institutions tended to use NGO guidelines. This created a situation where these programmes, including mentorship, may suffer from poor structuring due to a lack of technical expertise among Heads of Department. Hence, there is need for staff training and proper induction on policy guidelines to bridge this gap which is recommended by the current study.

The literature provides a comprehensive and accurate overview of the key aspects related to peer mentorship, disruptive behaviours, policy implementation, and the challenges faced by guidance and counselling programs in educational settings.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.0 Overview

This chapter focused on the research design, description of the area of study, population of the study, sample and sampling techniques. It also includes information about data collection instruments, validity and reliability of research instruments, piloting, data collection procedures and methods of data analysis, and ethical considerations.

3.1 Philosophical Paradigm

A paradigm is a collection of essential beliefs and agreements on how problems are understood, and one's worldview in conducting a given research (Mazerolle et al., 2018). Pragmatism, as a research paradigm, places a strong emphasis on the practical outcomes and consequences of research endeavours. Researchers operating within this paradigm are primarily concerned with finding solutions to real-world problems and assessing what works in practical terms (Lewis, 2015). In essence, pragmatist researchers have the freedom to select research methods, techniques, and procedures that align best with their research objectives and the specific problem they aim to address, allowing for a flexible and adaptable approach to research (Kivunja & Kuyini, 2017).

Pragmatism is inherently context-aware, recognizing that research always unfolds within social, historical, political, and other contextual factors. Acknowledging these contextual nuances is pivotal for understanding the practical implications of research findings and their relevance in specific situations. A

distinguishing feature of pragmatism is the integration of multiple methods of data collection, encompassing both quantitative and qualitative sources. This comprehensive approach enables researchers to gather a broad spectrum of data, enhancing the depth and breadth of their exploration (Žukauskas et al., 2018).

Furthermore, pragmatism prioritizes the practical implications of the work of the researcher. The research endeavours are geared towards producing actionable insights and solutions to tangible, real-world issues. This emphasis on practicality underscores the applied nature of pragmatism and its commitment to making a meaningful impact. In alignment with this perspective, pragmatist researchers often shift their focus away from philosophical inquiries about the nature of reality and the laws of nature. Instead, they direct their attention towards the "what" and "how" aspects of research, considering the intended consequences of their investigations (J W Creswell & Creswell, 2017). This practical orientation aligns with the overarching pragmatic goal of addressing concrete problems effectively (Ishtiaq, 2019).

The pragmatic paradigm in research embodies a commitment to practicality, problem-solving, and adaptability. It empowers researchers to choose methods that suit their specific research objectives, prioritize real-world applications, and consider the broader contextual landscape in their investigations. The incorporation of references to authoritative figures in pragmatism adds depth and credibility to the provided information, enhancing its accuracy and reliability.

3.2 Research Design

This study employed survey design and specifically the convergent parallel design. The researcher simultaneously collected and analysed both quantitative and qualitative data to gain a more comprehensive understanding of the research

questions. In this research, data collection was conducted concurrently for both quantitative and qualitative data. Subsequently, the collected data were subjected to separate analyses. Quantitative data was analysed using statistical techniques, while qualitative data were analysed through thematic analysis. The convergent parallel design allowed for the comparison and integration of findings from both data sources. This comparison enabled the researcher to gain a more comprehensive and holistic understanding of the research questions by examining them from multiple angles, identifying patterns, relationships, and disparities between the quantitative and qualitative data, in order to derive valuable insights. The triangulation of these data sources enhanced the validity and reliability of the research findings which bolstered the credibility of their conclusions.

The integration of quantitative and qualitative data in this design is driven by the desire to obtain complementary insights. Quantitative data often provide information about the extent and prevalence of a phenomenon, while qualitative data delve into the underlying reasons, contexts, and perspectives of participants. This combination of data types can lead to a more well-rounded understanding of the research topic, hence, drawing meaningful conclusions.

3.3 Location of the Study

The research was conducted in the informal setups of Nairobi County targeting only the public secondary schools in Kibra 1.3115° S, 36.7879° E; Kangemi 1.2712° S, 36.7394° E and Mathare 1.2619° S, 36.8585° E. The choice of public secondary schools is informed by the diversity of the learners in those schools given that they attract learners across the country. The public secondary schools in these informal setups comprise the different categorisation of schools; national, county schools,

extra-county schools. With this diversity, the data collected was objective and the findings can be generalised to the wider population.

The population of the study were students in public secondary schools and the teachers in charge of Guidance and Counselling programmes, together with the peer mentors. The students and teachers to be considered for the study was from selected public schools in Nairobi County's informal settlement, that is, Kangemi, Kibra, and Mathare areas.

3.4 Target Population

This study targeted students in Form Two and Three in public secondary schools in Nairobi County's informal setups of Kangemi, Kibera, and Mathare. There are 73 schools with a population of 10,449 secondary school students in three of the informal setups of Nairobi which include Kibera, Mathare and Kangemi (Hagen, 2017). This study considered informal setups because of the high population and the levels of vulnerability given that the population comprises of low-income earners (Mwangangi et al., 2020).

The crime rates are high in the informal setups (Filippi et al., 2020) and some students in schools in these contexts have been reported to get involved in illicit activities due to influence from the environment. The use of respondents from public secondary schools is deliberate given that public schools, which are government sponsored schools, are affordable for the low-income communities. They have teachers deployed and paid by the government. These schools have a high population of students compared to the private schools (GoK, 2016).

The study involved students in Form Two and Form Three since those in Form One were settling into their respective schools as they were new, and the Form Four

students were busy preparing for their final exams as they exit secondary schools. The teachers in charge of Guidance and Counselling in these schools formed part of the target population, together with those involved in peer mentorship programmes. The choice of the target group was informed by the design of the study based on the objectives to be addressed in this study.

3.5 Sampling Framework

The study sampled secondary schools sponsored by the Government from Kibera, Mathare and Kangemi. There are nine public secondary schools and 4558 number of students in these nine schools. The total numbers disaggregated by schools are as indicated on Table 1.

Table 1 Secondary schools and students in Nairobi's three informal setups

Informal settlement	Female	Male	Total
Kibra	728	839	1567
Mathare	883	314	1197
Kangemi	44	1740	1784
Total	**1665**	**2893**	**4558**

3.6 Sampling Procedures and Sample Size

A sample should thus be representative in terms of the percentage or proportion of characteristics or elements under study, of the whole population. To calculate the sample to be used, the study proposes to use Krejcie and Morgan (1970) sample size calculation based on $p = .05$ where the probability of committing type I error is less than 5 % or $p < .05$. In this study, the researcher draws respondents from nine selected public schools in the informal setups of Nairobi.

The targeted respondents were sampled from Form Two and Three with the aim of investigating the influence of peer mentorship programmes on disruptive behaviours. The teachers in charge of counselling and the peer mentors to the students in the selected schools were interviewed. The researcher was interested in getting numerical descriptions, interviews and discussions; hence, the mixed method approach design was most appropriate. The researcher then uses the sample statistics based on the numerical data and information from the qualitative data to interpret the findings and draw conclusions about the research study.

A desk review was first conducted to establish the number of schools in the three informal setups of Kibera, Kangemi and Mathare. This was from a schools mapping that was done by Hagen (2017). From the list of schools, purposive sampling, which is the deliberate choice of an informant due to the qualities the informant possesses (Tongco, 2007), was used to identify the public schools. The purposive sampling was used to target the form two and three students in the nine public schools. Random sampling was used to pick a representative sample from form two and form three classes who were targeted for the study. Stratified sampling was used to select the teachers in charge of Guidance and Counselling in the selected schools and the peer mentors who are involved in the peer mentorship programmes of students in the selected schools.

The sample was representative given that the schools comprise of the different categories as classified by the Ministry of Education namely, National Schools, Extra County Schools, County Schools (Republic of Kenya, 2019a). The researcher then used cluster sampling to group the students in these schools into their learning forms. Since form ones are new in the school and may still be settling into their respective schools, and form fours may be busy preparing for exams, the study only targeted

form two and three students. A simple random sampling was then done to pick a representative sample from the form two and three students in the proposed secondary schools within the informal setups of Nairobi in Kenya. For qualitative data, the study obtained this data from the Guidance and Counselling teachers and the peer mentors in each of the selected schools. The teachers were key informants in the study since they can shade more light on the influence of peer mentorship programmes on disruptive behaviours in the selected schools.

Table 2 Sample size for the study

Name of school	Female	Male	Total	Sample size	Guidance/ counselling teacher
K.1	415	432	847	68	3
K.2	178	223	401	32	1
K.3	135	184	319	26	1
M.1	80	54	134	11	1
M.2	253	260	513	41	1
M.3	550	-	550	44	1
G.1	44	45	89	7	1
G.2	-	591	591	48	2
G.3	-	1104	1114	90	4
Total			**4558**	368	**16**

3.7 Research Instruments

Research instruments allowed for relevant data collection for a related research problem designed for measuring intended outcomes. Different respondents was used in this study and hence, the need to use different instruments (Ishtiaq, 2019). The instruments that were employed in data collection are questionnaires, structured interviews, document analyses and direct observation.

3.7.1 The Questionnaires

Questionnaires were structured to collect quantitative data from the students. The questionnaires were structured on a five-point scale to address all the objectives

of the study and they were administered to the student respondents. They consisted of questionnaires consisted of both closed and open-ended questions. Questionnaires of the Likert scale were designed to probe the selected respondent students on the influence of peer mentorship programmes on disruptive behaviours among students in the selected secondary schools. The questionnaires were designed to probe on the degree to which they agree or disagree that the Guidance and Counselling programmes support peer mentorship in their respective schools. The student questionnaire had three sections; Section A, comprise of status of peer mentorship programmes, section B had influence of peer mentorship programmes and section C role of Guidance and Counselling programmes. The questionnaire used Likert scale with five response options. The respondents indicated if they strongly agreed, agreed, moderately agree, disagreed and strongly disagreed with the statements indicated in section A, B, C, D and E.

3.7.2 Interview Schedule

The interview schedule was used to get in-depth information on the objectives of the study from the teachers in charge of Guidance and Counselling and also the peer mentors of the targeted schools. The interview guide enhanced the quality of data as well as either confirm or contribute information that other instruments had been left out (Fischler, 2016). The interviews with key informants were done according to scheduled appointments.

3.7.3 Content Analysis

Content analysis was utilized to obtain deviance related records from the previous years. This assisted the researcher to gain insight into the extent of deviance prevalence and severity in the schools; gauge how peer mentorship programmes have been utilized to influence behaviour change in schools and also establish if the school

administration has laid out plans to support peer mentorship programmes as one way to curb the vices (Karanja & Gikungu, 2014).

Documents were analysed include disciplinary records kept by the Deputy Head teachers in charge of discipline; Guidance and Counselling records kept by the Heads of Departments for Guidance and Counselling; School documents containing school rules and regulations; Symbolic records like logos which displayed emblems and values embraced; any documentation by the peer mentors. The information obtained supplemented data obtained through interviews and questionnaires. The triangulation technique enriched the data collected and hence, shade more light to the findings of the study (John W Creswell, 2009; Fetters et al., 2013; Ishtiaq, 2019; Ndanu & Syombua, 2015; Wallen et al., 2010).

3.8 Piloting Study

A pilot study was conducted in two public secondary schools in outside the research area. The selected schools for the pilot consisted of all gender and they were not part of the study. The research instruments were administered to selected respondents in form two and three, as guided by the Guidance and Counselling teacher. The findings after the analysis help in simplifying difficult and/or unclear items in the instruments and ensure that the instruments measure what they are intended to measure (Johan Malmqvist, Kristina Hellberg, Gunvie Möllås, Richard Rose, 2019).

3.9 Reliability and Validity of Research Instruments

3.9.1 Reliability of the Questionnaire

Reliability is the extent to which an instrument consistently measures what it is intended to measure (Mugenda & Mugenda, 2003). The study checked internal consistency using Cronbach's alpha. Cronbach alpha measured using 5-point Likert scale to measure the reliability of the questionnaire and the latent variables. The study used Cronbach's alpha coefficient to assess the internal consistency among variable statements. The research did pilot to help in identifying ambiguities of instrument.

The highest Cronbach's alpha was observed in Guidance and Counselling variable with a Cronbach's alpha coefficient of 0.782 and the lowest coefficient was for Disruptive behaviours with a coefficient of 0.701 as shown in Table 3. Status of Peer mentorship programmes had a Cronbach's alpha coefficient of 0.753 and peer mentorship programme had a coefficient of 0.770. The study variables depicted an overall Cronbach's Alpha coefficient of 0.867 from 43 indicators.

Table 3: Reliability Statistics

Variables	Cronbach's Alpha	N of Items
Status of Peer mentorship programmes	.753	11
Peer mentorship programme	.770	8
Guidance and Counselling	.782	12
Disruptive behaviours	.701	12
Overall	.867	43

The coefficient for individual variables and when all the constructs were combined was above 0.7. The coefficient revealed that the items used in the questionnaire were reliable in all the measurement scales achieving the recommended reliability level of above 0.7 (Hair *et al.*, 2009). This implied that the scales used had a high degree of internal consistency among the measurement items. This can be

attributed to the fact that all the questionnaire items were adopted from instruments that had been empirically tested or conceptualized.

3.9.2 Trustworthiness of Interview

To assess on the trustworthiness of a research instrument in qualitative data, the researcher had to collect the same set of data from the same respondents, under similar circumstances three times until the results yielded were similar before making conclusions. Generally, experiences of respondents change over time, with new experiences, respondents could start thinking differently (Creswell & Creswell, 2018). The experiences and preferences of the respondents gave the basis for the results.

The researcher ensured that the approach was reliable by checking transcripts to eliminate obvious mistakes made during transcription. Ensuring there was no drift in the definition of codes, shift in the meaning of the codes when coding. Continually, the study compared the data with the codes and wrote the memos about the codes and their definitions. The researcher also Crosschecked codes developed by different researchers by comparing results derived independently (Creswell & Creswell, 2018).

Trustworthiness of the results was by ensuring the believability of the researcher's findings from designing the instruments, carrying out and reporting the data to make them credible. The researcher observed the nonverbal communication, probed and listened actively to the respondents during the focus group discussion and face-to-face interviews (Sutton & Austin, 2015).

3.9.3 Transferability of the Interviews

Transferability referred to the degree to which the results of qualitative research could be generalised to other contexts. The researcher enhanced transferability by ensuring thorough description of the research context and making

assumptions central to the research (Kirk & Miller, 1998). The researcher additionally used peer debriefs to review the study to enable others to scrutinize the work and the evidence used to support the findings and conclusions. To gain the in-depth understanding of the research topic, the researcher did extensive literature review from the previous studies and methods used to reduce misinterpreting of data (Yin et al., 2016).

The researcher triangulated the questionnaire and interview to examine the evidence from different sources and to build a coherent justification for themes by merging several sources of data. The researcher took back parts of the major findings of the themes to the participants to determine the accuracy of the results. The researcher also reported participants' discrepant information the presented (Creswell & Creswell, 2018).

3.9.4 Validity of the Questionnaire

Validity is the extent to which an instrument measures what it is supposed to measure and performs as it is designed to perform (Key, 1997). Although it may not be possible to have a completely accurate instrument, ensuring a certain degree of accuracy is important. Content validity was used to ensure that the instruments accurately cover all proposed areas of study. The researcher conducted a pilot of the instruments prior to the actual data being collected. The instrument was refined so that the respondents have an understanding.

The interview schedule's credibility and trustworthiness was ensured by assuring respondents of the anonymity of the respondents and that there was no mention of the names of the schools in the study. The responses to the questions were solely for the purpose of the study and the findings were shared with the respondents

when the study is completed. The instruments were validated by accredited supervisors, lecturers, peers and professors who are experts and experienced researchers in the Department of Education in Moi University.

3.10 Data Collection Procedures

There was a first phase of the data collection process which was a pilot to pre-test the instruments and also gather information on the actual number of respondents to be reached. The second phase was the actual data collection process using the data collection instruments designed for this study. This was done after obtaining permission to conduct research from the National Council for Science and Technology after approval of the research proposal by the Board of Postgraduate Studies of Moi University. The researcher visited the targeted schools for the study, and explained to the school management the purpose and significance of the study.

The researcher engaged the support of two research assistants to collect data. Before embarking on the data collection exercise, the researcher conducted training for the research assistants for them to understand what was expected of them. The researcher also visited the schools for an initial introduction and explaining the essence of the study. The copies of the introductory letter (Appendix A), the permit from Moi University (Appendix E) and the research permit from (NACOSTI) National Commission for Science, Technology and Innovation (Appendix F), were provided to the school for them to ascertain the authenticity of the exercise.

The researcher relied on the Heads of Department Guidance and Counselling, in each of the schools under the study, to identify the peer mentor for the focus group discussions. Permission was also sought from the participants for the key points to be captured in note-form in a book.

3.11 Scoring of the Instruments

The respondents were requested to identify the peer mentorship programmes that exist in secondary schools on a five-point Likert scale where 1 represented strongly disagree, 2 disagree, 3 moderately agree, 4 agree and 5 strongly disagree (Appendix B section A). These were collapsed into agree, undecided and disagree to ease their interpretation. Status of peer mentorship programmes had 11 items, peer mentorship programme had 8 statements, Guidance and Counselling had 12 items and disruptive behaviours had 12 indicators. The student questionnaire was used to answer the first, third and fourth objectives.

The researcher administered questionnaires for the following 3 categories of respondents: A questionnaire for students (Appendix B), Focus Group Discussion (Appendix C) conducted for peer mentors and face to face interview (Appendix D) for Heads of Department for Guidance and Counselling. The questionnaire was constructed on a five-point Likert scale for meaningful measurement (Mueller-Pfeiffer et al., 2010). Background and descriptive questions provided demographic information about the respondents that guide the researcher in corroborating the findings with reviewed literature to make informed conclusions about the influence of peer mentorship programmes on behaviour change in schools.

For qualitative data, the researcher grouped the findings into themes that captured relevant information on the influence of peer mentorship programmes on behaviour change in secondary schools (Guetterman et al., 2015; Ishtiaq, 2019). Qualitative information gathered from interviews with the teachers and the focus group discussions with peer mentors, and content analyses were used to crosscheck and supplement the information from the questionnaire. Analysis of the response mean scores was conducted on the continuous scale $0.5<R<1.5$ represent strongly

disagree; 1.5<R<2.5 disagree; 2.5<R<3.5–moderately agree; 3.5 < R< 4.5 as agree; 4.5< R< 5 as strongly agree. The researcher did the coding, scored and entered the data into SPSS software for further analysis.

3.12 Ethical Considerations

The study was undertaken with consideration to ethical issues in social science inquiry. The process of collecting, analysing, and interpreting data was done in a way that respected the rights of participants and individual respondent groups. Specifically, prior to data collection, an introductory letter was prepared for the purpose of seeking informed consent from the respondents to participate in the study. Details revealing the purpose of the study and guarantee of anonymity, beneficence, non-malfeasance and confidentiality was included in the letter (Ponterotto, 2010). The research assistant was required to show the letter to all potential respondents when soliciting participation in the research.

As was indicated in the introductory letter, the right of anonymity and confidentiality was guaranteed. This included the assurance that the study was only for academic purposes and not for circulation to other parties. Anonymity was assured by concealing the respondents' identities and also ensuring that the information collected was not linked to the respondent. Consequently, the respondent's name was not required (McDermid et al., 2014).

Confidentiality was assured by the researcher taking responsibility to protect all data gathered within the scope of the study (Gurung et al., 2016). The teachers in charge of Guidance and Counselling gave response to the interview schedule at their own convenient times. In the wake of COVID-19 pandemic, the researcher familiarized with best practice guidelines and other resources that helped ensure

maximized benefits and minimized harm to the respondents of the study. This included the use of face masks by all respondents who participated in the interviews, ensuring social distancing during the focus group discussion and using sanitizers as and when required.

3.13 Data Analysis Procedures

After all data have been collected, the researcher conducted data cleaning, which involved identification of incomplete or inaccurate responses then correct them to improve the quality of the responses. Data analysis involved organization, interpretation and presentation of collected data. In the study, the influence of peer mentorship programmes on behaviour changes among students in selected secondary schools, both quantitative and qualitative data was generated. The data was categorized, coded and entered in the computer for analysis using the Statistical Package for Social Sciences (SPSS V26). This data yielded both quantitative and qualitative data.

Qualitative data from the open-ended items interviews was organized into themes guided by research questions and presented using descriptions and quotations. The data from the interviews was transcribed first and then combined with the data recorded manually. Data from open-ended questions was re-arranged into written statements out of which distinctive themes was generated. Themes from open-ended questions are assigned numbers then analysis was done and that is thematic analysis falling under qualitative analysis. Thematic analysis was derived from the open-ended questions from the interview schedules. Qualitative data was analysed thematically according to the nature of the responses. Concurrent triangulation approach was used with the data gathered from questionnaires, interview schedules, and focus group

discussions. The researcher gave full and equal attention to each data item to identify themes across the data. The researcher sorted the different codes into potential themes and the relevant coded excerpts organised into identified themes. The researcher reviewed the themes by collapsing themes without enough data and breaking down some themes with so much data.

The quantitative data from the questionnaire was first subjected to preliminary processing through validation, coding and tabulation in readiness for analysis with respect to objectives. Data was analyzed using both descriptive and inferential statistical methods. Descriptive statistics was presented in contingency tables showing the frequencies and percentages of data obtained. Descriptive statistics consisted of mean, standard deviation frequencies, percentages, and means.

To investigate the status of peer mentorship programmes in schools, the role of Guidance and Counselling programmes on peer mentorship, the policy gaps and the influence of peer mentorship on disruptive behaviours, descriptive statistics was employed. Linear regression was used to determine the relationship between peer mentorship programmes and disruptive behaviours among students. Inferential statistics involved linear regression and multiple regressions, where the researcher used β coefficients to explain the interaction among variables and test the hypotheses at the level of significance of 0.05. The study used regression coefficients to test the hypotheses under study to measure whether the independent variable as a predictor made significant contribution to the dependent variables.

Data was analysed per the objectives and hypotheses of the study. The researcher employed both descriptive and inferential statistical techniques in the analyses of the quantitative data using SPSS software (Statistical Package for Social

Sciences). Table 4 gives the procedure of analysing data as per the research objectives.

