Utility of Peer Mentorship Programmes in Addressing Disruptive Behaviours Among Secondary Schools Students in Informal Settlements in Nairobi County, Kenya

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ABSTRACT

Data shows that there are increased cases of students' misbehaviours in Kenya's secondary schools. Notably, education in schools in informal setups in Nairobi County, Kenya, is faced with unique challenges when compared to those in formal setups, which may affect students' learning and behaviours. The purpose of this study was to examine the utility of peer mentorship programmes to address disruptive behaviours among secondary school students in informal settlements in Nairobi County. Based on a review of literature on practices in Nairobi's slums and Brazil's favelas, the study conceived that the informal setups predisposed learners to risky behaviours, which are easily imported into schools. The study sought to establish the influence of peer mentorship on addressing disruptive behaviours among secondary school students in schools located in Nairobi's Informal Settlements. Guided by the Self-Determination theory, the study adopted a pragmatic paradigm and mixed method research approach. It generated and data analysed qualitatively and quantitatively data on 9 selected schools from primary and secondary sources to generate its findings. The study established that peer mentorship accounted for a 59.2% variation in disruptive behaviours among learners and significantly influenced student behaviours. From the findings, peer mentorship programmes ($\beta=0.598$, $p=0.000$) had a significant influence on disruptive behaviours with a p value<0.05. Peer mentorship exists, albeit rudimentary, and helps in shaping students' behaviours and thus, had a positive influence on disruptive behaviour. The study recommends that Kenya's Ministry of Education and stakeholders facilitate and sensitizes schools to invest in, own and implement peer mentorship as a strategy for behaviour modification. Peer mentorship can instill discipline, making education institutions manageable, and improving learning outcomes for schools in close proximity to slums and elsewhere world-over.

Background

Disruptive behaviours in learning institutions have been a concern globally, with various challenges such as violence, bullying, substance abuse, teenage pregnancies, and indiscipline being reported (Armstrong, 2018; Michael, 2019; Ojukwu, 2017). Michael (2019) highlights the reality of violence in high schools in South Florida that extends to universities, while Liaqat (2020) highlights five challenges that contribute to disruptive behaviours among learners in Pakistan. Liaqat suggests mentorship as an approach that can be employed to support students in negotiating through the challenges they face and ensure a safe school environment, with effectively structured peer mentorship programs in place. Studies conducted in various African countries have uncovered numerous instances of problematic behaviour in schools, including bullying, drug and alcohol abuse, violence, assault, and even occult practices (Fana-Jwambi & Caga, 2020; Ojukwu, 2017; Sibanda & Mpofu, 2017). These vices have wider societal implications, such as increased spending on rehabilitation centers, hindered developmental growth in young people, and the need to import

foreign workers. Therefore, various strategies, including mentorship programs, are being implemented to address the situation in schools. Kenya's Vision 2030 (Republic of Kenya, 2018), the government promised to introduce guidance, counseling, and mentorship programs in all schools as a means of ensuring the well-being of students. As opposed to guidance and counseling, which require expert knowledge, mentorship can be carried out formally or informally. Studies have shown that students often feel more comfortable sharing personal issues with peers than with adults (Gordon et al., 2013a). Against this backdrop, the current study aimed to investigate the utility of peer mentorship in addressing disruptive behaviour among secondary school students. The Ministry of Education Sessional Paper No. 1 (Republic of Kenya, 2019c) explains that younger people are faced with the dilemma of handling issues of sexuality, peer pressure, drug and substance abuse, harmful traditional practices, and negative media influences, hence the need for mentorship in learning institutions. However, the delivery of mentorship in learning institutions is not carried out in sufficient depth, neither comprehensively nor coherently. Therefore, there is a need to investigate the influence of peer mentorship on disruptive behaviours in secondary schools. A study conducted on how culturally congruent mentorship can reduce disruptive behaviour among elementary school students (Owora et al., 2018) states that disruptive behaviours manifest in the form of outbursts, volatile, violent, or maladaptive behaviours that may result in physical harm or destruction of property. The study revealed that some disruptive behaviours negatively influence the learning process by reducing students' focus and concentration on their studies and by reducing teacher-student engagement. Quality mentoring relationships have had positive outcomes on the social-emotional aspects of youth in school, according to research by scholars (Gordon et al., 2013a, 2013b; Mahlangu, 2014). Youth mentoring yielded positive results when the interactions were compounded by mutual trust and time for input from the mentor to the mentee, and in a formal setup, peer mentoring worked well when there was support from the family or school environment. The study was guided by the Self-Determination theory by Ryan (2017). The theory suggests that people are driven by three fundamental elements to change, and these are competence, connection, and autonomy (Ryan, 2017). According to the theory, people become self-determined when their need for competence, connection, and autonomy was fulfilled. Autonomy has a bearing on identity (Fisher & Oyserman, 2017) which is realised in interacting with peers. According to the study, peer mentees, with the help of peer mentors, interrogate negative behaviours, learn to appreciate themselves, and make positive decisions that benefit them and their peers.

Objective

The objective of the study was to determine the influence of peer mentorship on disruptive behaviours in the selected secondary schools in informal setups in Nairobi County.

Hypothesis of the Study

Ho: Peer mentorship has no statistically significant influence on disruptive behaviours in the selected secondary schools in informal setups in Nairobi County, Kenya.

