

ROLE OF PEER MENTORSHIP PROGRAMS ON THE ACADEMIC
PERFORMANCE OF SECONDARY SCHOOL STUDENTS IN KENYA: A CASE
OF MACHEO IN KIBRA, NAIROBI COUNTY

by

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APPROVAL

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DECLARATION

ROLE OF PEER MENTORSHIP PROGRAMS ON THE ACADEMIC
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OF MACHEO IN KIBRA, NAIROBI COUNTY

I declare that this thesis is my original work and has not been submitted to any other college or university for academic credit.

Signed: _____

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Date: _____

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LIST OF ABBREVIATIONS AND ACRONYMS

GNP	Gross National Product
GS	Group Social Theory
KCSE	Kenya Certificate of Secondary Education
KNBS	Kenya National Bureau of Statistics
MOEST	Ministry of Education Science and Technology
UN	United Nations
UNESCO	United Nations Education and Scientific Cultural Organisation
UNICEF	United Nations Children's Fund

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ABSTRACT

The purpose of this study was to investigate the role of peer mentoring on the academic performance of secondary students; a case of Macheo mentoring program in Kibra. Its objectives were to establish how peer mentoring affected academic performance of secondary students in Kibra informal settlement, investigate the factors that affected peer mentoring influence on the academic performance of secondary students in Kibra informal settlement and find effective approaches of peer mentoring that can improve academic performance. The study used a descriptive research design and it targeted four low-cost, private, mixed schools in Kibra. Simple random sampling technique was used to a sample forty respondents for the study. Questionnaires, from a sample size of 40, 30 students and 10 teachers, were used in data collection and the data was analysed using the Statistical Package for Social Sciences. The study found that the factors that affected peer mentoring influence on the academic performance included 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 outlining 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. It was concluded that there exists a positive relationship between peer mentoring and students' academic performance. The study 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.

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CHAPTER ONE

INTRODUCTION AND BACKGROUND TO THE STUDY

Introduction

This chapter is an introduction to the study on the role of peer mentoring on the academic performance of secondary school students. This introductory section will provide a background study of the topic, research objectives, research questions, justification, significance and the scope of this study. The chapter also explores limitations and assumptions of the study.

Background to the Study

The United Nations Human Settlement Programme [UN-Habitat], 2017) stated that urbanization, accompanied by sustained population growth due to the extensive migration, leads to burgeoning informal settlements. The UN-Habitat further reported that developing countries are well known to be home to numerous informal settlements, embodied with tough living conditions. The report also indicated that an estimate of 828 million, 33%, of the urban populace found in developing countries dwell in informal settlements, with Sub-Saharan Africa consisting of about 62% urban population living in informal settlements. According to the United Nations Education and Scientific Cultural Organization's [UNESCO] global education monitoring report (2016), in many developing countries, more than one-third of all urban residents' dwell in informal settlements either in city-centres or in urban peripheries. The UNESCO Report further stated that informal settlement conditions differ significantly within and between countries, but survey found 12,098 private schools in comparison to 1,606 government academic institutions.

The United Nations Education and Scientific Cultural Organization [UNESCO] (2015) indicated that despite attaining upward trends over the last decade, the downward trend in out-of-school teenagers has decreased since 2005 and the number of children who have not been attending school stood at roughly 61 million. The report further stated that a great number of this inertia is as a result of tendencies in sub-Saharan Africa, where the number of children not attending school rose from 29 million in 2008 to 31 million in 2010. The report also revealed the increase in student enrolment in the region compared poorly with the rise in the school-age population.

There is a distinct scarcity of access to public education in urban informal settlements and peri-urban areas, most of which are categorized by deplorable and crowded housing conditions, insecurity of land and housing, and minimal access to basic services including education (UN-Habitat, 2017). In comparison to formal urban settlements, schooling in informal setting is neither well-structured nor equitable. Consequently, even the children who manage to go to school get limited access to quality education (Allavida Kenya, 2012).

Nath, Maiti, and Halder (2013) stated that a great number of children residing in informal settlements are first generation learners and even in those cases, where parents are literate, the children hardly get any help regarding studies at home from parents. The type of residential neighbourhood is stated to bring about low academic achievement. For example, Cassen and Kingdon (2007) made use of a nationwide pupil database focusing on pupils who are of age, in as far as leaving school is concerned and discovered that those who achieved low scores were often located in poor urban settings.

Sub-Saharan Africa accounts for 50% of all children who are not attending school globally, recording the largest populace of pupils who are out-of-school among all

regions. In comparison, South and West Asia has made robust milestones in the last ten years. The number that has been reported for out-of-school children dropped by two-thirds, from 40 to 13 million between the years of 1999 and 2010. This downward trend was predominantly as a result of the headway made in India. As at 2012, the out-of-school rate in South and West Asia was 7% (UNESCO, 2016).

According to Maina (2010), academic performance has been dwindling over the years while on the contrary, the cut-off point for university admission has been rising. Students in South Africa continue to record poor performances, stating that their failure is as a result of inadequately trained teachers, insufficient resources and family instability. According to the UNESCO report (2016), in Uganda, though there was an improvement in access to early years, primary and high schooling, the quality of education remained stagnant, thus it is a matter of great concern. The UNESCO global education monitoring report further explains that in major cities, education in informal settlements is not highly discussed in high profile meetings. Glennerster, Kremer, Mbiti, and Takaravasha (2011) stated that there was a high likelihood that people coming from poor backgrounds are more likely to have limited access to information. They further stated that providing these very people with more information on the need to focus on the pros of education, the quality of secondary schools and on the selection process adopted by schools, could improve secondary school enrolment and make it possible for students from poorer backgrounds to get access to quality education.

In appreciation of the ever-increasing demand of time and academic curricula, universities have been forced to increasingly seek substitute methodologies to education that complement traditional classroom learning (Miller, Groccia, & Miller, 2013). Scholars such as Astin, Alexander, Wogel-gesang, Ikeda and Yee (2000) have studied the significance of fellow learners engaging and motivating their peers to take

up more involvement opportunities while on campus. They claim that academic participation and engagement with faculty and other students adds value to the amount of time, physical and psychological energy, which learners commit to academics. According to Gordon, Downey and Bangert (2011), in seeking to enhance students' success, schools and communities have commenced to establish school-based mentoring programs in order to promote and enhance positive outcomes for children and adolescents. They further state that the establishment of mentoring programs has largely been adopted as one of the functional approaches that has been used to deliver support and assistance for a diversity of students.

According to Kinyanjui (2016) mentoring that is based on school setting generates many positive outcomes, such as better test-results, enhanced quality of classwork and more credible assignments. Kinyanjui (2016) reports a study conducted as a randomized controlled trial, from November 2012 to February 2016 which indicated that students who were tutored in Mathematics and English—complemented by life skills training in gender rights and negotiations, critical thinking, and decision making—had a 31% less chance to quit school and were likely to record improved performance.

The demands in education, especially in relation to grades, in comparison to the available resources, call for newer approaches or mechanisms which can be used to improve the situation. In Ghana, the Wonder Women After-School Clubs program, supported by the Varkey Foundation, encouraged conversations and dialogues among girls and adult female role models about varying careers. These conversations increased their ambitions and self-confidence and improved their attendance and academic scores at school (Broadbent, Dordoye, Dowley, & Issifu, 2016).

With Kenya's academic system being mainly grade-centric, it is important to ascertain that students attain good grades. The Kenya Certificate of Secondary Education is the gateway to tertiary level of education (Republic of Kenya 1996). Examinations are graded from the topmost grade (A) to the lowest grade (E) on a twelve (12) point scale. A grade average of C+, that is, a 7 point score out of the overall 12 is the minimum requirement into tertiary institutions. A C+ grade is therefore considered as an indicator that a student has capacity to advance to the next level of the education ladder. Scholars and researchers largely agree that school variables such as teachers, administration and resources, play a vital role in educational accomplishments, more so in KCSE results (Maina, 2010).

The statistics presented by Kenya National Bureau of Statistics (2015) draw an alarming concern with respect to the number of students who start the primary school compared to those who join universities. Education is the best platform for young Kenyans in the informal settlements to prosper and consequently get their families out of poverty. Factoring the prevalent socio-technological changes and educational demands, mentoring is becoming fundamental for youths in schools. Large student populations, inadequately trained-teachers and counsellors, over-bearing workload, socio-economic and technological changes, have led to a high demand on teachers, students, parents and society. The demand highlights the need to come up with measures that complement the system as it is, with an objective of adding more value to the process.

According to Kinyanjui (2016) the ActionAid Stop Violence against Girls in School project drew young mothers to go back to school, through the use of peers who were tasked with sensitizing them on their right to education. As a result, by the closure of the program, there was a 20% decrease in drop-out rate. Macheo, an after school

mentoring program, adopted by four schools in Kibra's informal settlements, has employed peer-mentoring, using university students, with the aim of improving the academic performance of its high school students (Wangari, n.d.).

Statement of the Problem

Students in Kenya's secondary schools sit for the same final exam at the end of their four-year academic journey, thus there is a need to try and bring students from low-cost private schools, factoring their environment, at par with peers (Bette, 2013). According to Colvin and Ashman (2010) the situation of academic life for young people living in the informal settlements, demands for a supplement provision that would improve the performance of high school students studying in urban informal settlements. Owing to the harsh education conditions relating to quality of teachers, infrastructure and study material that these young people face, there is need to complement their education resources.

According to Onyango and Tostesten (2015), students from informal settlements face challenges relating to the environment they live in. They further state that inadequate material, unqualified teachers and an uncondusive learning environment, put students in informal settlements on the back-foot compared to their peers in more formal environments. The demand by the environment brings about the need to come up with measures that add value the education system in the informal settlements. According to University of South Australia (2003), mentoring has been employed successfully in various academic institutions with good results.

Following initial reviews of various research papers done in Kenya, the researcher found limited research that specifically addressed the plight of students from informal settlement while considering the effect of peer mentoring therein. The studies available

have covered specific areas such as the influence of peer mentoring on subjects such as mathematics, the influence of peer influence on drug and substance abuse, the effect of peer mentoring on disciplinary cases and other character-related matters.

On the basis of challenges raised in this background, the researcher found it necessary to investigate the possible role of peer mentoring on the academic performance of secondary school students from Kibra, an informal settlement in Nairobi. The expectation here was to establish the value that a mentoring process can add to the education process as well as evaluate the role of peer mentoring on the academic performance of secondary students from Kibra. The researcher focused on a peer mentoring program called Macheo which has been running in four secondary schools in Kibra informal settlement. The program employed peer mentoring as a tool of use towards boosting the academic performance of secondary school students (Wangari, n.d.).

Purpose of the Study

The purpose of this study was to investigate the role of peer mentoring on the academic performance of secondary students: A case of Macheo mentoring program, Kibra.

Objectives of the Study

1. To establish how peer mentoring affected academic performance of secondary students in Kibra informal settlement.
2. To identify the factors that affected peer mentoring influence on the academic performance of secondary students in Kibra informal settlement.
3. To find effective approaches of peer mentoring that could improve academic performance.

Research Questions

1. How did peer mentoring affect academic performance of secondary students in Kibra informal settlements?
2. What factors affected peer mentoring influence on the academic performance of secondary students in Kibra informal settlements?
3. What approaches could improve peer mentoring influence on the academic performance?

Justification for the Study

Kibra is a division within Nairobi County that has thirteen sub-divisions, with each one of them distinguished in terms of ethnicity, religion, population and culture. According to Kenya National Bureau of Statistics [KNBS], 2010), statistics from the 2009 census show that Kibra has an aggregate human population of 644,491, a significant number of whom are children aged 0-17 years (42%) and youth aged 18-35 years (39%). These figures can be further interpreted to mean, that almost 40% of Kibra's populace comprises children of school going age (Onyango & Tostesten, 2015). Factoring the large population of young people in Kibra, it is strategic to think of ways that can complement the existing education system in Kibra. Though mentoring programs such as Global Give Back Circle in Kenya, with connections to more than 600 mentors in 14 countries exist, such programs are more often than not restricted to secondary schools in affluent areas because schools in informal settlements and rural areas lack internet access or telephones (Kinyanjui, 2016).

According to Onyango and Tostesten (2015), education is one of the most prevalent challenges for Kibra's youth. As at 2009, there were 86 informal private schools, with a student population of 11,310 (5,914 boys and 5,596 girls). These academic institutions

are characterised by scarcity of teaching staff, congested classrooms, substandard facilities and inadequate learning materials, thus compromising on the quality of teaching provided. Allavida (2012) states that the substandard quality of the informal school is characterized by inadequate teacher-pupil ratio (average of 1:97), noting that 12% of the educators in these academic institutions lack any proper and proficient training, while one can also find in some schools, pupils totalling even up to six children, having to share one textbook.

Mindful of the fact that Kibra, as an informal settlement, is close to at least four tertiary institutions, namely Strathmore University (Madaraka), Riara University (High-rise Estate), Kenya Medical Training College (Kenyatta Hospital) and Daystar University-Town Campus, it was important to see if peers in tertiary institutions could possibly add value to secondary school students from Kibra.

Theories derived from this study would be beneficial to any researcher or institution which seeks to explore possible ways of complimenting the current education system. In practice, the research would help improve on the value of the mentoring programs currently in place in Kibra, and hopefully expand them to other informal settlements.

Significance of the Study

The beneficiaries of this research will be all stakeholders who are keen on the improvement of student academic performance such as teachers, school management boards, low cost private schools located in urban informal settlements and government officials. Teachers can benefit from getting more information about complementary teaching approaches that would improve academic performance of students. The school management boards would find information that can help improve student management and enhance group learning, Low cost private schools can get information that would

help them complement their learning approaches, factoring their limited resources. Lastly, government officials can draw lessons on student engagement, student management, student behaviour and academic performance with an objective of enhancing the implementation approaches for the existing curriculum. The findings of this study will be availed to schools studied in order to assist them to comprehend the value and contribution of peer counselling on academic performance.

Moreover, the findings obtained from this study could bring an understanding on the value of peer counselling and can be reviewed and analysed for adoption by other institutions. The findings are likely to highlight practical recommendations on areas of focus regarding peer counselling in relation to education in private schools located in urban informal settlements.

The information obtained from this research could stimulate further research on the value of peer counselling, with an objective of reviewing other aspects such as discipline, character, poverty trap and other areas of concern.

Assumption of the Study

The study made the assumption that the respondents would willingly participate in the research and provide honest answers/responses. The researcher was also of the assumption that the respondents would willingly share information.

That peer mentoring programs affect academic performance of secondary students and that there are factors that affect peer mentoring influence on the academic performance of secondary students in Kibra informal settlement. Further, the study assumed that there are other effective approaches of peer mentoring that can improve academic performance.

Scope of Study

The study was carried out in the Nairobi County, Kenya's capital city. Its aimed to investigate the role of peer mentorship on the performance of secondary school students. The focus was on four secondary schools located in Kibra, an informal settlement within Nairobi. The four secondary schools were targeted because they had adopted the Macheo peer mentoring program with an aim of improving academic performance of their students. Data for the study was collected from students and teachers.

Limitations and Delimitations of the Study

Some of the targeted respondents were students in secondary school who were minors. To delimit this, consent to participate in the study was sought from their parents.

The researcher lacked professional research assistants to assist in the collection and management of data. To delimit this, the researcher recruited and trained research assistants on data collection processes and techniques.

Participation in this study was on voluntary basis, a fact that limited the number of respondents willing to participate in the study. To mitigate the limitation, the researcher clarified the purpose and benefit of the study to the respondents and assured the respondents of the confidentiality and anonymity of their responses.

Some of the proposed questions were based on individual perceptions which could be influenced by individual bias as opposed to factual information. The researcher requested the respondents to be as objective as possible in answering questions.

