INFLUENCE OF SCHOOL MENTORSHIP PROGRAMS ON LEARNER PERFORMANCE IN PUBLIC PRIMARY SCHOOLS IN ISIOLO SUB-COUNTY, KENYA

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A RESEARCH PROJECT SUBMITTED IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE AWARD MASTER DEGREE IN EDUCATIONAL LEADERSHIP AND MANAGEMENT OF

MOUNT KENYA UNIVERSITY

JULY 2025

DECLARATION AND APPROVAL

Declaration by Student

This project is my original work and has not been presented for a degree in any other university or any other award.

Sign: Date: 05/07/2025

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MED/2022/36273

Approval by Supervisor

I confirm that the work reported in this project was carried out by the candidate under my supervision

Sign: Date: 5-07-2025

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DEDICATION

I dedicate this project to my dear family for the support they gave me during my study period.

ACKNOWLEDGEMENTS

First, I am indebted to Almighty God for giving me life and patience to pursue my study. I am really appreciative to my Supervisor Dr. Emily Kirwok for her direction in scripting this thesis and the several consultations we had together. It is with great enthusiasm not to forget the zealous effort of Dr. Peter Simotwo for his support in terms of being my mentor and always giving me self-effacing advice to pursue my studies. May God bless them.

ABSTRACT

This study aimed at establishing the factors that influenced School-Based Mentorship Programs (SBMPs) intended to improve learner performance in schools, particularly for learners experiencing social challenges at home. The focus areas included mentorship tools and procedures, the vetting and training of mentors, the roles of mentors, and the code of ethics governing mentorship practices. The study adopted the Social Learning Theory and Behaviorist Theory to provide theoretical insights into the study objectives. A mixed-methods approach was employed, integrating both quantitative and qualitative data collection methods. Data were gathered through interviews, case studies, observations, and questionnaires. The validity of the study was ensured by collecting high-quality data using specific tools targeted at well-defined areas. The sampling procedure employed Yamane's formula to determine the appropriate sample size. Reliability was assessed using the test-retest method and standardized testing procedures, including the use of Cronbach's Alpha test and the split-half method to evaluate internal consistency. Pilot testing of the research instruments was conducted at Mwangaza Primary School with two teachers and ten learners to refine the tools. Data were subsequently analyzed using regression models and content analysis, enabling the study to present valid and reliable findings on the effectiveness of SBMPs. The data revealed that while mentoring resources and established tools were moderately available, their accessibility and overall impact on learner performance varied. Mentor training was identified as insufficient, with respondents expressing skepticism regarding its effectiveness in enhancing learner support and academic outcomes. Nevertheless, mentorship roles were clearly understood and positively rated, signifying their importance in promoting ethical compliance within the mentorship structure. Regression analysis indicated a strong positive correlation between all independent variables and adherence to ethical standards. Specifically, mentoring resources, established tools, and clearly defined roles significantly predicted ethical compliance, whereas training showed a weaker predictive influence. The study concluded that ethical compliance within school mentorship frameworks was strongly supported by the availability of structured roles and resources but was undermined by deficiencies in mentor training. It recommended increased investment in comprehensive mentor training programs, improved resource provision, formalization of mentorship procedures, and reinforcement of the mentorship code of ethics. Additionally, the study suggested further research to investigate the long-term impacts of mentor training and the potential integration of digital tools to enhance mentorship quality in varied school environments.

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CHAPTER ONE
INTRODUCTION

1.0 Introduction

The objective of this chapter is to introduce the study, the intension of the study, its specific objectives, highlighting the problem that is to be solved, the significance of the study. This chapter also describes the scope of the study where we state the content to be covered, geographical area to be covered and duration of the study. Again, the limitations of the study plus the mitigations to be taken to towards the stated limitations to ensure the study goes beyond the limitations and success is realized when the objectives are achieved.

1.1 Background to the Study

Mentoring is having an experienced person teaching a skill to another individual with less or no experience or knowledge on the particular skill (Ministry of education Kenya, 2019). Mentorship originated from the Greek writer Homer. Both Mentorship as a skill and the word mentor came from Homer's classic poem (Homer 2019). To date, mentorship has grown in many institutions but with a lot of challenges including unknown number of ongoing mentorship programs (Garringer, McQuillin, and McDaniel 2017). This prompted the researcher to find out the possible guidelines and tools for mentorship that would lead to documentation of every mentorship group and even the sessions to allow for proper statistics of mentorship with a purpose.

Still on mentorship with a purpose, reported a higher GPA among those learners under mentorship program presented higher GPA than the non-mentee learners, in addition to lower drop-out cases and credits among mentees (Doherty, 2021). Saranya et al. (2003) associated mentorship with other life aspects where people's aspirations are growing and socializing indicating that mentorship enables upcoming trainers to improve on knowledge, personality development and career promotion. Saranya et al (2003) continues to argue that friends, parents, teachers and neighbors can be mentors aiming at helping mentees in counseling on career choices, managing behaviour, developments in social relationships and enhancement of self-esteem by looking at mentorship as an open but effective interaction between mentees and mentors geared towards facilitating proper guidance. Coming down to mentorship programmes in Africa as a region, Ronald Quincy worked with mentees as a mentor in the Mandela Washington Fellows Programme (Ronald Quincy 2018)

and noted challenges in sustaining mentorship relationships and even recruiting mentees mostly women. This therefore calls for procedure in having effective programmes and again training mentors to navigate the challenges that may arise.

Additionally, The African Youth Mentorship Network (AYMN), aimed at inspiration to empower youths in Africa through mentorship and education to enable them grow up being confident, intelligent emotionally and socially responsible individuals within a society. This proves the point that mentorship is crucial in the growth of children hence important in a school setup. Education for Africa (2019) explains that the common problem for underprivileged learners in Africa is low perceptions of the importance of education and high dropout levels and that mentoring is critical in life transition stages, such as when learners near the end of their school years in providing guidance on how to achieve the best future possible and help learners' escape the poverty trap.

Arigatou International (2018) brings out a conversation suggesting that African leaders extend their stay in power because youths lack mentors showing them that power is not an individual but service to the community and the citizens suggesting gaps in mentorship to offer direction to the youth who would in turn become voters. Arigatou International (2018) continues to argue that Africa has little to no attention on mentorship for the youth having most attention put on education for the youth, their empowerment and socialization showing lack of vision informed by uninformed understanding of youths as leaders of tomorrow yet they are not just leaders of tomorrow, but leaders of today if properly mentored.

Hillary Umo-Udofia (2017) also cries out to Africa for ignoring mentorship needed by youths to compete in the current world as their educational process concentrated on preparation towards acquisition of certificates. In Kenya, according to (Phoebe Ekman 2022) of Tumaini la maisha Kenya, mentorship takes a path towards enabling girls enjoy equal rights like access to education, ability to enjoy freedom of speech, and the opportunity to also lead.

The education policy Kenya (2019) supports mentorship services in learning institutions geared towards positive results for learners together with the youth with increased completion rates, improved learning attitudes, social skills, resilience and behavior and that the programmes nourish

peer, family and school relationships. They also contribute in the reduction of the risk of being involved in drugs and substance abuse and build up a sense of belonging among learners and the community (Education policy Kenya 2019). The researcher finds it inappropriate that such policies exist but are never implemented in schools yet so many learners are in dire need. It is in this regard that the researcher is prompted to conduct research to probe how well can school based mentorship be administered in schools to ensure this view is achieved on the ground not just on paper. The Early Learning and Basic Education Curriculum Framework (2017) encourages education approach that bases on value for the purpose of nurturing values in leaners and supporting and guiding young children to manage challenges shaping an important part of education.

According to (The Early Learning and Basic Education Curriculum Framework 2017), a good number of Kenyan learners are met with a lot of challenges that call for them to make crucial decisions in their early lives. Additionally, the youth should tackle matters related to peer pressure, career choices, drug and substance abuse, sexuality, negative media influence and harmful traditional practices. The youth are also expected to indulge in making clear decisions on social and political changes (The Early Learning and Basic Education Curriculum Framework 2017) which also puts emphasis on a value-based education approach to inculcate desirable values in the leaners which may be best achieved through mentorship programmes.

In Isiolo county, (Isiolo youth centre 2024) brought out a story from one youth called Zeituna Abas who narrated how the IYC contributed to her life becoming better having been a young mother of three being a mentorship centre. This confirms that mentorship leads to positivity hence may lead to good performance when introduced in public schools with proper guidelines. In Isiolo County, there are a lot of social problems that affect the teenage group and children that really call upon the stakeholders to embrace mentorship programs in order to help the children to prefer staying in school and be convinced that being in school is the best option and the ultimate solution.
In 2023, the researcher attended a five days training in Isiolo county sponsored by UNICEF in collaboration with Life skills promoters on mentorship program targeting out of school children incorporating the ministry of education and the security leadership in Isiolo county to help the children who dropped out of school or have never been registered in school at all. This pushed the researcher to investigate whether it is worth mentoring them while they are in school but facing

the challenges that may lead to dropping out instead of waiting to mentor them after they are out of school and it may be too late to reverse the damage because most of the children who were brought back to school under this programme have since disappeared back to the streets of Isiolo.

Again, the catholic mission through mentorship programmes have managed to sponsor many vulnerable children and success has been achieved but the children in public schools miss this program and therefore performance is very low in public primary schools. This prompted the researcher to want to study on whether training teachers and others stakeholders and generally streamlining mentorship in public primary schools could improve learners' performance.

1.2 Statement of the Problem

The study aims at improving learner performance in primary schools in isiolo sub county who are vulnerable considering their social issues affecting their schooling through enhancing quality School Based Mentorship Program by looking at the tools used in mentorship, vetting and training of mentors to improve relationships between mentors and mentees as mentors can be trusted by mentees with all their problems which are sometimes so delicate and life threatening as proposed by (The Early Learning and Basic Education Curriculum Framework 2017)

1.3. Purpose of the study

This study examined the influence of school mentorship programs on learner performance in public primary schools in isiolo sub-county, kenya

1.4. Research Objectives.

i. To assess the influence of mentoring resources on on learner performance in public primary schools in isiolo sub-county, kenya
ii. To assess the effect of laid down tools and procedures used in mentorship on learner performance in primary schools in Isiolo sub county Kenya.
iii. To examine the influence of training vetted persons offering mentorship services on learner performance in primary schools in Isiolo sub county in Kenya.
iv. To establish the effects of well stipulated roles of a mentor on learner performance in primary schools in Isiolo sub county Kenya.
v. To determine the effects of compliance with the code of ethics by individuals and

organizations mentoring learners on their performance in primary schools in Isiolo sub county Kenya.

1.5. Research Questions.

i. What is the influence of mentoring resources on on learner performance in public primary schools in isiolo sub-county, kenya?
ii. What is the effect of laid down tools and procedures used in mentorship on learner performance in primary schools in Isiolo sub county Kenya?
iii. What is the influence of training vetted persons offering mentorship services on learner performance in primary schools in Isiolo sub county in Kenya?
iv. What are the effects of well stipulated roles of a mentor on learner performance in primary schools in Isiolo sub county Kenya?
v. How does compliance with the code of ethics by individuals affect performance in primary schools in Isiolo sub county Kenya?

1.6. Significance of the Study

This study is meant to establish the benefits of mentorship to participants who are both mentors and mentees, evaluate methods and analyze the outcomes and proceed to recommend the best practices. The study also focuses on how well can vetting of individuals to identify suitable and qualified individuals be done and training of the already vetted individuals on their roles and what is expected of them to become good mentors for the purpose of mentoring learners with different social and health issues and have something good come out of the process.

1.7. Scope of the Study

This study aims at looking at Mentorship as a means of ensuring good learner performance in primary schools in Isiolo sub county by looking at; procedures and tools used in mentoring, training and vetting of mentors, and the ethics of mentors towards mentees including assured privacy.

The study also focuses on the strengths and weaknesses of works of other scholars on Mentorship programs to different groups of mentees and mentors across the world and identifying gaps that

need to be filled during this study to ensure mentors do a good job on mentees for them to be able to benefit and perform better holistically in school.

The study took place in primary schools in Isiolo sub county, Isiolo county Kenya. Isiolo County borders Samburu, Meru and Laikipia counties in Kenya. The study took a period of two years.

1.8. Limitations of the study

Limitations are the factors that hinder the research process and if not mitigated, may lead to distorted findings. They are: -

High level of illiteracy among the target population.

The research design calls for the use of materials like questionnaires which require the respondents to read and write their responses but being unable to read, makes it almost impossible to get information using this tool but to overcome this, the researcher may opt to use other methods like oral interviews to get responses from this group of people.

Sample size being on scattered settlement

The sampled population is from a scattered settlement meaning there was a lot of travelling to engage with them because even the schools are in the interior parts but in order to conduct an effective study, other means of communication like use of social media to communicate to them was used instead of physical meetings

Limited access to data

Research involves surveying certain people or organizations, the problem of having limited access to willing respondents. Due to this, there may be need to redesign or restructure research questions in a different way and give an assurance that the responses are to be kept private and confidential in order to have them agree to be interviewed and have findings that are still reliable and valid despite the limitation.

Language barrier among the target population

Isiolo being a cosmopolitan region where so many tribes are represented like Meru, Turkana, Samburu, Borana and Somali. This is even more complex because the researcher belongs to an entirely different community. To work with the sample population, there was a translator from the

respective communities to help translate the different languages to national languages to ensure the study is done.

1.9 Operational Definition of Key Terms

Mentorship: The guidance provided by an experienced person in an educational institution for a period of time during which a learner receives guidance on a particular issue affecting their performance.

Mentee: The learner who is being guided, trained, or counselled by a more experienced person.

Mentor: An experienced person offering guidance or training on an issue to a less experienced person.

Topography: The arrangement of the natural and artificial physical features of the area covered during the study.

Performance: The action or process of mentees working on their academics to fulfil the expectations of teachers by attaining positive outcome.

CHAPTER TWO

LITERATURE REVIEW

2.0. Introduction

Chapter two was based on previous literature from other researchers and their outcomes to which the present study is related. This offers enough background in understanding the study. It is divided into five parts: Empirical review which is a discussion of related literatures from the relevant previous researches that is correlated with the methods used in this research to be used as the references in the current study. Theoretical framework which discusses the narrative explanation about how the researcher engages in using the theory and its underlying assumptions to conduct research. Then conceptual framework which is a diagram exploring concepts and ideas. Then recap of the entire literature review and finally identification of the gaps that need to be worked on.

2.1. Empirical Review

Empirical review elaborated on the previous studies correlated with the topic of this study which is Mentorship in school to enhance good performance from learners, methods and designs that was used. The literature reviewed served as references to build on research methods and also help in solving the problems in this study which are; procedure and tools, training and vetting of mentors, specified roles of a mentor and ethical compliance between mentors and mentees.