LITERATURE REVIEW

Compared to those in formal setups, schools in informal setups in Kenya encounter particular difficulties that may have an impact on students' learning and behaviour. Of particular concern is the growing issue of student misbehaviour in secondary school institutions, which has been highlighted in various literature sources reviewed for this study.

Disruptive behaviours among students in secondary schools

According to Villafranca et al. (2017), disruptive behaviour refers to any behaviour that is disrespectful and may put oneself or others in danger. In contrast, psychologists consider disruptive behaviour as part of a

larger complex of psychiatric issues such as oppositional defiant disorder and conduct disorder (Loy et al., 2017). Kaminski & Claussen (2017) describe disruptive behaviour as a cause of conflict between a person and their peers, family, community, and authorities. It is clear from the studies mentioned that violence and disruptive behaviours in schools are prevalent issues that can have negative consequences on both academic performance and the overall well-being of students (M. Karcher, 2019; Owen et al., 2018). School-based mentorship has been suggested as a potential solution to address these issues, although its effectiveness may vary depending on the specific context and implementation (Michael, 2019). Disruptive behaviours are a common issue in learning institutions across the world. Studies conducted in Zimbabwe by Sibanda & Mpofu, (2017) found that bullying, insubordination, drug and alcohol abuse, destruction of property, violence, and assault were among the major challenges faced by schools. Similarly, a study by Ojukwu, (2017) in Nigeria revealed that gangsterism, drug abuse, and cult activities contributed to insecurity in schools, leading to negative impacts such as increased school dropouts, teenage marriages, and boys taking up odd jobs. These disruptive behaviours not only affect the learners but also create fear and anxiety among teachers, students, and the community regarding security and completion of the academic cycle (Kiprono, 2022; Ojukwu, 2017; Scorgie et al., 2017). It is important for schools and communities to recognize the seriousness of these issues and take steps to address them, including implementing mentorship programs and other interventions that promote positive behaviours and provide support for students who may be struggling. Such programs should be tailored to the specific needs of the students and the school environment and should involve the collaboration of teachers, parents, and other stakeholders in the community. In South Africa, schools experience high levels of insecurity. They are places where blatant disregard for the law, racial intolerance, and violence are most prevalent, and the lack of discipline among students has led to the murder of teachers or other students (Fana-Jwambi & Caga, 2020; Scorgie et al., 2017). In a study conducted on violence in schools in Kenya by Opere et al., (2019), Nairobi County is cited as one of the hotspots when it comes to disruptive behaviours, with the social environment being stated as a contributing factor. Furthermore, Opere et al. (2019) conducted their study in public secondary schools that included informal settlements such as Kibra and Mathare and reported that there were increased cases of unrest, arson attacks, and forms of violence that resulted in injuries and even death; these were threatening the social fabric that held the learning institutions together. The informal setups predispose learners to risky behaviours, which are easily imported into schools as reported by literature on Nairobi's slums (Opere et al., 2019; Shikuku et al., 2018; Waithaka, 2017). According to statistics from the National Protocol for Treatment of Substance Use Disorder, drug use, and substance abuse are increasingly prevalent among young people, with more than half of drug users aged between 10 and 19 (Ministry of Health, 2017). This age range coincides with the school-going age and highlights how drug use is one of the disruptive behaviours that puts learners at risk. The Ministry of Health (2017) notes that failure to reverse this trend could lead to a decline in literacy levels, loss of productivity, and ultimately economic losses to the nation. Disruptive behaviour is a global phenomenon that requires coordinated efforts to address. One approach could involve using peers to positively mentor students affected by disruptive behaviour in schools.

Impacts of disruptive behaviour in secondary school contexts

Disruptive behaviour in schools presents a significant barrier to students' learning, poses a risk factor for learning in schools, and is a significant source of stress for teachers, according to Kiiski & Savolainen (2017). The impact of disruptive behaviour is both short-term and long-term and affects both the perpetrators and the victims. In Turkey, Tekel & Karadag (2019) conducted a study on school bullying and found that at least 65% of learners have been exposed to bullying, and 37% have bullied others. This widespread bullying leads to learners skipping school or dropping out of school altogether, which has negative academic consequences. The victims of bullying also suffer from a loss of self-esteem and self-confidence at a critical stage of their development. Moreover, scholars, including Finning et al. (2019) and Kearney et al. (2019), note that disruptive behaviour leading to school attendance issues is closely related to anxiety, depression, suicidal ideation, social withdrawal, and externalizing behaviour issues such as

excessive alcohol, tobacco, marijuana, and other drug use, risky sexual behaviour, oppositional defiance, and conduct issues. On the other hand, Martino et al., (2016) findings indicate that diverse forms of disruptive behaviours among learners, tend to create a hostile environment in learning institutions. This in turn causes stress among the teachers (Martino et al., 2016; Nash et al., 2016) who, besides the teaching task that they have in the schools, they have to also come up with appropriate measures to deal with and address these disruptions when they occur and find ways of deterring these behaviours from recurring or other learners getting influenced. For the already overworked teachers, it is overwhelming, and it prevents schools from attaining the desired learning outcomes. In addition, there are reported cases where students have maimed teachers and vandalised school property. This is a situation that has instilled a lot of fear in the teachers and students since their security in school is not guaranteed and it derails learning in schools. The destruction of school property due to disruptive behaviour is a significant setback that can have lasting consequences for learners. Not only do parents have to pay for repairs or replacement of the damaged property, but the disruption to the learning environment can also lead to academic setbacks for the affected students. In Kenya, for example, a wave of school unrest led to the burning down of school buildings, resulting in a shutdown of schools and parents being asked to pay for damages (Nyamai, 2021). This not only affects the immediate learning outcomes of the affected learners but can also have a long-term impact on their developmental stages and future career paths. Additionally, students involved in such disruptive behaviour face legal consequences and are at risk of being expelled and not admitted to any other school (Kiprono, 2022). Therefore, it is crucial to address disruptive behaviour in schools to prevent such negative repercussions for learners and the wider community.