Definition of Terms

Mentoring: Gibson (2004) stated that mentoring is a guarded relationship in which learning, and experimentation can occur; potential skills can be grown and in which

results can be evaluated in terms of capability acquired in comparison to curricular territory covered. In this research, mentoring refers to encouraging combined effort to enhance the capacity with which group members share common interests.

Peers: According to Bette (2013), peers are individuals of similar age, rank, status or ability. Santrock (2005) hypothesizes that peers are adolescents who are averagely of the equivalent age or maturity-level and seem to share their attitudes towards school, school achievement and academic plans, and have friends or age-mates, who learn, talk, compare ideas and do things together. For the purpose of this study, peers refer to secondary school students in the four selected low-cost secondary schools in Kibra.

Informal settlement: These are inhabited areas where occupants lack security of tenure vis-à-vis the land or dwellings inhabited, with dynamics varying from squatting to informal rental housing; the neighbourhoods are often short of basic services; and the infrastructure and housing does not often align to the standardized planning and building regulations, and is often situated in geographically and environmentally hazardous areas (UN-Habitat, 2016). In this study, informal settlement refers to the Kibra informal settlements, because of the informal nature of the housing conditions there and the lack of basic services and infrastructure.

Summary

The chapter has captured background of the study, statement of the problem, the main purpose of the study, its objectives and research questions, the justification of the study, the significance, and assumptions of the study. The chapter has equally presented the scope, limitations and delimitations of the study and further defined the key terms used. Chapter two presents a review of literature related to the study variables and also the theoretical framework and the conceptual framework too.

CHAPTER TWO

LITERATURE REVIEW

Introduction

According to Saunders, Lewis, and Thornhill (2015), literature review is a critical discussion and summary of statistical literature that is of general' and specialized relevance to the particular area and topic of the research problem. The aim of literature review is to highlight what has been done so far in the field of interest and how your findings relate to earlier research. A review of literature avails in-depth understanding and explanation on how your findings relate to or are original from previous research work. Cooper (1998) indicated that literature review provides a theoretical background of a study or field of interest. It also helps to justify how your research findings are related to the body of knowledge in your field of research. It further establishes the links between what you propose to examine and what has been found and also helps a researcher to refine a research methodology.

This chapter reviews the literature pertinent to variables of the study. It discusses the theories that guided this study, the general and empirical literatures and the conceptual framework. The literature reviewed include work from various scholars in relation to the objectives of the study. This is done under the following sub-themes; concept of peer mentoring, approaches of peer mentoring, peer mentoring and academic performance and factors that affect peer mentoring influence on the academic performance. The empirical literature presents empirical information from various studies done in the past. The conceptual framework outlines the variables that the researcher measured in the study.

Theoretical Framework

Bless, Higson-Smith and Kagee (2007) describes theoretical framework as a structure that details a theory of a study. The framework details the theory that responds to why the research problem being studied exists. In this study, the theoretical framework was directed by the group socialization and the social learning and student involvement theories.

Group Socialization Theory

Group socialization (GS) theory, as established by Judith Harris, hypothesizes that within the framework of a child's peer groups the psychological characteristics a child is born with, become permanently altered by the environment (Bold, Gladys and Hiddink (1999). The theory states that parents are the top influencers of socialization for the child up to when the child is roughly five or six years old. Secondly, parents retain their role as the important influencers for any activity that is family-based. The theory, however, states that though parents are of significant influence in the child's personality growth to adulthood, the prime influence is not parents; it is the childhood peer groups.

Bold, Gladys and Hiddink (1999) expounds on the influence of peers in personality development, through the review of the GS theory. He states in the GS theory, as children's ages increase, out-of-home socialization in peer groups increases its dominance as a gradually imperative factor of adolescents' personality development.

The theory looks at the development of individuals at childhood and adolescence, with the adolescent phase being the age group where high school students fall into. Subsequently, it focuses on peer group processes, expounding on developmental variances that occur between varied peer groups, neglecting differences in growth

among individuals within such groups. In summary, the group socialization theory shows the influence of peers on various aspects of their age-mates in life.

In line with the GS theory, through adoption of mentoring as a technique, there are some positive effects through provision of such programs. Therefore, a majority of school going girls who would have dropped out have on the contrary, improved on their academics, improved their attendance and extended their school durations (Kinyanjui, 2016).

Social Learning and Student Involvement Theory

Social learning theory by Albert Bandura (1977) advances the inkling that most effective learning is achieved when people learn with other learners on a given topic. As a result of social interaction and modelling peer mentors both learn and teach. Additionally, active student engagement, as explored by Astin (1999), also had an impact on the learning for both the mentor and the mentee. In the same vein, learning and retention are significantly linked to degree of student involvement with the institution.

Social learning theory (Bandura, 1977) puts an emphasis on the prominence of making observations and imitations of the attitudes and emotional responses of others in learning by noting. This theory emphasises that, above everything else, the actions of others influence behaviour to a great extent (Bandura, 2008). In fact, peer mentoring avails a variation of modelling that is in tandem with Bandura's (1977) concept of social theory. Learners can observe and model the positive behaviours of the peer mentor, both socially and academically. Bandura suggested that observing behaviour is fundamental to the learning process.

Virtually, all the learning phenomena that are borne out from direct experience take place indirectly, through the observation of the behaviour by others and the consequences that follow their actions. The aptitude to learn by observation, equips people with the capacity to take up large, combined forms of behaviour without having the need to form them incrementally by exhaustive trial and error.

Bandura (2008) stated that accumulated knowledge and effective practices in life are passed on through social modelling. Gabelnick, MacGregor, Matthews, and Smith (1990) further noted that one possible way to enable a student to establish school success behaviors, is by having peer mentors work through a learning community.

Consequently, the framework of generating learning communities enhances improved and sustained interaction with both teachers and other learners (Gabelnick et al., 1990). Therefore, there is an amplified opportunity for social learning, for both positive and negative behaviours. The visibility and predominant position of peer mentors can, to a great extent, reduce some of the negative modelling that subsequently may take place within the learning community.

Bandura (1977) posited there are four important necessities for people to model and learn about behaviour: (1) attention, (2) retention, (3) reproduction, and (4) motivation. Attention encompasses focusing on the topic or task or remembering the information for future use from numerous influences available. The behaviours one selects to associate repeatedly with, will function as the learned behaviour. Retention requires the observer to consolidate and practise the modelled behaviour, therefore committing it to memory, so the behaviour can be reproduced without the direction of the model. Reproduction involves taking coded or symbolic representation of the modelling behaviours and interpreting them back into an action. Motivation is grounded on reinforcing the behaviour through rewards, punishments, incentives, and repeat

exposures. People are inclined to focus on and adopt behaviour that leads to desired outcomes. In relation to the failure to take up a modelled behaviour, Bandura (2006) assumed that inadequate coding modelled events for memory representing, failure to retain what was learned, lack of observing the relevant activities and/or the lack of physical ability to perform experiencing insufficient activities would result to the failure of an observer to match the behaviour of a model. Therefore, more involvement, than sole observation of a model to learn model behaviours is required.

Bandura (2008) alluded that people make their own choices, but learn and grow, based on their environment and experiences when he argued that personal influence partly determines the circumstances guiding self-development, adaptation, and change. (p. 87). Both leadership and self-reflecting capabilities among students are built through peer mentoring. Bandura (2006) expounded on the relationship between environmental influence and one's influence on behavioural outcomes with four dimensions of human agency (1) intentionality, (2) forethought, (3) self-reactiveness, and (4) self-reflectiveness. Humans have intentions that comprise plans and strategies for realizing them. Meaning, that prior reflection is necessary towards the visualization of goals and anticipation of outcomes.

Bandura (2008) noted that “forethoughtful standpoint gives direction, coherence, and meaning to an individual's life” (p. 87). Agents are also self-regulating. Though people will direct their course of action, they will also make their own plans. Lastly, humans are introspective. They examine “their personal efficacy, the soundness of their thoughts and actions, and the meaning of their pursuits, and make corrections if necessary” (Bandura, 2008, p. 88).

Learning via observation and modelling can take place in varied contexts, including higher education. Astin's (1975, 1999) student involvement theory had its focus

explicitly on such action within the higher education setting. Involvement theory has five basic precepts that can be made of use of to measure the degree of engagement in a specific experience. Student involvement or student engagement is defined by making reference to “the investment of physical and psychological energy that the student devotes to the academic experience” (Astin, 1999. p. 518). This includes both the overall student experience, as well as the academic requirements.

In addition, “involvement occurs along a continuum” (p. 519). Learners will put in different quantities of energy in varying objects at varying periods. Student involvement theory posited that time and effort in any activity that encouraged a student to be in campus for more hours contributes to success. This theory emboldens educators to determine the degree to which the student is motivated based the quantity of energy and time the learner is committing to the entire learning process. Further, Astin (1999) suggested “involvement has both quantitative and qualitative features” (p, 519). Engagement is not only measured by hours and minutes, but by the profundity of connections with people or academic content. Crafting opportunities for engagement on campus serves as a way for learning institutions to upsurge student retention and success. Astin went further to contend that “the amount of student learning and personal development associated with any educational program is directly proportional to the quality and quantity of student involvement in that program” (p. 519).

Finally, Astin (1999) recommended “the effectiveness of educational policy or practice is directly related to the capacity of that policy or practice to increase student involvement” (p. 519). This is of particular significance to those designing educational programs at community colleges where engagement of both faculty and students is often found to be negligible. Institutions seeking methods to retain students can use involvement theory to engage their students. “Students’ social integration through

student organizations and friends at their institution predicts institutional commitment, thus, social integration predicts student's intent to return" (Heiberger & Harper, 2008, p. 29).

Astin's theory (1975, 1999) concentrated on the active involvement of the student in the entire learning process by emboldening teachers to have more concentration on student engagement and less on what they do. This theory propositioned three arrays of involvement: involvement in academics, involvement with faculty, and involvement with peers. He proposed that the learners will increasingly grow to be isolated and less dedicated to their educational experiences if the aforementioned types of institutional involvement are missing. Consequently, he found a positive correlation between the learner's degree of participation, individual development, and the degrees of learning. As Astin (1999) noted, "It is not so much what the individual thinks or feels, but what the individual does, how he or she behaves, that defines the involvement" (p. 519).

Astin (1999) further studied, from 1,300 colleges and universities, the institutional effect on the improvement of students. He avowed that peer groups availed the most significant influential cradle for values, beliefs, and goals. He proposed, "the student's peer group is the single most potent source of influence on growth and developing during the undergraduate years" (p. 398). Additionally, he implied that intentional use of peer groups was likely to strengthen the impact on student learning and growth. This is coherent with the latest research on generational characteristics. Current students, also known as millennials, from their early pre-school years, have been nurturing more solid team instincts and firmer peer bonds (Howe & Strauss, 2003). These team-oriented students' make use of technology to form tight circles of friends and relish learning by group work. While this generational characteristic seems to merge well with the involvement theory, Howe and Strauss (2003) warn colleges that fail to fashion an

thrilling campus atmosphere “will have difficulty recruiting and retaining good students” (p. 99).

While latest studies bring to the fore that positive educational learning outcomes are simply not an incidental result of partaking in a learning community, researchers did avow that learning community engagement was certainly and most importantly related to student involvement (Pike, Kuh, & McCormick, 2011). Increased frequencies of student to student interactions were linked with positive cognitive development (Astin, 1999). Further, affirmed peers collaborating can enlarge a student’s understanding and can foster thinking that is more inventive (Havnes, 2008; Juedes, 2010).

Overall, assessments of literature have reinforced Astin’s student involvement model. Pascarella and Terezini (2005) appraised over thirty years of research and noted “student’s academic involvement holds the greatest potential for fostering growth in intellectual skills. Further, interpersonal interactions with teachers and peers may influence growth by influencing a student’s level of involvement in academic or intellectual experiences” (p. 149).

General Literature Review

According to the Portland State University, University Studies Programme (2011) mentoring has to be shown to have direct advantages to the social and academic development of learners and peer mentors. Nearly twenty years of research on college student success, evidences the advantages of student involvement and peer support. The University of South Australia (2003) further states that peer mentoring (includes tutoring) provides a way of students helping each other. Supplemental instruction typically focuses on the assistance of a lower-level student by a more advanced student with emphasis on course content. Peer mentoring, on the other hand, changes the focus

to a more experienced learner providing assistance to a less experienced learner, with an aim at improving overall academic performance, giving advice, support, and knowledge to the mentee, and at the same time it encourages and facilitates the mentors' personal growth. A mentoring relationship makes provision for a safe environment where adolescents have a platform to freely show and showcase their feelings concerning their academic, career, behavioural and individual issues and they get advice in order to successfully switch to post-adolescent stage (Otieno, 2012).

According to Bette (2013), peer mentoring is built on the supposition that individuals, as natural support providers, offer unstructured and structured support to peers in an experiential way. When sustained and enhanced, they may grow into a pre-eminent group to reach out and provide support to the students in need. In a school set-up, peer mentors are students appointed by their colleague or college students in an attempt to provide an improved linkage between individual students.

The basis of peer mentoring is founded on the postulation that persons who have common characteristics and years of age incline towards influencing each other's behaviour immensely. This is founded on the understanding that a peer mentor will assist to provide responses to some of the insignificant questions that are beyond the scope of the experience of the teacher or parent (Bette, 2013). Bette added that institutions of learning are vibrant, and students come across numerous learning and life challenges. As a result of peer mentoring, peers intermingle and offer each other care and concern to whenever they are faced with unsettling matters as a result of self-understanding.

As a result of the demanding economic times, with parents being forced to work for extra hours with an objective of making ends meet, the level of involvement by parents, on the academic affairs of their children is reducing. Bette (2013) affirms this by stating

that because of numerous pressures that are affecting families, parents are increasingly spending less time with their children, thus do not provide them with the essential and required guidance. As a result of the demanding schedules, parents have left majority of the provision of solutions to their children's lack of discipline to secondary schools. The parents envisage the school to address the students' problems (Chireshe, 2011). Therefore, the students have limited options to lean on with their challenges except the school, where they spend the better part of their time and life.

The adolescent phase is the phases in which revelation of an individual's problems and challenges is much greater to peers than to parents or guardians, and even more so, greater to friends of the same gender than those of the opposite gender. Peer mentoring is therefore an appropriate and effective process in behaviour change because when students assemble together to share thoughts and ideas, they form a peer group, in which there is room for an interactive and engaging approach, resulting in participative learning. Peer group learning generates a less formal environment which advocates for a free exchange of ideas, opinions and thoughts, tops up on collective expertise and is cost effective. Peer mentoring has a complementary role, in that it has been widely accepted as one good approach that would be of great value in providing assistance to the students in dire need of mentoring as a result of the grand student population in schools and the scarcity of teacher counsellors (Bette, 2013).

Bette (2013) continues to add that peer mentoring is an interactive and engaging relationship within individuals of similar age-groups designed at promoting the influence of positive transformation. She further states that amongst the goals of peer mentoring in academic institutions is to build on behavioural, social and academic changes of pubescent-aged learners to gain optimally from their experiences in schools. Additionally, peer mentoring is fundamental in educational settings as learners

coordinate with each other, making room for interaction at ease, drawing from their reality of finding similarity in varied aspects of life: socio-economic status, age, class among others. These opinions influenced the researcher's decision to explore the effect of peer mentoring on education.

The concept of peer mentoring

Peer mentoring is considered to be an effective intervention for students through ascertaining their success and retention. Mentoring programs have therefore witnessed increase in retention and in the number of students joining tertiary institutions (Leung & Tony, 2003).

Although peer mentoring is contemplated to be a novel area in the mentoring profession, it has been prevalent for many years and its advantages and rewards are witnessed in numerous parts globally. Institutions such as the Canadian Association for Children with learning disabilities, parents and guardians, the system in academic institutions and varied groups have evidenced and strongly witnessed that peer mentoring is a crucial service worth rendering (Berger, 2014).