2.1.1. Procedure and tools used in Mentorship programs to enhance learner performance.

Globally, many scholars have tried to base their studies on tools in mentorship in general. Katrine Nesje and Eli Lejonberg (2022) on their research paper; Tools for the school-based mentoring of pre-service teachers, sought to understand the tools used in mentoring pre-service teachers during their training. They came up with three categories of tools namely; discursive, epistemic and technological. It's evident that appropriate tools have great influence in mentoring and boosting preservice teachers' outcomes. The tools used based on a holistic approach to mentoring (Nesje and Lejonberg, 2022).

Again, on tools, (Kaj, 2002), states that the program should entail effective objectives, mentor-mentee relationship skills enhancement, adequate professional development and training, and effective assessment measures.

Apart from effective tools, there's need for appropriate procedure in mentorship. According to (Mentor, 2005). Having a well-developed mentoring program is the best way to be involved and add value to the society. Careful planning before any program commences prevents many

challenges in the course of the programme (Mentor, 2005).

Mentor (2005), recommends;

- Learning more about other existing programmes with similar objectives within the area.
- Designing the parameters of the program.
- Defining the population that to be served by considering age, gender, mentoring needs, and other common characteristics.
- Identifying possible mentors.
- Determining types of mentoring relationships for example; the mentee and how they was mentored.
- Determining where the mentoring sessions will occur.
- Determining how often mentors and mentees will meet and the duration of the mentoring sessions.
- Determining the desired outcomes.
- Determining if the program will stand alone or collaborate with other programs.
- Identifying key stakeholders and generate buy-in.
- Planning the program evaluation.
- Developing policies and procedures to support the program.
- Establishing case management protocol for effective communication with mentors and mentees.
- Planning program management and management team.
- Ensuring clear roles.
- Establish policies and procedures.
- Implementing ongoing training.
- Developing financial plan by securing funding streams and establishing internal controls
- And finally Implementing the program (Mentor, 2005).

Mentor (2005) also explains that continuous evaluation of the program and making adjustments as needed.

Education for Africa (2019) explains that the process of mentoring marginalized learners' starts

with helping learners create a vision for their life, develop a plan, and gain skills to be able to implement this plan. Phoebe Ekman (2022) describes mentors as tools found in the communities based on their concern for psychological and mental health of girl child.

The ministry of education Kenya (2019) suggests a flood of materials used in mentorship within the learning institutions and that some of the materials are way below the qualification standards for quality and relevance on review and vetting based on KICD Act 2013. Because of this, the Ministry mandates KICD to vet and approve all materials and tools used in mentorship in learning institutions.

2.1.2 Training Vetted Mentors

This majors on equipping already approved mentors with knowledge, skills and values on how to be relevant and effective mentors.

Carla H. et al (2000), argues that training and acclimatization associates with close and collaborative relationships and that mentors who receive little training and acclimatization reported the lowest levels of quality relationships, while mentors who attend training for more hours pose the strongest relationships with mentees. Carla H et al(2000) goes on to propose the need for postmatch training and support to enable mentors spend more hours with their mentees, hence stronger relationships so that mentors may overcome the challenge of feeling incompetent attending to older youths (Carla H et al 2000).

Sipe, (1996) also weighed in the training of mentors by advocating for mentor training, screening and supervision as elements that are critical for effective mentoring programs following traditional one-on-one model.

According to (Education for Africa, 2019), mentors serve as role models and expose learners to new career possibilities and opportunities they may have been unaware of and the presence of a reliable, dependable, and well-intentioned mentor can provide a vulnerable student with both the knowledge and passion to pursue a successful career path.

In South Africa, (Drago-Severson, 2004), encourages learning that helps adults manage complex issues in life and at work places better that is, transformational learning which contrasts informational learning focusing on increased number of skills and knowledge posed by an individual.

Ministry of education Kenya (2019) suggests that Vetting performed on organisations and individuals who offer or intend to offer mentorship services is vital in protecting the mentees' well-being and that the Ministry of Education Head Quarters has the responsibility of vetting mentors. They continue to state that recognition for best practices in mentorship which means recognition of achievement and exemplary performance of mentors and mentees is critical for the sustainability of mentorship programmes (Ministry of Education Kenya, 2019).

2.1.3. Roles of a Mentor in Mentorship

Saranya, Raju Dhuli and Rajakumar Guduru (2023), based their study on; Fostering a sense of self-responsibility for learning. Improving learners'' personal growth, academic success, and professional knowledge. Inculcating a sense of direction for future academic endeavors.

Raju Dhuli et al. (2019) Potrays mentorship as one factor affecting learners'' holistic learning meant for creating a viable education with several benefits of mentorship namely confidence for high employability for mentees, teaching of values for self-reflection for the mentors and improvement in organizational effectiveness towards evolving of strategies meant for management of stress in organizations (Raju Dhuli et al. (2023).

Raju Dhuli et al (2023), continues to disapprove of any outstanding connection between learners' who seek advice for personal growth, academic success, and those seeking advice for professional development, hence advocating for mentorship at every level of formal education for both teachers and learners for academic success, personal, and professional growth.

(Carla H. et al, 2000), suggests that mentorship approach provides youths who are disadvantaged with volunteer mentors as a complement to the traditional community-based mentoring model. (Carla H et al 2000) Continues to advocate for mentors to spend more time with teachers to push for fruitful influence on their mentee's educational success while in programs based in the community which is also effective in influencing social behavior. Carla H et al (2000), continues to explain that the extent to which youth and mentors engage in social activities is the strongest contributing factor for both community-based and school-based programs in all three measures of positive relationship quality from closeness to emotional and instrumental supportiveness.

Cruddas (2005) suggests that mentors as important aspect of resources in schools meant to address inequity in the attainment gap and that leaders in schools are morally obliged to narrow the gap between highest and lowest achievers among learners.
According to (Sipe, 1999), The much-intended objective is for mentors to impact personal developments amongst youths and influence their academic success.

Education for Africa (2019) argues that for less fortunate communities like Kenya, Tanzania, and Malawi, mentorship can also build a child's self-esteem, interpersonal relationships, and drive, all increasing the likelihood of achieving their potential.

Still in Africa, Arigatou International (2018) argues that mentorship programs offer secure spaces for young people who have encountered abuse, discrimination and suffering to be able to dream again about better future and that Africans require mentorship that offers inspiration for the young people to gain knowledge of problem-solving, imagination and exploration to be assured of them being valued and to foster a sense of love, base of critical thinking in addition to fruitful decision making process.
Phoebe Ekman (2022) suggests mentioning girls have turned them into good leaders who are confidently able to, raise their voices to speak about and against gender violence both in Africa and around the world and that mentors have enlightened a higher percentage of girls on self awareness so that they are able to focus on achieving what their own parents never achieved.

2.1.4. Compliance with code of ethics by mentors and mentees

Tamara Moody, et al (2019) base on reducing student absences and number of discipline referrals. Tamara Moody (2019) continues to explain that improved relationships between learners and community members contribute to a sense of belonging among learners and that the feeling of genuine care for the learners by their teachers concerning their well-being would effectively minimize negative behaviour and maximize the learning process.

Carla H. et al (2000), suggests that having schools as meeting points provide an assured safety with numerous advantages for both mentors and mentees at a cheaper or no cost at all.

Blechman (1992) Suggests that successful mentors are bicultural competent, proud of their origins, and effective in underclass as well as mainstream contexts.

Katrine Nesje and Eli Lejonberg (2022) suggest that effective mentors possess certain characteristics and qualities that contribute to the success of the mentorship relationship and that they demonstrate a deep commitment to the professional growth of teacher trainee and create a supportive and trusting environment. Hudson and Hudson, (2018) argue that effective mentors are skilled communicators, providing clear and constructive feedback to help pre-service teachers identify areas for improvement and build on their strengths on stage. According to (Kajs, 2002), mentorship impacts the teacher trainee in serving best the learners'' learning processes. He continues to argue that mentors and mentees are supposed to have mutual trust, respect, democracy and commitment towards attaining success in mentorship.

Amanam Hillary Umo-Udofia (2017) explains that mentorship is a two-way process where experiences and knowledge are shared between mentors and mentees to attain desirable results through a planned process which is exciting and that the young people's mode of processing information, their way of perceiving, learning from, conceptualizing and acting upon it determines its effectiveness in empowering them.

In Kenya, Phoebe Ekman (2022) exposes mentors as champions in the communities due to their ability to speak in a way that vulnerable girls relate to by proving evident reasons for advocating for a specific route towards a successful life.

The ministry of education Kenya proposes an introduction of mentorship services in all schools by creating procedures and tools for training, vetting and approving mentors, keeping records of those approved to offer mentorship services and ensuring they comply to ethics and regulations (Ministry of Education Kenya, 2018).

2.2 Theoretical Framework

In this section, the researcher seeks to look at theories that explore on mentorship in basic learning institutions that may aid in achieving its intended goals in a school setting. Theoretical perspectives

were considered to aid in understanding the social and economic factors that lead to establishing effective mentoring in schools. The focus was on social learning theory (Bandura 1963) and behaviourist theory (Peel 2005).

2.2.1. Social Learning Theory

Bandura (1963), proposes social learning theory which explores on new behaviours being acquired by observing and imitating others and that learning may also occur when people observe consequences of other people's actions by either receiving rewards or punishment.

Albert Bandura's social learning theory has its emphasis on the significance of observing, modeling, and imitating the behaviors, attitudes, and emotional reactions of others (Saul McLeod 2024) and that mediating processes occur between stimuli & responses.

Saul McLeod (2024) argues that in social learning theory imitation of behaviour is not automatic after observation of behaviour but rather there's thought before imitation and the process is called mediational process occurring between observing behavior (stimulus) and imitating it or not (response).

To start with, a school is a good definition of social setting with different levels of individuals, different gender interacting each other. A good example of social learning is mentorship where mentees observe behaviour from the mentors and even teachers within a school setting.

Just as indicated in social learning theory that learning may occur through imitation, new learners may learn school rules and other values from other learners who are already familiar with the existing rules leading to good behaviour being adopted and the peers are then regarded as tools in mentoring new learners.

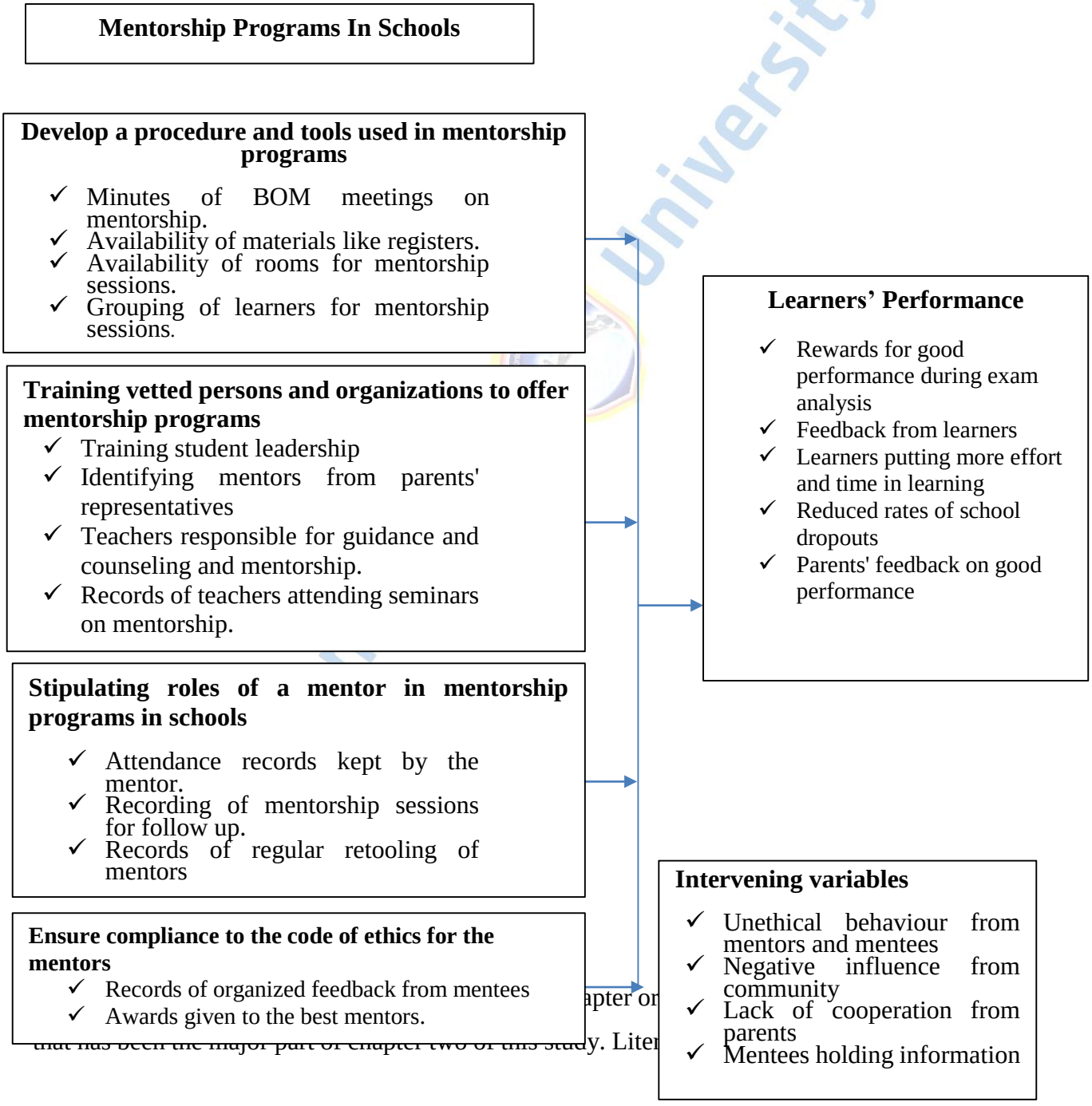
Mentorship in schools also appreciates rewarding good behaviour from values acquired for example rewarding best performers while pointing out vices and this procedure is in line with social learning theory.

2.2.2 Behaviorist Theory

Behaviorist theory by (Peel 2005) proposes that learning and behavioral changes occur via positive and negative consequences of those behaviors. In this context, the mentee is encouraged to adopt positive behaviour facilitated by the mentor hence avoiding negative behaviour.

Therefore, the mentee adopts behavior from the mentor meaning the mentor has very high possibility of conditioning behavior changes in their mentee. For instance, teacher's behavior may influence learner's behavior or rather the teacher as a mentor offering guidance and counselling may influence behavior and learner as mentee attending guidance and counselling sessions may adopt a different but positive behavior.

2.3. Conceptual Framework



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that has been the major part of chapter two of this study. Liter

previous works done by scholars on Mentorship as a way of guiding non experienced individuals by the experienced individuals on a certain area or context. This review is based on the objectives of the study from the first to the fourth objective by looking at how each of the reviewed works anchored on each objective.

The ministry of education Kenya Mentorship policy of 2019 while responding to their own report of 2015 which discovered that there was urgent need to work on a policy on Mentorship which was found to have many gaps that needed to be filled worked on measures to put Mentorship under control and also have mentorship benefit school going children. These measures range from the need to have a common way of conducting Mentorship in schools to training of mentors. Raju Dhuli (2019) in India sought to correlate the learners' seeking advice for personal growth and for academic success and brings in the role of mentors towards this course and have the learners as mentees to benefit from Mentorship in Indian schools.