Unique dynamics of disruptive behaviour management in informal setups

The studies conducted on informal setups in Nairobi's slums and Brazil's Favelas indicate that learners within the vicinity are exposed to various risks that can negatively impact their behaviour and well-being. These risks include easy access to drugs, early engagement in sexual activities, child labor, exposure to illicit media content, negative peer influence, and a culture of informality that may not prioritize education and morality. It is important to address these issues and provide support to learners in informal setups to promote positive behaviour and ensure their overall well-being.(Monteiro & Rochaa, 2013; Opere et al., 2019; Shikuku et al., 2018; Waithaka, 2017). The study conducted by Opere et al., (2019) highlights the issue of violence in schools in Kenya, particularly in Nairobi County, where disruptive behaviour is prevalent. The study notes that the social environment is a contributing factor to this issue, which has led to behaviours such as school burnings, indiscipline, violent crimes, drug dealing, school dropouts, and sexual abuse. This trend of values erosion is a challenge to the country's economic security, survival, respect, and authority. To address this issue, non-governmental organizations have introduced peer mentorship programs in some schools and communities within the informal settlements of Kibera and Mathare (Abuya, et al., 2018; Abuya et al., 2019). Peer mentorship can be an effective way of promoting positive behaviour among learners, as peers can act as positive role models and provide support and guidance to their peers. Additionally, such programs can help build a sense of community and foster a culture of accountability among learners. Overall, addressing the issue of violence in schools in Kenya will require a multi-faceted approach that includes interventions at the individual, school, and community levels.

Strategies employed to address disruptive behaviours

According to DeWit et al., (2016) the environment cannot be ignored in the search for solutions to disruptive behaviours in learning institutions. The environment can either undo what has been achieved or improve on it. The use of strategies such as peer mentorship programmes can have an impact on the students being mentored depending on the kind of environment they are exposed to both in and out of school. Mwangangi et al., (2020) in the assessment of the role of 'Nyumba Kumi' in the reduction of crime in informal setups states that disorganised communities lack the joint effort to fight anti-social behaviours even

among the youth. Considering the studies conducted in the literature review above, disruptive behaviours remain a vice that needs to be addressed in the learning institutions. In order to develop responsible and productive citizens, teachers play a crucial role in establishing a value-based learning environment that supports children's development of constructive connections (Amollo & Lilian, 2017). A study done on mentorship and life skills showed that the youth appreciate mentorship as contributing to their self-confidence and self-esteem and hence, being able to make informed choices of themselves (Kwena, 2017). Those with good mentors are bound to engage in positive activities as opposed to disruptive behaviours. The findings in this study brought out the importance of establishing strong mentorship programmes that can go beyond the learning institutions. The learners can then use the same skills to influence their peers in their home environments as opposed to succumbing to the negative pressure.

Peer mentorship used to address disruptive behaviour

In the learning institutions, globally, a number of approaches have been used to address disruptive behaviours so that the learning outcomes can be achieved. This is because studies have shown that disruptive behaviours cause a lot of stress to both the teachers and the learners and hence, interfere with the learning processes. Peer mentorship is one of the approaches that are being used in some of the learning institutions to address disruptive behaviours. There are studies that have been conducted and are showing that there is growing proof that more focused problem-specific methods of mentoring could produce greater results. This is exhibited by the fact that many young people who have gone through mentorship programs exhibit substantial emotional, behavioural, or academic improvement and handle issues with a systematic approach (Jarjoura et al., 2018; Lyons et al., 2019). Additionally, other findings indicate that mentoring programs for young people can encourage good outcomes, especially when mentors use specific strategies suited to the requirements of their mentees (Garringer et al. 2017). A study conducted by James et al., (2014) indicates that England utilises peer mentorship in at least 65% of their schools and especially for peer support in addressing bullying (James et al., 2014). The efficacies noted include gains in self-esteem, relatedness and less engagement in risky behaviours. Although peer mentorship and its influence on disruptive behaviours is an area that has not been fully explored, there are other studies that have been conducted which bring out the impact of this approach. Owen et al., (2018), in their study on The Feasibility of a Novel School Peer-Led Mentoring Model to Improve the Physical Activity Levels and Sedentary Time of Adolescent Girls: The Girls Peer Activity (G-PACT) Project indicate positive results in the use of peer mentorship approach in creating the desired change in the target group. If the strategy is properly developed and applied, peer mentoring has significant effects. Several academics have demonstrated that using mentorship as a strategy to bring about desired change, particularly in educational institutions, is effective (Destin et al., 2018; James et al., 2014; Kupersmidt -Irt et al., 2020; Owen et al., 2018). Children spend the majority of their time at school, where peers, teachers, and the overall environment all have a significant influence on how they behave (Armstrong, 2018). Whereas the school environment can foster positive development in learners, on the contrary, if that environment is less enabling, coupled with negative influence, then, these may deter positive development and outlook of the learners. In such contexts, disruptive behaviour is bound to thrive. Peer mentorship is an approach that has been used by institutions for behaviour modification of learners in England (James et al., 2014). A research conducted on approaches to countering violent extremism that had infiltrated some learning institutions indicates positive results in the use of peer mentorship (Freear & Glazzard, 2020).