In America and the United Kingdom, peer mentoring has played an active role in schools for long durations of time. This success implementation has been effectively facilitated and coordinated by coaching and training the students in basic mentoring and various life skills. Peer educators are selected by teacher counsellors who invite students to propose two students they are apt to share personal secrets with, should they experience difficulties. The nominees are then trained and equipped with techniques and skills to assist them look out for other learners (Bette, 2013).

Adolescents face many problems such as lack of clarity about sex roles, confusion between a desire for dependence and simultaneously seeking to be autonomous,

challenges in the establishment and sustenance of important relationships, therefore, adolescence is a significant period of transformation, where numerous battles, experienced by the self, are lost and won (Bette, 2013). Students experiencing the aforementioned challenges need a lot of information, with guidance and understanding, to assist them adjust to all the changes they experienced during the stage of adolescents (Chireshe, 2011). In line with the aforementioned opinions, secondary school students are in great need of peer mentoring services, especially coming from individuals who managed to survive the demands of adolescence. According to Yambo and Mudis (2015), peer influence, in comparison to teacher-learner relationship, can be more effective, thus academic institutions that apply peer to peer approach, evidence success in determining and cultivating positive and healthy relationships and a good learning and school environment.

Through peer mentoring, peer-educators aid the students to socialize, thus creating an environment of sharing and acceptance (Gladding, 2014). A sense of stability on such matters provides room for focus and concentration in class among secondary school students. As a result of continuous pressure to provide answers to growing social problems among children and adolescents, more so in informal settlements, educators have established a collection of intervention programmes. One of these effective intervention programmes is peer mentoring (Bette, 2013). She further states that mentoring aims to solve the behavioural, social and academic alteration of at-risk children and adolescents, in order to have them obtain all-out benefits from their school experiences. She further states that in peer mentoring, when a student is counselled by a fellow student, the student relaxes, especially, if the two share a similar environment social and economic status, and class. The aforementioned remarks inform why our research is being done in Kibra.

Bette (2013) stated that the justification of peer mentoring is founded on the hypothesis that people who have similar ages and characteristics incline towards significantly influencing each other's behaviour.

The Ministry of Education, Science and Technology [MOEST] (2015) recommended that peer mentoring services be present and availed in all Educational Institutions so as to encourage and inspire students and also protect them from social and psychological problems. UNESCO (2016) added that contrary to the past where African adults were more concerned about their contribution in the upbringing of young people, their focus is now more centred on earning money. A high addiction to social status has diverted the attention of parents from parenting to simply provision. Increasing sociological changes from urbanization and modernization put pressure on students. Increase in single-parent families and divorce rates globally also put pressure students (Bette, 2013).

Terrion and Leonard (2010) depicted two varied kinds of mentoring models. A traditional mentoring model is one "in which an older more experienced person serves one of two main functions; a task-related or career related function; or a psychosocial function" (p. 150). Peer mentoring, on the contrary, is dissimilar to traditional mentoring in that "mentors and mentees who are roughly equal in age, experience and power provide task and psychosocial support to one another" (Terrion & Leonard, 2010, p. 150). Consequently, successful peer mentoring programs frequently mean matching mentors and mentees by race and gender. A number of studies depict that matching, addresses the career-related and psychosocial demands of lowly-represented or ostracized groups, thus raising contentment levels in the program (Bowman, 2018).

Nora and Crisp (2007) composed a mentoring model using four major domains: (1) psychological and emotional support; (2) support for setting goals and selection of a

career path; (3) academic subject knowledge support, targeted at enhancing a learner's knowledge relevant to their preferred field; and (4) specification of a role model. Both psychological and emotional assistance comprise of listening, the availing of moral support, and offering inspiration. The second facet, involving goal setting and career paths, comprises evaluation of the learner's potencies, failings and capacities to identify and set academic and career goals. The third domain, academic subject knowledge support, embodies the "idea that a mentoring experience involves providing students with someone who supports their academic success inside the classroom" (Crisp & Turner, 2011, p. 539). The fourth and final aspect, the existence and specification of a role model, focuses on the capabilities of the mentee to draw insights and lessons from the mentor. The facet emphasizes on sharing, disclosing feelings and life experiences.

Impact of peer mentoring on academic performance

In the education sector, mentoring programs often bring evident positive effects for mentors (e.g., greater satisfaction), for mentees (e.g., improved grades) and the institution itself (e.g., slashed drop-out rates (Crisp & Cruz, 2010). Outcomes vary as per laid out objectives in the mentoring program. Folger, Carter, and Chase (2004) evaluated a mentoring program that was providing assistance to first-year students and discovered that those who were involved attained a higher GPA, in comparison to those who were not involved.

In a similar manner, Campbell and Campbell (1997) recounted more credits, higher GPA scores and more completed credits and slashed drop-out rates among mentees. Additionally, Hixenbaugh et al. (2006) found the progressive effects of a peer mentoring program among participating students relating to social integration and contentment with the school.

Outcomes of mentoring programs rely on the kind or type of the mentor and mentee relationship, in as much as it depends on the goals of a mentoring program. Thus, relationships centred on mentoring can be classified as formal or informal (Chao, Walz, & Gardner, 2008; Zachary, 2009). Informal mentoring relationships are not structured; they are borne from informal engagements between mentor and mentee and are often spontaneous. Mentee commitment and mentor competence are vital characteristics that dictate the class of mentoring relationships (Mullen, 2012). Formal mentoring relationships are detailed by pre-set objectives or goals, the adopted framework of a mentoring program, and the mentee is given to a mentor (Zachary, 2009).

Mentoring avails an exceptional chance for individual professional development. Specifically, positive effects for mentees and mentors have been found, in mentoring programs focusing on academic advancement, implemented in the framework of higher education in universities. Mentees attained improved grades (Campbell & Campbell, 1997) and social integration (Allen, McManus, & Russell, 1999). Mentors benefit significantly via the nurturing and establishment of individualized relationships with their mentees (Eby & Dolan, 2015) and the fulfilment coupled with being a mentor (Treston & Cook, 2013). To a broader extent, universities benefit significantly from the decrease in drop-out rates (Campbell & Campbell, 1997).

The outcomes of mentoring programs have been examined and reviewed based on the contrary individual variances in recognizing mentoring (mentoring styles). In this regard, in comparison to the blends of variables that describe group-centred approach, a person-oriented approach evidences promises. Further, there is scarcity of research on unobtrusive data (e.g., time spent, regularity of mentor-mentee meetings) applicable in the identification of varying mentoring styles. One of the prime reasons for this inadequate situation may be as a result of the very nature of face-to-face mentoring

which limits the number of activities researchers can adopt or take up in sourcing for detail on unobtrusive parameters. , The parameters repeatedly conflict with the nature and dynamics of the mentoring process itself (e.g., the researcher being present, the use of recording instruments) (Treston, & Cook, 2014).

Today, there are various types of mentoring programs aimed at matching adults with young people who are demanding of role models, emotional support and coaching. These mentoring programs include workplace/work, community, school, court, career or hobby, campus, and faith-based mentoring respectively (Pardini, 2016). Further, educational or academic mentoring programs on normal occasions offer the following extensive purpose: improving the mentees' overall academic achievement. Similarly, person-centred development mentoring provides the necessary support for the mentees like offering the most needed guidance in decision making during moments of individual or social distress.

Generally, the objective of a mentoring program is to enable the mentees to access the resources, skills and tools that will allow and lead them towards the achievement of their academic and personal goals, and more so an opportunity for practical career exploration and preparedness (Wildsmith, Manlove, Jekielek, Moore, & Mincieli, 2011). During the program, a mentee is able to develop and enhance life skills and the ethical etiquette required in the working environment and life in general.

Another objective is the facilitation of mentees to transition from school to the workplace by providing an enabling environment for the assimilation of the values, goals, practices, culture and resources available within the university and the community at large. Finally, a mentoring program provides a supportive social and professional network in which mentees can find guidance, encouragement, information and learning (Bryant, 2005).

Effective mentoring programs have the capacity to produce effective improvement in young people, both socially and psychologically. This effectiveness is achieved through the collective involvement and support, thus nurturing a mature, self-confident and knowledgeable person. The benefits of a mentorship program depend on the type of program. For example, in the workplace, the organization benefits by encouraging retention, minimizing turnover costs and enhancing productivity. The program also elevates transfer of knowledge from simply receiving information to emphasizing on the need of keeping and upholding the practical experience and wisdom extended from long-serving employees. As an organization also uses its own employees, rather than depending on external consultants, as internal experts for professional development and supports the generation of a multicultural workforce (Poulsen, 2013).

In a school-based program, both mentors and mentees benefit. The mentors attain personal and professional reward in helping a student while at the same time gaining peer recognition. Mentors also acquire interpersonal skills that enhance a deeper understanding of societal and teen problems. In the same light, the mentor gets a chance to expose the students to novel experiences, cultural diversity, socio-economic and professional backgrounds. Lastly, the mentor avails information on job search skills such as interview preparation, job shadowing and resume review (Wildsmith et al., 2011).

Approaches of peer mentoring

Mentoring approaches can be associated with the way in which mentors accomplish varied mentoring roles. Mentoring relationships are made up of two main approaches of mentoring functions: psychosocial and career-oriented functions (Kram, 1985). Career-centred mentoring functions incorporate undertakings such as sponsoring,

coaching, and protection, while on the other hand, psychosocial mentoring functions include role modelling, counselling and friendship.

Research has revealed that to achieve more satisfaction among the mentees within the mentoring relationship, the higher degrees of mentoring functions should be factored (Allen, Russell, & Maetzke, 1997). Mentors vary significantly in their mentoring tactics, that is, they choose varied activities like giving assignments, in addition to varying amounts of support and structure.

In an exploratory study, Langhout, Rhodes and Osborne (2004) classified four distinctive mentoring approaches in line with structure, support and activity of a mentoring relationship. Active mentors are categorized by high degree of activity, but the low degree of structure. Moderate mentors offer restricted assistance and relative degree of activities and structure. Low-key mentors offer high degrees of assistance but show the least amount of involvement. Unconditionally supportive mentors offer moderate degrees of structure and activity and high degrees of support.

Langhout et al. (2004) found that the utmost all-encompassing advantages for mentees are the ones related with moderate mentoring relationships. Higher degrees of activity are seen to be precursors of higher degrees of mentor engagement and input. In the milieu of higher education, peer mentoring, has been demonstrated to be an effective approach to provide assistance to students at graduate and undergraduate levels (Crisp & Cruz, 2010). In comparison to more traditional (hierarchical) methods of mentoring, peer mentoring emerges between individuals of parallel age and hierarchical level, implying that more senior learners provide assistance to junior learners. The eventual result is variations in the ranking of mentoring tasks when likened to traditional mentoring. For instance, peer mentors provide more psychosocial facets than career-related facets, thus improved social support (Ensher, Thomas, & Murphy, 2001).

Therefore, the mentoring approaches often witnessed in traditional (hierarchical) settings may not sufficiently define the approaches applied in peer mentoring settings (Kram & Isabella, 1985). Focusing on online peer mentoring, because it is expected to embrace a better capacity to bridge the barriers of time and space, and also the limitations of age and hierarchy might as well be the scenario (Bierema & Merriam, 2015). In online peer mentoring, communication between mentee and mentor is delivered through varied online platforms, such as emails and online platforms providing discussion boards. The outcomes akin to online peer mentoring programs are similarly positive in comparison to traditional mentoring. Students have received support from peer online mentoring (Hixenbaugh et al, 2006 and the approach also provided feedback and guidance relating to the course undertakings (Del Valle & Duffy, 2009). Furthermore, online peer mentoring as a mechanism has been proven to result in rising or improving social integration and harmony (Hixenbaugh et al., 2006). Ambiguous concepts and definitions, and a scarcity of quantitative research designs, hinder development in mentoring research (Crisp & Cruz, 2010). The application of a person-centred or individualized approach generates an array of benefits. It leads to the focus on the individuals, mentors and mentees rather than on variables (Eye, Bogat, & Rhodes, 2016). Therefore, the identification of homogenous groups of people who have parallel mentoring styles can take place. Furthermore, definite outcomes of mentoring approaches on persons can be discovered and accounts on the rate of dispersion or allocation of mentoring approaches can be made (Eye et al., 2016).

Within the structure of carrying out mentoring online, the cited limitations can further be reduced to a certain level. Online mentoring offers the chance to record and store the interactions carried out online using log files, an evident advantage which is crucial for the recording and enhancement of the sustainability of mentoring activities (Ensher,

Heun, & Blanchard, 2003; Single & Single, 2005). For example, a number of studies examined the engagements between mentees and mentors and their influence on the effectiveness of having mentoring sessions done online. Smith-Jentsch, Scielzo, Yarbrough, and Rosopa (2008) put into comparison, mentoring that happened on chat with a face-to-face mentoring approach and they found out that there were few reports associated to both psychosocial and career-centred mentoring functions in the chat approach in spite of the frequent communication between the mentee and mentor.

Bonnett, Wildemuth, and Sonnenwald (2006) studied the framework and regularity of exchanges in the messages shared between mentor-mentee pairs. Within well-structured threads, when mentee and mentor placements were found to be at par in regularity and longevity, and where mentees were bolstered to be dependent on self, the pairs were proven to be more effective by both. However, in correlated research areas, analysis is being carried out using online behaviour and interaction data, in approaches such as tutoring or learning online. The findings herein can be summarized as follows: Established on quantitative and qualitative in-depth reviews of tutor postings, mentoring approaches founded on tutor presence during discussions, exhibited stability over long durations (De Smet, Van Keer, & Valcke, 2009). Founded on analyses of online behaviour, variances in mentoring that is carried out online are mainly renowned in terms of degree of interaction (aggregate online time, amount of sessions) and coursework approaches (amount of time spent in the access and use of learning resources, number of message exchanges and engagements) (Del Valle & Duffy, 2012).

Cohen (2012) stated that there are four aspects of mentoring which need to be considered for a mentoring process to be effective. In this research study, these aspects will be fundamental towards trying to find out if mentoring has any relation to academic

performance for secondary students in Kibra. He outlined that the mentoring sessions should first be planned in order to ascertain that there is always time allocation for meaningful dialogue and activities. Secondly, the mentoring session should have a holistic experience to the benefit of the mentee to foster interaction which should advocate for constructive change and positive growth. Thirdly, there should be active participation by both the mentor and mentee, centred on direct discourses and shared activities as a way of improving the mentee's personal and professional growth. Finally, there should be an ideal-vs-realistic situation which should factor in the ideal situation which would fully optimize the mentoring process against the reality being experienced by both the mentor and mentee. The ideal situation helps to ascertain that the approaches are relevant and attainable.

Factoring in the four aspects of mentoring leads to dimensions of mentoring which were established by Norman Cohen, with a focus on the relationship between mentoring and improvement in performance. According to Bette (2013) peer mentoring is the encouraging, motivating or combined effort to improve on the ability with which group members partaking in shared interests, may befriend, mediate, comfort, appease and reunite those who are estranged from each other in an informal way, without having to resort to discipline or relying on institutional authority. Cohen (2012) first outlines the relationship dimension which focuses on cultivating trust in the mentoring relationship. Trust is established through listening empathetically, asking open-ended questions, providing descriptive feedback, double checking perceptions and giving non-judgmental responses. Secondly, the informative dimension, which focuses on providing information to assist the mentee to learn and grow. This is achieved through focusing on the present, reviewing the past, asking questions which require concrete answers, sharing feedback and relying on fact.

Thirdly, Cohen (2012) talks of facilitative dimension, which concentrates on identifying and exploring options available to the mentee. The mentor facilitates by asking hypothetical questions, revealing assumptions, exploring multiple viewpoints, analysis of reasons for goals and behaviours and reviewing preferences. He further states that the confrontative dimension, as the fourth dimension, which focuses on challenging the mentee. It is achieved through careful probing, acknowledgment of concerns and criticisms, identifying variations and focusing on potential for growth. Factoring the environment context of students in Kibra, it would be important to consider their attitude through facilitation and confrontation of possibilities existing.