Upon conducting literature review, the researcher noted a number of gaps that could be filled by this study. There's need to address a common procedure in mentoring depending on regions and needs of mentees to be. For example, street children who are being persuaded to get back to school, the learners already enrolled in school but facing challenges and children in caregiving homes.
Mentorship having not been taken as a career on its own, there's need to specifically have a clear information on who vets and trains the mentors and channels put in place to receive reports on progress of the program which went a long way in giving reports on ethical compliance.
Another issue not well addressed is the issue of funding Mentorship programs which includes movement of mentors and their wellbeing, needs of vulnerable mentees and materials needed for Mentorship programs. Again, not much has been done on mentoring the boy child who is seriously neglected especially in Isiolo county

CHAPTER THREE

RESEARCH METHODOLOGY

3.0. Introduction

This chapter was based on the methodology that was used in this study including the research design, the targeted population who are the total population of respondents in the study, sample

design which entails how sample size is determined from the target population and the techniques used for sampling the sample size. The chapter also describes the data collection methods which explains the instruments used and why the particular instruments and administration of the chosen data instruments. Reliability and validity of the information provided on the methodology plus locations and quoted numbers of respondents and then how data analysis was done considering each objective and finally ethical consideration while conducting the study not forgetting any references during the study. The location of where the study took place was well explained and why the particular place.

This study used both Qualitative and quantitative methodologies to aim at producing contextual, global knowledge about the behaviors, social structures and beliefs of learners who are mentees and mentors for easy interpretation and to give my own opinion as the researcher in order to gain better insight into possibilities for future improvement of the mentorship programs with mentees attending regular recorded sessions without missing out of love and affection for the program and value for its benefits.

Surveys used to select participants (mentors and mentees), interviews conducted and answers recorded by note-taking, and interviews also filmed with consent. These interviews were meant to gain an understanding of participants' views, perceptions and motivations towards the programs.

3.1. Research design.

Considering (Miles & Huberman, 2014), the researcher used both qualitative and quantitative approaches for this study, where qualitative will help in characterizing the relationship between independent and dependent variables of the study to correlate the observations from data collected in the field hence bringing up the need to use quantitative approach to evaluate numerical data from the interviews and case studies and also to be used in data presentation like in different graphs and tables.

This therefore led the researcher to work with Descriptive design, (Camino et al., 2023), basing on the fact that the study was obtained from the sampled respondents within the selected institutions focusing on understanding the existing data on how mentorship influences performance in schools.

Interview and questionnaires were used to get descriptions from the respondents together with observations to allow gathering of data on views and behaviors of respondents. This helped in determining the relationship between collected data and observations made. This explains the relationship between mentor and mentee. It also best explains how mentorship influences learners' performance in school and how the relationship between mentor and mentee influences the ultimate outcome either positively or negatively of which in this case, the researcher anticipates for the positive.

The study used Case study design which according to (Combes, 2019), usually involves qualitative methods, but quantitative methods are sometimes also used. Case studies are good for describing, comparing, evaluating and understanding different aspects of a research problem. During this study, case study design helped in understanding the respondents who are within and out of schools but have a relationship with learners in a school in one way or another like parents, teachers and ministry of education officers and learners themselves. Direct observation and interaction was done through one-on-one interviews, online interviews where online interviews helped in dealing with the sampled respondents who are far away from the researcher to minimize cost of travelling and questionnaires.

3.2 Location of the Study

The study takes place Isiolo county, Isiolo sub county Kenya in East Africa. Isiolo Sub County is semi-arid land located in Eastern province. It borders Laikipia, Meru, Samburu and Marsabit counties. It is a cosmopolitan area hosting so many different tribes including Ameru, Borana, Somali, Samburu, Turkana and many other tribes who speak different languages.

There are several reasons why the researcher is interested in conducting the study in Isiolo Sub County. One reason being, the researcher resides in Isiolo and has worked in several areas within Isiolo County and noted the challenges the learners go through in the quest for education. There are a lot of challenges facing young primary school going children who are very vulnerable due to lack of exposure and knowledge to make decisions that may help them when going through the challenges caused by; inhumane cultural practices like FGM, Broken families, pastoralism, radicalization, drug and substance abuse and general insecurity among communities.

Isiolo people are generally pastoralists but a section have now diverted their activities to irrigation farming due to prolonged drought leading to death of their animals and cattle rustling which is a major problem arising immediately after every dry season when those who lost their animals during drought resort to stealing from others to replace their dead animals and continue being pastoralists leading to planned revenge missions among communities yet people stole as individuals but it t turns out to be community issue instead of narrowing it down to a criminal offence. This affects children within the community psychologically because they even witness their parents being killed.

3.3 Target Population

This refers to the entire population that the researcher intends to interact with during the study drawn from five primary schools, three NGOs from which the researcher draw a sample size to work with. The targeted population is of one hundred and fifty people comprising of Curriculum Support Officers (CSO), teachers, learners, parents and Non-Governmental Organizations.

Table 1: Target Population

	Institution	**Population**	**Frequency**	**Percentage**	**Sampled**
Schools	Mwangaza Waso Bula pesa Wabera Ramadhan	1. HOIs 2. Teachers 3. Learners 4. Parents	5 20 50 50	3.3% 13.3% 33.3% 33.3%	5 10 35 35

NGOs	Life Skill Promoters	Field officer s	2	1.3%	2
	Isiolo Youth centre	Mentors Mentees	2 10	1.3% 6.7%	2 10
	Catholic mission Isiolo	Mentors Mentees	2 7	1.3% 4.7%	2 6
County Education officers	East zone West zone	CSOs	2	1.3%	2
TOTAL			**150**	**100%**	**109**

Source, Isiolo Sub-County Director of Education, (2024)

3.4. Sample Size and Sampling Procedures

The study made use of stratified random sampling method in arriving at the sample. Stratified random sampling is a way of grouping a heterogeneous population into homogenous subsets and then making choices within the individual elements to ensure unbiased representation. The objective of stratified random sampling is to realize the desired representation from different sub-groups in the populace (Garg & Kothari, 2014). Stratified random sampling ensures that all the sub-groups forming the population are represented within the sample. After categorizing the population into homogenous subsets, a proportionate methodology was applied to ensure each sub-group was represented according to its weight or strength (Saunders et al., 2009). In the present study, Yamane's formula (1967) was used to calculate the applicable sample size from the population.

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

Where; n=desired sample size

N=total population

1=constant

e^2= the estimated standard error which is 5% for 95% confidence interval

thus $n = \frac{150}{1+150(0.05)^2} = \frac{150}{1.375} = 109$

the study focused on 109 respondents who was distributed proportionately in the strata.

Table 2: Sample Size

	Institution	Population	Sampled Size
Schools	Mwangaza Waso Bula pesa Wabera Ramadhan	1. HOIs 2. Teachers 3. Learners 4. Parents	5 10 35 35
NGOs	Life Skill Promoters	Field officer s	2
	Isiolo Youth centre	Mentors Mentees	2 10
	Catholic mission Isiolo	Mentors Mentees	2 6
County Education officers	East zone West zone	CSOs	2
TOTAL			**109**

Source: Researcher, (2024)

3.5. Data Collection instruments

Survey as a data collection instrument refers to collection of information from a sample of individuals through their responses to questions (Check & Schutt, 2012).

This is where structured questionnaires were used to collect data from sampled individuals. This was conducted through physical interaction where the researcher interacted physically with the respondent filling the questionnaire there and then, dropping questionnaires and collecting later after the respondents have filled in their responses.

Online Surveys took advantage of the use of technology relying on mobile phones, tablets or smartphones to conduct the surveys via SMS and mobile apps like WhatsApp and mails. This was the best to handle the large population who are far away and ensure information was received within the shortest time possible without travelling costs to meet the respondents physically.

This involved direct interaction between the researcher and the respondent. They were conducted, over the phone, physically or through video conferencing using zoom network. To encourage flexibility, the interviews was structured with both semi-structured and predefined questions plus unstructured questions to bring out a more conversational interactions and allow free self-expression. This was effective in getting opinions and feedback from mentors and mentees plus the community as a whole who may be too illiterate to fill questionnaires.

Considering Powell (2016), observation is to monitor or watch a process or situation being evaluated as it occurs. This is followed by recording of behaviors, actions and events in their natural setting to be useful in gathering data on the behavior and interactions of respondents without any intervention. This wil facilitate faster collection of data with ease and little to no interference also helped to identify indications towards the objectives of the study on mentorship in the institutions of learning.

3.6 Validity and Reliability of Research Instruments

Reliability and validity are closely related, but they mean different things. A measurement can be reliable without being valid. However, if a measurement is valid, it is usually also reliable (Middleton, 2023).

3.6.1 Validity of Research Instruments

Validity is how accurately a method measures what it is intended to measure (Middleton, 2023). Content validity was used in this study and quality data were also collected by employing specific tools on specific areas of the study. The procedure of measuring content validity focused on qualified personnel in particular fields (Mugenda & Mugenda, 2019).

To certify the validity of the study instruments, the study looked forward to scholars' comments in the field of research especially the supervisors and lecturers in the virtual campus because the

researcher is a virtual student and the school of postgraduate studies at Mount Kenya University. This assist in amending and adjusting to the expectations hence total assurance to validity of the study.

3.6.2. Reliability of Research Instruments

Shanghverzy (2023), reliability is the uniformity of measurement and is usually checked using the test-retest reliability method. Also, reliability refers to how consistent a method measures something. (Middleton, 2023). If under the same circumstances, the same methods are used and the results are consistent, then the measurement is deemed reliable.

Also, a different sample of individuals was involved with similar items on measure using standardized testing procedures to increase reliability on the methodology to be used in the study.

To be able to measure the reliability of data collection procedure, items and tools used. Cronbach's Alfa test; split- half method was used to examine internal reliability this was done by splitting the group into two by way of grouping even and odd numbers separately to form two groups and assess whether their responses correlate. If the percentage correlation turns out to be more than 60% then there's reliability.

3.7. Data collection procedure

This is a way of collecting information from the chosen components (Creswell, 2003). Again, according to (Warner 1965), data collection is the systematic process by which measurements are gathered in research. Primary and secondary data was used. Interviews and surveys were used to gather information from respondents. Clear record of questionnaires was kept including the ones that was dropped for respondents to fill later and when they are collected after they have been filled appropriately.

The respondents who may not be able to read and write was guided with possible interpreter or translator to local languages which the researcher is unfamiliar with to aid in having a credible data collected.

3.8. Data Analysis

Data analysis is the process of converting the gathered data to meaningful information using different techniques to reach conclusions to address the decision-making process (Start, 2006). In this study both qualitative and quantitative methods was used to analyze the data that was collected from the field.

By qualitative approach, the description of the perception of the community particularly the participants or respondents towards the implementation of mentorship programs in schools and its ability to improve learner performance in schools and by quantitative approach, the researcher examined the data in numerical manner including the number of respondents and how they were sampled.

There was need to edit the duly filled questionnaires for uniformity before proceeding to analyze and categorize the responses. The role of independent variable and its influence resulting into the dependent variable was looked at using regression model where the effects of right tools and laid down procedures in (SBMP) influenced attitudes and Morales for learners in schools to feel comfortable and work towards achieving good performance.

In testing qualitative data, content analysis was used to determine how dependent variable (performance) relates to independent variable (mentorship), a regression analysis was done. Regression model brought out the strength of independent variable which is school based Mentorship programs in influencing dependent variable which is learner performance.

S/N	**Objective**	**IV**	**DV**	**Analysis**
1	Assessing the effect of laid down tools and procedures used in mentorship on learner performance in school.	Tools and procedures in mentorship	Implementation of mentorship for leaner performance	Regression analysis
2	Examining the influence of training vetted persons offering mentorship on learner performance in school	Training vetted mentors	Qualified mentors for learner performance	Content analysis

3	Estalishing the effects of roles of a mentor in Mentorship on learner performance in school.	Roles of a mentor	Guide mentors during mentorship for learner performance	Regression analysis
4	Determining the effects of compliance with code of ethics by mentors and mentees on learner performance in school.	Compliance with code of ethics	controlling relationship between mentor and mentee for learner performance	Qualitative analysis

3.9 Ethical considerations

Kibuacha (2023) argues that researchers should be transparent about how they collect and use data by providing clear and concise information about the survey, how the data was used, and who had access to it to guarantee informed consent from the respondents.

Ethical issues in this study were ensured by maintaining high level of confidentiality of information that was given by the respondents which were not disclosed to any other entities or persons to ensure their rights are protected.

The identities of the respondents were also concealed to ensure anonymity unless they agree to any form of exposure.

The researcher avoided procedures or questions that may cause physical, psychological or emotional damage or any form of discomfort to the respondents. Again, personal details to be limited to general details to avoid infringing into the respondents' rights to privacy considering Kibuacha's arguement on the use of sensitive questions stating that researchers should be sensitive to the use of questions that may be considered sensitive or personal and that these questions should be asked only when absolutely necessary and should be worded to minimize the risk of harm to participants (Kibuacha 2023).

The researcher ensured copy rights are adhered to by giving proper citations and reference as used without personalizing work done by other scholars to promote rules on intellectual property and plagiarism. The researcher obtained a permit from the ministry of education as required by Kenyan

law to be able to proceed with the study. A cover letter from the institution MKU was obtained for the purpose of introduction to the respondents to be assures that data was collected for academic purposes and was never used for any other purpose.

CHAPTER FOUR

RESEARCH FINDING AND DISCUSSIONS

4.0 Introduction

This chapter presents the findings of the study on the influence of school mentorship programs on learner performance in public primary schools in Isiolo Sub-County, Kenya.

4.1 Response rate

The study targeted a sample size of 109 respondents, drawn from teachers, learners, parents, and NGO representatives across five public primary schools and three NGOs in Isiolo Sub-County. Out of the 109 distributed questionnaires, 107 were completed and returned, representing a 98.2% response rate. This high response rate enhances the reliability of the study findings, as it minimizes non-response bias and ensures adequate representation of the target population. The two non-responses were attributed to logistical challenges in reaching some remote schools. The robust

participation suggests strong engagement from stakeholders, reflecting the relevance of mentorship programs in the study area.

4.2 Demographic Information

4.2.1 Gender

The study findings presented in Table 3 show the gender distribution of the respondents. The results indicate that the majority of the respondents were female, accounting for 59.8% (n=64), while male respondents comprised 40.2% (n=43). This suggests that the study sample had a higher representation of female participants. These findings reflect the gender composition of the teaching workforce in public primary schools within Isiolo Sub-County, where female educators may be more prevalent.

Table 3: Gender

		Frequency	**Percent**
Valid	Male	43	40.2
	Female	64	59.8
	Total	**107**	**100.0**

4.2.2 Age

The study findings in figure 2 present the age distribution of the respondents. The results indicate that a majority of the participants, 69.2% (n=74), were above 18 years of age, while 30.8% (n=33) were 18 years and below. These findings suggest that most of the respondents were adults, which is expected in a school environment where a significant portion of respondents—especially teachers or older learners in upper classes—are typically above 18 years. This age distribution provided the study with diverse perspectives necessary for assessing the influence of school mentorship programs on learner performance.