Limitation of peer mentorship in addressing disruptive behaviours

On the other hand, there are challenges that hamper effective peer mentorship happening in learning institutions. If all players have a clear understanding of how peer mentorship works, it is possible to achieve the desired goal. Some of the challenges come in when the students go back home. Peer mentorship programs may face difficulties when students leave the school premises, making it difficult to monitor their behaviour and take corrective measures if necessary. This is a possible setback for the peer mentorship programmes in the quest to effectively address negative behaviours. This means that the school

administration and all concerned stakeholders can manage whatever happens inside the school but it is rather difficult to control whatever happens outside school. Evidently, competent peer mentors in collaboration with teachers and parents can intervene to decrease incidents of disruptive behaviours that result in school suspension and an increase in school dropouts (Owora et al., 2018).

METHODOLOGY

The study's philosophical paradigm was pragmatic, which allowed for the use of various data collection methods to obtain a comprehensive understanding of the research problem (Kivunja & Kuyini, 2017). The study also utilized a mixed-method approach, which is suitable for research that aims to explore complex social phenomena by combining quantitative and qualitative data. The survey design used in the study allowed for the collection of large amounts of data from a diverse sample population. The Self-Determination theory served as a theoretical framework to guide the study, providing a basis for understanding the motivations and behaviours of individuals in the context of peer mentorship programs. The use of stratified and random sampling techniques to select participants from the target population of students and public secondary schools helped to ensure that the study's findings were representative and generalizable. Overall, the study's approach to data collection and analysis was rigorous and comprehensive, allowing the researchers to draw meaningful conclusions about the influence of peer mentorship programs on disruptive behaviour among secondary school students. Quantitative data in this study were collected using questionnaires, which were administered to students and teachers supporting peer mentors. The questionnaires were designed to address all the objectives of the study and were structured on a five-point Likert scale. The scale allowed respondents to rate the utility of peer mentorship programs in addressing disruptive behaviour among students in the selected secondary schools. Qualitative data were obtained from nine focus group discussions administered to peer mentors and key informant interviews administered to 16 Heads of Department Guidance and Counselling. The key informant interviews were used to collect detailed information and opinions from the Heads of Department on the influence of peer mentorship on disruptive behaviour in their schools. To analyse the study's findings, qualitative data were analysed using common themes, while quantitative data were analysed using descriptive and inferential statistical techniques. The Cronbach's Coefficient Alpha was also used to determine the reliability of instruments, which was found to be 0.867 from 43 indicators. Overall, the study utilized a rigorous and comprehensive approach to data collection and analysis, which enabled the researchers to draw meaningful conclusions from the data.

RESULTS AND DISCUSSIONS

The research instruments used in the study were piloted to ensure that they were valid and reliable measures of the variables of interest. Data was collected using a variety of methods. The study collected qualitative data through Focus Group Discussions with peer mentors and Key Informant Interviews with Heads of Department Guidance and Counselling. The use of these methods allowed the study to gather in-depth information and insights from individuals with direct experience or expertise in the area of study. The study also collected quantitative data through questionnaires administered to students and teachers who supported peer mentors. The use of questionnaires allowed for the collection of standardized data that could be analysed using statistical techniques to provide numerical summaries of the findings. The study's use of multiple data collection methods helped to provide a more comprehensive understanding of the research problem and increased the validity and reliability of the findings.

Descriptive statistics for influence of peer mentorship on disruptive behavior

The objective of the study was to determine the influence of peer mentorship on disruptive behaviours in the selected secondary schools in informal setups. The respondents were asked to indicate to what extent they agreed with various aspects of peer mentorship and disruptive behaviours in secondary schools in informal

setups of Nairobi County using a 5-likert scale where SD represented strongly disagree, D disagree, UD Undecided, A agree and SA strongly agree. A total of 8 items were used to explore the influence of peer mentorship on disruptive behaviours and findings are presented in Table 1. The table presents the responses from the participants and the mean and standard deviation values for each statement. The results show that the majority of the respondents agreed or strongly agreed that the peer mentorship program in their school was active, that the peer mentors had been able to help students with disruptive behaviours to change, and that through the peer mentorship programs, students had learned to interact with each other in a friendly manner and respect different opinions. However, the respondents were more divided on whether the introduction of peer mentorship had reduced problems of indiscipline in the school. The majority of respondents agreed or strongly agreed that the teachers supported peer mentors to mold the other students' character and that some students reported that they were positively influencing their peers through learning in the peer mentorship programs. Finally, the majority of respondents agreed or strongly agreed that students shared personal issues with peer mentors assigned to mentor them. The overall mean for all the items was 2.86, indicating a generally positive view of the influence of peer mentorship on disruptive behaviours in the selected secondary schools.

