THE RELATIONSHIP BETWEEN MENTORING PRACTICES AND STUDENT DISCIPLINE IN BOARDING SECONDARY SCHOOLS IN NAKAWA URBAN COUNCIL

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Declaration

I, Gloria Natukunda, declare that this report titled *"The Relationship between Mentoring practices and Student Discipline in Boarding Secondary Schools in Nakawa Urban Council"* is my original work and that it has not been submitted for any award in any university or institution of higher learning.

Signed: ………………………………………..   Date: …………………………………….

GLORIA NATUKUNDA

Approval

This is to certify that this dissertation titled *"The Relationship between Mentoring practices and Student Discipline in Boarding Secondary Schools in Nakawa Urban Council"* by Gloria Natukunda has been completed under the supervision of Sr. Dr.Kaahwa Maria Goretti (DST) and Dr. Naluwemba Frances Esther and is ready for examination with our approval.

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Sr. Dr.Kaahwa Maria Gorreti

Signed:……………………………………..   Date:…………………………………

Dr. Naluwemba Frances

Dedication

I dedicate this work to my Uncle Mr. Richardson Musinguzi, to my parents Mr. and Mrs Boaz

Beyanga and to my husband Mr. Mwebaze Kenneth.

Acknowledgement

I am grateful to God for the good plans that He has had for me. I thank my supervisors, Sr. Dr. Kaahwa Maria Gorretti (DST) and Dr. Naluwemba Frances for their technical support. I am sincerely grateful not only for supervising me but also for the advice, counsel, and prayers that you rendered to me. May God bless them.

My gratitude goes to my uncle Mr. Richardson Musinguzi. I will never find words good enough to express my gratitude to you. You have been there for me at all times. You truly believed in me even when it was hard for me to believe in myself. Be blessed always.

My heartfelt thanks go to my parents Mr. and Mrs. Boaz Beyanga. I truly thank God for the gift of having you as my parents. For the support, the values that you imparted in me, which have kept me going, for believing in me and for the sacrifices you made for me to attain the privilege of education. May God bless you abundantly?

My sincere thanks go to my husband, for giving me a conducive environment that enabled me to do my work up to the very end. Thank you for babysitting Moses and Bethany especially during the defense of my proposal.

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List of Acronyms

BC: Before Christ

BEP: Behaviour Education Program

DV: Dependent Variable

IV: Independent Variable

SBMP: School-Based Mentoring Programs

SPSS: Statistical Package for Social Scientists

TAKS: Texas Assessment of Knowledge and Skills

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Abstract

The purpose of the study was to establish the relationship between mentoring practices and student discipline in boarding secondary schools in Nakawa Urban council. The study was motivated by the undesirable student discipline in the educational institutions in Uganda, leading to questioning how undesirable it was and it relates to mentoring in boarding secondary schools in Nakawa Urban council, Kampala. The specific objectives of the study were to (1) find out the relationship between student orientation and students' discipline; (2) establish the relationship between holding one to one guidance and student discipline; (3) investigate the relationship between mentee evaluation and giving feedback and students' discipline; (4) find out the relationship between role modelling and student discipline in boarding secondary schools in Nakawa Urban Council. This study employed a cross-sectional survey design. Access population comprised of 482 respondents consisted of, 3 head teachers, 120 teachers, and 360 students. This study adopted stratified, purposive and simple random sampling techniques in selecting the sample for the study. The main data collection tools were questionnaires and interview guides. This helped to gather quantitative and qualitative information which were coded and measured on a five-point Likert scale. Data analysis was handled using Statistical Package for Social Scientists software package version 21 to generate frequencies, percentages, and charts from which description of the findings was derived.The collected data was analysed using the narrative, descriptive, data transformation, Pearson correlation and linear regression methods. The study revealed a significant relationship between mentoring practices used in the selected schools and student discipline but was not strong enough to eliminate all forms of indiscipline. Findings showed that the practices used to mentor students included students orientation, one on one guidance and counseling, role modelling, encouraging the mentee to make wise choices, mentee evaluation and giving feedback. For most of the students, academic discipline was good in terms of doing classroom work, homework, and exams, but it was below expectations in terms of regularity and punctuality for classroom and school activities. The study concluded that the relationship between mentoring practices that were used in the selected schools and student discipline was positive and significant. The research recommended that headteachers and teachers of the secondary schools in urban council should use mentoring as a tool for improving student discipline.

Chapter One

Introduction

1.0 Introduction

The student indiscipline, which is on the rise in Uganda's educational institutions, has become a subject of growing national concern, especially educationists and the general public. The concern has grown so much that it has resulted in questioning the practices used to discipline students, especially in boarding secondary schools where indiscipline is more evident. Mentoring is one of the practices being questioned regarding students' discipline. Accordingly, this study intended to answer the above challenge, the relationship between mentoring and student discipline in boarding secondary schools in Nakawa Urban council, Kampala District. This chapter focuses on the background to the study, statement of the problem, the purpose, objectives, research questions, scope, justification, significance and conceptual framework of the study.

1.1 Background to the Study

Historical Perspective

The mentoring practices of students and their contribution to their discipline began to attract scholarly interest in the last half of the 20th century (Metros, 2006). This was centuries after 750 BC when mentoring was first reported in ancient Greece as a mythological strategy by which King Odysseus' infant son was nurtured and prepared to succeed the throne (Worrall, 2015; Hayashi & O'Donnell, 2013; Colley, 2009). Mentoring, however, did not feature in the academic research until the publication of *Les aventures de Télémaque* (The Adventures of Telemachus) in 1669 (Wong & Premkumar, 2007).This publication stimulated research into

mentoring, focusing specifically on practices that could help nurture cognitive and emotional development as well as leadership and social integration (Garvey, 2011).

Research into mentoring practices that could help nurture desired student discipline started even much later (Scandura & Pellegrini, 2007). This was after realising that the traditional way of enforcing compliance with school rules and punishing disobedience had failed to contain all the indiscipline in schools (Chitiyo, 2012). Indeed, the number of undisciplined students continued to increase in spite of the use of this traditional way (Ford, 2013). Studies conducted so far about the relationship between mentoring and student discipline include; Parker, Nelson, and Burns (2010), Shepard (2009), and Whiston and Quinby (2009), amongst others. While these previous studies agree that use of appropriate mentoring practices has positive and significant relationship with student discipline, none of them was conducted in Uganda, let alone in boarding secondary schools in Nakawa Urban council. This study therefore needed to validate the conclusions of these studies in these schools, more so because even Kankunda (2009) who conducted a study on mentoring in Uganda focused on how it affected the effectiveness of teachers in Bushenyi district. It was not about student discipline.

Theoretical Perspective

Different theories have been developed to explain what causes behaviour to occur and how this behaviour can be modified as desired. These theories include the control theory, goal-setting theory, planned behaviour theory sometimes referred to as theory of reasoned action, strength theory of self-control, social cognition theory, protection motivation theory, health belief theory, elaboration likelihood theory, prototype willingness theory, trans-theoretical model, and the behavioural modification theory among others (Morris, Marzano, Dandy & O'Brien, 2012; Sharma & Romas, 2012; Michie *et al.*, 2011; Schacter & Gilbert, 2011; Rutherford, 2009;

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DiClemente, 2007; Grizzell, 2007; Munro *et al.,* 2007; Rutter & Quine, 2002; Armitage & Conner, 2001). Out of these theories, the one selected for this study was the behavioural modification theory. Developed by B.F. Skinner, the behavioural modification theory advances a view that behaviour that is positively reinforced tends to be repeated while behaviour that is negatively reinforced tends to be eliminated (Halper, 2015; Schacter& Gilbert, 2011; Rutherford, 2009). Applied to discipline as a form of behaviour, this theory dispels the use of punitive punishment, replacing it with the use of negative reinforcement (Harper, 2015). It maintains that instead of eliminating indiscipline (undesired behaviour); punitive punishment (also called a penalty that causes bodily harm) suppresses indiscipline only to reoccur later in the absence of the punishment (Solter, 2014).

The behavioural modification theory posits that instead of using such punishment, desired discipline is encouraged through positive reinforcement (or rewarding) of desired behavioural deeds and indiscipline (undesired behaviour) is prevented through negative reinforcement of unwanted behaviour (Schacter & Gilbert, 2011). With this theory, anything that increases desired behaviour is considered positive reinforcement or reward and anything that decreases behaviour is considered negative reinforcement or punishment (Harper, 2015).

Positive reinforcement involves approving, praising, appreciating and complimenting the right behaviour by saying words that encourage it to continue occurrence (Harper, 2015; Kaiser & Rasminsky, 2010). Some of the words that can be used include 'thank you', 'well done', and 'good of you', 'keep it up', and so on, whenever the behaviours defining desired discipline occur; it also involves listening, teaching, giving advice and information that encourages desired discipline (Kaiser & Rasminsky, 2010). Negative reinforcement involves preventing indiscipline by discouraging or weaning the behaviours by which it occurs, but without verbally

or physically hurting the involved students (Osher, Bear, Sprague & Doy, 2010). Negative reinforcement involves advising against undesired behaviour, highlighting its negative consequences to the doer, solving its causes, and using non-punitive corrective measures against acts of indiscipline whenever they occur (Osher *et al.*, 2010). It also involves saying nothing as a sign of disapproving the undesired act or ignoring the doer involved in the deed, especially at the moment when the doer is expecting a positive comment (Harper, 2015).

Despite its theoretical appeal and simplicity in application, the behavioural modification theory is criticised in that positive reinforcement does not always translate into the desired behaviour and negative reinforcement may lead to growth of undesired behaviour instead of discouraging its continued occurrence (Martin & Pear, 2007). According to Harper (2015), if a person is thanked (positively reinforced) every single time they do something good, this reinforcement eventually loses its power because it conditions a doer's mind to expect an automatic 'thank you' and this conditioning demoralises the doer to continue doing the good thing. Similarly, when a person is consistently warned of the negative consequences of doing acts of indiscipline and the consequences do not seem to be that frightening, this negative reinforcement loses its power of preventing the doer from getting involved in indiscipline.

A solution to this criticism has, however, been improvised by Schultz and Schultz (2010). These scholars advise that loss of reinforcing power can be avoided by changing the positive or negative reinforcements used to encourage or discourage behaviour, respectively. The scholars advise further that if a 'thank you' is used today, another compliment, say 'well done' should be used the next day, and then another compliment until desired behaviour (discipline) is realised. If a wrong act is discouraged by citing its negative consequences today, another negative reinforcement, say 'denying the wrongdoer a chance to watch his/her most favourite

television programme' should be used the next time the same wrong act is committed. Evidently, the rationale of the behavioural modification theory and the solution to its criticism provide the very basis of mentoring and how it is carried out in order to promote desired discipline. It, therefore, helped identify the mentoring practices and how they promote the desired discipline in boarding secondary schools.

Conceptual Perspective

The concepts analysed in this study included mentoring practices, which constituted the independent variable and student discipline, which was regarded as the dependent variable. A mentoring practice is generally defined as an informal or formal way of mentoring (Pita, Ramirez, Joacin, Prentice & Clarke, 2013; Santamaria, 2003). Mentoring is differently defined. One definition regards it as a one-to-one conversational and supportive informal relationship or reflective technique, or as a formalised teaching-learning modus operandi, career guidance and development method, or as a job in which a more experienced, wiser and understanding person (called a mentor)provides essential information, listens attentively, engages, guides, counsels, provides emotional support, corrects and gives feedback to a less experienced person called a mentee or a protégé (Leonard, 2012; Brockbank & McGill, 2006; Rhodes, 2006).

A scrutiny of the definitions given above reveals that mentoring is defined according to its purpose and how it is carried out. Since the way mentoring is carried out defines what a mentoring practice is, this practice was defined in this study by using Santamaria's (2003) definition, which combines all the conceptions given above. consequently, a mentoring practice was, in this study, defined as any one-to-one informal or formal technique by which a mentor (an expert or senior person) interacts with a mentee (a novice) with the intention of guiding, teaching, counselling, providing wisdom, advice, wisdom and support, or encouraging the

desired behaviour while discouraging the undesired behaviour. A novice alluded to in this definition was regarded as student and the expert as a teacher. A mentoring practice was hence regarded as any method used by a teacher to pass on knowledge to students, facilitate their emotional and cognitive development through guidance and counselling, teach and encourage them to make wise choices, and help them to observe desired discipline while abandoning all forms of indiscipline.

Discipline is differently defined. In schools, it can be conceived of as a control process that involves not only promoting students' adherence to a given set of rules or codes of behaviour but also punishing them whenever they disobey or act contrary to this code (Boyd, 2012). Discipline can also refer to a behavioural end expressed in form of students' observance of a code of behaviour deemed appropriate to them as individuals, among them as students and between them and other school members, including teachers, school administrators, non-teaching staff, and other people in society as a whole (Messer & Fink III, 2012). These definitions suggest that discipline can refer to a training process or to students' behaviour judged according to the code of conduct prescribed for them by their schools. The latter meaning was adopted in this study. As such, discipline was defined, in this study, as behaviour expected of students as per the code of conduct prescribed for them by their school. Desired discipline was hence regarded as students behaving according to the code of conduct defined for them by their school. This code requires students to be regular and punctual in school activities, showing respect for teachers and fellow students, being in the right place at the right time, wearing a school uniform, depicting self-control, and desisting from quarrelling, stealing, misusing other students' property, and from involvement in risky behaviour, among other behaviours (Guider & Olrich, 2012).

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Contextual Perspective

This study was conducted in boarding secondary schools located in Nakawa Urban council. Nakawa is one of the five local administrative Urban councils that make up Kampala district. The Urban council has a number of boarding secondary schools some of which have been mentoring their students. According to Musoke (2013) and Kasule (2010), the mentoring of students has been going on in some schools in Uganda for over decades. It was introduced as a means of improving and maintaining students' discipline in the schools as desired. Mentoring was adopted after realising that enforcing compliance to school rules and regulation by administering punitive punishment to disobedient students was not enough to effectively control indiscipline in the schools (Werner, 2011).

Indeed, at least 80% of children had experienced physical punishments such as caning and slapping by teachers (Devries *et al.*, 2013; Naker, 2006), but indiscipline continued to occur. An increasing number of students continued engaging in unacceptable behaviour, including ill-treating fellow students, disrespecting teachers and embarrassing many of them with subtle sexual temptations, disrespecting community elders, theft, eloping and escaping from schools for leisure, becoming pregnant, and participating irregularly in school and classroom activities, to mention but a few (Devries *et al.,* 2013; Wakida, 2011). Others would escape from school, engage in sexual immorality, do drugs, abuse alcohol, burn schools, go on strikes, and so on (Atuhire, 2014; Muyingo, 2013). According to Kacwamu (2010), 60% of students in boarding secondary schools abuse alcohol. Atuhire (2014) indicates that 76% of Uganda's secondary school students aged 15-19 years participate in sexual activities, including homosexuality and lesbianism, with 48% of the students having multiple sexual partners, especially in urban

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schools. The same author indicates further that a significant number of these students continue to participate in drug abuse, theft, indecent dressing, and constant use of vulgar language.

A number of researchers found out that students kept on engaging in such indiscipline largely because many of them had not been brought up in a disciplined manner (Etukuri & Mutesi, 2012; Kacwamu, 2010; Mukama, 2010). Other scholars noted that the time that many Ugandan students spent at school was considerably longer than the time they were spending at home (Devries *et al.*, 2013). Consequently, many of them were losing out on parental guidance or home-based adult support, which they basically needed in order to develop the ability to observe desired discipline (Kacwamu, 2010). The situation was exacerbated by the fact that many students were not getting parental guidance even in the short period of time that they were spending at home because their parents were working, with some doubling as students, which kept them absent from home most of the time (Kwagala, 2014). The result was that students were growing up in a largely unguided manner. Although there is no perfect substitute for parental guidance, mentoring was deemed a good alternative that could help salvage the above situation, thereby improving discipline in schools (Muyingo, 2013). The practices used to achieve this end and the degree to which the end has been realised so far remains to be established, more so because indiscipline is still prevalent in boarding secondary schools, especially those in Nakawa Urban council.

1.2 Statement of the Problem

A number of boarding secondary schools in Uganda introduced mentoring to improve student discipline. It is now over 10 years since mentoring was adopted, in boarding schools. Indiscipline has, not been effectively controlled. Cases of student insubordination continue to occur in boarding secondary schools. These cases occur in form of students doing drugs and

alcohol, bullying fellow students, disrespecting teachers and headteachers and escaping from school, thereby some of the missing lessons. Instead of concentrating on school and classroom activities, some of the students who sneak out of school to go for parties, night clubbing and for sexual immorality, with some practicing sexual deviance (Atuhire, 2014; Muyingo, 2013). Students who engage in these forms of indiscipline have been found to be those mostly in boarding secondary schools (Ahimbisibwe, 2018; Ndagire, 2012; Kemigisa, 2011). It is noted that students cannot learn and perform academically well when they are at the same time engaging in such forms of indiscipline. Why they continue behaving in such a way is, therefore, cause for concern to educationists, In particular, it leaves one questioning whether all students in particular schools engage in such indiscipline, the mentoring practices used to promote desired student discipline, and the relationship that these practices have with student discipline. As such, this study is set to contribute to addressing this gap in education research literature by examining the relationship between mentoring and student discipline in boarding secondary schools in Nakawa urban council.

