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## Establish the Influence of Student Mentorship on Learners Academic Performance in Public Secondary Schools in Nyandarua County, Kenya

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### **Abstract:**

*Most counties in Kenya have recorded low academic performance in Kenya Certificate of Secondary Education (KCSE). Nyandarua County has in the past registered low academic performance with 77% and 86% of candidates obtaining below grade C in 2017 and 2018 respectively. This study sought to examine the influence of student mentorship on learner's academic performance in public secondary schools in Nyandarua County. The study used Systems Theory by Ludwig Von Bertalanffy (1972). The study used correlation research design. The target population comprised of 166 principals and 1622 teachers and parents from public secondary schools in Nyandarua County. Stratified sampling was used to sample 162 teachers at 10% and 50 principals at 30% for the study, while 20 parents were purposively sampled as a benchmark to participate in the study. Two schools from Nyandarua County not included in the main study were used for pilot study. Content validity by use of expert judgment drawn from educational administration was utilized to establish the validity of the study. The researcher conducted an internal reliability on the tools and tested it using Cronbach Alpha where a coefficient of 0.7 and above was accepted. The researcher used questionnaires for teachers and principals and interview schedules for parents in data collection. Quantitative data was analyzed using both descriptive statistics, in particular, measures of central tendency and dispersion and inferential statistics; in particular, Pearson Product Moment Correlation was used. Qualitative data obtained from open ended questions and interviews was organized by content and discussed within quantitative results. Results were presented using tables, graphs and pie charts. From the findings, the study concludes that mentorship enhances learners' academic performance through motivation of learners and assisting in improving learners studying habits and sharpening the focus of students to academic performance. The study recommended that the ministry and school administration should establish more structured support for school mentorship programs through the ministry and school administration. The study also recommends that school principals develop internal mentorship capacity to reduce the reliance of external motivators for cost efficiency.*

**Keywords:** *Learner academic performance, student mentorship*

### **1. Introduction and Background**

Education remains the only viable vehicle for empowering citizens with necessary skills, attitudes, and values for personal and national development. Effectiveness and efficiency in education system is critical in ensuring a country achieves Sustainable Development Goals (SDGs). UNESCO report in 2017 calls for all stakeholders in the education sector to adopt strategies that ensure competency-based learning in primary and secondary schools.

Studies by Ali, Zubair, & Fahad (2013); Alshammari&Saguban (2017) investigated effects of students and family related factors on academic performance. Kimani, Kara, & Njagi (2013), studied how teachers factors influence academic achievement in Nyandarua while Tobister (2017), conducted a general study on factors influencing secondary school performance. The findings of these studies indicate that there is a significance relationship between family, student and teacher related factors and learner's academic performance.

Inclusive decision-making is perceived to influence academic performance of learners and the school administration should ensure an open process for learners to engage in school affairs. In Israel, students were more successful in academic performance due to their involvement in school discipline management. In Zimbabwe, student involvement in designing school rules and regulations increased their propensity to uphold rules enhancing discipline and academic performance.

Studies by (Tableman, 2004) and (Owen and Philip, 2013) indicate that parental involvement in academic matters of their children has a dramatic impact on the improvement of their children's grades. A study in Carolina USA

by (Harrison and Hare, 2010) noted that family and community involvement had a powerful positive impact on pupils' outcome. These studies highlight the importance of the parent and community who are critical in enhancing academic performance of learners. It is the responsibility of the principal to bring the parents on board in all school operations related to academics.

Many learning experiences can be done through student mentorship. Eradication of unexpected behavior that may affect academic performance may also be done through student mentorship. However, some studies have noted that students' mentorship is treated as an expensive affair calling for the already overstretched resources in secondary schools (Harrison et al, 2010)

School academic performance is a global issue. In Nigeria, academic performance in external examination such as West African School Certification Examinations attracts the interest of the government, parents and other stakeholders. Similarly, studies in Botswana, Tanzania, Zimbabwe and New Papua Guinea have noted the same, whereby, students' academic performance attracts enormous attention at local and national levels. Similarly, the release of Kenya Certificate of Secondary Education (KCSE) results is an important ritual eagerly awaited upon by students, parents, government and other stakeholders.