Table 4 Procedure for Analysing Data

		Data analysing method	
Objective	**Variables**	**Quantitative Results**	**Qualitative Results**
To investigate the status of peer mentorship practiced in the selected secondary schools in informal setups in Nairobi County	Status of peer mentorship (IV)	Frequencies, Percentages	Thematic coding
To determine the influence of peer mentorship on disruptive behaviours in the selected secondary schools in informal setups in Nairobi County.	Peer mentorship (IV) Disruptive behaviours (DV)	Frequencies Percentage Means, standard deviation Linear regression	Thematic coding
To investigate mentorship policy gaps on disruptive behaviours in the selected secondary schools in informal setups in Nairobi County.	Mentorship policy gaps (IV)	Frequency Percentage	Thematic coding
To determine the effect of Guidance and Counselling programmes on peer mentorship on disruptive behaviours in selected secondary schools in informal setups in Nairobi County.	Guidance and Counselling programmes (IV) Disruptive behaviours (DV) (DV)	Frequencies Percentage Means, standard deviation Linear regression	Thematic coding

CHAPTER FOUR

DATA PRESENTATION, ANALYSES, INTERPRETATION, DISCUSSION

4.0 Overview

This chapter focuses on the presentation, analysis, interpretation and discussion of the data collected explaining the influence of peer mentorship on behaviour change among students at secondary schools in informal setups of Nairobi County. The presentation and the analysis were in line with objectives and hypotheses of the study. The study presented quantitative research findings using both descriptive and inferential statistical techniques.

Frequencies, percentages, mean score and standard deviation were descriptive statistics used. Descriptive statistics were used to give meaningful description of the quantitative data collected from the questionnaires. This included the use of frequencies, percentage, mean and standard deviation. Before conducting inferential statistics factor, analysis was done and the researcher involved linear regression and multiple regression, where the researcher used β coefficients to explain the interactions among variables. All hypotheses' tests were at a 0.05 level of significance. The study based the acceptance or rejection of the null hypothesis on the calculated test statistics and the value of the probability of significance (p value). Qualitative data from focus group discussion were analysed by means of broad themes that produced more in-depth and comprehensive information that vitally complemented the quantitative findings.

4.1 Response Rate

Response rate is the completion rate or return rate is the number of people who answered the survey divided by the number of people in the sample. It is usually expressed in the form of a percentage. The sample size of the study was 384 respondents but only 271 filled in the questionnaire. This means the response rate was 71% percent. The response rate was satisfactory since Gordon (2016) argued that a response rate of 60% and above is acceptable response rate in social sciences.

Table 4.1 Response Rate

Tool	Respondents	Sample size	Response	Percentage
Questionnaires	Students	368	255	69.2
FGDs	Students	108	108	100%
Interview	HODs	16	16	100%
Total		492	379	77%

4.2 Status of Peer Mentorship Programs in Secondary Schools

The first objective was to investigate the status of peer mentorship programs in the selected secondary schools. The respondents were asked to indicate to what extent they agreed with various aspects of status of peer mentorship programs in selected secondary schools in informal setups of Nairobi County using a 5-likert scale. A total of 11 items were used to explore the respondents' views on the status of peer mentorship programs and findings are presented in Table 4.2. Majority of the respondents 192(86.5%) agreed that there is mentoring of students in the schools, with 48(18.9%) disagreed and 15(5.9%) undecided. Most of the respondents 149(58.4%) agreed that they know a student who is a peer mentor in their class, with 67(26.3%) disagreed and 39(15.3%) were undecided.

Majority of the respondents 149(58.4%) agreed that there is a room where peer mentors meet to discuss their activities, with 64(25.1%) disagreed and 42(16.5%) undecided. Most of the respondents 206(80.8%) agreed that there are teachers who support the peer mentors in the mentorship process, with 29(11.4%) disagreed and 20(7.8%) were undecided. Majority of the respondents 173(67.8%) agreed that peer mentors treat mentees with respect, 43(16.9%) disagreed and 39(15.3%) were undecided. Majority of the respondents 197(77.2%) agreed that peer mentors are helpful to students, with 25(9.8%) disagreed and 33(12.9%) were undecided.

Table 4.2 Status of Peer mentorship programmes in secondary schools

	SD		**D**		**UD**		**A**		**SA**	
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
There is mentoring of students in my school.	30	11.8	18	7.1	15	5.9	86	33.7	106	41.6
Students in senior classes are assigned to mentor those in lower classes by the HOD Guidance & Counselling.	44	17.3	49	19.2	42	16.5	63	24.7	57	22.4
I know a student who is a peer mentor in my class.	29	11.4	38	14.9	39	15.3	65	25.5	84	32.9
There is no peer mentorship in my school.	125	49.0	49	19.2	26	10.2	28	11.0	27	10.6
There is a room where peer mentors meet to discuss their activities.	39	15.3	25	9.8	42	16.5	71	27.8	78	30.6
There are teachers who support the peer mentors in the mentorship process.	17	6.7	12	4.7	20	7.8	86	33.7	120	47.1
Peer mentors in the school have been trained.			80	31.4	78	30.6	62	24.3	35	13.7
Peer mentors occasionally organise activities involving all students.	52	20.4	94	36.9	57	22.4	51	20.0	1	.4
I belong to the peer mentorship club.	87	34.1	44	17.3	29	11.4	35	13.7	60	23.5
Peer mentors treat mentees with respect.			43	16.9	39	15.3	85	33.3	88	34.5
The peer mentors are helpful to student.	20	7.8	13	5.1	25	9.8	71	27.8	126	49.4

Majority of the respondents 174(68.2%) disagreed that there is no peer mentorship in school, with 56(21.6%) agreed and 26(10.2%) undecided. Most of the respondents 146(57.3%) disagreed that they peer mentors occasionally organize activities involving all students, with 52(20.4%) agreed and 57(22.4%) were undecided.

Majority of the respondents 131(51.4%) disagreed that they belong to the peer mentorship club, with 95(37.2%) agreed and 29(11.4%) undecided.

From the results on the status of peer mentorship programs the findings indicated that there was mentoring of students in the school and knew a student who was a peer mentor in their class. There was a room where peer mentors meet to discuss their activities and there were teachers who support the peer mentors in the mentorship process. The peer mentors treat mentees with respect and peer mentors are helpful to students. There were peer mentorship programmes in schools, with peer mentors occasionally organizing activities involving all students and also belong to the peer mentorship clubs.

4.2.1 Peer mentorship programmes in school

On the question on when peer mentorship programmes take place in schools, heads of department, Guidance and Counselling teachers in the schools that took part in the study, had varied views but confirmed that this took place at various time and days during the school calendar. For two of the schools, the teacher said that the school scheduled mentorship to be held once in the course of the term. This is when the students got to interact with the peer mentors and share their concerns. They even invited a motivational speaker to talk to all the students on specific topics on that given day. In four of schools that took part in the study, most of the peer mentorship programmes took place in the evenings after classes. The students who are peer mentors, utilised their free time to meet with the mentees. These meetings happened in an informal way unless when the mentors requested the teachers for a joint meeting to discuss given issues that were a concern for a majority of the students that they were mentoring. In such special cases, Friday evening was utilised and the teachers who supported the students in the mentorship process, attended the session.

In three schools, the teachers and students, who participated in the study, confirmed that the mentorship programmes were held during weekends. Upon probing why the students could not utilise the other days of the week to have hold the mentor – mentee sessions, it was indicated that the week's calendar was fully packed with lessons and remedial classes for the slow learners. Mentorship was not considered as one of the critical contributors to raising the school's mean score and hence, priority was given to the examinable subjects. According to the students who were interviewed, they felt said that mentorship was not valued by the school administration. They also compared mentorship to other extra-curricular activities like drama, music, football which brought fame to the schools and gave them publicity.

Two schools reported that mentorship was regarded as a club and therefore, they only met when clubs and societies held their meetings. With the school terms being shortened, it meant that the meetings could only be held twice during the term. Some students stated that sometimes the peer mentorship programmes took place once a week in class, when indiscipline cases arise. There were respondents who also reported that they held peer mentorship during the first week after opening a new term and finally any time when it was convenient for the students to individually meet and when there was a need. During the focus group discussion, it was stated that:

> "*Those of us in the peer mentorship club are well behaved. We meet during clubs' time and we are given a chance to address the school twice a term*." (Extract, Focus Group Discussion, 2021).

4.2.2 Time allocated for peer-mentorship programmes in school

On the question of time allocated to peer-mentorship programmes the heads of department, and Guidance and Counselling teachers in the schools targeted for the

study, indicated that it varied from one hour in most of the schools, to two hours in others. The peer mentorship programme that took the least time was conducted for 30 to 40 minutes. However, there were few cases where there was no time allocation but the students utilised their free time to meet. Overall, it is indicated that most of the schools allocated one hour for peer-mentorship programmes.

4.2.3 Factor Analysis for Status of Peer mentorship programmes in secondary schools

Factor analysis was employed to help in identifying the actual number of factors that actually measured each construct as perceived by the respondents. The validity of the instrument was measured using Kaiser-Meyer-Olkin measures of sampling adequacy and Bartlett's Test of Sphericity. Kaiser- Meyer- Olkin was used as a measure of sampling adequacy and a value of 0.5 was acceptable. Bartlett's test of sphericity was used to test the adequacy of the correlation matrix and should be significant. The component factor analysis with varimax rotation was conducted in all variables to extract factors from the scales of each construct.

The Principle Component Analysis and Varimax Rotation were performed in all the items and those with factor loadings lower than 0.50 were eliminated as postulated by Hair *et al.* (2006). All items loading below 0.50 were deleted and those with more than 0.50 loading factor retained (Daud, 2014). Varimax rotation was used to validate the four variables and after performing the factor analysis for each variable, the indicators were computed to create a score and subjected to inferential analysis.

Principle Component Analysis was conducted to verify item loadings through which redundant items were identified and omitted from analysis. Eleven indicators were proposed to measure status of Peer mentorship programmes. The KMO value of

status of Peer mentorship programmes was 0.877 indicating that sampling was adequate. The significant chi-square value for Bartlett's test of sphericity (χ^2 = 757.85, $p<0.05$) confirmed that data collected for status of peer mentorship programmes was adequate (Table 4.3).

Two indicators; I belong to the peer mentorship club and peer mentors occasionally organise activities involving all students were deleted and only eight indictors were retained, for further analysis. The items extracted loaded highly on two-dimension factors, with component one having seven indicators and component two having two indicators.

Table 4.3: Rotated Component Matrix for Status of Peer mentorship programmes

	Component	
	1	2
The peer mentors are helpful to student.	.791	
Peer mentors treat mentees with respect.	.709	
There is mentoring of students in my school.	.689	
There are teachers who support the peer mentors in the mentorship process.	.671	
Peer mentors in the school have been trained.	.575	
Students in senior classes are assigned to mentor those in lower classes by the HOD Guidance & Counselling.	.525	
There is no peer mentorship in my school.	.521	
I know a student who is a peer mentor in my class.		.829
There is a room where peer mentors meet to discuss their activities.		.758
I belong to the peer mentorship club.		
Peer mentors occasionally organise activities involving all students.		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.	.877	
Bartlett's Test of Sphericity		
Approx. Chi-Square	757.850	
df	55	
Sig.	.000	
Total Variance Explained (Cumulative %) =47.63		
% of Variance	29.419	18.210
Total Eigenvalues	3.236	2.003

Extraction Method: Principal Component Analysis.
Rotation Method: Varimax with Kaiser Normalization.
a. Rotation converged in 3 iterations.

4.3 Influence of peer mentorship on disruptive behaviours in secondary schools

The second objective was to determine the influence of peer mentorship on disruptive behaviours in the selected secondary schools in informal setups of Nairobi County.

The respondents were asked to indicate to what extent they agreed with various aspects of peer mentorship and disruptive behaviours in secondary schools in informal setups of Nairobi County using a 5-likert scale. A total of 8 items were used to explore the influence of peer mentorship on disruptive behaviours and findings are presented in Table 4.4.

Table 4.4 Influence of Peer mentorship programmes on disruptive behaviours in secondary schools

	SD		D		UD		A		SA		Mean	Std Dev
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%		
The peer mentorship programme in my school is active.	76	29.8	43	16.9	44	17.3	53	20.8	39	15.3	2.75	1.46
The peer mentors have been able to help students with disruptive behaviours to change.	58	22.7	33	12.9	44	17.3	59	23.1	61	23.9	3.13	1.49
Through the peer mentorship programmes, students have learnt to interact with the other students in a friendly manner and I respect different opinions.	61	23.9	22	8.6	45	17.6	83	32.5	44	17.3	3.11	1.43
Since the introduction of peer mentorship, problems of indiscipline have reduced in the school.	82	32.2	48	18.8	51	20.0	39	15.3	35	13.7	2.60	1.42
The teachers support peer mentors to mould the other students' character.	37	14.5	33	12.9	40	15.7	85	33.3	60	23.5	3.38	1.36
Through the learning in the peer mentorship programmes, some students have reported that they are positively influencing their peers.	91	35.7	33	12.9	44	17.3	46	18.0	41	16.1	2.66	1.51
There are students who have exhibited positive change as a result of influence from peers.	95	37.3	32	12.5	63	24.7	42	16.5	23	9.0	2.47	1.37
Students share personal issues with peer mentors assigned to mentor them.	68	26.7	53	20.8	42	16.5	58	22.7	34	13.3	2.75	1.41
Overall mean											**2.86**	**0.89**

Majority of the respondents 145(56.8%) agreed that teachers support peer mentors to mould the other students' character, with 70(27.4%) disagreed and 40(15.7%) undecided (*M=3.38; SD=1.36)*. Majority of the respondents 130(51%) disagreed that

since the introduction of peer mentorship, problems of indiscipline have reduced in the school, with 74(29%) agreed and 51(20%) undecided (*M=2.6; SD=1.42)*.

From the findings of the study, it was evident that responses to the 8 statements used to explain influence of peer mentorship programmes on disruptive behaviours among students had an overall mean of 2.86 and a standard deviation of 0.89. This shows that majority of the respondents were undecided on the indicators used to measure the influence of peer mentorship programmes on disruptive behaviours among students in secondary schools in informal setups of Nairobi County.

On the influence of peer mentorship on disruptive behaviours in the selected secondary schools in informal setups of Nairobi County the findings showed that teachers support peer mentors to mould the other students' character. The peer mentors have some teachers work closely with the Head of Department, Guidance and Counselling for areas that they find challenging to tackle during their interaction with the mentees, or topics that require some reference materials or expertise. . The Heads of Department Guidance and Counselling who were interviewed confirmed that since the introduction of peer mentorship, problems of indiscipline have not reduced in schools.

> *There is a sense of discipline and responsibility among the students, especially those involved in the peer mentorship processes.*
>
> *If the peer mentors are given an opportunity to interact with peer mentors from other schools, they are likely to improve their skills and have even great positive influence on their mentees.* (Extract, Interviews, 2022)

The findings from the study align with previous research on the potential positive impact of peer mentorship on addressing disruptive behaviour in schools.

However, the results also suggest that the introduction of peer mentorship may not necessarily lead to a reduction in disciplinary problems. This is consistent with some previous research, which has found that while peer mentorship can be effective in promoting positive behaviour, it may not always lead to significant reductions in disciplinary issues.

The interviews with Heads of Department Guidance and Counselling also suggest that teachers are supportive of peer mentors and work closely with them to address challenging issues. The suggestion that peer mentors could benefit from interacting with mentors from other schools is consistent with previous research that highlights the potential benefits of networking and collaboration among peer mentors.

4.3.1 Disruptive behaviours among students in secondary schools in informal setups

The dependent variable was disruptive behaviours among students in secondary schools in informal setups of Nairobi County. The study sought to establish the students', Heads of Department and Guidance and Counselling teachers' views on disruptive behaviours among students in secondary schools in informal setups of Nairobi County.

4.3.1.1 Students' views on disruptive behaviours in secondary schools

The students were requested to give their views on the disruptive behaviours among students in secondary schools in informal setups of Nairobi County using a 5-point Likert scale and their responses are summarized in Table 4.5. Most of the respondents 137(53.8%) agreed that teenage pregnancy was a disruptive behaviour among students, while 75(29.4%) disagreed and 43(16.9%) were undecided (*M=3.31; SD=1.38*). Majority of the respondents 127(49.8%) agreed that rudeness was a

disruptive behaviours among students, with 64(25.1%) disagreed and 64(25.1%) were undecided (*M=3.32; SD=1.28).*

Table 4.5 Disruptive behaviours among students in secondary schools

	SD		D		UD		A		SA		Mean	Std Dev
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%		
Drug, alcohol & substance abuse	74	29.0	42	16.5	46	18.0	52	20.4	41	16.1	2.78	1.46
Theft	56	22.0	35	13.7	46	18.0	59	23.1	59	23.1	3.12	1.47
Bullying	60	23.5	24	9.4	50	19.6	79	31.0	42	16.5	3.07	1.42
Property Vandalism	88	34.5	46	18.0	49	19.2	38	14.9	34	13.3	2.55	1.43
Teenage pregnancy	41	16.1	34	13.3	43	16.9	80	31.4	57	22.4	3.31	1.38
Class boycotts	92	36.1	35	13.7	44	17.3	43	16.9	41	16.1	2.63	1.51
Exam cheating	79	31.0	46	18.0	49	19.2	45	17.6	36	14.1	2.66	1.43
Pornography	56	22.0	42	16.5	48	18.8	49	19.2	60	23.5	3.06	1.48
Arson	64	25.1	24	9.4	48	18.8	82	32.2	37	14.5	3.02	1.42
Sneaking	78	30.6	39	15.3	59	23.1	41	16.1	38	14.9	2.69	1.43
Rudeness	33	12.9	31	12.2	64	25.1	76	29.8	51	20.0	3.32	1.28
Violence	93	36.5	47	18.4	40	15.7	38	14.9	37	14.5	2.53	1.47
Overall mean											2.89	0.69

Majority of the respondents 140(54.9%) disagreed that there was violence as a disruptive behaviour, with 75(29.4%) stating that they agreed and 40(15.7%) were undecided (*M=2.53; SD=1.47*).

Most of the respondents 134(52.5%) disagreed that there was property vandalism disruptive behaviours, while 72(28.2%) agreed and 49(19.2%) were undecided (*M=2.55; SD=1.43*). At least 116(45.5%) of the respondents disagreed that there was drug, alcohol & substance abuse as a disruptive behaviour in schools, while 93(36.5%) disagreed and 46(18%) undecided (*M=2.78; SD=1.46).*

From the findings of the study, it was evident that responses to the 12 statements used to explain disruptive behaviours among students had an overall mean of 2.89 and a standard deviation of 0.69. This shows that majority of the respondents were undecided on the indicators used to measure disruptive behaviours among students in secondary schools in informal setups of Nairobi County.

On how peer mentorship addresses disruptive behaviours in schools, the findings, triangulated with the focus group discussions, indicated that students being mentored had few or no discipline cases, students were helped to have emotional regulation/self-control and the cases of drug and substance abuse were reducing in the school. In the discussions, it was said:

> "*Some students have overcome challenges and bad morals and began associating with good people*" (Extract Focus Group Discussion 2022).

The findings from this study on the influence of peer mentorship on disruptive behaviours in secondary schools in informal setups are generally consistent with the existing literature. For instance, the study found that teachers support peer mentors to mould the character of other students, which is in line with the notion that peer mentors can act as positive role models for their peers. Additionally, the finding that peer mentorship can have a positive impact on students' emotional regulation and self-control is consistent with previous research that has found that mentorship programs can help students develop these skills.

The finding that cases of drug and substance abuse are reducing in schools due to peer mentorship programs is also consistent with previous research that has found that mentorship can help reduce risky behaviours among youth. Similarly, the finding that peer mentorship programs can help students appreciate and obey school rules and

regulations is in line with the notion that mentorship programs can help foster positive school culture and climate.

However, the finding that problems of indiscipline have not reduced in schools since the introduction of peer mentorship programs is somewhat contradictory to previous research that has found that such programs can reduce disruptive behaviours. This may be due to differences in the implementation of peer mentorship programs or the context in which they are implemented.

4.3.1.2 Forms of disruptive behaviours in secondary schools

The schools' Heads of Department and Guidance and Counselling teachers were requested to rate the types of disruptive behaviours. The scale used had ratings from 'Not in existence,' to 'Most severe,' as summarized in Table 4.6. Majority of the respondents rated the disruptive behaviours that include; drug, alcohol & substance abuse, theft, bullying, school property damage, promiscuity, fighting and causing physical harm to others to be least severe. This was evident with the higher rating of uncertain followed by least severe and not in existence respectively.

Table 4.6 Types of disruptive behaviours in secondary schools

Disruptive behaviours	**Not in existence**		**Uncertain**		**Least severe**		**Severe**		**Most severe**	
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
Drug, alcohol & substance abuse	1	6.3	9	56.3			5	31.3	1	6.3
Theft	1	6.3	7	43.8	1	6.3	5	31.3	2	12.5
Bullying others	4	25.0	5	31.3	5	31.3	1	6.3	1	6.3
School property damage	3	18.8	5	31.3	4	25.0	3	18.8	1	6.3
Promiscuity	2	12.5	6	37.5	6	37.5	2	12.5		
Fighting	2	12.5	9	56.3	4	25.0	1	6.3		
Causing physical harm to others	4	25.0	5	31.3	5	31.3	1	6.3	1	6.3

The respondents in all the focus group discussions had similar responses on the types of disruptive behaviours they witnessed in their schools. These behaviours included drug and substance abuse, fighting, some students being aggressive, cracking obscene jokes, being rude to teachers and fellow students, general indiscipline, bullying, theft and deliberate distracting others from concentrating in their studies. In one school (FGD 12), they had cases of absenteeism and other students dropping out of school as a result of negative influence from their peers outside school.

The schools' Heads of Department and Guidance and Counselling teachers were requested to rate the status of discipline in their schools as summarized in Table 4.7. Majority of the respondents 8(50%) rated the discipline in their schools to be average, followed by 43.8% low and the least 6.3% high. This implies that the discipline among students in secondary schools in informal setups of Nairobi County was below average.

Table 4.7 Rating Discipline in secondary schools

Rating	Frequency	Percent	Cumulative Percent
Very high	1	6.3	6.3
Average	8	50.0	56.3
Low	6	37.5	93.8
Very low	1	6.3	100.0
Total	16	100.0	

4.3.2 Peer mentorship addressing disruptive behaviours in secondary school

The schools' Heads of Department and Guidance and Counselling teachers were requested to identify how peer mentorship addressed disruptive behaviours in school and their responses are summarized in Table 4.8. Most of the respondents 13(81.3%) agreed that students being mentored have few or no discipline cases, with

2(12.5%) undecided and 1(6.3%) disagreed. Majority of the respondents 12(75.1%) agreed that students are helped to have emotional regulation/self-control, with 3(18.8%) undecided and 1(6.3%) disagreed. Most of the respondents 10(62.5%) agreed that cases of drug and substance abuse are reducing in school, with 2(12.5%) undecided and 4(25%) disagreed.

