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# Principals' Mentorship Programmes in Secondary Schools in Nandi County

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### ABSTRACT

The purpose of the study was to determine the Principals' mentorship programmes in secondary schools in Nandi County. The study used social learning theory by Albert Bandura. Descriptive survey design was adopted. The study sample consisted of 118 public and private schools' principals, 108 teacher and 1534 student leaders. Each school provided 13 student leaders. Questionnaires for principals, interview guide for teachers and student leaders were used as instruments of data collection. Data was analysed using SPSS. Descriptive statistics was used to analyse data then, tabulate and present data. The results generated were reported in tables and charts. The study established that Mentorship builds confidence, established that on academic excellence, it reduces theft of student's items, reduced prevalence of strikes and prevalence of failing to do duties. On the ethical living it reduced strikes but not much with theft and attendant to duties. The study finds mentorship the key and the most useful in terms of upholding discipline in the schools. Students mentorship programmes in schools in the county be mandatory. Study established that it enhances respect for diversity amongst students and teachers, improves academic excellence, improves career choices, ethical considerations, self-awareness, improves on leadership traits, learning on etiquette, assertiveness and diversity. The principals should make a regular practice and introduce mentorship programmes since if this was in the study it's an indicator the discipline turn round will be within reach.

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### Introduction

Mentorship takes place between persons who have leaved through specific experience and another new to the same. They provide education, recreation and support opportunities challenging the new one with ideas by encouraging them to move beyond their comfort zones. The mentor must be knowledgeable, educated in diversity issues, empathetic, personable, encouraging and passionate, (Crammer & Predice, 2007). Mentorship inculcates that success is interdependent with leadership and is a group activity. Special focus for specific needs of students as they progress is critical as all face unique experiences. Mentors are paired with newcomers to obtain information, good examples, role models and diligence. Student on mentorship are likely to complete school than those without. Mentorship is the secondary sphere activity beside the family unity. In schools' mentors are those models that journey with the students to mould them to be acceptable members of the community.

The initial mentorship programme was to serve psychological, spiritual, professional, economic and educational needs (Malona, 2001). Mentorship is to propel the student join and remain in secondary school and transit the tertiary institutions. The major issues and components for mentoring in secondary schools are on study skills, peer pressure not to do drugs or sex, class attendance, dress code and be a gentleman who is respectful. The Kenyan scenario is for attainment of educational goals of transition, retention and completion. In Kenyan schools mentorship is basically with form ones to be able to succeed in the school life. The success

story of form ones is for them to fit in the new environment in absence of parents for caution and teachers for direction.

In school mentorship programme they get integrated in schools culture and develop positive attitudes towards performance. Studies carried by Thomson and Kelly – Vanc (2010) discovered that mentored students performed better in academics and school life than those not mentored. Belia (2000) postulated that mentors need to use their skills to reduce adolescent risk behaviours such as illicit drugs, smoking and premature sex. School with well mentored students produce more confident students about school performance and positive effects on self-efficiency and firmness. A major boost in mentorship is found in economically challenged areas where the students demonstrate improved educational and occupational aspirations and these results in improved retention and transition. According to social learning theory by Albert Bandura, students with negative energy will learn and change according to their mentors through socialization. Mentorship integrates students in the school and this improves their sense of being connected. They are chosen on several basis and mainly academic successes, socially acceptable persons and in corporate world. Mentors serve as role models guiding them towards success, encouragement and hand of oneness to students.

Students positively mentored develop liking for the learning process and do well in KCSE and it is very evident in schools visited. If a school wants to put impressive results in academics and curb disruptive behaviours mentorship is the way. Mentoring programmes combat high dropout rates

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and encourage retention. It encourages and directs students on career paths, role models and implicitly helps students navigate school system. Mentoring is key to careers and academics success and ingredient in psychosocial development. All successful persons quote their mentor. Studies done by (Medosa, 2010) indicate that mentorship has positive impact on student retention and sustainability that those that were mentored 94% finished education course. The mentors' predisposition to the student is critical in assisting achievement of both academic and career.

In Kenya the few schools led by Kenya High School where mentorship is formalised and well-structured. In other schools' mentorship is unstructured and the school has no control such that student determine their own ways of transferring experience to new students. In Nandi County mentorship exists on paper and the punch of mentorship is missing. The fact that lack of mentorship programmes can reduce students' discipline, poor relations progress to anti-social behaviour. This is the mess most secondary school are in now. This has calumniated to many school riots in the County leading to destruction of school property and loss of lives.

