



Mentorship Practices and Student's Discipline in Public Twelve Years Basic Education Schools in Rutsiro District, Rwanda

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Abstract

Effect of mentoring on pupils' behavior during their twelve years of basic school in Rwanda's Rutsiro area. The three specific goals that served as the foundation for this study were to determine the degree to which mentorship is practiced in public 12 YBE schools in the Rutsiro district of Rwanda, the level of student discipline in those schools, and the impact of mentorship on student discipline in those public 12 YBE schools. Different agencies of education in Rwanda especially in Rutsiro district will profit from this research. Head teachers and teachers may benefit from this study where they will get more about quality of education such as how to provide quality mentorship in 12YBE schools and their influence on student's discipline in public 12YBE. Teachers will gain more knowledge about how to help students to improve their behavior and attitudes development by providing quality mentorship in 12YBE. This study will help students also develop their positive attitudes and develop holistically through quality education and the improvement to their later lifelong learning. This study used correction research design in order to evaluate the effect of mentorship on students' discipline in Rutsiro district in Rwanda. The population of this study was 312 people including teachers of 12YBE while sample size was 176 respondents that were obtained by using Solvin's formula. After the data collection, the information was analyzed by use of SPSS (IBM) version 21 so as to determine the Karl Pearson correlation coefficient. Findings were presented in tables. Regression analysis was used to show that school mentorship influence students' discipline at 64.9 percent of R-square. The findings from this study have shown that having common methodology for mentoring and effective implementation of mentorship program can improve students' discipline. Additionally, it was revealed that a 46.25 percent increase occurs for every increase in the impact of school mentoring on students' behavior. The study suggests that the ministry of education and educational planners give 12-year basic education with school mentoring facilities and an efficient setup that should improve students' behavior. In order to conduct a comparison analysis, the researcher recommends conducting additional research on the impact of school mentoring on students' academic achievement in Rwanda's Twelve Years Basic Education.

Keywords: *Discipline, Mentorship practices, Students' discipline, Twelve Years Basic Education*

1.0 Introduction

A mentor and mentee are said to exchange knowledge, skills, and experience during a mentoring relationship (Museus & Neville, 2018). It is also described as a technique for introducing new employees in both professional training and education and in the workplace (Randolph & Johnson, 2018). It has been shown that mentoring is used with newly graduated teachers as well as student teachers throughout their practice in teacher education (Wood & Mayo-Wilson, 2018). There is an evidence that the mentorship done through a continuous professional development (CPD) lead to teachers effective classroom management and it shown that an effective school and classroom management bring student discipline (Aloe et al., 2014).

In addition to this; continuous professional development contributes to both teachers and head teachers and other school managers in improving their professional skills and knowledge that play a significant role in students' behavior shaping which will bring the betterment of education quality and students' academic performance.

The Rwanda government has initiated The School- Based Mentorship (SBM) to strengthen the quality of basic education instruction throughout the country (IEE, 2020). This model program aims at boosting the quality of education through the training of educators in respective schools in Rwanda. Different international and local NGOs work closely jointly with the Ministry of Education (MINEDUC) and Rwanda education board (REB) to find out how to enhance the quality of learning outcomes and to Strengthen Professional Development CPD and Management of teachers across all levels of education in Rwanda (Gichigi, 2019). Even though, ministry of education and Rwanda Education Board put effort to improve the quality of education through mentorship program but the gap is still there in 12YBE where the problem of students' discipline in schools such as drug abuse and unplanned pregnancies is at a significant level which lead to students' dropout, suspension and referral (Nkurunziza, et al., 2020). This study had the purpose of examining the mentorship (Availability mentors, Qualification of mentors, Availability of a common methodology for mentors, Availability of mentoring resources and tools, Willingness of teachers, Teachers' qualification, Involvement of NGOs) on the conduct of pupils throughout the 12th grade in Rwanda's Rutsiro District.

. Specifically, the paper had:

- i. To examine the extent to which mentorship is implemented in public 12YBE schools Rutsiro district in Rwanda.
- ii. To determine the degree of discipline among students in public 12YBE schools in Rutsiro district in Rwanda.
- iii. To assess how mentoring impacts the behavior of students in Rwanda's Rutsiro district public 12YBE schools.

