

**EFFECT OF MENTORSHIP PROGRAMMES ON THE
PERFORMANCE OF STUDENTS IN SECONDARY SCHOOLS IN
MBOONI EAST DISTRICT, MAKUENI COUNTY-KENYA**

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ABSTRACT

Mentoring has been practiced in many countries and especially the developed world. In America, George W. Bush, former president of United State of America helped establish the National Mentoring Programme. This Programme was aimed at helping remedy social problems associated with the youth. The results have proved that mentored youth can benefit from a mentoring programme positively. In many Secondary Schools in Kenya, mentorship programmes are offered to support students in programme completion, confidence -building and further education or the workforce. Mentorship is critical to the attainment of educational goals. The success of the new members in the school can be achieved mainly if these are specifically prepared for the new environment and how welcoming the school is. There has been painful experience in some of secondary schools in Kenya. Monolisation as it is referred to, has in the past caused trauma and stigmatization to the young form one students. Schools in Mbooni East have had problems of discipline which has culminated to poor performance in their external examinations. The sought to find out how mentorship as a system of orienting students can have effects on their stay in the school and performance. It aimed to find out if mentorship programmes exist in the schools or not. The nature of mentorship programmes, influence of school administration on mentorship programmes, and the results of mentorship programmes on academic performance. The study adopted a survey method and targeted 30 schools within Mbooni East district from which a representative sample was selected through random systematic and purposive sampling Primary data was gathered by use of questionnaires and an interview schedule. Questionnaires were administered to both students and principals after piloting. Data analysis was done by use of (SPSS) based on research questions/objectives. For quantitative data, cross tabulation of responses and calculation of percentages was drawn and presented in bar graphs. Conclusions were drawn and recommendations made. Study findings indicated that; Mentoring was an eminently practiced programme within secondary schools in Mbooni East district. There is however no evidence of formal structure in which the process is undertaken. Mentorship programmes in many schools within Mbooni East district was that that of either teachers, or students, with evidence of community involvement. There is evidence of strong administrative support for mentorship programmes in secondary schools in Mbooni East district. The results of mentorship included harmonious relationships, better behaviour, improved academics and enhancing quick settling among students. Mentorship programmes elicited strong relationship with academic performance. The researcher recommended a need for structured and formal mentorship programmes that is independent from guidance and counselling, increased level of advocacy on mentorship and need to expand mentorship programmes to the community. A further study should be undertaken to establish the factors affecting successful implementation of mentorship programmes within the school set up.