### **Statement Problem**

Mentors play a significant role in shaping student's basic personality patterns, their crucial partners in school endeavour to develop and mould students. Mentors involvement has a positive impact on students' achievement, success and discipline while in school. Students fear the involvement of the close mentors when their misdeeds are sorted out in school. Their involvement has an incremental effect on motivation to learn when students realize that their mentors are interested in what is on in school. They get more enthusiastic and focused.

When students join there are basic expectations and since adolescents need to mentored keenly. If mentorship not done well; disaster awaits inform of truancy and low academic grades. The administrators in our secondary schools need to establish and know if the right persons were brought in as mentors. Studies have shown that students in secondary schools benefit from mentoring system if a well-versed person placed theory as taught in books and practical's as in practice in the context of prevailing circumstances. There is need to establish if mentorship is formal or informal and if inexistence. Modelling is a mentorship process which arises from observation and imitation. The student observes and listens to the mentor for positive reinforcement for modelled traits. The students learn or integrate in the school norms enhancing self-esteem and confidence. Self-esteem reinvigorates discipline both in academics and social set up.

### **Literature review**

Pepe (2010) postulates that it takes a visionary parent and mentors to jump start a youngster. Not everybody expresses themselves brilliantly, some pick slowly while other have no idea. There is greatness within students only awaits the trigger to blossom as a human spirit is not a vessel to filled but fire to be lightened. Mentors play this great role in igniting the potential in students that are not yet discovered. We are going to make manifest the glory of God is within us (Mandela, 1994). It's not just some of us it's in every one and if you let our light shine we unconsciously give other people permission to do the same. Students are liberated from own fear, our presence automatically liberates others. The mentor should feel oneself as an adviser, encourager, analyser and not a decision maker. The students need to be open and ready

to make and act on decisions that have been made. The student needs to be agreeable and value advice in order to know the world around them, their origins, the present circumstances and their ultimate goal.

The need for mentorship is more evident since new students need to familiarize to the new culture. In absence of structured mentorship programmes any student can be the source of transferring new experiences and expectations. Mentorship has links with greater academic performance and shaping the direction of discipline in schools. There is indication that mentorship has a role to play on grades, better behaviour, mental and physical morale as there is somebody watching. Mentorship seeks outside providers and involves giving help and guidance in a non-threatening way and in a manner that the student will appreciate values instilled, confidence endowed with and goal setting trends. It involves the guidance to achieve academic excellence, better and promising careers, ethical living mannerism and etiquette, self-awareness, leadership skills and aspirations, assertiveness and respect of diversity. Mentorship as postulated by (Chineshe, 2009) involvement in the schools generates support from the community and institutions of higher learning to network with successfully business magnets, scholars and senior students. The mentors have sound moral and social stand, role models and effectively a success story.

Schools have their mentorship programmes of the family setups as senior student is assigned to a junior student as well as parent teacher surrogates though noble it has not been entrenched in a school system. In this study a family set up seems working MOE 2012. Mentorship is about student becoming competent in academic, social, and self-management. This mentorship programme have significantly decreased student aggressive and hostile behaviour creating conducive environments for teaching and learning processes. This is a dream in every school.

Sticker and Palmer (2003) found that effectively mentored students tended to have higher achievements and had other characteristics such as self-control, self-concept, higher academic achievement and low drop outs. Despite mentorship being an old concept student in Nandi County still perform dismally in national exams and cases of disruptive behaviours still prevail. The students despite good entry marks there is a sign of dysfunctional education system in the County. This study finds out what really happens that an A plain student proceeds after KCSE with a grade D+. Mentorship aims to enhance participants capacity to initiate positive changes in the schools which has knock-on effective on factors that tend to lower the quality of school outcomes such as truancy, disruptive behaviours and low academic achievements.

Many parents are blamed for problems facing students on discipline matters as they give excess pocket money. Students may be tempted to get into drugs and substance abuse including alcohol. Some parents do not listen to teachers 'advice as they protect them when caught in a mistake. One parent would ask what's wrong with alcohol and we take at home after meals. The principal needs to propagate strong school parent partnerships and ensure perfect effective communication is in place. The parent's participation is critical to student's success and discipline. The principal to focus on the setting of school goals since they stipulate the expected outcomes and need jointly formulated by teachers, student leaders and committed to the school goals, this enhances discipline. The greatest impediment to parent teacher partnership is brought by the social distance between

parents and teachers (Crozer, 2000). This emanates from a feeling from teachers that parents are not in position to assist the school in attaining goals. It comes from feeling that parents are non-professional and not worth consulting.