2.0 Review of Related Literature

2.1 Empirical Literature

Through reviewing the ideas put forth by other researchers related to how mentorship related to the students' discipline in 12YBE, the realization that was made is that mentorship program is significantly related to students' discipline specifically in Twelve Years Basic Education.

According to a study by Kinkel (2019), successful educational establishments in the United States of America have shown that institutions with strong communal organization, clear mentoring, and relationships between staff and students are effective in fostering students' compliance with rules and social outcomes that reflect their engagement and commitment.

Wambua et al., (2017), carried out a systematic evaluation with an emphasis on delinquency to ascertain the long-term effects of these mentoring programs in the Western Cape, South Africa. The researcher carried out this research by combining a guided interview and a questionnaire in conjunction with a descriptive research design and the investigator discovered that schools with competent mentorship exhibit a beneficial effect on students' progress. The researcher drew up with findings indicating how students' discipline affects by mentorship programs. These results provide more support for Stewart (2016) claims that mentorship may aid in the reduction of risky behaviors. Even more crucial to the current study is the information the researchers gave to decision-makers who might utilize this information to justify financing for school-based mentoring programs.

In addition to this; Reid (2016), conducted research in Kenya which was entitled as the roles of mentorship on students' discipline. The researcher carried out this research by using Data was collected using a questionnaire and guided interviews in a descriptive study methodology. They produced conclusions revealing that once mentorship program is well implemented, the school shows better attitudes when compared to those with poor mentorship. From the same study by Wambua, et al.,(2017) it was concluded that head teachers should advise teachers, students and staff members as well parents to work cooperatively so that students' absenteeism, transfers, indiscipline and inadequate facilities can be reduced.

2.2 Theoretical Framework

The assertive discipline theory and the open systems theory by Luhmann served as the foundation for this investigation.