Most of the respondents 14(87.6%) agreed that peer mentorship programmes have helped students appreciate and obey the school rules and regulations and 2(12.5%) were undecided. Majority of the respondents 15(93.8%) agreed that there are students who have changed positively as a result of influence from peers and often discuss future plans with the student they mentor, with only 1(6.2%) undecided. Most of the respondents 14(87.6%) agreed that the students were willing to share information about their personal life with their mentor and there is willingness to share information about personal life with the mentor with 1(6.3%) undecided and 1(6.3%) disagreed. Most of the respondents 13(81.3%) agreed that there is a relatively strong relationship built with the mentor and there is willingness to share information about school experiences with the mentor, with 2(12.5%) disagreed and 1(6.3%) were undecided.

Table 4.8 Peer mentorship addressing disruptive behaviours in secondary schools

	SD		D		UD		A		SA	
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
The students being mentored have few or no discipline cases.			1	6.3	2	12.5	7	43.8	6	37.5
Students are helped to have emotional regulation/self-control. They avoid acts like quarrelling, fighting, bullying, promiscuity and sneaking out of school.			1	6.3	3	18.8	5	31.3	7	43.8
Cases of drug and substance abuse are reducing in school.	2	12.5	2	12.5	2	12.5	6	37.5	4	25.0
Peer mentorship programmes have helped students appreciate and obey the school rules and regulations.					2	12.5	7	43.8	7	43.8
There are students who have changed positively as a result of influence from peers.					1	6.3	8	50.0	7	43.8
Students are willing to share information about their personal life with their mentor.			1	6.3	1	6.3	7	43.8	7	43.8
There is a relatively strong relationship built with the mentor.			2	12.5	1	6.3	9	56.3	4	25.0
I often discuss future plans with the student I mentor.					1	6.3	10	62.5	5	31.3
The students look forward to meeting with the mentor.			2	12.5	2	12.5	6	37.5	6	37.5
There is willingness to share information about school experiences with the mentor.			2	12.5	1	6.3	8	50.0	5	31.3
There is willingness to share information about personal life with the mentor.			1	6.3	1	6.3	11	68.8	3	18.8

On how peer mentorship addresses disruptive behaviours in schools, the findings, triangulated with the focus group discussions, indicated that students being mentored had few or no discipline cases, students were helped to have emotional regulation/self-control and the cases of drug and substance abuse were reducing in the school. In the discussions, it was said:

> "Some students have overcome challenges and bad morals and began associating with good people", said in FGD 2.

The peer mentorship programmes have helped students appreciate and obey the school rules and regulations, there are students who have changed positively as a result of influence from peers and often discuss future plans with the student they mentor. The students were willing to share information about their personal life with their mentor. One incident cited was that of a student who had been bullied and was feeling unwanted and was thinking of committing suicide. Upon confiding with a peer mentor, and explaining the frustration and sorry state, in their discussion that student began interrogating the negative thoughts and now the student is very confident and loves oneself. If it was not for the peer mentorship and the good relationship established between the mentor and the mentee, the likelihood of the student causing harm to oneself was high.

Additionally, some mentees who were in the focus group discussion (FGD 4) said that the mentorship programme had influenced them positively and that they had posted positive academic results in the class assessments. There was a consensus that there was a general improvement in the academic work. The study noted that where mentees and mentors had positive outcomes, there was a relatively strong relationship built with the mentor and there was willingness to share information about personal and school experiences with the mentor. The strong relation was also contributed by the number of meetings that the mentor and mentee had together. Where the meetings were fewer, not much impact was reported. Hence, there is need to have the mentorship programmes allocated time and increase the frequency of the meetings for the mentees and in turn, the schools are bound to realise some positive gains.

The peer mentors, in the discussions held, admitted that there were issues that were presented to them by other students that proved challenging to address. They said that they would listen to the students present their problems and then weigh them

to see who among the peer mentors would walk the journey with the students. They said that they try to handle issues on a one-on-one basis and try to address the negative behaviours immediately. One of the respondents said:

> "*I try as much as possible to understand their behaviour and try to get to the root cause of it so that I can find a possible solution."*

On the other hand, if the issues presented are too difficult to handle, they would proceed to present the matters to the Guidance and Counselling teacher or the other teachers to give them support. In one school, the respondents said that they have had an instance where a professional counsellor had to be called in to take a student through some counselling sessions. This, according to the respondents, helped the respective student to change for the better and the student's relationship with the rest improved.

The respondents in the focus group discussions said that the peer mentors also organised sessions with all the students. This happened ones or twice in a term depending on when the school calendar could accommodate the activities. During the sessions, they would have different mentors discussing different topics which include: effects of drug and substance abuse, how behaviour contributes to academic performance, peer influence. As they discuss the topics, they would allow the students to ask any questions relevant to the topics. They would also ask the students to point out areas they need discussed in future. This would help them programme for the next discussion with the students. The Heads of Department also use the opportunity to invite guest speakers to speak on some of the areas pointed out by the students.

In three schools, the peer mentors were affiliated to organisations outside the school who trained them on what to discuss with the mentees. Some of the

respondents reported that some of those mentors felt superior and insisted on following the training materials shared by those organisations outside of school. With this kind of interaction, the mentor – mentee relationship was bound to get strained. Any good progress would be undone. It is therefore important that all learning institutions adopt the mentorship policy provided by the Ministry of Education which also provides guidelines on how the programme ought to be structured. The learning institutions would own the entire programme and the curriculum that for the mentors to use. This will be a safeguard against any fake programmes being used by the mentors.

4.3.3 The contribution of peer mentorship programmes on students' behaviours

The schools' Heads of Departments and Guidance and Counselling teachers were requested to identify the contribution of peer mentorship programme on student's behaviours as summarized in Table 4.9. Most of the respondents 13(81.3%) agreed that peer mentorship programmes have helped students appreciate the school rules and willingly observe them and 3(18.8%) disagreed. All the respondents agreed that peer mentors have improved social problem-solving skills among the students. Most of the respondents 12(75.1%) agreed that through peer mentorship programmes, students are able to adapt to new situations like change of school routine, with 2(12.5%) undecided and 2(12.5%) disagreed. Majority of the respondents 13(81.3%) agreed that students willingly ask the mentor for help if they have problems, with 1(6.3%) undecided and 2(12.5%) disagreed.

Majority of the respondents 13(81.3%) agreed that students feel comfortable meeting with the mentor, with 2(12.5%) undecided and 1(6.3%) disagree. Most of the respondents 13(81.5%) agreed that students were helped to develop effective communication skills like using proper channels to air out grievance, with 2(12.5%)

undecided and 1(6.3%) disagreed. Most of the respondents 13(75.1%) agreed that peer mentorship programmes have assisted students to adopt coping strategies to address their challenges and have a positive self-concept (how they evaluate themselves), with 3 (18.8%) undecided and 1(6.3%) disagreed. Majority of the respondents 15(93.8%) agreed that peer mentorship programmes have improved the students' social competence and peer mentorship programme has made the students to be focused in getting the best out of the school, with 1(6.3%) undecided. Most of the respondents 14(87.5%) agreed that students peer mentors have a self-drive and they are organized in the way they do their things, with 1(6.3%) undecided and 1(6.3%) disagreed.

The responses derived from the focus group discussions concurred with the quantitative data. The respondents were in agreement that peer mentorship has helped improve students' behaviour in their schools. In FGD 6, the respondents said that whenever they saw a student exhibiting negative behaviour, the peer mentors took it upon themselves to organise sessions with those specific students. It is only when the issues proved difficult that they would refer those students to the Heads of Department for Guidance and Counselling or the other teachers who render the peer mentors support. They said that the strategy has worked since the students feel valued and appreciated by others showing them that they are concerned about them. The respondents felt that if the peer mentors are equipped with the relevant skills, and allocated more time for mentorship, they can have great impact in the schools.

Table 4.9 Peer mentorship programmes contribution on student's behaviours

	SD		D		UD		A		SA	
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
Peer mentorship programmes have helped students appreciate the school rules and willingly observe them.					3	18.8	9	56.3	4	25.0
Use of peer mentors has improved social problem-solving skills among the students.							11	68.8	5	31.3
Through peer mentorship programmes, students are able to adapt to new situations like change of school routine.	1	6.3	1	6.3	2	12.5	9	56.3	3	18.8
Students willingly ask the mentor for help if they have problems.	2	12.5			1	6.3	8	50.0	5	31.3
Students feel comfortable meeting with the mentor.			1	6.3	2	12.5	7	43.8	6	37.5
Peer mentorship programmes have improved the students' social competence.					1	6.3	11	68.8	4	25.0
Students are helped to develop effective communication skills like using proper channels to air out grievances.	1	6.3			2	12.5	6	37.5	7	43.8
Peer mentorship programmes have assisted students to adopt coping strategies to address their challenges and have a positive self-concept (how they evaluate themselves).			1	6.3	3	18.8	9	56.3	3	18.8
The peer mentorship programme has made the students to be focused in getting the best out of the school.					1	6.3	9	56.3	6	37.5
The students peer mentors have a self-drive and they are organised in the way they do their things.	1	6.3	1	6.3			6	37.5	8	50.0

On the contribution of peer mentorship programmes on students' behaviours the findings indicated that peer mentorship programmes have helped students appreciate the school rules and willingly observe them. The student respondents in the FGDs reported that they no longer view school rules as a burden but they now see them as helpful in creating a favourable and conducive learning environment. The findings indicated that the use of peer mentors has improved social problem-solving skills among the students. The mentors are now able to make a distinction between

the issues they can handle and the ones that they need to refer to the teachers or the Head of Department, Guidance and Counselling.

In addition, the findings also revealed that through peer mentorship programmes, students are able to adapt to new situations like change of school routine. In the FGDs, the students confirmed that change of school routine or diet for those in boarding schools is often a recipe for school unrest. Those in peer mentorship programme are looked upon by other students as role models. Other students willingly ask the mentors for help if they have problems and students feel comfortable meeting with the mentor. The students have been helped to develop effective communication skills like using proper channels to air out grievances.

When it comes to coping strategies, how to address their challenges and have a positive self-concept, how they evaluate themselves, peer mentorship programmes have assisted students learn to be flexible and to adapt to new scenarios. Those engaged in the mentorship programmes have improved their social competence. Through their discussions, the findings reveal that peer mentorship programme has made the students to be focused in getting the best out of the school and peer mentors have a self-drive and they are organized in the way they do their things. The findings in this study demonstrate that peer mentorship has positive effects on both the mentor and the mentee. This concurs with Brooker et al., (2019) in study on youth mentoring programmes to prevent drugs and substance abuse among school and out of school youth which yielded positive results. In one of the FGDs, the respondents said that:

> *"Many of them have had turnaround in their behaviour; although they may not say it we can observe and see the change in behaviour*." (Focus Group Discussion, 2021).

The findings of this study suggest that peer mentorship programs have positive effects on student behaviour and social skills. These findings are consistent with previous research that has shown that mentoring programs can improve students' social competence, problem-solving skills, and self-concept(Corder et al., 2020; Nagler & Lobo, 2019). The study also found that peer mentorship programs can help students adapt to new situations, such as changes in school routines, and develop effective communication skills.

The study's results are also in line with other studies that have highlighted the positive impact of peer mentoring on students' academic performance, school attendance, and engagement (Karcher, 2019). The study also found that peer mentors themselves benefit from the program by developing leadership skills, improving their communication skills, and gaining a sense of purpose and fulfilment.

Overall, the findings of this study add to the growing body of literature on the benefits of peer mentoring programs in schools. They highlight the importance of providing students with positive role models who can help them develop social skills, cope with challenges, and stay focused on their goals.

4.3.4 Factor analysis for peer mentorship programmes

Eight indicators were proposed to measure peer mentorship programmes. The KMO value of peer mentorship programmes was 0.807 indicating that sampling was adequate. The significant chi-square value for Bartlett's test of sphericity (χ^2 = 474.808, $p<0.05$) confirmed that data collected for peer mentorship programmes was adequate (Table 4.10). Rotated component matrix for peer mentorship programmes indicators was run. None of the indicators were deleted and all the eight indictors were retained, computed and renamed mentorship for further analysis. The items

extracted loaded highly on two-dimension factor, with component one having six indicators and component two having only two indicators.

Table 4.10: Rotated Component Matrix Peer mentorship programmes

	Component	
	1	2
The peer mentors have been able to help students with disruptive behaviours to change.	.752	
The peer mentorship programmes in my school is active.	.740	
There are students who have exhibited positive change as a result of influence from peers.	.719	
Students share personal issues with peer mentors assigned to mentor them.	.681	
Since the introduction of peer mentorship, problems of indiscipline have reduced in the school.	.649	
Through the learning in the peer mentorship programmes, some students have reported that they are positively influencing their peers.	.628	
Through the peer mentorship programmes, students have learnt to interact with the other students in a friendly manner and I respect different opinions.		.878
The teachers support peer mentors to mould the other students' character.		.713
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.	.807	
Bartlett's Test of Sphericity		
Approx. Chi-Square	474.808	
df	28	
Sig.	.000	
Total Variance Explained (Cumulative %)= 54.50		
% of Variance	37.584	16.920
Total Eigenvalues	3.007	1.354

Extraction Method: Principal Component Analysis.
Rotation Method: Varimax with Kaiser Normalization.
a. Rotation converged in 3 iterations.

4.3.5 Factor Analysis for Disruptive behaviours

Twelve indicators were proposed to measure disruptive behaviours. The KMO value of career management was 0.724 indicating that sampling was adequate. The significant chi-square value for Bartlett's test of sphericity (χ^2 = 529.78, $p<0.05$) confirmed that data collected for disruptive behaviours was adequate (Table 4.11). None of the indicators were deleted and all the five indictors were retained, computed and renamed disruptive behaviours for further analysis. The items extracted loaded

highly on four-dimension factors, with component one and two having four indicators each and component three and four having two indicators each.

Table 4.11: Rotated Component Matrix for Disruptive Behaviours

	Component			
	1	2	3	4
Theft	.801			
Drug, alcohol & substance abuse	.768			
Property Vandalism	.736			
Class boycotts	.609			
Pornography		.780		
Exam cheating		.746		
Sneaking		.672		
Violence		.608		
Bullying			.871	
Teenage pregnancy			.657	
Rudeness				.802
Arson				.777
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.	.724			
Bartlett's Test of Sphericity	529.78			
Approx. Chi-Square				
df	66			
Sig.	.000			
Total Variance Explained (Cumulative %)=58.60				
% of Variance	18.80	18.03	10.96	10.81
Total Eigenvalues	2.256	2.164	1.315	1.297

Extraction Method: Principal Component Analysis.
Rotation Method: Varimax with Kaiser Normalization.
a. Rotation converged in 5 iterations.

4.3.6 Regression Analysis on influence of peer mentorship on disruptive behaviours in the selected secondary schools

To determine the influence of peer mentorship on behaviour change among students at secondary schools in informal setups of Nairobi County, the researcher used linear regression analysis to test the two hypotheses of the study. The decision rule for testing this hypothesis was reject H_0 if $p<0.05$ or do not reject if otherwise. A linear regression model explored the effect of peer mentorship programmes on disruptive behaviours.

The R^2 represented the measure of variability in disruptive behaviours that peer mentorship programmes accounted for. From the model, $R^2 = 0.592$ shows that peer mentorship programmes accounted for 59.2% variation in disruptive behaviours. The peer mentorship programmes predictor used in the model captured the variation in the disruptive behaviours as shown in Table 4.12.

Table 4.12 Model Summary on peer mentorship on disruptive behaviours

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.770[a]	.592	.591	.43985

a. Predictors: (Constant), Peer mentorship programmes

The study used Analysis of variance to check whether the model could forecast the result better than the mean, as seen in Table 4.13. The regression model that used peer mentorship programmes as a predictor was important (F=367.86, p value =0.000), indicating that peer mentorship programmes has a substantial impact on disruptive behaviours.

Overall, the study provides evidence that peer mentorship programs can be effective in promoting behaviour change among students in informal setups of Nairobi County. The use of linear regression analysis and ANOVA helped to test the hypothesis and determine the significance of the results.

Table 4.13 Peer mentorship programmes on disruptive behaviours Analysis of Variance

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	71.169	1	71.169	367.858	.000[b]
	Residual	48.948	253	.193		
	Total	120.117	254			

a. Dependent Variable: Disruptive behaviours

b. Predictors: (Constant), Peer mentorship programmes

4.3.7 Peer mentorship on disruptive behaviours Coefficients

In addition, the study generated β coefficients in order to test the hypothesis under study (Table 4.14). The β-value for peer mentorship programmes had a positive coefficient, depicting positive influence on disruptive behaviours as summarized in the model as:

$Y = 1.187+0.598X_1 + \varepsilon$ ……..…… Equation 4.1

Where: Y = Disruptive behaviours, X = peer mentorship programmes, ε = error term.

Table 4.14 Peer mentorship on disruptive behaviours Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.187	.093		12.743	.000
	Peer mentorship programmes	.598	.031	.770	19.180	.000

a. Dependent Variable: Disruptive behaviours

The study had hypothesized that there is no significant relationship between peer mentorship programmes on disruptive behaviours. From the findings peer mentorship programmes had significant influence on disruptive behaviours (β=0.598 and p=.000). Therefore, an increase in peer mentorship programmes leads to a decrease in disruptive behaviours. The study therefore rejected the null hypothesis (**H_{o1}**). This agrees with Paluck et al., (2016) that peer mentors when motivated can influence the behaviours of their peers and lead to reduced disruptive behaviours among students. This concur with Destin et al., (2018) who state that not much has been done on motivation of peer mentors. In the same light, Karcher and Berger (2017), in their study emphasis that structured peer mentorship programmes need consistency in the implementation to erode the social destructive behaviours. In the

FGDs, the respondents stated witnessing positive change in some of the students that had been mentored by the peer mentors.

Based on the results and analysis presented, the study concluded that peer mentorship programmes have a significant positive influence on reducing disruptive behaviours among students in informal secondary school setups in Nairobi County. The study rejected the null hypothesis (Ho1) and supported the alternative hypothesis (Ha1), which stated that there is a significant relationship between peer mentorship programmes and disruptive behaviours. The study's findings are consistent with previous research that highlights the importance of peer mentorship in promoting positive behavioural change among students. However, the study also highlights the need for consistent implementation and motivation of peer mentors to achieve the desired outcomes. Overall, the study's results suggest that peer mentorship programmes can be an effective strategy for promoting positive behavioural change among students in informal school settings.

4.4 Mentorship Policy Gaps on Disruptive Behaviours

The third objective was to investigate mentorship policy gaps on disruptive behaviours in the selected secondary schools in informal setups of Nairobi County. The schools Heads of Department and Guidance and Counselling teachers were requested to identify the mentorship policy gaps on disruptive behaviours in their schools.

4.4.1 Government policy document on mentorship available

From the findings it was established that government policy document on mentorship was not available in most of the schools as shown in Table 4.15. The findings indicated that majority of the schools 13 (81.3%) had no government policy document

on mentorship, while only 18.8% of them had the government policy document on mentorship.

Table 4.15 Government policy document on mentorship available

	Frequency	Percent	Cumulative Percent
Not available	13	81.3	81.3
Available	3	18.8	100.0
Total	16	100.0	

The reasons given by the Heads of Departments and Guidance and Counselling teachers on the usefulness of government policy document in implementing peer mentorship were increasing self-esteem and confidence of the students. The teachers were able to use the document to aid and give pieces of advice to the students on specific areas of discussion. They used the policy document to bargain for the school to allocate time for the peer mentorship programmes.

It is interesting that the Ministry of Education has a Mentorship Policy document which has a clear implementation framework and structure. However, most teachers who were interviewed for this study had no idea of the existence of a policy document. This was a big gap given that the Ministry of Education expects that mentorship is being rolled out in schools. The use of peer mentorship in schools is part of the strategy that the Ministry of Education came up with to address disruptive behaviours and also for behaviour modification in the basic education institutions. According to the Teachers Service Commission of Kenya (2020), the availability of the mentorship policy document in schools, it is expected that this will make rolling out of any mentorship programmes in schools easy. This is because the in the policy there is an already prepared implementation framework which the teachers can use to guide the students and roll out effective mentorship programmes. Nevertheless, the

situation was different since most schools did not even know that a mentorship policy is in existence.

However, the reasons for unavailability of government policy document were attributed to failure of the government to provide them, school depends on mentorship programmes outside school organised by NGOs. The government was not fully committed to mentorship programmes in schools and the Ministry had not supplied government policy document to the schools. This concurs with Wambu & Fisher (2015) that additional challenges affecting the provision of Guidance and Counselling, and which need enshrining in policies and programmes at national, local and individual school level include lack of a practical plan to develop and implement school counselling programmes, a lack of adequate preparation of teachers to carry out Guidance and Counselling work, and a lack of resources and equipment needed for this purpose. Many times, mentors have to use their own resources to support mentees. This agrees with Wamocho et al, (2008) that the policies should also be geared towards addressing the plight of children with special needs (those with visual, hearing, speaking and physical impairments) who largely lack mentorship.

The findings of this study suggest that most schools lack a government policy document on mentorship, which is crucial for effective implementation of peer mentorship programmes. This is consistent with previous studies that have highlighted the importance of having a clear policy framework for mentorship programmes in schools (Wambu & Fisher, 2015; Wambua, 2017; Wamocho, 2003). The study also found that the Ministry of Education has a mentorship policy document with a clear implementation framework and structure, but most teachers were not aware of its existence. This is similar to previous research that has shown a

lack of awareness among teachers about policies and guidelines related to mentorship (Ibrahim, 2018).

Moreover, the study indicates that schools relied on mentorship programmes and guidelines from NGOs and other religious organisations. This finding is consistent with previous studies that have highlighted the role of external stakeholders in providing mentorship training and support to schools ((Ibrahim, 2018; Wambua, 2017). However, this creates variation in the implementation process of peer mentorship and a lack of ownership by the learning institutions.

This study highlights the need for the government to avail policy documents on mentorship in schools, and for teachers to be trained on the policy framework and implementation guidelines. Additionally, there is a need for adequate preparation of teachers to support the mentors and mentees, and the provision of financial resources to popularise mentorship and equip schools with relevant materials. These findings are consistent with previous studies that have called for the development and implementation of mentorship policies and guidelines in schools (Wambu & Fisher, 2015; Wambua, 2017; Wamocho, 2003).

4.4.2 Peer mentorship training opportunities available for the peer mentors

The schools Heads of Departments and Guidance and Counselling teachers identified peer mentorship training opportunities offered on Drug & Substance abuse, Reproductive Health Education, training from the schools Guidance & Counselling department and training from NGOs and CBOs such as World Concern. Training offered depended on volunteers from non-governmental organization. The peer education, include life skills and public speaking skills. Exposure to other schools which share similar programmes would be important,

4.4.3 Those engaged for effective peer mentorship programmes

The schools Heads of Department, and Guidance and Counselling teachers were requested to identify stakeholders who needed to be engaged for effective peer mentorship programmes and the role each of the persons play in contributing to the peer mentorship programmes to be implemented in secondary schools. The findings are summarized in table 4.16.