1.3 Purpose of the Study

The purpose of the study was to establish the relationship between mentoring practices and student discipline in boarding secondary schools in Nakawa Urban council.

1.4 Objectives of the Study

The objectives of the study were:

1) To find out the relationship between student orientation and students' discipline in boarding secondary schools in Nakawa Urban council.

2) To establish the relationship between holding one to one guidance and student discipline in boarding secondary schools in Nakawa Urban council.

3) To investigate the relationship between mentee evaluation and giving feedback and students' discipline in boarding secondary schools in Nakawa Urban Council.

4) To find out the relationship between role modelling and student discipline in boarding secondary schools in Nakawa Urban Council

1.5 Research Questions

The study was guided by the following research questions:

1) What is the relationship between student orientation and students' discipline in boarding secondary schools in Nakawa Urban council?

2) How is holding one to one guidance related to students' discipline in boarding secondary schools in Nakawa Urban council?

3) What is the relationship between mentee evaluation and giving feedback and students' discipline in boarding secondary schools in Nakawa Urban council?

4) What is the relationship between role modelling and student discipline in boarding secondary schools in Nakawa Urban Council?

1.6 Scope of the Study

1.6.1 Content scope

The study covered an investigation of the practices used to mentor students, the discipline displayed by students in schools, and the effect of the used mentoring practices on this discipline

1.6.2 Geographical scope

The study was conducted in boarding secondary schools in Nakawa Urban council. This Urban council is one of the five administrative urban councils that make up Kampala District. The population of the study was obtained from Nakawa Urban council.

1.6.3 Time Scope

The period for this study was 2013-2016. This period coincides with the time when student indiscipline increased in terms of the student doing drugs and alcohol, bullying fellow students, disrespecting teachers, and headteachers, and other incidences that it started attracting public attention (Atuhire, 2014). Cases of setting school buildings on fire, school strikes and students' disrespect of teachers and headteachers were rife during this period (Kakulira, 2016; Muyingo, 2013). It was thus during this period that the role of mentoring was highly questionable.

1.7 Significance of the Study

The findings of the study are expected to be beneficial in the following ways:

The findings can benefit the government of Uganda, the Ministry of Education and Sports to learn how mentoring affects improvement in student discipline. This learning will act as a basis for taking an appropriate policy action on mentoring and student discipline in boarding secondary schools.

The findings can act as a basis for headteachers to know the role played by the mentors as far as improving student discipline is concerned. The study can also reveal the factors affecting the effectiveness of mentoring. The revealed factors will enable the headteachers to take appropriate administrative action as far as making the necessary improvements are concerned.

The study can provide empirical information for the mentors of secondary boarding school students to evaluate the effect of the practices they are using on improving student discipline. It can also provide the mentors with the opportunity to divulge the factors that limit the effectiveness of the mentoring practices they use to improve student discipline. Both the

evaluation and opportunity will help the mentors to make the necessary adjustments in the mentoring practices they apply.

The information put together in the study can provide secondary school students with the opportunity to speak what they think about the mentoring provided by their mentors as well as what they think needs to be done in order to make mentoring more effective in improving discipline in the secondary boarding schools.

The findings of the study can also be used by academicians and researchers to conduct further studies in the area of mentoring and student discipline.

1.8 Conceptual Framework

The study was conceptualised as shown in Figure 1.1 below.

Independent Variable   Dependent Variable

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┌─────────────────────────────────────┐          ┌─────────────────────────────────────┐
│        Mentoring Practices          │          │   Student Academic Discipline       │
│  • Student orientation              │          │  o  Punctuality for school activities│
│  • Holding  one-to-one  guidance and│───────┐  │  o  Regularity in school attendance │
│    counselling                      │       │  │  o  Doing classroom work,           │
│  • Mentee evaluation and giving     │       │  │     homework and exams              │
│    feedback                         │       ├─▶│  o  Respect for teachers            │
│  • Role modelling                   │       │  │  o  Obedience to school authority   │
│                                     │       │  │                                     │
└─────────────────────────────────────┘       │  └─────────────────────────────────────┘
                                              │
                                              │
                                              ▼
                              ┌ ─ ─ ─ ─ ─ ─ ─ ─ ─ ─ ─ ─ ┐
                              │ Extraneous variables     │
                              │  o  School policy         │
                              │  o  Administrative support│
                              │  o  School culture        │
                              └ ─ ─ ─ ─ ─ ─ ─ ─ ─ ─ ─ ─ ┘
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Source: Modified from Skinner's behavioural modification theory, Halper (2015)

Figure 1.1 indicates how the study was conceptualised based on the rationale of the behavioural modification theory developed by Skinner as explained by Halper (2015). The Figure shows that mentoring practices were considered the independent variable, and student discipline as the dependent variable. This implies that student discipline was assumed to depend on the mentoring practices used in schools. The mentoring practices investigated included: school orientation, counselling, holding one-to-one guidance, mentee evaluation and giving feedback and role modelling.

The figure shows further that student discipline was measured in terms of academic discipline using indicators such as punctuality for school activities, regularity in school attendance, and

quality of schoolwork. It was also measured in terms of non-academic discipline using such indicators as level of students' smartness, obedience to and respect for teachers, number of suspensions and dismissals, students' offences against teachers and against each other, and the level of their involvement in immoral acts and use of abusive/immoral language. The conceptual model indicates further that there were extraneous variables that could also affect student discipline. Those identified included school policy, administrative support, teacher interest in mentoring, mentee's interest in mentoring, and nature of mentor-mentee relationship, mentor's ethical standards and parental support. The effect of these factors was, however, assumed to be constant and therefore, not investigated.

As alluded earlier, the above conceptual framework was based on Skinner's behavioural modification theory. This theory advances the view that behaviour that is positively reinforced tends to be repeated while behaviour that is negatively reinforced tends to be eliminated (Halper, 2015; Schacter& Gilbert, 2011; Rutherford, 2009). Applied to discipline as a form of behaviour, this theory dispels the use of punitive punishment, replacing it with the use of negative reinforcement (Harper, 2015). It maintains that instead of eliminating indiscipline (undesired behaviour); punitive punishment (also called a penalty that causes bodily harm) suppresses indiscipline only to reoccur later in the absence of the punishment (Solter, 2014).

The theory posits that instead of using such punishment, desired discipline is encouraged through positive reinforcement (or rewarding) of desired behavioural deeds and indiscipline (undesired behaviour) is prevented through negative reinforcement of unwanted behaviour (Schacter & Gilbert, 2011). With this theory, anything that increases the desired behaviour is considered positive reinforcement or reward and anything that decreases behaviour is considered negative reinforcement or punishment (Harper, 2015).

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Positive reinforcement involves approving, praising, appreciating and complimenting the right behaviour by saying words that encourage it to continue occurrence (Harper, 2015; Kaiser & Rasminsky, 2010). Some of the words that can be used include 'thank you', 'well done', and 'good of you', 'keep it up', and so on, whenever the behaviours defining desired discipline occur; it also involves listening, teaching, giving advice and information that encourages desired discipline (Kaiser & Rasminsky, 2010). Negative reinforcement involves preventing indiscipline by discouraging or weaning the behaviours by which it occurs, but without verbally or physically hurting the involved students (Osher, Bear, Sprague & Doy, 2010). Negative reinforcement involves advising against undesired behaviour, highlighting its negative consequences to the doer, solving its causes, and using non-punitive corrective measures against acts of indiscipline whenever they occur (Osher *et al.*, 2010). It also involves saying nothing as a sign of disapproving the undesired act or ignoring the doer involved in the deed, especially at the moment when the doer is expecting a positive comment (Harper, 2015).

Despite its theoretical appeal and simplicity in application, the behavioural modification theory is criticised in that positive reinforcement does not always translate into the desired behaviour and negative reinforcement may lead to growth of undesired behaviour instead of discouraging its continued occurrence (Martin & Pear, 2007). According to Harper (2015), if a person is thanked (positively reinforced) every single time they do something good, this reinforcement eventually loses its power because it conditions a doer's mind to expect a thank and this conditioning demoralises the doer to continue doing the good thing. Similarly, when a person is consistently warned of the negative consequences of doing acts of indiscipline and the consequences do not seem to be that frightening, this negative reinforcement loses its power of preventing the doer from getting involved in indiscipline.

A solution to this criticism has, however, been improvised by Schultz and Schultz (2010). These scholars advise that loss of reinforcing power can be avoided by changing the positive or negative reinforcements used to encourage or discourage behaviour, respectively. The scholars advise further that if a 'thank you' is used today, another compliment, say 'well done' should be used the next day, and then another compliment until desired behaviour (discipline) is realised. If a wrong act is discouraged by citing its negative consequences today, another negative reinforcement, say 'denying the wrongdoer a chance to watch his/her most favourite television programme' should be used the next time the same wrong act is committed. Evidently, the rationale of the behavioural modification theory and the solution to its criticism provide the very basis of mentoring and how it is carried out in order to promote desired discipline. It, therefore, helped identify the mentoring practices and how they promoted desired discipline in boarding secondary schools.

1.9 Definition of Operational Terms

Mentor: A mentor is an experienced person who advises and helps somebody with less experience over a period of time.

Mentoring practice: A one-to-one informal or formal technique used by a teacher to guide, teach or counsel students by providing them with information, knowledge, wisdom, advice, and emotional support with the intention of inculcating desired discipline in the mentee while discouraging indiscipline

Discipline; Discipline is the practice of training people to obey rules and orders and punishing them if they do not; the controlled behaviour or situation that results from this training.

Student discipline: Academic and non-academic behaviour that students are expected to

display as per the code of conduct prescribed for them by their school.

Practice: Practice is a high-level plan to achieve one or more goals under the conditions of uncertainty in the sense of the art of the general. Thhps://theguardian.com

School policy: Guidance on the policies and documents that governing bodies and proprietors of schools must have.

Boarding secondary school: A school for students between primary and college or university that provides residence for them during their term of study.

Indiscipline: A lack of control in the behaviour of a group of people, with the result that they behave badly

Chapter Two

Literature Review

2.0 Introduction

In this chapter, an effort is made to review the literature relevant to the study from past studies. The literature is cited from relevant scholarly sources, including online and printed academic journals, papers, dissertations, and textbooks. It was reviewed critically by contextualizing it according to the objectives of the study**.**

2.1 Theoretical review

2.1.1 Behavioural modification theory

The behavioural modification theory posits that instead of using such punishment, desired discipline is encouraged through positive reinforcement (or rewarding) of desired behavioural deeds and indiscipline (undesired behaviour) is prevented through negative reinforcement of unwanted behaviour (Schacter & Gilbert, 2011). With this theory, anything that increases desired behaviour is considered positive reinforcement or reward and anything that decreases behaviour is considered negative reinforcement or punishment (Harper, 2015).

Positive reinforcement involves approving, praising, appreciating and complimenting the right behaviour by saying words that encourage it to continue occurrence (Harper, 2015; Kaiser & Rasminsky, 2010). Some of the words that can be used include 'thank you', 'well done', and 'good of you', 'keep it up', and so on, whenever the behaviours defining desired discipline occur; it also involves listening, teaching, giving advice and information that encourages desired discipline (Kaiser & Rasminsky, 2010). Negative reinforcement involves preventing

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indiscipline by discouraging or weaning the behaviours by which it occurs, but without verbally or physically hurting the involved students (Osher, Bear, Sprague & Doy, 2010). Negative reinforcement involves advising against undesired behaviour, highlighting its negative consequences to the doer, solving its causes, and using non-punitive corrective measures against acts of indiscipline whenever they occur (Osher *et al*., 2010). It also involves saying nothing as a sign of disapproving the undesired act or ignoring the doer involved the in the deed, especially at the moment when the doer is expecting a positive comment (Harper, 2015).

Despite its theoretical appeal and simplicity in application, the behavioural modification theory is criticised in that positive reinforcement does not always translate into the desired behaviour and negative reinforcement may lead to growth of undesired behaviour instead of discouraging its continued occurrence (Martin & Pear, 2007). According to Harper (2015), if a person is thanked (positively reinforced) every single time they do something good, this reinforcement eventually loses its power because it conditions a doer's mind to expect an automatic 'thank you' and this conditioning demoralises the doer to continue doing the good thing. Similarly, when a person is consistently warned of the negative consequences of doing acts of indiscipline and the consequences do not seem to be that frightening, this negative reinforcement loses its power of preventing the doer from getting involved in indiscipline.

A solution to this criticism has, however, been improvised by Schultz and Schultz (2010). These scholars advise that loss of reinforcing power can be avoided by changing the positive or negative reinforcements used to encourage or discourage behaviour, respectively. The scholars advise further that if a 'thank you' is used today, another compliment, say 'well done' should be used the next day, and then another compliment until desired behaviour (discipline) is realised. If a wrong act is discouraged by citing its negative consequences today, another

negative reinforcement, say 'denying the wrongdoer a chance to watch his/her most favourite television programme' should be used the next time the same wrong act is committed. Evidently, the rationale of the behavioural modification theory and the solution to its criticism provide the very basis of mentoring and how it is carried out in order to promote desired discipline. It therefore helped identify the mentoring practices and how they promote desired discipline in boarding secondary schools.

2.2 Related Literature

2.2.1 Student orientation and students' discipline

Several studies indicate that there are different practices that can be used to mentor people (Worrall, 2015; Solter, 2014; Scandura & Pellegrini, 2007; Wong & Premkumar, 2007; Rhodes *et al.*, 2006; Santamaria, 2003), especially students (Ford, 2013; Pita *et al.*, 2013; Leonard, 2012; Messer & Fink III, 2012; Bee & Boyd, 2009; Shepard, 2009).

Orientation mentoring practice uses training techniques officially agreed by a school; they feature-specific guidelines, deliver mentoring in a structured manner and follow a defined period of time. In orientation, the mentor is selected for the mentee based on compatibility between their profiles. The specific practices used in formal mentoring include student orientation, counselling, mentee evaluation and giving feedback and role modelling. (Whiston & Quinby, 2009; Brockbank & McGill, 2006; Inzer & Crawford, 2005). Others are formal instruction (teaching), coaching, formal guidance, and giving testing exercises (Kuyper-Rushing, 2001; Nemanick, 2000). It should be noted that while these authors identify a number of formal mentoring practices, they do so generally but not in the context of boarding secondary schools in Nakawa Urban council.

Analytically speaking, the preceding observations suggest that formal and informal mentoring practices may not differ much in substance, but they differ in terms of how they approach mentoring. While formal practices focus on mentoring that is provided systematically, in a structured manner, and not necessarily by trusted mentors, informal mentoring practices involve mentoring provided in an unstructured manner and by trusted mentors selected by the mentees in some cases. Therefore, mentoring provided informally appears to be more beneficial than mentoring provided using formal practices. It should, however, be noted that the different formal and informal mentoring techniques specified above are cited from studies that were not conducted in schools in Uganda, let alone Nakawa Urban council. As to whether the practices are also the ones used to mentor students in boarding secondary schools in Nakawa Urban council is there necessary to investigate; hence the need for this study.

2.2.2 Holding one to one guidance and student discipline

Zachary (2009) pointed out the mentoring practice that involves problem-solving by encouraging a mentee to face challenges inevitably met in life with a positive attitude of overcoming rather encouraging them to continue happening. For instance, problems associated with the bandwagon effect such as joining a student strike which does not solve any problem can be solved. Zachary (2009) added active and astute listening to the doubts, concerns, and needs of a mentee while encouraging him/her to open up, reading between the lines and avoiding to interrupt and to stress him/her up along the way as another mentoring practice.

A number of studies have been conducted about student discipline (Atuhire, 2014; Ford, 2013; Boyd, 2012; Chitiyo, 2012; Guider & Olrich, 2012; Kacwamu, 2010; Mukama, 2010; Osher et al., 2010; Parker et al., 2010; Lewis *et al.*, 2005; Lewis, 2001; Miller, Ferguson & Byrne, 2000). Specifically, the studies of Ford (2013) and Boyd (2012) indicate that student discipline is

reflected by the manner in which students behave when they are in classrooms, on the school compound and in the neighbouring community when compared to how they are expected to behave in each situation. These studies further outline a number of indicators that can be used to determine the kind of discipline displayed by students. These include measures of academic discipline and non-academic discipline.

Ford (2013) and Boyd (2012) however, do not provide the specific illustrations of these measures. Fortunately, Parker *et al.* (2010), Lewis (2001) and Miller *et al.* (2000) highlighted measures of students' academic discipline, including punctuality for classroom and school activities, regularity in school attendance, and quality of schoolwork as reflected by the grades, scores or marks obtained in continuous assessment (classroom work, tests and homework) and summative examinations. These studies indicate that students who observe these indicators are stated are considered disciplined while those do not observe them are referred to as undisciplined or disobedient students. The studies, however, identified these measures using a general perspective. This study is intended to use them in a particular context of boarding secondary schools in Nakawa Urban council.