Table 1: Influence of peer mentorship programmes on disruptive behaviours in secondary schools

statement	SD		D		UD		A		SA		Mean	Std Dev
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%		
The peer mentorship programme in my school is active.	76	29.8	43	16.9	44	17.3	53	20.8	39	15.3	2.75	1.46
The peer mentors have been able to help students with disruptive behaviours to change.	58	22.7	33	12.9	44	17.3	59	23.1	61	23.9	3.13	1.49
Through the peer mentorship programmes, students have learnt to interact with the other students in a friendly manner and I respect different opinions.	61	23.9	22	8.6	45	17.6	83	32.5	44	17.3	3.11	1.43
Since the introduction of peer mentorship, problems of indiscipline have reduced in the school.	82	32.2	48	18.8	51	20	39	15.3	35	13.7	2.6	1.42
The teachers support peer mentors to mould the other students' character.	37	14.5	33	12.9	40	15.7	85	33.3	60	23.5	3.38	1.36
Through the learning in the peer mentorship programmes, some students have reported that they are positively influencing their peers.	91	35.7	33	12.9	44	17.3	46	18	41	16.1	2.66	1.51
There are students who have exhibited positive change as a result of influence from peers.	95	37.3	32	12.5	63	24.7	42	16.5	23	9	2.47	1.37
Students share personal issues with peer mentors assigned to mentor them.	**68**	**26.7**	**53**	**20.8**	**42**	**16.5**	**58**	**22.7**	**34**	**13.3**	**2.75**	**1.41**
Overall mean											**2.86**	**0.89**

Majority of the students 145(56.8%) agreed that teachers supported peer mentors to mould the other students' character, with 70(27.4%) disagreed and 40(15.7%) undecided (M=3.38; SD=1.36). The majority of the respondents 130(51%) disagreed that since the introduction of peer mentorship, problems of indiscipline have reduced in the school, with 74(29%) agreed and 51(20%) being undecided (M=2.6; SD=1.42). This aligns with work from other scholars that peer mentorship can yield positive results in addressing disruptive behaviour, although not much impact is documented. On the influence of peer mentorship on disruptive behaviours in the selected secondary schools in informal setups of Nairobi County the findings showed that teachers support peer mentors to mould the other students' character. The peer mentors have some teachers who work closely with the Head of Department, Guidance and Counselling for areas that they find challenging to tackle during their interaction with the mentees, or topics that require some reference materials or expertise. The Heads of Department Guidance and Counselling who were interviewed confirmed that since the introduction of peer mentorship, problems of indiscipline have not reduced in schools. There is a sense of discipline and responsibility among the students, especially those involved in the peer mentorship processes. If the peer mentors are given an opportunity to interact with peer mentors from other schools, they are likely to improve their skills and have even great positive influence on their mentees. (Extract, Interviews, 2022) The findings from the study align with previous research on the potential positive impact of peer mentorship on addressing disruptive behaviour in schools. However, the results also suggest that the introduction of peer mentorship may not necessarily lead to a reduction in disciplinary problems. This is consistent with some previous research, which has found that while peer mentorship can be effective in promoting positive behaviour, it may not always lead to significant reductions in disciplinary issues. The interviews with Heads of Department Guidance and Counselling also suggest that teachers are supportive of peer mentors and work closely with them to address challenging issues. The suggestion that peer mentors could benefit from interacting with mentors from other schools is consistent with previous research that highlights the potential benefits of networking and collaboration among peer mentors.

Students' views on disruptive behaviours in secondary schools

The students were requested to give their views on the disruptive behaviours among students in secondary schools in informal setups of Nairobi County using a 5-point Likert scale as well and their responses are summarized in Table 2. Most of the students 137(53.8%) agreed that teenage pregnancy was a disruptive behaviour among students, while 75 (29.4%) disagreed and 43(16.9%) were undecided (M=3.31; SD=1.38). Majority of the respondents 127(49.8%) agreed that rudeness was a disruptive behaviour among students, with 64(25.1%) disagreed and 64(25.1%) were undecided (M=3.32; SD=1.28).

Table 2: Disruptive behaviours among students in secondary schools

	SD		D		UD		A		SA		Mean	Std Dev
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%		
Drug, alcohol & substance abuse	74	29.0	42	16.5	46	18.0	52	20.4	41	16.1	2.78	1.46
Theft	56	22.0	35	13.7	46	18.0	59	23.1	59	23.1	3.12	1.47
Bullying	60	23.5	24	9.4	50	19.6	79	31.0	42	16.5	3.07	1.42
Property Vandalism	88	34.5	46	18.0	49	19.2	38	14.9	34	13.3	2.55	1.43
Teenage pregnancy	41	16.1	34	13.3	43	16.9	80	31.4	57	22.4	3.31	1.38
Class boycotts	92	36.1	35	13.7	44	17.3	43	16.9	41	16.1	2.63	1.51
Exam cheating	79	31.0	46	18.0	49	19.2	45	17.6	36	14.1	2.66	1.43
Pornography	56	22.0	42	16.5	48	18.8	49	19.2	60	23.5	3.06	1.48
Arson	64	25.1	24	9.4	48	18.8	82	32.2	37	14.5	3.02	1.42
Sneaking	78	30.6	39	15.3	59	23.1	41	16.1	38	14.9	2.69	1.43