The principal should advise teachers on the crucial aspect of parents' participation in mentorship. This ensures the teachers outgrow negative attitudes towards parents. Communicate effectively, give informative information and gain parental confidence. This collaboration has great potential of amalgamating all values espoused by all parties. This alignment motivates both the mentor and the students. The mentorship approach espoused by the principal to realize disciplined schools has a significant influence on the contribution of teachers and parents in formation of moulded students. Mentorship and discipline are closely associated, they exist in schools inform of family tree. Positive mentorship will inculcate positive values and the converse will be no values, no discipline and low integrity. The culture implanted make the school what it is, where bullying is not allowed none will try, where stealing of others items is a crime, student properties are safe, the dress code, classwork, assignments and general etiquette issues.

There should be a primer for aspiring student leader, mindful of reasonable characteristics to help mould and cultivate traits in students, mentor and steer them to upper good as they grow. The mentoring is where there are opportunities, issues and resolutions of yester years (Arminio et al, 2000; Kazan & Moriarty, 2000) advise that students need to be made aware of unique experiences and challenges to develop and utilize different strategies to intentionally recruit, cultivate, train and nurture the talents students have to have a positive educational experience.

In mentoring, it's to inculcate the history and role of students in the schools and seek to develop and nurture a mutually productive relationship, institutional leadership and teachers, creation of environment that allows students and members of the school community interact harmoniously (Hellwingol, 2000). The relationship with administration, governing board and alumni are key factors that need attention for controlling the school. This improves the student's behaviour and schools' discipline with community involvement as the dress code, conduct, and mind-set are campaigned for.

Mentorship provides valuable source of support and information that students who are well mentored are likely to remain in school without discipline issues, (Edgar, 2003). Students have information, the inspiration while the mentors have the experience. Effective mentorship hinges their relationship to seamless and students want to be like their mentors. It rises students 'self-esteem and eager and even the dull there is still a spark of greatness in them which comes up with positive approach. In sub-county and mixed day school students join with low grades and marks. They consider themselves as average students which ultimately make them low performers. With correct mentorship the average student can come around and be a great performer. Tides do change with mentorship, identity and profile can greatly shift only need one model to emulate.

There is a mutual gain when mentors and school principals' partner to upgrade student scholastic and social life. This increases the mentors' knowledge about the learner and improves interaction skills. It places the principals and students in a better position to understand each other. Mentors can design appropriate way of handling students on the basis

of information provided to them through the interaction. The mentors will utilize the principals' professional advice in moulding the student. In mentoring process parents needs to be incorporated. The school needs to create open door policy to enable parents contribute usefully to school matters. There is need to empower parents to have a greater say in the school academic and social realm. This safeguards the feelings of detachment by parents which may force them to opt out of their obligation. This results in disruptive behaviours if they perceive it compatible. Many young parents tend to rely on their children for information about school and if negative, parents portray the school negatively.

#### **Theoretical Framework**

The social learning theory by Albert Bandura (1986) who viewed learning as a way of observing others as the role models will guide the study. Bandura (1985) developed the social learning theory, which postulates that people are capable of learning vicariously by observing the behavior of others as well as its consequences and by imitating that behavior. The theory places emphasis on the consequences of observing the example of others whose behavior copied. The learning occurs within social situations and contexts.

Key aspects of social learning are observing, retaining, motivation and imitation. However, the weakness of this theory is that some people may observe but does not explain all the human behavior, neither does it put into account physical and mental changes of the observer. According to Docking (1980), anti-social or aggressive behavior is learned by children who regularly witness such behavior among adults or between adults and children.

Social Learning Theory is also referred to as observational, modelling or vicarious learning where behaviour of a group or an individual act as a stimuli for similar thoughts, actions and behaviour on the part of the observer (Omulema, 2001). However, Ellis (2001) argues that people show how they can live peacefully with themselves. Thus, visible and supportive administrators interact with students even in school social activities enabling them to know the students personally and are therefore able to detect students' change in behavior, positively or negatively. The implication of this theory is that students who misbehave in schools are likely to have learnt that behavior from their homes and peers. This implies that the environment in which these students grow can also influence their behavior adversely.