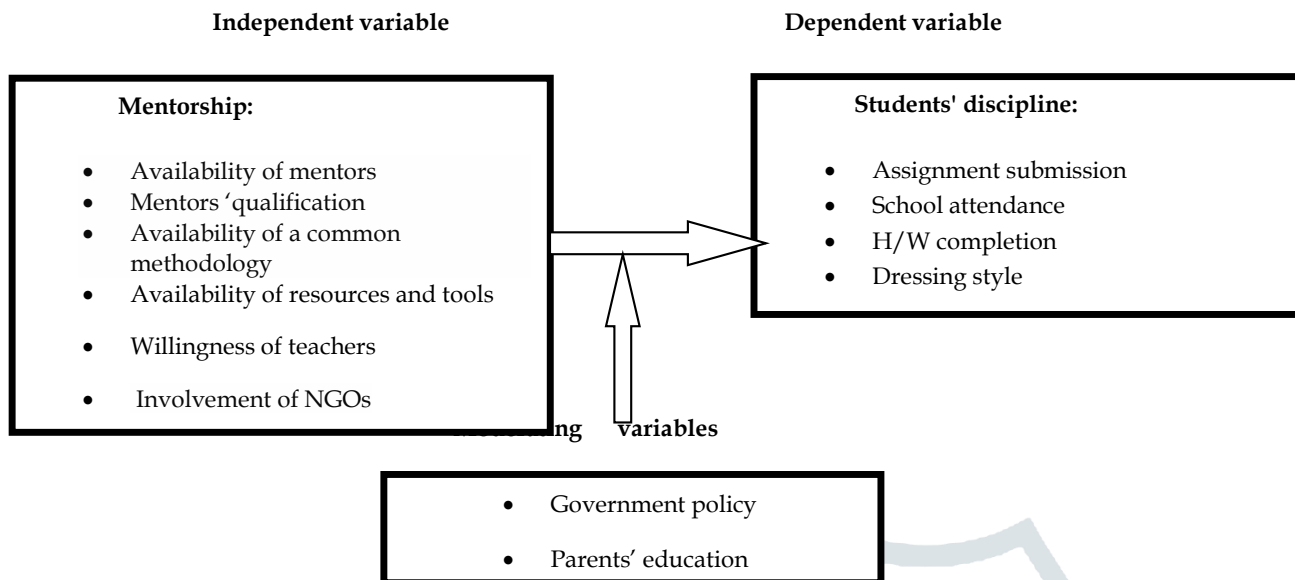
2.2.1 Open Systems Theory

The open systems theory was found to be pertinent to this study because principals at schools, which are open systems organizations, can use a variety of tactics to manage student behavior as part of ongoing evolution that is vital to the survival of the system. Students' participation in management, mentoring, peer counseling, and the utilization of efficient student/teacher/management communication channels are some of these tactics or management practices. As a result, the environment in which the organization (school) functions will both impact and be influenced by it. The theory's application depended on the kind of discipline that students gained as a result of the use of principals' management techniques in classrooms.

2.2.2 Assertive Discipline Theory

The Assertive Discipline Model, discusses important topics that have an impact on students' academic success and relate to managing students' behavior. The Assertive Discipline Model, which is supported by Canter & Canter, served as another foundation for the current study. Additionally, the Assertive Discipline Theory suggests a five-step discipline hierarchy of escalating penalties for breaking the rules. After the first offense, a pupil should receive a warning; after the fourth, the parent should be contacted. The management of the school must get involved with the fifth punishment. However, the approach emphasizes the need of student awareness and input. This notion is pertinent to the current study since all students are required to abide by the laws and ordinances, or ethos that control education as organizations. However, administrators should work to include students in the creation of both in order to ensure compliance by the majority of pupils. However, it is envisioned that principals and teachers will be able to affect the degree to which student's exhibit desired behavioral patterns through peer counseling, student mentoring, and the use of an open door policy.

2.3 Conceptual Framework



1 Conceptual Framework

Source: Researcher (2023)

Therefore, mentorship as independent variable was measured by the indicators like availability of mentors, mentors' qualification, availability of a common methodology, availability of resources and tools, willingness of teachers and teachers' qualification as well as involvement of NGOs while students' discipline were measured by the indicators such as assignment submission, homework completion and school attendance as well as dressing style.

3.0 Research Methodology

Two research designs were used to conduct this study: a descriptive survey design and correlation research design, Descriptive survey design helped the investigator in objective one and two for determining the extent to which mentorship is implemented and the level of students' discipline in 12 years basic education in Rutsiro district in Rwanda while correlation design as well as regression analysis used for showing the relationship between mentorship and students' discipline in objective three.

3.2 Target Population

This study has a target population of 312 teachers from Rutsiro district Twelve Years Basic Education. This targeted population was available while collecting data and were also be in education domain. Teachers were selected in determination of sample size irrespective to the schools that were involved in the study such as GS Bwiza, GS Murunda, GS Kigamba, GS Rwamiko, GS Kabeza, GS Rwingongo, GS Bitenga A, GS Rugote, GS Congo Nil, GS Bumba, GS Rusororo, GS Gihunga II, GS Syiki, GS Bitenga B, GS Bugarura, GS Vumbi, GS Bugaragara, GS Kigeyo, GS Nyagahinika, GS Gahondo, GS Kivumu, GS Nyamyumba and GS Nkuri as well as GS Nyabirasi. The study calculated a representative group by means of Yamane formula:

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

Thus, the calculated sample size is 176 respondents participated in this research, from 312 research participant considered as the targeted population.. Stratified random sampling, in which the selected population is separated into strata, was used in this study, and were used alongside simple random sampling and probability sampling techniques. The proportionate technique was also used by the researcher to choose a representative from each strata. The investigator used purposive system in order to select Rutsiro district among 6 districts that make up Western province. This study population was grouped into one stratum.