Kenyan government has invested a lot in enhancing secondary education academic performance through introduction of Free Day Secondary Education (FDSE), employment of teachers and review of curriculum. However, currently, Kenyan secondary schools' results are wanting with barely more than 100,000 students attaining grades to join higher level learning in the past three years. This illustration is used not in the assumption that the goal of secondary education in Kenya is to ensure that all students should score C+ and above but as an illustration that with a higher number of quality grades the better the academic performance would be taken to be. This means that more of principals' administrative tasks are required in order to achieve more quality grades.

The Ministry of Education (MoE) in Kenya has reported declining academic performance for secondary schools in the national examinations since 2015. The national mean score for secondary education was 6 for 2015, 5 for 2017 and 4 for 2018. Clearly, this is a downward trend that cannot be ignored. Among the 47 counties, Nyandarua county public secondary schools have continuously registered poor academic performance with zero as from 2018 KCSE results (Ministry of Education KCSE results report, 2018). A study by (Kimani et al., 2013) revealed that 77% of secondary school students from Nyandarua did not attain the prerequisite C + grade needed to join higher learning institutions. Recent statistics from the office of Nyandarua County Director of Education show a down trend. Figure 1 shows KCSE results across sub counties in Nyandarua

### *1.1. Statement of the Problem*

Academic performance of learners at secondary level education determines selection and admission to institutions of tertiary and higher education, job preparation and as key measurement to individual social status. The Ministry of Education (MoE) in Kenya has put in place various mechanisms to enhance academic performance through provision of textbooks, FDSE funds, infrastructure funds and employment of teachers to alleviate teacher shortage. The County government and the National Government-Constituency Development Fund (NG-CDF) has also invested a lot in ensuring quality learning especially through bursaries and infrastructure improvement in public secondary schools in Nyandarua. Despite all these efforts in enhancing learners' academic performance, Nyandarua has reported declining academic performance in KCSE (2015-2018) Report from the County Education Office revealed that in 2017, 77% of students who sat for KCSE attained C and below grades. The number was higher in 2018 up to 86%. This is a threat to a county that depends on its youths to fast-track economic development. Therefore, the study sought to establish the influence of student mentorship on learner's academic performance in public secondary schools in Nyandarua County

### *1.2. Research Question*

What influence does student mentorship have on learners' academic performance in public secondary schools in Nyandarua County?

### *1.3. Theoretical Review*

This study was based on Systems theory propounded by Ludwig Von Bertalanffy (1972). This theory postulates that a system is a unified, complex whole that operates as a result of the different interactions and independent performance of each element that forms it. It is a relevant theory for this study because in a school setup their different stakeholders who functionally interact at different levels in order to achieve the desired goals. There should be some collaboration between the government and other government agencies and the school administration in monitoring and evaluation of policies, between the administration and all other stakeholders in the implementation of policies, between teachers and students in realization of the desired academic performance, and between students, teachers and parents in the production of the desired end product. This theory presents schools as open systems receiving input from the society and consequently empties its output back to the society after sometime of processing. The principal needs to carry out classroom visitation, facilitate teacher professional development, engage parents in students' academic matters and promote mentorship programmes for students. The theory has been recommended for its flexibility and multidisciplinary approach in tackling matters that are complex and dynamic.

### 1.4. Conceptual Framework

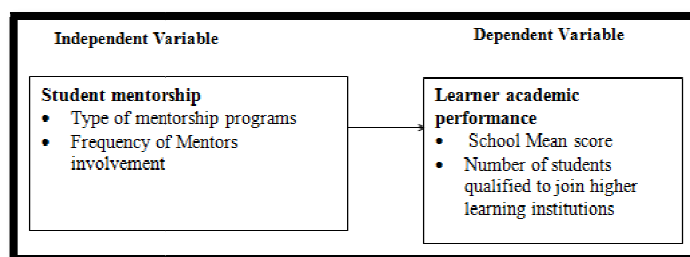


Figure 1: Conceptual Framework

## 2. Literature Review

### 2.1. Student Mentorship and Learners' Academic Performance

Learner mentoring has emerged to have paramount importance in driving academic activities in any school setup. Mentoring plays a key role among the demotivated learners who have lost interest and meaning in learning by attaining low grades. This strategy helps in encouraging weak learners to perform better. Mentorship programmes in school promotes self-esteem actualization and a belief of self-worth in learners. The mentors inspire the weak learners to work towards attaining their highest potential and be like their mentors. Mentorship thus becomes a source of motivation.