Table 4.16 Stakeholders engaged and their roles in effective implementation of peer mentorship programmes

Stakeholder engaged for effective peer mentorship programmes	Role played in contributing to the peer mentorship programmes
Guidance and Counselling department	Giving of ideas and follow-up of the programmes Providing basic counselling skills to peer mentors
Guidance & Counselling teachers	To be aware of what needs to be implemented as per the programmes (policy). Mobile students to be trained Use the knowledge to motivate & mentor other students
Professional counsellor	Train students to assist others
Curriculum implementers	The curriculum implementers would help to implement the schedule for the programmes.
Ministry of Education	Provide professional counsellors
Teachers	Teachers would guide the peer-to-peer mentors Teachers to facilitate the programmes Enforce mentorship
Class teachers	The class teachers will identify the responsibilities of the students
Students	Students to be engaged fully in these programmes
School prefects body	Prefects would reach out to the other students because they trust them
Community Based Organizations	To provide facilitations and motivation to students
School administration	The school administration supports peers mentoring students The administration would ensure that peer mentorship is taken seriously
Civil Society	Civil society can help in offering additional trainings
Peer mentorship trainees	Peer mentoring their fellow students offering Guidance and Counselling to their students on areas they can't talk to their teachers

To address distractive behaviours among the learners requires concerted efforts from all key stakeholders. This aligns well with the Basic Education

Mentorship policy in Kenya. The Ministry of Education, in the policy framework, has outlined the duties of the different stakeholders for effective implementation of mentorship in schools. For instance, the Ministry of Education is expected to vet all persons invited to give mentorship to learners. This is to help protect the mentees from fake mentors and wrong content that is likely to cause harm and even undo the positive results realised. The civil society organisations are invited to support in offering relevant support such as training peer mentors. However, the study findings revealed that the mentorship process in most schools is run by the Non-Governmental Organisations (NGOs) and the school lacked ownership. The peer mentorship training modules need to be aligned with the guidelines in the mentorship policy document. A close monitoring by both the Ministry of Education and the school administration is required and participation in the content development. This would give the school ownership of the mentorship process and hence, they can adequately give relevant support to the mentors and the mentees.

4.4.4 Incentives in place for the peer mentors

The Heads of Department Guidance and Counselling together with the teachers, who were interviewed, indicated that there were no incentives currently given to the peer mentors. The mentors supported the mentees on volunteer basis, which then meant that they were not mandated to work with the mentees. The teachers stated that they experienced cases where the mentors dropped off and hence, the mentees were left unattended. This presented a risk in that some of those mentees retrogressed and hence, bringing to naught all the achievements already accrued in terms of behaviour change. According to the respondents, the mentees who slipped back to the bad habits, tended to become worse than they previously were and they no longer trust the mentorship process. The teachers had suggestions on how to curb

the problem of mentors dropping out which included issuance of certificates, badges and small tokens ass an appreciation of the mentors and mentees. In one of the schools, the teacher respondents pointed out that appreciating the contribution of the peer mentors during school assemblies, price giving days or during parents meetings would motivate both the mentors and the mentees besides giving publicity to mentorship as an effective strategy for behaviour change.

The student respondents in the focus group discussions in at least four schools stated that mentorship is not given as much emphasis as drama, debating, science congress, music and sports. Some of the respondents felt that mentorship would have greater impact among the learners in the respective schools, if they are given publicity by the administration and school. This aligns well with the theory of Self-Determination which underpins this study that both intrinsic and extrinsic motivations are a major drive for positive change to happen. Some of the peer mentors who participated in the focus group discussions proposed that the schools could buy them snacks whenever they have key planning meetings, as a motivation.

Whereas the students concurred with the teachers regarding the issuance of certificates, they went further to recommend that certificates be issued to those students who had gone through mentorship and exhibited positive change. Such mentees could then be promoted to become mentors while being guided by the mentors they had been attached to. This brings out the three key aspects in the Self-Determination theory, that is, autonomy, connection and competence. For the aspect of autonomy, the mentees are now able to make informed decisions and choices which would improve their wellbeing and that of their fellow learners.

As for connection, with proper mentorship, the mentees are able to relate with their peers in a constructive way and offer any needed support for good coexistence one with another. They are no longer a source of fear and threat as when they engaged in disruptive behaviours. Their colleagues are able to trust them. The respondents were able to give examples of some of the students they had mentored and had been given responsibilities in school such as being class prefects, and officials in some clubs. In the schools where this has happened, they stated that both the teachers and the learners have now built a sense of trust for these learners who have shown positive change. The third aspect of the theory is that of competence and both the mentors and mentees develop social and interpersonal skills and as a result, they are able to maximize on the available resources in their schools for their personal good.

The student respondents, in the focus group discussions, presented the notion of exchange visits to schools as an incentive for the peer mentors. This will allow them to interact with other peers and exchange best practices on peer mentorship. This idea of exchange visits can be best employed if the schools use the guidelines provided by the Ministry of Education in the mentorship policy document.

4.4.5 Policy priorities for effective peer mentorship programmes schools

The schools' heads of department and Guidance and Counselling teachers identified the only professional counsellors to train peer mentors and peer training to be done on a regular basis. Peer mentorship should be viewed as a key strategy to address disruptive behaviours in the learning institutions. According to the teachers, the Ministry of Education needs to ensure that all secondary schools have copies of the policy. The Ministry of Education should go further to build the capacity of relevant teachers on the mentorship framework as provided in the policy document.

This will result in the teachers being better prepared to support the peer mentors as they engage with their mentees.

According to the respondents, the Ministry of Education needs to recognise the teachers supporting the peer mentors by giving them incentives such as reduced number of lessons, awarding them certificates and where exemplary outcomes have been realised, the concerned teachers and selected mentors to be sponsored to visit other countries to learn how they are conducting peer mentorship in similar institutions. Those teachers and mentors can then become mentorship ambassadors and they can be used to disseminate the good practises learnt.

Some teachers suggested that they should be appreciated in monetary terms by the government. Let it be the priority of the Ministry of Education to supply additional relevant documents and provide forums for key stakeholders to evaluate and improve mentorship in schools. There is need to have staff in the Ministry of Education whose sole mandate is to oversee the implementation of mentorship in schools and address any possible challenges that the learning institutions may be experiencing. There should be a clear monitoring and evaluation system in place with simple tools that can be used to track progress made by the mentors and mentees. If a robust mentorship system would be adopted, then, the peer mentorship programmes in the schools will be strong. This will make it possible to track the mentees' progress and more so, those from informal setups given the already challenging location of their schools. For schools to embrace pear mentorship as an alternative corrective measure, peer mentorship needs to be made mandatory in schools with formal time allocated besides the informal meetings held between mentors and mentees.

4.5 Effect of Guidance and Counselling programmes on disruptive behaviours

The fourth objective was to determine the effect of Guidance and Counselling programmes on peer mentorship on disruptive behaviours in selected secondary schools in Nairobi. The students were requested to give their views on the effect of Guidance and Counselling programmes in informal setups of Nairobi County using a 5-point Likert scale and their responses are summarized in Table 4.17

.

Table 4.17 Role of Guidance and Counselling programmes

	SD		D		UD		A		SA		Mean	Std Dev
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%		
The peer mentors are assigned to the students to mentor by the counselling department.	74	29.0	43	16.9	46	18.0	52	20.4	40	15.7	2.77	1.45
There are specific topics shared by the counselling HOD that are covered in the peer mentorship programmes.	55	21.6	41	16.1	40	15.7	56	22.0	63	24.7	3.12	1.49
The peer mentors are willing to work with the mentees and they know them well.	63	24.7	21	8.2	45	17.6	83	32.5	43	16.9	3.09	1.44
The training in peer mentorship programmes has helped students improve my communication skills. Students talk to each other.	79	31.0	39	15.3	54	21.2	51	20.0	32	12.5	2.68	1.41
Students are able to express themselves and state their grievances without being aggressive.	38	14.9	35	13.7	47	18.4	83	32.5	52	20.4	3.30	1.34
The mentees demonstrate how to be assertive and say no to wrong influence.	89	34.9	48	18.8	38	14.9	43	16.9	37	14.5	2.57	1.47
Through the peer mentorship programmes, I have learnt to interact with the other students in a friendly manner and I respect different opinions.	94	36.9	30	11.8	62	24.3	36	14.1	33	12.9	2.55	1.43
Through role playing in peer mentorship programmes, we learn how to live peacefully with others both in school and at home.	65	25.5	48	18.8	40	15.7	61	23.9	41	16.1	2.86	1.44
The peer mentors appreciate students for positive efforts made in the school e.g. returning stolen items, completing assignments given in the peer mentorship programmes, etc.	20	7.8	23	9.0	117	45.9	21	8.2	74	29.0	3.42	1.22
Peer mentorship programmes in my school have helped me feel accepted and this has made me develop a sense of belonging.	77	30.2	39	15.3	58	22.7	21	8.2	60	23.5	2.80	1.53
Through the support in the peer mentorship programmes, I have learnt to interact with the other students in a friendly manner and I respect different opinions.	43	16.9	20	7.8	46	18.0	69	27.1	77	30.2	3.46	1.42
The school administration allows students time to meet for the peer mentorship programmes.	76	29.8	26	10.2	23	9.0	64	25.1	66	25.9	3.07	1.61
Overall mean											2.97	0.78

Most of the respondents 146(57.3%) agreed that through the support in the peer mentorship programmes, they have learnt to interact with the other students in a friendly manner and respected different opinions, with 63(26.7%) disagreed and 46(18%) were undecided (*M=3.46; SD=1.42*). Majority of the respondents 127(49.8%) agreed that Students are able to express themselves and state their grievances without being aggressive, with 47(18.4%) disagreed and 73(28.6%) were undecided (*M=3.30; SD=1.34).*

From the findings of the study, it was evident that responses to the 12 statements used to explain the role of Guidance and Counselling programmes had an overall mean of 2.97 and a standard deviation of 0.78. This shows that majority of the respondents relied on the programmes tailored by the Guidance and Counselling department to facilitate the peer mentorship. Although discussions in three of the targeted schools indicated that they used programmes tailored by Non-Governmental Organisations (NGOs) and some Community Based Organisations (CBOs), the Guidance and Counselling department prepared the learners and remained the link between the students and these organisations while they were in school.

4.5.1 Factor Analysis for Guidance and counselling programmes

Twelve indicators were proposed to measure role of Guidance and Counselling programmes. The KMO value of talent motivation was 0.853 indicating that sampling was adequate (Table 4.18). The significant chi-square value for Bartlett's test of sphericity (χ^2 = 787.673, $p<0.05$) confirmed that data collected for Guidance and Counselling programmes was adequate. None of the indicators were deleted and all the twelve indictors were retained, computed and renamed Guidance and Counselling for further analysis. The items extracted loaded highly on three-

dimension factors, with component one having eight indicators, while component two had three indicators and component four having one indicator.

Table 4.18: Rotated Component Matrix for Guidance and Counselling programmes

	Component		
	1	2	3
Peer mentorship programmes in my school have helped me feel accepted and this has made me develop a sense of belonging.	.782		
The peer mentors are assigned to the students to mentor by the counselling department.	.746		
There are specific topics shared by the counselling HOD that are covered in the peer mentorship programmes.	.738		
Through the peer mentorship programmes, I have learnt to interact with the other students in a friendly manner and I respect different opinions.	.706		
Through role playing in peer mentorship programmes, we learn how to live peacefully with others both in school and at home.	.699		
The mentees demonstrate how to be assertive and say no to wrong influence.	.620		
The training in peer mentorship programmes has helped students improve my communication skills. Students talk to each other.	.616		
The peer mentors appreciate students for positive efforts made in the school e.g. returning stolen items, completing assignments given in the peer mentorship programmes, etc.	.583		
The peer mentors are willing to work with the mentees and they know them well.		.694	
Through the support in the peer mentorship programmes, I have learnt to interact with the other students in a friendly manner and I respect different opinions.		.633	
Students are able to express themselves and state their grievances without being aggressive.		.584	
The school administration allows students time to meet for the peer mentorship programmes.			.904
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.	.853		
Bartlett's Test of Sphericity			
Approx. Chi-Square	787.673		
df	66		
Sig.	.000		
Total Variance Explained (Cumulative %)			
% of Variance	32.561	11.901	9.277
Total Eigenvalues	3.907	1.428	1.113

Extraction Method: Principal Component Analysis.
Rotation Method: Varimax with Kaiser Normalization.
a. Rotation converged in 4 iterations.

4.5.2 Regression Analysis on the influence of Guidance and Counselling programmes on disruptive behaviours

The study used a linear regression model to determine the effect of Guidance and Counselling programmes on peer mentorship on disruptive behaviours in selected secondary schools in Nairobi. The R^2 represented the measure of variability in disruptive behaviours that Guidance and Counselling programmes accounted for. From the model, (R^2 = 0.548) shows that Guidance and Counselling programmes account for 54.8% variation in disruptive behaviours as shown in Table 4.19. The Guidance and Counselling programmes predictor used in the model captured the variation in the disruptive behaviours.

Table 4.19 Effect of Guidance and Counselling programmes Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.740[a]	.548	.546	.46324

a. Predictors: (Constant), Guidance and Counselling

4.5.3 ANOVA on Effect of Guidance and Counselling programmes

The study used of variance to see whether the model could forecast the result better than the mean, as seen in Table 4.23. The regression model that used Guidance and Counselling programmes as an indicator was significant (F=306.75, p value =0.000), indicating that Guidance and Counselling programmes has a significant impact on disruptive behaviours.

Table 4.20 ANOVA on Effect of Guidance and Counselling programmes

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	65.825	1	65.825	306.75	.000[b]
	Residual	54.291	253	.215		
	Total	120.117	254			

a. Dependent Variable: Disruptive behaviours

b. Predictors: (Constant), Guidance and Counselling

4.5.4 Effect of Guidance and Counselling programmes Coefficients

Table 4.21 shows the estimates of β-value and gives contribution of the predictor to the model. The β-value for Guidance and Counselling programmes had a positive coefficient, depicting positive relationship with disruptive behaviours as summarized in the model as:

$Y = 0.959+0.651X_1 + \varepsilon$ …….…… Equation 4.2

Where: Y = Disruptive behaviours, X = Guidance and Counselling programmes, ε = error term.

Table 4.21 Effect of Guidance and Counselling programmes Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.959	.114		8.399	.000
	Guidance and Counselling	.651	.037	.740	17.514	.000

a. Dependent Variable: Disruptive behaviours

The study had hypothesized that there is no significant influence of Guidance and Counselling programmes on disruptive behaviours. There was a positive significant influence of Guidance and Counselling programmes (β=0.651 and p=.000) on disruptive behaviours. Following this, it shows that an increase in Guidance and Counselling programmes leads to an increase in disruptive behaviours. The null hypothesis (**Ho_2**) rejected. Guidance and Counselling programmes had a significant influence on disruptive behaviours.

This implies that for each increase in the Guidance and Counselling programmes, there was a rise in disruptive behaviours. This agrees with Wambu and Fisher (2015) identified the need for policy to guide the provision of Guidance and Counselling programmes in Kenyan schools. They noted that there was a great need

for these services in schools, and that these services were already being utilised to offer psychosocial support to learners without proper policy guidelines.

This agrees with Wango (2015) that Guidance and Counselling programmes are necessary to support students in different aspects which include disruptive behaviours such as drug and substance abuse, bullying and violence in schools, pregnancy and abortion, among others.

The suggested programmes include mentoring and peer mentorship, student support services (peer education), student referral services, counsellor support services and life skills education.

4.6 Assumptions of Regression Analysis

Regression analysis was therefore used to test the influence of peer mentorship programmes on disruptive behaviours among students in selected secondary schools in informal set up of Nairobi County. Prior to running the tests, assumptions of regressions were examined. It was argued that regression analysis and more so multiple regressions work best on the basis of certain assumptions (Tabachnick & Fidell, 2013). The construct indicators used in the questionnaire were positively worded, coded and entered into SPSS (V26) in order to test the assumptions of multiple regression. Data for each of the variables were examined for regression assumptions; normality, linearity, autocorrelation, and multicollinearity.

4.6.1 Normality Assumption Test

Normality in distribution of data across the four constructs was examined using the quantile–quantile (Q-Q) plots. Loy, Follett and Hofman (2015) observe that Q-Q plots have the ability to point out non-normal features of distributions, making them more suitable for testing normality. In the Q-Q plot, normality was achieved

when plotted data represented a given variable followed a diagonal line usually produced by a normal distribution. Disruptive behaviours were conceptualized as the dependent variable. The normal Q-Q plot displayed in Figure 3 indicates that data dots stayed alongside the diagonal throughout the distribution. Therefore, the disruptive behaviours followed a normal distribution.

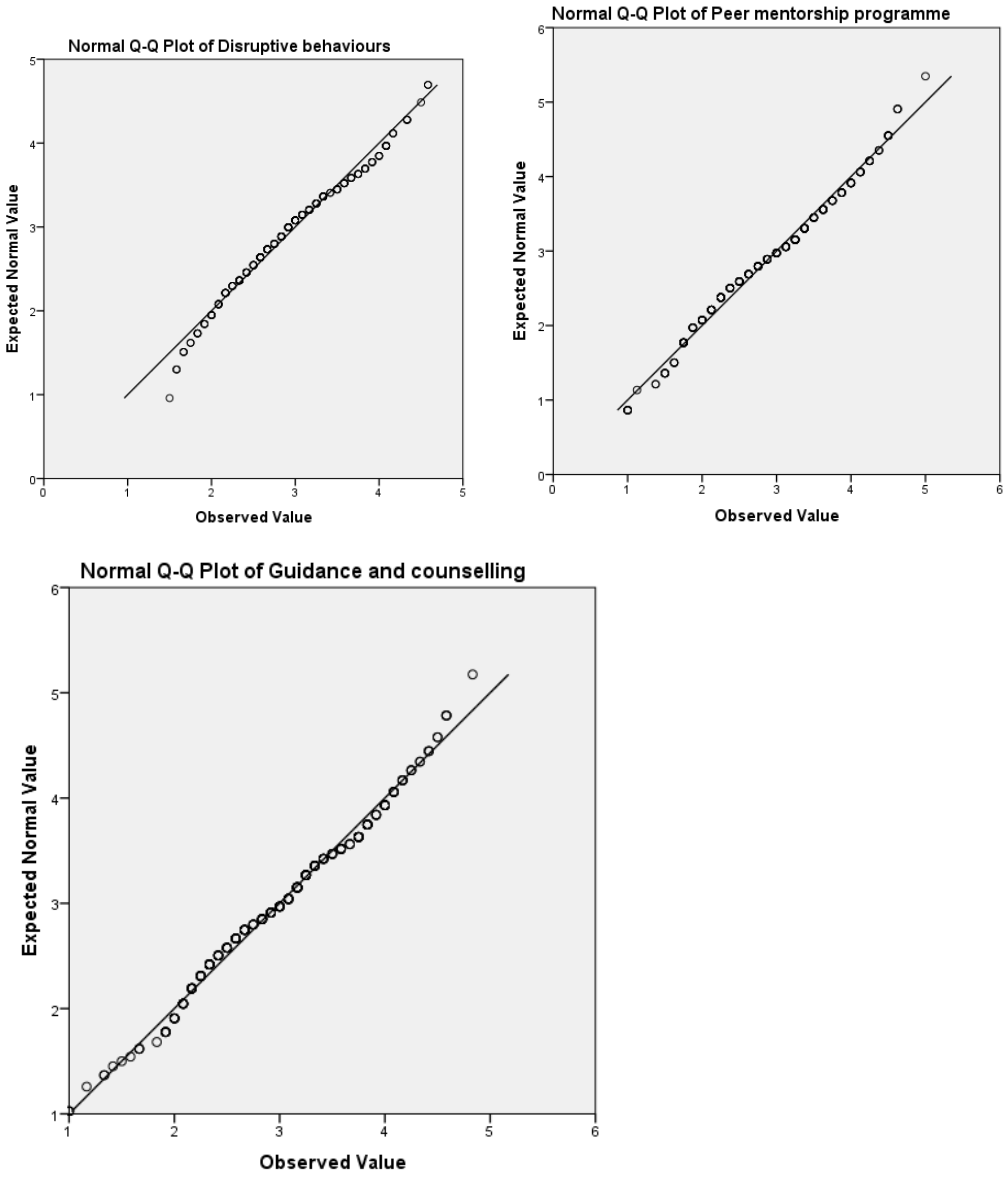


Figure 3: Normal Q-Q Plots of Variables

Peer mentorship programme was identified as the first independent which was conceptualized as an independent variable. The normal Q-Q plot shows that data were largely along the diagonal line, which signifies that data distribution for peer

mentorship programmes was normal (Figure 3). Guidance and Counselling programs were the second peer mentorship programmes, conceptualized as an independent variable. The normal Q-Q plot of the Guidance and Counselling distribution indicated that normality assumption was not violated (Figure 3). The dots generated from the Guidance and Counselling data were close to the diagonal line.

4.6.2 Linearity Assumption Test

The Bivariate Scatter plots were used to examine the degree of linear relationship among the study variables used in the study. This comprised of dependent variable disruptive behaviours and the independent variables (peer mentorship programmes). Tabachnick and Fidell (2013) recognize linearity as one of the assumptions upon which regression analysis was pegged. Bivariate Scatter plots captured linearity better than Pearson correlation which was only limited to capturing the linear component of the relationship. Linearity of variables was confirmed when elliptical or oval scatter plots were produced as shown in Figure 4.

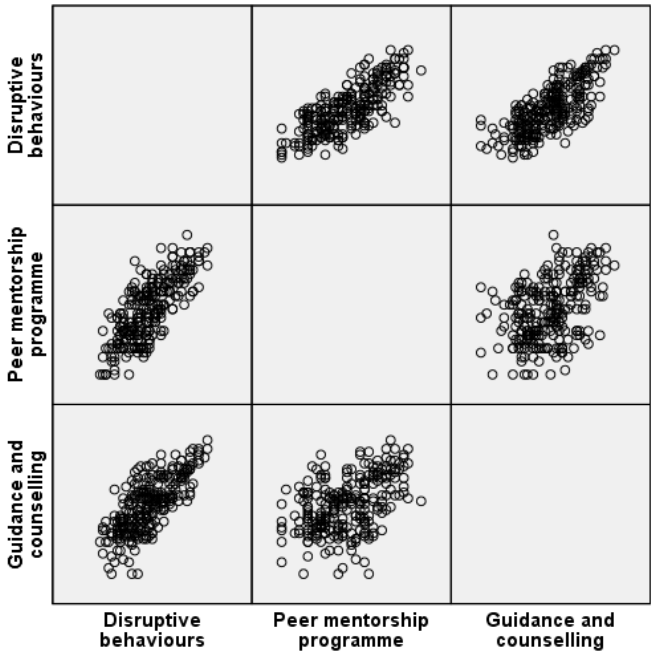


Figure 4: Bivariate Scatter Plots

4.6.3 Multicollinearity Assumption Test

Multicollinearity is identified as a situation where independent variables or predictors are highly correlated among themselves (Vatcheva, Lee, McCormick, & Rahbar, 2016). To test for multicollinearity, the tolerance and Variance Inflation Factor (VIF), was used to assess the increase in the variance of an estimated regression coefficient when there is correlation among the predictors (Tabachnick & Fidell, 2013). Table 4.22 results showed that all the VIF values were below the threshold indicating that multicollinearity was not an issue in the study.