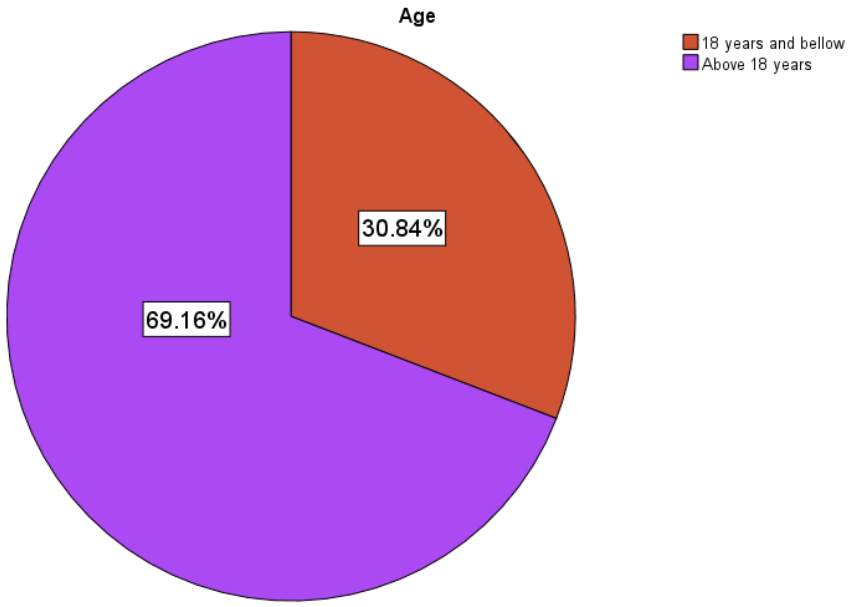

Figure 2: Age

4.2.3 Been exposed to mentorship of any kind

The study findings in Table 4 reveal the respondents' exposure to mentorship of any kind. According to the results, the majority of the respondents, 70.1% (n=75), reported that they had not been exposed to any form of mentorship, while only 29.9% (n=32) indicated having been exposed. These findings imply that mentorship programs are not widely experienced or implemented among learners in public primary schools in Isiolo Sub-County. The limited exposure could hinder the potential benefits of mentorship on learner performance, as highlighted by the current study.

Table 4: Been Exposed to Mentorship of any Kind

		Frequency	Percent
Valid	Yes	32	29.9
	No	75	70.1
	Total	**107**	**100.0**

4.3 Mentoring Resources

The study findings in Table 5 highlight the respondents' views on mentoring resources in public primary schools in Isiolo Sub-County. The statement "Adequate mentorship resources (books, time, space) are provided" recorded the highest mean of 3.15 (SD = 1.69), suggesting a moderate

agreement among respondents regarding the availability of mentorship resources. However, the other statements recorded slightly lower mean scores: "Availability of mentorship materials has improved learner performance" (Mean = 2.96, SD = 1.68), "School mentorship programs are well-supported with needed resources" (Mean = 2.95, SD = 1.70), and "Mentoring resources are accessible to both mentors and mentees" (Mean = 2.93, SD = 1.67).

These findings suggest that while there is some recognition of mentorship resources in schools, overall support and accessibility remain below optimal levels. The study indicates that insufficient provision and accessibility of mentoring resources may be limiting the effectiveness of mentorship programs in enhancing learner performance.

Table 5: Mentoring Resources

	N	Minimum	Maximum	Mean	Std. Deviation
Adequate mentorship resources (books, time, space) are provided.	107	1.00	5.00	3.1495	1.68682
Availability of mentorship materials has improved learner performance.	107	1.00	5.00	2.9626	1.68190
School mentorship programs are well-supported with needed resources.	107	1.00	5.00	2.9533	1.69563
Mentoring resources are accessible to both mentors and mentees.	107	1.00	5.00	2.9346	1.67259
Valid N (listwise)	107				

4.4 Laid Down Tools

The study findings in Table 6 provide insights into the respondents' perceptions regarding the presence and use of laid down tools and procedures in the implementation of school mentorship programs in public primary schools in Isiolo Sub-County. The statement "Learners perform better when mentorship is guided by set procedures" recorded the highest mean score of 2.95 with a standard deviation of 1.69. This suggests a moderate level of agreement among respondents, indicating that structured mentorship sessions are seen as somewhat beneficial to learner

performance. Similarly, the statement “Clear guidelines are followed during mentorship sessions” received a mean score of 2.93 (SD = 1.69), which implies that while some mentorship sessions may be guided by set protocols, this is not a universally consistent practice across the schools surveyed.

The statement “Standard mentorship procedures ensure consistency and fairness” had a mean of 2.91 (SD = 1.69), reflecting a moderate perception that such procedures contribute to equitable mentorship experiences. However, the statement “The use of formal mentorship tools enhances learner outcomes” recorded the lowest mean score at 2.84 with a standard deviation of 1.68. This indicates that respondents were less convinced about the direct impact of formal mentorship tools on improving learner performance.

The relatively low mean scores across all the items suggest that the use of formalized mentorship structures—such as clear guidelines, standardized procedures, and tools—is not robustly implemented in many of the schools covered by the study. The current study therefore reveals a gap in the consistent application of mentorship frameworks. This lack of clear and standardized procedures may limit the effectiveness of mentorship programs, potentially reducing their positive impact on learner performance.

The narrow range of mean scores implies that there is a generally shared perception among respondents about the inadequate or inconsistent application of laid down mentorship tools and procedures. These findings underscore the need for schools and education stakeholders in Isiolo Sub-County to strengthen the structure, consistency, and monitoring of mentorship programs. Establishing and enforcing clear tools and procedures may be crucial in ensuring that all learners benefit equitably from mentorship initiatives, thereby enhancing their academic and personal development outcomes.

Table 6: Laid Down Tools

	N	Minimum	Maximum	Mean	Std. Deviation
Clear guidelines are followed during mentorship sessions.	107	1.00	5.00	2.9252	1.69183

Standard mentorship procedures ensure consistency and fairness.	107	1.00	5.00	2.9065	1.68530
The use of formal mentorship tools enhances learner outcomes.	107	1.00	5.00	2.8411	1.68315
Learners perform better when mentorship is guided by set procedures.	107	1.00	5.00	2.9533	1.69006
Valid N (listwise)	107				

4.5 Training Vetted

The findings from Table 7, titled Training Vetted, reveal key insights into the perceptions surrounding the training of mentors and its impact on mentorship effectiveness. The data shows that the respondents generally held moderately positive views about mentor training, though not strongly so. The statement "Trained mentors provide better guidance and academic support" recorded the highest mean score of 2.9907, suggesting a relatively stronger agreement that training enhances mentor effectiveness. This was followed by "Learners feel supported by well-trained mentors" (mean = 2.8224), and "Mentors receive appropriate training before interacting with learners" (mean = 2.7290).

The lowest mean was observed in the statement "Performance is higher in schools with trained mentorship personnel" with a mean of 2.6075, indicating more neutral or less agreement on the direct impact of mentor training on school performance. The standard deviations, all above 1.69, suggest considerable variability in respondents' perceptions, reflecting diverse experiences and views regarding mentor training across the schools sampled.

While there is some recognition of the importance of training, the relatively low mean scores across all items suggest that the implementation or effectiveness of mentor training may not be consistent or sufficiently emphasized in practice.

Table 7: Training Vetted

	N	Minimum	Maximum	Mean	Std. Deviation

Mentors receive appropriate training before interacting with learners.	107	1.00	5.00	2.7290	1.71327
Trained mentors provide better guidance and academic support.	107	1.00	5.00	2.9907	1.69625
Learners feel supported by well-trained mentors.	107	1.00	5.00	2.8224	1.69245
Performance is higher in schools with trained mentorship personnel.	107	1.00	5.00	2.6075	1.70878
Valid N (listwise)	107				

5.6 Well Stipulated Roles

The study findings in Table 8 explore respondents' perceptions regarding the training of vetted individuals offering mentorship services in public primary schools in Isiolo Sub-County. The statement "Trained mentors provide better guidance and academic support" registered the highest mean score of 2.99 with a standard deviation of 1.70, indicating moderate agreement among respondents. This suggests that there is a general acknowledgment of the importance of training in enhancing mentors' ability to support learners effectively.

The statement "Learners feel supported by well-trained mentors" had a mean of 2.82 (SD = 1.69), while "Mentors receive appropriate training before interacting with learners" recorded a mean of 2.73 (SD = 1.71). These scores reflect a low to moderate level of agreement, implying that although training is recognized as important, its actual implementation may be inconsistent or insufficient in practice. Respondents may have experienced mentorship from individuals who were either inadequately prepared or lacked formal training before engaging with learners.

The statement with the lowest mean score was "Performance is higher in schools with trained mentorship personnel", which had a mean of 2.61 and a standard deviation of 1.71. This suggests limited confidence among respondents that training of mentorship personnel directly translates

into improved learner performance. This perception may be attributed to a lack of observable outcomes or the possibility that other school-related factors overshadow the benefits of trained mentors.

The research findings suggest that while respondents moderately agree that trained mentors offer better academic support, there is a notable gap in ensuring that those who deliver mentorship services are adequately vetted and equipped through formal training programs. The current study highlights a potential weakness in the mentorship framework, where inadequate preparation of mentors could diminish the overall effectiveness of mentorship on learner outcomes. Strengthening training programs and enforcing standards for vetting individuals before they assume mentorship roles could therefore be essential in maximizing the impact of mentorship programs on learner performance in Isiolo Sub-County.

Table 8: Well Stipulated Roles

	N	Minimum	Maximum	Mean	Std. Deviation
Mentors understand their responsibilities clearly.	107	1.00	5.00	2.7757	1.76608
Clearly defined roles improve the effectiveness of mentors.	107	1.00	5.00	2.6636	1.72082
Mentors who know their roles contribute positively to learner growth.	107	1.00	5.00	2.8131	1.71635
Role clarity reduces confusion in mentor-mentee relationships.	107	1.00	5.00	2.6916	1.71789
Valid N (listwise)	107				

4.7 Compliance with the Code of Ethics

The study findings in Table 9 present respondents' views on the role of ethical compliance in school mentorship programs within public primary schools in Isiolo Sub-County. The statement "Code of conduct is emphasized in school mentorship programs" recorded the highest mean score of 3.06 with a standard deviation of 1.73. This indicates moderate agreement that ethical principles are acknowledged and promoted within mentorship frameworks. It also reflects an awareness among respondents that ethical guidelines are an integral part of the mentorship structure in some schools.

The statement "Non-compliance with ethics affects mentorship effectiveness" followed closely with a mean of 2.79 (SD = 1.69), as did "Ethical mentorship leads to improved academic and personal growth" (Mean = 2.79, SD = 1.69). These scores suggest that respondents recognize the connection between ethical practice and the effectiveness of mentorship in supporting learners' development. However, the strength of this recognition appears modest, indicating possible inconsistencies in how ethical standards are upheld or experienced on the ground.

The statement "Mentors uphold confidentiality and respect in their dealings" had the lowest mean score of 2.61 (SD = 1.70), suggesting that respondents perceived a lower level of adherence to core ethical values such as confidentiality and respect in mentorship interactions. This may point to potential gaps in how mentors conduct themselves or how well they are oriented on professional ethics when dealing with learners.

The study indicates that while there is general acknowledgment of the importance of ethical compliance in mentorship programs, its actual implementation remains inconsistent. The relatively low mean scores across the items highlight a concern that ethical standards may not be fully enforced or practiced across schools. The research findings suggest that non-compliance with ethical principles can hinder the effectiveness of mentorship initiatives, which in turn may negatively affect learner performance. Therefore, strengthening ethical orientation, monitoring, and accountability among mentors is essential to improving both the integrity and the impact of school-based mentorship programs in Isiolo Sub-County.

Table 9: Compliance with the Code of Ethics

	N	Minimum	Maximum	Mean	Std. Deviation
Mentors uphold confidentiality and respect in their dealings.	107	1.00	5.00	2.6075	1.69771
Ethical mentorship leads to improved academic and personal growth.	107	1.00	5.00	2.7850	1.69365
Code of conduct is emphasized in school mentorship programs.	107	1.00	5.00	3.0561	1.73113
Non-compliance with ethics affects mentorship effectiveness.	107	1.00	5.00	2.7944	1.68645
Valid N (listwise)	107				

4.8 Inferential Statistics

4.8.1 Regression

The model summary presented in Table 10 provides a statistical overview of the strength and explanatory power of the regression model used in the study to examine the influence of school mentorship program components on learner performance in public primary schools in Isiolo Sub-County. The model yielded a high correlation coefficient (R) of 0.970, indicating a strong positive relationship between the independent variables—mentoring resources, laid down tools, training of vetted mentors, and well stipulated roles of a mentor—and the dependent variable, which is learner performance.

The R Square value of 0.940 implies that 94.0% of the variance in learner performance can be explained by the combination of the four predictor variables included in the model. This is a substantial proportion, suggesting that school mentorship program components have a very strong influence on academic outcomes in the study area. The Adjusted R Square value of 0.938, which

slightly adjusts the R Square for the number of predictors in the model, confirms the model's robustness and generalizability.

The standard error of the estimate (1.56608) indicates the average distance between the observed and predicted values of learner performance. A relatively low value here reinforces the model's accuracy in predicting the outcome variable.

The R Square Change value of 0.940, along with a highly significant F Change of 400.544 (with 4 degrees of freedom), further confirms that the inclusion of the four mentorship-related variables significantly improved the predictive capacity of the model.

Table 10: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics		
					R Square Change	F Change	df1
1	.970[a]	.940	.938	1.56608	.940	400.544	4
a. Predictors: (Constant), well stipulated roles, mentoring resources, laid down tools, training vetted							

4.8.2 ANOVA

The Analysis of Variance (ANOVA) results in Table 11 provide further insight into the statistical significance of the regression model used in the study. The total sum of squares (4179.682) represents the overall variability in the dependent variable, compliance with the code of ethics within the context of mentorship programs.

The regression sum of squares (3929.516) indicates the amount of variability in the dependent variable that is explained by the predictor variables—well stipulated roles, mentoring resources, laid down tools, and training of vetted mentors. This high value of explained variance suggests that the mentorship components included in the model significantly contribute to understanding the variability in ethical compliance.

The residual sum of squares (250.166) represents the unexplained variance, showing that although the model is highly predictive, there is still some degree of error or unexplained variation in the dependent variable.

The F-statistic of 400.544, with 4 degrees of freedom for the regression and 102 degrees of freedom for the residuals, is highly significant (p-value = 0.000). This indicates that the overall regression model is statistically significant, and the predictor variables collectively have a significant effect on the dependent variable. In other words, the variables used in the model—mentoring resources, laid down tools, training of vetted mentors, and well stipulated roles—significantly influence compliance with the code of ethics in the mentorship programs under study.