The mentor-model dimension focuses on motivation. This dimension focuses on mentors offering their thoughts and feelings, communicating personal experience, sharing realistic beliefs about the mentor, approaching risk with confidence and being action focused. Lastly, the vision dimension which focuses on mentors encouraging mentees to take initiative through reflecting on the present and future, asking questions about change, reviewing choices, expressing confidence in the mentee, respecting the capacity of the mentee and encouraging the dreams and vision of the mentee (Cohen, 2012).

Factors that Affect Peer Mentoring Influence on Academic Performance

Rowley (2006) describes three features of a good mentoring program. Formal training for all mentors, that avails explicit cases of the responsibilities and roles of a mentor, emphasizing on the need for mentors to document all activities involving the mentoring process, is the first characteristic. Lack of clear expectation and high-quality training limits their capacity to assist and offer assistance to beginning teachers (Ganser & Kennedy, 2012).

According to Huling and Resta (2001), mentors should be taken for training in schema theory, that is, how to deliberate on the matter or topic under review with the mentee. The mentor should put all his attention on problem-solving and critical thinking skills. Accounts allude that in the initial stages of the mentor/mentee relationship, focus should be on availing material on the scheme rather than curriculum and instruction (Gratch, 1998). In light of this, training of mentors on how to integrate area of discussion in their conversation with their mentees is necessary. Mentor-mentor collaboration may also be a training necessity for mentors (Gratch, 1998).

According to a qualitative study done by Eller, Lev and Feurer (2014), eight different themes were discovered which display the most important factors of an effective and efficient mentoring relationship. The eight themes are outlined here: (i) Mentees articulated that communication with mentors assisted them cultivate trust in their abilities and provoked them to grow their potential. The mentees found it as a necessity to have mentors who were not rude but straight forward. (ii) Mentees also took note of the need for clarity in objectives and anticipation. Time allocation for the mentoring process was essential in relationship to set objectives, with mentees clearly laying out the importance of establishing a suitable and acceptable pace and time management which is adaptable. (iii) Mentees pointed it out that they found it necessary and important for mentors to “encourage critical thinking, innovativeness and certainty, and awaken flashes of enthusiasm for them. Passion for work and contagious energy should be existent. (iv) Mentees emphasized on the importance of mutually beneficial friendship and caring and nurturing, which foster a supportive relationship. (v) A deep-rooted relationship was essential in order to be cognizant of trust and have a high sense of appreciation for each other. Having shared goals and faith, will result into outstanding teamwork. (vi) Both mentees and mentors affirmed that the mentoring

relationship should guide one into fostering their understanding and research capacity. Mentors are expected to “ascertain that the understudies' aptitudes and learning matures, share intelligence in captivating ways, and enhance abilities. It was necessary to understand that data gathered has an authentic global association. (vii) Mentees and mentors found it exceedingly essential to foster, in a two-fold approach, the cooperation and freedom of the mentee. Mentees found it necessary to have an “increasing awareness of accountability” and “to have opportunities to ponder independently and distinctively be a part of a group, with an important mandate and make it group success. (viii) Mentees expressed that they required mentors to be exemplary, to champion cooperation with others and share battles, memorable and present, to reduce the petrifying variable.

In classroom settings, a mentee who is new or lacks experience may be paired with a colleague who is more experienced in order to allow the former to discern and apply the latter's delivery approaches and instructional design as guidelines for effective teaching and learning (Barker, 2017). A mentoring relationship of this particular nature between mentor-mentee may be viewed as favourable to both parties. It puts the inexperienced mentor in a capacity to accomplish assigned tasks professionally while, in the process of issuing directives on the dos and don'ts of a teaching assignment, it refines the professional edge of the more experienced mentor (Palloff & Pratt, 2011). Thus, mentoring is a beneficial tool for academic performance and professional development. Therefore, Myers and Johnson (2014) argued that, mentor-mentee relationships are essentially crucial to the mentorship process and are related with progressive outcomes, such as improved academic performance and self-esteem.

In the context of institutions of higher learning, it emerges that academic faculty are largely in need of this socialization process. The reason being, it would be expected that

the inexperienced and experienced colleagues should learn and work in partnership, in order for the former to learn to teach and publish as per set expectations.

Furthermore, the recognition of how helpful one's workmates are, has been agreed to be a vital job input that can advance the attainment of employment objectives and this links largely with employee involvement (Schaufeli & Bakker, 2003). The total assistance and positive motivation that a mentee receives from workmates and superiors on his/her academic engagements is probable to engross him/her, thus restrain his/her vexations in the school. Likewise, the scarcity of support apparent to the mentee from his mentors would probably cause resentment and frustrations and incite his/her dissatisfaction in school programs.

Empirical Literature Review

Peer mentoring programmes in public secondary schools experience numerous challenges such as shortage of qualified peer counsellors, demands of covering the syllabus as well as absence of homogeneity in programme implementation in different schools (Wango, 2012). It is worth noting that globally, as recorded in 2013, 65 million adolescents are not enrolled in academic institutions. Additionally, double the number of young people in junior high school age, are expected to be out of school in comparison to primary school-age children where 1 out of 6(17%) are not registered (UNESCO, 2016).

In 2010, globally, an estimated 71 million school-aged going children meant to be in lower-secondary school were not enrolled in school. The leading regions were South and West Asia (31 million), Sub-Saharan Africa (22 million) and East Asia and the Pacific (10 million) (UNESCO, 2016). The number of secondary school students staying out of school is a matter of concern and peer-mentoring can be evaluated as a

possible tool of intervention. Unfortunately, it seems that a standard framework for analysing or reviewing peer mentoring programme in secondary schools in Kenya is lacking (UNESCO, 2016).

UNICEF (2016) further criticized the absence of standardized policy education ministry in relation to the administration of peer mentoring in high schools. With reference to Bette (2013), peer mentoring is continuously being incorporated into all government-owned high schools in Kenya and its supportive role in peer education and peer support is spread widely according to Wango and Mungai (2007). In line with the recommendation of Bette (2013) report on the introduction of peer mentoring in schools, Wango (2015) stated that 74% of high schools within Kenya have peer counsellors. He further puts an emphasis on the prominence of having peer counsellors in all classes, in order to provide a sense of direction and show support to other students when need arises.

Bette (2013) further stated that society and the environment in academic institutions has altered significantly, therefore, the social frameworks that were evident in the customary society, guaranteeing young people were raised up in tightly knit communal environment are missing or rare to come across. She further claims that the upsurge in different learner problems and the predominant financial condition have pushed for effective mentoring services to be more of a necessity now in comparison to the past; students continue to experience massive psychological pressures and demands in today's world. The aforementioned remarks are general, without bearing in mind the added harsh conditions of life in the informal settlements.

Wango and Mungai (2007) also supported the value and contribution of peer mentoring, borrowed from the belief that learners are always first in line to take note of signs as to whether their peers are in any state of depression, worry or anxiety, and more often than

not, they often share detail with each other concerning what disturbs them. Upon occurrence, their response is instant acceptance, understanding and consoling, as well as provision of heart-warming support through peer group support. They add that it is only in informal and formal groups of people's choices where people take keen interest in each other's ideas. This is evident in peer mentoring groups in high schools whereby learners are likely to have a better sense understanding and embody more empathy, in comparison to the teacher. It is suggested that peer mentors could be more influential than adults, as they may be better placed with 'street knowledge', thus have a better recognition of the realities they each experience (Philip & Spratt, 2007).

In Botswana, peer mentoring is founded on the understanding that students, peers, are more likely to relate to peer mentors with whom they feel comfortable (UNESCO, 2016). According to Chireshe (2011), peer mentors aid in the identification of learners experiencing problems and challenges, and thence making referrals to school counsellors. According to Bette (2013), the best possible option for the need by adolescents to identify with their peers, is a peer mentoring group. Peers join groups with varied intentions: material or psychological reward, that is enjoyment and excitement, recognition and prestige; affiliation and companionship; receiving information that elevates their self-esteem; and for identity. In peer mentoring programmes, learners address varied challenges that arise both at home and at school such as abuse of substance and career planning. Evidence shows that self-esteem and greater capacity to deal with problems is largely experienced by both peer mentors and students.

Conceptual Framework

This explains the extent to which a study conceptualizes the relationship between the study’s variables and it graphically depicts the relationship (Mugenda & Mugenda, 2003). The conceptual framework is illustrated in figure 2.1.

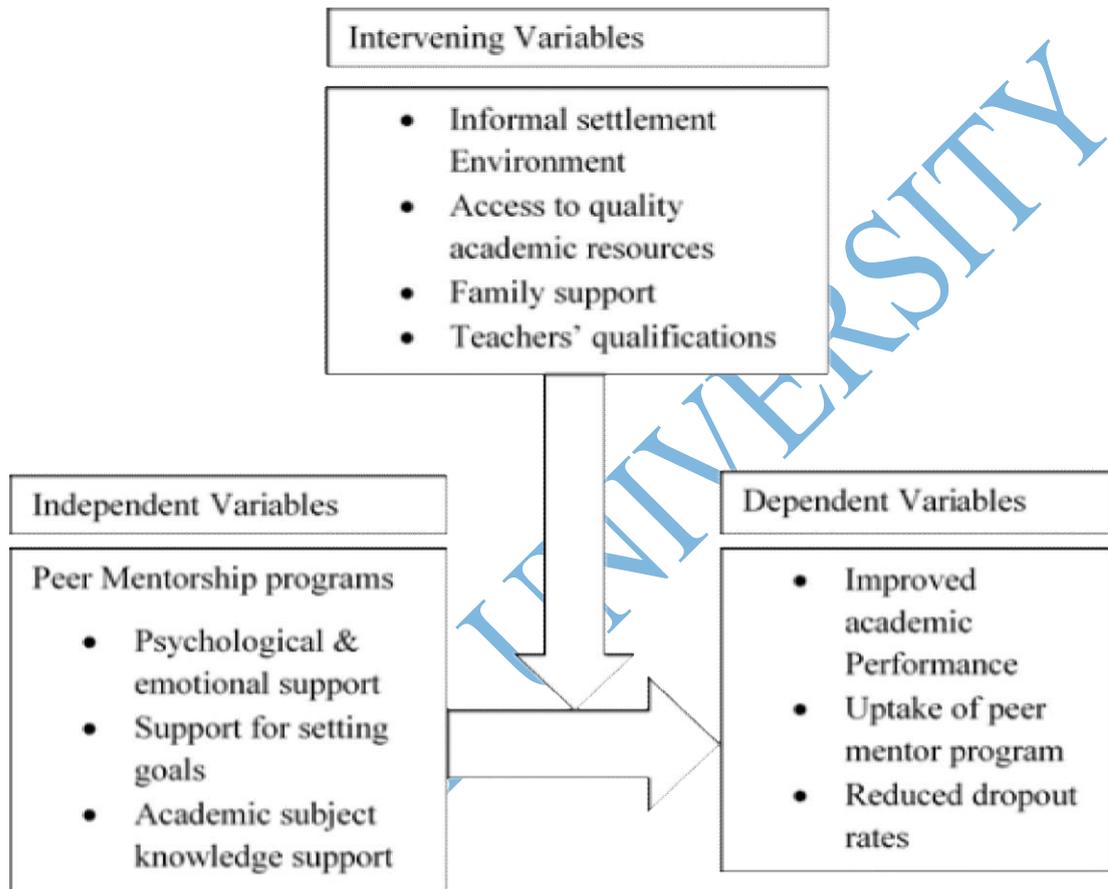


Figure 2 1: Conceptual Framework
Source: Author (2020)

Discussion

The Conceptual Framework provides a representation on how the variables are correlated. The independent variable in this study are the peer mentoring programs which lead to the dependent variables that include improved academic performance, uptake of mentorship programs and reduced dropout rates. Mentoring programs that avail assistance and reassurance to learners with academic difficulties and adaptation of problems have recorded improvements in their retention and graduation rates (Terrion & Leonard, 2010). The intervening variables are the informal settlement environment, access to quality academic resources, family support and teachers' qualifications. The independent variables are affected by the unique nature of the intervening variables, leading to the results shown by the dependent variables. Therefore, the conceptual framework assumes that mentoring as a process has to be mindful of the unique nature of the environment it is used in order to measure the magnitude of its impact on the beneficiaries of the process. It is conceptualized that peer mentoring programs have a considerable effect on the academic performance of secondary school students from Kibra informal settlements.

Summary

This chapter has availed information related to the variables of the study. It has given details on concept of peer mentoring, approaches of peer mentoring, peer mentoring and academic performance and factors that affect peer mentoring influence on the academic performance. Literature review was guided by the objectives of the study. The study has also presented the empirical literature and the conceptual framework which has outlined the variables of the study.

Further, the study has presented the theoretical foundation of the study. The next chapter provides the research methodology.

DAYSTAR UNIVERSITY

CHAPTER THREE

RESEARCH METHODOLOGY

Introduction

This chapter discusses the methodology of the study and describes the procedures that were used in conducting this study. According to Kothari (2013), research methodology describes the procedures that were followed in conducting a research. These include research design, sampling and sample size, data collection, population of the study, data collection procedures, pretesting, data analysis plan and ethical considerations observed.

Research Design

This study used descriptive survey research design to ascertain the role of peer mentoring on the academic performance of secondary school students from Kibra informal settlements. Descriptive research studies are concerned with describing the characteristics of a particular individual or of a group and ascertain whether variables are related (Kothari, 2013); that is, the what, where, when, or how much of a phenomenon. Survey research seeks to gather information that explains existing phenomena by asking individuals about their perceptions, attitude, behaviour or values.

Descriptive survey design was used because according to Creswell (2012), it enables one to capture all relevant aspects of a setting while employing a unit study and investigation. Further, the method is both cost-effective and time appropriate. Additionally, this method an advantage of producing data based on real world observation which makes the data empirical (Cooper & Schindler, 2013).

Population

Population refers to the entire group of people, events, or things of interest that the researcher wishes to investigate (Sekaran & Bougie, 2016). A similar view is expressed by Kothari (2013) who defined a population as the study's universe. The population for this study comprised of all the 33 low cost private secondary schools in Kibra.

Target Population

Cooper and Schindler (2013) observed that a target population is the total collection of elements about which one wants to make inferences. The target population for this study was four low-cost, private, mixed schools in Kibra. This four were targeted because of their participation in the Macheo mentoring program and their proximity to the researcher. According to the Administrations of the four schools, the four schools combined had 32 teachers and 100 students as at January 2019.

Sample Size

According to Bryman and Bell (2011), a sample is an element selected to represent the population of the study. It is simply a small section that represents the entire population (Saunders et al., 2015).) A sample size of between 10% and 30% of the target population is appropriate as recommended by Mugenda and Mugenda (2013). In this light, the researcher selected a sample size of 40 respondents, which was 30% of the 132 teachers and students. Table 3.1 illustrates the sampling frame.

Table 3.1: Sampling Frame

Respondents	Target Population	Sample (30% of the target population)
Teachers	32	10
Students	100	30
Total	132	40

Sampling Technique

Sampling is the process of selection representative units of observation (people, things, or places) to participate in a study (Cooper & Schindler, 2013). A researcher relies on a particular sampling technique in order to come up with a representative sample for a study. The researcher applied purposive sampling method to select respondents for the study. The technique involves selecting certain units or cases based on a specific purpose rather than randomly to form a sample size (Kothari, 2013). This helped the researcher to target purposefully only respondents that had the required information or were qualified to provide reliable information during data collection. The researcher used purposive sampling in the selection of four secondary schools who participated in the Macheo mentoring program.