Rudeness	33	12.9	31	12.2	64	25.1	76	29.8	51	20.0	3.32	1.28
Violence	93	36.5	47	18.4	40	15.7	38	14.9	37	14.5	2.53	1.47
Overall mean											2.89	0.69

Peer mentorship addressing disruptive behaviours in secondary school

Table 3: Peer mentorship addressing disruptive behaviours in secondary schools

	SD		D		UD		A		SA	
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
The students being mentored have few or no discipline cases.			1	6.3	2	12.5	7	43.8	6	37.5
Students are helped to have emotional regulation/self-control. They avoid acts like quarrelling, fighting, bullying, promiscuity and sneaking out of school.			1	6.3	3	18.8	5	31.3	7	43.8
Cases of drug and substance abuse are reducing in school.	2	12.5	2	12.5	2	12.5	6	37.5	4	25
Peer mentorship programmes have helped students appreciate and obey the school rules and regulations.					2	12.5	7	43.8	7	43.8
There are students who have changed positively as a result of influence from peers.					1	6.3	8	50	7	43.8
Students are willing to share information about their personal life with their mentor.			1	6.3	1	6.3	7	43.8	7	43.8
There is a relatively strong relationship built with the mentor.			2	12.5	1	6.3	9	56.3	4	25
I often discuss future plans with the student I mentor.					1	6.3	10	62.5	5	31.3
The students look forward to meeting with the mentor.			2	12.5	2	12.5	6	37.5	6	37.5
There is willingness to share information about school experiences with the mentor.			2	12.5	1	6.3	8	50	5	31.3
There is willingness to share information about personal life with the mentor.			1	6.3	1	6.3	11	68.8	3	18.8

The teachers in the study were requested to identify how peer mentorship addressed disruptive behaviours in school and their responses are summarized in Table 3. Most of the teachers 13(81.3%) agreed that students being mentored have few or no discipline cases, with 2(12.5%) undecided and 1(6.3%) disagreed. Majority of the teachers 12(75.1%) agreed that students are helped to have emotional regulation/self-control, with 3(18.8%) undecided and 1(6.3%) disagreed. Most of the teachers 10(62.5%) agreed that cases of drug and substance abuse are reducing in school, with 2(12.5%) undecided and 4(25%) disagreed. Most of the teachers 14(87.6%) agreed that peer mentorship programmes have helped students appreciate and obey the school rules and regulations and 2(12.5%) were undecided. Majority of the teachers 15(93.8%) agreed that there are students who have changed positively as a result of influence from peers and often discuss future plans with the student they mentor, with only 1(6.2%) undecided. Most of the teachers 14(87.6%) agreed that the students were willing to share information about their personal life with their mentor and there is willingness to share information about personal life with the mentor with 1(6.3%) undecided and 1(6.3%) disagreed. Most of the teachers 13(81.3%) agreed that there is a relatively strong relationship built with the

mentor and there is willingness to share information about school experiences with the mentor, with 2(12.5%) disagreed and 1(6.3%) were undecided. This aligns with findings from other scholars that if peer mentorship is well structured, it will have positive changes among learners. On how peer mentorship addresses disruptive behaviours in schools, the findings, triangulated with the focus group discussions, indicated that students being mentored had few or no discipline cases, students were helped to have emotional regulation/self-control and the cases of drug and substance abuse were reducing in the school. In the discussions, it was said: "Some students have overcome challenges and bad morals and began associating with good people" (Extract Focus Group Discussion 2022). The findings from this study on the influence of peer mentorship on disruptive behaviours in secondary schools in informal setups are generally consistent with the existing literature. For instance, the study found that teachers support peer mentors to mould the character of other students, which is in line with the notion that peer mentors can act as positive role models for their peers. Additionally, the finding that peer mentorship can have a positive impact on students' emotional regulation and self-control is consistent with previous research that has found that mentorship programs can help students develop these skills. The finding that cases of drug and substance abuse are reducing in schools due to peer mentorship programs is also consistent with previous research that has found that mentorship can help reduce risky behaviours among youth. Similarly, the finding that peer mentorship programs can help students appreciate and obey school rules and regulations is in line with the notion that mentorship programs can help foster positive school culture and climate. However, the finding that problems of indiscipline have not reduced in schools since the introduction of peer mentorship programs is somewhat contradictory to previous research that has found that such programs can reduce disruptive behaviours. This may be due to differences in the implementation of peer mentorship programs or the context in which they are implemented.