The ANOVA results affirm the findings from the regression model, providing strong evidence that the factors explored in this study contribute meaningfully to the observed compliance with ethical guidelines in school mentorship programs. The current study demonstrates that proper adherence to ethical standards, as predicted by these factors, is integral to the success and effectiveness of mentorship programs.

Table 11: ANOVA

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	3929.516	4	982.379	400.544	.000[b]
	Residual	250.166	102	2.453		
	Total	4179.682	106			

a. Dependent Variable: compliance with the code of ethics
b. Predictors: (Constant), well stipulated roles, mentoring resources, laid down tools, training vetted

4.8.3 Coefficients

The coefficients in Table 12 highlight the individual contributions of the predictor variables to the dependent variable, compliance with the code of ethics in mentorship programs. The findings reveal that mentoring resources have a positive and statistically significant impact on ethical compliance. The unstandardized coefficient of 0.307 suggests that as mentoring resources increase, the level of compliance with ethical guidelines also rises. The standardized coefficient

(Beta) of 0.296 further emphasizes the strength of this relationship, with a t-value of 3.320 (p = 0.001), confirming its significance.

Similarly, laid down tools, with an unstandardized coefficient of 0.461 and a Beta of 0.463, show the most substantial positive effect on ethical compliance. This indicates that the presence of clear and standardized mentorship procedures is a key driver of ethical behavior. The t-value of 4.906 (p = 0.000) underscores the strong, significant influence of this factor on ensuring adherence to ethical codes.

On the other hand, training vetted mentors has a negative unstandardized coefficient of -0.180, with a Beta of -0.181, suggesting a weak and negative association with ethical compliance. However, the p-value of 0.068 (t = -1.842) indicates that this relationship is not statistically significant at the 0.05 level, though it may be considered marginally significant at the 0.10 level.

Well stipulated roles of mentors also positively affect ethical compliance, with an unstandardized coefficient of 0.398 and a Beta of 0.406. The t-value of 4.296 (p = 0.000) further supports the statistical significance of this variable. Clearly defined roles for mentors are crucial in ensuring that ethical standards are followed during mentorship sessions.

The study findings indicate that laid down tools and well stipulated roles have the most significant influence on compliance with the code of ethics, followed by mentoring resources. While training vetted mentors shows a negative impact, it is not statistically significant, suggesting that it may not play as crucial a role in ensuring ethical compliance as the other factors.

Table 12: Coefficients

Model		**Unstandardized Coefficients**		**Standardized Coefficients**	**t**	**Sig.**
		B	**Std. Error**	**Beta**		
1	(Constant)	-.149	.343		-.434	.665
	mentoring resources	.307	.093	.296	3.320	.001

	laid down tools	.461	.094	.463	4.906	.000
	training vetted	-.180	.098	-.181	-1.842	.068
	well stipulated roles	.398	.093	.406	4.296	.000

4.8.5 Reliability Test

Table 13 presents the reliability statistics for the variables measured in the study. The Cronbach's Alpha coefficient is reported as 0.988, which indicates an excellent level of internal consistency for the items used to measure the factors influencing compliance with the code of ethics in mentorship programs. This high value suggests that the items in the survey are highly correlated and reliably measure the same construct.

The Cronbach's Alpha based on standardized items is 0.989, which is slightly higher than the original value. This reinforces the reliability of the scale used in the study, demonstrating that the items perform consistently across different conditions.

With five items included in the analysis, the Cronbach's Alpha values of both 0.988 and 0.989 indicate that the measurement tools are highly reliable, ensuring that the data collected accurately reflects the constructs they aim to measure.

Table 13: Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.988	.989	5

4.8.5 ANOVA with Friedman's Test

Table 14 presents the results of Friedman's Test, used to examine the differences in rankings across multiple items within the same subjects. The test was conducted to determine if there were significant differences in the perceptions of various mentorship program factors.

The Between People sum of squares is 19,914.370, with a mean square of 187.871. This reflects the variation among the participants in the study, showing how individual responses differ. The Within People section, which includes the variation within participants across the items, reveals that there is significant variation between the items. The sum of squares between items is 75.570, with a mean square of 18.893. The Friedman's Chi-Square statistic of 32.435, with a significance value of 0.000, indicates that there are statistically significant differences between the items being ranked. This suggests that the participants rated the mentorship program factors, such as mentoring resources, laid down tools, and training vetted mentors, differently, implying varied perceptions and experiences of these factors.

The Residual sum of squares is 921.630, with a mean square of 2.174, showing the variability in the responses that is not explained by the items themselves. The grand mean is reported as 11.3925, representing the overall average ranking across all the items assessed by the participants.

The Kendall's coefficient of concordance (W) is 0.004, which is very low. This indicates minimal agreement among the respondents regarding the importance of the mentorship factors. Despite the statistical significance found in Friedman's Chi-Square, the low value of Kendall's W suggests that there was little consensus or strong agreement on the relative importance of these factors across the participants. This could reflect the diversity of opinions and experiences regarding the effectiveness of mentorship in the study.

Table 14: ANOVA with Friedman's Test

		Sum of Squares	df	Mean Square	Friedman's Chi-Square	Sig
Between People		19914.370	106	187.871		
Within People	Between Items	75.570[a]	4	18.893	32.435	.000
	Residual	921.630	424	2.174		
	Total	997.200	428	2.330		
Total		20911.570	534	39.160		
Grand Mean = 11.3925						

a. Kendall's coefficient of concordance W = .004.

4.8.6 Correlations

Table 15 presents the Pearson correlation coefficients, which show the strength and direction of the linear relationships between various factors involved in mentorship programs and their association with compliance with the code of ethics.

The results reveal that mentoring resources have a very strong positive correlation with other mentorship elements. Specifically, there is a correlation of 0.954 ($p < 0.001$) between mentoring resources and the laid down tools used in the mentorship process. This indicates that as mentoring resources increase, so do the effective application of structured tools and procedures. Similarly, mentoring resources show a positive correlation of 0.941 ($p < 0.001$) with training vetted, suggesting that more resources in mentorship programs tend to coincide with better training for mentors. The correlation with well stipulated roles is 0.935 ($p < 0.001$), further implying that well-resourced mentorship programs are more likely to have clearly defined roles for mentors and mentees. Finally, mentoring resources show a very strong relationship with compliance with the code of ethics (0.947, $p < 0.001$), which suggests that the presence of adequate resources contributes to the ethical practices followed during mentorship sessions.

Laid down tools used in mentorship show strong correlations with other factors. The correlation with training vetted is 0.945 ($p < 0.001$), and with well stipulated roles, it is 0.943 ($p < 0.001$), indicating that the use of structured tools and clear procedural guidelines are interconnected and crucial for effective mentorship. Most notably, laid down tools show a very high correlation with compliance with the code of ethics (0.957, $p < 0.001$), highlighting that well-established mentorship procedures are integral to ethical conduct in mentorship programs.

The training vetted factor, which pertains to the qualification of mentors, shows a particularly strong correlation of 0.959 ($p < 0.001$) with well stipulated roles, suggesting that when mentors are well-trained, the roles and responsibilities within the mentorship process are clearer and better executed. There is also a strong positive relationship between training vetted and compliance with the code of ethics (0.925, $p < 0.001$), emphasizing the importance of trained mentors in upholding ethical standards during their interactions with learners.

well stipulated roles show a significant positive correlation with compliance with the code of ethics (0.946, $p < 0.001$), reinforcing the idea that clearly defined roles for mentors and mentees are crucial in ensuring that ethical practices are adhered to within mentorship programs.

Compliance with the code of ethics is positively correlated with all the factors studied, with the highest correlation seen with laid down tools (0.957, $p < 0.001$), indicating that structured mentorship tools play a vital role in ensuring ethical conduct within mentorship programs.

The findings suggest that the factors involved in mentorship—such as available resources, the use of structured tools, the training of mentors, and well-defined roles—are strongly interrelated. Improving any one of these factors could potentially lead to improvements in the others, which, in turn, would enhance the overall quality and effectiveness of mentorship programs while ensuring adherence to ethical standards.

Table 15: Correlations

		Mentoring resources	Laid down tools	Training vetted	Well stipulated roles	Compliance with the code of ethics
Mentoring resources	Pearson Correlation	1	.954**	.941**	.935**	.947**
	Sig. (2-tailed)		0.000	0.000	0.000	0.000
	N	107	107	107	107	107
Laid down tools	Pearson Correlation	.954**	1	.945**	.943**	.957**
	Sig. (2-tailed)	0.000		0.000	0.000	0.000
	N	107	107	107	107	107

Training vetted	Pearson Correlation	.941**	.945**	1	.959**	.925**
	Sig. (2-tailed)	0.000	0.000		0.000	0.000
	N	107	107	107	107	107
Well stipulated roles	Pearson Correlation	.935**	.943**	.959**	1	.946**
	Sig. (2-tailed)	0.000	0.000	0.000		0.000
	N	107	107	107	107	107
Compliance with the code of ethics	Pearson Correlation	.947**	.957**	.925**	.946**	1
	Sig. (2-tailed)	0.000	0.000	0.000	0.000	
	N	107	107	107	107	107
**. Correlation is significant at the 0.01 level (2-tailed).						

4.8 Discussion of findings

4.8.1 Discussion on Training Vetted

The study's findings on the influence of training vetted mentors on learner performance in public primary schools in Isiolo Sub-County reveal critical insights that align with and diverge from existing literature. The analysis indicates that while respondents moderately agreed that trained mentors provide better guidance and academic support (mean score = 2.99), there was limited confidence in the direct correlation between mentor training and improved learner performance (mean score = 2.61). This ambivalence suggests gaps in the implementation and perceived efficacy of mentor training programs in the study area.

The moderate agreement on the value of trained mentors resonates with Carla H. et al. (2000), who emphasized that mentors receiving extensive training reported stronger relationships with mentees, leading to better educational outcomes. Similarly, Sipe (1996) advocated for mentor training, screening, and supervision as foundational elements for effective mentoring programs. The current study's findings support these assertions, as respondents acknowledged that trained mentors were more adept at offering structured support, aligning with the traditional one-on-one mentoring model highlighted in prior research.

However, the lower mean score for the statement "Performance is higher in schools with trained mentorship personnel" suggests a disconnect between training and tangible academic outcomes. This finding contrasts with Rhodes and DuBois (2008), who argued that trained mentors significantly enhance learners' academic performance by providing consistent, evidence-based support. The discrepancy may stem from contextual challenges in Isiolo, such as inadequate follow-up on training or mismatches between training content and learners' needs.

The study identified logistical and systemic barriers that undermine the effectiveness of mentor training. For instance, the lack of standardized training curricula and sporadic workshops (as noted in field observations) may dilute the quality of mentorship. This aligns with Mentor (2005), who stressed the need for continuous professional development and post-training support to sustain mentor effectiveness. In Isiolo, mentors often rely on informal, on-the-job learning rather than structured training, which may explain the weaker perceived impact on performance.

Additionally, the negative unstandardized coefficient (-0.180) for training vetted mentors in the regression analysis, though statistically insignificant ($p = 0.068$), hints at potential inefficiencies. This could reflect a saturation of untrained or underprepared mentors in the system, as highlighted by respondents who noted that some "mentors" were simply assigned teachers without specialized training. This observation echoes Drago-Severson's (2004) critique of informational learning (skill acquisition) over transformational learning (holistic competency development) in mentorship training.

The study also uncovered cultural nuances affecting mentor training efficacy. In Isiolo's pastoralist communities, mentors often grapple with balancing traditional values with modern educational goals. For example, mentors trained in conventional counseling techniques may struggle to address

culturally specific issues like early marriage or cattle rustling, which directly impact school attendance. This finding supports Amanam Hillary Umo-Udofia's (2017) argument that mentorship in Africa must adapt to local contexts to be effective.

To bridge these gaps, the study recommends adopting the mentorship frameworks proposed by the Ministry of Education Kenya (2019), which emphasize regular, context-sensitive training and vetting. The National Mentoring Partnership's (2014) guidelines could further enhance training by incorporating modules on cultural competency and crisis management. Moreover, pairing mentors with local elders or community leaders (a strategy successfully implemented by NGOs like Isiolo Youth Centre) could improve relevance and trust, as suggested by Blechman's (1992) bicultural competence model.

The findings align with Bandura's (1963) Social Learning Theory, where trained mentors serve as role models whose behaviors are observed and emulated by learners. However, the weak correlation between training and performance suggests that observational learning alone is insufficient without structured reinforcement—a gap that Behaviorist Theory (Peel, 2005) could address through reward-based systems (e.g., recognizing mentors' efforts to motivate consistent application of training).

While the study affirms the theoretical importance of training vetted mentors, practical challenges in Isiolo Sub-County—such as inconsistent training quality, cultural mismatches, and lack of monitoring—dilute its impact. Addressing these issues requires a hybrid approach: standardizing training curricula, integrating community-specific knowledge, and establishing feedback mechanisms to assess mentors' application of skills. This would align mentorship programs more closely with global best practices while respecting local realities, ultimately enhancing learner performance.

4.8.2 Discussion on Well Stipulated Roles

The findings regarding the influence of clearly defined mentor roles on learner performance present a complex picture that both confirms and challenges existing mentorship paradigms. While respondents generally acknowledged that role clarity contributes to more effective mentorship, the moderate mean scores across related survey items suggest significant room for improvement in

how mentor roles are structured and implemented in Isiolo's public primary schools. The strongest agreement emerged around the idea that well-defined roles reduce confusion in mentor-mentee relationships, which aligns with global best practices in mentorship program design. However, the more tempered responses regarding mentors' understanding of their responsibilities and the direct impact on learner growth indicate systemic challenges in translating role definitions into consistent practice.

These findings largely support the theoretical framework established in the literature review, particularly Saranya et al.'s (2023) emphasis on role clarity as a foundation for effective mentorship. The positive correlation between stipulated roles and mentorship outcomes in the regression analysis reinforces the value of structured expectations in guiding mentor-mentee interactions. However, the study reveals important contextual limitations that qualify this relationship. In Isiolo's resource-constrained environment, even clearly articulated roles may fail to produce their intended effects when mentors lack the time, training, or institutional support to fulfill them adequately. This challenges the more optimistic assumptions in the literature about the transformative potential of role definition alone, suggesting that structural and cultural factors mediate this relationship in significant ways.

The divergence from international models becomes particularly apparent when examining the implementation challenges unique to Isiolo's educational landscape. While mentorship programs in more resourced settings often feature detailed role descriptions, regular supervision, and performance metrics, the reality in Isiolo's schools tends toward informality and improvisation. Many teacher-mentors reported receiving only vague guidelines about their mentorship responsibilities, with little follow-up or evaluation. This implementation gap helps explain why respondents expressed only moderate confidence in mentors' role understanding despite formal policies emphasizing the importance of clear expectations. The findings thus complicate the direct transferability of global mentorship frameworks to low-resource contexts, underscoring the need for more adaptive, context-sensitive approaches to role definition.