To form a sample size, simple random sampling technique was used to sample respondents from the four schools. Simple random sampling was used because it gave members of the target population an opportunity to be selected to constitute a sample size. The technique therefore assists in eliminating biasness in the sampling process (Bryman & Bell, 2011).

Data Collection Instruments

Data collection instrument refers to the tool used to collect data. The researcher mainly used primary data by collecting both qualitative and quantitative data. The data was collected through two questionnaires. The questionnaires contained closed and open questions which permitted free responses from the respondents and were designed in

accordance with the objectives of the study. The researcher used questionnaires to obtain data from the respondents because they were convenient to use when handling a large group and also assisted the researcher in collecting a large amount of information in a large area over a short period.

Types of data

According to Levy and Lemeshow (2007) data are the facts presented to the researcher from the study's area they include primary and secondary data. Primary data are the original works of research or raw data without interpretation that represent an official opinion or position of a respondent (Cooper & Schindler, 2013). According Kothari (2013), secondary information or data sources are data neither collected by the user nor specifically for the user. They involve the collection and analysis of the published materials and information from internal sources. Secondary data may be obtained by collecting information from a diverse source of documentations or electronically stored information. The study used both secondary and primary data.

The nature of data can also be categorized as quantitative data and qualitative data. According to Kothari (2013), quantitative data refers to numerical data or data that can be quantified to answer your research problem and ranges from simple frequency counts to complex test scores. Qualitative data is based on meanings expressed through words and result in collection of non-standardized data requiring classification. This study used both quantitative and qualitative data.

Data Collection Procedures

The researcher acquired letters from Daystar University and from the National Commission for Science, Technology and Information (NASCOSTI), which allowed the researcher to go to the field. The researcher made appointments with the school

principals who allowed him to carry out the study in the schools. The self-administered questionnaires were then delivered to the respondents who comprised the students, teachers and principals. The principals were the link to the guardians and parents of the students, to ensure that the minors had the permission to participate in the research.

Pretesting

Pretesting is conducted to detect weakness in the design, data collection instruments and procedures that will be used to carry out the study. As stated by Mugenda and Mugenda (2013), pretesting of tools helps the researcher evaluate the efficiency and clarity of the instruments and their uses. Cooper and Schindler (2013) further explained that pretesting allows errors to be identified and acts as a tool for training the research team prior to the actual data collection period.

Kothari (2013) posited that a pretest sample should be 1-10% of the actual sample size. Therefore, questionnaires in this study were pretested using four (4) respondents from Shammah Secondary School, which was not part of the target schools. This was 10% of 40, which is the actual sample size and therefore consistent Kothari's (2013) recommendation.

Data Analysis Plan

Data analysis refers to examining the collected data and making inferences and conclusions (Kothari, 2013). Statistical Package for Social Sciences (SPSS) version 22.0 was used as an aid in the quantitative data analysis whereby descriptive statistics such as mean, percentages, frequencies were generated. Qualitative data was analysed by use of NVIVO version10, which was suitable in analysis of string data.

The data collected was cleaned through data inspection and any errors detected corrected. The completed questionnaires were further edited for completeness and

consistency. Data cleaning was done in order to determine inaccurate, incomplete and unreasonable data in order to improve the quality through correction of detected errors and omissions. After data cleaning, the data was processed, that is, edited, classified and coded, after which it was entered in the computer for analysis.

The results of the data were presented using descriptive statistics which involved the use of figures and tables to make it easier to understand the data distribution. Descriptive statistics provided graphical summaries that show the spread of the data, and numerical summaries that either measure the central tendency of a data set or that describe the spread of the data as well as pie charts and bar graphs to represent findings.

Ethical Considerations

The researcher sought the necessary ethical approval from the National Commission for Science, Technology and Information, (NACOSTI) in order to proceed with the research study. The collected data was both personal and confidential so there was need to adhere to certain procedures. Confidential and privacy of information collected was communicated to the respondents before the start of the data collection process. The questionnaires did not indicate the specific identity of the respondents because disclosure of confidential information would stigmatize the respondent.

The other ethical issue that was considered was the physical and psychological harm ethics. Mugenda and Mugenda (2013) noted that physiological harm ensues when questions that spark embarrassment are asked, expression of shock or disgust while at the same time using threatening statements or compelling people to do something, they do not believe in. To counter this, the questionnaire was designed in a user-friendly manner. A review was done during pretesting and corrections made to the

questionnaire. The researcher further conducted a preliminary test and obtained background information in an effort to avoid causing any harm to subjects.

To ensure informed consent by guardians as far as minors were concerned, the questionnaires were only administered to respondents who gave consent and willingly participated in the research study. The purpose of the study was explained to the respondents. The research assistants ensured that permission was sought as per the values and practices of the target population. Furthermore, the researcher sought permission from the university in order to collect data. Permission was granted through a letter which clarified the aim of the research and the nature of the study, thus improving collaboration from the respondents during data collection.

Summary

This chapter has covered the research methodology that ensures efficient and effective use of resources as the researcher strives to answer the research questions. The research adopted a descriptive research design. The target population comprised four low-cost, private, mixed schools in Kibra. The chapter has also covered the sample size, sampling technique, data collection instruments, data collection procedure, pretesting, instrument validity, instrument reliability, data analysis plan and ethical consideration. The next chapter presents, analyses and interprets data.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

Introduction

This chapter covers data presentation, analysis and interpretation of the research findings. Data was collected using a questionnaire and was analysed using the statistical Package for Social Sciences (SPSS) and interpretations were made thereafter. The data captured the response rate, demographic characteristics of the respondents and findings as per the objectives of the study. The findings were subsequently presented in tables and figures. The study aimed at investigating the role of peer mentoring on the academic performance of secondary students.

Analysis and Interpretation

Response rate

In this study, out of the 30 questionnaires that were administered to student respondents, 28 of them were dully filled and returned for analysis. The above translated to a response rate of 93%. For the teachers, 10 questionnaires were administered, and 8 questionnaires were filled and returned, resulting in a response rate of 80%. This response rates were considered adequate for analysis and generalization based on Kothari (2013) recommendation of a response rate of at least 50%. The following presentation, analysis and interpretation are based on the two categories of respondents: students and teachers.

Demographic characteristics of students

Gender of student respondents

The study sought to know the gender of student respondents and the findings are illustrated in Figure 4.1.

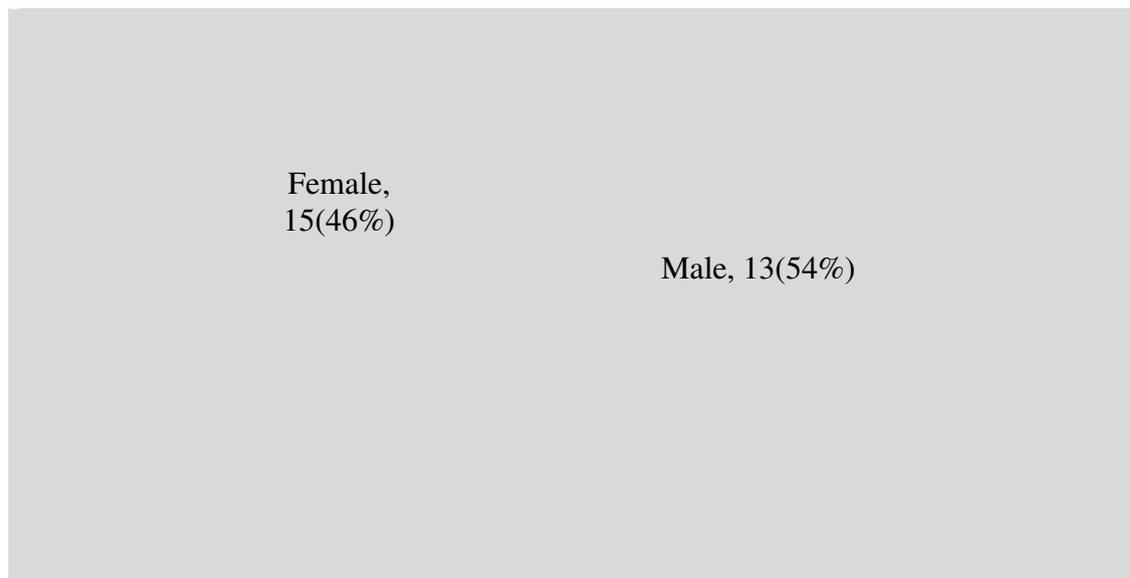


Figure 4.1: Gender of Student Respondents

The findings on the respondents' gender in Figure 4.1 show that 15(46%) were male, while 13(54%) were female. The results imply that gender representation in the study was almost balanced.

Age of student respondents

The student respondents were asked to indicate their age and the findings are presented in Table 4.1.

Table 4.1: Age of Students

Age	Frequency	Percent
Below 18 years	26	93
Above 18 years	2	7
Total	28	100

Findings in Table 4.1 show that 26(93%) of the student respondents were below 18 years, while 2 (7%) were above 18 years. From these findings, it is clear that a majority of the student respondents were below 18 years, that is, teenagers who needed to be mentored.

Current year of study

The study sought to establish the students' year of study in their respective schools and Table 4.2 illustrates the findings.

Table 4.2: Year of Study

Year of Study	Frequency	Percent
Form 1	5	18
Form 2	5	18
Form 3	8	28
Form 4	10	36
Total	28	100

Findings in Table 4.2 indicate that 10(36%) of the teacher respondents were form four students, 8(28%) were form three students and 5(18%) were form two students, while 5(18%) were in form one. These figures imply that all classes in the target secondary schools were represented in the study and hence the study was representative of the target population.

Demographic characteristics of teacher respondents

Gender of teachers

The study sought to know the gender of student respondents and the findings are illustrated in Figure 4.2.

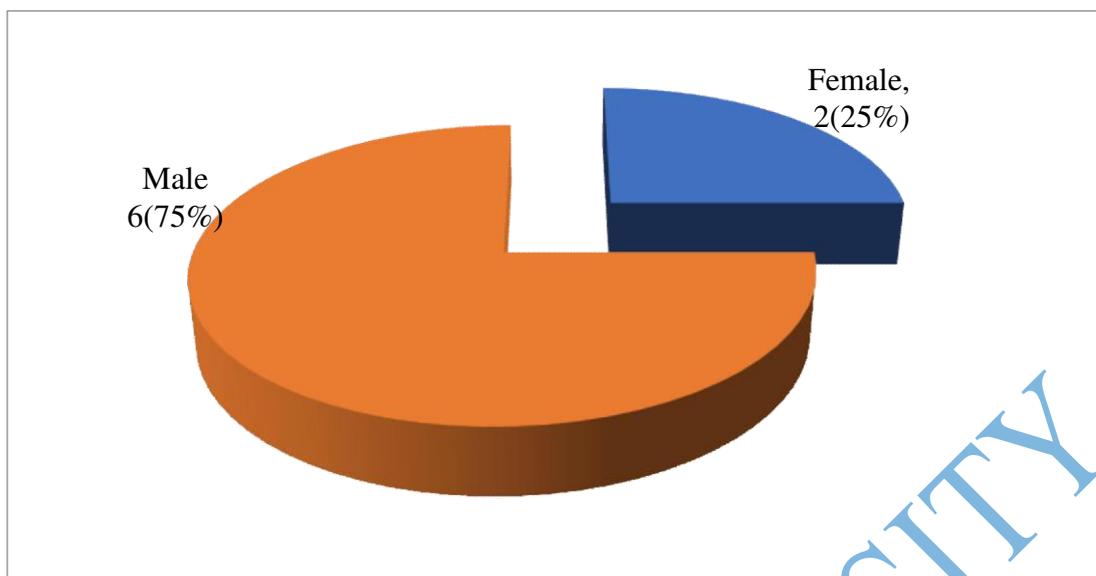


Figure 4.2: Gender of Respondents

The findings on the respondents' gender in Figure 4.2 show that 6(75%) were male, while 2(25%) were female. This means that most of the teacher respondents were male, implying that both genders were represented in the study although male were more dominant than female.

Age of respondents

The researcher sought to know the age bracket of teacher respondents and findings are presented in Table 4.3.

Table 4.3: Age of Respondents

Age	Frequency	Percent
Above 40 Years	2	25
25-35 Years	4	50
Below 25 Years	2	25
Total	8	100

Findings in Table 4.3 show that 2(25%) of the teacher respondents were aged above 40 years, while 4(50%) were aged between 25-35 years and 2(25%) below 25 years. From these findings, it is clear that most of the teacher respondents were above 25 years,

meaning that they were old enough to understand the importance of mentoring and its effect on academic performance.

Years of teaching

This section explored the number of years that the respondents had been teachers and

Table 4.4 illustrates the findings.

Table 4.4: Teachers' Experience

Years teaching	Frequency	Percent
1-5 Years	3	37.5
11-15 Years	1	12.5
6-10 Years	4	50
Total	8	100

In relation to the period respondents had worked as teachers, the study revealed that 3(37.5%) respondents had worked for 1-5 years, 4(50%) for 6-10 years and 1(12.5%) for 11-15 years. It is evident that 72.5% of the teacher respondents had worked six years and above. However, the findings imply that all the respondents had sufficient knowledge and experience as teachers and therefore could provide reliable responses in regard to the role of peer mentoring on the academic performance of secondary students.

School where respondents taught

The study sought to establish which schools the respondents taught in and the findings are presented in Table 4.5.

Table 4.5: School Where Respondents Taught

School	Frequency	Percent
Glory Secondary School	2	25
Strait Secondary School	2	25
John Paul II Secondary	2	25
New Horizon Secondary	2	25
Total	8	100

The findings show that 2(25%) teacher respondents were drawn from each of the four schools under study, implying that the respondents were equally distributed among the four schools under study and hence were representative of the target population.

Whether students were part of the mentoring program

The students were also required to indicate whether they were part of the mentoring program. The findings are presented in Figure 4.3.

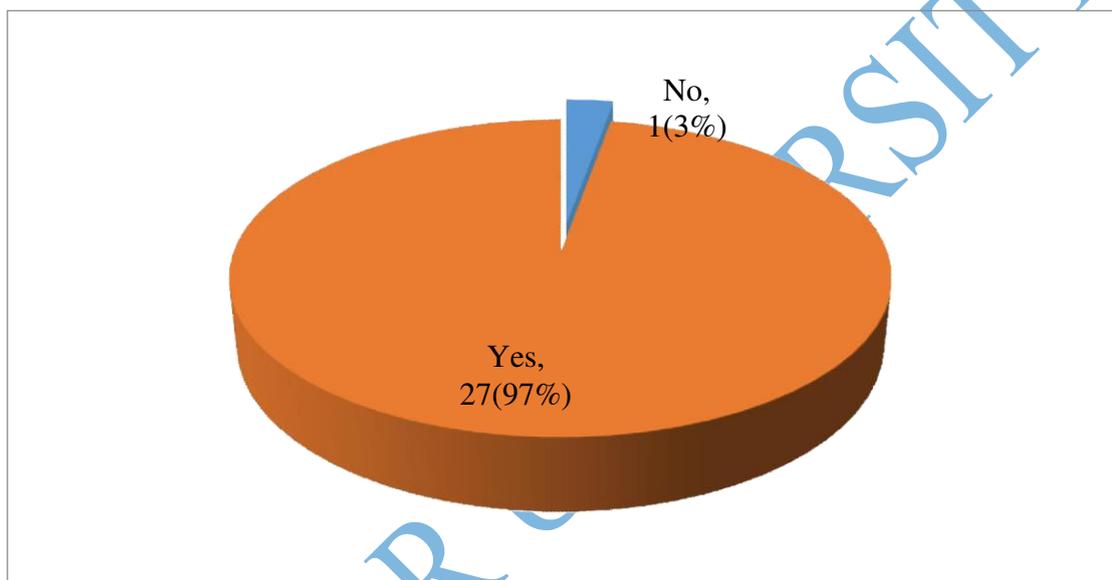


Figure 4.3: Whether Respondents Were Part of the Mentoring Program

Results in Figure 4.2 indicate that 27(97%) of student respondents indicated that they were part of the mentoring program. This suggests that the students were knowledgeable enough to articulate and present reliable and up-to-date information regarding the role of peer mentoring on the academic performance. This made the findings of the study credible and reflecting the true position on the ground.