Table 4.22: Multicollinearity Statistics

Model		Collinearity Statistics	
		Tolerance	VIF
1	(Constant)		
	Peer mentorship programmes	.800	1.449
	Guidance and Counselling	.600	1.249

a. Dependent Variable: Disruptive behaviours

The rule of thumb for a VIF value should be less than ten and tolerance should be greater than 0.2 (Keith, 2006; Shieh, 2010). This was also supported by the VIF value, which fall below 1.5 and the least tolerance of 0.6, which is well below the cut-off of 10 and 0.2 respectively. Therefore, there is no violation of the multicollinearity assumption has not been violated.

4.6.4 Autocorrelation

Autocorrelation as noted by Tabachnick and Fidell (2013) is a measure of correlation among regression residuals. Independence of errors was therefore tested using the Durbin-Watson statistic which is regarded as a measure of autocorrelation of errors when the order of cases is factored in (Tabachnick & Fidell, 2013). Under this test, the critical values of $1.5 < d < 2.5$ were used to examine presence of autocorrelation. Consequently, a Durbin-Watson statistic lying within the two critical

values was deemed to signify lack of first order linear auto-correlation in our multiple linear regression data. Results presented in Table 4.23 reveal that the Durbin-Watson statistic d=1.535 was between the two critical values and hence there was no first order linear auto-correlation in our multiple linear regression data.

Table 4.23 Autocorrelation

Model	Durbin-Watson
1	1.535[a]

a. Predictors: (Constant), Guidance and Counselling, Peer mentorship programmes
b. Dependent Variable: Disruptive behaviours

4.6.5 Homoscedasticity

The assumption of homoscedasticity refers to equal variance of errors across all levels of the independent variables (Osborne & Waters, 2002). This means that the study assumed that errors are spread out consistently between the variables (Keith, 2006). Specifically, SPSS statistical software scatterplots of residuals with independent variables were used for examining this assumption (Keith, 2006). Heteroscedasticity was indicated when the scatter is not even, fan and butterfly shapes are common patterns of violations. Homoscedasticity was checked using the standardized residual scatter plot (Figure 4.3).

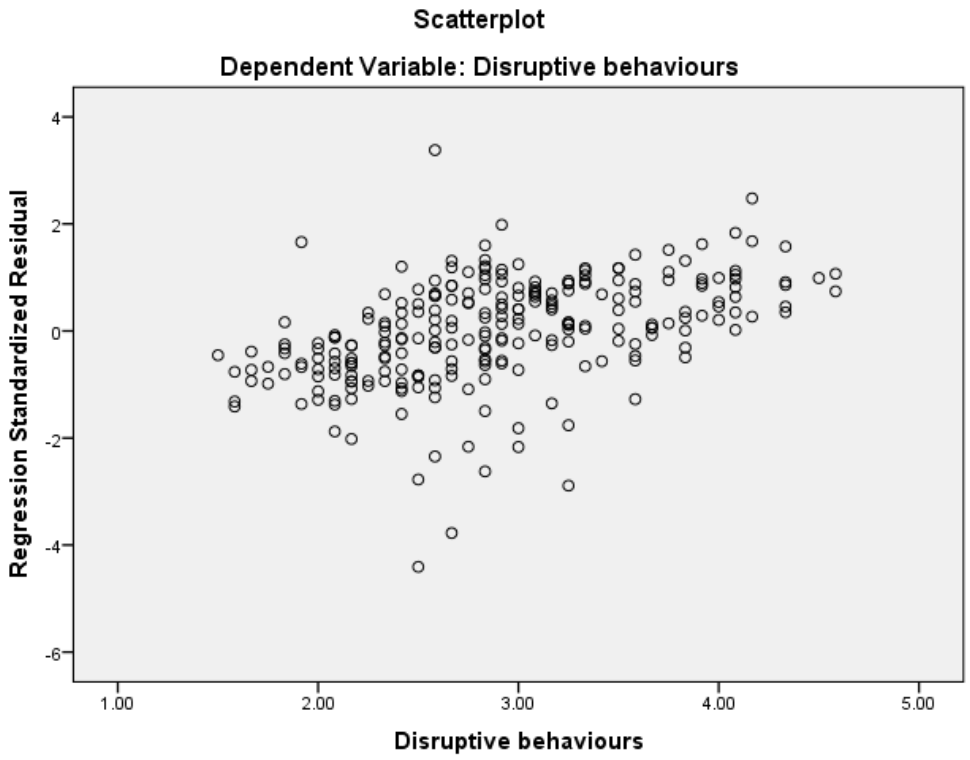


Figure 5: Homoscedasticity

The results showed whether standardized residuals concentrated in the centre (around 0) and whether their distribution was rectangular. This was an indication that the variance of the residuals about the dependent variable scores are the same, an indication that homoscedasticity is not a problem.

4.7 Multiple Regression Analysis

Multiple regression analysis was used to establish the influence of peer mentorship on behaviours change among students at secondary schools in informal setups of Nairobi County, Kenya. The regression coefficient summary was used to explain the nature of the relationship between all the independent variables and the dependent variable.

4.7.1 Model Summary of peer mentorship

Based on the multiple regression model, the coefficient of determination (R squared) of .789 showing 78.9% of the variation was explained by peer mentorship as summarized in Table 4.24. The adjusted R square of .787 depicts that all the peer mentorship in exclusion of the constant variable explained the variation in disruptive behaviours by .787% the remaining percentage can be explained by other factors excluded from the model.

Table 4.24 Model Summary of peer mentorship

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.888[a]	.789	.787	.31730

a. Predictors: (Constant), Guidance and Counselling, Peer mentorship programmes

4.7.2 Peer mentorship Analysis of Variance

The analysis of variance was used to test whether the model could significantly fit in predicting the outcome than using the mean as shown in (Table 4.25). The regression model of peer mentorship as a predictor was significant (F=470.518, p value =0.000) showing that there is a significant relationship between peer mentorship and disruptive behaviours.

Table 4.25: Peer mentorship Analysis of Variance

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	94.745	2	47.372	470.518	.000[b]
	Residual	25.372	252	.101		
	Total	120.117	254			

a. Dependent Variable: Disruptive behaviours
b. Predictors: (Constant), Guidance and Counselling, Peer mentorship programmes

4.7.3 Peer mentorship Coefficients

The β coefficients for peer mentorship as independent variable were generated from the model, in order to test the hypotheses of the study. The t-test was used to

identify whether the peer mentorship as a predictor was making a significant contribution to the model. Table 4.26 gave the estimates of β-value and the contribution of each predictor to the model.

Table 4.26 Peer mentorship Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.384	.085		4.497	.000
	Peer mentorship	.426	.025	.548	16.948	.000
	Guidance and Counselling programs	.435	.028	.495	15.302	.000

a. Dependent Variable: Disruptive behaviours

β-value for peer mentorship programmes and Guidance and Counselling had a positive coefficient, depicting positive relationship with disruptive behaviours as summarized in the model as:

$Y = 0.384 + 0.426X_1 + .435X_2 + \varepsilon$……..... Equation 4.3

Where:

Y = Disruptive behaviours, X_1 = Peer mentorship programmes, X_2 = Guidance and Counselling and ε = error term

The study findings depicted that there was a positive significant effect of peer mentorship programmes (β_1=0.190 and p=0.000) on disruptive behaviours in secondary schools in informal setups of Nairobi County.

Therefore, an increase in peer mentorship programmes led to an improvement of disruptive behaviours in secondary schools in informal setups of Nairobi County.

The study findings depicted that there was a positive significant effect of Guidance and Counselling programmes (β_2= .435 and p=0.000) on disruptive behaviours in secondary schools in informal setups of Nairobi County. Therefore, an

increase in Guidance and Counselling programmes led to an improvement of disruptive behaviours in secondary schools in informal setups of Nairobi County. Therefore, it can be concluded that Guidance and Counselling programmes had a significant effect on disruptive behaviours in secondary schools in informal setups of Nairobi County.

Wango (2015) agrees that Guidance and Counselling programmes are necessary to support students in different aspects which include disruptive behaviours such as drug and substance abuse, bullying and violence in schools, pregnancy and abortion, among others (Wango, 2015). The suggested programmes include mentoring and peer mentorship, student support services (peer education), student referral services, counsellor support services and life skills education.

The findings agree with Paluck et al., (2016), that there is power in peer influence for behaviours change to occur among students. They go further to suggest that if focus is given to students with changed behaviours, in their study referred to as "social reference", those students can influence their peers to change. This concurs with Mwangangi et al., (2020) that disorganised communities lack the joint effort to fight anti-social behaviours. This is therefore, likely to affect the behaviours of the students when they get back home.

CHAPTER FIVE

SUMMARY, CONCLUSION, AND RECOMMENDATIONS

5.1 Overview

The purpose of this study was to examine the influence of peer mentorship on behaviour change among students at secondary schools in informal setups of Nairobi County, Kenya. This chapter presents the summary of the major findings as guided by the specific objectives, conclusion, recommendations and suggestions for further research as per the findings.

5.2 Summary of the Findings

This section focuses on discussions on the influence of peer mentorship on behaviour change among students. The discussions are from the research objectives, questions and the hypotheses findings.

5.2.1 Status of peer mentorship programs in secondary schools

The first objective was to investigate the status of peer mentorship programmes in the selected secondary schools. The findings 192(86.5%) established that the peer mentorship programmes took place both informally and formally. There were sessions that took place as programmed by the Guidance and Counselling department, as well as those that were convened by the mentors and mentees on their own volition. In some institutions, the peer mentorship programmes were carried out in the evenings after classes, others during weekends and there are those that happened during clubs and societies meetings. In some instances, peer mentorship took place once a week in class, when indiscipline cases arose; during the first week after opening a new term and finally any time when it was convenient or necessary for

the students to individually meet. The time allocated to peer-mentorship programmes varies from one hour in most of the schools, to two hours in others and the least took between 30 and 40 minutes. Most of the schools allocated one hour per week for peer mentorship programmes.

Furthermore, the findings of this research 149(58.4%) indicated that there was mentoring of students in some of the schools and the participants in the study in those schools knew a student who was a peer mentor in their class. There was a room where peer mentors met to discuss their activities 149(58.4%) and there were cases where teachers supported 206(80.8%) the peer mentors in the mentorship process. In the institutions where the teachers supported the peer mentors, the mentorship programmes were well received. The peer mentors, 173(67.8%), treated mentees with respect and the peer mentors were helpful to students. Although there was no clear-cut distinction between peer counselling and peer mentorship in some of the institutions, the study findings, 56(21.6%), showed that there was peer mentorship in the schools, with peer mentors, 52(20.4%), occasionally organizing activities involving all students. In some instances, the students involved in peer counselling also belonged to the peer mentorship club.

These findings aligned with the study by Guide, (2019) who states that mentorship helps improve the cognitive development and thinking skills of youth and hence, helps them to be more receptive to advice and instruction. When mentorship is properly implemented in institutions, research has shown that it has an influence on the social and emotional aspects of the learners and it improves the relationships among others, peers and teachers (Raposa, Rhodes, Jan, et al., 2019). Therefore,

having mentorship programmes in institutions of learning is a move likely to yield positive results with regard to cognitive development.

5.2.2 Influence of peer mentorship on disruptive behaviours

The second objective was to determine the influence of peer mentorship on disruptive behaviours in the selected secondary schools in informal setups of Nairobi County. During this study, teenage pregnancy 137(53.8%) and rudeness 127 (49.8%) were noted by majority of the respondents as the prevalent forms of disruptive behaviours among students. On the other hand, most of the respondents noted that they had not experienced violence in their institutions. A few noted that there were cases of vandalism of property.

In the focus group discussions, some respondents noted that there was a reduction in reported cases of drug, alcohol and substance abuse among students. The teacher respondents confirmed that with the introduction of peer mentorship programmes, these disruptive behaviours were under control. Therefore, according to the respondents in this study, disruptive behaviours such as drug, alcohol & substance abuse, theft, bullying, school property damage, promiscuity, fighting and causing physical harm to others in secondary schools in the informal setups, were least severe. However, both the teachers and student respondents indicated that the discipline in these secondary schools was below average.

On how peer mentorship addresses disruptive behaviours in school the findings indicated that students being mentored had few or no discipline cases, students were helped to have emotional regulation/self-control and the cases of drug and substance abuse were reducing in the schools. The peer mentorship programmes helped students appreciate and obey the school rules and regulations, there were

students who had changed positively as a result of influence from peers and often discuss future plans with the student they mentor. The students were willing to share information about their personal life with their mentors. This was as a result of an improved relationship between the mentors and the mentees. The findings of this study concur with those of Kanchewa et al., (2016) in a study on relational experiences in school-based mentoring which indicates that students who have been engaged in the mentoring process have demonstrated reduced indiscipline cases.

Furthermore, from the study findings, peer mentorship programmes have helped students appreciate the school rules and willingly observe them. The respondents indicated that the use of peer mentors has improved social problem-solving skills among the students. Through peer mentorship programmes, students are able to adapt to new situations such as changes in the school routine. Moreover, students willingly ask the mentor for help if they have problems and students feel comfortable meeting with the mentor. The peer mentorship programmes have therefore improved the students' social competence and as a result, these programmes have made the students to be focused in order to get the best out of the school. The students who are peer mentors and mentees have a self-drive and they are organized in the way they do their things, which is an improvement in their social skills. (Karcher, 2019).

From the linear regression model, $R2 = 0.592$ showing that peer mentorship programmes accounted for 59.2% variation in disruptive behaviours. The peer mentorship programmes predictor used in the model captured the variation in the disruptive behaviours. From the findings, peer mentorship programmes had a significant influence on disruptive behaviours ($\beta=0.598$, $p=0.000$ and p value<0.05).

Therefore, an increase in peer mentorship programmes leads to a decrease in disruptive behaviours. The study, therefore, rejected the null hypothesis (Ho1).

According to Bruce and Bridgeland, (2014), the mentorship gap can be narrowed and positive results realised if there is a well-structured strategy in place. The structured strategy has been tried on at-risk youth and it has proved to have some effect. The findings from the Key Informant Interviews with the teachers and also focus group discussions with some of the participants revealed that in some of the schools, the teachers play a role in building the capacity of the peer mentors who in turn help to mould the other students' character. The teachers noted that since the introduction of peer mentorship, problems of indiscipline have been reduced in some of the schools. This concurs with other studies that have been done and indicate that mentoring programs reduce indiscipline and misbehaviour and increase school attendance (Rodríguez-planas, 2014). The study findings indicate that students who are peer mentors or mentees are rarely found with cases of indiscipline in the school. In a study conducted on relational experiences in school-based mentoring by Kanchewa et al (2016), it was concluded that with high-quality mentoring, there was an inclination towards improved relationships, prosocial behaviours and a reduction in disruptive behaviours among students.

5.2.3 Mentorship policy gaps in disruptive behaviours

The third objective was to investigate mentorship policy gaps on disruptive behaviours in the selected secondary schools in informal setups of Nairobi County. The study established that the government's policy document on mentorship was not available in most of the schools. The findings indicated that the majority of the schools 13 (81.3%) had no government policy document on mentorship, while only 18.8% of them had the government policy document on mentorship. The usefulness of

government policy document in implementing peer mentorship according to the respondents, increased self-esteem and confidence, aided in advising the students on specific areas of discussion and helped the school allocate time for peer mentorship as part of the Guidance and Counselling programmes. The policy document indicates that the Ministry of Education is committed to the realization of effective mentorship programmes in learning institutions (Republic of Kenya, 2019).

The unavailability of the government policy document was attributed to the failure of the government to provide the affected schools with the document. This, therefore, meant that most of the schools depended on mentorship programmes outside school organised by Non-Governmental Organisations (NGOs) or invited them to come to school and run mentorship programmes using their curricula (Abuya, Benta et al., 2018). The government was not fully committed to mentorship programmes in schools and the Ministry had not supplied government policy document to the schools. No indications were established to show financial and resourcing commitment by the government towards supporting peer mentorship, for instance, through providing training manuals, banners and signage.

The peer mentorship training opportunities on drug & substance abuse, reproductive health education, and school Guidance & Counselling were offered by NGOs such as World Concern and Community Based Organisations (CBOs) such as ‘Dream Girls’ and ‘Wasichana Wetu Wafaulu’. In some instances, the mentors were trained by the NGOs during school holidays and the trained mentors disseminated what they learnt to the mentees pointing towards there being active participation by the not-for-state sector in guiding student behaviour. The findings resonate with the study conducted on the support to children’s education in the slums of Nairobi, in that the NGOs seem to play a major role in organising mentorship programmes for

children both in school and in the communities (Abuya & Wekulo, 2018). This involvement needs to be regulated by the state to avoid being abused and used to expose students to illicit behaviour, and/or influencing substances and practices.

5.2.4 Effect of Guidance and Counselling programmes on disruptive behaviours

The fourth objective was to determine the effect of Guidance and Counselling programmes on peer mentorship on disruptive behaviours in selected secondary schools in Nairobi. The effect of Guidance and Counselling programmes on peer mentorship was established to exist through the counsellors' support of the peer mentorship programmes. According to the respondents, those in the mentorship programmes had learnt to interact with the other students in a friendly manner and respected different opinions from the others after being mentored by guidance and counselling teachers and student counsellors. Students were consequently able to express themselves and state their grievances without being aggressive.

From the linear regression model, ($R2 = 0.548$) shows that Guidance and Counselling programmes account for 54.8% variation in disruptive behaviours. There was a positive significant influence of Guidance and Counselling programmes ($\beta=0.651$ and p value<0.05) on disruptive behaviours. Following this, it shows that an increase in Guidance and Counselling programmes leads to a decrease in disruptive behaviours. The null hypothesis (Ho2) was rejected. Guidance and Counselling programmes had a significant influence on disruptive behaviours.

5.3 Conclusions

Despite the reported cases of indiscipline, peer mentorship programmes have a significant influence on disruptive behaviors. From the findings of this study, it is concluded that peer mentorship programmes have helped students appreciate and

obey the school rules and regulations. The students being mentored had few or no discipline cases and had emotional regulation/self-control and the cases of drug and substance abuse were reduced in the schools. The students were willing to share information about their personal lives with their mentors. Additionally, the findings revealed that there was mentoring of students in the selected school. A room was set aside in the visited schools where peer mentors meet to discuss their activities. The peer mentors occasionally organize activities involving all students. The peer mentorship programmes took place in the evenings after classes, during weekends and during clubs and societies meetings. The time allocated for peer-mentorship programmes varied and it was one hour in most of the schools. Additionally, there were teachers who support the peer mentors in the mentorship process in some institutions. Establishing relevant behaviour-guiding connections and relationships enable students to establish independent law-abiding personalities.

The disruptive behaviours in secondary schools in informal setups comprise of drugs, alcohol and substance abuse, theft, bullying, damage of school property, promiscuity, fighting and causing physical harm to others. These were established to be least severe compared to cases of teenage pregnancy and verbal abuse (bullying) among peers who were prevalent. Still, discipline in the participating secondary schools was established to be below average. The study concluded that engraining peer mentorship into the school system would alleviate disruptive behaviours in the schools.

The government policy document on mentorship was not available in most of the schools. The government policy position on peer mentorship was also not widely disseminated to teachers, students and parents. The usefulness of government policy in implementing peer mentorship was increasing self-esteem and confidence, aiding

in advising the students on specific areas of mentorship and helping the school allocate time for the Guidance and Counselling programmes with state-sanctioned justifications. Underinvestment by the government in financing and facilitating peer mentorship however left a gap that was being filled by the civil society. This, as vital as it was, was subject to abuses if misused and needed streamlining.

The role of Guidance and Counselling programmes has a positive significant influence on mentorship programmes on disruptive behaviours. The effect of Guidance and Counselling programmes in secondary schools was through the support in the peer mentorship programmes, the students learnt to interact with others in a friendly manner and respected different opinions. Students were able to express themselves and state their grievances without being aggressive.

The Self-Determination theory aids the conclusion since people are driven by three fundamental elements to change and these are competence, connection and autonomy. This implies that when individuals act in a certain way, any one of the three mentioned aspects could be responsible for the move they choose to undertake. The peer mentorship programmes had a significant influence on disruptive behaviours by establishing relevant behaviour-guiding connections (relationships) which then enable students to establish independent law-abiding personalities.

5.4 Recommendations

Based on the findings, the study recommends the following:

There should be ownership of peer mentorship by schools as a strategy for behaviour change. Peer mentorship programmes sometimes took place once a week in class, when indiscipline cases arose, during the first week after opening a new term,

as a club, and finally, any time when it was convenient for the students to individually meet and there was a need.

Peer mentorship programmes will be used not as firefighters when cases of disruptive behaviour occur, but as a process that needs to be carefully structured and engrained into the school system. It will also ensure that all students or a majority are engaged in the programmes, hence, leading to greater impact and positively enhancing discipline in schools. In schools with a large student population as applies in many government schools, trained, qualified, and competent counsellors can be employed as full-time providers of psychosocial support services to backstop the peer mentors on issues that require professional support. These will then shape and guide peer mentorship and counselling activities without having mentees relapse to bad behaviour for lack of professional experts to help them negotiate through life challenges.

The Ministry of Education should provide schools with the mentorship policy document, and have dedicated staff to liaise with the Heads of Department Guidance and Counselling in monitoring implementation of mentorship policy. This will allow positioning of the correct framework and utilisation of appropriate tools to monitor progress and hence, deter fake mentors that are bound to misguide learners. Hence, lead to effective peer mentorship programmes that influence behaviour change in learning institutions.

The Ministry of Education should consider reducing the teaching load of Heads of Department Guidance and Counselling so that they can have ample time to properly coordinate the Guidance and counselling and peer mentorship programmes. This will enhance the effectiveness of peer mentorship in schools and have more time

allocated. The principals should ensure that peer mentorship is properly coordinated by designated staff and that peer mentorship programmes are rolled out in their schools.