#### **Principal use of mentorship programmes and student discipline**

The objective to establish the extent to which principals' use of student mentorship influence students discipline in secondary schools. This will be attested by the same findings as found in the following tables that indicate mentorship programme has great effect on the many aspects of controlling students discipline in schools. This is as far as respect for diversity, ethical living, discipline, careers, self-awareness and academic excellence is concerned a major discovery in the study. The table 1 indicate the kind of relationship that develops when mentorship done in relation to respect of diversity, ethical living, leadership, careers, self-awareness and academic excellence. Principals find it very useful to have students mentorship has very great influence on students' academic excellence with means of 4.23 and about 84.6 percentage an indicator that whenever mentorship will be done the resultant expectations will be quality performances and grades.

**Table 1. Students mentorship and discipline.**

	Mean	Std.Deviation
Mentoring of students on respect of diversity influences student discipline	3.8515	.89873
Mentoring of students on ethical living influences student discipline	3.9208	.83286
Mentoring of students on leadership influences student discipline	3.9307	.88609
Mentoring of students on careers influences student discipline	4.0000	.83666
Mentoring of students on self- awareness influences student discipline	4.0000	.83666
Mentoring of students on academic excellence influences student discipline	4.2277	.89310

It has great influence on respect of diversity at means of 3.85 and about 77 percentage which is high percentage. This translates to that when mentorship is about diversity the expectations is that the students are well versed with norms and expectations of others with different cultural backgrounds and beliefs and ready to embrace them. Ethical living is about integrity and pursuing the common good. This entails teaching the students about the best practices, norms and societal expectations. Mentorship has means of 3.92 and about 78.4% which indicates is a factor of consideration when dealing with students for holistic being to be given to the society from school. Leadership is about giving correct directives. It entails guiding the rest of the students realise their goals and objectives of been in school is realised. The reinforcement about universal suffrage in the election of the student leaders and the disbursement of the prefectural system. Self-awareness is the discovery of oneself and at 4.0 an equivalent of 80 percentage. The release of the inner potential that exists in the human person that is rarely exploited. The discovery of one's potential and the readiness to use the potential and creativity to reach more is of great importance. Mentorship on careers is about what gets of the student. Why the student is in school and with all available what career paths do they follow.

The careers somewhat dictate on discipline as to achieve some then the student should be well disciplined and contained. This is translated by the means of 4.0 translating to 80 percentages which on average is very high. This confirms that mentorship is so critical in maintaining school order and needs strong back up. The study established that mentorship enhanced those aspects and confirms Denni and bobby (2006) who states that mentoring requires wide culture that lends active support to programmes that enhance quality achievements.

#### **Students response on relationship between mentoring and student discipline**

Table 2 explains the relationship that exist between mentoring students and discipline and their resultant means. It is based on linker's scale of 5 maximum. The study finding in table 2 indicate mentoring practices had a very great

influence on self-awareness, reduction of theft of student items, improved academic excellence, etiquette, ethical living, assertiveness and respect of diversity while great influence on the careers the students will pursue. This data mean differences correlate what's established in the sampled schools and the analysed means.

Mentorship highly influences students' academic excellence at mean of 3.8 an approximate of about 77 percentage as there are models to emulate, career choice and progression as the alumni were there to sensitize them. The discipline is upheld as there are academic targets set to be achieved and in absence of discipline they will not be met. Self-awareness and respect of diversity are intertwined in the aspect of realisation of good discipline in schools. Mentorship enables the students to appreciate that some problems have no solutions and consequently learn to be more accountable for their actions. Mentorship in schools may be one possible solution to the perennial problem of student's unrest. These study findings clearly indicate strong link between mentorship and student discipline. This finding concurs with (Malona, 2001) who postulates that mentorship encompasses psychological, spiritual and educational needs that need to be actualised to propel students to remain disciplined so to transit to tertiary level.

The study establishes that mentorship has the greatest influence with self- awareness having high degree of acceptability. It enables students want to emulate the models so much that they attain high degree levels of discipline for retention and transition to university to attain the mentors prodding. The study findings indicate that mentorship had a great influence on the reduction of theft of student's items as the concerned mentors include teachers and selected parents.