Peer mentoring and academic performance

From the student respondents, the study sought to shed light on whether or not peer mentoring had any effect on the students' academic performance and findings are presented in Figure 4.4.

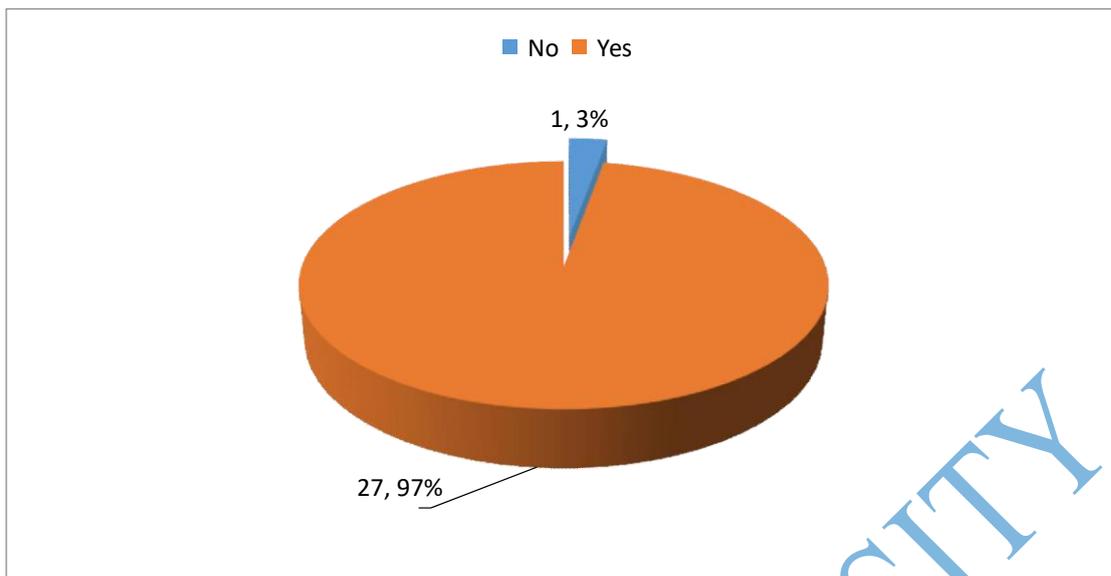


Figure 4.4: Peer Mentoring and Academic Performance

Findings indicate that 27(97%) of the student respondents were of the opinion that peer mentoring affected academic performance, while 1(3%) of them said it did not. The teacher respondents were also asked to indicate whether peer mentoring had an effect on students’ academic performance and Figure 4.5 presents the results.

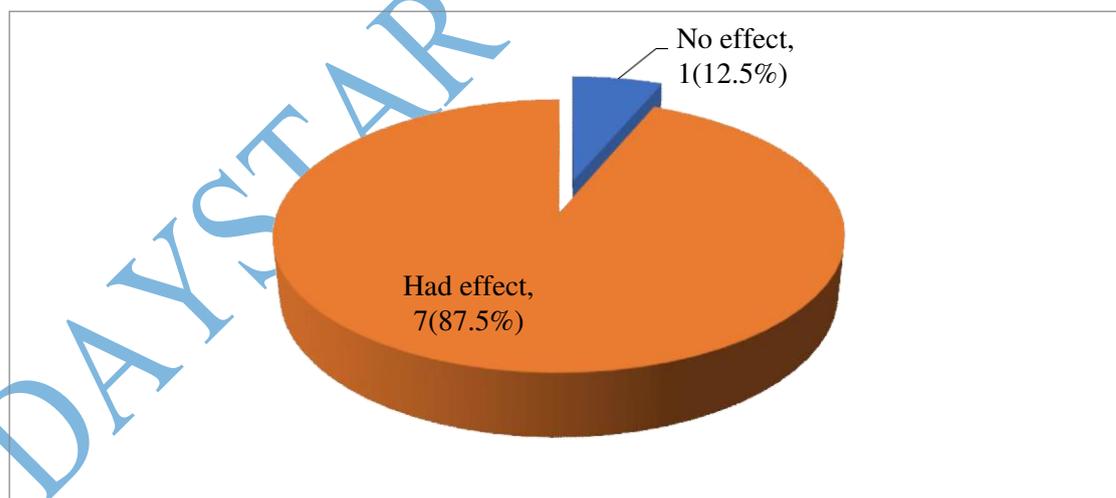


Figure 4.5: Whether Peer Mentoring Had an Effect on Academic Performance

Findings show that 7(87.5%) of teachers indicated that peer mentoring had an effect on academic while 1(12.5%) stated it did not. This implies that the teachers understood

how peer mentoring contributed to students' improved performances and hence would provide reliable responses to meet the objectives of this study.

How mentoring affects academic performance

This section sought to find out how mentoring affected academic performance. The findings are presented in Table 4.6.

Table 4.6: How Mentoring Affects Academic Performance

Explanation	Frequency	Percent
It offers academic advice on career subjects	3	38
It enhances discipline among students	4	50
It makes mentoring continuous from secondary school	1	13
Mentoring includes both personal and academic growth	4	50
It inculcates positive attitude towards learning	2	25
Models students' attitude towards all subjects	3	38
It improves students' attitude towards educators	1	13
Imparts studying strategy and benefits of academics	3	38

From the findings, 3(38%) of the student admitted that mentoring affected their academic performance by providing academic advice on career subjects, 4(50%) stated that mentoring enhanced discipline among students, 1(13%) stated that it made mentoring continuous from secondary school, 4(50%) stated that mentoring improved both personal and academic growth, and 2(25%) opined that mentoring inculcates positive attitude towards learning. Further, 3(38%) said that mentoring positively models students' attitude towards all subjects and it imparts studying strategies and benefits of academics to students at 3(38%). Similarly, 1(13%) of the students stated that mentoring improves the students' attitude towards educators and 3(38%) reported that mentoring imparts studying strategies and benefits of academics. The implication here is that mentoring is an important component in a students' life and leads to better performance.

Factors that affect students' academic performance

Student respondents were asked to indicate their level of agreement in regard to the mentoring aspects that may have an effect on students' academic performance and the findings are presented in Table 4.7.

Table 4.7: Factors Affecting Academic Performance

Statement	Strongly disagree	Disagree	Undecided	Strongly agree	Agree
Time allocated for mentoring	1(3%)	1(3%)	2(7%)	11(40%)	13(47%)
Mentoring inclusive of academic & personal growth	-	2(7%)	1(3%)	14(50%)	11(40%)
Active engagement between the mentor and the mentee	1(3%)	1(3%)	-	17(64%)	8(30%)
Clear expectations of the result of the mentoring session	1(3%)	1(3%)	2(7%)	11(40%)	13(47%)

Findings in Table 4.7 show that a majority (87%) of respondents revealed that the time allocated for mentoring was a key determinant while 2(10%) of them disagreed that time allocated for mentoring had any effect on academic performance. Further, 25(90%) student respondents were in agreement that mentoring activities that are inclusive of academic and personal growth have an effect of performance. Similarly, 25(94%) respondents indicated that active engagement between the mentor and the mentee equally had an effect of academic performance, while 24(87%) were of the opinion that clear expectations of the result of the mentoring session may affect students' academic performance. This implies that indeed mentoring largely contributed to students' academic performance.

Factors influencing academic performance in Kibera (Student responses)

The student respondents were asked to indicate the variables that influence academic performance in Kibera. The findings are presented in Table 4.8.

Table 4.8: Factors Influencing Academic Performance According to Students

Statement	SA	A	UD	D	SD
The environment in Kibra	8(30%)	7(25%)	6(20%)	4(15%)	3(10%)
Quality and access to study material	8(30%)	13(45%)	4(15%)	3(10%)	-
Family support in relation to academics	11(40%)	10(35%)	1(5%)	3(10%)	3(10%)
The qualifications of the teachers	8(30%)	11(40%)	3(10%)	3(10%)	3(10%)

Findings revealed that 15(55%) of the teachers were in agreement that the environment in Kibra influenced academic performance, while 7(25%) disagreed. Further, 21(75%) respondents indicated that the quality and access to study material influenced student performance, while 7(25%) disagreed. Similarly, 21(75%) stated academic performance was influenced by family support in relation to academics, while 6(20%) disagreed. Also, 19(70%) respondents agreed that the qualifications of the teachers were key in influencing academic performance, while 6(20%) disagreed. This implies that academic performance was collectively a function of different factors, meaning that enhancing these factors could improve students' performance.

Factors influencing academic performance in Kibera (teacher responses)

Teachers were also asked to indicate their level of agreement regarding the variables influencing academic performance as shown in Table 4.9

Table 4.9: Factors Influencing Academic Performance According to Teachers

Statement	SA	A	UD	D	SD
The environment in Kibra	3(38%)	3(38%)	2(24%)	-	-
Quality and access to study material	3(38%)	4(50%)	1(12%)	-	-
Family support in relation to academics	4(50%)	3(38%)	-	1(12%)	-
The qualifications of the teachers	5(62%)	3(38%)	-	-	-

Findings revealed that 6(76%) of the respondents were in agreement that the environment in Kibra influenced academic performance, 7(88%) indicated that the quality and access to study material influenced student performance and another

7(88%) stated academic performance was influenced by family support in relation to academics and all the respondents agreed that the qualifications of the teachers was key in influencing academic performance. It is evident that academic performance was collectively a function of different factors.

Effect of mentoring dimensions

The researcher sought to assess the approaches of mentoring that can be adopted to enhance the results of mentoring. Respondents were required to indicate their level of agreement regarding the effect of the mentoring approaches on students' academic performance as presented in Table 4.10.

Table 4.10: Impact of Mentoring Approaches on Academic Performance

Approach	SA	A	UD	D	SD
Relationship dimension: Building on trust between mentor and mentee	8(28%)	14(50%)	1(4%)	3(11%)	2(7%)
Informative dimension: Provision of information to help mentee learn and grow	10(35%)	14(50%)	2(7%)	1(4%)	1(4%)
Facilitative dimension	8(30%)	13(47%)	4(11%)	2(7%)	1(5%)
Confrontive dimension: Challenging the mentee to pursue growth	6(22%)	11(39%)	4(14%)	3(11%)	4(14%)
Mentor-model dimension: Mentor offers thoughts and opinions on things affecting the mentee	8(28%)	14(50%)	3(10%)	1(5%)	2(7%)
Vision dimension: Mentors encouraging mentees to take initiative	10(35%)	14(50%)	2(7%)	1(4%)	1(4%)

From the findings, 20(78%) of the respondents were in agreement that building on trust between mentor and mentee positively impacted academic performance, while 5(18%) disagreed. Also, 24(75%) of respondents indicated that provision of information to help mentee learn and grow impacted student performance, while 2(10%) disagreed. Further, 21(77%) respondents agreed that identification and exploring alternatives available to the mentee enhanced student performance. Similarly, 22(78%) respondents indicated that offering thoughts and opinions on things affecting the mentee led to good academic performance, while 3(12%) disagreed. Further, 24(83%) respondents were in

agreement that encouraging mentees to take initiative impacted academic performance and 2(10%) disagreed. Last but not least, 17(60%) of the respondents agreed that challenging the mentee to pursue growth positively impacted students' performance, while 8(24%) disagreed. This demonstrates that various approaches to mentoring can be adopted in order to improve student performance.

Mentoring approaches and impact academic performance

The researcher also asked the teacher respondents to indicate the degree to which mentoring approaches impacted on students' academic performance and Table 4.11 shows the results.

Table 4.11: Approaches of Mentoring and Academic Performance

Approach	SA	A	UD	D	SD
Relationship dimension: Building on trust between mentor and mentee	3(38%)	5(63%)	-	-	
Informative dimension: Provision of information to help mentee learn and grow	2(25%)	4(50%)	-	1(13%)	
Facilitative dimension:	2(25%)	5(63%)	1(13%)	-	
Confrontive dimension: Challenging the mentee to pursue growth	1(13%)	4(50%)	1(13%)	-	
Mentor-model dimension: Mentor offers thoughts and opinions on things affecting the mentee	3(38%)	3(38%)	-	2(13%)	
Vision dimension: Mentors encouraging mentees to take initiative	2(25%)	4(50%)	1(13%)	1(13%)	

Findings show that all the respondents (100%) were in agreement that building on trust between mentor and mentee positively impacted academic performance, 6(75%) indicated that provision of information to help mentee learn and grow impacted student performance, while 7(88%) agreed that identification and exploring alternatives available to the mentee enhanced student performance. Similarly, 6(76%) respondents indicated that offering thoughts and opinions on things affecting the mentee led to good

academic performance and 6(75%) were in agreement that encouraging mentees to take initiative impacted academic performance. This demonstrates that various approaches to mentoring can be adopted to improve student performance.

How mentoring approaches improves academic performance

Respondents were also requested to indicate in their opinion how the mentoring approaches can be adopted to improve the effect of peer mentoring on academic performance. Table 4.12 presents the findings.

Table 4.12: Adoption of Mentoring Approaches

Responses	Frequency	Percent
Availing monetary capital and human resource	2	25
Building students confidence towards teachers	3	38
Continued follow-up	1	13
Focus on academics and personal growth	2	25
Frequent meeting between mentor and mentee	3	38
Implement mentoring in school curriculums	1	13
Involving students in the mentoring programs	2	25
Mentors expectations to be clearly outlined	1	13
Mentors to be people who have achieved academically	3	38
Provision of information to help mentees learn and grow	1	13

Findings indicated that 2(25%) were of the opinion that enough capital and human resources be availed, 2(38%) stated that students' confidence towards teachers be built, 1(13%) suggested that there should be continued follow-up on the mentees, while 2(25%) suggested that mentoring be focused on academics and personal growth and 3(38%) suggested frequent meeting between mentors and mentees. Similarly, 1(13%) indicated mentoring be implemented in school curriculums, 2(25%) stated that students be involved in the mentoring programs, while 3(38%) indicated that mentors be people who have achieved academically, 1(13%) indicated that mentors' expectations be clearly outlined. This implies that mentoring approaches should be implemented in a variety of ways in order to increase their effect on academic performance.

Improving peer mentoring

The study also sought to understand whether peer mentoring process can be improved so as to enhance its impact on student performance and the results are illustrated in Figure 4.6.

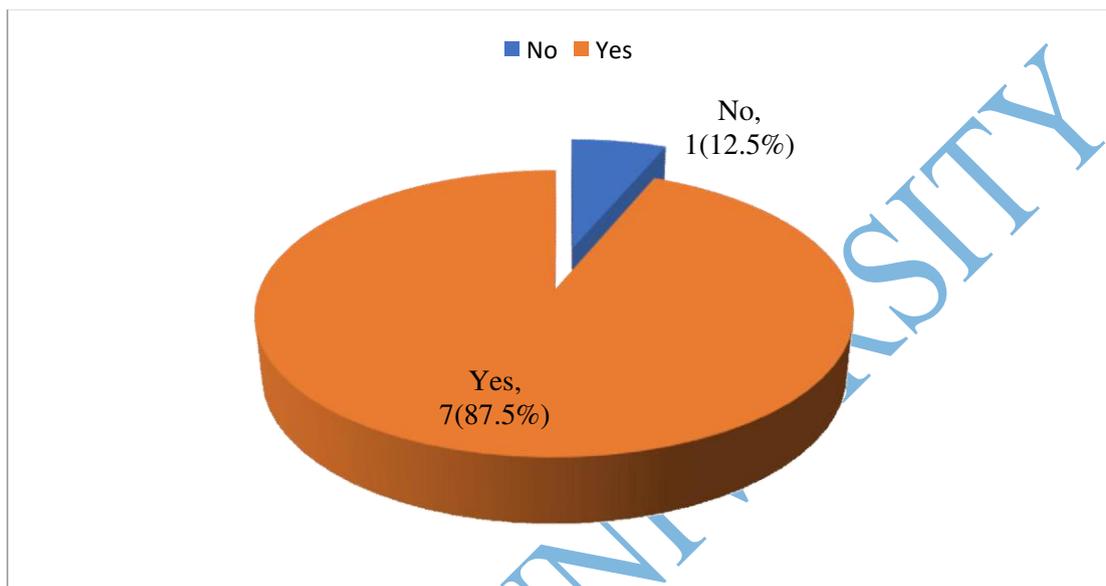


Figure 4.6: Whether Peer Mentoring Process can be Improved

The findings in Figure 4.6 revealed that the peer mentoring process can be improved at 7(87.5%), which suggests that there is room for improving peer mentoring process so as to enhance its impact on student performance. The researcher did not personalize the findings further asked respondents to explain how the mentoring process can be improved and below are their responses.