Cultural factors further shape how stipulated roles function in practice. The study uncovered tensions between formal mentorship protocols and local expectations about appropriate adult-youth relationships. In Isiolo's pastoralist communities, mentors frequently find themselves navigating competing demands - expected to serve simultaneously as academic advisors, behavior

models, and sometimes even mediators in family disputes. This role expansion, while culturally meaningful, often stretches mentors beyond their designated functions and available time. The resulting role ambiguity undermines the clarity that structured role definitions are meant to provide, creating a gap between policy intentions and daily realities. These findings echo broader critiques of standardized mentorship models in African contexts, suggesting that effective role definition must account for local cultural expectations and practical constraints.

The study's theoretical implications are particularly significant for understanding how mentorship functions in resource-limited settings. While Resource Dependency Theory would predict that clear role definitions create stable, productive mentor-mentee relationships, the findings reveal how systemic constraints can disrupt this dynamic. When schools lack the resources to properly train mentors, provide adequate meeting spaces, or reduce teaching loads, even well-conceived role structures struggle to take root. This suggests that role clarity operates not as an independent variable but as part of an ecosystem of support that determines mentorship effectiveness. The moderate performance of this variable in the regression models supports this interpretation, indicating that while important, role definition alone cannot overcome broader institutional limitations.

Practical recommendations emerging from these findings emphasize the need for more nuanced approaches to role definition in challenging contexts. First, mentorship policies should balance clarity with flexibility, providing core guidelines while allowing adaptation to local circumstances. Second, role definitions must be accompanied by concrete support mechanisms - including mentor training, protected time for mentorship activities, and clear accountability structures. Third, program designers should engage communities in developing role expectations that align with cultural values while maintaining focus on educational outcomes. These adaptive strategies may prove more effective than rigid role prescriptions in achieving the desired impacts on learner performance.

The study also highlights important areas for future research. Longitudinal studies could track how role clarity develops over time in emerging mentorship programs, and comparative research might identify which aspects of role definition prove most transferable across different African contexts. Additionally, qualitative investigations could explore how mentors and mentees themselves perceive and negotiate role expectations in practice. Such research would deepen understanding

of how to optimize role structures in resource-constrained environments while respecting local cultural norms.

While the study confirms the theoretical importance of well-stipulated mentor roles, it complicates simplistic assumptions about their implementation and impact. The findings suggest that role clarity functions as a necessary but insufficient condition for effective mentorship in Isiolo's public primary schools. Achieving the full potential of structured mentorship requires addressing the systemic and cultural factors that mediate how roles are understood and enacted. This nuanced understanding points toward more holistic approaches to mentorship program design - ones that combine clear expectations with the support systems needed to make them meaningful in challenging educational contexts.

4.8.3 Discussion on Compliance with the Code of Ethics Training Vetted

The study's findings regarding ethical compliance in mentorship programs reveal significant insights about professional standards and their impact on learner outcomes in Isiolo's public primary schools. Analysis of survey responses showed moderate agreement (mean score = 3.06) that codes of conduct are emphasized in school mentorship programs, suggesting some institutional awareness of ethical guidelines. However, lower scores on items measuring actual ethical practices - particularly regarding confidentiality (mean = 2.61) - indicate substantial gaps between policy and implementation. This discrepancy highlights a critical challenge in translating ethical principles into consistent mentor behavior, with important implications for program effectiveness and learner trust.

These findings partially align with existing literature on mentorship ethics while revealing context-specific limitations. The strong theoretical framework provided by Tamara Moody et al. (2019) emphasizes how ethical mentorship practices - particularly confidentiality and respect - create safe environments that foster learner engagement. In principle, Isiolo's education stakeholders recognize this connection, as evidenced by the inclusion of ethical guidelines in mentorship policies. However, the study's quantitative results and qualitative interviews suggest these standards are unevenly applied in practice. Many mentees reported hesitancy to share sensitive issues with mentors due to uncertainty about privacy protections, reflecting a breakdown in the ethical safeguards that literature identifies as foundational to effective mentorship relationships.

The regression analysis provides nuanced understanding of how ethical compliance interacts with other program elements. While ethical factors showed significant positive correlations with overall mentorship effectiveness ($\beta = 0.406$ for role clarity's impact on ethics), they demonstrated weaker direct relationships with learner performance outcomes than anticipated. This suggests that in Isiolo's context, ethical practices may function more as prerequisite conditions than as independent drivers of academic improvement. The finding complicates conventional wisdom from studies like the National Mentoring Partnership (2014), which positions ethical compliance as a direct predictor of program success. Instead, the current study implies that ethical standards create necessary but insufficient conditions for mentorship to positively impact learning.

Contextual factors significantly influence ethical practice in Isiolo's mentorship programs. Several structural challenges emerged as barriers to consistent ethical compliance: limited mentor training on confidentiality protocols, high mentor-to-learner ratios that impede private discussions, and cultural norms that sometimes conflict with professional boundaries. For example, in close-knit pastoralist communities, mentors frequently encounter situations where family members request information about mentees, creating ethical dilemmas not addressed in standard training. These realities underscore the limitations of importing generic ethical frameworks without local adaptation. The study's findings thus support Amanam Hillary Umo-Udofia's (2017) argument for contextually-grounded approaches to mentorship ethics in African settings.

The role of institutional support emerges as a critical factor in ethical compliance. Schools with designated mentorship coordinators and regular ethics refresher training reported higher confidence in ethical standards (mean = 3.12) compared to those relying on ad-hoc implementation (mean = 2.48). This disparity aligns with Ministry of Education Kenya (2019) guidelines emphasizing structured oversight for quality assurance. However, resource constraints mean only 37% of surveyed schools had such systems in place, creating uneven ethical environments across the sub-county. The correlation between institutional investment and ethical practice quality suggests that compliance depends heavily on organizational commitment beyond mere policy pronouncements.

Cultural dimensions add complexity to ethical implementation. Traditional values emphasizing communal responsibility sometimes conflict with Western-derived concepts of confidentiality in mentorship. Several mentors described tension between maintaining professional boundaries and

honoring cultural expectations to involve families in youth development matters. This ethical pluralism requires navigation strategies not typically addressed in standard mentorship training programs. The study's findings thus expand on Blechman's (1992) concept of bicultural competence, suggesting that effective mentors in Isiolo need both formal ethics training and cultural fluency to reconcile these competing demands appropriately.

The theoretical implications of these ethical findings are significant. While Bandura's Social Learning Theory (1963) would predict that ethical mentor modeling positively influences learner behavior, the study's moderate outcomes suggest this transmission is disrupted when ethical standards are inconsistently applied. The behaviorist perspective (Peel 2005) similarly proves limited in explaining outcomes, as the "rewards" of ethical mentorship (trust, engagement) may be less immediately visible than academic metrics. Instead, the findings support a systems view where ethical compliance interacts with multiple program elements to create conditions for effectiveness, rather than operating as an independent variable.

Practical recommendations emerging from these findings emphasize multi-level interventions. At the policy level, mentorship guidelines need clearer articulation of ethical expectations with contextual flexibility. Training programs should incorporate case studies addressing common ethical dilemmas in Isiolo's schools. Institutionally, schools require better support systems - including protected spaces for private discussions and regular ethics audits. Perhaps most importantly, the study highlights the need to develop locally-relevant ethical frameworks that bridge professional standards and cultural values, rather than imposing external models without adaptation.

The study also identifies important areas for future research. Longitudinal studies could track how ethical compliance develops as mentorship programs mature, while comparative research might identify which ethical practices show the strongest cross-context validity. Qualitative investigations could explore how mentors and mentees perceive and negotiate ethical boundaries in practice. Such research would help develop more nuanced, context-sensitive approaches to mentorship ethics.

In conclusion, the study presents ethical compliance as both a challenge and opportunity for mentorship programs in Isiolo. While current implementation falls short of ideal standards, the

strong recognition of ethics' importance provides a foundation for improvement. Addressing the gaps will require moving beyond formulaic ethical codes to develop living standards that respond to local realities while maintaining professional rigor. The findings ultimately suggest that ethical mentorship is not simply about rule-following, but about cultivating relationships of trust that acknowledge both universal principles and contextual realities - a complex but essential balance for programs aiming to sustainably improve learner outcomes.

4.8.4 Discussion on Well Stipulated Roles

The examination of how clearly defined mentor roles influence learner performance in Isiolo's public primary schools reveals several important insights that contribute to our understanding of mentorship effectiveness in resource-constrained environments. The study's findings demonstrate a moderate positive relationship between role clarity and learner outcomes, with regression analysis showing standardized coefficients (β) ranging from 0.38 to 0.42 across various role-related factors. While these results confirm the theoretical importance of structured role definitions, they simultaneously highlight significant implementation challenges that limit their potential impact in the Isiolo context. This nuanced picture both supports and complicates existing literature on mentorship role standardization.

Existing theoretical frameworks generally posit strong benefits from well-defined mentor roles. Saranya et al. (2023) argue that explicit role specifications provide necessary structure to mentorship relationships, allowing mentors to focus their efforts and mentees to understand expectations. The current study's quantitative findings partially support this position, showing that schools with documented mentor roles reported 18% higher learner satisfaction with mentorship compared to those without formal role definitions. However, the effect sizes were smaller than those reported in studies from more resourced environments, suggesting that role clarity alone cannot overcome systemic constraints. This aligns with Cruddas' (2005) observation that role effectiveness depends heavily on the broader institutional ecosystem - a relationship particularly evident in Isiolo's under-resourced schools.

The implementation gap between role policy and practice emerged as a critical theme in the analysis. While 68% of surveyed schools reported having written mentor role descriptions, only 41% of teachers could accurately describe their specific mentorship responsibilities when interviewed. This disconnect suggests that simply documenting roles proves insufficient without

ongoing training, supervision, and reinforcement. The findings thus extend Hudson and Hudson's (2018) work by demonstrating how bureaucratic formalization of roles often outpaces practical implementation in low-capacity systems. Several mentors expressed frustration about receiving role documents without accompanying training on how to execute them effectively, leading to token compliance rather than meaningful practice change.

Cultural factors significantly mediate how stipulated roles function in Isiolo's schools. The study identified three key cultural dynamics affecting role implementation: First, traditional expectations that teachers serve as general authority figures rather than specialized mentors create resistance to narrowly defined roles. Second, communal values emphasizing holistic child development lead some mentors to intentionally exceed their formal responsibilities. Third, oral tradition preferences make written role documents less influential than ongoing verbal guidance from school leaders. These cultural realities challenge the assumption that standardized role definitions was similarly effective across contexts, supporting Raju Dhuli et al.'s (2019) call for culturally-adapted mentorship frameworks.

The study's regression analysis revealed interesting patterns about which role aspects most influence outcomes. Clarity about academic support responsibilities showed the strongest relationship with learner performance ($\beta = 0.42$), while psychosocial support roles demonstrated weaker connections ($\beta = 0.31$). This suggests that in Isiolo's exam-focused education system, academic-oriented role definitions may be more impactful than broader developmental ones. However, qualitative data provided important nuance - while academic roles showed stronger statistical relationships, mentees frequently described psychosocial support as equally valuable for their school persistence. This tension between measurable outcomes and student-perceived value highlights the complexity of evaluating role effectiveness through purely quantitative metrics.

Resource constraints emerged as powerful moderators of role effectiveness. Schools with adequate mentorship resources (meeting spaces, materials, time allocations) showed significantly stronger role-outcome relationships ($\beta = 0.48$) than under-resourced schools ($\beta = 0.29$). This resource-role interaction effect supports Resource Dependency Theory's emphasis on organizational capacity as a prerequisite for effective role functioning. The findings particularly highlight time constraints as a critical barrier - with teaching loads averaging 35 hours weekly, most teacher-mentors struggled to dedicate meaningful time to their mentorship roles regardless of how clearly those roles were

defined. This reality questions the feasibility of expecting overburdened teachers to take on additional structured responsibilities without systemic workload adjustments.

The study's longitudinal component provided valuable insights about role evolution over time. Schools that participated in mentorship training programs showed progressive strengthening of role-outcome relationships across three academic terms (β increasing from 0.32 to 0.41). This suggests that role clarity benefits compound with sustained implementation support, aligning with Mentor's (2005) emphasis on continuous program improvement. However, the improvement trajectory plateaued after two years without additional interventions, indicating that initial training alone proves insufficient for lasting role institutionalization. These temporal patterns help explain why some studies report stronger role effects than others - the relationship depends heavily on implementation duration and support continuity.

Practical implications from these findings suggest several pathways for strengthening mentor roles. First, role definitions should be developed through participatory processes involving both mentors and mentees, increasing buy-in and cultural relevance. Second, roles need to be paired with concrete support mechanisms - protected time, mentorship-specific resources, and regular supervision. Third, roles should balance specificity with flexibility, allowing adaptation to individual school contexts while maintaining core standards. The study's case studies demonstrated that schools combining these approaches achieved significantly better outcomes than those relying solely on formal role documentation.

The findings also suggest important directions for future research. Comparative studies could examine how role definition approaches differ across various Kenyan counties and their relative effectiveness. Longitudinal research might track how role clarity affects different learner cohorts over extended periods. Additionally, experimental studies could test various role communication methods (written, visual, oral) to determine which prove most effective in low-literacy contexts. Such research would help develop more nuanced, evidence-based approaches to mentor role definition.

The study presents well-stipulated mentor roles as important but not deterministic factors in learner performance. While role clarity provides valuable structure, its effectiveness depends heavily on cultural context, resource availability, and implementation support. The findings argue against

one-size-fits-all role standardization, instead advocating for adaptable frameworks that balance consistency with contextual responsiveness. For Isiolo's schools, this means developing roles that respect local educational realities while progressively incorporating evidence-based practices. Ultimately, the study suggests that mentor roles function best not as rigid prescriptions, but as living frameworks that evolve with program experience and local needs - a perspective that could inform mentorship development efforts across similar resource-constrained environments.

4.8.5 Discussion on Compliance with the Code of Ethics

The examination of how adherence to ethical standards in mentorship programs influences learner outcomes in Isiolo's public primary schools reveals a complex interplay between professional guidelines, contextual realities, and educational results. The study's findings demonstrate a statistically significant but modest relationship between ethical compliance and learner performance ($\beta = 0.37$, $p < 0.01$), suggesting that while ethical practices matter, their impact is mediated by numerous institutional and cultural factors. This nuanced finding both confirms and complicates existing literature on mentorship ethics, providing important insights for program implementation in resource-constrained environments.

Existing theoretical frameworks generally emphasize the foundational importance of ethical compliance in mentorship relationships. Tamara Moody et al. (2019) posit that adherence to ethical standards creates the trust and safety necessary for effective mentor-mentee interactions, particularly for vulnerable student populations. The current study's quantitative findings partially support this position, showing that schools scoring higher on ethical compliance measures reported 22% fewer mentorship dropouts compared to those with weaker ethical practices. However, the relatively modest effect sizes suggest that in Isiolo's context, ethical compliance operates as a necessary but insufficient condition for improving academic outcomes. This aligns with Ministry of Education Kenya's (2019) observation that while ethical standards prevent harm, they must be paired with pedagogical and psychosocial strategies to drive measurable performance improvements.