The study established that mentorship plays a key role in enhancement on respect of diversity and ethical living as the students respond rates of 76%. This is a very high mean for the two components. This study established that mentors have a sway on the thinking patterns of the students and so the teachers encourage a wide perspective in the approach as to enhance acceptability. Ethical living is allowing the best practices learned and intrinsically accepted to be allowed to

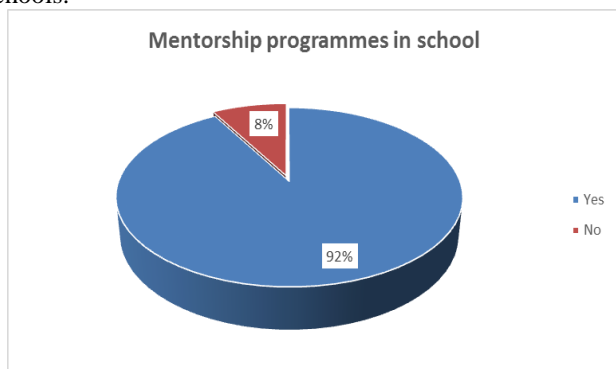
**Table 2. Students response on relationship between mentoring and student discipline**

	Mean	Std. Deviation
Mentoring of students on academic excellence influences student discipline	3.822	1.00
Mentoring of students on careers influences student discipline	3.571	1.06
Mentoring of students on etiquette influences discipline	3.834	1.03
Mentoring of students on ethical living influences student discipline	3.872	1.007
Mentoring of students on self-awareness influences student discipline	4.007	.9702
Mentoring of students on assertiveness influences student discipline	3.741	1.005
Mentoring of students on respect of diversity influences student discipline	3.8	1.057
Extent to which theft of students' items has been prevalent for the last three years	3.957	1.127

flourish. It is playing right with the norms of the society and students expected to learn to do right. The study established that conforming with the basic rules of engagement is what the students prefer to be out of difficulties and punishments and accepting the mentor's instructions. Mentorship creates a strong link to improve discipline in schools and this is what many institutions need to inculcate in schools.

### Teacher's perception on principal's use of mentorship programme

The study wanted to establish the teacher's perception on how principals use mentorship programme to enhance discipline in schools. The Figure the shows the frequency in which teachers agreed on the presence of mentorship programmes in their respective schools. Figure 1 indicates the teacher perception on the principals use of mentorship programme on discipline resonates with the principal's response. The teachers agreed that 92 percentage of the sampled schools had mentorship programme. It is only a few schools that did not have this programme and are the same schools from the teacher's presentations had discipline issues in the recent past. This indicates that mentorship is crucial for schools.



**Figure 1. The presence of mentorship programmes in schools.**

### Forms of mentorship programmes

Table 3 indicates the forms of mentorship found in schools and their impacts on the same. The forms are what the teachers in the sampled schools indicated. The teachers confirm that there are schools without mentorship programme and students learn on their own. They do not have models to learn from and basically, they absorb what the school offers within psychological, spiritual and education realms and this is where discipline cases abound in the 8.3 percentage of the sampled schools. The teachers perception of the principals role in mentorship clearly indicate that principals are keen on discipline and careers which ultimately is the key to a calm school.

The teacher's perception on the effective mentorship forms indicate that mentorship on careers is of critical importance as it stands at 52.8 percentage a clear indicator that it plays a critical role in maintenance of discipline in schools. The teachers indicate that mentoring students by inviting the school's alumni plays a great role in enhancing and maintaining discipline at 35.2 percentage. The alumni play key roles which resonates with the findings with student leaders and principals that they carry the history of the school and their presentations on the maintenance of discipline resonates with the students.

The teachers agreed that the schools that allowed successful alumni to frequently interact with students had high discipline levees unlike the 8.3 percentage who did not want to have mentorship programme. The attachment of students to surrogate parents has no impact on the

improvement of school discipline as it was at paltry 0.9 percentage that has no major effect a reflection of principals and students on the same. The finding is a testimony that surrogate parents have minimal influence on the student discipline a major concern to the respective schools. The attachment to surrogate parents has no impact on defiance to authority and sneaking out of school.