The school should be in a position to initiate policies that encourage good study habits. This is because many learners attain low marks in examinations because of poor study habits. Mentoring is one such school policy that may benefit the student in the process of learning (Dougherty, 2000). This has however been considered an expensive affair.

According to Etisi (2012) mentoring involves pairing an adult or old peer with students who are at risk to provide educational, social, and personal support. Inviting role models to talk to students is a good ingredient in a school mentoring programme. Etisi (2012) goes on to say that a mentoring programme can not only motivate at risk students to set goals and increase self-esteem but also prepare students for the future by sharing work experiences, exploring career options and discussing future plans. Studies have shown that students who are academically weak if not closely monitored, counseled and guided are likely to drop out of school. This study seeks to understand mentoring programs utilized by principals and its influence on learners' academic performance.

In a study on factors affecting students' performance (Sacerdote, 2001) found out that, grades are higher when students have unusually academically strong roommates. At the school level, the same results would be expected when learners are grouped together with academically strong mentors. This explains why group work as a teaching method is encouraged in the teaching-learning process as it allows student involvement through discussion and common study with other students. This student involvement plays a key role in students' academic achievement. Another source of motivation for learners is involving them in the determination of school policy. This will uphold their dignity and not render them inferior and powerless which is likely not to lead to resentment.

Students need mentors at each educational stage of development and in their careers (Schoper, 2017). Many students progress through each stage due to support from families or mentors. Students often advance to higher education and realize how much a mentor is needed to encourage pathways to success. Educators oftentimes serve as mentors, especially when working with diverse populations and students away from home. Many students who graduated from college chose to return, serving as mentors at the same higher education institution. They provided others with the support that was bestowed upon them as students. For students who did not have a mentor in any of the educational stages, many of them chose to serve as a mentor providing current students with support that was once needed in their own educational feats (Schoper, 2017).

Judd (2017), studied impacts of mentoring program on risk students of fourth and fifth grade in United Kingdom. The study sought to establish effects of mentoring on student's attendance, increase in mathematics and I read test scores, and decreasing amount of behavior referrals. Results showed that mentoring had a strong statistical significance on student's attendance. The study also found out that there were no significant differences between mentoring on I read test score and decrease in discipline referrals. Moore (2013) opined that student needed mentorship on social relationships, individual skills set and multiple form of literature. Sondergeld, Johnson and Walten (2016) study revealed that mentors and students shared similar perception of success. This study however noted the need for consistency for effective mentorship program.

Brousard, Mosley, Howard and Roychoudury (2006), observed that youth mentorship using youth advocates from low socio economic, urban area to mentor students of grade 3-12 improved academic performance and behavior change. This mentoring strategy lacked consistency. The study suggested the use of adult mentors which has impact on students' academic and extra curriculum activities.

Freeley and Hanzella (2009), discussed effectiveness of group mentorship program which involved grouping students into teams and engaging them in various activities. The group mentorship constituted of coordinator, student, teacher, parent, counselor and community partners who walked with the students through the program. A detailed plan was devised for the student to follow. Thereafter, the team evaluated student's performance by the end of the

project or activity. The student went into the community and work place of the team member to try and learn his/her weakness in academics. Students who participated in this program recorded high academic achievement at the end of it. Broskey, Wiegand, Bartlett, & Idlewine (2010) found mentorship program using local university effective in enhancing student's lifestyle choices prior to adulthood. This study seeks to establish whether there is any significant relationship between principal's strategies in mentor engagement and learner's academic performance.