The contribution of peer mentorship programmes on students' behaviours

Table 4: Peer mentorship programmes contribution on student's behaviours

	SD		D		UD		A		SA	
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
Peer mentorship programmes have helped students appreciate the school rules and willingly observe them.					3	18.8	9	56.3	4	25
Use of peer mentors has improved social problem-solving skills among the students.							11	68.8	5	31.3
Through peer mentorship programmes, students are able to adapt to new situations like change of school routine.	1	6.3	1	6.3	2	12.5	9	56.3	3	18.8
Students willingly ask the mentor for help if they have problems.	2	12.5			1	6.3	8	50	5	31.3
Students feel comfortable meeting with the mentor.			1	6.3	2	12.5	7	43.8	6	37.5
Peer mentorship programmes have improved the students' social competence.					1	6.3	11	68.8	4	25
Students are helped to develop effective communication skills like using proper channels to air out grievances.	1	6.3			2	12.5	6	37.5	7	43.8
Peer mentorship programmes have assisted students to adopt coping strategies to address their challenges and have a positive self-concept (how they evaluate themselves).			1	6.3	3	18.8	9	56.3	3	18.8

Statement	SD (n)	SD (%)	D (n)	D (%)	U (n)	U (%)	A (n)	A (%)	SA (n)	SA (%)
The peer mentorship programme has made the students to be focused in getting the best out of the school.					1	6.3	9	56.3	6	37.5
The students peer mentors have a self-drive and they are organised in the way they do their things.	1	6.3	1	6.3			6	37.5	8	50

The teachers in the study were requested to identify the contribution of peer mentorship programme on student's behaviours as summarized in Table 4. Most of the teachers 13(81.3%) agreed that peer mentorship programmes have helped students appreciate the school rules and willingly observe them and 3(18.8%) disagreed. All the teacherts agreed that peer mentors have improved social problem-solving skills among the students. Most of the teachers 12(75.1%) agreed that through peer mentorship programmes, students are able to adapt to new situations like change of school routine, with 2(12.5%) undecided and 2(12.5%) disagreed. Majority of the teachers 13(81.3%) agreed that students willingly ask the mentor for help if they have problems, with 1(6.3%) undecided and 2(12.5%) disagreed. Majority of the teachers 13(81.3%) agreed that students feel comfortable meeting with the mentor, with 2(12.5%) undecided and 1(6.3%) disagree. Most of the teachers 13(81.5%) agreed that students were helped to develop effective communication skills like using proper channels to air out grievance, with 2(12.5%) undecided and 1(6.3%) disagreed. Most of the respondents 13(75.1%) agreed that peer mentorship programmes have assisted students to adopt coping strategies to address their challenges and have a positive self-concept (how they evaluate themselves), with 3 (18.8%) undecided and 1(6.3%) disagreed. Majority of the teachers 15(93.8%) agreed that peer mentorship programmes have improved the students' social competence and peer mentorship programme has made the students to be focused in getting the best out of the school, with 1(6.3%) undecided. Most of the respondents 14(87.5%) agreed that students peer mentors have a self-drive and they are organized in the way they do their things, with 1(6.3%) undecided and 1(6.3%) disagreed. The researcher obtained similar results from the focus group discussions and the key informant interviews. The respondents (teachers and students) were in agreement that peer mentorship has helped improve students' behaviour in their schools. In the FGD, the respondents said that whenever they saw a student exhibiting negative behaviour, the peer mentors took it upon themselves to organise sessions with those specific students. It is only when the issues proved difficult that they would refer those students to the Heads of Department for Guidance and Counselling or the other teachers who render the peer mentors support. The Heads of Department confirmed this and said that the strategy has worked since the students feel valued and appreciated by others showing them that they are concerned about them. The respondents felt that if the peer mentors are equipped with the relevant skills, and allocated more time for mentorship, they can have great impact in the schools. On the contribution of peer mentorship programmes on students' behaviours the findings indicated that peer mentorship programmes have helped students appreciate the school rules and willingly observe them. The students in the FGDs reported that: "We no longer view school rules as a burden but they now see them as helpful in creating a favourable and conducive learning environment." (Extract from Focus Group Discussion, 2022) The findings indicated that the use of peer mentors has improved social problem-solving skills among the students. The mentors are now able to make a distinction between the issues they can handle and the ones that they need to refer to the teachers or the Head of Department, Guidance and Counselling. In addition, the findings also revealed that through peer mentorship programmes, students are able to adapt to new situations like change of school routine. In the FGDs, the students confirmed that change of school routine or diet for those in boarding schools is often a recipe for school unrest. Those in peer mentorship programme are looked upon by other students as role models. Other students willingly ask the mentors for help if they have problems and students feel comfortable meeting with the mentor. The students have been helped to develop effective communication skills like using proper channels to air out grievances. When it comes to coping strategies, how to address their challenges and have a positive self-concept, how they evaluate themselves, peer mentorship programmes have assisted students learn to be flexible and to adapt to new scenarios. Those engaged in the mentorship programmes have improved their social competence. Through their discussions, the findings reveal that peer mentorship programme has made the students to be focused in getting the best out of the school and peer mentors have a self-drive and they are organized in the way they do their things. The findings in this study demonstrate that peer mentorship

has positive effects on both the mentor and the mentee. This concurs with Brooker et al., (2019) in study on youth mentoring programmes to prevent drugs and substance abuse among school and out of school youth which yielded positive results. In one of the FGDs, the students said that: "Many of them have had turnaround in their behaviour; although they may not   say it we can observe and see the change in behaviour." (Extract, Focus Group Discussion, 2022) The findings of this study suggest that peer mentorship programs have positive effects on student behaviour and social skills. These findings are consistent with previous research that has shown that mentoring programs can improve students' social competence, problem-solving skills, and self-concept(Corder et al., 2020; Nagler & Lobo, 2019). The study also found that peer mentorship programs can help students adapt to new situations, such as changes in school routines, and develop effective communication skills. The study's results are also in line with other studies that have highlighted the positive impact of peer mentoring on students' academic performance, school attendance, and engagement (Karcher, 2019). The study also found that peer mentors themselves benefit from the program by developing leadership skills, improving their communication skills, and gaining a sense of purpose and fulfilment. Overall, the findings of this study add to the growing body of literature on the benefits of peer mentoring programs in schools. They highlight the importance of providing students with positive role models who can help them develop social skills, cope with challenges, and stay focused on their goals.