There is a need for the Ministry of Education to conduct training and offer certification for staff in charge of coordinating mentorship as trainer of trainers who should then train other education stakeholders affiliated with their schools. This will increase teacher commitment to supporting the mentorship programmes in the school. Mentorship in school will thus, be driven by the learning institutions and not the Non-Governmental Organisations and/or Community Based Organisations. Mentorship and the implementation of mentorship programmes will be easy since the schools will own the mentorship process.

5.5 Recommendations for Further Studies

This study focused on the influence of peer mentorship on behaviour change among students at secondary schools in informal setups of Nairobi County. This study suggests that further research should be undertaken focusing on the following areas:

1. The effect of peer mentorship on behaviour change among students in private secondary schools in Kenya.
2. A similar study should be conducted in other counties for comparison of the results.
3. This study focused on schools in the informal setups, but future studies should be conducted in other non-informal setups in order to compare the results.
4. This study focused on secondary schools, but future studies should be done among the universities, colleges and primary schools in order to make comparisons.

REFERENCES

Abuya, Benta, A., Wekulo, P., & Muhia, N. (2018). Support to Children's Education in the Urban Slums of Nairobi : Community and Parents ' Perceptions with an Expanded Phase of an Education Intervention Program. *Http://Qre.Hipatiapress.Com Support*, *7*(2), 118–143. https://doi.org/10.17583/qre.2018.3240

Abuya, B. A., Muhia, N., & Mokaya, P. (2019). *Experiences of Girls and Mentors With an Urban Kenyan Afterschool Support Program*. *9*(1), 436–452. https://doi.org/10.5590/JERAP.2019.09.1.31

Akech, O. A. (2017). *the Impact of Socio-Economic and School Factors on the Academic Performance of Secondary Students in Kibera By a Research Project Report Submited in Partial Fulfilment for Post Graduate Diploma in Education of the University of*.

Amanda, B. C. (2017). Evaluating the Mentors in Violence Prevention Program. *Center for Court Innovation*.

Amat, S. (2018). Guidance and counseling in schools. *Advances in Social Science, Education and Humanities Research*, *326*(2), 13–18. https://doi.org/10.1016/0022-4405(73)90061-7

Amollo, O. P., & Lilian, G. K. (2017). *Teacher Position in Spurring Value Based Education in Early Learning in Nairobi County , Kenya : Addressing Support of Values in School Environment*. *6*(3), 194–203. https://doi.org/10.5539/jel.v6n3p194

Andanyi, H. (2019). *Mentorship at Nakeel Boys Secondary School – Kajiado County – Peer Mentors Association Kenya*. http://pmak.or.ke/2019/01/25/mentorship-at-nakeel-boys-secondary-school-kajiado-county/

Anitha, A., & Chandrasekar, K. (2015). *Mentoring in Indian Scenario*. *April*, 344–346.

Armstrong, D. (2018). *Addressing the wicked problem of behaviour in schools*. *3116*. https://doi.org/10.1080/13603116.2017.1413732

Aviles, J. (2020). Peer Mentorship in Schools. Library of Books. In *Available online and accessed on 19th June 2022 at: https://www.libraryofbook.com/books/peer-mentorship-in-schools*. https://www.libraryofbook.com/books/peer-mentorship-in-schools

Banu, S., Juma, F. Z., & Abas, T. (2016). Mentoring in higher education. *Advances in Medical Education and Practice*, *7*, 523–525. https://doi.org/10.2147/AMEP.S115698

Baty, J., & Wilwol, L. (2019). *Cross-Age Connections : The Effects of a Peer Mentoring Program on Students ' Connectedness to Self , Others and School , in Two Public Elementary Schools in the American West*.

Bedewy, D., & Gabriel, A. (2015). *Examining perceptions of academic stress and its sources among university students : The Perception of Academic Stress Scale*. https://doi.org/10.1177/2055102915596714

Beitler, R. (2017). *Kenyan children use inhalants to escape poverty - Drug Addiction Now*. https://www.drugaddictionnow.com/2017/05/09/kenyan-children-use-inhalants-to-escape-extreme-poverty/

Benjamin, M. (2020). *Learning Communities Research and Practice Preparing Learning Community Peer Mentors to Support Students ' Transitions*. *8*(2).

Broadbent, R., & Papadopoulos, T. (2009). Community education and youth mentoring: How to build good practice? *Australian Journal of Adult Learning*, *49*(2), 319–353.

Brooker, M., Brooker, M. R., & Hons, B. A. (2019). *Youth Mentoring as an Intervention with Disengaged Young People : A Literature Youth Mentoring as an Intervention with Disengaged Young People : A Literature Review Report for the Department of Communities Western Australia*. *October 2011*.

Bruce, M., & Bridgeland, J. (2014). *The Mentoring Effect : Young People ' s Perspectives on the Outcomes and Availability of Mentoring*. *January*.

Bundi, M. J.; Mugwe, M.; Ochieng, P.; Reche, N. G. (2020). Influence on Students'unrest management in public secondary schools. *African Journal of Emerging Issues*, *10*. https://ajoeijournals.org/

Bwire, T. (2019). *Gangs to gardens_ Kenyan youth shun crime to create green spaces - The East African*.

Chan, C. K. Y., & Luo, J. J. (2022). *Youth mentoring strategies and impacts on holistic competencies of secondary school students in Hong Kong*. *March*. https://doi.org/10.1080/03069885.2022.2030858

Christensen, K. M., Hagler, M. A., Stams, G. J., Raposa, E. B., Burton, S., & Rhodes, J. E. (2020). Non-Specific versus Targeted Approaches to Youth Mentoring: A Follow-up Meta-analysis. *Journal of Youth and Adolescence*, *49*(5), 959–972. https://doi.org/10.1007/s10964-020-01233-x

Christopher, T., Barry, Sarah, J., Grafeman, Kristy, K., Adler, Jessica, D., P. (2007). The relations among narcissism, self-esteem, and delinquency in a sample of at-risk adolescents. *Journal of Adolescence*, *30*, 933–942. https://doi.org/10.1016/j.adolescence.2006.12.003

Collier, P. J. (2017). *Why peer mentoring is an effective approach for promoting college student success Peter J. Collier, PhD*. *28*(3). https://doi.org/10.18060/21539

Corder, K., Werneck, A. O., Jong, S. T., Hoare, E., Brown, H. E., Foubister, C., Wilkinson, P. O., & van Sluijs, E. M. F. (2020). Pathways to increasing adolescent physical activity and wellbeing: A mediation analysis of intervention components designed using a participatory approach. *International Journal of Environmental Research and Public Health*, *17*(2). https://doi.org/10.3390/ijerph17020390

Cornelius, V., Wood, L., & Lai, J. (2016). Implementation and evaluation of a formal academic-peer-mentoring programme in higher education. *Active Learning in Higher Education*, *17*(3), 193–205. https://doi.org/10.1177/1469787416654796

Cowie, H., & Hutson, N. (2005). Peer support: A strategy to help bystanders challenge school bullying. *Pastoral Care in Education*, *23*(2), 40–44. https://doi.org/10.1111/j.0264-3944.2005.00331.x

Crawford, J. (2009). *Summary of Findings Review of Evidence-Based Peer-to-Peer Mentoring Program and Compatibility with USC School District*.

Creswell, J.W., & Creswell, J. D. (2018). Research Design: Qualitative, Quantitative, and Mixed Methods Approaches. *Sage, Los Angeles*.

Creswell, J W, & Creswell, J. D. (2017). Research design: Qualitative, quantitative, and mixed methods approaches. *Sage Publications*, *2*(5), 267–274. https://scholar.google.com/citations?view_op=view_citation&hl=en&user=hsw3cKMAAAAJ&authuser=1&citation_for_view=hsw3cKMAAAAJ:zYLM7Y9cAGgC%0Ahttps://scholar.google.com/citations?view_op=view_citation&hl=en&user=5sqoIj8AAAAJ&citation_for_view=5sqoIj8AAAAJ:z

Creswell, John W. (2009). *Research design qualitative, quantitative, and mixed methods approaches* (Third Edit).

Curran, T., & Wexler, L. (2016). *School-Based Positive Youth Development: A Systematic Review of the Literature**. www.ashaweb.org

Curtis, D. D., Drummond, A., Halsey, J., & Lawson, M. J. (2012). *Peer-Mentoring of Students in Rural and Low-Socioeconomic Status Schools: Increasing Aspirations for Higher Education*. 35. http://libaccess.mcmaster.ca/login?url=http://search.proquest.com/docview/1347460801?accountid=12347

D'Souza, M. D., & Ferreira, C. (2019). *STUDENTS EMPOWERING STUDENTS THROUGH PEER MENTORSHIP : AN UNTAPPED RESOURCE*. 60–64.

Ddiba, D. I. W. (2013). *Mentorship: A missing link in education in Sub-Saharan Africa?*

Destin, M., Castillo, C., & Meissner, L. (2018). A Field Experiment Demonstrates Near Peer Mentorship as an Effective Support for Student Persistence. *Basic and Applied Social Psychology*, *40*(5), 269–278. https://doi.org/10.1080/01973533.2018.1485101

Development, K. I. of C. (2019). *Basic Education Curriculum Framework*. file:///C:/Users/pc1/Downloads/CURRICULUM FRAMEWORK 2016.pdf

DeWit, D. J., DuBois, D., Erdem, G., Larose, S., & Lipman, E. L. (2016). The Role of Program-Supported Mentoring Relationships in Promoting Youth Mental Health, Behavioral and Developmental Outcomes. *Prevention Science*, *17*(5), 646–657. https://doi.org/10.1007/s11121-016-0663-2

Drybread, K. (2019). Documents of indiscipline and indifference : The violence of bureaucracy in a Brazilian juvenile prison. *Journal of the American Ethnological Society, February*. https://doi.org/10.1111/amet.12335

Duesund, L., & Ødegård, M. (2018). Students ' perception of reactions towards disruptive behaviour in Norwegian and American schools. *Emotional and Behavioural Difficulties*, *23*(4), 410–423. https://doi.org/10.1080/13632752.2018.1469847

Education, M. O. F. (2019a). *MENTORSHIP POLICY FOR EARLY LEARNING & BASIC EDUCATION*.

Education, M. O. F. (2019b). *MINISTRY OF EDUCATION SESSIONAL PAPER NO . 1 OF 2019 on A Policy Framework for Reforming Education, Training and Research for Sustainable Development*. *1*.

Family, J. (2017). *Journal of Family, Counseling, and Education, 2 (1), 50-71*. *2*(1), 50–71.

Fana-Jwambi, T., & Caga, N. P. (2020). INDISCIPLINE IN SECONDARY SCHOOLS IN AMATHOLE WEST EDUCATION DISTRICT: LITERATURE REVIEW. *Jounal of Education*, *13*, 2–8.

Ferrara, P., Franceschini, G., Namazova-baranova, L., Vural, M., Mestrovic, J., Nigri, L., Giardino, I., Pop, T. L., & Sacco, M. (2019). Lifelong Negative In fl uence of School Violence on Children. *The Journal of Pediatrics*, *215*, 287-288.e2. https://doi.org/10.1016/j.jpeds.2019.09.075

Fetters, M. D., Curry, L. A., & Creswell, J. W. (2013). Achieving integration in mixed methods designs - Principles and practices. *Health Services Research*, *48*(6 PART2), 2134–2156. https://doi.org/10.1111/1475-6773.12117

Finning, K., Ukoumunne, O. C., Ford, T., Danielson-Waters, E., Shaw, L., Romero De Jager, I., Stentiford, L., & Moore, D. A. (2019). Review: The association between anxiety and poor attendance at school – a systematic review. *Child and Adolescent Mental Health*, *24*(3), 205–216. https://doi.org/10.1111/camh.12322

Fischler, A. S. (2016). Writing Chapter 3. *Writing Chapter 3*, *January*.

Freear, M., & Glazzard, A. (2020). Preventive Communication: Emerging Lessons from Participative Approaches to Countering Violent Extremism in Kenya. *RUSI Journal*, *165*(1), 90–106. https://doi.org/10.1080/03071847.2020.1734316

Gandhi, M., & Johnson, M. (2016). Creating more effective mentors: Mentoring the mentor. *AIDS Behav 20, 294–303*, *20*, 294–303. https://doi.org/https://doi.org/10.1007/s10461-016-1364-3

Gardner, F., Leijten, P., Mann, J., Landau, S., Harris, V., Beecham, J., Bonin, E.-M., Hutchings, J., & Scott, S. (2017). Could scale-up of parenting programmes improve child disruptive behaviour and reduce social inequalities? Using individual participant data meta-analysis to establish for whom programmes are effective and cost-effective. *Public Health Research*, *5*(10), 1–144. https://doi.org/10.3310/phr05100

Garringer, Michael; McQuillin, Sam; McDaniel, H. (2017). *Examining Youth Mentoring Services Across America*. *July*.

Gehlbach, H., Brinkworth, M. E., Hsu, L. M., King, A. M., McIntyre, J., & Rogers, T. (2016). Creating birds of similar feathers: Leveraging similarity to improve teacher-student relationships and academic achievement. *Journal of Educational Psychology*, *108*(3), 342–352. https://doi.org/10.1037/edu0000042

GoK. (2010). *The National Children Policy Kenya*.

Gordon, J., Downey, J., & Bangert, A. (2013a). *Effects of a School-Based Mentoring Program on School Behavior and Measures of Adolescent Connectedness*. *23*(2), 227–250.

Gordon, J., Downey, J., & Bangert, A. (2013b). Effects of a School-Based Mentoring Program on School Behavior and Measures of Adolescent Connectedness. In *School Community Journal* (Vol. 23, Issue 2).

Gottlieb, D. (2014). *Education Reform and the Concept of Good Teaching*. eBook Published 3 September 2014. https://doi.org/https://doi.org/10.4324/9781315773346

Graham, L. J., Bergen, P. Van, & Sweller, N. (2016). *Caught between a rock and a hard place_ disruptive boys' views on mainstream and special schools in New South Wales, Australia_ Critical Studies in Education_ Vol 57, No 1* (pp. 35–54). https://doi.org/10.1080/17508487.2016.1108209

Granero-gallegos, A., & Baena-extremera, A. (2020). *Interaction E ff ects of Disruptive Behaviour and Motivation Profiles with Teacher Competence and School Satisfaction in Secondary School Physical Education*. 1–14.

Granero-gallegos, A., Baños, R., & Baena-extremera, A. (2020). *Analysis of Misbehaviors and Satisfaction With School in Secondary Education According to Student Gender and Teaching Competence*. *11*(January), 1–9. https://doi.org/10.3389/fpsyg.2020.00063

Greene, R., Winkler, J. (2019). Collaborative & Proactive Solutions (CPS): A Review of Research Findings in Families, Schools, and Treatment Facilities. *Clin Child Fam Psychol Rev*, *22*, 549–561. https://doi.org/https://doi.org/10.1007/s10567-019-00295-z

Grilli, G., & Curtis, J. (2019). Encouraging pro-environmental behaviours: a review of methods and approaches. *Working Paper No. 645*, *6*.

Guetterman, T. C., Fetters, M. D., & Creswell, J. W. (2015). Integrating quantitative and qualitative results in health science mixed methods research through joint displays. *Annals of Family Medicine*, *13*(6), 554–561. https://doi.org/10.1370/afm.1865

Guide, M. P. (2019). *Youth Mentoring and Delinquency Prevention • •*. *2013*, 1–15.

Gurung, R. A. R., Hackathorn, J., Enns, C., Frantz, S., Cacioppo, J. T., Loop, T., & Freeman, J. E. (2016). Strengthening introductory psychology: A new model for teaching the introductory course. *American Psychologist*, *71*(2), 112–124. https://doi.org/10.1037/a0040012

Hanley, K., Bereket, S., Tuchman, E., More, F. G., Naegle, M. A., Kalet, A., Goldfeld, K., & Gourevitch, M. N. (2018). Evaluation of the Substance Abuse Research and Education Training (SARET) program: Stimulating health professional students to pursue careers in substance use research. *Substance Abuse*, *39*(4). https://doi.org/10.1080/08897077.2018.1449167

Heallth, M. of. (2017). *The national protocol for treatment of substance use disorders in kenya*.

Heto, P. P. (2020). Kenya ’ s 2017 basic education curriculum framework : A comprehensive review. *Journal of Interdisciplinary Studies in Education*, *9*, 192–210.

Hughes, D., Law, B., & Meijers, F. (2017). New school for the old school: careers guidance and counselling in education. *British Journal of Guidance and Counselling*, *45*(2), 133–137. https://doi.org/10.1080/03069885.2017.1294863

Hussain, Z. (2013). Methods for decision-making in survey questionnaires based on Likert scale. *Journal of Asian Scientific Research*, 3(1):35-38.

Ibrahim, K. (2018). Influence of School Based Policies on Internal Efficiency in Public Day Secondary Schools in Nyatike Sub County, Kenya. *American Journal of Educational Research*, *6*(3), 161–169. https://doi.org/10.12691/education-6-3-1

India, T. of. (2021). *Mentoring students in Indian scenario*. https://timesofindia.indiatimes.com/life-style/relationships/soul-curry/mentoring-students-in-indian scenario/articleshow/83541983.cms.

Ishtiaq, M. (2019). Book Review Creswell, J. W. (2014). Research Design: Qualitative, Quantitative and Mixed Methods Approaches (4th ed.). Thousand Oaks, CA: Sage. *English Language Teaching*, *12*(5), 40. https://doi.org/10.5539/elt.v12n5p40

Jackson, T. (2016). *Online mentorship community launched for SA students*. https://www.mentoring.org/wp-content/uploads/2020/08/Peer-Mentoring-Supplement-to-the-EEP.pdf

James, A. I., Smith, P. K., & Radford, L. (2014). Becoming grown-ups: a qualitative study of the experiences of peer mentors. *Pastoral Care in Education*, *32*(2), 104–115. https://doi.org/10.1080/02643944.2014.893008

Jarjoura, G. R., Tanyu, M., Forbush, J., Herrera, C., & Keller, T. E. (2018). *Evaluation of the Mentoring Enhancement Demonstration Program: Appendices to Technical Report*. 419. https://www.ojp.gov/pdffiles1/ojjdp/grants/252204.pdf

Jinot, B. L. (2018). *The Causes of a Lack of Discipline among Secondary School Learners in Mauritius*. *9*(1), 35–46. https://doi.org/10.2478/mjss-2018-0003

Johan Malmqvist, Kristina Hellberg, Gunvie Möllås, Richard Rose, M. S. (2019). *Conducting the Pilot Study: A Neglected Part of the Research Process? Methodological Findings Supporting the Importance of Piloting in Qualitative Research Studies*. https://doi.org/https://doi.org/10.1177/1609406919878341

Kaminski, J. W., & Claussen, A. H. (2017). Evidence Base Update for Psychosocial Treatments for Disruptive Behaviors in Children. *Journal of Clinical Child and Adolescent Psychology*, *46*(4), 477–499. https://doi.org/10.1080/15374416.2017.1310044

Kanchewa, S. S., Yoviene, L. A., Schwartz, S. E. O., Herrera, C., & Rhodes, J. E. (2016). *Relational Experiences in School-Based Mentoring : The Mediating Role of Rejection Sensitivity*. 1–22. https://doi.org/10.1177/0044118X16653534

Karanja, B. W., & Gikungu, J. M. (2014). Effect of mentorship programmes on the performance of students in secondary schools in Mbooni east district, Makueni county-Kenya. *Mediterranean Journal of Social Sciences*, *5*(5 SPEC. ISSUE). https://doi.org/10.5901/mjss.2014.v5n5p

Karcher, M. (2019). *The effects of developmental mentoring and high school mentors ' attendance on their younger mentees ' self - esteem , social skills , and connectedness*. *November*. https://doi.org/10.1002/pits.20025

Karcher, M. J. (2005). The effects of developmental mentoring and high school mentors' attendance on their younger mentees' self-esteem, social skills, and connectedness. *Psychology in the Schools*, *42*(1), 65–77. https://doi.org/10.1002/pits.20025

Karcher, M. J., & Berger, J. R. M. (2017). One-to-one cross-age peer mentoring. *National Mentoring Resource Center Model Review*, 1–30.

Kearney, C. A., Gonzálvez, C., Graczyk, P. A., & Kearney, C. A. (2019). *Reconciling Contemporary Approaches to School Attendance and School Absenteeism : Toward Promotion and Nimble Response , Global Policy Review and Implementation , and Future Adaptability (Part 1)*. *10*(October). https://doi.org/10.3389/fpsyg.2019.02222

Kenya, R. of. (2018). *Kenya Vision 2030 medium term plan II education and training*.

Kenya, R. of. (2019a). *Basic education statistical booklet*.

Kenya, R. of. (2019b). *Mentorship policy for early learning and basic education*.

Kenya, R. of. (2019c). *Ministry of Education Sessional Paper NO . 1 of 2019*. *1*.

Kenya, T. S. C. (2020). *Policy on mentorship & coaching in the teaching service* (Issue May).

Kiiski, T., & Savolainen, H. (2017). *Reducing disruptive behaviours and improving classroom behavioural climate with class-wide positive behaviour support in middle schools*. *43*(6), 1186–1205. https://doi.org/10.1002/berj.3305

Kimutai, V. (2021). *11 South Rift schools closed over strikes*. Https://Nation.Africa/Kenya/Counties/11-South-Rift-Schools-Closed-over-Strikes-3609080.

Kinyanjui, J. (2016). *One solution to several problems_ How mentoring is changing girls' education in Kenya*. EDUCATION PLUS DEVELOPMENT.

Kiplagat, P., Alice Atieno, M., Yegoh, E., Paul, K., & Yego, E. (2022). Collaboration Conflict Management Strategy: A Solution to Secondary Schools" Unrest's in Kenya Collaboration Conflict Management Strategy: A Solution to Secondary Schools" Unrests in Kenya. *International Journal of Trend in Research and Development*, *3*(6), 2394–9333. www.ijtrd.com

Kiprono, F. (2022). *School Unrest Debunked - Debunk.*

Kirk, J. M., & Miller, C. M. (1998). Reliability and Validity in Qualitative Research. *Beverly Hills*.

Kivunja, C., & Kuyini, A. B. (2017). Understanding and Applying Research Paradigms in Educational Contexts. *International Journal of Higher Education*, *6*(5), 26. https://doi.org/10.5430/ijhe.v6n5p26

Kupersmidt -Irt, J., Stelter -Irt, R., Garringer -Mentor, M., & Shane -Mentor, J. (2020). *Peer Mentoring Elements of Effective Practice for Mentoring Supported By: Authors and Contributors*. *July*.

Kupersmidt, J., Stelter, R., Garringer, M., & Bourgoin, J. (2018). STEM Mentoring: Supplement to the Elements of Effective Practice for Mentoring. *MENTOR: THe National Mentoring Partnership*, 1–90.