**Table 3. Forms of mentorship programmes**

Item	Frequency	Percentage
Attachment to senior students	1	0.9
Attachment to surrogate parents	1	0.9
Inviting prominent alumni	38	35.2
Inspirational/motivational speaker	11	10.2
Mentorship on careers	57	52.8

The study findings in table 3 shows the main areas of mentorship involved and include academic excellence, careers, etiquette, ethical living, self-awareness, assertiveness respect of diversity. This programme enhanced those aspects and confirms Denni and Boby (2006) that mentoring requires variety thus enhancing quality. There are motivational talks and well-grounded speakers a programme to help students to understand their responsibilities as students. The mentorship is inclusive of class programmes on careers, life goals, skills enhancement talks, giving peer mentors chance to work unlike in the student's response little time allowed to them because of the crowded school schedules.

The school mentorship programme works best with collaboration by inviting alumni, former students of the school pursuing university education, the local success stories, persons and alumni. The presence of them helps students to focus on their dreams and avoid issues that may hinder their achievements. Mentoring is about closely monitoring mentee to ascertain specific milestones are attained, targets set, imparting socially desirable virtues Sheldon (2002).

The students make sure there are no demonstrations and strikes in the schools, there is complete adherence on class attendance, ethical living is prevalent that agrees with Griffins (2006) that mentorship is about changing attitudes and discovering ideas. Careers form the bulk of the reasons why stay in school and in that regard well-articulated issues on the same will make students maintain peace and order thus greatly improving the discipline aspect.

The alumni carry with them the good school it has been and how students succeeded that did not do drugs and substance abuse and the fulfilling touch Power (1984). The importance of remaining in school and concentrating in doing academics and not flouting the rules. The teachers did indicate that motivational speakers had a role to play in enhancing discipline in the schools as formed the students and carried with them the dreams and ideals to be reached. The main themes as indicated by the teachers is of motivational speakers was the encouragement on respect of diversity, self-awareness, diligence and etiquette. The programmes were all geared to discipline in school. Pairing of students and senior students the teachers did indicate does very little in terms of discipline control a finding that correlates that of principals. This has no bearing on the level of discipline in the sampled schools as could not positively indicate any relations.

### The impacts of discipline as a result of mentoring

The table 4 gives the results of mentoring programmes as observed by the teachers in their respective schools. The study in table 4 established that the teachers had perceptions on the critical role it plays in the management of school

discipline and students remaining focussed leading with 45.4 percentage. Students remain fully focussed on academic achievements devoid of stealing of other students' items, avoiding strikes, avoid bullying, attending to duties, avoiding missing lessons and avoiding dugs. The student focuses on school work. This particular finding correlates with the finding on the same by principals and students. The teachers expressed that mentorship made students appreciate responsibility.

Clarity of issues is very critical in schools and was at 15.4 percentage of the sampled schools. Teachers realised that mentorship makes students get clarity of poignant issue and fully understand impacts of both spoken and implied message. The students get clarity on why strict adherence to school routine is important and when flouted the impact it has on the whole school and preferably the overall advantage on compliance. This is a trigger to positive discipline. Clarity on school's admission rules and why there are no midcourse admissions. This will enhance understanding that it is about the school culture been protected.

**Table 4. The impacts of discipline as a result of mentoring.**

Item	Frequency	Percentage
Make students focused	49	45.4
Clarifies student goals	17	15.4
Helps student to appreciate responsibility	20	18.5
Make student to be positively connected with teachers	4	3.7
Character formation	8	16.7

Students would undertake duties assigned and responsibilities assigned positively enhancing cordial relations among themselves and teachers. The students' consultations improve while class control improves as there are fewer cases of discipline. There is dramatic drop in failure to do duties, reduction towards elimination of bullying and supervised meals and duties. This as teachers indicate greatly improves discipline.

The students made to understand why adherence to schools uniform and the uniformity it enhances in the school. This the teachers understood and appreciated mentorship greatly influences discipline positively. Mentorship enhances character formation. The outward expression in word and deed is really molded and this enhances the student expression with the others and relatedly on actual treatment of fellow students. The more students felt connected to their mentors the less involved they are so risky behaviours. Mentors do well to focus on building students sense of community and integrating other aspects of character development into the regular school day. This makes ordinary school day itself the schools basic character and prevention programme. Character formation boosts academic motivation increases enjoyment of class increases liking of school, increases trust in and respect for teachers and increases the time that students spend reading.

The study findings indicate that mentoring student on respect of diversity minimises theft in schools as high correlation indicates the more students are introduced to varying cultures and environments the more they will learn to respect other students properties. There are even myths about stolen goods that would really warn about dealing with stolen goods. Exposure is critical in enhancing students discipline as the students should not be forced to conform to out dated cultural practices and are encouraged to discover and be influenced to adhere to basic regulations.