Regression Analysis on influence of peer mentorship on disruptive behaviours in the selected secondary schools

To determine the influence of peer mentorship on behaviour change among students at secondary schools in informal setups of Nairobi County, the researcher used linear regression analysis to test the hypothesis of the study. The decision rule for testing this hypothesis was reject H_0 if p<0.05 or do not reject if otherwise. A linear regression model explored the effect of peer mentorship programmes on disruptive behaviours. The R^2 represented the measure of variability in disruptive behaviours that was accounted for by the peer mentorship programmes. From the model, $R^2 = 0.592$ shows that peer mentorship programmes accounted for 59.2% variation in disruptive behaviours. The peer mentorship programmes predictor used in the model captured the variation in the disruptive behaviours as shown in Table 5.

Table 5: Model summary on peer mentorship on disruptive behaviours

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.770[a]	.592	.591	.43985

Predictors: (Constant), Peer mentorship programmes

The study used Analysis of variance to check whether the model could forecast the result better than the mean, as seen in Table 6. The regression model that used peer mentorship programmes as a predictor was important (F=367.86, p value =0.000), indicating that peer mentorship programmes has a substantial impact on disruptive behaviours. Overall, the study provides evidence that peer mentorship programs can be effective in promoting behaviour change among students in informal setups of Nairobi County. The use of linear regression analysis and ANOVA helped to test the hypothesis and determine the significance of the results.

Table 6: Peer mentorship programmes on disruptive behaviours Analysis of Variance

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	71.169	1	71.169	367.858	.000[b]
	Residual	48.948	253	.193		
	Total	120.117	254			

Dependent Variable: Disruptive behaviours
Predictors: (Constant), Peer mentorship programmes

Peer mentorship on disruptive behaviours Coefficients

In addition, the study generated ? coefficients in order to test the hypothesis under study (Table 7). The ?-value for peer mentorship programmes had a positive coefficient, depicting positive influence on disruptive behaviours as summarized in the model as:

$$Y = 1.187+0.598X1 + \varepsilon ....Equation\ 4.1$$

Where: Y = Disruptive behaviours, X = peer mentorship programmes, ε = error term.

Table 7: Peer mentorship on disruptive behaviours Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.187	.093		12.743	.000
	Peer mentorship programmes	.598	.031	.770	19.180	.000

Dependent Variable: Disruptive behaviours

The study had hypothesized that there is no significant relationship between peer mentorship programmes on disruptive behaviours. From the findings peer mentorship programmes had significant influence on disruptive behaviours (?=0.598 and p=.000). Therefore, an increase in peer mentorship programmes leads to a decrease in disruptive behaviours. The study therefore rejected the null hypothesis **(Ho1)**. This agrees with Paluck et al., (2016) that peer mentors when motivated can influence the behaviours of their peers and lead to reduced disruptive behaviours among students. This concur with Destin et al., (2018) who state that not much has been done on motivation of peer mentors. In the same light, Karcher and Berger (2017), in their study emphasis that structured peer mentorship programmes need consistency in the implementation to erode the social destructive behaviours. In the FGDs, the respondents stated witnessing positive change in some of the students that had been mentored by the peer mentors. Based on the results and analysis presented, the study concluded that peer mentorship programmes have a significant positive influence on reducing disruptive behaviours among students in informal secondary school setups in Nairobi County. The study rejected the null hypothesis (Ho1) and supported the alternative hypothesis (Ha1), which stated that there is a significant relationship between peer mentorship programmes and disruptive behaviours. The study's findings are consistent with previous research that highlights the importance of peer mentorship in promoting positive behavioural change among students. However, the study also highlights the need for consistent implementation and motivation of peer mentors to achieve the desired outcomes. Overall, the study's results suggest that peer mentorship programmes can be an effective strategy for promoting positive behavioural change among students in informal school settings.

CONCLUSION AND RECOMMENDATIONS

Peer mentorship has proven to be an effective tool in addressing disruptive behaviours in schools. The positive findings of the study indicate that peer mentorship helps to promote discipline among students, emotional regulation/self-control, and reduce cases of drug and substance abuse in schools. The improved relationship between mentors and mentees is key to the success of the program, as students are more willing to share personal information with their mentors. Peer mentorship programs also contribute to improving the social problem-solving skills of students and help them adapt to new situations, such as changes in school routines. It is important for schools to properly coordinate and structure peer mentorship programs to ensure

their effectiveness. This includes designating staff to oversee the program and ensuring that it is rolled out to all students who may benefit from it. Additionally, it is crucial for the Ministry of Education to support and promote these programs in schools, and for schools to engage with other stakeholders to ensure their success. It is also important to note that peer mentorship should not be seen as a reactive measure to address disruptive behaviours, but rather as a proactive process that is integrated into the school system. By doing so, schools can create a positive and supportive environment for all students to thrive in. Overall, peer mentorship can be an effective strategy to promote positive behaviour among students, improve academic performance, and promote a healthy school environment.

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