4.0 Research Findings and Discussions

4.1 The Extent to Which Mentorship is implemented in Public 12YBE Schools

Table 4. 1 Perception of Teachers on Mentorship Implementation in Public 12YBE

Statements	SD		D		N		A		SA		Mean	Std
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%		

Mentorship programs executed well in this school.	30	21.4	57	31	29	15.5	44	23.5	16	8.6	2.66	1.28
According to me, mentorship conducted effectively	47	25.7	29	8.9	1	0.5	75	40.1	24	12.8	2.93	1.46
This school involves NGOs in mentorship	23	16.6	19	11.2	9	4.8	34	18.2	92	49.2	3.72	1.54
Teachers have will to involve students in mentorship	39	21.4	52	33.2	5	2.7	42	22.5	38	20.3	2.87	1.48
There is good connection in this community	42	26.2	49	29.4	8	4.3	36	19.3	39	20.9	2.79	1.52
I feel well when I am in mentorship practice like SBI	10	5.3	24	15.5	19	10.2	53	28.3	69	40.6	3.83	1.26
Teachers have common methodology for mentoring	21	11.2	17	9.1	3	1.6	77	46.5	58	31.6	3.78	0.70

SD: Strongly disagree, D: disagree, N: Neutral, A: Agree and SA: Strongly agree.

Source: Field data (2023).

The level wherein mentorship is practiced in publicly funded 12YBE schools is the subject of the perceptions offered by instructors teaching in 12 Years of Basic Education in Table 4.4. Where 78.1 % of educators endorsed them have common methodology for mentoring at 3.78 of mean, 68.9% of educators concur that when engaging in mentorship activities, and they feel good. like SBI at 3.83 of mean, 67.4% of educators said their institution was good and involves NGOs in mentorship at 3.72 of mean, 52.9 percent of educators concurred that teachers have will to involve students in mentorship at 2.93 of mean ,42.8 percent of teachers agreed that teachers have will to involve students in mentorship at 2.87 of mean While 32.1% of teachers thought that mentorship programs were well implemented in this school, 40.2% of instructors agreed that there are good relationships in their school environment with a mean of 2.79. at 2.66% of the mean. Based on the perceptions of various respondents to the degree to which school mentoring has been introduced in 12 Years Basic Education, the investigator made a contrasting interpretation where it was demonstrated that participants have the same perception to the degree to which school mentoring is executed in 12 Years Basic Education but distinct magnitudes.

4.2. The Level of Students' Discipline in Public 12YBE Schools

Table 4. 2 The Level of Students' Discipline in Public 12YBE Schools

Statements	SD		D		N		A		SA		Mean	Std
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%		
Students' discipline improved at high level	41	27.3	80	43.3	22	11.8	22	11.8	11	5.9	2.25	1.15
Low promotion rate of students	42	22.5	81	48.7	5	2.7	22	11.8	26	14.4	2.47	1.34
Students submit assignments on time	17	9.1	20	10.7	2	1.1	47	28.9	90	50.3	4.00	1.32
Rate of students attention span was increased in this school	19	10.7	28	16	22	11.8	55	32.6	51	28.9	3.52	1.34
Rate of school attendance is highly observed in this school.	39	20.2	23	12.3	2	1.7	71	42.2	41	23.5	3.33	1.50

SD: Strongly disagree, D: disagree, N: Neutral, A: Agree and SA: Strongly agree.

Source: Field data (2023).

The perception of teachers instructing in 12 Years Basic Education pertaining to the level of student discipline in public 12 Years Basic Education schools is shown in Table 4.5, where 79.2% of instructors agreed that learners submit tasks on time at a rate of 4.00 of mean, 65.7 % of instructors agreed that school participation is highly noticed at their school at a rate of 3.33 of mean, and 61.5 % of instructors agreed that the rate of students' attention span had risen in their school. Due to the mean score of 4.00, it is evident that students in 12 Years of Basic Education submit their assignments on time. The mean of 2.25, however, indicates that student discipline only improved slowly. Additionally, evidence suggests that the 12 Years of Basic Education School mentoring program was inadequately executed, which had a negative impact on kids' attendance and discipline.