### 3. Research Design

Research design in this study is the plan or road map that was used to obtain data for the study. This study used correlation research design. This design involved collection of data from variables and determining if they have any relationship. This research design was suggested by Orodho (2008) and Kothari (2004) as appropriate for measuring relationship and association between two study variables.

#### 3.1. Location of the Study

The study was conducted in Nyandarua County, Kenya. Nyandarua County is situated in central part of Kenya covering 3,304km<sup>2</sup> with a population of 596, 268 people. This county is divided into 7 administrative sub counties which are Mirangine, Nyandarua Central, Nyandarua North, Nyandarua South, Kinangop, Nyandarua West and Kipipiri sub counties. The County is vested with good access to education with a large number of both public and private secondary schools. Despite this advantage to access to education and the investment from both the national and county governments towards education, Nyandarua continues to record a wanting academic performance over the years. The academic performance in the last three consecutive years attests to this poor performance. In year 2018 KCSE examination, only 29% of the candidates scored a C+ and above. In 2017, 77% of students who sat for KCSE attained C and below grades

#### 3.2. Target Population

A population is the universal elements or items under a particular study. Mugenda and Mugenda (2010) define population as all members of a real or hypothetical set of people, events or objects to which a researcher wishes to generalize his/her study findings. According to Ministry of Education report (2019) Nyandarua County has a total of 166 public schools. This study targeted 166 principals from these schools, 1622 teachers and 51400 parents

Sub County	Public Secondary Schools
Nyandarua North	30
Nyandarua South	25
Nyandarua Central	19
Kipipiri	30
Kinangop	28
Mirangine	15
Nyandarua West	19
<i>Total</i>	<i>166</i>

Table 1: Target Population  
Source: Nyandarua County Education Office, 2019

#### 3.3. Sampling Techniques and Sample Size

A sample size is a subset representative of the total population of the study. Orodho (2002) points out that, a technique for selecting the sample size should ensure that any statement made on the sample is true for the entire population. Researchers use various ways to determine study sample size. Some of the commonly used formula is the Morgan & Krejcie (1970) table and recommendation from renowned researchers such as Gay (2002), Mugenda and Mugenda (2003) Kothari (2004). This study used Gay (2002) who recommends the use a minimum of 30% of total population for a target population of less than 1000 members for educational research and Kothari (2004) who points out that, 10% sample is representative of a target population for research. Sampling is a process used by researchers to select a given number of subjects from a defined population as representative of that population. This process is important in gathering individuals to participate in a study. Simple random sampling was employed in selecting principals and teachers. Purposive sampling was used in selection of parents

Category	Population	Sample	Percentage
Principals	166	50	30%
Teachers	1622	162	10%
Parents	-	20	Purposive
Total		232	N/A

Table 2: Study Sample Size

#### 3.4. Research Instruments

Questionnaires and interview guide were the main data collection instruments for this study. Questionnaires will be used to collect data from the principals and teachers. Questionnaires organized by objectives were used in

collecting data from principals and teachers. The questionnaire comprised of both open and closed ended questions.

The questionnaire is preferred because it enables the researcher to collect information on principals' administrative tasks used and opinions on their influence on learner's academic achievement.

Interview guide will be used for parents. Information from parents was collected using interview guide. This tool is appropriate because it gave the researcher a one-on-one interaction with parents to understand their engagement in student's academic achievement. An interview schedule is preferred because it enables the researcher to collect implicit information from parents on their engagement in academic matters of their children

### *3.5. Pilot Testing*

This study purposively selected and conducted a pilot study in two public secondary schools in Nyandarua County, (1 day & 1 boarding) not included in the main study. This study was crucial in ensuring quality control and in estimating the time duration for testing. Necessary corrections were made on tools after piloting

#### 3.5.1. Validity of the Instrument

Content validity was used in validating instruments for this study. This technique enabled the researcher to weigh the extent by which data collected utilizing the intended instruments represented a particular domain or content of a definite idea. To ascertain the validity of the research instruments the researcher sought views of experts in the field of study especially the supervisor.