Summary of Key Findings

Regarding the effect of peer mentoring on academic performance, 3(38%) of the respondents stated that mentoring provided academic advice on career subjects, 4(50%) stated it enhanced discipline among students, 4(50%) stated that it improved both personal and academic growth, and 2(25%) opined that mentoring inculcates positive attitude towards learning. Further, 3(38%) said that mentoring positively models

students' attitude towards all subjects and it imparts studying strategies and benefits of academics to students at 3(38%).

The findings evidenced a strong positive correlation ($r = 0.818$) between peer mentoring and academic performance. The correlation was statistically significant ($p = 0.009$). This finding was interpreted to mean that peer mentoring practices leads to high academic performance.

Further, the study found that factors that affected peer mentoring influence on the academic performance to include time allocated for mentoring, inclusion of academic and personal growth in mentoring programs, active engagement between the mentor and the mentee, and clearly outlining expectations of the result of the mentoring session.

It was also found that effective approaches of peer mentoring that are adaptable towards improving academic performance include building on trust between mentor and mentee (100%), provision of information to help mentee learn and grow impacted student performance (75%), identification and exploring alternatives available to the mentee (88%). Similarly, 76% respondents suggested offering thoughts and opinions on things affecting the mentee can lead to good academic performance and 75% respondents were in agreement that encouraging mentees to take initiative impacted academic performance.

Summary

This chapter has availed the research findings in detail as provided by the respondents, presenting and providing a summary of the data in a way that is understandable. Data was organized and presented in tables and figures in accordance to the study objectives. The analysed data forms the basis on which chapter five will be presented providing discussions, conclusions and recommendations including areas for future research.

CHAPTER FIVE

DISCUSSIONS, CONCLUSIONS AND RECOMMENDATIONS

Introduction

This chapter presents a discussion of the research findings, conclusions and recommendations. The content of the chapter is based on primary and secondary data collected. The study sought to investigate the role of peer mentoring on the academic performance of secondary students using Macheo mentoring program in Kibra as a case study area. The study was informed by three objectives namely, to find out how peer mentoring impacted academic performance of secondary students, investigate the factors that affect peer mentoring influence on the academic performance of secondary students and recommend effective approaches of peer mentoring that can improve academic performance.

Discussions

The effect of peer mentoring on academic performance of secondary school students

All respondents stated that peer mentoring equipped students with the necessary skills to tackle challenges, enabled students to take challenges positively, it led to behaviour change among the mentees and it improves students' academic ability. It was further found that peer mentoring provided academic advice on career subjects (38%), it enhanced discipline among students (50%), it inculcated positive attitude towards learning (25%), it modelled students' attitude towards all subjects (38%), and it improved students' attitude towards educators (13%), while 38% respondents said that it positively modelled students' attitude towards all subjects and it imparted studying strategies and benefits of academics to students at 38%.

This finding is in agreement with Crisp and Cruz (2009) who found that in the education sector, peer mentoring programs often show positive effects for mentees including improved academic performance, student discipline, positive attitude towards learning, effective learning strategies and reduced drop-out rates. The authors also found that peer mentoring improves students both mentally and academically, enables students to realize themselves and change their attitudes, enables students to understand what they are supposed to do while in school. The findings are consistent with Otieno (2012) who found that peer mentoring focuses on assisting a junior student to improve on his/her general academic performance, supports mentee's individual growth and offers career advice, support student to handle learning challenges, and provides knowledge to the mentee to unlocks their potential.

Similarly, Bette (2013) posits that peer mentoring is an interactive relationship that influences positive change. She further stated that peer mentoring in schools works on behavioural, academic and social changes of adolescent-aged students to gain optimally from their learning experience and that it is vital in educational settings. Folger et al. (2004) evaluated a program that mentored fresh men and discovered that those who participated attained a more superior GPA than those who did not participate. Similarly, Campbell and Campbell (1997), reported better GPA among students who were mentored as opposed to those who were not, topped up with more completion of credits and reduction of drop-out rates in a program that mentored fresh men and discovered that those who participated got higher GPA results than those who did not participate. Alternatively, Hixenbaugh et al. (2006) observed the benefits of a peer mentoring program to include positive attitude to learning, discipline among students and learning skills. Furthermore, Hixenbaugh et al. (2006) observed the benefits of a peer mentoring program on contentment with the school and social integration among participating

students. According to Kinyanjui (2016), school-based mentoring generates a lot of positive outcomes, such as better academic results and better-quality of classwork and assignments handed in and improved students' attitude towards teachers and subjects.

Through peer mentoring, peer-educators aid the students to socialize, thus creating an environment of sharing and acceptance (Gladding, 2014). It creates a sense of stability on education matters and enables students to focus and concentrate in class. Bette (2013) indicated that mentoring helps to solve the behavioural, social and academic alteration of at-risk children and adolescents, in order to have them obtain all-out benefits from their school experiences. She further states that in peer mentoring, when a student is counselled by a fellow student, it eases the student, more so when they share a similar environment, social and economic status, and class among other things and this improves focus to schools and classwork activities, leading to improved academic performance.

Factors affecting mentoring influence on academic performance

The factors that affect peer mentoring influence on performance included time allocated for mentoring (87%), inclusion of academic and personal growth in mentoring programs at 25(90%), active engagement between the mentor and the mentee at 25(90%) and clearly outlining expectations of the result of the mentoring session at 24(85%).

These findings are consistent with Bandura's (1977) social learning theory which emphasizes that individuals draw the most effective lessons when they spend time interacting with other learners and mentors about a specific topic. That, as a result of social interaction and modelling, peer mentors both get to learn and to teach. Bandura (2008) expanded on his theory to flourish in social systems stating, "through social

modelling and other forms of social guidance, the mentees pass on to subsequent generations' accumulated knowledge and effective practices" (p. 101). Gabelnick et al. (1990) further noted that to enable a student to establish school success behaviors, peer mentors should embrace working through a learning community.

Additionally, Astin (1999) found that active student involvement in mentoring activities, had an impact on both the mentor and the mentee's learning outcomes. That engagement of students in mentoring programs is calibrated by hours and minutes and by the profundity of connections with people or academic content. Crafting opportunities for engagement on campus presents a way for learning institutions to improve on student academic performance, retention and success. Astin further argued that the quantity of personal development and student learning linked with any academic-focused program is directly related to the quality and quantity of learner level of participation in the program. Furthermore, he found a positive relationship between the students' degrees of engagement, academic and individual development and degrees of learning.

Student involvement theory indicated in any mentoring activity, the amount of time and effort invested in the mentoring activity fed into its success. This theory urges educators to establish how encouraged the learner is, informed by the quantity of time and energy the student is committing to the learning process. Learners will put in varied degrees of energy an array of objects at different times. Student involvement theory posited that time and effort in any activity that urged a learner to invest time on campus, becomes a contributor to success. This theory urges educators to establish how encouraged the learner is, informed by the quantity or amount of time and energy the student is committing to the learning process.

Cohen (2012) posited that the mentoring sessions should be structured in order to ascertain that there is always adequate time allocated for meaningful dialogue and activities involved in mentoring. Secondly, the mentoring session should have a holistic experience that benefits the mentee in order to foster interaction for constructive change and positive growth. Thirdly, there should be active involvement by both the mentor and mentee, centred on direct dialogues and common activities as a way of promoting the mentee's personal and professional development. Finally, there should be an ideal-vs-realistic situation which should factor in the ideal situation. For example, expectation of mentoring results which would fully optimize the mentoring process against the reality being experienced by both the mentor and mentee.

Rowley (2006) describes three features of a good mentoring program. Formal training for all mentors, that provides clearly outlined cases of the responsibilities and roles of a mentor, emphasizing on the need for mentors to document all activities involving the mentoring process, is the first characteristic. Lack of clear expectation and high-quality training limits their capacity to assist and aid teachers who are starting (Ganser & Kennedy, 2012).

According to Huling and Resta (2001), mentors should be taken for training in schema theory, that is, how to deliberate on the matter or topic under review with the mentee.

The mentor should put all his attention on problem-solving and critical thinking skills.

Accounts allude that in the initial stages of the mentor/mentee relationship, focus should be on availing material on the scheme rather than curriculum and instruction (Gratch, 1998). In light of this, training of mentors on how to integrate area of discussion in their conversation with their mentees is necessary. Mentor-mentor collaboration may also be a training necessity for mentors (Gratch, 1998).

According to a qualitative study conducted by Eller et al. (2014), eight different themes were discovered to display the most important factors of an effective and efficient mentoring relationship, namely (i) mentees articulated that communication with mentors assisted them cultivate trust in their abilities and provoked them to grow their potential. The mentees found it as a necessity to have mentors who were not rude but straight forward. (ii) Mentees also took note of the need for clarity in objectives and anticipation. Time allocation for the mentoring process was essential in the relationship in order to set objectives, with mentees clearly laying out the importance of establishing a suitable and acceptable pace and time management which is adaptable. (iii) Mentees pointed out that they found it necessary and important for mentors to encourage critical thinking, innovativeness and certainty, and awaken flashes of eagerness for them. Mutual and contagious energy for passion for work should be existent. (iv) Mentees emphasized on the importance of mutual friendship and a supportive relationship caring, and nurturing. (v) An innate relationship was essential to be cognizant of trust and have a high sense of appreciation for each other. Having shared goals and faith, will result into outstanding teamwork. (vi) Both mentees and mentors affirmed that the mentoring relationship should nurture the capacity or research and foster deeper comprehension. Mentors are expected to guarantee that the understudies' aptitudes and learning is enhanced, share intelligence in intriguing ways, and nurture abilities. It was vital to understudy that information gathered has an "authentic world association. (vii) Mentees and mentors found it exceedingly essential to foster, in a two-fold approach, the cooperation and freedom of the mentee. Mentees found it necessary to have an increasing awareness of accountability and to have opportunities to think independently and uniquely, be a part of a group, with an important mandate and make it group success. (viii) Mentees expressed that they required mentors to be exemplary, to model

collaboration with others and share battles, memorable and present, to lessen the terrifying variable.

Effective approaches of peer mentoring that can improve academic performance

According to Bette (2013), peer mentoring is the encouraging, motivating or combined effort to improve on the ability with which group members partaking in shared interests, may befriend, mediate, comfort, appease and reunite those who are estranged from each other in an informal way, without having to resort to discipline or relying on institutional authority. Mentoring approaches are associated with the way in which mentors accomplish varied mentoring roles. Mentoring relationships are made up of two main approaches of mentoring functions namely; psychosocial and career-oriented functions (Kram, 1985). Career-centred mentoring functions incorporate activities such as sponsoring, coaching, and protection, while on the other hand, psychosocial mentoring functions include activities such as role modelling, counselling and friendship.

It was also found that effective approaches of peer mentoring that can be adopted to enhance academic performance include building on trust between mentor and mentee (100%), provision of information to help mentee learn and grow impacted student performance (75%), identification and exploring alternatives available to the mentee (88%). Similarly, 76% respondents suggested offering thoughts and opinions on things affecting the mentee can lead to good academic performance and 75% respondents were in agreement that encouraging mentees to take initiative impacted academic performance.

The findings concur with Cohen (2012) who indicated that effective mentoring approaches include outlining the dimension of the relationship which focuses on the

cultivation of trust in the mentoring relationship. This is done through empathetic listening, asking open-ended questions, providing descriptive feedback double checking perceptions and through non-judgmental responses. Another effective approach indicated by Cohen (2012) is the focus on the provision of information to assist and facilitate the mentee to learn and grow. This is achieved through focusing on the present, reviewing the past, asking questions which require concrete answers, sharing feedback and relying on fact.

Further, Cohen (2012) noted that mentorship should focus on the identification and exploration of available alternatives to the mentee. The mentor facilitates by asking hypothetical questions, uncovering assumptions, exploring multiple viewpoints, analysis of reasons for goals and behaviours and reviewing preferences. Similarly, Cohen advised that mentors should use the confrontive dimension, which emphasizes challenging the mentee. It is achieved through careful probing, acknowledgment of concerns and criticisms, identifying variations and focusing on potential for growth. For example, factoring the environment in which students in Kibra live in and experience, it would be important to consider their attitude through facilitation and confrontation of possibilities existing.

Cohen (2012) outlined six mentoring approaches that can be used to motivate learners. Firstly, the relationship dimension which focuses on cultivating trust in the mentoring relationship. This is done through listening empathetically listening, asking open-ended questions, providing descriptive feedback double checking perceptions and through non-judgmental responses. Secondly, the informative dimension, which focuses on providing information to assist the mentee to learn and grow. This growth is achieved through focusing on the present, reviewing the past, asking questions which require concrete answers, sharing feedback and relying on facts.

Thirdly, Cohen (2012) discussed facilitative dimension, which concentrates on identifying and exploring options available to the mentee. The mentor facilitates by asking hypothetical questions, revealing assumptions, exploring multiple viewpoints, analysis of reasons for goals and behaviours and reviewing preferences. He further states that the confrontative dimension, as the fourth dimension, which focuses on challenging the mentee. It is achieved through careful probing, acknowledgment of concerns and criticisms, identifying variations and focusing on potential for growth. Factoring the environment students in Kibra live in and experience, it would be important to consider their attitude through facilitation and confrontation of possibilities existing.

Fifth is the mentor-model dimension, which focuses on motivation. This dimension focuses on mentors offering their thoughts and feelings, communicating personal experience, sharing realistic beliefs about the mentor, approaching risk with confidence and being action focused. Lastly, there is the vision dimension which focuses on mentors encouraging mentees to take initiative through reflecting on the present and future, asking questions about change, reviewing choices, expressing confidence in the mentee, respecting the capacity of the mentee and encouraging the dreams and vision of the mentee (Cohen, 2012).

Conclusion

The following conclusions were made in view of the study findings:

1. It was found out that peer mentoring equipped students with necessary skills to tackle educational challenges, led to behaviour change among the mentees, improves students' academic ability, enables students to realize themselves and change their attitudes, and unlocks their potential.

2. Improved academic performance is a product of peer mentoring and the presence of certain other factors including time allocated for mentoring, inclusion of academic and personal growth in mentoring programs, active engagement between the mentor and the mentee and clearly outlining expectations of the result of the mentoring sessions.
3. Effective peer mentoring includes academic advice on career subjects, discipline among students, positive attitude towards learning, positive attitude towards all subjects and effective use of learning strategies.
4. Peer mentoring enhances academic performance resulting from provided academic advice on career subjects, enhancing discipline among students, inculcating a positive attitude towards learning and positively modelling students' attitude towards all subjects.
5. In order to increase the peer mentoring influence on the academic performance, learning institutions should allocate sufficient time for mentoring, include academic and personal growth in mentoring programs, actively engage the mentor and the mentee and clearly outline expectations of the result of the mentoring session.
6. Effective approaches of peer mentoring that are adaptable towards improving academic performance include building on trust between mentor and mentee, providing information to help mentee learn and grow, identifying and exploring alternatives available to the mentee and encouraging mentees to take initiative.