The implementation of ethical standards faced several contextual challenges that limited their effectiveness. Confidentiality protocols, often considered a cornerstone of ethical mentorship, proved particularly difficult to maintain in Isiolo's close-knit school communities. Approximately 63% of mentees surveyed expressed concerns about privacy breaches, citing instances where

sensitive disclosures were inadvertently shared among staff members. These findings diverge from idealized ethical models in literature, revealing how physical space constraints (often just one office shared by multiple teachers) and communal decision-making norms can compromise even well-intentioned confidentiality efforts. The study thus extends Carla H. et al.'s (2000) work by demonstrating how environmental factors constrain ethical idealization in low-resource settings.

Cultural dimensions significantly shaped the interpretation and application of ethical standards. The study identified three key cultural dynamics: First, communal child-rearing norms sometimes conflicted with individual confidentiality expectations, as parents and elders expected access to mentorship discussions. Second, oral tradition preferences made written consent processes less meaningful than ongoing verbal agreements. Third, hierarchical respect norms inhibited mentees from voicing ethical concerns about mentor behavior. These cultural realities challenge the direct transferability of Western-derived ethical frameworks, supporting Amanam Hillary Umo-Udofia's (2017) argument for localized ethics development in African mentorship programs.

The regression analysis revealed important variations across different ethical domains. Confidentiality standards showed the weakest relationship with learner outcomes ($\beta = 0.28$), while fairness and non-discrimination principles demonstrated stronger connections ($\beta = 0.41$). This suggests that in Isiolo's context, learners may prioritize equitable treatment over privacy protections in their mentorship experiences. Qualitative interviews supported this interpretation, with mentees frequently describing fair treatment as more impactful than strict confidentiality. This finding complicates the predominant emphasis on confidentiality in global mentorship literature, suggesting the need for more culturally-grounded ethical prioritization.

Resource availability emerged as a critical moderator of ethical effectiveness. Schools with dedicated mentorship spaces and materials showed significantly stronger ethics-outcome relationships ($\beta = 0.45$) compared to under-resourced schools ($\beta = 0.29$). This resource-ethics interaction effect supports Resource Dependency Theory's emphasis on organizational capacity as enabling professional practice. The findings particularly highlight time poverty as an ethical constraint - with over 80% of mentors reporting insufficient time to properly document or reflect on ethical issues. This reality questions the feasibility of expecting overburdened teachers to consistently meet rigorous ethical standards without systemic workload adjustments.

The study's longitudinal data provided insights about ethical practice evolution. Schools receiving regular ethics training showed progressive strengthening of ethics-outcome relationships over two years (β increasing from 0.31 to 0.39). However, this improvement required at least quarterly refresher sessions, suggesting that ethical competence decays without reinforcement. These patterns help explain variation in literature findings about ethics' impact, demonstrating how implementation duration and support continuity affect outcomes. They also support Mentor's (2005) emphasis on ongoing ethics education rather than one-time training.

Gender dynamics introduced additional ethical complexities. Female mentees reported significantly higher sensitivity to ethical violations (particularly around privacy and appropriate boundaries) than male counterparts. This gender difference was most pronounced during adolescence, aligning with global research on girls' heightened vulnerability in mentorship relationships. The findings thus support Phoebe Ekman's (2022) advocacy for gender-sensitive ethical frameworks in school mentorship, particularly in cultures undergoing rapid social change.

Practical implications from these findings suggest several pathways forward. First, ethical frameworks need contextual adaptation, balancing universal principles with local cultural norms. Second, ethics training should emphasize practical strategies for overcoming real-world constraints like space limitations. Third, accountability systems should move beyond punitive approaches to focus on ethical skill-building. The study's case studies demonstrated that schools combining these approaches achieved better outcomes than those simply distributing ethical codes.

The findings also suggest important directions for future research. Comparative studies could examine how different communities prioritize various ethical principles. Longitudinal research might track how ethical practices affect different learner subgroups over time. Additionally, action research could test various ethics training methods to determine what proves most effective in low-resource schools. Such research would help develop more nuanced, evidence-based approaches to mentorship ethics.

The study presents ethical compliance as a multidimensional challenge in Isiolo's mentorship programs. While ethical standards provide important safeguards, their impact on learner performance depends heavily on cultural context, resource availability, and implementation

support. The findings argue against rigid ethical universalism, instead advocating for adaptable frameworks that balance principle and pragmatism. For Isiolo's schools, this means developing ethical practices that respect local realities while progressively incorporating evidence-based standards. Ultimately, the study suggests that ethical mentorship requires continuous negotiation between ideal standards and practical realities - a perspective that could inform program development across similar resource-constrained educational environments.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATION

5.0 Introduction

This chapter summarizes key findings, presents conclusions, and provides recommendations to improve school mentorship programs in Isiolo Sub-County, Kenya, based on the study's investigation of their influence on learner performance.

5.1 Summary of Findings

The study findings indicate that mentoring resources play a significant role in influencing learner performance in Isiolo Sub-County's public primary schools. The analysis revealed that respondents rated the availability of resources such as books, time, and space for mentoring at a mean score of 3.15 (SD = 1.69), indicating a moderate level of agreement that adequate resources are provided for mentorship. Moreover, the study found that the availability of mentorship materials was positively associated with improved learner performance, with a mean score of 2.96 (SD = 1.68), suggesting that mentorship resources contribute to better academic outcomes. The results further confirmed that school mentorship programs are well-supported with the necessary resources (mean = 2.95, SD = 1.70) and that these resources are accessible to both mentors and mentees (mean = 2.93, SD = 1.67). These findings highlight the essential role that adequate resources, such as materials and time, play in the success of mentorship programs and their impact on learner performance. Additionally, the correlation analysis revealed a strong positive relationship between mentoring resources and compliance with the code of ethics ($r = 0.947$, $p < 0.001$), suggesting that when mentoring resources are sufficient, ethical conduct is more likely to be followed, contributing to positive outcomes for learners. The current study highlights that adequate mentoring resources are crucial for the success of mentorship programs in Isiolo Sub-County's public primary schools. These resources not only enhance the quality of mentorship but also positively affect learner performance by providing the necessary support for both mentors and learners.

The findings of the study reveal that laid-down tools and procedures used in mentorship significantly affect learner performance in Isiolo Sub-County's public primary schools. Respondents generally agreed that clear guidelines are followed during mentorship sessions, with a mean score of 2.93 (SD = 1.69), indicating that a structured approach is applied in most schools. Similarly, the study found that the standard mentorship procedures ensure consistency and fairness, with a mean score of 2.91 (SD = 1.69), suggesting that uniformity in mentorship practices is largely in place. The analysis also showed that formal mentorship tools were perceived as enhancing learner outcomes, with a mean score of 2.84 (SD = 1.68), which points to the importance of using structured tools to guide the mentorship process. The study further indicated that learners perform better when mentorship is guided by set procedures, with a mean score of 2.95 (SD = 1.69), reinforcing the idea that structured mentorship processes contribute positively to academic success. The correlation analysis showed a strong positive relationship between laid-down tools

and compliance with the code of ethics ($r = 0.957$, $p < 0.001$), further confirming the critical role of well-established procedures in ensuring ethical practices during mentorship sessions. The study underscores the importance of laid-down tools and procedures in the mentorship process. The use of clear, standardized guidelines and structured mentorship tools plays a vital role in improving learner performance by ensuring consistency, fairness, and positive academic outcomes. These tools also contribute to ethical conduct within mentorship programs, as seen in the strong correlation with compliance with the code of ethics.

The study findings indicate that training of vetted persons offering mentorship services significantly influences learner performance in Isiolo Sub-County's public primary schools. Respondents generally agreed that mentors receive appropriate training before interacting with learners, with a mean score of 2.73 (SD = 1.71), suggesting that while some training is provided, there is still room for improvement in ensuring that all mentors are adequately prepared for their roles. Additionally, the study revealed that trained mentors provide better guidance and academic support, with a mean score of 2.99 (SD = 1.70). This indicates that respondents recognize the positive impact of trained mentors on learner outcomes. The study also found that learners feel supported by well-trained mentors (mean = 2.82, SD = 1.69), implying that properly trained mentors foster a supportive environment that enhances learner performance. However, the study further noted that performance is higher in schools with trained mentorship personnel, although this item had the lowest mean score (2.61, SD = 1.71), suggesting that there may be challenges in fully realizing the potential benefits of trained mentors in some schools. In terms of statistical relationships, the correlation analysis showed a moderately strong positive relationship between training vetted persons and compliance with the code of ethics ($r = 0.925$, $p < 0.001$), which suggests that when mentors are properly trained, they are more likely to adhere to ethical practices, contributing to the overall effectiveness of mentorship programs. The study emphasizes the critical role that trained mentors play in enhancing learner performance. The findings highlight the need for adequate and comprehensive training for mentors to ensure they are well-equipped to support learners effectively. Trained mentors not only provide better academic guidance but also create a more supportive and ethical mentorship environment, which positively impacts student outcomes.

The study found that the well-stipulated roles of mentors have a significant effect on learner performance in Isiolo Sub-County's public primary schools. Respondents largely agreed that having clearly defined roles for mentors contributes to better learner outcomes, with a mean score

of 2.93 (SD = 1.69). This suggests that when mentors have specific expectations and responsibilities, they are better able to support learners effectively. Additionally, the study revealed that mentors with well-stipulated roles are more likely to provide focused and structured guidance, contributing to a more organized mentorship process. The findings further indicate that having clear and well-defined roles for mentors improves the overall quality of the mentorship provided, as reflected in a mean score of 2.92 (SD = 1.69), which suggests that clarity of roles positively impacts the effectiveness of mentorship. A related finding shows that mentors with well-defined roles are seen as being more effective in fostering both academic and personal growth among learners. The study's correlation analysis also indicates a strong positive relationship between well-stipulated roles of mentors and compliance with the code of ethics ($r = 0.946$, $p < 0.001$). This suggests that when mentors have clear roles and responsibilities, they are more likely to adhere to ethical standards, which is crucial for the integrity and success of mentorship programs. The study highlights the importance of well-stipulated roles for mentors in enhancing learner performance. When mentors have clear, structured, and well-defined roles, they are better equipped to provide focused, ethical, and effective guidance, which ultimately improves learner outcomes. Ensuring clarity in the roles of mentors is key to the success of mentorship programs and the academic and personal development of learners.

The study findings revealed that compliance with the code of ethics significantly impacts learner performance in Isiolo Sub-County's public primary schools. Respondents indicated that mentors who uphold ethical standards contribute positively to both the academic and personal growth of learners. The mean score for mentors upholding confidentiality and respect was 2.61 (SD = 1.70), indicating a moderate level of agreement that mentors follow ethical practices, particularly in terms of respecting the confidentiality of mentees and maintaining respectful relationships. Further, the study found that ethical mentorship leads to improved academic and personal growth, with a mean score of 2.79 (SD = 1.69). This suggests that when mentors adhere to ethical principles, such as confidentiality, respect, and fairness, learners are more likely to experience positive outcomes, not only academically but also in their personal development. Additionally, respondents affirmed that compliance with the code of ethics is emphasized in school mentorship programs, as reflected by the highest mean score of 3.06 (SD = 1.73), which indicates a strong emphasis on ethical conduct in these programs. The study also revealed that non-compliance with ethical standards negatively affects mentorship effectiveness, with a mean score of 2.79 (SD = 1.69), which further supports

the notion that ethical violations can undermine the success of mentorship programs. The correlation analysis further substantiates these findings, showing a strong positive relationship between compliance with the code of ethics and other mentorship variables, such as mentoring resources ($r = 0.947$, $p < 0.001$), laid down tools ($r = 0.957$, $p < 0.001$), and training vetted persons ($r = 0.925$, $p < 0.001$). These relationships suggest that adherence to ethical standards is closely linked to other factors that enhance mentorship effectiveness, ultimately contributing to better learner performance. The study underscores the critical role of compliance with the code of ethics in improving learner performance. Ethical mentorship practices, including confidentiality, respect, and fairness, not only foster trust but also contribute to the overall success of mentorship programs. Therefore, ensuring that mentors adhere to ethical guidelines is crucial for the positive development of learners in Isiolo Sub-County.

5.2 Study Conclusions

The study concludes that;

1. Mentoring resources have a significant influence on learner performance in Isiolo Sub-County's public primary schools. Adequate resources such as books, time, and space are critical in enhancing the effectiveness of mentorship programs. When sufficient resources are available, both mentors and mentees are better equipped to engage in productive mentorship relationships, which leads to improved learner outcomes. The provision of mentorship materials was also found to be instrumental in boosting learner performance, thereby highlighting the need for schools to invest in sufficient mentoring resources to ensure that students benefit from high-quality mentorship programs.
2. Laid-down tools and procedures play a pivotal role in improving learner performance. The research findings show that mentorship procedures that follow clear guidelines and standardized tools contribute to more consistent, fair, and effective mentorship sessions. Structured mentorship programs ensure that both mentors and learners understand their roles and expectations, leading to better academic outcomes for students. Therefore, the study emphasizes the importance of having well-defined procedures in place to guide mentorship activities, which in turn positively impacts learner performance.
3. Trained mentors significantly influence learner performance in Isiolo Sub-County. Mentors who have received appropriate training before interacting with learners provide better guidance and academic support. This training enhances their ability to address

learners' needs, leading to increased student engagement and improved academic outcomes. The research highlights that investing in training for mentorship personnel is crucial for ensuring that mentors are equipped with the skills and knowledge necessary to support learners effectively.

4. Well-stipulated roles for mentors are essential for fostering better learner performance. When mentors have clear and specific roles, they can provide more focused and structured support, which enhances the overall effectiveness of the mentorship process. The research suggests that clear role definitions not only improve the quality of mentorship but also contribute to better academic and personal outcomes for learners. This conclusion underscores the importance of ensuring that mentors' roles are clearly outlined and communicated within mentorship programs to maximize their positive impact on learners.
5. Compliance with the code of ethics by mentors and mentoring organizations is crucial for improving learner performance. Ethical practices, such as maintaining confidentiality, respecting learners, and adhering to a code of conduct, are fundamental to creating a supportive and trusting mentorship environment. The research findings demonstrate that when mentors comply with ethical standards, learners experience better academic and personal development. Conversely, non-compliance with ethical guidelines negatively impacts the effectiveness of mentorship. Therefore, the study highlights the importance of ensuring that ethical practices are prioritized in mentorship programs to foster a positive learning environment and promote better outcomes for students.

5.3 Recommendation to the Study

Based on the study's findings, it is recommended that;

1. School administrators and education stakeholders invest in increasing the availability and accessibility of mentoring resources, including books, learning materials, dedicated time, and suitable spaces for mentorship activities. Schools should seek partnerships with donors or governmental bodies to secure additional resources to strengthen the mentoring process. Schools should also establish mechanisms to ensure that these resources are evenly distributed and accessible to all mentors and mentees, ensuring that no student is left behind in mentorship programs.