#### 3.5.2. Reliability of the Instrument

Reliability enables the researcher to estimate error and make the necessary corrections if any. This is because the larger the reliability the smaller the error and conversely, the larger the error, the smaller the reliability. An internal consistency technique which measures the extent to which various tests on items produce the same results was used by applying Cronbach's Alpha. The reliability test yielded an alpha of 0.745 which was considered sufficient.

### *3.6. Data Collection Procedures*

The researcher obtained authorization to collect data from National Council of Science and Technology (NACOSTI) after getting an approval from Graduate school, Kenyatta University. The MoE, TSC, County administration and principals gave the researcher permission to collect data in the sampled schools in Nyandarua County. The researcher distributed the questionnaire to teachers and principals and collected them after they were duly filled. Parents were interviewed from the school ground.

### *3.7. Data Analysis*

Data analysis is a technique used by researcher to uncover facts emanating from study variables. It involves detecting partners, anomalies, developing explanations and testing any underlying assumptions (Orodho, 2009). Data analysis process allows the researcher to summarize quantitative data, identify, and organize common themes for qualitative data. Researcher collected and analyzed data on; type of mentorship programs available in schools, resource mentors for students and frequency of the mentorship programs. Data was summarized by calculation of percentages, presented statistically in frequency tables, pie charts and graphs. Inferential statistics using Pearson Product Moment Correlation and regression analysis was used to test the strength of the relationship. The null hypothesis was tested at significance level of 0.05 using a two tailed Z-score table.

### *3.8. Logistical Considerations*

The researcher developed a work plan for data collection to ensure effective logistics. This entailed activities before field day and activities within field days and targets per day. This was reviewed after piloting to ensure it is feasible. The researcher prepared a budget for all field expenses such as lunch, transport, and other expenses and used cost saving measures to ensure efficiency. The researcher sampled schools in Nyandarua County to save time. The study recruited 3 research assistants representing the various school zones that they are familiar with. The researcher made prior arrangements with contact person per school to ease accessibility.

## **4. Findings**

### *4.1. Response Rate*

The study achieved an 84.5% response rate. This response rate was considered sufficient for analysis since it was more than 50% of the targeted respondents.

## 4.2. Demographic Information

### 4.2.1. Demographic Data for Principals and Teachers

Labels	Variables	Percentage	
		Principals n=50	Teachers n=162
Gender	Male	72.5%	54.1%
	Female	27.5%	45.9%
Duration of teaching	7-9 Years	52.5%	23.2%
	4-6 Years	35.0%	42.3%
	1-3 Years	7.5%	24.6%
	More than 10 Years	5.0%	9.9%
Highest level of education	B.Ed.	55.0%	52.8%
	M.Ed.	25.5%	35.9%
	PhD	17.5%	2.8%
	Postgraduate Diploma	5.0%	8.5%
	Total	100%	100%

Table 3: Demographic Data for Principals and Teachers

Table 4 shows the majority of the principals' 72.5% were males while 27.5% were female. The majority of teachers 54.1 % were male while 45.9% were female. These results indicate that male principals were overrepresented in the schools covered in the study. The findings are similar to that of (Sang, Masila& Sang 2012) who noted male domination in Kenya education management. Bush (2013) has associated this trend to 'male' image in management. Results for teachers show no major disparity in the percentage thus limiting gender prejudice in the study.

On the duration of teaching, majority of the principals 52.5% had worked as principals between 7-9 years while 35% had worked for 4-6 years, 7.5% and 5% had worked for 1-3 years and more than 10 years. More teachers 42.3% had worked for between 4-6 years, 24.6% for 7-9 years, and 23.2% for 1-3 years while a minority 9.9% had worked for more than 10 years. This result shows that most teachers and principals had more than 5 years' experience in management and teaching respectively. This has the implication that the respondents had the requisite information on the influence of principals' administrative tasks on learners' academic achievement.