Kwena, H. K. (2017). INFLUENCE OF LIFESKILL TRAINING AND MENTORSHIP ON YOUTH EMPOWERMENT : A CASE OF LEPTA COMMUNITY PROGRAMME FOR YOUTH IN MATHARE SLUM , NAIROBI , KENYA BY HILDA KEREBI KWENA A Research Project report Submitted In Partial Fulfillment Requirements for the Awa. *Doctoral Desertation, University of Nairobi*.

Lechuga, V. M. . (2011). *Faculty-graduate student mentoring relationships : mentors ' perceived roles and responsibilities*. *62*(6), 757–771. https://doi.org/10.1007/S10734-01

Lerner, M. R. (2018). Character Development Among Youth_ Linking Lives in Time and Place. *International Journal of Behavioral*.

Lewis, S. (2015). Qualitative Inquiry and Research Design: Choosing Among Five Approaches. In *Health Promotion Practice* (Vol. 16, Issue 4). https://doi.org/10.1177/1524839915580941

Liaqat, S., Naz, A., & Nasreen, A. (2020). Role of Mentoring in Secondary School Education: Mentees' Experiences and Challenges. *Pakistan Social Sciences Review*, *4*(II), 862–870. https://doi.org/10.35484/pssr.2020(4-ii)70

Lime, A., & Kiambo, C. (2022, October 6). The terrors of Kenya's school fire epidemic - BBC News. *BBC*.

Liu, V. (2019). *Peer-to-peer support critical for students with special education needs_ President Halimah*. The Straits Times Singapore.

Loy, J., Merry, S., Hetrick, S., Stasiak, K., Jh, L., Sn, M., Se, H., & Stasiak, K. (2017). *Atypical antipsychotics for disruptive behaviour disorders in children and youths (Review)*. https://doi.org/10.1002/14651858.CD008559.pub3.www.cochranelibrary.com

Lyons, M. D., McQuillin, S. D., & Henderson, L. J. (2019). Finding the Sweet Spot: Investigating the Effects of Relationship Closeness and Instrumental Activities in School-based Mentoring. *American Journal of Community Psychology*, *63*(1–2), 88–98. https://doi.org/10.1002/ajcp.12283

Macharia, F. (2011). *The Education of Urban Dwellers: The Kenyan Experience. Global Urbanization* (pp. 310–322).

Mahlangu, Z. (2014). Tacit knowledge transfer and mentorship: the role of social media. In *ProQuest Dissertations and Theses* (Issue November).

Maina, B. W., Orindi, B. O., Osindo, J., & Ziraba, A. K. (2020). Depressive symptoms as predictors of sexual experiences among very young adolescent girls in slum communities in Nairobi, Kenya. *International Journal of Adolescence and Youth*, *25*(1), 836–848. https://doi.org/10.1080/02673843.2020.1756861

Maiwa, J. C., & Kiaritha, N. (2021). Contributions of Peer Counselling on the Learners ' Social Adjustment in Boarding Secondary Schools in Kericho County. *International Journal of Education and Research*, *9*(10), 141–154.

Maphosa, C., & Shumba, A. (2010). *Educators ' disciplinary capabilities after the banning of corporal punishment in South African schools*. *30*, 387–399.

Marais, P., & Meier, C. (2010). *Disruptive behaviour in the Foundation Phase of schooling*. *30*, 41–57.

Martino, E. Á., Hernández, M. Á., Pañeda, P. C., Ángel, M., & Mon, C. (2016). *Teachers ' perception of disruptive behaviour in the classrooms*. *28*(2), 174–180. https://doi.org/10.7334/psicothema2015.215

Mathai, L. M. (2022). *Addressing the prevalence of alcohol and drug abuse among the youth in the Presbyterian churches in Kenya Author*.

Mazerolle, S. M., Kirby, J., & Walker, S. E. (2018). A narrative analysis: Examining the transition to practice for the full-time secondary school athletic trainer. In *Journal of Athletic Training* (Vol. 53, Issue 3). https://doi.org/10.4085/1062-6050-45-17

McCalman, J., Bainbridge, R., Russo, S., Rutherford, K., Tsey, K., Wenitong, M., Shakeshaft, A., Doran, C., & Jacups, S. (2016). Psycho-social resilience, vulnerability and suicide prevention: Impact evaluation of a mentoring approach to modify suicide risk for remote Indigenous Australian students at boarding school Health policies, systems and management in high-income countries. *BMC Public Health*, *16*(1). https://doi.org/10.1186/s12889-016-2762-1

Mccoy, R. (2017). *Best Practices for School-Based Mentoring Programs : A Systematic Review Running head : BEST PRACTICES FOR SCHOOL-BASED MENTORING PROGRAMS Best Practices for School-Based Mentoring Programs : A Systematic Review*.

McDermid, F., Peters, K., Jackson, D., & Daly, J. (2014). Conducting qualitative research in the context of pre-existing peer and collegial relationships. *Nurse Researcher*, *21*(5), 28–33. https://doi.org/10.7748/nr.21.5.28.e1232

Mckevitt, B. C., Dempsey, J. N., Ternus, J., & Shriver, M. D. (2012). *Dealing with behavior problems: The use of positive behavior support strategies in summer programs*.

Menzies, H. M., Lane, K. L., Oakes, W. P., & Ennis, R. P. (2017). *Increasing Students ' Opportunities to Respond : A Strategy for Supporting Engagement*. *52*(4), 204–209. https://doi.org/10.1177/1053451216659467

Michael, D. (2019). *True Impact : Measuring the Relationship between Student Suspensions in South Florida By : Michael DeArmas*.

Monteiro, J., & Rochaa, R. (2013). *DRUG BATTLES AND SCHOOL ACHIEVEMENT : EVIDENCE FROM RIO DE JANEIRO ′ S FAVELAS*.

Moore, D., Benham-clarke, S., Boyle, C., Ford, T., Hayes, R., & Rogers, M. (2019). Improving Behaviour in Schools : Evidence Review. *Https://Educationendowmentfoundation.Org.Uk/Tools/Guidance-Reports/Improving-Behaviour-in-Schools/ Acknowledgements*, *December*.

Moywaywa, C. K. (2022). *The phenomenon of School fires in Kenyan Public Secondary Schools : Blame-games , scape-goats and the real culprits* . *10*(2), 127–132.

Mueller-Pfeiffer, C., Schumacher, S., Martin-Soelch, C., Pazhenkottil, A. P., Wirtz, G., Fuhrhans, C., Hindermann, E., Assaloni, H., Briner, D. P., & Rufer, M. (2010). The validity and reliability of the german version of the somatoform dissociation questionnaire (SDQ-20). *Journal of Trauma and Dissociation*, *11*(3), 337–357. https://doi.org/10.1080/15299731003793450

Mugenda, O. M., & Mugenda, A. G. (2003). Quantitative and qualitative approaches. *Nairobi: Acts Press*.

Murrey, S. L. (2015). Alleviating Risks of Parental Incarceration through Mentorship. In *ProQuest Dissertations and Theses*.

Mutua C. Mutheu. (2019). *INFLUENCE OF REHABILITATION PROGRAMMES ON BEHAVIOUR CHANGE OF STREET CHILDREN: A CASE OF REHABILITATION PROGRAMMES IN EMBAKASI CENTRAL CONSTITUENCY, NAIROBI COUNTY, KENYA MUTUA CHRISTINE MUTHEU Research Project Report Submitted in Partial Fulfillment of t*.

Mwangangi, M. K., Theuri, M. M., & Otiso, W. N. (2020). *Assessment of the Role of Nyumba Kumi Initiative on Crime Reduction within Kiambio Slums, Nairobi County, Kenya*. 1–11.

Nagler, E. M., & Lobo, P. (2019). Beyond tobacco prevention: A qualitative study of a school-based life skills intervention for economically disadvantaged youth in Mumbai, India. *Health Education Journal*, *78*(4). https://doi.org/10.1177/0017896918809113

Nash, P., Schlösser, A., & Scarr, T. (2016). Teachers' perceptions of disruptive behaviour in schools: a psychological perspective. *Emotional and Behavioural Difficulties*, *21*(2), 167–180. https://doi.org/10.1080/13632752.2015.1054670

Nations, U. (2022). *The Sustainable Development Goals Report*.

Ndanu, M. C., & Syombua, M. J. (2015). Mixed Methods Research: The Hidden Cracks of the Triangulation Design. *General Education Journal*, *4*(2). https://www.academia.edu/18131660/Mixed_Methods_Research_The_Hidden_Cracks_of_the_Triangulation_Design

Nkyi, A. (2014). *LONELINESS AMONG SENIOR HIGH SCHOOL STUDENTS IN GHANA Anthony Nkyi Faculty of Education, Counseling Center, University of Cape Coast. Cape Coast. Ghana*. *2*(1), 1–13.

Nnadozie, V. (2018). *Beyond Matchmaking: Peer Mentor Role and Leadership Development in a Student Mentorship Program*. *2*(1), 268–273.

Nuyts, P. A. W., Kuipers, M. A. G., Willemsen, M. C., & Kunst, A. E. (2022). Trends in age of smoking initiation in the Netherlands : a shift towards older ages ?: " Trends in age of smoking initiation " Trends in age of smoking initiation in the Netherlands : a shift towards older ages ? *Society for the Study of Addiction, Addiction,*(May), 524–532. https://doi.org/10.1111/add.14057

Nyabuti, I., Nyamwange, C., & Shitandi, A. (2017). Ascertain the Extent to Which Mentoring Mediates between Psychological Capital and Behaviour Change Based on an Individual's HIV Status: A Case of Kisii County, Kenya. *Research in Psychology and Behavioral Sciences*, *5*(2), 45–49. https://doi.org/10.12691/rpbs-5-2-2

Nyamai, F. (2021). *Kenya_ 302 Students Held Over School Fires This Year - allAfrica*. Nation Media Group. https://allafrica.com/stories/202111220015.html

Oberle, E., & Schonert-reichl, K. A. (2016). Social Science & Medicine Stress contagion in the classroom ? The link between classroom teacher burnout and morning cortisol in elementary school students. *Social Science & Medicine*, *159*, 30–37. https://doi.org/10.1016/j.socscimed.2016.04.031

Ochola, B. M. (2020). *The Role of Peer Mentorship Programs on th e Academic Performance of Secondary School Students in Kenya: A Case of Macheo in Kibra, Nairobi County*. *June*.

Ofori, K. N. (2018). *Growing Acts of Indiscipline in Ghanaian Schools : Perception of Students and Teachers at Abuakwa South Municipality*. *6*(12), 406–416. https://doi.org/10.18535/ijsrm/v6i12.sh04

Ojukwu, M. O. (2017). Effect of Insecurity of School Environment on the Academic Performance of Secondary School Students in Imo State. *International Journal of Education and Literacy Studies*, *5*(1), 20. https://doi.org/10.7575/aiac.ijels.v.5n.1p.20

Ollendick, T. H., Greene, R. W., Austin, K. E., Fraire, M. G., Halldorsdottir, T., Allen, K. B., Jarrett, M. A., Lewis, M., Smith, M. W., Cunningham, N. R., Ryoichi, J. P., Canavera, K., Wolff, J. C., Ollendick, T. H., Greene, R. W., Austin, K. E., Fraire, M. G., Halldorsdottir, T., Allen, K. B., … Smith, M. W. (2016). Parent Management Training and Collaborative & Proactive Solutions : A Randomized Control Trial for Oppositional Youth Parent Management Training and Collaborative & Proactive Solutions : A Randomized Control Trial for Oppositional Youth. *HCAP*, *0*(0), 1–14. https://doi.org/10.1080/15374416.2015.1004681

Opere, O. A., Kamere, I., & Wawire, V. (2019). School Violence as a Cause of Non-Peaceful Coexistence in Public Secondary Schools in Nairobi, Kenya. *Open Journal of Social Sciences*, *07*(09). https://doi.org/10.4236/jss.2019.79010

Oruko, M. O. (2019). *Inside prostitution and drug dens of Mukuru Kwa Njenga slums in Nairobi - Tuko*.

Osborn, T. L., Wasil, A. R., Venturo-conerly, K. E., Schleider, J. L., & Weisz, J. R. (2020). ScienceDirect Group Intervention for Adolescent Anxiety and Depression : Outcomes of a Randomized Trial with Adolescents in Kenya. *Behavior Therapy*, *51*(4), 601–615. https://doi.org/10.1016/j.beth.2019.09.005

Owen, M., Kerner, C., Taylor, S., Noonan, R., Newson, L., Kosteli, M.-C., Curry, W., & Fairclough, S. (2018). The Feasibility of a Novel School Peer-Led Mentoring Model to Improve the Physical Activity Levels and Sedentary Time of Adolescent Girls: The Girls Peer Activity (G-PACT) Project. *Children*, *5*(6), 67. https://doi.org/10.3390/children5060067

Owora, A. H., Salaam, N., Leed, S. H. R., Bergen-Cico, D., Jennings-Bey, T., El, A. H., Rubinstein, R. A., & Lane, S. D. (2018). Culturally congruent mentorship can reduce disruptive behavior among elementary school students: Results from a pilot study. *Pilot and Feasibility Studies*, *4*(1), 1–8. https://doi.org/10.1186/s40814-018-0339-8

Padhi, P. (2019). *7 Ways to Structure Mentoring Programs to Improve Their ReachPritika*. File:///C:/Users/Public/Documents/PHD_Proposal_Dev/Chapter%202/7%20Ways%20to%20Structure%20Mentoring%20Programs%20to%20Improve%20Their%20Reach.Html.

Paluck, E. L., Shepherd, H., & Aronow, P. M. (2016). Changing climates of conflict: A social network experiment in 56 schools. *Proceedings of the National Academy of Sciences*, *113*(3). https://doi.org/10.1073/pnas.1514483113

Parkes, J. (2016). The evolution of policy enactment on gender-based violence in schools. *PROSPECTS*, *46*(1), 89–103. https://doi.org/10.1007/s11125-016-9382-5

Ponterotto, J. G. (2010). Qualitative research in multicultural psychology: Philosophical underpinnings, popular approaches, and ethical considerations. *Cultural Diversity and Ethnic Minority Psychology*, *16*(4), 581–589. https://doi.org/10.1037/a0012051

Powell, J. (2018). *What works_ A grounded theory of effective peer mentoring in secondary schools _ BPS*. British Psychology Society. https://www.bps.org.uk/news-and-policy/what-works-grounded-theory-effective-peer-mentoring-secondary-schools

Rabbitte, M., & Enriquez, M. (2019). *The Role of Policy on Sexual Health Education in Schools : Review*. *35*(1), 27–38. https://doi.org/10.1177/1059840518789240

Ragins, B., & Kram, K. (2012). The Handbook of Mentoring at Work: Theory, Research, and Practice. In *The Handbook of Mentoring at Work: Theory, Research, and Practice*. https://doi.org/10.4135/9781412976619

Raposa, E. B., Ben-Eliyahu, A., Olsho, L. E. W., & Rhodes, J. (2019). Birds of a feather: Is matching based on shared interests and characteristics associated with longer youth mentoring relationships? *Journal of Community Psychology*, *47*(2), 385–397. https://doi.org/10.1002/jcop.22127

Raposa, E. B., Dietz, N., & Rhodes, J. E. (2017). Trends in Volunteer Mentoring in the United States: Analysis of a Decade of Census Survey Data. *American Journal of Community Psychology*, *59*(1–2), 3–14. https://doi.org/10.1002/ajcp.12117

Raposa, E. B., Rhodes, J., Jan, G., Noel, J. M. S., Samantha, C., Sarah, B., Yoviene, L. A., Stella, S., Janis, K., & Saida, K. (2019). The Effects of Youth Mentoring Programs : A Meta-analysis of Outcome Studies. *Journal of Youth and Adolescence*. https://doi.org/10.1007/s10964-019-00982-8

Raposa, E. B., Rhodes, J., Stams, G. J. J. M., Card, N., Burton, S., Schwartz, S., Sykes, L. A. Y., Kanchewa, S., Kupersmidt, J., & Hussain, S. (2019). The Effects of Youth Mentoring Programs: A Meta-analysis of Outcome Studies. In *Journal of Youth and Adolescence* (Vol. 48, Issue 3, pp. 423–443). Springer New York LLC. https://doi.org/10.1007/s10964-019-00982-8

Reeves, M. (2021). *15 mentorship program ideas: How to structure a mentorship program. Together*. https://www.togetherplatform.com/blog/15-mentorship-program-ideas

Richards, Y. (2017). *Peer Mentoring and Mental Health in Middle East Schools*. Teach Middle East Magazine. https://teachmiddleeastmag.com/peer-mentoring-mental-health-middle-east-schools/

Rodríguez-planas, N. (2014). *Do youth mentoring programs change the perspectives and improve the life opportunities of at-risk youth ? While most effects are positive , they tend to be modest and fade over*. *May*, 1–10. https://doi.org/10.15185/izawol.62

Ruttoh, M. J. K. (2015). *Planning and Implementation of Guidance and Counseling Activities in Secondary Schools : A Case of Kamariny Division of Keiyo District , Kenya*. *6*(5), 1–5.

Ryan, R. M., & Deci, E. L. (2000). *Self-Determination Theory and Facilitation of Intrinsic Motivation Social Development and Well-being*.

Ryan, R. M. . & D. E. L. (2017). *Self-determination theory: Basic psychological needs in motivation, development, and wellness*.

Sanzero, L., Lev, E. L., & Feurer, A. (2014). Key components of an effective mentoring relationship : A qualitative study. *YNEDT*, *34*(5), 815–820. https://doi.org/10.1016/j.nedt.2013.07.020

Schreuders, M. (2020). Smoke-free school policies : understanding their implementation and impact by using the realist approach. *UvA-DARE (Digital Academic Repository)*, *October*. https://doi.org/10.13140/RG.2.2.31101.18407

Scorgie, F., Baron, D., Stadler, J., Venables, E., Brahmbhatt, H., & Mmari, K. (2017). *From fear to resilience : adolescents ' experiences of violence in inner-city Johannesburg , South Africa*. *17*(Suppl 3). https://doi.org/10.1186/s12889-017-4349-x

Shamsi, R. Al. (2018). *The need for mentorship _ Education*. Gulf News.

Shek, D. T. L., & Chai, W. (2020). *The Impact of Positive Youth Development Attributes and Life Satisfaction on Academic Well-Being : A Longitudinal Mediation Study*. *11*(September), 101–102. https://doi.org/10.3389/fpsyg.2020.02126

Shikuku, J. K., Makworo, M., & Njuguna, M. B. (2018). *Influence of Physical Environment on Crime in Informal Settlements of Kibra in Nairobi County , Kenya By*. *5*(1).

Sibanda, L., & Mpofu, M. (2017). Positive Discipline Practices in Schools: A Case of Mzilikazi District Secondary Schools in Zimbabwe. *Journal of Educational and Social Research*, *7*(3), 117–125. https://doi.org/10.1515/jesr-2017-0009

Skiba, R. J., Arredondo, M. I., Williams, N. T., Skiba, R. J., Arredondo, M. I., More, N. T. W., Skiba, R. J., Arredondo, M. I., & Williams, N. T. (2014). *Equity & Excellence in Education More Than a Metaphor : The Contribution of Exclusionary Discipline to a School-to-Prison Pipeline More Than a Metaphor : The Contribution of Exclusionary Discipline to a School-to-Prison Pipeline*. *5684*. https://doi.org/10.1080/10665684.2014.958965

Smith, L. H., & Petosa, R. L. (2016a). A Structured Peer-Mentoring Method for Physical Activity Behavior Change Among Adolescents. *Journal of School Nursing*, *32*(5), 315–323. https://doi.org/10.1177/1059840516644955

Smith, L. H., & Petosa, R. L. (2016b). A Structured Peer-Mentoring Method for Physical Activity Behavior Change Among Adolescents. *Journal of School Nursing*, *32*(5), 315–323. https://doi.org/10.1177/1059840516644955

Smith, L. H., Petosa, R. L., & Shoben, A. (2018). *Peer mentor versus teacher delivery of a physical activity program on the effects of BMI and daily activity : protocol of a school-based group randomized controlled trial in Appalachia*. 1–14.

Sobba, K. N. (2019). Correlates and buffers of school avoidance: a review of school avoidance literature and applying social capital as a potential safeguard. *International Journal of Adolescence and Youth*, *24*(3), 380–394. https://doi.org/10.1080/02673843.2018.1524772

Sprague, R., J., & Walker, M., H. (2022). Safe and Healthy Schools, Practical Prevention Strategies. In *Journal of Developmental & Behavioral Pediatrics* (Vol. 27, Issue 2, pp. 169–170). https://doi.org/10.1097/00004703-200604000-00016

Sutton, J., & Austin, Z. (2015). Qualitative Research: Data Collection, Analysis, and Management. *Can J Hosp Pharm.*, *68(3)*(May-June), 226–231. https://doi.org/10.4212/cjhp.v68i3.1456. PMID: 26157184; PMCID: PMC4485510.

Tekel, E., & Karadag, E. (2019). *School bullying, school mindfulness and school academic performance: A structural equation modelling study*. *November*. https://doi.org/10.1017/jgc.2019.10

Terrion, J. L., & Leonard, D. (2007). A taxonomy of the characteristics of student peer mentors in higher education: Findings from a literature review. *Mentoring and Tutoring: Partnership in Learning*, *15*(2), 149–164. https://doi.org/10.1080/13611260601086311

Thornberg, R., & Jungert, T. (2013). Bystander behavior in bullying situations: Basic moral sensitivity, moral disengagement and defender self-efficacy. *Journal of Adolescence*, *36*(3), 475–483. https://doi.org/10.1016/j.adolescence.2013.02.003

Thornberg, R., & Jungert, T. (2014). *School Bullying and the Mechanisms of Moral Disengagement*. *40*(October 2013), 99–108. https://doi.org/10.1002/ab.21509

Tongco, M. D. C. (2007). Purposive sampling as a tool for informant selection. *Ethnobotany Research and Applications*, *5*, 147–158. https://doi.org/10.17348/era.5.0.147-158

Tzani-Pepelasi, C., Ioannou, M., Synnott, J., & McDonnell, D. (2019). Peer Support at Schools: The Buddy Approach as a Prevention and Intervention Strategy for School Bullying. *International Journal of Bullying Prevention, 1(2), 111-123*, *1*, 111–123.

Villafranca, A., Hamlin, C., Enns, M. A. S., & Jacobsohn, E. (2017). *Disruptive behaviour in the perioperative setting : a contemporary review Les comportements perturbateurs dans le contexte ´ riope ´ ratoire : un compte rendu contemporain pe*. 128–140. https://doi.org/10.1007/s12630-016-0784-x

Waithaka T.K. (2017). *Indiscipline in Public Secondary Schools: the Case of Nairobi County*. *November*.