4.3 Correlation between Mentorship and Students' Discipline

Table 4. 3 Correlation between Mentorship and Students' Discipline

		Correlations		
			Students' discipline improved	Mentorship programs implemented well
Students' discipline improved	Pearson Correlation		1	.857**
	sig. (2-tailed)			.000
	N		187	187
Mentorship programs implemented well	Pearson Correlation		.857**	1
	sig. (2-tailed)		.000	
	N		176	176

**. Correlation is significant at the 0.01 level (2-tailed).

Source: Field data (2023).

Based on an independent variable, the study looked at the connection between school mentoring and students' behaviour. According to the findings in Table 4., there is a highly significant positive relationship between school mentoring and students' behaviour in twelve years of basic education. The Pearson coefficient of relationship shows a correlation (r) of 0.857 with a p-value of 0.000 to 0.01. This indicates that the adoption of mentorship programs in schools offers sufficient proof to encourage students' discipline.

4.4 The Influence of School Mentorship on Students' Discipline

The third particular goal of this study was to evaluate the effect of mentorship on students' discipline in public 12YBE schools in Rutsiro district in Rwanda. Thus, according to research on students' behavior, school mentoring can have an impact on students' behavior like assignment submission, school attendance and H/W completion as well as dressing style in 12YBE located in Rutsiro district.

Table 4. 4 The R square of Mentorship and Students' Discipline

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.519 ^a	.649	.253	1.30087	.649	16.760	4	182	.000

Source: Field (2023) a. Predictors: (Constant), school mentorship program implemented well, effective school mentorship implementation experienced, mentorship conducted effectively and regularly.

The high percentage of homework completion among students is evidenced, which shows the impact of school mentoring on students' behaviour in twelve years of basic education. There is a strong positive correlation (r) of 0.519 and an R square of 0.649, according to the findings. This indicates that 64.9 percent of pupils' discipline is impacted by their mentors at school.

Table 4. 5 Coefficients of School Mentorship on Students' Discipline

Model	Unstandardized Coefficients		Standardized Coefficients		95.0% Confidence Interval for B		
	B	Std. Error	Beta	T	Sig.	Lower Bound	Upper Bound
1 (Constant)	1.392	.552		2.511	.013	.298	2.485
Effective implementation of mentorship program	.386	.070	.360	5.543	.000	.248	.523
Mentorship conducted effectively	-.280	.097	-.277	-2.904	.004	-.471	-.090
NGOs involved in mentorship	.012	.094	.012	.132	.896	-.173	.198
Teachers have common methodology for mentoring	.462	.078	.363	5.899	.000	.308	.617

^a.a. Dependent Variable: Rate of homework completion improved

Source: Field data (2023)

The table 4.5, shows the contribution of each indicator in the effect of school mentorship on students' discipline. It was found that effective implementation of mentorship program and teachers having common methodology for mentoring contribute much in the influence of students' discipline while NGOs involvement in mentorship contributes less. This shows that involvement of NGOs in is not done well in Twelve Years Basic Education which leads to poor students' discipline. The findings from the respondents indicated that there is enough evidence that the regression equation was well indicated due to the fact that there was a significant influence of effective implementation of mentorship program and having common methodology for mentoring on students' discipline which was $p=0.000 < 0.05$. Conclusion was drawn that there is greater effective implementation of mentorship program on students' discipline. As a result, we have a 95% confidence level that the slope of the real regression line is between 30.8 and 61.7 percent. Following this is the effect of using a common mentorship style, which has a significance threshold of $p=0.000 < 0.05$ and a regression line that is between 24.8 and 52.3 percent, as shown in table 4.8. Table 4.8 also showed that the influence of effective mentorship on students' behavior is significant because the regression line is between -

47.1 percent and -9.0 percent and the p value is equal to 0.0040.05, while the influence of NGOs' participation in mentorship is not significant because the regression line is between -17.3 percent and 19.8 percent and the p value is equal to 0.896>0.05.