According to Messer and Fink (2012), other measures of improved students' discipline include obeying and showing respect for teachers, administrators, and other staff members, and respecting fellow students. Atuhire (2014) added other measures, including offences that students commit against fellow students, school administrators, teachers, and other school staff members and members of the surrounding community; students' frequency of involvement in immoral acts and in the use of abusive language. Guider and Olrich (2012) identified other measures, including students being in the right place at the right time, having self-control, and desisting from quarrelling, and stealing other students' property, and involvement in risky

behaviour (e.g. alcoholism and abusing drugs). Guider and Olrich (2012) observed further that students who fail to observe each of these indicators are referred to as undisciplined students.

Generally, the observations indicate how student discipline can be measured, but they do not focus on this improvement in the context of boarding secondary schools in Nakawa Urban council. Also, most of the studies do not show how the improvement relates to mentoring. Those that show this relationship do so while referring to schools outside Uganda. This study is thus needed to establish the level of improvement in student discipline as it applies to these schools.

2.2.3 Mentee evaluation and giving feedback and students' discipline

According to Patterson and Korf (2013), another practice is; mentee evaluation and giving feedback. This is to encourage excellence by setting high-performance expectations and encouraging mentees to pursue their realisation. These researchers observed that this practice helps to understand the mentees' needs deeply, which leads to provision of solutions to the tabled problems, issues, and troubles either by the mentor or by encouraging the mentee to do so by himself or herself. This practice works well with patience, compassion, and understanding. According to Hart (2010), this practice also involves confronting unacceptable or undesirable behaviour by discouraging any exhibition of inappropriate behaviour while encouraging desired behaviour. This practice is implemented not by confronting the mentee but by confronting the behaviour itself by acknowledging and naming it and pointing out the need for the mentee to reflect on and change it (Adele, 1998).

Different studies have been conducted on the relationship between mentoring practices and improvement in student discipline. These include the study of Wambua, Kalai and Okoth

(2017), Bruch, Haynes and Hylka (2016), Schnautz (2014), Ford (2013), Johnson and Lampley (2010), Osher *et al.* (2010), Hawken *et al.* (2007), and Coppock (2005), amongst others.

Specifically, Wambua *et al.* (2017) conducted a study to investigate the relationship between school principals' use of student mentoring programmes and students' indiscipline. They measured mentoring in terms of successful alumni and teachers giving ethical advice, guidance, counselling, and clarification of career expectations to students. Indiscipline was measured in terms of the extent of theft of students' items; prevalence of sneaking out of school; prevalence of drug and substance abuse; prevalence of defiance of school and teacher authority; prevalence of students' missing of lessons; prevalence of student strikes and demonstrations; and prevalence of failure to attend school activities. Academic indiscipline was measured in terms of the prevalence of missing lessons by students; punctuality for classroom work; and failure to do homework. Wambua's study was designed as cross-sectional survey. Their findings revealed a statistically significant but negative relationship by which that student mentoring accounted for 66.3% of the reduction in all the various forms of student indiscipline. Based on these findings, Wambua *et al.* (2017) concluded that mentoring is a strong practice of reducing student indiscipline. This study was, however, conducted in boarding secondary schools in Machakos County, Kenya, but not in those in Nakawa Urban council, Kampala, Uganda. Therefore, their findings needed to be validated in the context of boarding secondary schools in Nakawa Urban Council.

Bruch *et al.* (2016) analysed the findings of a student survey that involved all 6th, 8th, and 11th grade students in the Iowa City Community School District. The survey asked these students to report on their experiences of school across a number of areas including relationships with teachers, mentor relationships, support resources, negative experiences of school, social

belonging, motivations to attend school, perceptions of discipline, inclusive classrooms, and the salience of race and gender for social identity and relationships. The conducted correlation and regression analysis revealed that positive mentor relationships between teachers and students not only lowered the likelihood of disciplinary problems in a school but was also strongly and positively associated with improved overall academic achievement.

Similar observations were reached in the studies of McQuillin *et al*. (2013), Bernstein *et al*. (2009) and Herrera *et al*. (2007). In particular, Herrera *et al*. (2007) established a strong positive relationship between the mentoring that teachers provided to students and student academic discipline, especially when mentoring is longer or more durable. McQuillin *et al*. (2013) found out that school-based mentoring was most impactful when it was goal-driven and when it was based on an instrumental approach. According to Bernstein *et al*. (2009), teachers' mentoring of students have the capacity to increase student engagement and academic concentration, and it also improves students' non-academic behavioural. All these observations were, however, made based on studies conducted in America and Europe. The question then is: Could the findings of these studies also apply in African school settings such as those in Nakawa Urban council in Uganda?

The study of Ford (2013) examined the relationship between the mentoring of undisciplined students in fourth and fifth grades for one year and their indiscipline generally and academic indiscipline in particular. The findings of the study revealed that there was a significant and negative relationship between mentoring and student indiscipline. Students' indiscipline significantly declined as they got mentored. Ford (2013) therefore concluded that mentoring should be administered to undisciplined students in order to ensure that their indiscipline declines. This study was, however, conducted at a school in Owings Mills, Maryland. Whether

its findings are valid in the context of students in boarding secondary schools in Nakawa Urban council or not is, therefore, necessary to investigate.

Osher *et al.* (2010) approached student discipline as a school-wide, classroom, and individual behavior displayed by student and sought to examine whether mentoring is one of the practices that can be applied to maintain this discipline as desired. The findings revealed that mentoring related significantly and positively to improvement in student discipline. Osher *et al.* (2010) therefore recommended that mentoring programmes should be adopted in schools to prevent student indiscipline. These researchers maintained that mentoring was better to tackle disruptive students than exclusionary and punitive approaches. Could this be the case in boarding secondary schools in Nakawa Urban council?

Hawken *et al.* (2007) conducted a study to evaluate the relationship between a mentoring practice implemented through the Behaviour Education Program (BEP) and changes in the discipline of students at risk for more severe problem behaviours. The study was conducted about 12 elementary school students. Results indicated that the practice led to a decrease in indiscipline for the majority of students who were exposed to it. Consequently, Hawken *et al.* (2007) concluded that mentoring can be used to help students effectively stop to engage in indiscipline. These researchers, however, conducted their study about students in elementary schools, not in boarding secondary schools. Similar findings were established by Coppock (2005), but the study was conducted on mentoring at-risk Hispanic students in self-esteem, academic growth, and citizenship. More research is therefore needed to establish whether their findings also apply to students in boarding secondary schools in Uganda, particularly those in boarding schools in Nakawa Urban council.

All the studies cited above agree that mentoring has a significant relationship with student discipline. The relationship is such that mentoring improves students' discipline. It can be help deal with students involved in risk-behavior in a manner that enables them to leave the behaviour and adopt desired discipline. The studies, however, were all conducted outside Uganda, implying that they speak nothing about this relationship as it applies in the context of boarding secondary schools in Uganda generally and those in Nakawa Urban council in particular. This is the gap which this study is proposed to fill.

Schnautz (2014) conducted a study to examine the relationship between a school-based mentoring program and changes in the discipline of the junior high school students who were deemed to be undisciplined. Participants included 72 junior high school students from two separate junior high schools in the 7th and 8th grades in Utopia Independent School District, a suburban school district in the southwestern United States. The measures of student discipline included attendance, discipline referrals, report card grade averages in core courses, TAKS (Texas Assessment of Knowledge and Skills) scores in Mathematics and reading. Results indicated that the program showed a significant relationship with all the measures. Schnautz (2014) concluded thus that the findings provided evidence that school-based mentoring programs have a positive impact on student discipline. They can help avert indiscipline among students. Since this study was conducted in the United States, it leaves the question of whether its findings are valid in the context of students in boarding secondary schools in Nakawa Urban council begging an answer. This study is therefore set to provide the answer.

Lunsford (2012) investigated the extent to which mentoring services that teachers provided to their students influenced student outcomes, including discipline. Survey results from 477 respondents, indicated that most students believed mentoring was important and over half of

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them received mentoring support from their advisor. Regression results showed advisor mentoring was a significant and positive predictor of student outcomes, including discipline. The sample for this study was, however, selected from universities, not boarding secondary schools. It was, therefore, important to find out whether the findings of this study were also in the context of boarding secondary schools, taking those in Nakawa Urban council, Kampala in Uganda as a case in point.

Gordon, Downey, and Bangert (2013) observed that schools have encouraged school-based mentoring programs (SBMP) to foster positive disciplinary outcomes for children and adolescents, but the effectiveness of the programs remained questionable. They therefore designed to examine the impact of participation in an SBMP on behavioural and social outcomes for sixth through tenth-grade students. The findings revealed that compared to control students (students who had not been exposed to SBMP), those who had participated had significantly fewer unexcused absences, discipline referrals and they reported significantly higher scores on four measures of connectedness. From these findings, Gordon *et al.* (2013) concluded that mentoring improves student academic and non-academic discipline by reducing school absences, reducing disciplinary referrals (undisciplined students), and improving social connectedness (improved relationships, outward expression of positive feelings, the seeking of emotional and other forms of social support from fellow students) among students. This study was, however, conducted about middle school students in northern Rocky Mountain region of the United States. Whether its findings hold in the case with student in boarding secondary schools in Nakawa Urban council was therefore necessary to establish.

In her study on the impact of mentoring African American middle-grade males, Washington (2012) found out that this impact was positive. Mentoring helped students who were dodging

maths classes to improve. As mentoring helped them to increasingly get maths problems correctly, it improved their interest in the subject, boosted their self-esteem, self-worth, self-pride, and self-respect, and they began attending maths classes regularly. Washington (2012) observed further that even when mentoring had positive results, the fact that it does not involve administered punitive punishment can encourage some students to engage in indiscipline. Once students find out that their colleagues are not punished when they do wrong, they also start doing the same or worse things. Similar findings appear in the study of Defreitas and Bravo (2012) and Booker and Brevard (2017). However, all these studies were conducted in America and their sample consisted of only African American and Latino male students in middle-grade schools and colleges. Whether these findings hold in the case of both male and female students in Uganda was hence necessary to investigate.

Kirkland, Villavicencio, and Fergus (2016) conducted a study on how schools can improve their climate and discipline practices. They found out that using rewards and punishments to counter misbehavior, and exerting power and excluding students may temporarily lead to desired student behaviour, but such practices do not yield long-lasting positive behaviour. Kirkland *et al.* (2016) consider such practices detrimental at best because removing students from schools can exacerbate educational inequity and have detrimental effect on school climate. These researchers made these remarks after finding out that mentoring yielded better and more positive results on student discipline than punish punishment. They, therefore, recommended mentoring as one of the programs that were needed to replace punitive punishments such as suspensions, caning, and dismissal in schools. Similar observations appear in the work of Chitiyo (2012), Parker *et al*. (2010), Shepard (2009), Whiston and Quinby (2009), and Scandura and Pellegrini (2007).

2.2.4 Role modelling and student discipline

Modelling mentoring practice is discussed in the work of Patterson and Korf (2013), Hart (2010), and Zachary (2009). In particular, Hart (2010) observed that one of these practices involves acting as a good example or in an exemplary manner by demonstrating the behaviour a mentee is expected to emulate, monitoring and discouraging deviation of the behaviour and engaging in activities that illustrate the behaviour.

Turning to role modelling, Inzer and Crawford (2005) describe it as a causal technique used by mentors naturally and without being described by organisations. These authors note further that role modelling is different from other mentoring practices by the fact that it is based on trust and friendship, are associated with high emotional connotations, and it is either the mentor or the mentee who initiates them (but not an organisation), except in a parent-child mentoring relationship. These authors indicate that informal mentoring practices apply anywhere–at home, workplace and in social, professional, and family activities. The practices are, for instance, used when parents are mentoring their children, when teachers are mentoring students not because the school has prescribed so but out of choice, and when an older and wiser person is mentoring a younger and less wise person by giving insight, knowledge, wisdom, friendship, and support.

The specific informal mentoring practices pointed out by Inzer and Crawford (2005) and also appearing in the work of Garvey (2011), Colley (2009) and Zachary (2002) include provision of educative information, providing mentees with exposure to desired behavioural demonstrations, engaging mentees in positive psychosocial activities, facilitating their social interactions, emotional development (self-control) and attitude change, role modelling for them, providing friendship, and informal counselling (giving corrective advice), career guidance,

goal-directed and conversations, informal coaching, encouraging making wise choices (making intelligent decisions) and provision of challenging assignments.

It should be noted that while there is general agreement that mentoring has a positive relationship with student discipline, there are studies that have shown that this relationship varies from school to school, depending on how it is valued and emphasised by school authorities, how prepared teachers are to mentor students, and depending on whether the school is boarding or day. Mentoring is more beneficial to students when it is supported by school management, when the teachers are willing and ready to provide it and when the school is a boarding school, and when at-risk students are willing to attend mentoring sessions (DuBois *et al.*, 2002), and when mentors and mentees share the same background (Zirkel, 2002). While these factors may cause differences in the effect of mentoring on student discipline, they are not investigated in this study because its main aim to establish the effect itself, not factors moderating it.

2.3 Identified Gaps

The preceding literature identifies different practices that can be used to mentor students in boarding secondary schools. It also indicates that student discipline can be academic or non-academic and that each form of discipline is measured using different indicators. The literature indicates further that there is a positive relationship between mentoring practices and student discipline and a negative relationship between mentoring practices and student indiscipline. The literature is, however, lacking as far as the nature of this relationship in boarding secondary

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schools in Nakawa Urban council in Kampala is concerned. This study was, therefore, addressed this deficiency in the existing body of knowledge.

Chapter Three

Methodology

3.0 Introduction

This chapter explains how the study was conducted. Therefore, it discusses the research design, study population, sample and sampling techniques, data collection instruments, how their validity and reliability were tested, and the methods that were used to analyse the data. The chapter also presents ethical considerations and limitations of the study.

3.1 Research design

The researcher used a cross-sectional design to establish the relationship between mentoring practices and student discipline in boarding secondary schools in Nakawa urban council. This design was considered appropriate for the study due to the fact that it is used to gather data from a sample of a population at a particular time in order to obtain information about preferences, attitudes, practices, concerns or interests of a group of people (Amin, 2005). The quantitative methods included the descriptive and the correlational methods while the narrative technique was the qualitative method applied. The descriptive and narrative methods helped answer the first and second research questions of the study. The design used Pearson correlation and regression analysis to establish the relationship between mentoring practices and student discipline**.**

3.2 Population and Sampling Techniques

3.2.1 Target Population

The target population consisted of 03 Headteachers, 120 teachers; and 360students in boarding secondary schools in Nakawa urban council. The aforementioned categories of participants

were considered appropriate for this study because they have firsthand opinions, views and ideas regarding the prevalent relationship between mentoring and student discipline in boarding secondary schools in Nakawa urban council. This is based on the fact that they are key actors in the instructional process.

3.2.2 Sample

A sample is a part of the targeted population that is systematically selected to represent the whole population. The sample size for teachers and students was determined using Krejcie and Morgan, (1970) sampling table

Table 3.1: Sample size description

Respondent category	Population	Expected Sample as per Krejcie & Morgan	Actual sample size	Response rate
Schools	3*	3*	3*	100.0
Head teachers	3	3	2	66.7%
Teachers	240	148	120	81.1%
Students	10,994	370	360	97.3%
Total	11,240	521	482	92.5%

Not included in the total; Source of population figures: Ministry of Education and Sports (2016)

Table 3.1 indicates that out of the three expected headteachers, two responded, giving a response rate of 66.7%. Out of the 148 expected teachers, 120 participated, registering a response rate of 81.1%. Out of the 370 expected students, 360 took part in the study, thereby posting 97.3% response rate. In general, the expected sample size was 521 respondents, but 482

participated in the study, and these were equivalent to 92.5%. These response rates indicate that the number of respondents who were expected to participate in the study largely realised.

3.2.3 Sampling methods

Respondents were selected using universal, stratified, purposive and simple random sampling as explained by Amin (2005) as follows:

Stratified sampling

A stratified sampling technique was used to select students from different classes. Students were divided into groups of ten in their respective classes for group discussion. (both senior four and senior six)

Purposive sampling

Purposive sampling was used to select headteachers because of their extensive knowledge about the variables under study and have wider exposure as well as experience about the relationship between mentoring and student discipline in boarding secondary schools. In principle they should also be having willingness to provide the information.

Simple random sampling

Simple random sampling was used to select teachers and headteachers. This helped in avoiding biases and providing relevant, accurate and adequate data for the study.The advantages of a simple random sample include its ease of use and its accurate representation of the larger population.