Majority 55% of principals had attained Bachelor's degree, 22.5% Master's degree in education, 17.5% Ph.D. while few 5% had attained postgraduate diploma. Results for teacher highest level of education show a majority 52.8% of teachers had attained Bachelor's degree, 35.9% Master's degree while 8.5% had a postgraduate Diploma and 2.8% had attained Ph.D. as their highest education level.

## 4.3. Descriptive Findings and Discussions

### 4.3.1. Available Mentorship Programs

Principals were asked to indicate the available common mentorship programs used in their respective schools. Data obtained was as summarized in Figure 2

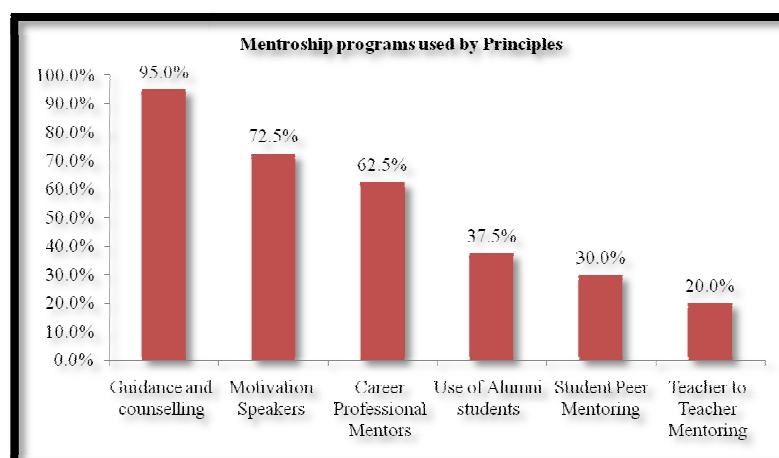


Figure 2: Type of Mentorship Programs Used in Secondary Schools in Nyandarua County

Analysis in figure 7 shows majority 95% of the principals were using Guidance and Counseling, 72.5% use motivational speakers while 62.5% use career professional mentors. These results show that guidance and counseling was a popular and main strategy for learners' mentorship. This finding concurs with that of Karanja&Gikungu (2014) who found guidance and counseling as the main form of mentoring for students among secondary schools in Mbooni East.

Results show 37.5% of the principals used alumni, 30% use student peer mentoring and 20% use teacher-teacher mentoring. This shows the use of alumni students' peer mentoring and teacher-teacher mentoring are not common in the schools in the study area. According to Berry (2010), teacher quality is connected to student learning and therefore there is need for effective teacher mentoring programs. This need is documented by researchers as critical to growth and development of teachers (The National Staff Development Council, 2009).

The majority of the teachers 89.3% agreed that they were aware of students' mentorship programs by the principals. A majority 12 out of 14 interviewed parents mentioned that they were not very conversant with mentoring strategies used in schools. Finding by Huggins (2016) eluded that mentorship from teachers and staff at schools had a great positive impact on learners' academic success.

#### 4.3.2. Teachers Perception of the Influence of Students Mentoring on Learner's Academic Performance

The study further explored teachers' views on the influence of students' mentorship and learners' academic performance. Data obtained was summarized as follows;

Statements	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Mentorship program reduces school absenteeism	10.6%	21.7%	12.0%	40.8%	14.9%
Students mentoring program improve the academic performance of students	47.2%	28.2%	3.5%	14.1%	7.0%
Mentorship enhance self-awareness among students	20.4%	17.6%	29.6%	28.9%	3.5%
Teaching is key in mentoring students	28.2%	32.2%	14.6%	10.9%	14.1%
Principals are the main player in student mentorship	9.2%	20.4%	12.7%	37.3%	20.4%

Table 4: Teachers Perception of Students' Mentorship and Learners' Academic Performance

According to table 4.8 majority, 75.4% agreed that the mentorship program led to improved academic performance among students. Few 21.1% disagreed while 3.5% responded neutrally for this statement. This finding coincides with findings by Olu-Ajayi&Jegede (2017) who established that mentorship led to improved performance in the biology subjects among both genders. This finding found a significant difference in the achievement of students exposed to mentoring as compared to those exposed to normal classroom teaching only.