Wallen, G. R., Mitchell, S. A., Melnyk, B., Fineout-Overholt, E., Miller-Davis, C., Yates, J., & Hastings, C. (2010). Implementing evidence-based practice: Effectiveness of a structured multifaceted mentorship programme. *Journal of Advanced Nursing*, *66*(12). https://doi.org/10.1111/j.1365-2648.2010.05442.x

Wambu, G. W., & Fisher, T. A. (2015). School Guidance and Counseling in Kenya : Historical Development , Current Status , and Future Prospects. *Journal of Education and Practi*, *6*(11), 93–103. ISSN 2222-1735 (Paper) ISSN 2222-288X (Online)

Wambua, P. (2017). Principals ' Use of Student Mentorship Programmes and Students ' Discipline in Secondary Schools in Machakos Count ... *European Scientific Journal*, *Vol.13*(October 2017 edition, No.28). https://doi.org/10.19044/esj.2017.v13n28p38

Wango, G. M. (2015). *Guidance and Counselling Services in Schools in Kenya*. https://doi.org/41.204.161.209

Watson, T. N., & Bogotch, I. (2015). Reframing Parent Involvement: What Should Urban School Leaders Do Differently? *Leadership and Policy in Schools*, *14*(3), 257–278. https://doi.org/10.1080/15700763.2015.1024327

Whear, R., Thompson-coon, J., Boddy, K., & Ford, T. (2013). *The effect of teacher-led interventions on social and emotional behaviour in primary school children : a systematic review*. *39*(2), 383–420.

Williams, J, D., & Neville, G, F. (2017). *Mentors in violence prevention*.

Yin, C., Luo, C., Hu, W., Ding, X., Yuan, C., & Wang, F. (2016). Quantitative and Qualitative Analysis of Circulating Cell-Free DNA Can Be Used as an Adjuvant Tool for Prostate Cancer Screening: A Meta-Analysis. *Disease Markers, 2016*. https://doi.org/10.1155/2016/3825819

Yu, L., Shek, D. T. L., Zhu, X., & Yu, L. (2018). *The Influence of Personal Well-Being on Learning Achievement in University Students Over Time : Mediating or Moderating Effects of Internal and External University Engagement*. *8*(January), 1–16. https://doi.org/10.3389/fpsyg.2017.02287

Žukauskas, P., Vveinhardt, J., & Andriukaitienė, R. (2018). Philosophy and Paradigm of Scientific Research. In *Management Culture and Corporate Social Responsibility*. https://doi.org/10.5772/intechopen.70628

APPENDICES

APPENDIX A: INTRODUCTORY LETTER

Moi University

Faculty of Education

Department of Educational Psychology

P.O Box 3400

ELDORET

Dear Sir/Madam,

RE: PARTICIPATION IN RESEARCH

I am a postgraduate student in the Department of Educational Psychology pursuing a Doctor of Philosophy (PhD) degree in Educational Psychology. I am conducting a Research titled *"Influence of Peer Mentorship Programmes on Disruptive Behaviour among Secondary School Students in Selected Schools in Nairobi County, Kenya."*

You are kindly requested to facilitate the research study by filling the attached questionnaire and/or participating in the interview as truthfully as you can. The information you provide was treated with strict confidence and is needed purely for academic purposes.

Your assistance was highly appreciated.

Yours sincerely,

Susan Kingoina Limisi.

APPENDIX B: STUDENT QUESTIONNAIRE

This questionnaire is to provide information research on the "Influence of peer mentorship on behaviour change among students at secondary schools in informal setups of Nairobi County, Kenya." All the information you give me **was** treated confidentially and **was** used for academic purposes only. I kindly request you to fill the necessary information in this questionnaire.

1. How much do you agree or disagree with the following statements about your school? For each statement, please check the appropriate box.
   Key: SA- Strongly Agree, A- Agree, U- Undecided, D- Disagree, SD- Strongly Disagree

Status of peer mentorship programmes	SA	A	U	D	SD
1.1 There is mentoring of students in my school.					
1.2 Students in senior classes are assigned to mentor those in lower classes by the HOD Guidance & Counselling.					
1.3 I know a student who is a peer mentor in my class.					
1.4 There is no peer mentorship in my school.					
1.5 There is a room where peer mentors meet to discuss their activities.					
1.6 There are teachers who support the peer mentors in the mentorship process.					
1.7 Peer mentors in the school have been trained.					
1.8 Peer mentors occasionally organise activities involving all students.					
1.9 I belong to the peer mentorship club.					
1.10 Peer mentors treat mentees with respect.					
1.11 The peer mentors are helpful to student.					

2. Using the key provided below, indicate your opinion about the statements provided on the influence of peer mentorship programmes in school, by ticking (√) in the appropriate space to show your level of agreement with the following statements:

   Key: SA- Strongly Agree, A- Agree, U- Undecided, D- Disagree, SD- Strongly Disagree

Influence of Peer mentorship programmes	SA	A	U	D	SD
2.1 The peer mentorship programmes in my school is active.					
2.2 The peer mentors have been able to help students with disruptive behaviours to change.					

2.3 Through the peer mentorship programmes, students have learnt to interact with the other students in a friendly manner and I respect different opinions.					
2.4 Since the introduction of peer mentorship, problems of indiscipline have reduced in the school.					
2.5 The teachers support peer mentors to mould the other students' character.					
2.6 Through the learning in the peer mentorship programmes, some students have reported that they are positively influencing their peers.					
2.7 There are students who have exhibited positive change as a result of influence from peers.					
2.8 Students share personal issues with peer mentors assigned to mentor them.					

3. Using the key provided below, indicate your opinion about the statements provided on the role of Guidance and Counselling programmes on peer mentorship, by ticking (√) in the appropriate space to show your level of agreement with the following statements:

   Key: SA- Strongly Agree, A- Agree, U- Undecided, D- Disagree, SD- Strongly Disagree

Role of Guidance and Counselling programmes	SA	A	U	D	SD
3.1 The peer mentors are assigned to the students to mentor by the counselling department.					
3.2 There are specific topics shared by the counselling HOD that are covered in the peer mentorship programmes.					
3.3 The peer mentors are willing to work with the mentees and they know them well.					
3.4 The training in peer mentorship programmes has helped students improve my communication skills. Students talk to each other.					
3.5 Students are able to express themselves and state their grievances without being aggressive.					

3.6 The mentees demonstrate how to be assertive and say no to wrong influence.					
3.7 Through the peer mentorship programmes, I have learnt to interact with the other students in a friendly manner and I respect different opinions.					
3.8 Through role playing in peer mentorship programmes, we learn how to live peacefully with others both in school and at home.					
3.9 The peer mentors appreciate students for positive efforts made in the school e.g. returning stolen items, completing assignments given in the peer mentorship programmes programmes, etc.					
3.10 Peer mentorship programmes in my school have helped me feel accepted and this has made me develop a sense of belonging.					
3.11 Through the support in the peer mentorship programmes, I have learnt to interact with the other students in a friendly manner and I respect different opinions.					
3.12 The school administration allows students time to meet for the peer mentorship programmes.					

4. What is something that you would want to change about peer mentorship programmes? Open-ended response.
   ……
   ……
   ……
   ……
   ……
   ……
   ……

Thank you! This is the end of the questionnaire.

APPENDIX C: FOCUS GROUP GUIDE FOR PEER MENTORS

1) How did you become a peer mentor?
2) Tell me about what you do as a peer mentor. What are you expected to do?
3) How do you get the students interested in participating in the mentorship process?
4) How often do you meet with the students you mentor? Individually? In groups?
5) What behaviours or characteristics do you observe in students who do not seem to fit into the group?
6) What do you do when someone exhibits behaviour that is concerning or does not appear to be fitting in (Seems disruptive in some way or struggle in ways that produce negative behaviours, seem to struggle with being in school, etc.)? Can you give an example?
7) Has your training to work with these students as a mentor helped you in your role? If yes, how? If no, what was missing? What more do you believe you need to know to improve your mentorship role?
8) Have you had students in your group whose behaviours have been disruptive—such as use of drugs, destruction of property, aggressiveness, been part of a strike, etc.? How do other students in the group respond to those students?
9) How do you help other students when someone in the group seems to demonstrate disruptive behaviours like I mentioned previously?
10) What are some of the successes you have had in working with students who have demonstrated challenging or disruptive behaviours?

APPENDIX D: INTERVIEW SCHEDULE FOR TEACHERS AND SCHOOLS' HEAD OF DEPARTMENT GUIDANCE AND COUNSELLING

The information you give will go a long way in contributing to effective mentorship programmes in schools as a strategy to address disruptive behaviours. All the information you give will be treated confidentially and used for academic purposes only.

1. a) Is the government policy document on mentorship available in the school and how useful has it been in implementing mentorship in the school?

2. When do peer mentorship programmes take place and how much time is allocated in the school?

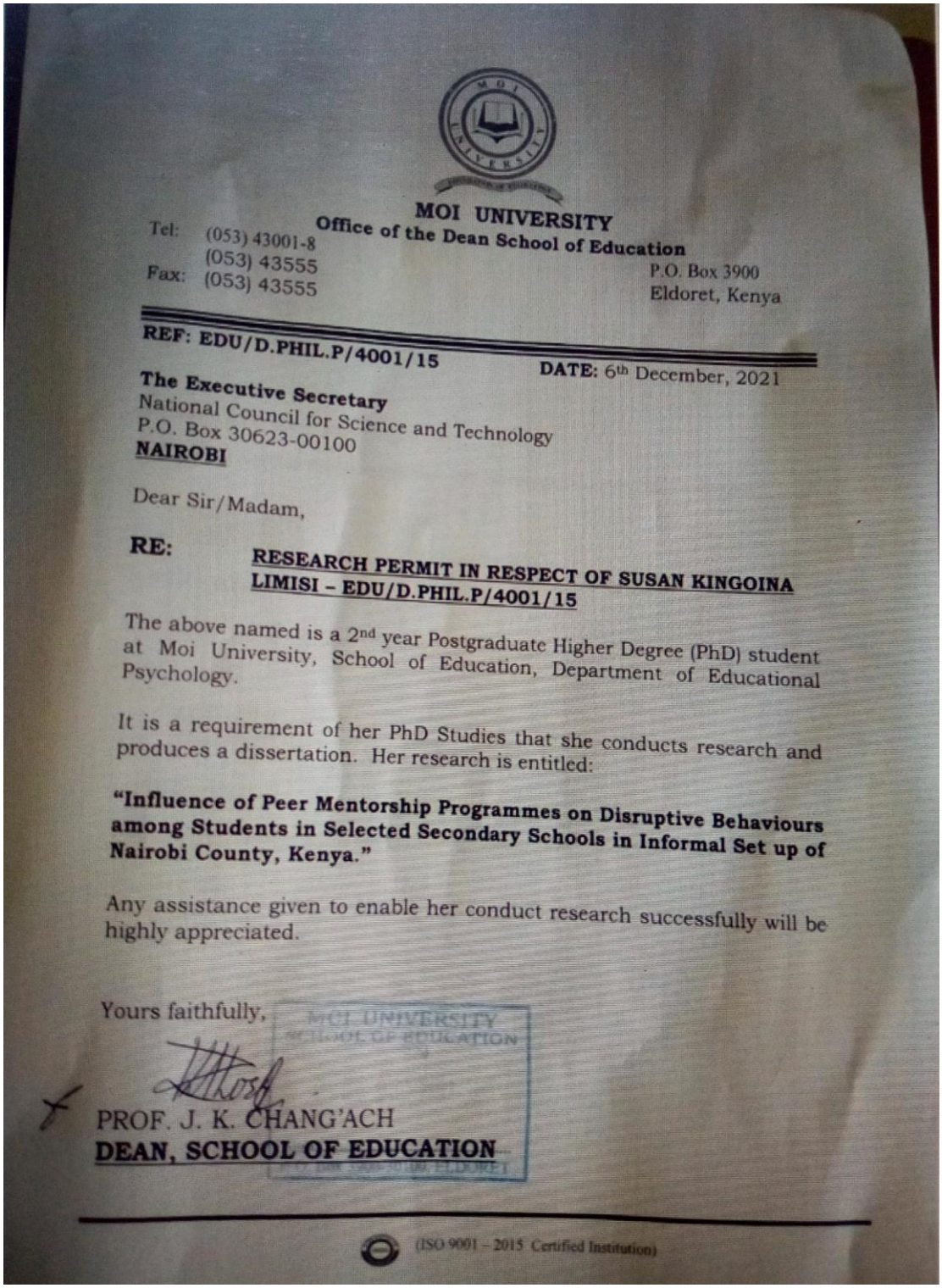
3. What peer mentorship training opportunities are available for the peer mentors? Explain if there are other incentives allocated to the peer mentors.

4. a) Who needs to be engaged for effective peer mentorship programmes to be implemented in secondary schools? Explain the role each of the persons would play in contributing to the peer mentorship programmes.

5. What two top policies priorities need to be considered for peer mentorship programmes to be effective in secondary schools?

6. In your opinion, what disruptive behaviours are prevalent and what is being done to curb cases of indiscipline in the school?

APPENDIX E: APPROVAL FROM THE SCHOOL OF EDUCATION



MOI UNIVERSITY
Office of the Dean School of Education

Tel: (053) 43001-8
(053) 43555
Fax: (053) 43555

P.O. Box 3900
Eldoret, Kenya

REF: EDU/D.PHIL.P/4001/15 DATE: 6th December, 2021

The Executive Secretary
National Council for Science and Technology
P.O. Box 30623-00100
NAIROBI

Dear Sir/Madam,

RE: RESEARCH PERMIT IN RESPECT OF SUSAN KINGOINA LIMISI – EDU/D.PHIL.P/4001/15

The above named is a 2nd year Postgraduate Higher Degree (PhD) student at Moi University, School of Education, Department of Educational Psychology.

It is a requirement of her PhD Studies that she conducts research and produces a dissertation. Her research is entitled:

"Influence of Peer Mentorship Programmes on Disruptive Behaviours among Students in Selected Secondary Schools in Informal Set up of Nairobi County, Kenya."

Any assistance given to enable her conduct research successfully will be highly appreciated.

Yours faithfully,

MOI UNIVERSITY
SCHOOL OF EDUCATION

PROF. J. K. CHANG'ACH
DEAN, SCHOOL OF EDUCATION

(ISO 9001 – 2015 Certified Institution)

APPENDIX F: RESEARCH PERMIT

z

REPUBLIC OF KENYA

NATIONAL COMMISSION FOR SCIENCE,TECHNOLOGY & INNOVATION

Ref No: 528170

Date of Issue: 31/January/2022

RESEARCH LICENSE

This is to Certify that Mr.. Susan Kingoina Limiri of Moi University, has been licensed to conduct research in Nairobi on the topic: INFLUENCE OF PEER MENTORSHIP PROGRAMMES ON DISRUPTIVE BEHAVIOURS AMONG STUDENTS IN SELECTED SECONDARY SCHOOLS IN INFORMAL SETUPS OF NAIROBI COUNTY, KENYA for the period ending : 31/January/2023.

License No: NACOSTI/P/22/15534

528170

Applicant Identification Number

Director General
NATIONAL COMMISSION FOR SCIENCE,TECHNOLOGY & INNOVATION

Verification QR Code

NOTE: This is a computer generated License. To verify the authenticity of this document, Scan the QR Code using QR scanner application.

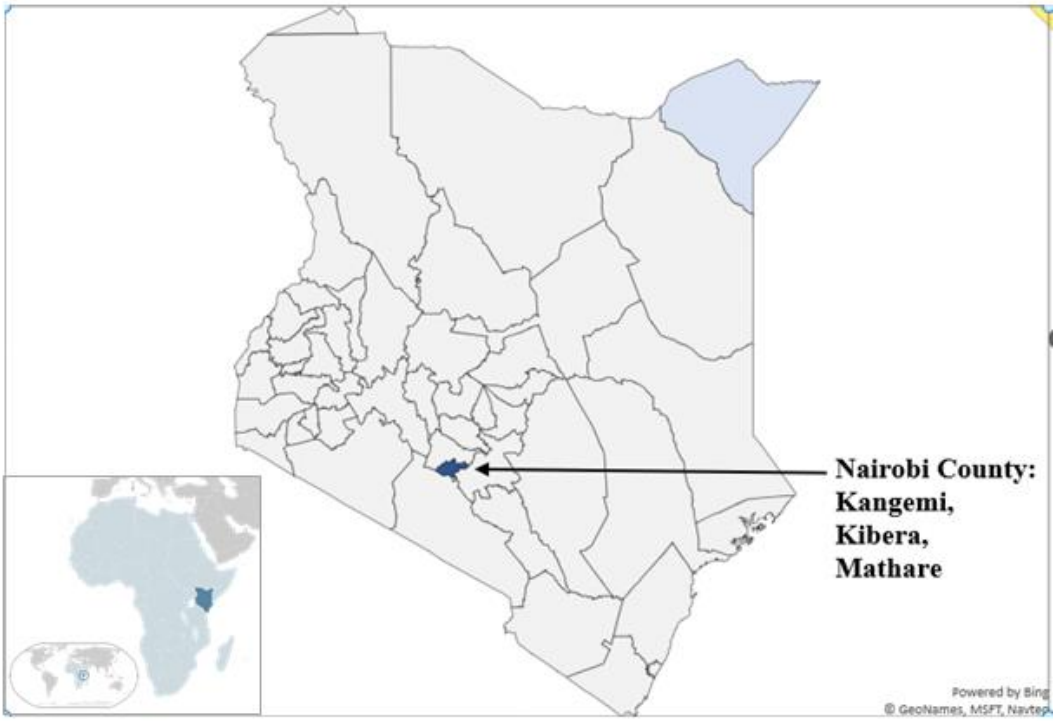
APPENDIX G: FOCUS GROUP DISCUSSION DATA

1)How did you become a peer mentor?	2)Tell me about what you do as a peer mentor. What are you expected to do?	3)How do you get the students interested in participating in the mentorship process?	4)How often do you meet with the students you mentor? Individually? In groups?	5)What behaviours or characteristics do you observe in students who do not seem to fit into the group?
o Through assisting facilitators on doing recaps	o Guiding other students on topics and challenges that affect us e.g. life skills.	o Involving and giving them space to air out their views.	o In groups whenever there is space on mentorship days which is ones a week	o Ignorance, laziness, rudeness
o Participating in mentorships from other organisations	o By giving them words of encouragement and showing them what is good and bad.	o By setting the example on how to live peacefully and in a friendly manner with students in school and people in the community	o In groups – in school, home and church	o Poor communication
o From trainings we attended	o By understanding their worldview and listening to their opinions	o We play games	o Every Thursday in groups	o Excessive drug abuse
o Through sharing my stories then I realised that my community members related to my life experiences	o Guiding them on growing to become better people in the community	o By telling them the advantage of mentorship session and making the process as interesting as possible.	o Ones per week in groups	o Involved in crime and violence
o By seeing teenagers suffering and no one wants to help them	o To teach and transfer knowledge to my peers	o It is a volunteer process, they join when they want; nothing is done to make them interested.	o For the group we meet once a week and individually we meet once in a while mostly when there is need to meet.	o They are distant and do not participate
o Being mentored so as to mentor others	o I'm expected to be respectful and caring to others	o Looking for an interesting topic, a topic that will make them want to contribute and engage, then they will be interested to take part in the mentorship process.	o We meet once a month	o They misbehave, not cooperative and indiscipline.

1)How did you become a peer mentor?	2)Tell me about what you do as a peer mentor. What are you expected to do?	3)How do you get the students interested in participating in the mentorship process?	4)How often do you meet with the students you mentor? Individually? In groups?	5)What behaviours or characteristics do you observe in students who do not seem to fit into the group?
o Became a peer mentor after being appointed to become a school captain and started counselling my fellow students	o We are expected to advise the students and refer them to the teacher for more assistance if there is need.	o We do nothing those interested will join the group voluntary	In groups	o They fear to open up and don't interact very well with the rest in the group
o Trained as a mentor in the community through an organization.	o Creating awareness like life skills,	Asking them to join voluntarily without forcing them	Individually, we meet daily but as a group we meet weekly.	o Distraction, they distract other students in the group
o Through a program called dreams where I was trained in the community.	o Referring students to the teacher for assistance.	We entice them with snacks By explaining to them the benefit of the programme By introducing some games to make them get interested.	Individually During games time or weekends	o They are jokers,
o Through my life experience, when I was in primary school I went through same family issues and I did not have anyone to advise me so, I wouldn't want to see anyone else go through the same so became a mentor.	o Advising other students	Bringing students with the same behavioural deficits so that they can share their experiences Come up with materials that can make the sessions interesting Understanding the needs of the studnts and not dbeing judgmental	As a group A few have individual meetings Thrice a week In the evenings as they go home Twice a week	o Lack concentration
o Through education, when I was in form one we were trained by our teacher to became peer mentors.	o Talking and discussing with other students	Challenging them by giving examples of people who have made it, arguing positively and com up wih positive points and have their buy in and then formulate topics for discussion. Encourage them to join school activities and come up with their own activities like visiting children's homes, prisons to make them see how people struggle out there. Use of language that they can understand Keep encouraging them.	Monthly on Wednesday On Saturday and Sundays for peer to peer mentorship	o They don't participate

1)How did you become a peer mentor?	**2)Tell me about what you do as a peer mentor. What are you expected to do?**	**3)How do you get the students interested in participating in the mentorship process?**	**4)How often do you meet with the students you mentor? Individually? In groups?**	**5)What behaviours or characteristics do you observe in students who do not seem to fit into the group?**
o Through other mentors, I got inspired with what they were doing and started doing the same.	o We do nothing those interested will join the group voluntary	Discussing real issues that affect them in school.	• The peer mentors meet the students they meet once a week in a group they never do individual sessions	o They lack concentration during the meeting they seem destructed, they don't contribute to the topic of discussion.
o I was appointed by the teacher to be the school counsellor	To guide and mentor my fellow students. When we meet we discuss important topics about life.	• By talking about topics that other students like. • By ensuring teachers is not part of the sessions. • Allocating groups for students to discuss issues through the mentorship process.		Some are stubborn, they don't want to listen and participate

APPENDIX H: MAP OF RESEARCH LOCATION NAIROBI, KENYA



APPENDIX I: PLAGIARISM AWARENESS CERTIFICATE

SR152

THESIS WRITING COURSE

PLAGIARISM AWARENESS CERTIFICATE

This certificate is awarded to

SUSAN KINGOINA LIMISI

EDU/D. PHIL/P/4001/15

In recognition for passing the University's plagiarism

Awareness test with a similarity index of 04% and

Striving to maintain academic integrity.

Awarded by:

Prof. John Changách, CERM-ESA Project Leader

11th /02/2023