3.3 Research instruments

The following were the research instruments used in the study:

3.3.1 Self-administered questionnaires

Two sets of self-administered questionnaires were designed according to the research questions of the study and administered to teachers and students, respectively. This type of questionnaire was appropriate because all targeted respondents were literate enough to read and answer. Indeed, teachers and Senior Four and Senior Six students could by virtue of their academic standards, read and write. In addition, structured questionnaires could accommodate a wide range of close-ended questions (May 2011) and hence enabled the collection of exhaustive quantitative data that was needed to answer the research questions adequately.

3.3.2 Interviews

The researcher employed the interview as a tool to obtain first-hand information from the respondents about their feelings about the relationship between mentoring and student discipline. This research instrument was used to gather information from headteachers and their deputies. As noted by Amin (2005) interview is considered an appropriate data collection tool because the participants are able to freely express their views as well as making it possible for the researcher to explain and clarify the questions being asked.

3.4 Validity and reliability of research instruments

3.4.1 Validity

The validity of the designed questionnaires and interview schedule was tested using the content validity test. This involved the researcher identifying two people knowledgeable about the theme of the study. One of these people was the supervisor. They were each and separately asked to assess the items in the instruments by rating each as either relevant (R) or irrelevant

(IR). Using the ratings, a Content Validity Index (CVI) was computed for each instrument using the formula adopted from Amin (2005) as follows:

CVI =<u>*All items assessed relevant (R)*</u>

Total number of items in each instrument (R + IR)

As shown in Appendix A4, the computed indices were 0.974 for the student questionnaire, 0.975 for the teachers' questionnaire and 0.875 for the head teachers interview guide. These indices were each greater than 0.7, which, according to Amin (2005), should be the minimum acceptable threshold for a valid research instrument. Therefore, the designed instruments were valid enough to collect accurate data.

3.4.2 Reliability

Reliability is the measure of the degree to which a research instrument yields consistent results after repeat. The reliability of the designed questionnaires was established after conducting a pilot study involving 10 respondents per instrument. The filled in data was entered in the SPSS program, which was used to compute reliability using the Cronbach Alpha method of internal consistency. The Cronbach Alpha coefficient for the student questionnaire was 0.906and that of the teachers' questionnaire was 0.813 (See Appendices A5 and A6). Each of these Alpha coefficients was greater than 0.7, which should be the minimum acceptable value(Amin, 2005). Therefore,the questionnaires were reliable enough to collect dependable data.

3.5 Data analysis

Data was analysed using both qualitative and quantitative methods as explained below:

3.5.1 Qualitative Data Analysis

All data collected in form of open-ended interview responses was analysed using the narrative technique. As explained by May (2011) and Baxter and Jack (2008), the use of this technique involved transcribing the interview responses provided by the head teachers. These responses were then sorted and categorised according to the research questions and quoted directly into the text presented in the next chapter, with minor editing where need arose.

3.5.2 Quantitative data analysis

Quantitative data was collected in form of numerically coded responses. This data therefore analysed using quantitative techniques. The process started with sorting the questionnaires to remove those that had been properly filled in from those that were not properly filled in. This was followed by checking all the filled in questionnaires for completeness and inconsistencies in responses. Thereafter, the data was entered into SPSS, Version 22 using the numerical codes assigned to the responses, and according to how respondents answered. After entering the data, it was screened to clean it up by correcting any entry errors and missing values. Consequently, descriptive analysis was conducted to generate relative frequencies (percentages) and summary statistics (means, standard deviations) that were needed to describe the sample, and to explain the extent to which mentoring was conducted in the selected schools and the level of discipline displayed by students in these schools as revealed by the selected teachers and students.

After descriptive analysis, data transformation was conducted to construct mentoring and student discipline as global variables. These global variables were constructed by summing up all the responses that teachers and students provided to the items used to measure each variable.

Thereafter, Pearson correlation analysis was conducted to establish the relationship between mentoring and student discipline. Linear regression analysis was conducted to establish whether the relationship was predictive or not at the .05 level of significance. The findings obtained from these analyses are presented in the next chapter.

3.6 Limitations of the Study

The first limitation was time. The study had to be conducted and completed in the second year of the Masters programme. However, this was not the case because as a working student, the researcher was juggling between carrying on with the study while also working as a teacher. This limitation was further complicated by the fact that the researcher could not collect data during the school term because she was busy from 6:00 am to 6:00 pm every school day. The free time she would get would be during holidays, but even then, the head teachers, teachers and students would also be on holiday. So, there would be no respondents from whom to collect the data. This limitation was however, minimised by making arrangements with fellow teachers to stand in for the researcher whenever she went out to collect data. She would then reciprocate the same gesture whenever the colleagues would not make it due to their personal programmes.

Another limitation was funding. A lot of money was required to meet expenses on production (typing, printing and photocopying) of different copies of proposals, over 300 research instruments, data collection and typing, printing and photocopying of the required number of dissertation copies, leave alone the expenses incurred to prepare copies that the supervisors corrected. This limitation was minimised by getting a salary advance of six months, and by appealing to my parents for financial assistance.

The study relied on perceptions of respondent head teachers, teachers and students, and not on factual data. This means that depended more on subjective data and was therefore be limited in the objective sense. This limitation was however, minimized by requesting these respondents to be as honest and authentic in their responses as possible.

Furthermore, even when a lot of effort was spent on administering questionnaires and interview schedules to the selected respondents, all the distributed instruments were not returned as expected. Some of the head teachers and teachers lost their instruments. Others accepted the instruments but returned them unfilled in. Some of the head teachers were not as cooperative and willing as had been anticipated. Even some of the head teachers who had been targeted to participate in the study were not able to do so. They only allowed the researcher to have access to the teachers and students, and left their schools for other official engagements. In spite of all the efforts to check on some of these respondents as and when the appointments fixed with them fell due, they would be found when they had not filled in their research instruments. This reduced the response rate as explained in the next chapter.

3.7 Ethical Consideration

Ethical issues that were considered in this study included those identified by Booth, Colomb and Williams (2008). These included: seeking authorized access to data sources which constituted the selected head teachers, teachers and students. This was done using an introductory letter obtained from the head of department as explained before. The permission was sought from the head teachers of the selected schools. When access to the respondents was granted, the researcher made effort to seek each respondent's informed consent, willingness and acceptance to participate in a study. This was done by explaining the purpose of the study and why the respondents were needed to participate in it by providing the data sought from

them. Confidentiality of the respondents was also put into account by requesting them not to disclose their names. Confidentiality was further observed by not revealing the names of the schools from which the data was collected. This was deliberately done to avoid connecting the findings to particular schools especially as far as the sensitive matter of student discipline, which would damage the reputation of the selected schools, was concerned.

Chapter Four

Presentation and Interpretation of Findings

4.1 Introduction

This chapter presents and interprets the study findings. The chapter is organised according to the research questions set to be answered in this study. For each research question, the findings are systematically presented according to the methods used to analyse the data and to the respondents from whom the findings were obtained. The first section of the chapter, however, presents a description of the sample from which the findings were obtained.

4.2 Sample characteristics

The characteristics that were considered relevant for the study included respondents' sex, age, head teachers' and teachers' highest level of education, teaching experience, period respondents had spent in their current schools, and the class in which selected students were. As far as sex was concerned, the realised sample was distributed as shown in Figure 4.1.

Figure 4.1: Sample distribution by sex
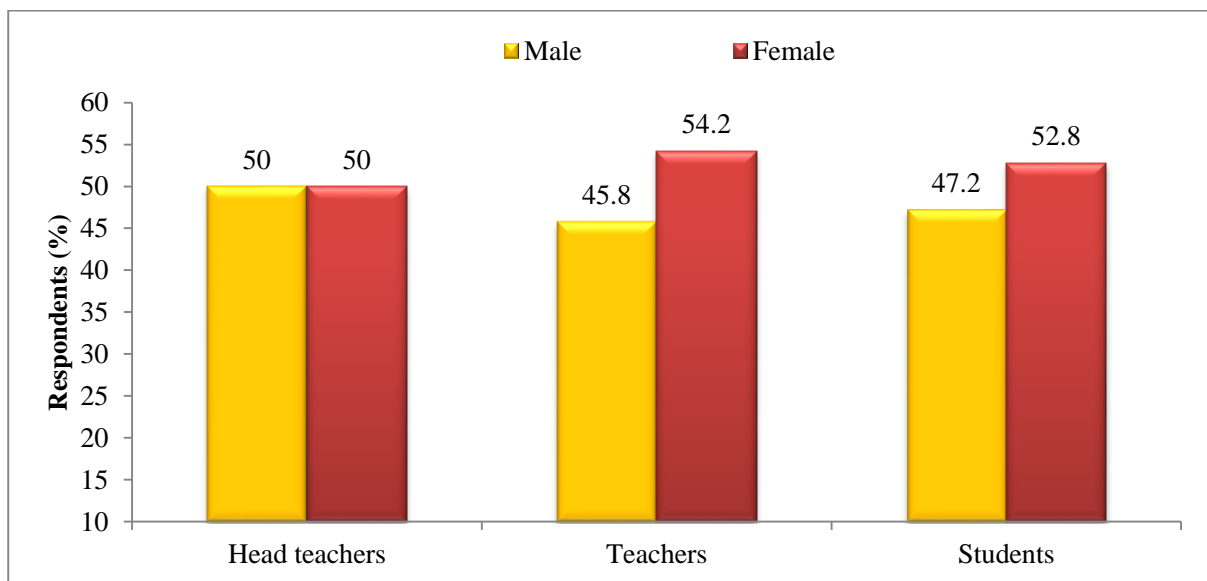
Figure 4.1 indicates that in terms of sex, the selected male and female head teachers were proportionally equal (50%). As for teachers, while 45.8% were male, 54.2% were female. As far as students were concerned, 47.2% were male while 52.8% were female. These findings indicate that both forms of sex were represented in the study, with minor and therefore ignorable proportional differences between male and female teachers and students. The findings suggest that for the selected schools, mentoring could take place whether those needed in the mentoring relationship were male teachers with male students, female teachers with female students, male teachers with female students, or female teachers with male students. Therefore, sex distribution of the elected sample suggests that any mentoring relationship could be formed between teachers and students.

The distribution of teachers and students according to their age is summarised in Figure 4.2.

Figure 4.2: Distribution of selected teachers and students by age in years
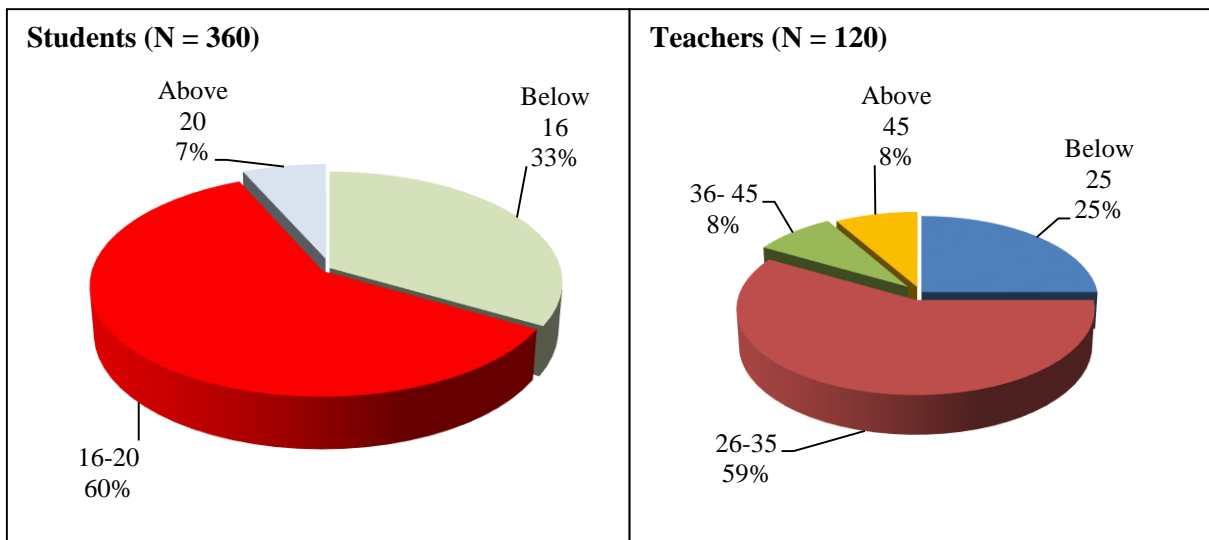
The findings in Figure 4.2 show that while most of the students (93% = 60% + 33%) were below 20 years, with the majority of them (60%) being between 16 and 20 years of age, the majority of the teacher (75% = 59% + 8% + 8%) were above 25 years of age. These findings indicate that there was at least a 5-year age difference between the majority of the teachers and students. This difference suggests that most of the teachers were old enough to mentor students. With respect to the head teachers' and teachers' highest level of education, the findings appear in Figure 4.3.

Figure 4.3: Distribution of head teachers and teachers by highest qualifications
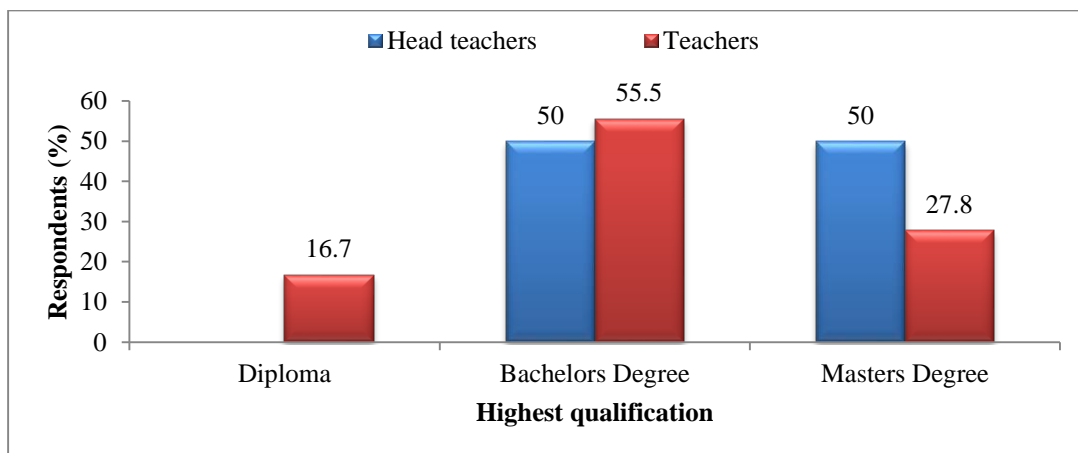
Figure 4.3 indicates that only 16.7% of the respondents had a diploma as their highest qualification. This reveals that the remaining 83.3% had at least a Bachelor's Degree as their highest qualification and of these, 50% of the head teachers and 27.8% of the teachers had a Master's Degree. These qualifications suggest that most of the headteachers and teachers were qualified enough to mentor students professionally. The findings obtained about the head teachers' and teachers' teaching experience are shown in Figure 4.4.

Figure 4.4: Distribution of head teachers and teachers by teaching experience
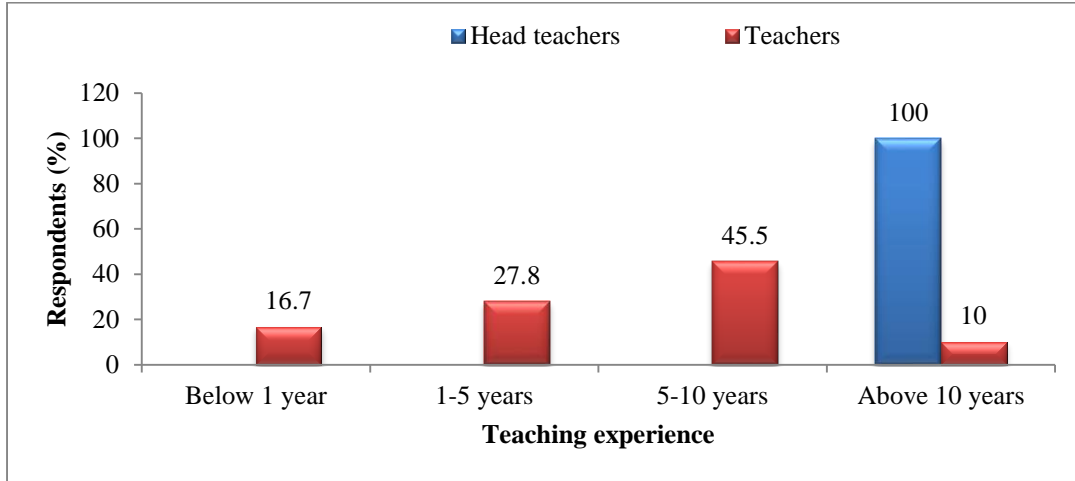
From Figure 4.4, while the teaching experience of most of the teachers (55.5% = 45.5% +10%) was at least five years that of all the head teachers (100%) was above 10 years. This teaching experience was enough for the majority of the selected teachers and all the head teachers to divulge data about mentoring from an informed point of view. The distribution of the selected students by their classes is presented in Figure 4.5.