Prevalence of strikes and demonstrations has had the same effect and strongly related and study finds that when students respect diversity and relations with student leaders and administrators improve, and then disruptive riots diminish. It enhances the cooperative nature and encourages them to work through disagreements. Diversity improves communication and information flow as all strive to reach consensus to enhance performance and discipline.

Class attendance and mentorship on diversity correlation clearly indicates that the more mentorship the lower are the incidences of failure to attend classes. This was established during the study that schools with structured mentorship programmes did not record class absenteeism unlike those schools that did not and had the highest prevalence. This is in conformity with a study by Kerlinger (2003) that students should know why they are in school and the cardinal rule is compliance with class attendance. He avers that rules and consequences be clearly stated and outlining benefits of working within them. Class attendance increases the chances of high-quality grades making the school become competitive with resultant edge above the rest.

The study established that mentorship on academic excellence correlates closely with decline in sneaking out of school. The reason been avoidance of suspension and related punishments that take a toll on their time out of class absentees from class is a major area of discipline concerns in schools. Reid (2006) in his study reported a positive correlation between performance and school attendance. The dysfunctional behaviour from parents lower the performance of students and established the correlation between discipline and good academic performance confirms Ovell (2001) that discipline in schools is essential for effective learning, good teacher relations and peer adjustment. A democratic form of discipline leads to a healthy class environment that in turn promotes respect for education and desire for knowledge.

However, the results show that mentorship has little relation to defiance of authority in the last three years. Defiance is an in thing and rarely learned and not associated with intelligent students. Intelligent students pursue reasoning and giving and take and because they abide by set governance conditions will not be got in the infraction.

Mentorship of students is about helping the students cope with isolation, anger and frustrations and takes place between persons with experiences and have outcome the challenges. It serves psychological, spiritual, professional, economic and educational needs. The study findings established that mentorship on academic excellence as the key aspect on students and discipline. Mentorship on careers the study established that students kept away from drugs and substance abuse. The study established that this improves on ethical considerations as would not want to contravene basic ethical issues and be out of school. It enhances the retention of other students as are mentored to respect other students' items with no stealing and this drastically improves student discipline in school. Career paths acts as a deterrent on students to get involved in discipline matters. Performance goals and scholastic achievements are valued for discipline to prevail.

The study established that mentorship on self-awareness reduces the prevalence of strikes and demonstrations and had less turbulence. The failure to attend to duties and defiance of authority, incidents of drugs and substance abuse has reduced as well as missing lessons. This proves that counselling is preventive approach to student discipline cases and improves the level of discipline. Mentorship on etiquette improves discipline as it reduces theft of students items, reduces

prevalence of strikes and demonstrations improves lesson attendance, reduces drugs and substance abuse. These are key findings of the study.

### Conclusion

The study established that Mentorship builds confidence, established that on academic excellence, it reduces theft of student's items, reduced prevalence of strikes and prevalence of failing to do duties. On the ethical living it reduced strikes but not much with theft and attendant to duties. Leadership mentorship significantly reduces prevalence of failure to attend duties, respect for diversity the students need strong mentorship and the schools that had the programme had a comfortable sailing unlike those who did not who have continued to experience theft of student items, strikes and demonstrations, failure to attend duties, defiance of authority, prevalence of sneaking out of school, existence of drugs and substance abuse and prevalence of missing of lessons. It's a programme that schools should encourage set up and full support. The study finds mentorship the key and the most useful in terms of upholding discipline in the schools.

### Recommendation

Students mentorship programmes in schools in the county be mandatory. Study established that it enhances respect for diversity amongst students and teachers, improves academic excellence, improves career choices, ethical considerations, self-awareness, improves on leadership traits, learning on etiquette, assertiveness and diversity. The principals should make a regular practice and introduce mentorship programmes since if this was in the study it's an indicator the discipline turn round will be within reach. Induction to be enhanced as the role of guest speakers and the alumni enhance the competitiveness among the students, principals to make it more less a routine for guest speakers to address students on varying current challenges facing the students. The successful alumni will motivate and encourage the students do well and in the process discipline issues such as defiance to authority, sneaking from school, drugs and substance abuse missing lessons will be forgotten. This should be made mandatory in all schools in the county.

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