Recommendations

1. Since there is a positive relationship between peer mentoring and students' academic performance, the study recommends that mentorship programs such as Macheo 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.

2. Besides having mentorship programs in schools, the study recommends that enough time should be allocated for the mentoring sessions and that the mentorship programs should include academic and personal growth, active engagement between the mentor and the mentee and that expectations of the result of the mentoring sessions should be clearly outlined.

3. In order to reap maximum benefit from mentorship programs in schools, a combination of different mentorship approaches should be used.

4. In light of these findings and the above conclusions, the researcher recommends a review of the education curriculum to include mentoring as a requisite element in increasing the transition rates to tertiary institutions. There is also need for an explicit government policy on mentoring, and the establishment of a solid mentorship coordination mechanism.

5. Policy makers and implementers in the education sector should significantly consider introducing, including and enhancing career mentorship in school curriculum, with an objective of providing solid guidance to students in as far as decision making towards their career paths is concerned.

6. Poorly performing schools should consider adopting peer mentoring approaches that are adaptable towards improving academic performance including building on trust between mentor and mentee, providing information to help mentee learn and grow, identifying and exploring alternatives available to the mentee and encouraging mentees to take initiative.

7. Institutions intending to mentor their students should allocate sufficient time for mentoring, include personal growth in mentoring programs, actively engage the mentor and the mentee and clearly outline expectations of the result of the mentoring session.

Recommendations for Further Research

This study focused on four secondary schools located in Kibra, an informal settlement within Nairobi. The researcher suggests that a similar study be conducted in a rural setting so as to provide a comparison of the findings.

A study needs to be carried out on the impact of mentorship on selected youth who previously participated in a mentoring program.

Further, the researcher recommends an in-depth research on the role of the community, namely parents/guardians, community leaders and religious organizations in shaping the lives of the youth.

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APPENDICES

Appendix A: Introduction Letter

Introduction Letter

P.O Box 56857-00200
Nairobi, Kenya
October 2019

TO WHOM IT MAY CONCERN,

ROLE OF PEER MENTORING ON THE ACADEMIC PERFORMANCE OF
SELECTED SECONDARY SCHOOL STUDENTS IN NAIROBI COUNTY (A
CASE OF MACHEO MENTORSHIP PROGRAM, KIBRA)

I am Michael Ochola Babu, National Identity No.24938670, a student at Daystar University, registration number 14-2238. I am currently undertaking my research project as a requirement for award of the degree of Master of Arts in Community Development. I am therefore carrying out a study on the role of peer mentoring on the academic performance of high school students from Kibra Nairobi-Kenya

The purpose of this letter is to kindly request for your cooperation during my data collection process for this study. The data that will be provided by respondents will be treated with utmost confidentiality and only used for the purpose of this research. The details of respondents and other sources of information shall also be kept confidential.

My contacts are on mobile 0734 758 696 or email mikeochola@gmail.com. I look forward to your cooperation.

Thank you,

Michael Ochola Babu

Appendix B: Students' Questionnaire

This questionnaire is designed for the purpose of studying the role of peer mentoring on the academic performance of secondary schools from Kibra, Nairobi Kenya. The information provided will be treated with confidentiality and is only for academic purposes.

Please fill this questionnaire as accurately as possible by putting a tick to indicate the correct answer or by filling in the required information in the spaces provided.

PART A: BACKGROUND INFORMATION

1. What is your gender?

Male

Female

2. What is your age?

Below 18 years

Above 18 years

3. What is your year of study?

Form One () Form Two ()

Form Three () Form Four ()

4. Are you part of a mentoring program?

Yes No

PART B: PEER MENTORING ON THE ACADEMIC PERFORMACE OF SECONDARY STUDENTS

5. a) Do you think peer mentoring has any effect on the students' academic performance?

Yes

No

b) If Yes, please explain

.....
.....
.....

.....

6. The table below shows aspects of peer mentoring. Please tick which aspect, according to degree, you feel can have an effect on students' academic performance statements, tick according to your level of agreement. (Please indicate by using 1- Strongly agree (SA), 2- Agree (A), 3- Undecided (UD), 4- Disagree (D), 5- Strongly disagree (SD))

	STATEMENT	SA 1	A 2	UD 3	D 4	SD 5
a)	Time allocated for mentoring session					
b)	Mentoring to include both academic and personal growth					
c)	Active engagement between the mentor and the mentee					
d)	Clear expectations of the result of the mentoring session					

7. In your opinion, what aspect should be most considered in mentoring that aims at improving academic performance?

.....

PART C: SUGGESTIONS ON APPROACHES THAT CAN IMPROVE ON PEER MENTORING

8. a) Do you think the peer mentoring process can be improved so to have a great impact on student performance?

Yes

No

b) If Yes, please explain

.....

9. The table below shows variables which may influence your academic performance. Tick according to your level of agreement. Please indicate by using

1-Strongly agree (SA), 2-Agree (A), 3-Undecided (UD), 4- Disagree (D), 5- Strongly disagree (SD).

	STATEMENT	SA 1	A 2	UD 3	D 4	SD 5
a)	The environment in Kibra in relation to academics					
b)	Quality and access to study material					
c)	Family support in relation to academics					
d)	The qualifications of the teachers					

PART D: APPROACHES THAT AFFECT MENTORING PROCESS

7. The table below shows approaches of mentoring that can be adopted to enhance the result of mentoring. Please indicate which ones, according to degree of influence, you think can have an effect on students' academic performance. Please tick according to your level of agreement. Please indicate by using 1-Strongly agree(SA), 2-Agree(A), 3- Undecided(UD), 4- Disagree(D), 5- Strongly disagree(SA)

	STATEMENT	SA 1	A 2	UD 3	D 4	SD 5
a)	Relationship dimension: Building on trust between mentor and mentee					
b)	Informative dimension: Provision of information to help mentee learn and grow					
c)	Facilitative dimension: Identification and exploring alternatives available to the mentee					
d)	Confrontive dimension: Challenging the mentee to pursue growth					
e)	Mentor-model dimension: Mentor offers thoughts and opinions on things affecting the mentee					
f)	Vision dimension: Mentors encouraging mentees to take initiative					

Appendix C: Teachers' Questionnaire

This questionnaire is designed for the purpose of studying the role of peer mentoring on the academic performance of secondary schools from Kibra, Nairobi Kenya. The information provided will be treated with confidentiality and is only for academic purposes.

Please fill this questionnaire as accurately as possible by putting a tick to indicate the correct answer or by filling in the required information in the spaces provided.

PART A: BACKGROUND INFORMATION

1. What is your gender?

Male

Female

2. What is your age?

Below 25 years

25 - 35 years

Above 40 years

3. For how long have you been a teacher?

1 – 5 years () 11 – 15 years ()

6 – 10 years () 16 and above ()

4. Which school do you teach in?

New Horizon Secondary John Paul II Secondary

Strait Secondary School Glory Secondary School

PART B: PEER MENTORING ON THE ACADEMIC PERFORMANCE OF SECONDARY STUDENTS

5. a) Do you think peer mentoring has any effect on the students' academic performance?

Yes

No

b) If Yes, please explain

.....

.....

.....

.....

.....

.....

6. The table below shows aspects of peer mentoring. Please tick which aspect, according to degree, you feel can have an effect on students’ academic performance statements, tick according to your level of agreement. (Please indicate by using 1- Strongly agree (SA), 2- Agree (A), 3- Undecided (UD), 4- Disagree (D), 5- Strongly disagree (SD)

	STATEMENT	SA 1	A 2	UD 3	D 4	SD 5
a)	Time allocated for mentoring session					
b)	Mentoring to include both academic and personal growth					
c)	Active engagement between the mentor and the mentee					
d)	Clear expectations of the result of the mentoring session					

7. In your opinion, what aspect should be most considered in mentoring that aims at improving academic performance?

.....

.....

.....

.....

.....

.....

PART C: SUGGESTIONS ON APPROACHES THAT CAN IMPROVE ON PEER MENTORING

8. a) Do you think the peer mentoring process can be improved so as to have a great impact on student performance?

Yes

No

b) If Yes, please explain

.....

.....

.....

9. The table below shows variables which may influence your academic performance. Tick according to your level of agreement. Please indicate by using 1-Strongly agree (SA), 2-Agree (A), 3-Undecided (UD), 4- Disagree (D), 5- Stronglydisagree (SD)

	STATEMENT	SA 1	A 2	UD 3	D 4	SD 5
a)	The environment in Kibra in relation to academics					
b)	Quality and access to study material					
c)	Family support in relation to academics					
d)	The qualifications of the teachers					

PART D: APPROACHES THAT AFFECT MENTORING PROCESS

10. The table below shows approaches of mentoring that can be adopted to enhance the result of mentoring. Please indicate which ones, according to degree of influence, you think can have an effect on students' academic performance. Please tick according to your level of agreement. Please indicate by using 1-Strongly agree(SA), 2-Agree(A), 3- Undecided(UD), 4- Disagree(D), 5- Strongly disagree(SA)

	STATEMENT	SA 1	A 2	UD 3	D 4	SD 5
a)	Relationship dimension: Building on trust between mentor and mentee					
b)	Informative dimension: Provision of information to help mentee learn and grow					
c)	Facilitative dimension: Identification and exploring alternatives available to the mentee					
d)	Confrontive dimension: Challenging the mentee to pursue growth					
e)	Mentor-model dimension: Mentor offers thoughts and opinions on things affecting the mentee					
f)	Vision dimension: Mentors encouraging mentees to take initiative					

11. In your opinion, how can the approaches be adopted to improve on the effect of peer mentoring on academic performance?

.....
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.....
.....
.....
.....
.....

(End of the questionnaire)

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Appendix D: Consent Form

Date.....

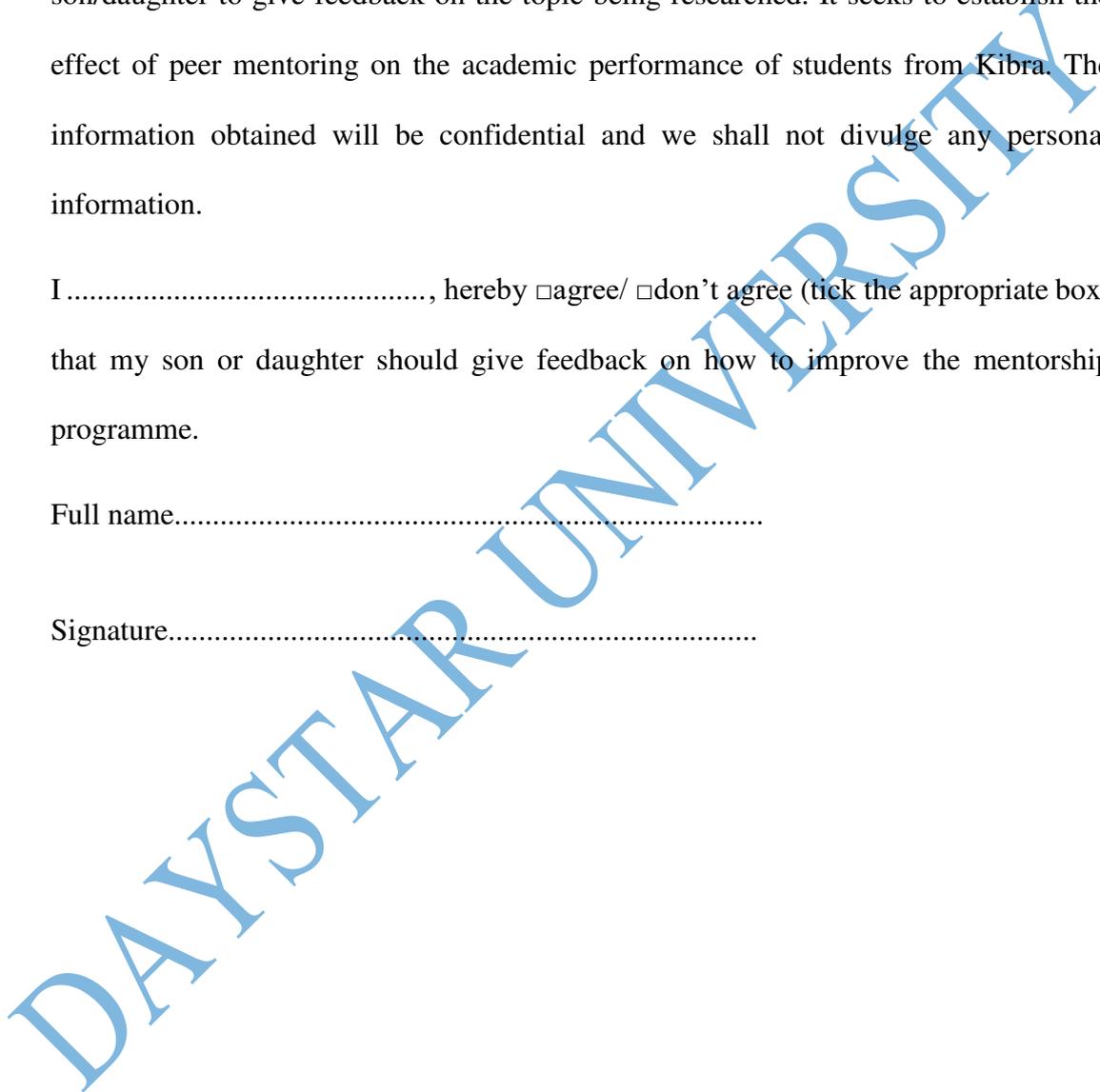
Effect of peer mentoring on the academic performance of students from Kibra

The purpose of this form is to ask for your consent as a parent/guardian for your son/daughter to give feedback on the topic being researched. It seeks to establish the effect of peer mentoring on the academic performance of students from Kibra. The information obtained will be confidential and we shall not divulge any personal information.

I....., hereby agree/ don't agree (tick the appropriate box) that my son or daughter should give feedback on how to improve the mentorship programme.

Full name.....

Signature.....





REPUBLIC OF KENYA



NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION

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Date of Issue: 19/August/2019

RESEARCH LICENSE



This is to Certify that Mr.. Michael Ochola of Daystar University, has been licensed to conduct research in Nairobi on the topic: ROLE OF PEER MENTORSHIP PROGRAMS ON THE ACADEMIC PERFORMANCE OF SECONDARY SCHOOL STUDENTS IN KENYA: A CASE OF MACHEO IN KIBERA, NAIROBI COUNTY for the period ending : 19/August/2020.

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Daystar University Ethics Review Board

Our Ref. DU-ERB/08/07/ 2019 /00302

Date: 08-07-2019

Michael Ochola Babu

Dear Michael,

ROLE OF PEER MENTORSHIP PROGRAMS ON THE ACADEMIC PERFORMANCE OF SECONDARY SCHOOL STUDENTS IN KENYA: A CASE OF MACHEO IN KIBERA, NAIROBI COUNTY

Reference is made to your request dated 26-06-2019 for ethical approval of your proposal by Daystar University Ethics Review Board.

We are pleased to inform you that ethical review has been done and approval granted. In line with the research projects policy, you will be required to submit a copy of the final research findings to the Board for records.

Before proceeding to the next stage, ensure the following attached comments are addressed to the satisfaction of your supervisor. Note that it's an offence to proceed without addressing the concerns of ERB.

This approval is valid for a year from 08-07-2019

This approval does not exempt you from obtaining a research permit from the National Commission for Science, Technology and Innovation (NACOSTI).

Yours sincerely,



PK
Mrs. Purity Kiambi,
Secretary, Daystar University Ethics Review Board

Michael Babu Thesis

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