Figure 4.5: Distribution of selected students by class
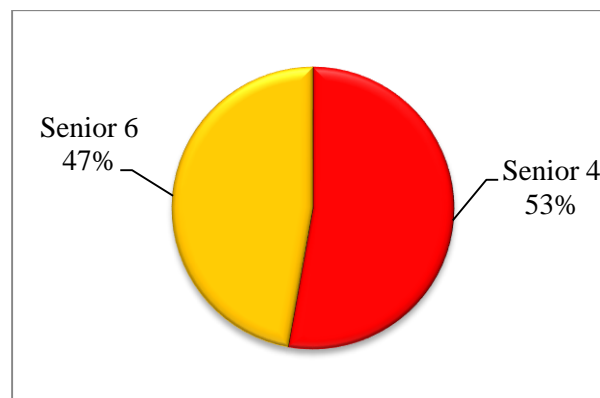
Figure 4.5 indicates that the selected students were 53% from Senior 4 and 47% from Senior Six. Senior 4 students slightly edged over their counterparts because they were relatively more than Senior 6 students in the study population. This percentage distribution is therefore a reflection of the proportionate distribution of these respondents in the study population. As explained in Chapter Three, Senior 4 and Senior 6 students were selected because of the fact that they had spent relatively more time in their respective schools compared to their counterparts in other classes. Therefore, they were in a relatively better position to divulge more dependable data compared to their counterparts. Findings regarding the period that the respondents had spent in the schools from which they were selected are presented in Figure 4.6.

Figure 4.6: Sample distribution by period spent in school
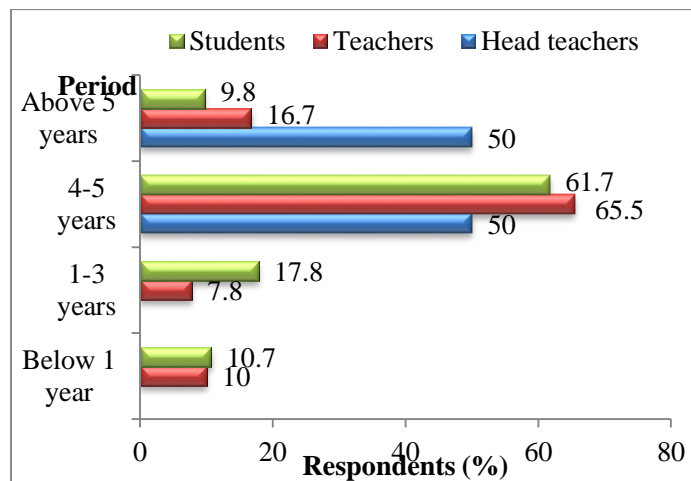
The findings in Figure 4.6 reveal that the largest proportions of teachers (65.5%) and students (61.7%) correspond to the period of 4-5 years with equal proportions of head teachers (50%) falling between 4-5 years and above 5 years. These findings suggest that most of the respondents spent at least four years in the selected schools. This period was enough for these respondents to be acquainted enough with the nature of mentoring conducted and the level of

student discipline displayed in their schools. Findings obtained about these variables are presented henceforth following the research questions set to be answered in this study.

4.3 Research Question One

What is the relationship between orientation and students' discipline in boarding secondary schools in Nakawa Urban council?

This research question was answered based on the opinions of the selected respondents on how students'orientation was conducted in their schools. To begin with, the selected head teachers were asked whether their schools had orientation programme for students. All of them (100%) answered in affirmative, which meant that that this programme was in place. A headteacher from school A said:

> *Our orientation programme is implemented through teachers. Each teacher is allocated a number of mentees, ranging from 10 to 15. The teacher is expected to meet his/her mentees either as a group or on a one-to-one basis and on a regular basis (every Wednesday and Friday evening). He/she is expected to meet the mentees having prepared an academic or behavioural topic to discuss about in a conversational manner, allowing students to talk about it freely so that they can open about what they need to know, what they are complaining about, and their personal needs and challenges as they related to the topic being discussed. The teacher is expected to guide the conversation, but should it veer off the prepared topic to a more relevant and catchy issue, the teacher is expected to be flexible to allow mentees exhaustive the issue. Accordingly, the issue that may take more time during a mentoring session can be brought up or suggested by one of the mentees within the context of the topic teacher has prepared. The*

teacher is expected to write in the mentoring books provided to students for purposes of following up progress in solving students' personal behavioural and developmental challenges; counselling them where necessary; answering their curious questions, especially those to do with how best to identify and pursue their careers; advising them on choices they can make in life, especially those to do with which friends to keep and which ones not to keep; and assessing how students are behaviourally changing as a result of mentoring.(interview held on 10 November,2017)

A scrutiny of the preceding narrative reveals that students are mentored using different practices, which can be identified to include prior preparation of topics, conversational exchange about the topic between the mentor and mentees in a group or on a one-to-one basis, teacher flexibility that allows students to bring up and talk about any issue or challenge they need guidance about, counselling, and giving advice on career and choice of friends.

In another interview the headteacher of school B, had this to say when asked about the same question:

We have a student mentoring programme and it is well incorporated in our school timetable. This programme is actually encouraged in every school by the Ministry of Education. In the programme, we assign 10 to 20 students to each teacher who is expected to enlighten them about the school rules and regulations and how students can best observe them so that they are not caught on the wrong side of the rules. The teacher is also expected to provide parental guidance to mentees about how to develop self-control, boost their self-esteem, and to give them advice about how to conduct themselves in self-respecting manner while

giving their peers, teachers, other staff members, head teachers, and elderly

people the respect they deserve. The teacher is expected to teach students basic

etiquette, encourage them to speak out their grievances, freely communicate

about any risky behaviour to which they are exposed or may be tempted to get

involved so that they can be advised on how best to avoid the behaviour. The

teacher is expected to be personally involved with students, ethically giving them

emotional support where necessary; cultivating trust and ensuring that the

students are inspired to remain focused on their education and career goals

instead of meandering in unproductive behaviour, and following up to find out

whether the mentees are changing as desired.

The above narrative reveals that the practices used to mentor students include orienting them about school rules and regulations, guiding students to develop self-control, boosting students' self-esteem, and using personal involvement to advise them to behave in a self-respecting manner. It reveals other practices, which include allowing students to freely communicate about risky behaviours, advising them about how best to avoid these behaviours; giving students emotional support in an ethical manner; and cultivating trust and inspiring students to remain focused on their education and career goals.

In addition to the head teachers, teachers were asked to use a five point Likert scale of responses running from Strongly Disagree (1), Disagree (2), Not sure (3) and Agree (4) to Strongly Agree (5) to show whether their schools had a student mentoring programme. To this question, all the teachers (100%) strongly agreed that their schools had this programme. They were further asked to use the same scale to indicate the different practices that were used to mentor the students

through this programme. Descriptive analysis of their responses, with strongly disagreed added to disagree and agree added to strongly agree led to findings summarised in Table 4.1.

Table 4.1: Teachers' responses on practices used to mentor students in NakawaUrban council

| Indicators of mentoring practices | %Teachers per response (N = 120) | | | Mean | Std. |
	Disagree	Not Sure	Agree		
School has in place guidelines for mentoring students.	21.0	11.0	68.0	4.63	.591
Each student is allocated a teacher as a mentor.	12.0	6.0	82.0	4.66	.363
School timetable allocates time when students are expected to meet their mentors	8.4	11.6	80.0	4.53	.609
Mentoring session a teacher holds with a student is planned before it takes place.	31.8	4.2	64.0	4.08	.312
Students mentored on a one-to-one goal directed basis.	15.0	0.0	85.0	4.38	.140
Teachers mentor students by supervising what they do.	76.2	12.0	11.8	2.38	.866
Teachers help students undergoing any challenges by counselling them.	64.2	4.2	31.6	2.28	.424
Teachers mentor by showing deep personal involvement in caring about what students are going through.	84.0	4.2	11.8	2.39	.179

Indicators of mentoring practices	%Teachers per response (N = 120)			Mean	Std.
	Disagree	Not Sure	Agree		
Teachers mentor students by giving them ready-to-use training activities.	12.0	0.0	88.0	4.36	.539
Teachers mentor students equipping them with life skills needed to deal with challenges.	11.8	4.2	84.0	3.99	.476
Assigned mentors guide students about how to solve personal problems.	0.0	4.2	95.8	4.46	.403
After getting mentoring services, students are evaluated to determine changes.	100.0	0.0	0.0	1.96	.559
After evaluation student are given feedback about how they have changed.	82.0	8.0	10.0	1.93	.591
Teachers meet the students they are assigned to mentor in a casual manner.	12.0	6.0	82.0	4.31	.363
Mentoring is done using parental approach full of friendship and emotional concern.	15.8	4.2	80.0	4.43	.609
Students are given opportunity to select a teacher to mentor them.	84.0	11.8	8.4	1.88	.312
Teachers mentor by giving educative information informally.	15.0	0.0	85.0	4.38	.140

| Indicators of mentoring practices | %Teachers per response (N = 120) | | | Mean | Std. |
	Disagree	Not Sure	Agree		
Teachers mentor students through role modelling	76.2	12.0	11.8	1.69	.866
Teachers mentor students by encouraging them to engage in constructive activities.	8.4	4.2	87.4	4.23	.424
Teachers encourage students to develop self-control.	11.8	4.2	84.0	4.68	.179
Teachers mentor using informal conversations.	12.0	0.0	88.0	4.46	.539
Teachers mentor students by informally encouraging them to make wise choices.	11.8	4.2	84.0	4.59	.476
Teachers mentor students by acting in exemplary way.	95.8	0.0	4.2	1.69	.403
Teachers mentor students by discouraging bad deeds	0.0	0.0	100.0	4.49	.559
Teachers mentor students by encouraging them to face challenges positively.	12.0	0.0	88.0	4.44	.539
Teachers mentor students by setting high performance expectations.	87.4	4.2	8.4	1.58	.424
Teachers mentor students by talking against all unacceptable behaviours.	15.8	4.2	80.0	3.98	.609

| Indicators of mentoring practices | %Teachers per response (N = 120) | | | | |
	Disagree	Not Sure	Agree	Mean	Std.
Teachers mentor students by giving apt punishment.	11.8	4.2	84.0	4.18	.312
Total percentage	35.3	4.6	60.1	3.61	.457

From Table 4.1, the teachers who disagreed to the indicators meant that the embedded practices were not used to mentor students. Those who were not sure were construed to have shown that they could not tell whether the practices were used or not. The teachers who agreed meant that the practices were used. Consequently, the findings in Table 4.2 indicate that in total, 35.3% of the teachers disagreed, 4.6% were not sure and 60.1% agreed to the use of the practices. These findings suggest that the majority of the teachers showed that the practices were used to mentor students. Even the mean value corresponding to the total percentage (Mean = 3.61) was close to '4', a code for 'agree', suggesting that the total view was in favour of teachers who agreed that the practices were used to mentor students. The corresponding standard deviation (Std. = .457) was less than '1', suggesting that the responses that the majority of the teachers provided as individuals did not deviate much from the average response of the sample.

Not with standing the bias of the findings in favour of the teachers who agreed to the use of the practices, the fact that there was a relatively big proportion (35.3%) that disagreed suggests that the findings in Table 4.1 reveal two opposing views, namely: the positive view which suggests that the practices were used and the negative view whichimplies that the practices were not

used. The analysis of the mean distribution corresponding to particular indicators reveals that each embedded practice falls in one of these views. This analysis reveals that the practices that fell in the positive view are those in bold letters and those that fell in the negative are those not in bold letters. As illustrations, the practices that were used include: putting in place guidelines for mentoring students (Mean = 4.63, Std. = .591); allocating mentors to students (Mean = 4.66, Std. = .363); allocating time for mentoring by the school timetable (Mean = 4.53, Std. = .609) and mentors making prior planning before holding any mentoring session with students (Mean = 4.08, Std. = .312).

The other practices used to mentor students included: mentoring on a one-to-one goal directed basis (Mean = 4.38, Std. = .140); giving students ready-to-use training activities (Mean = 4.36, Std. = .539); teaching or equipping students with life skills needed to deal positively with challenges faced in inevitably faced life (Mean = 3.99, Std. = .476); and giving students guidance about how to solve personal problems (Mean = 4.46, Std. = .403). The other practices applied to mentor students included: meeting students in a casual manner (Mean = 4.31, Std. = .363); giving students educative information informally (Mean = 4.38, Std. = .140); and using informal conversations (Mean = 4.46, Std. = .539) to encourage students to make wise choices (Mean = 4.59, Std. = .476). Other applied mentoring practices were the parental approach that was full of friendship and emotional concern (Mean = 4.43, Std. = .609); encouraging students to engage in constructive activities (Mean = 4.23, Std. = .424) and to develop self-control (Mean = 4.68, Std. = .179); and discouraging students from all forms of bad behaviours/deeds (Mean = 4.49, Std. = .559) and talking against all unacceptable behaviours (Mean = 3.98, Std. = .609). Other practices that were used to mentor students included encouraging students to face

challenges positively (Mean = 4.44, Std. = .539); and giving students apt punishments to students in wrong (Mean = 4.18, Std. = .312).

Illustrations of practices that were not used include: supervision of what students were doing (Mean = 2.38, Std. = .866); counselling (Mean = 2.28, Std. = .424); deep personal involvement (Mean = 2.39, Std. = .179); mentee evaluation (Mean = 1.96, Std. = .559) and giving feedback (Mean = 1.93, Std. = .591). All other practices appearing not in bold letters are similarly interpreted. In general, the findings obtained from teachers and summarised in Table 4.2 reveal that there were practices that were used and those that were not used to mentor students in the selected schools. To corroborate the use of the practicesreported by teachers, the students were also asked to use the same scale of responses to show whether their schools had a student mentoring programme. They all (100%) strongly agreed, suggesting that the programme was in place. They were therefore asked to use the same scale to indicate the extent to which their mentoring teachers used the different practices to mentor them. Descriptive analysis of their responses generated results presented in Table 4.2.

Table 4.2: Students' responses on practices used to mentor students in Nakawa Urban council

	%Students per response(N = 360)				
Indicators of mentoring practices	Disagree	Not Sure	Agree	Mean	Std.
The school has programme for o students.	21.2	0.0	78.8	4.475	.802
Each student is allocated a teacher as a mentor.	0.0	7.5	92.5	4.29	.764

Indicators of mentoring practices	%Students per response(N = 360)			Mean	Std.
	Disagree	Not Sure	Agree		
School timetable allocates time when students are expected to meet their mentors.	12.5	0.0	87.5	4.40	.403
Mentors hold mentoring sessions after planning for them.	32.5	0.0	67.5	4.48	.582
Teachers mentor students on a one-to-one goal directed basis.	20.0	0.0	80.0	4.964	.947
Teachers mentor by supervising whatever student do.	73.7	7.6	18.7	1.78	.739
Teachers mentor by counselling students to overcome life challenges.	77.5	10.0	12.5	1.61	.537
Teachers mentor by showing deep personal involvement in caring about what is going on in their mentees' lives.	77.5	22.5	0.0	1.41	.836
Mentor-teacher gives ready-to-use training activities	0.0	12.5	87.5	4.68	.737
Mentor-teacher equips students with life skills needed to deal with the challenges you face in daily life.	3.7	0.0	96.3	4.49	.143

Indicators of mentoring practices	%Students per response(N = 360)			Mean	Std.
	Disagree	Not Sure	Agree		
Mentor-teacher guides mentees about how to solve personal problems.	12.5	0.0	87.5	4.58	.705
Mentor-teacher evaluates mentees to determine changes.	87.4	12.6	0.0	1.23	.476
Mentor-teacher gives feedback from evaluation.	78.8	21.2	0.0	1.35	.802
Mentor-teacher mentors in a casual manner.	17.5	0.0	82.5	4.59	.764
Mentor-teacher uses a parental approach full of emotional friendship.	22.5	0.0	77.5	4.60	.403
Students choose their mentor-teachers.	92.5	7.5	0.0	1.18	.582
Mentor-teacher gives educative information informally	20.0	0.0	80.0	4.54	.947
Teacher mentors by acting as a role model	72.2	7.6	20.2	1.28	.739
Mentor-teacher encourages students to engage in constructive extra curricula activities.	12.5	10.0	77.5	4.11	.537
Mentor-teacher encourages you to develop self-control.	0.0	22.5	77.5	4.61	.836
Mentor-teacher uses informal conversations to share with you about what you need to do in order to succeed in life.	0.0	12.5	87.5	4.68	.737

Indicators of mentoring practices	%Students per response(N = 360)			Mean	Std.
	Disagree	Not Sure	Agree		
Mentor-teacher informally encourages students to make wise choices.	3.7	0.0	96.3	4.63	.143
Mentor-teacher's behaviour is exemplary.	31.2	36.3	32.5	3.08	.705
Mentor-teacher discourages students from bad behaviour.	15.0	12.6	72.4	4.13	.476
Mentor-teacher encourages students to face challenges inevitably met in life with a positive attitude.	0.0	12.5	87.5	4.48	.737
Mentor-teacher sets high performance expectations that encourage students to aim ever higher.	77.5	10.0	12.5	1.61	.537
Mentor-teacher specifies unacceptable behaviour with the aim of discouraging students from engaging in it.	22.5	0.0	77.5	4.30	.403
Mentor-teacher gives appropriate punishment.	17.4	5.8	78.8	4.17	.682
Total percentage	33.7	8.3	58.0	3.56	.632

Using the same interpretation applied to the findings obtained from teachers, the findings obtained from students as shown in Table 4.2show that majority of them indicated that the

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practices in bold letters were used to mentor them while in letter that are not bold were not used. The analysis of the percentage and mean distribution corresponding to each practice reveals that the practices that the students reported to be used to mentor them did not differ from those revealed by the teachers.