A good proportion of 38% agreed that mentorship enhances self-awareness among students almost an equal proportion of 32.4% disagreed while 29.6% were neutral on the influence of mentorship on students' self-awareness. The majority 60.4% agreed that teaching was key in mentoring students, 25% disagreed while 14.6% were neutral about teaching being key in mentoring students. This result shows that teachers considered teaching as key in students mentoring.

More than 57.7% disagreed that principals are the main players in students' mentorship, 29.6% agreed while 12.7% were neutral on the statement. This result shows that teachers did not perceive mentorship as the sole responsibility of the principal. Slightly above half, 55.7% agreed that the mentorship program reduces school absenteeism, 32.3% disagreed while 12% were neutral about mentorship reducing school absenteeism. This result implies that mentorship had some effect on the reduction of absenteeism but its influence was not major. This result contradicts findings by Mulwa (2014), who found out that peer counseling and mentoring created a sense of discipline and led to a reduction in school absenteeism among secondary schools in Matungulu sub-county in Kenya. Mulwa also found out that students' mentorship programs enhanced cohesion and students focused on academics and other spheres of life.

#### 4.6.3. Challenges affecting Mentorship Programs

Teachers were asked to mention some of the challenges that affected student's mentorship in Nyandarua County. The data obtained was analyzed and presented as follows.

Challenges Affecting Mentorship Programs	Frequency	Percentage
Lack of structured way of performing student mentorship	123	86.6%
Inadequate finances	112	78.9%
A poor relationship between teachers and students	103	72.5%
Inadequate time for mentoring	97	68.3%
Lack of support from the administration	87	61.3%
Student's background and cultural diversity	75	52.8%

Table 5: Challenges Affecting Learners Mentorship Programs In Schools

N=142

According to table 4.9, the majority, 86.6% of the teachers mentioned that lack of a structured way of performing students' mentorship in as a challenge for mentorship programs for schools in Nyandarua. Response from

the principals indicated that student mentorship was done through teaching and guidance and counseling. Parents, on the other hand, were not aware of the specific mentorship programs offered in the schools. This finding agrees with that of Karanja and Gikungu (2014) who noted there existed no clear -cut guidelines on how school administrators should conduct student mentoring programs. This study notes most schools in Mbooni had integrated the mentoring programs under guidance and counseling departments.

Other challenges mentioned include inadequate finances 78.9%, poor teacher-student relationships 72.5%, and inadequate time for mentoring 68.3%. Kadji-Beltran et al., 2013 found that school mentoring programs were limited by time. There was no clearly defined time for conducting mentorship thus making the programs fail.

## 5. Conclusion

Mentorship has emerged as key component in learners' academic success. Finding from the study show schools in the study area used Guidance and Counselling, motivation speakers and career professional talks were common strategies for learners' mentorship. Use of students' alumni, student-student mentorship and teacher -teacher mentorship was minimal in the schools. This shows that principals are not keen in using mentorship to improve students' academic performance. Teachers viewed mentorship as key component in improving learners' performance in the present generation where learners need more talks and guidance than punishment. Use of mentorship in improving learners' academic performance was facing challenges of poor financing, lack of recognition and support by the ministry and administration. From the findings, the study concludes that mentorship enhances learners' academic performance through motivation of learners and assisting in improving learners studying habits and sharpening the focus of students to academic performance.

## 6. Recommendations

The study recommended that the ministry and school administration should establish more structured support for school mentorship programs through the ministry and school administration. The study also recommends that school principals develop internal mentorship capacity to reduce the reliance of external motivators for cost efficiency.

The study recommends that principals improve students, teacher mentorship programs to improve academic performance among students, especially in sciences, languages, and mathematics subjects. The mentorship is recommended for teachers to improve classroom management, instruction delivery, and good relationship between teachers and students that stimulate improved academic performance.

## 7. Suggestions for Further Research

The researcher suggested that another study on principal's perception towards teacher- teacher mentoring strategy on students' academic performance in secondary schools in Kenya

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