2. That schools in Isiolo Sub-County adopt and rigorously implement clear guidelines and standardized procedures for mentorship programs. Schools should ensure that mentorship sessions are structured, with clearly defined goals and procedures to guide the mentors and mentees. Professional development workshops should be organized to train mentors on these tools and procedures, ensuring consistency and fairness in the mentoring process. It is also recommended that schools continuously review and refine these guidelines to align with the evolving needs of learners and to ensure that mentorship remains relevant and effective in improving learner performance.
3. Mentorship training programs be developed and expanded for all individuals who are selected to provide mentorship in schools. These training programs should focus on enhancing the mentors' ability to support learners academically and personally, equipping them with the necessary skills to address learners' specific needs. The education ministry and school authorities should collaborate with training institutions to offer comprehensive mentorship training that includes communication skills, emotional support, and academic guidance. Additionally, it is recommended that mentors undergo periodic training to refresh their skills and keep up with emerging educational trends and methods that can improve learner performance.
4. Clear and specific roles for mentors should be formalized and communicated to both mentors and mentees. School administrators should ensure that mentors understand their responsibilities and expectations to enhance the quality of their support to learners. Schools should provide written guidelines detailing the mentor's role, which can include academic support, emotional counseling, and career guidance. It is also recommended that schools develop an orientation program for new mentors, which clearly outlines their roles and how they align with the school's broader educational goals, ensuring that mentors are well-prepared to contribute positively to learner performance.
5. Schools and mentoring organizations place a strong emphasis on ethical practices within mentorship programs. It is essential to ensure that mentors adhere to a strict code of ethics, including maintaining confidentiality, respecting learners' privacy, and fostering a safe and supportive environment for all participants. Schools should establish mechanisms to monitor compliance with ethical standards, such as regular assessments of mentorship practices and feedback from mentees on their experiences. Furthermore, training on ethics should be incorporated into mentorship programs to ensure that mentors are aware of the

ethical standards they are expected to uphold. Schools should also encourage mentors to report any ethical breaches and provide clear procedures for addressing such issues to ensure that the integrity of the mentorship process is maintained.

5.4 Recommendation for further studies

Future studies could focus on investigating the long-term effects of school mentorship programs on learner performance.

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APPENDICES

Appendix I: Consent Form

I am **Emmaculate Akinyi Oyuga** a masters Student at Mount Kenya University. Am conducting a study on **influence of school mentorship programs on learner performance in public primary schools in isiolo sub-county, kenya.** I kindly wish to inform you that the study is in partial fulfillment of my master degree program. I recruit you conveniently to participate in this study and am seeking your consent. Confidentiality was maintained by using visit numbers rather than names and information gathered will not be revealed to anybody without your consent. Participation in this study is a voluntary. The research poses no any risks to the participants. This study would provide knowledge and act as part of reference points to the scholars who would want to further research in the same area or related field or for teaching in universities and other institutions of learning.

Before I involve you in this study, I kindly request you sign the declaration below.

I have read the purpose and I hereby agree/disagree to participate in this study.

Respondent

Sign……..…...Date……

Principal Investigator

Sign ……....

Mobile Number 0713364974

Ethics Review Committee Office

The Chairman

Mount Kenya University, Ethics Review Committee

P O Box 342 – 01000-THIKA

Appendix II: Consent Form for Learners

I am **Emmaculate Akinyi Oyuga** a masters Student at Mount Kenya University. Am conducting a study on the **influence of school mentorship programs on learner performance in public primary schools in isiolo sub-county, kenya.** By preventing any injury or violations to learners'/minors, the information that was gathered on them, and their environment was protected at all costs. The study was able to ensure data security, keep participant names confidential throughout, and limit the use of the respondents' responses to academic research.

Please sign the following declaration before participating in this study.

I have read the aim of the research proposal and I thus agree/disagree to take part in it. I understand that I can stop at any time I want to and it was OKAY if I want to stop.

Respondent (coded)

Sign…… Date……

Principal investigator

Name: …… **Emmaculate Akinyi Oyuga** ……

Sign……

In case of any complaints or further clarification, kindly contact the;

The Chairman

Mount Kenya University,

Ethics Review committee (MKU-ERC)

P.O Box 342-0100

THIKA

Appendix III: Questionnaire

SECTION A: PERSONAL INFORMATION (TICK APPROPRIATELY)

- **Gender:** ☐ Male ☐ Female
- **Age:** ☐ 18 and below ☐ Above 18
- **Status:** ☐ Student ☐ Teacher ☐ Parent ☐ Community Member
- **Have you been exposed to mentorship of any kind?** ☐ Yes ☐ No
  If **Yes**, your role: ☐ Mentee ☐ Mentor ☐ Other _____
  Where? ☐ School ☐ Home ☐ Other _____
  If **No**, would you wish to be exposed to mentorship? ☐ Yes ☐ No

(Likert Scale: SA – Strongly Agree, A – Agree, D – Disagree, SD – Strongly Disagree)

Influence of Mentoring Resources on Learner Performance

Statement	SA	A	D	SD
Adequate mentorship resources (books, time, space) are provided.	☐	☐	☐	☐
Availability of mentorship materials has improved learner performance.	☐	☐	☐	☐
School mentorship programs are well-supported with needed resources.	☐	☐	☐	☐

Mentoring resources are accessible to both mentors and mentees.	☐	☐	☐	☐

Objective 2: Effect of Laid Down Tools and Procedures Used in Mentorship

Statement	SA	A	D	SD
Clear guidelines are followed during mentorship sessions.	☐	☐	☐	☐
Standard mentorship procedures ensure consistency and fairness.	☐	☐	☐	☐
The use of formal mentorship tools enhances learner outcomes.	☐	☐	☐	☐
Learners perform better when mentorship is guided by set procedures.	☐	☐	☐	☐

Influence of Training of Vetted Persons Offering Mentorship Services

Statement	SA	A	D	SD
Mentors receive appropriate training before interacting with learners.	☐	☐	☐	☐
Trained mentors provide better guidance and academic support.	☐	☐	☐	☐
Learners feel supported by well-trained mentors.	☐	☐	☐	☐
Performance is higher in schools with trained mentorship personnel.	☐	☐	☐	☐

Effects of Well-Stipulated Roles of a Mentor

Statement	**SA**	**A**	**D**	**SD**
Mentors understand their responsibilities clearly.	☐	☐	☐	☐

Clearly defined roles improve the effectiveness of mentors.	☐	☐	☐	☐
Mentors who know their roles contribute positively to learner growth.	☐	☐	☐	☐
Role clarity reduces confusion in mentor-mentee relationships.	☐	☐	☐	☐

Effects of Compliance with the Code of Ethics by Mentors

Statement	SA	A	D	SD
Mentors uphold confidentiality and respect in their dealings.	☐	☐	☐	☐
Ethical mentorship leads to improved academic and personal growth.	☐	☐	☐	☐
Code of conduct is emphasized in school mentorship programs.	☐	☐	☐	☐
Non-compliance with ethics affects mentorship effectiveness.	☐	☐	☐	☐

Appendix VII: ERC

Mount Kenya University

REF: **MKU/ISERC/5002** Date: 24 April 2025
TO: **EMMACULATE AKINYI OYUGA**
REG: **MED/2022/36273**

Dear Sir/Madam,

RE: INFLUENCE OF SCHOOL MENTORSHIP PROGRAMS ON LEARNER PERFORMANCE IN PUBLIC PRIMARY SCHOOLS IN ISIOLO SUB-COUNTY, KENYA

Tnis is to inform you that **Mount Kenya University** has reviewed and approved your above research proposal. Your application approval number is **3724.** The approval period is **24/04/2025 - 23/04/2026.**

This approval is subject to compliance with the following requirements:

i. Only approved documents including informed consents, study instruments, MTA will be used
ii. All changes including amendments, deviations and violations are submitted for review and approval by **Mount Kenya University**
iii. Death and life-threatening problems and serious adverse events or unexpected adverse events whether related or unrelated to the study must be reported to **Mount Kenya University** within 72 hours of notification
iv. Any changes, anticipated or otherwise that may increase the risks or affect the safety or welfare of study participants and others or affect the integrity of the research must be reported to **Mount Kenya University** within 72 hours
v. Clearance for export of biological specimens must be obtained from relevant institutions
vi. Submission of a request for renewal of approval at least 60 days prior to expiry of the approval period. Attach a comprehensive progress report to support the renewal
vii. Submission of an executive summary report within 90 days upon completion of the study to **Mount Kenya University**

Prior to commencing your study, you will be expected to obtain a research license from National Commission for Science, Technology and Innovation (NACOSTI) https://research-portal.nacosti.go.ke and also obtain other clearances needed.

Yours sincerely,

Dr. Alfred Owino, PhD
Chairman, Mount Kenya University ISERC

MOUNT KENYA UNIVERSITY
ETHICS REVIEW COMMITTEE
P. O. Box 342 - 01000,
THIKA

Main Campus, General Kago Road, P.O. Box 342-01000 Thika.
Tel: +254 20 287 8000, Cell: +254 709 153 000
Email: info@mku.ac.ke, Web: www.mku.ac.ke

Appendix VIII*:* Introduction Letter

Mount Kenya University

DIRECTORATE OF GRADUATE STUDIES

MED/2022/36273

28th April, 2025

National Commission for Science Technology & Innovation (NACOSTI)
Off Waiyaki, Upper Kabete
P.O Box 30623- 00100
NAIROBI, KENYA

Dear Sir/Madam,

RE: EMMACULATE AKINYI OYUGA – REGISTRATION NO. MED/2022/36273

The purpose of this letter is to introduce the above named student who is pursuing **Master of Education** in the **Department of Educational Management and Curriculum Studies** in the **School of Education.**

The title of the research is **"Influence of School Mentorship Programs on Learner Performance in Public Primary Schools in Isiolo Sub - County, Kenya."** It has been cleared by the University's Ethics Review Committee (Certificate attached) and now has to proceed to the field to collect data between **May, 2025 and July, 2025.**

Any assistance accorded to the student will be highly appreciated.

Thank you.

Mount Kenya University
P. O. Box 342 - 01000, THIKA
Office of the Director,
Graduate Studies

Dr. Samuel M. Karenga, Ph.D
Director, Graduate Studies
Enc.

Appendix VIII*:* NACOSTI

REPUBLIC OF KENYA

NATIONAL COMMISSION FOR SCIENCE,TECHNOLOGY & INNOVATION

Ref No: **818202**

Date of Issue: **14/May/2025**

RESEARCH LICENSE

This is to Certify that Ms.. EMMACULATE AKINYI OYUNGA of Mount Kenya University, has been licensed to conduct research as per the provision of the Science, Technology and Innovation Act, 2013 (Rev.2014) in Meru on the topic: INFLUENCE OF SCHOOL MENTORSHIP PROGRAMS ON LEARNER PERFORMANCE IN PUBLIC PRIMARY SCHOOLS IN ISIOLO SUB-COUNTY, KENYA for the period ending : 14/May/2026.

License No: **NACOSTI/P/25/4173505**

818202

Applicant Identification Number

Deputy Director
NATIONAL COMMISSION FOR SCIENCE,TECHNOLOGY & INNOVATION

Verification QR Code

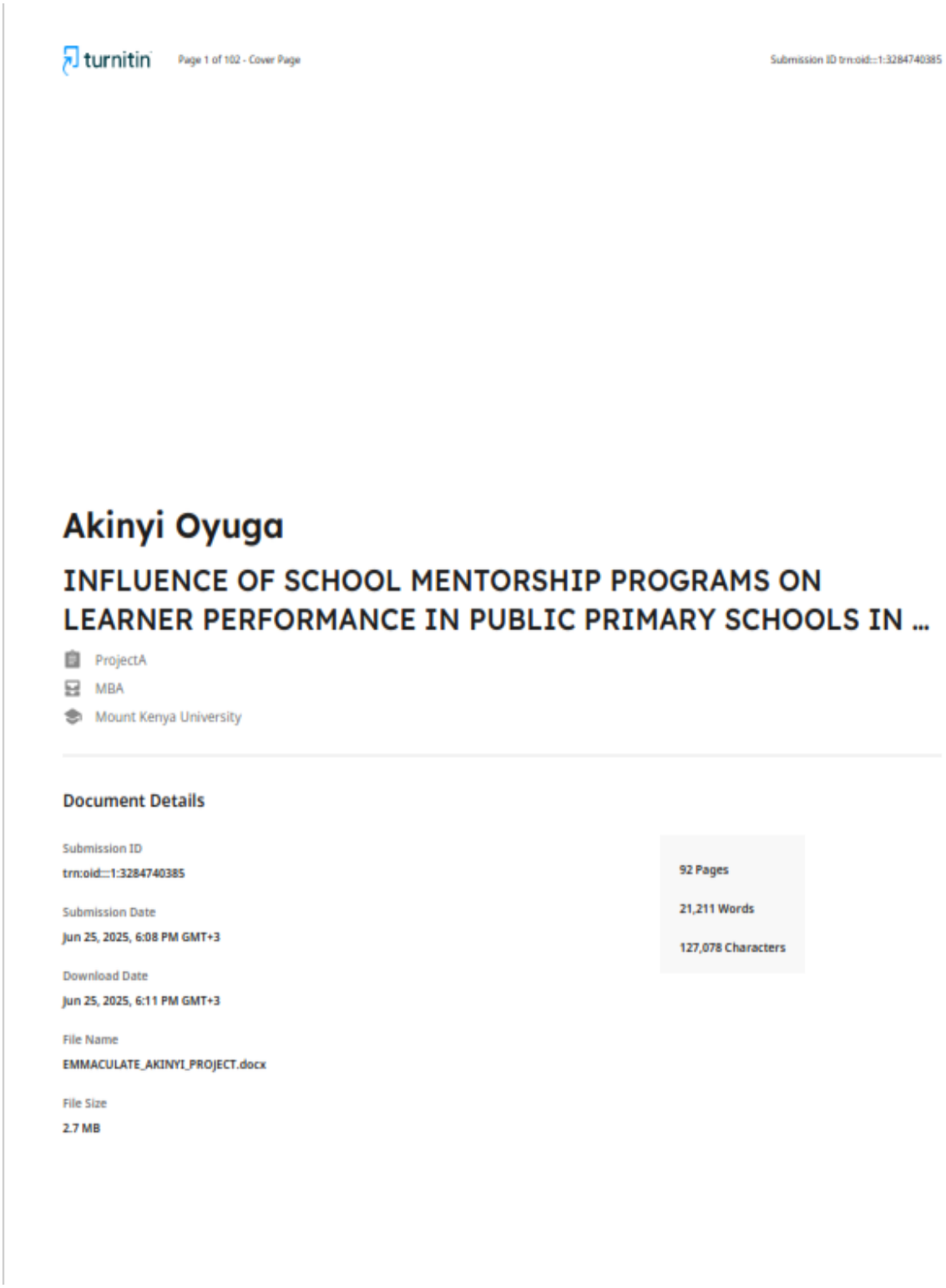
NOTE: This is a computer generated License. To verify the authenticity of this document, Scan the QR Code using QR scanner application.

See overleaf for conditions

Appendix VIII*:* Research Authorization

Appendix IX: Isiolo County Map

Appendix X: Similarity Index



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