4.4 Research Question Two

How is holding one on one guidance and counselling related to boarding secondary schools in Nakawa Urban Council?

This research question was answered by asking the selected respondents whether they hold one on one guidance and counselling and assess how it impacts the students' discipline in their respective schools. In particular, headteachers were asked whether they were satisfied with the discipline of students in their schools after holding one on one guidance and counselling. One of them answered negatively and other replied affirmatively. The headteachers who responded affirmatively elaborated their view as follows:

> *The general student discipline is satisfactory. The few cases of undisciplined students we usually get are handled through one on one guidance and counselling. We talk to these students, make efforts to correct them and ensure that their assigned mentors follow them up. When one on onefails, we invite the parent or guardian of the concerned student to find out why the student is misbehaving and discuss the way forward. When we do not get the support of the parent – because some parents do not want to concede that their children are in wrong – we ask him or her to leave with his or her child and try another school...This is not what we would have loved to do, but when a parent sides with child who has committed acts of misbehaviour, we are left with no choice*

but to part ways with him or her and her child (Interview held with head teacher

on 10 November 2017).

The foregoing narrative suggests that even when the headteacher was satisfied with the general student discipline, she pointed out that there were cases of indiscipline that could be handling through mentoring, sometimes with the help of parents. It is only after failing to change the undisciplined student after involving the parents that the student was expelled from the school.

The headteacher who indicated that he was not satisfied substantiated his view by arguing that:

I am not satisfied with many students' discipline. There are a few well-behaved students but most others are not.... We, who deal with students from rich backgrounds, have a challenge of dealing with many undisciplined students. Nowadays, we have students who behave badly because that is the way they have been brought up by their parents. They are stubborn, disrespect teachers and do not obey when they are told to do school work, especially extra-curricular activities that are not recreational in nature. They quarrel with each other, steal each other property, and fight each. We keep getting reports of students engaging in all sorts of indiscipline – girls fighting for boys and vice versa. Most students come with this thinking or attitude that the school is about academics, games and sports. Any other school activity such as farming, classroom cleaning, compound cleaning and other similar activities are considered violations of students' rights. They dodge school and don't take class-work seriously

The findings above suggest that students' discipline was generally unsatisfactory. Students did not want to do school activities, especially those they regarded as violators of their rights. The students were also dodging school, were not taking academic work seriously, stealing from and fighting with each other over immoral intentions.

The nature of discipline displayed by students in the selected schools was further investigated by asking teachers to use a five point Likert scale of responses running from Strongly Disagree (1) through Disagree (2), Not sure (3) and Agree (4) to Strongly Agree (5) to show how students behaved. Descriptive analysis of the responses they provided generated findings presented in Table 4.3 after combining the percentages of disagree and strongly disagree together and those of agree and strongly agree together.

Table 4.3: Teachers' responses on discipline displayed by students in Nakawa Urban Council

Indicators of student discipline	%Teachers per response (N = 120)			Mean	Std.
	Disagree	Not Sure	Agree		
A) Academic: All students are punctual for classroom lessons	69.5	10.7	19.8	2.10	.304
All students are punctual for all the extra curricula school activities	66.1	10.1	23.8	2.03	.337
All students attend school regularly	70.5	15.1	14.4	2.12	.317
All students participate in the ongoing classroom	60.1	0.0	39.9	2.41	.260

lesson as desired					
All students try their best to do classroom testing exercises as expected	9.8	5.7	84.5	3.58	.310
All students try their best to do homework given to them	17.6	0.0	82.4	3.52	.236
All students sit for end of term exams	0.0	0.0	100.0	3.54	.230
All students who sit end of term exams pass as desired	59.0	21.3	19.7	2.24	.288
B) Non-academic: All students wear school uniform on each school day without fail	21.4	10.6	68.0	3.51	.268
School uniforms all students wear are as smart as required	59.5	12.9	27.6	2.11	.238
All students obey school rules as required	60.1	15.1	24.8	2.31	.236
All students obey their teachers	56.4	14.7	28.9	1.79	.273
All students accord teachers the respect they deserve	54.5	15.7	29.8	2.33	.310

All students accord school administrators the respect they deserve	62.4	12.9	24.7	2.32	.236
All students accord the non-teaching staff the respect they deserve	59.6	21.3	19.1	2.24	.230
All students respect their student leaders	59.0	21.3	19.7	1.66	.288
All students respect fellow students	68.0	10.6	21.4	2.12	.268
The school has not students who get involved in sexual behaviour when they are at school.	54.5	15.7	29.8	2.32	.310
The school does not have students who abuse alcohol.	62.4	12.9	24.7	2.30	.236
The school does not have students who abuse drugs	59.6	21.3	19.1	2.24	.230
The school does not have students who bully fellow students	59.0	21.3	19.7	2.22	.288
The school does not have students who fight each other	68.0	10.6	21.4	2.12	.268
The school does not have students who quarrel with each other	59.5	12.9	27.6	2.11	.238

The school does not have students who steal each other's property.	60.1	15.1	24.8	2.34	.236
There are no students who sneak out of the school	59.0	21.3	19.7	2.22	.288
Total percentage	53.2	12.8	34.0	2.40	.268

From Table 4.3, the teachers who disagreed to the various indicators meant that students did not exhibit the kind of discipline embedded in the indicators. The teachers who were not sure meant that they could not tell whether the students exhibited the discipline reflected in the indicators. Those who agreed meant that students displayed the forms of discipline embedded in the indicators. The analysis of the percentage distribution corresponding to the total reveals that while 53.2% of the teachers disagreed, 34% of them agreed to all the indicators. These proportions suggest that teachers revealed two opposing views. The first view was negative expressed by the majority of the teachers, suggesting that students did not exhibit the various forms of discipline reflected by the indicators in Table 4.3. The second view was positive that suggests that students displayed the various forms of discipline.

The mean value (Mean = 2.40) corresponding to the total percentage was close to '2', a code for 'disagree' and the corresponding standard deviation (Std. = .268) was numerically small. This suggests that on average, the findings in Table 4.4 are generally biased in favour of the negative view explained above. Despite this bias, the analysis of the mean distribution corresponding to the specific indicators reveals that while this view claimed most of the indicators in the table, suggesting that students did not display them, it did not claim all those

in bold letters. These included: students trying their best to do classroom testing exercises as expected (Mean = 3.58, Std. = .310); to do homework given to them (Mean = 3.52, Std. = .236); to sit for end of term exams (Mean = 3.54, Std. = .230); and to wear school uniform on each school day without fail (Mean = 3.51, Std. = .268). As clearly stated, the mean values corresponding to each of these forms of discipline were close to '4', revealing that teachers agreed that students displayed these forms of discipline. All other forms of discipline in Table 4.4 were not displayed.

The findings obtained from teachers were further substantiated by asking the students to use the same response scale to indicate the forms of discipline that students in their schools exhibited. When the students' responses were descriptively analysed, the findings obtained are presented in Table 4.4.

Table 4.4: Students' responses on discipline displayed by students in Nakawa Urban Council

Indicators of student discipline	%Students per response (N = 360)			Mean	Std.
	Disagree	Not Sure	Agree		
A) Academic: I am always punctual for classroom lessons	69.6	15.2	15.2	2.31	.232
I am always punctual for the extra curricula school activities	66.8	15.2	18.0	1.67	.372
	79.7	0.0	20.3	1.88	.165

I attend school regularly					
I participate in the ongoing classroom lesson as desired	63.4	7.3	29.3	2.26	.221
I try my best to do classroom testing exercises as expected	11.4	9.0	79.6	4.17	.363
I try their best to do homework given to them	5.6	4.6	89.8	3.86	.192
I always sit for end of term exams	13.4	2.4	82.4	4.19	.196
I always pass the end of term exams as I want.	79.8	17.4	2.8	2.21	.228
B) *Non-academic*: I wear school uniform on each school day without fail	13.5	8.5	78.0	4.17	.201
My school uniform is always as smart as the school wants it.	91.4	0.0	8.6	1.56	.206
All students obey school rules as required	93.1	0.0	6.9	1.81	.317
All students obey their teachers	97.3	5.2	15.5	2.03	.238

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All students accord teachers the respect they deserve	96.6	0.0	3.4	2.05	.216
All students accord school administrators the respect they deserve	74.7	7.9	17.4	1.41	.228
All students accord the non-teaching staff the respect they deserve	83.7	1.1	15.2	1.12	.225
All students respect their student leaders	93.8	6.2	0.0	1.34	.166
All students respect fellow students	100.0	0.0	0.0	2.43	.268
The school has no students who get involved in sexual behaviour when they are at school.	61.8	16.9	21.3	2.33	.261
The school does not have students who abuse alcohol	65.2	23.6	11.2	2.31	.257
The school does not have students who abuse drugs	74.1	16.9	9.0	2.22	.251
	65.8	6.2	28.0	2.14	.256

The school does not have students who bully fellow students					
The school does not have students who fight each other	25.8	14.6	59.6	3.55	.355
The school does not have students who quarrel with each other	70.8	7.4	21.8	2.23	.235
The school does not have students who steal each other's property.	60.1	15.1	24.8	2.34	.256
There are no students who sneak out of the school	65.2	23.6	11.2	2.31	.257
Total percentage	64.1	8.4	27.5	2.43	.248

The students who disagreed to the various indicators in Table 4.4 meant that students did not display the forms of discipline embedded in the indicators. Those who were not sure were uncertain of whether the students displayed the discipline reflected in the indicators. Those who agreed implied that students displayed the different forms of discipline embedded in the indicators. The percentage distribution corresponding to the total indicates that while 64.1% of the students disagreed, 27.5% of them agreed to all the indicators. Therefore, the findings reveal

two opposing views. The first view was negative and was expressed in form of the majority of students disagreeing that the various forms of discipline in Table 4.4 were displayed. The mean value (Mean = 2.43) corresponding to the total percentage was close to '2', a code for 'disagree'. This suggests that on average, the findings were biased in favour of students not displaying the forms of discipline shown in the table. The corresponding standard deviation (Std. = .248) was numerically small, suggesting that students who expressed the negative view did not deviate much from the average response.

The second view was positive, suggesting that students displayed the various forms of discipline. The mean distribution corresponding to the specific indicators reveals that those corresponding to this view were very few, including students trying their best to do classroom testing exercises as expected (Mean = 4.17, Std. = .363); to do homework given to them (Mean = 3.86, Std. = .192); to sit for end of term exams (Mean = 4.19, Std. = .196); and to wear school uniform on each school day without fail (Mean = 4.17, Std. = .201). The mean distribution reveals further that all other forms of discipline in Table 4.5 were not displayed.

4.5 Research Question Three

What is the relationship between the mentoring practices used in boarding secondary schools in Nakawa Urban Council and discipline displayed by students in these schools?

This research question was answered using Pearson correlation analysis after using the arithmetic technique of the data transformation method of SPSS to develop 'Academic discipline' and 'Non-academic discipline' as global variables of the responses to the items used to measure them as shown in Tables 4.4 and 4.5. In a similar manner, 'Overall student discipline' was developed as an overall variable using the summed responses under these two

global variables. Also, 'All mentoring practices' was developed as a global variable of all the responses to the items used to identify the practices used to mentor students as shown in Tables 4.1 and 4.2. Findings from correlation analysis are shown in Table 4.5.

Table 4.5: Correlation statistics on relationship between mentoring practices and student discipline in boarding secondary schools in Nakawa Urban council

Indicators of mentoring practices	Correlations (r), N = 480		
	Academic discipline	Non-academic discipline	Overall Student discipline
Putting a mentoring programme in place	.105*	.116**	
Student orientation	.102*	.242**	
Allocating mentors to each student.	.133**	.141**	
Allocating time for mentoring by school timetable	.313**	.011	
Making prior preparation for mentoring	.183**	.183**	
Mentor acting as a role model	.107**	.060	
Counselling	.110*	.180**	
Holding one-to-one guidance	.117**	.006	
Mentor's personal involvement in caring about mentee	.034	.029	
Mentee evaluation and giving feedback	.329**	.221**	
Role modelling	.101*	.125**	
Encouraging mentee to make wise choices	.175**	.015	
Evaluating mentees	.162**	.002	
Giving feedback from evaluation.	.193**	.203**	
Informal giving of educative information	.189**	.158**	

	Correlations (r), N = 480		
Indicators of mentoring practices	Academic discipline	Non-academic discipline	Overall Student discipline
All mentoring practices	**.316****	**.355****	**.477****

**Correlation (r) significant at p = 0.01 level of significance (2-tailed), *Correlation (r) significant at p = 0.05 level of significance (2-tailed), N = 120 teachers + 360 students

From Table 4.5, the correlation between all mentoring practices and overall student discipline was positive and statistically significant at the 0.01 level of significance (r (480) = .477, p < .01). This implies that the relationship between mentoring practices and student discipline was positive and statistically significant. This relationship was however, less than 0.5, suggesting that it was generally weak. Table 4.6 indicates that even the correlations between mentoring practices and academic discipline (r (480) = .316, p < .01) and non-academic discipline (r (480) = .355, p < .01) were both positive and statistically significant at the 0.01 level of significance. Therefore, mentoring practices had a positive and significant but weak relationship with even each of the dimensions of student discipline. This relationship suggests that the use of the mentoring practices and student discipline in general and each of its two dimensions in particular varied in the same direction. Therefore, a positive change in the use of the practices leads into a positive and significant change in student discipline generally and student academic and non-academic discipline in particular, and vice-versa. All other correlations in Table 4.5 are similarly interpreted. It suffices to point out that while some of the specific mentoring practices correlated positively and significantly with the different dimensions of student discipline, there were a few that did not. These included giving ready-to-use training activities,

students choosing their mentor-teachers, setting high performance expectations, and using informal conversations about how students can succeed in life.

Having established a positive and significant relationship between mentoring practices and student discipline, further analysis was conducted to establish whether it was predictive or not. This was done using linear regression analysis. The findings are shown in Table 4.6.

Table 4.6: Linear prediction of student discipline by mentoring practicesused in boarding Secondary Schools in Nakawa Urban Council

Predictor	Unstandardised Coefficients		Standardised Coefficients								
	B	Std. Error	Beta	t	p	R	R^2	Adjusted R^2	F	p	Error of estimate
(Constant)	15.833	.417		5.465	.015	.477	.228	.227	32.893	.001	.330
Mentoring practices	.518	.305	.477	3.703	.001						

The regression model in Table 4.6, which had mentoring practicesa predictor variable and student discipline as dependentvariable, reveals significant results (F (1, 398) = 32.893, p = .001). The magnitudes of the standard error (Std. Error = .305) and the error of the estimate (= .330) were both far less than 1. This reveals that linear regression was largely appropriate to estimate the results. The model reveals further that mentoring practiceshad a significant and positive effect on student discipline (Beta = .477, t = 3.703, p = .001), indicating that the

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relationship was positively predictive. Therefore, a positive change in the use of the mentoring practicesleads to a significant positive change in student discipline. The model indicates further that mentoring practicesaccounted for 22.8% of the variance in student discipline (R^2= .228) with a net positive effect on this discipline of 22.7% (Adjusted R^2 = .227). This effect implies that a whole 87% of student discipline was not accounted for by mentoring, suggesting that mentoring practices had a generally weak effect on student discipline.

The effect of mentoring on student discipline was further investigated by asking the selected headteachers to briefly describe how the mentoring programme implemented in their schools contributed to the discipline demonstrated by the students. One of them had this to say:

> *Generally, this programme has helped us to discourage students from getting involved in different forms of indiscipline. We have minimised the occurrence of students breaking school rules, sneaking out of the school, and thinking that they can have their grievances addressed by staging violent demonstrations. Some of the students have been tamed from alcohol and substance abuse; others are no longer as stubborn and unruly as they used to be before..... (interview held on 10 November 2017).*

The headteacher from school B described the contribution of the programme as follows:

> *Well, it has helped many students to improve academically. There is this particular student who used to perform very poorly in class because of the problems she was going through with her step mother. She would be absent minded all the time. When her mentor started talking to her a parent, she opened up and she was guided about how she should not be worried about the step mother's bullish and discouraging comments... how she should not take the*

comments serious. I personally moved in, invited the father to bring the girl to the boarding section. She is now among the best and promising students we have in our school. There are many other examples of students who have improved their discipline as a result of our mentoring programme. (interview held on 10 November 2017).