5.0 Discussion of Findings

5.1 The Extent to Which Mentorship is implemented in Public 12YBE Schools

The level wherein mentorship is practiced in publicly funded 12YBE schools is the subject of the perceptions offered by instructors teaching in 12 Years of Basic Education Based on the perceptions of various respondents to the degree to which school mentoring has been introduced in 12 Years Basic Education, the investigator made a contrasting interpretation where it was demonstrated that participants have the same perception to the degree to which school mentoring is executed in 12 Years Basic Education but distinct magnitudes as shown in table 4.3. After researching the relationship between student discipline and school mentorship programs, the United States Census Bureau published a report in 2016 that found that when compared to other schools that do not effectively implement school mentorship programs, those that do so have better student discipline.

5.2. The Level of Students' Discipline in Public 12YBE Schools

The perception of teachers instructing in 12 Years Basic Education pertaining to the level of student discipline in public 12 Years Basic Education schools. Additionally, evidence suggests that the 12 Years of Basic Education School mentoring program was inadequately executed, which had a negative impact on kids' attendance and discipline. A study by Arke, and Kanyongo (2016) in the Western Cape of South Africa sought to ascertain the impact of school mentoring programs on secondary school students' behavior. The researcher's results on how school mentoring affects secondary school students' behavior revealed that schools with strong mentoring programs had a beneficial impact on students' behavior.

5.3 Correlation between Mentorship and Students' Discipline

Evaluation of the impact of mentoring on student behaviour in publicly accessible 12YBE schools in Rwanda's Rutsiro district was the third goal of this study. Based on an independent variable, the study looked at the connection between school mentoring and students' behaviour. This indicates that the adoption of mentorship programs in schools offers sufficient proof to encourage students' discipline. These results are consistent with the research Bosire, *et al.*,(2016), which demonstrates that school mentoring in 12 Years of Basic Education generally is associated with an improvement in both students' academic performance and their behavior, which results in higher education aspirations, higher test scores, and a decreased rate of repetition.

5.4 The Influence of School Mentorship on Students' Discipline

The third particular goal of this study was to evaluate the effect of mentorship on students' discipline in public 12YBE schools in Rutsiro district in Rwanda. The high percentage of homework completion among students is evidenced by the table 4.7, which shows the impact of school mentoring on students' behaviour in twelve years of basic education. There is a strong positive correlation (r) of 0.519 and an R square of 0.649, according to the findings. This indicates that 64.9 percent of pupils' discipline is impacted by their mentors at school. According to Bruce and Bridgeland (2017), school mentorship influences students' discipline such as students' assignment submission, school attendance and H/W completion as well as dressing style.

6 Conclusions and Recommendations

The synthesis of the findings reported in chapter four was used to form a conclusion about how best to address the research questions that were mentioned in relation to the three distinct research objectives. The first inquiry for this study, which was provided, was "At what extent mentorship is implemented in public 12YBE schools Rutsiro district in Rwanda?" availability of mentors, mentors' qualification, availability of a common methodology, availability of resources and tools, willingness of teachers and involvement of NGOs. The study's second research question, "What is the standard of student discipline in publicly funded 12YBE schools in the Rutsiro district of Rwanda?", similarly served as the foundation for the result. "Assignment submission, school attendance and H/W completion as well as dressing style due to poor implementation of school mentorship where the respondents have shown that school mentorship can affect students' discipline when implemented effectively. Based on the study's third research question, "What is the impact of mentoring on student behavior in public 12YBE institutions in the Rutsiro district of Rwanda?" It was determined that between 30.8% and 61.7 percent of students' discipline is influenced by the implementation of school mentoring effectively.

The following suggestions were made to the ministry of education, instructional planners, and head teachers in light of the study's findings and its conclusion. To enhance both students' behavior and academic achievement, the ministry of education should offer school mentoring services in all twelve-year basic education programs. In order to effectively implement school mentoring in Rwanda's Twelve Years of Basic Education, educational planners must create an effective system that strengthens student discipline. In order to improve the discipline of students in 12YBE through developing students' assignment submission, school attendance, homework completion, and dressing style, school head teachers should follow up daily on how school mentorship is implemented.

This study was done in the Rutsiro district's Twelve Years Basic Education and it was based on school mentorship and students' discipline. The researcher suggests that further research can be done on how pupils' academic achievement in twelve years of basic education is affected by school mentoring in Rwanda so as to come up with comparative analysis.

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