The findings above suggest that mentoring had a positive effect on students' academic and non-academic discipline.

Chapter Five

Discusion, Interpretation, and Recommendations

5.0 Introduction

This chapter focuses on discussing the implications of the findings presented in the previous

chapter. The discussion is organized according to the objectives of the study. The implications

are related to the literature presented in chapter two where consistency is detected. The chapter

also presents the conclusions and recommendations.

5.1 Discussion

5.1.1 Practices used to mentor students in boarding secondary schools in Nakawa Urban

Council

The first objective of the study was to identify the practices used to mentor students in boarding

boarding secondary schools in Nakawa Urban council. The findings presented in Table 4.2 and

Table 4.3identified these practices. They include: allocating mentors to students; allocating time

for mentoring by the school timetable; mentors making prior planning before holding any

mentoring session with students; mentoring on a one-to-one goal-directed basis; and giving

students ready-to-use training activities. These practices confirm those pointed out by Inzer and

Crawford (2005). As these scholars argued, these practices suggest that student mentoring was

one of the programmes designed in the selected schools in form of guidelines whose

implementation was not only assigned to teachers but also allocated time in the schools'

timetable. Student mentoring was henceone of the formal practices that selected schools put in place to contribute towards transforming students as desired.

Inzer and Crawford (2005) observed that the effectiveness of a formal mentoring practice depends not only on being allocated time during which it should be implemented and on being assigned to particular people to implement it based on prior preparation. This effectiveness also demands evaluation of the progress realised from mentoring and provision of feedback to the mentees about the changes they have registered as a result of undergoing mentoring.The findings in Table 4.2 and Table 4.3 indicate, nevertheless, that to the majority of the teachers and students, both evaluation of mentees and provision of feedback from this evaluation were not among the practices used in the selected schools. This suggests that the formal mentoring practice was not fully implemented and utilised as it should. In this sense, the effectiveness of this mentoring practice was limited. There is therefore need for the management of the selected schools to ensure this practice is fully utilised to mentor students.

The other mentoring practicesthat the findings in Table 4.2 and Table 4.3 identified include: teaching or equipping students with life skills needed to deal with challenges; giving students guidance about how to solve personal problems; meeting students in a casual manner; giving students educative information informally; and using informal conversations to encourage students to make wise choices. The other mentoring practices which the selected respondents identified to be used to mentor students included the parental approach; encouraging students to engage in constructive activities and to develop self-control; and discouraging students from all forms of bad behaviours/deeds and talking against all unacceptable behaviours. The others were: encouraging students to face challenges positively; and giving appropriate punishments to those who were in punishable wrong.

All the practicesidentified above are similar to those pointed out and discussed in the studies of Whiston andQuinby (2009), Brockbankand McGill (2006), Inzer and Crawford (2005),Kuyper-Rushing (2001) and Nemanick(2000). As these studies indicate, the use of these practices tends to result into desired changes in the mentees. This is because the informal nature of the practices creates an atmosphere in which mentee(s) feel(s) free with the mentor. This atmosphere allows the mentee to open up to the mentor because it removes any sense of formality that tends to limit the extent of interaction, exchange and learning that a mentee can get from the mentor. Unfortunately, these mentoring practices were not applied to all students. This implies that some of the students did not get the chance of realising the benefits of the practices. There is therefore need for the management of the schools to ensure that all these mentoring practices are effectively applied by the mentors.

5.1.2 Discipline displayed by students in boarding secondary schools in Nakawa Urban Council
The second objective of the study was to establish the kind of discipline displayed by students in boardingboarding secondary schoolsin Nakawa Urban council. The findings obtained from the headteachers and those obtained from teachers and students and presented in Table 4.4 and Table 4.5 indicated that students behaved well with respect to some aspects of their discipline, but did not behave as expected in other aspects. In particular, the forms of discipline which the students displayed in a proper manner included doing classroom testing exercises; doing homework; sitting for end of term exams; and wearing school uniform on each school day without fail. These forms of discipline are similar to those identified in the work of Parker *et al.* (2010), Lewis (2001) and Miller *et al.* (2000). The fact that students demonstrated them as expected implies that the students were well disciplined as far as each of the indicators is concerned.

In contrast, the findings indicate that students did not behave as required as far as other forms of discipline were concerned. Specifically, the findings revealed that most of the students were not being punctual for classroom lessons and for the extra curricula school activities; attending school regularly; participating in the ongoing classroom lessons as desired; passing end of term exams as desired; and keeping the school uniform as always smart as the school wanted it. Furthermore, respondents disagreed that students obeyed school rules and teachers as required; and also disagreed that the students accorded teachers, school administrators, non-teaching staff, student leaders, and fellow students the respect they each deserved. The respondents further showed that their schools had students who got involved in sexual behaviour, alcohol and drug abuse when they were at school. They also showed that their schools had students who bullied fellow students, fought each other, quarrelled with each other and stole each other's property. These findings imply that students were undisciplined as far as each of these indicators of discipline was concerned. Indeed, Guider and Olrich (2012) observed that students who fail to observe each of these indicators are referred to as undisciplined students.

The findings indicate that while students behaved well with respect to some indicators of academic discipline, which included trying their best to do classroom work, homework and examinations, they did not behave as required as far as other academic discipline is concerned.

5.1.3 Relationship between mentoring practices and student discipline in boarding secondary schools in Nakawa Urban Council

The third objective of the study was to analyse the relationship between the mentoring practices used in boarding boarding secondary schools in Nakawa Urban council and the discipline displayed by students in these schools. Findings in Table 4.6 established this relationship as positive and significant and those in Table 4.7 revealed that it was also predictive. These

findings imply that mentoring that was carried out in the selected schools had a positive effect on the discipline that students displayed. Therefore, the findings support the studies of Wambua*et al.*(2017), Bruch*et al.* (2016), Schnautz (2014), Ford (2013), Johnson and Lampley (2010), Osher*et al.* (2010), Hawken*et al.* (2007), and Coppock (2005). Each of these studies indicates that mentoring relates with and affects student discipline in a positive manner.

The established relationship implies that emphasising the use of mentoring practices constitutes one of the courses of action that need to be undertaken in order to bring about significant improvements in the discipline displayed by students in boarding secondary schools in NakawaUrban council. Moreover, the practices improve both the academic and non-academic dimensions of this discipline as findings in Table 4.6 clearly show. However, not all the practices need to be emphasised. The findings in Table 4.6 indicate that practices such as giving students ready-to-use training activities, allowing them to choose their mentor-teachers, setting high performance expectations for them, and using informal conversations to talk to them about how they can succeed in life did not translate into significant improvement either in their academic. This suggests that all the efforts put into using these practices to mentor students are inconsequential. Theirpractices can therefore be ignored and replaced by those that improve students' discipline in a significant manner.

Fortunately, some of the practices identified above were not used by the majority of the teachers. Indeed, findings in Table 4.2 and Table 4.3 indicate that allowing students to choose their mentor-teachers and setting high performance expectations for them were not among the practices that were used to mentor most of the students. However, others such as giving students ready-to-use training activities and using informal conversations to talk to them about how they could succeed were among the practices that were applied to mentor the majority of the

students. Since these practices did not translate into any significant improvement in student discipline, they do need not take any more time and effort. In fact, they need to be replaced by other more impactful practices, especially those which, despite their positive and significant relationship with student academic were hardly used.

Findings in Table 4.2 and Table 4.3 reveal that among the mentoring practices that were not emphasised were those involving supervising whatever students did, evaluating them after mentoring them to determine the changes that had occurred in their discipline, and giving them feedback about how they have changed. As shown in Table 4.6, these three practices related significantly and positively with the academic dimension of student discipline, suggesting that when their use is emphasised, students' academic discipline improves significantly. Table 4.2 and Table 4.3 indicate that other practices that were not used to mentor most of the students included: mentoring through role modelling, mentors acting in exemplary way, counselling, and mentoring through showing deep personal involvement in caring about what students were going through. Each of these practices related significantly and positively either with the academic dimension or with the non-academic dimension or with both of these dimensions of student discipline, implying that their use can improve any or both of these dimensions. Accordingly, the need to start using these mentoring practices cannot be overemphasised.

In fact, the findings in Table 4.7 suggest that notwithstanding the fact that the practices used to mentor students improved their discipline in a statistically significant, manner the improvement was up to only 22.7%. This was a weak improvement and therefore, needs to be enhanced. The findings in Table 4.7 suggest that enhancement can be realised when all the practices discussed above begin to be used in addition to those already in use and have a significant positive effect

on student academic. From these same findings, the practices that were used and had a significant effect on student discipline included: having a programme for mentoring students on a one-to-one basis; equipping them with life skills; guiding them about how to solve personal problems; mentoring in a casual manner; and using a parental approach. Other mentoring practices used included informal giving of educative information; encouraging students to engage in constructive activities, develop self-control, make wise choices and face challenges positively while discouraging them from unacceptable behaviour and giving them appropriate punishment. These practices need to continue being used until student discipline improves from the level discussed under Section 5.3 to a desired level.

Indeed, despite the fact that mentoring was going on in the selected schools as shown in Table 4.2 and Table 4.3, the findings in Table 4.4 and Table 4.5 indicate that most of the indicators of student discipline were not as expected. Most of the students were not displaying the desired academic discipline; they were not always punctual for classroom lessons and for the extra curricula school activities. The majority of the students were not attending school regularly, did not participate in the ongoing classroom lesson as desired and despite trying their best to do classroom work, homework and to sit all end of term exams, many of them did not pass as desired. In addition, non-academic discipline was still below expectation for most of the students and therefore, still needed to be improved. Specifically, most of the students did not keep their school uniforms as smart as their schools required, and did not obey teachers and school rules as required. Most of the students did not accord the teachers, school administrators, non-teaching staff, student leaders and fellow students the respect they deserved, and the majority of them showed that their schools had students who got involved in alcohol and drug

abuse, bullying of fellow students, fighting and quarrelling, stealing from each other and sneaking out of school. Clearly, these findings suggest that most of the student were still undisciplined in many aspects, and therefore needed more mentoring to improve to desired levels.

5.2 Conclusions

The findings obtained in response to the first objective of the study indicate that both the formal and informal mentoringpractices areused to mentor students in boarding secondary schools in Nakawa Urban council. The formal practiceis in place in form of guidelines whose implementation is allocated time by the schools' timetable and conducted by teachers assigned as mentors. Some of the practices by which this practice is fully implemented, including evaluation of mentees' progress and provision of feedback, are not used. This limits the effectiveness of this mentoring practice, thereby suggesting the need to improve its implementation by applying all its practices. In the course of implementing the formal practices, mentors use different informal mentoring practices, including informal equipping ofstudents with life skills; giving students guidance about how to solve personal problems and to face challenges positively; giving students educative information informally; using informal conversations to encourage students to make wise choices; the parental approach; encouraging students to engage in constructive activities and to develop self-control; and discouraging students from all forms of bad behaviours/deeds and talking against all unacceptable behaviours; and giving appropriate punishments to those who were in punishable wrong.

The findings obtained in response to the second objective of the study indicate that while most of the students behave well with respect to academic discipline indicators, which include trying their best to do classroom work, homework and examinations, they do not behave as required

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as far as other academic discipline and all non-academic discipline indicators are concerned. Therefore, the findings point to the need to improve student academic and non-academic discipline to desired levels.

In response to the third objective of the study, the positive and significant relationship established between mentoring practicesand student discipline indicates that improving student mentoring leads to a significant improvement in the academic and non-academic dimensions of this discipline. Students' mentoring can be greatly improved when students' mentors replace the ineffectual practiceswith those which cause significant positive changes in student discipline, but while also continuing to apply the practices that lead to significant improvement in this discipline.

5.3 Recommendations

The following recommendations derived directly from the conclusions reached in the preceding section. They are made objective by objective.

The management of boarding secondary schools in Nakawa Urban council should ensure that the formal mentoring practice is fully implemented by ensuring that all mentees are evaluated after going through a mentoring session and given feedback about the progress made as far as realising the intended changes is concerned.

The management of boarding secondary schools in Nakawa Urban council should encourage teachers assigned to mentor students to also use informal practiceswhen mentoring students, since these practices eliminate any sense of informality that tends to limit the benefits of mentoring, thereby maximising the effectiveness of mentoring program. The particular practices that should be encouraged include informalteaching of students with life skills needed

to deal with challenges; giving students informal guidance about how to solve personal problems; giving students educative information informally; and using the parental approach when encouraging students to engage in constructive activities, develop self-control, face life challenges positively, and desist from getting involved in unacceptable behaviours.

The management of boarding secondary schools in Nakawa Urban council should ensure that all forms of student discipline improve to the same level at which students display academic discipline that takes the form of doing classroom work, homework and examinations.

The management of boarding secondary schools in Nakawa Urban council should encourage the teachers assigned as mentors to students to continue using mentoring practices that improve student discipline in a significant manner. The following are the mentoring practiceswhose use should be encouraged: Orientation, allocating a mentor to each student, ensuring that the school timetable allocates enough time for mentoring students, mentoring students on a one-to-one basis, making prior preparation for mentoring, counselling, mentee evaluation and giving feedback, student selection of mentor, role modelling, encouraging the mentee to make wise choices among others.

Teachers assigned to mentor students in boarding secondary schools in Nakawa Urban council should maximise the positive effect that their mentoring has on student discipline by desisting from giving students ready-to-use training activities and using informal conversations to talk to students about how they could succeed, and replace these mentoring with the following: supervising students' academic work, evaluating it to determine changes and giving feedback to students; role modelling, acting in exemplary way, counselling, and showing deep personal involvement in caring about what students are going through.

5.4 Areas for further studies

1. This study has shown that mentoring explains students' discipline by only 22.7%, suggesting that it does not account for over 87% of this discipline. This implies that there could be other factors accounting for the discipline displayed by students in boarding secondary schools in Nakawa Urban council. Further research is therefore recommended into these factors.

2. The study has covered only boarding secondary schools in Nakawa Urban council, and may not be representative of all the schools in Kampala District and in Uganda in general. Therefore, a replica of this study is recommended at the district and national level.

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Appendix A1

Interview Schedule for Head Teachers

Dear Headteacher,

You are invited to participate in an academic study by answering the questions in this instrument as honestly as possible. The information given will be used for purely academic purposes and will be treated confidentially. Feel free when giving your opinion as it will not be used to victimize you in any way. Thank you in advance for your kind cooperation.

Section A: Background Information

1) What is your highest level of education?

2) For how long have been in the teaching service?

3) For how long have been a headteacher of the current school?

4) Does your school have a mentoring programme for students? Yes ( ) No ( )

5) If No, why.

6) If yes, briefly describe how the programme is implemented?

7) Are you satisfied with the discipline of students in your school? Yes ( ) No ( )

8) If No, why?

9) If Yes, briefly describe how satisfied you are

10) Briefly describe how the mentoring programme has contributed to the discipline demonstrated by students in the school

Thank you once again

Appendix A2

Teachers Questionnaire

Dear Teacher,

You are invited to participate in an ongoing academic study by answering the questions in this instrument as honestly as possible. The information given will be used for purely academic purposes and will be treated confidentially. Feel free when giving your opinion as it will not be used to victimize you in any way. Thank you in advance for your kind cooperation.

Section A: Background Information

Tick in the box that corresponds to the option that best describes your profile.

1. Sex: Male ☐   Female ☐

2. Age in years: Below 25 ☐   26-35 ☐   36- 45 ☐   Above 45   ☐

3. Highest qualification: Diploma ☐ Bachelors Degree ☐ Masters Degree☐ Other...…

4. Teaching experience: Below 1 year ☐   1-5 ☐   5-10 ☐   Above 10 ☐

5. Years spent in the current school: Below one 1 ☐   1-3 ☐ 4-5☐   Above 5 ☐

Section B: Mentoring practices

Please use the response scale below to tick in a cell in the table below that corresponds to the response that best suits your opinion

Scale: Strongly Agree (5), Agree (4), Not sure (3), Disagree (2),   Strongly Disagree (1)

No.	Statement	1	2	3	4	5
1.	The school has programme for mentoring students					
2.	The school has guidelines that should be followed when mentoring students					
3.	Each student is allocated a specific teacher to act as his/her mentor					
4.	The school timetable allocates time when students are expected to meet their mentors					
5.	Any mentoring session a teacher holds with a student is planned before it takes place					
6.	Students are mentored on a one-to-one goal-directed basis					
7.	Teachers mentor students by supervising what students do					
8.	Teachers help students undergoing any challenges by counselling them					
9.	Teachers allocated to students as mentors show deep personal involvement in caring about what students are going through.					
10.	Teachers mentor students by giving them ready-to-use training activities					
11.	Teachers mentor students equipping them with life skills they need to deal with challenges they face in life.					
12.	Teachers assigned as mentors to students ensure that they guide the students about how to solve personal problems.					

No.	Statement	1	2	3	4	5
13.	After getting mentoring services, each student is evaluated to determine how the services have changed him/her.					
14.	When students are evaluated, they are given feedback about how they have performed through a specific mentoring session.					
15.	Teachers meet the students they are assigned to mentor in a casual manner.					
16.	Teachers use a parental approach defined by friendship and emotional concern to mentor students.					
17.	Students are given opportunity to select a teacher they are most comfortable with to be their mentor.					
18.	Teachers assigned to mentor students give the students educative information informally					
19.	Teachers mentor students assigned to them through role modelling					
20.	Teachers mentor students by encouraging the students to engage in constructive school activities					
21.	Teachers encourage students to develop self control.					
22.	Teachers mentor students using informal conversations about what a student needs to do in order to succeed in life.					
23.	Teachers mentor students by informally encouraging them to make wise choices.					
24.	Teachers mentor students by acting in an exemplary manner.					

No.	Statement	1	2	3	4	5
25.	Teachers mentor students by discouraging students from bad behaviour.					
26.	Teachers mentor students by encouraging them to face challenges inevitably met in life with a positive attitude of overcoming them.					
27.	Teachers mentor students by setting high performance expectations and encourage the students to realise them.					
28.	Teachers mentor students by talking against specific forms of unacceptable student behaviour with the aim of discouraging students from getting involved in it.					
29.	Teachers mentor students by giving them appropriate punishment in case they get involved in punishable behaviour.					

Section B: Student Discipline

Please use the response scale below to tick in a cell in the table below that corresponds to the response that best suits your opinion.

Scale: Strongly Agree (5), Agree (4), Not sure (3), Disagree (2), Strongly Disagree (1)

No.	Statement	1	2	3	4	5
1.	All students are punctual for classroom lessons					
2.	All students are punctual for all the extra curricula school activities					
3.	All students attend school regularly					
4.	All students participate in the ongoing classroom lesson as desired					
5.	All students try their best to do classroom testing exercises as expected					

6.	All students try their best to do homework given to them					
7.	All students sit for end of term exams					
8.	All students who sit end of term exams pass as desired					
9.	All students wear school uniform on each school day without fail					
10.	School uniforms all students wear are as smart as required					
11.	All students obey school rules as required					
12.	All students obey their teachers					
13.	All students accord teachers the respect they deserve					
14.	All students accord school administrators the respect they deserve					
15.	All students accord the non-teaching staff the respect they deserve					
16.	All students respect their student leaders					
17.	All students respect fellow students					
18.	The school has not students who get involved in sexual behaviour when they are at school.					
19.	The school does not have students who abuse alcohol					
20.	The school does not have students who abuse drugs					
21.	The school does not have students who bully fellow students					
22.	The school does not have students who fight each other					
23.	The school does not have students who quarrel with each other					
24.	The school does not have students who steal each other's property.					
25.	There are no students who sneak out of the school					

Appendix A3

Students Questionnaire

Dear Student,

You are invited to participate in an academic study by answering the questions in this instrument as honestly as possible. The information given will be used for purely academic purposes and will be treated confidentially. Feel free when giving your opinion as it will not be used to victimize you in any way. Thank you in advance for your kind cooperation.

Section A: Background Information

Tick in the box that corresponds to the option that best describes your profile.

1. Sex: Male ☐   Female   ☐

2. Age in years: Below 16 ☐   Between 16-20   ☐   Above 20   ☐

3. Class: Senior 4   ☐   Senior 6   ☐

4. Years spent in the current school: Less than 1☐   1-4   ☐   Over 4   ☐

Section B: Mentoring practices

Please use the response scale below to tick in a cell in the table below that corresponds to the response that best suits your opinion

Scale: Strongly Agree (5), Agree (4), Not sure (3), Disagree (2), Strongly Disagree (1)

No.	Statement	1	2	3	4	5
1.	The school has programme for mentoring students.					
2.	Each student is allocated a specific teacher to mentor him/her.					
3.	The school timetable allocates time when students are expected to meet their mentors.					

No.	Statement	1	2	3	4	5
4.	Teacher, if any, assigned as your mentor holds every mentoring session after planning for it.					
5.	The teacher assigned to you as a mentor plays his/her role on a one-to-one goal-directed basis					
6.	The teacher who acts as your mentor supervises what you do to ensure that you are doing it well.					
7.	Teachers who works as your mentor helps you to overcome any challenges by counselling you.					
8.	The teacher allocated as your mentor shows deep personal involvement in caring about what is going on in your life.					
9.	The teacher assigned to you as your mentor gives you ready-to-use training activities					
10.	The teacher allocated to you as your mentor equips you with life skills you need to deal with the challenges you face in daily life.					
11.	The teacher assigned as your mentor guides you about how to solve your personal problems.					
12.	After getting mentoring services, the teacher assigned as your mentor evaluates you to determine how the services have changed you.					
13.	When you are evaluated, your mentor gives you feedback about how you have changed over the assessed mentoring session.					
14.	Your assigned teacher mentors you in a casual manner.					

No.	Statement	1	2	3	4	5
15.	The assigned as your mentor uses a parental approach defined by emotional friendship.					
16.	Your school gives students an opportunity to select a teacher they want to mentor them.					
17.	The teacher assigned as your mentor gives you educative information informally					
18.	The teacher assigned as your mentor uses role modelling to mentor you.					
19.	The teacher assigned as your mentor encourages you to engage in constructive school activities.					
20.	The teacher allocated as your mentor encourages you to develop self-control.					
21.	The teachers allocated as your mentor uses informal conversations to share with you about what you need to do in order to succeed in life.					
22.	The teacher allocated as your mentor by informally encouraging you to make wise choices.					
23.	The teacher assigned as your mentor behaviour in an exemplary way.					
24.	The teacher assigned as your mentor discourages you from bad behaviour.					
25.	The teacher assigned as your mentor encourages you to face challenges inevitably met in life with a positive attitude of overcoming them.					
26.	The teacher assigned as your mentor sets high performance expectations and encourages you to realise them.					

No.	Statement	1	2	3	4	5
27.	The teacher assigned as your mentor talks against specific forms of unacceptable student behaviour with the aim of discouraging you from getting involved in it.					
28.	The teacher assignedasamentor does so by giving students appropriate punishment in case they get involved in punishable behaviour.					

Section B: Student Discipline

Please use the response scale below to tick in a cell in the table below that corresponds to the response that best suits your opinion.

Scale: Strongly Agree (5), Agree (4), Not sure (3), Disagree (2), Strongly Disagree (1)

No.	Statement	1	2	3	4	5
1.	I am always punctual for classroom lessons					
2.	I am always punctual for the extra curricula school activities					
3.	I attend school regularly					
4.	I participate in the ongoing classroom lesson as desired					
5.	I try my best to do classroom testing exercises as expected					
6.	I try their best to do homework given to them					
7.	I always sit for end of term exams					
8.	I always pass the end of term exams as I want.					
9.	I wear the school uniform on each school day without fail					
10.	My school uniform is always as smart as the school wants it.					
11.	All students obey school rules as required					

12.	All students obey their teachers					
13.	All students accord teachers the respect they deserve					
14.	All students accord school administrators the respect they deserve					
15.	All students accord the non-teaching staff the respect they deserve					
16.	All students respect their student leaders					
17.	All students respect fellow students					
18.	The school has not students who get involved in sexual behaviour when they are at school.					
19.	The school does not have students who abuse alcohol					
20.	The school does not have students who abuse drugs					
21.	The school does not have students who bully fellow students					
22.	The school does not have students who fight each other					
23.	The school does not have students who quarrel with each other					
24.	The school does not have students who steal each other's property.					
25.	There are no students who sneak out of the school					

Appendix A4

Computation of Validity

Instruments	Assessors	Assessment and number of items		Computation of Content Validity Index (CVI)	
		R	IR	R + IR	CVI = R/(R+IR)
Head teachers interview schedule	First assessor	11	1	12	
	Second assessor	10	2	12	
	Total	21	5	24	CVI = 21/24 = 0.875
Teachers Questionnaire	First assessor	58	2	60	
	Second assessor	59	1	60	
					CVI = 117/120 =
	Total	117	3	120	0.975
Students Questionnaire	First assessor	56	2	58	
	Second assessor	57	1	58	
	Total	113	3	116	CVI = 13/16 = 0.974

Appendix A5

Computation of Reliability for Teachers Questionnaire

Case Processing Summary

		N	%
Cases	Valid	120	100.0
	Excluded[a]	0	.0
	Total	120	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.813	58

Variables	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
The school has programme for mentoring students	215.97	469.823	-.014	.813
The school has guidelines that can be used to mentor any student	215.48	466.541	.158	.813
Each student is allocated a specific teacher to act as his/her mentor	215.21	463.315	.377	.813

Variables	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
The school timetable allocates time when students are expected to meet their mentors	215.49	462.396	.241	.813
Any mentoring session a teacher holds with a student is planned before it takes place	216.35	463.284	.128	.813
Students are mentored on a one-to-one basis	216.62	455.210	.235	.813
Teachers mentor students by supervising what students do	217.84	469.358	.077	.813
Teachers help students undergoing any challenges by counselling them	215.96	467.532	.040	.813
Teachers allocated to students as mentors show deep personal involvement in caring about what students are going through.	216.73	460.726	.204	.813
Teachers mentor students by giving them ready-to-use training activities	217.05	450.723	.482	.813
Teachers mentor students equipping them with specific skills they need to deal with challenges they face in life.	215.59	475.301	-.119	.813

Variables	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Teachers assigned as mentors to students ensure that they guide the students about how to solve personal problems.	215.66	467.923	.104	.813
After getting mentoring services, each student is evaluated to determine how the services have changed him/her.	216.73	457.630	.265	.813
When students are evaluated, they are given feedback about how they have performed through a specific mentoring session.	217.10	452.700	.282	.813
Teachers meet the students they are assigned to mentor in a casual manner.	217.10	448.912	.342	.813
Teachers use a parental approach defined by friendship and emotional concern to mentor students.	217.22	457.386	.209	.810
Students are given opportunity to select a teacher they are most comfortable with to be their mentor.	217.31	462.453	.239	.809
Teachers assigned to mentor students give the students educative information informally	215.73	479.845	-.212	.813

Variables	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Teachers mentor students assigned to them through role modelling	215.41	473.549	-.111	.813
Teachers mentor students by encouraging the students to engage in constructive extra curricula activities	215.60	468.096	.130	.813
Teachers encourage students to develop self control.	216.11	449.278	.429	.813
Teachers mentor students using informal conversations about what a student needs to do in order to succeed in life.	216.30	439.579	.605	.811
Teachers mentor students by informally encouraging them to make wise choices.	216.37	441.053	.559	.813
Teachers mentor students by acting in an exemplary manner.	214.93	460.716	.357	.813
Teachers mentor students by discouraging students from bad behaviour.	215.15	460.691	.335	.813
Teachers mentor students by encouraging them to face challenges inevitably met in life with a positive attitude of overcoming them.	215.53	473.670	-.071	.813

Variables	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Teachers mentor students by setting high performance expectations and encourage the students to realise them.	216.29	446.476	.386	.813
Teachers mentor students by talking against specific forms of unacceptable student behaviour with the aim of discouraging students from getting involved in it.	216.26	446.669	.380	.813
Teachers mentor students by giving them appropriate punishment.	216.68	448.519	.399	.813
All students are punctual for classroom lessons	216.37	447.974	.421	.811
All students are punctual for all the extra curricula school activities	216.79	436.572	.678	.811
All students attend school regularly	216.82	444.491	.548	.813
All students participate in the ongoing classroom lesson as desired	216.61	443.710	.567	.810
All students try their best to do classroom testing exercises as expected	216.84	438.384	.625	.813
All students try their best to do homework given to them	216.97	440.103	.595	.813

Variables	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
All students sit for end of term exams	215.72	467.518	.108	.813
All students who sit end of term exams pass as desired	217.15	446.470	.527	.813
All students wear school uniform on each school day without fail	216.50	445.474	.428	.813
School uniforms all students wear are as smart as required	215.31	472.196	-.013	.813
All students obey school rules as required	216.97	430.217	.702	.813
All students obey their teachers	215.70	451.351	.447	.810
All students accord teachers the respect they deserve	217.15	444.515	.606	.813
All students accord school administrators the respect they deserve	216.15	489.382	-.375	.813
All students accord the non-teaching staff the respect they deserve	217.34	467.644	.214	.813
All students respect their student leaders	217.28	467.559	.208	.810
All students respect fellow students	217.13	467.215	.113	.813

Variables	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
The school has not students who get involved in sexual behaviour when they are at school.	217.18	431.485	.685	.811
The school does not have students who abuse alcohol	216.94	473.499	-.054	.813
The school does not have students who abuse drugs	215.32	471.713	.046	.813
The school does not have students who bully fellow students	215.52	472.002	-.010	.811
The school does not have students who fight each other	215.30	472.565	-.050	.813
The school does not have students who quarrel with each other	217.08	456.947	.507	.813
The school does not have students who steal each other's property.	217.17	471.779	-.013	.813

Reliability of Student Questionnaire

Case Processing Summary

		N	%
Cases	Valid	260	100.0
	Excluded	0	0.0
	Total	260	100.0

Listwise deletion based on all variables in the procedure

Reliability Statistics

Cronbach's Alpha	N of Items
.906	56

Variables	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
The school has programme for mentoring students.	305.30	2693.110	.495	.906
Each student is allocated a specific teacher to mentor him/her.	305.30	2693.110	.495	.906

Variables	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
The school timetable allocates time when students are expected to meet their mentors.	305.30	2693.110	.495	.906
Teacher, if any, assigned as your mentor holds every mentoring session after planning for it.	305.30	2693.110	.495	.906
The teacher assigned to you as a mentor plays his/her role on a one-to-one basis.	305.30	2693.110	.495	.906
The teacher who acts as your mentor supervises what you do to ensure that you are doing it well.	305.30	2693.110	.495	.906
Teachers who works as your mentor helps you to overcome any challenges by counselling you.	305.30	2693.110	.495	.906
The teacher allocated as your mentor shows deep personal involvement in caring about what is going on in your life.	305.30	2693.110	.495	.906
The teacher assigned to you as your mentor gives you ready-to-use training activities	305.30	2693.110	.495	.906
The teacher allocated to you as your mentor equips you with the specific skills you need to deal with the challenges you face in daily life.	305.30	2693.110	.495	.906

Variables	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
The teacher assigned as your mentor guides you about how to solve your personal problems.	305.30	2693.110	.495	.906
After getting mentoring services, the teacher assigned as your mentor evaluates you to determine how the services have changed you.	305.30	2693.110	.495	.906
When you are evaluated, your mentor gives you feedback about how you have changed over the assessed mentoring session.	305.30	2693.110	.495	.906
Your assigned teacher mentors you in a casual manner.	305.30	2693.110	.495	.906
The assigned as your mentor uses a parental approach defined by emotional friendship.	305.30	2693.110	.495	.905
Your school gives students an opportunity to select a teacher they want to mentor them.	305.22	2689.441	.508	.905
The teacher assigned as your mentor gives you educative information informally	305.22	2689.441	.508	.904
The teacher assigned as your mentor uses role modelling to mentor you.	305.22	2689.441	.508	.904

Variables	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
The teacher assigned as your mentor encourages you to engage in constructive extra curricula activities.	305.22	2689.441	.508	.902
The teacher allocated as your mentor encourages you to develop self control.	305.22	2689.441	.508	.907
The teachers allocated as your mentor uses informal conversations to share with you about what you need to do in order to succeed in life.	305.22	2689.441	.508	.906
The teacher allocated as your mentor by informally encouraging you to make wise choices.	305.22	2689.441	.508	.906
The teacher assigned as your mentor behaviour in an exemplary way.	305.22	2689.441	.508	.906
The teacher assigned as your mentor discourages you from bad behaviour.	305.22	2689.441	.508	.906
The teacher assigned as your mentor encourages you to face challenges inevitably met in life with a positive attitude of overcoming them.	305.22	2689.441	.508	.906

Variables	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
The teacher assigned as your mentor sets high performance expectations and encourages you to realise them.	305.22	2689.441	.508	.906
The teacher assigned as your mentor talks against specific forms of unacceptable student behaviour with the aim of discouraging you from getting involved in it.	305.22	2689.441	.508	.906
The teacher assigned mentor students by giving them appropriate punishment.	305.22	2689.441	.508	.906
The school has programme for mentoring students.	305.22	2689.441	.508	.906
Each student is allocated a specific teacher to mentor him/her.	306.08	2639.334	.623	.906
The school timetable allocates time when students are expected to meet their mentors.	306.10	2630.923	.679	.906
Teacher, if any, assigned as your mentor holds every mentoring session after planning for it.	306.19	2642.351	.564	.906

Variables	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
The teacher assigned to you as a mentor plays his/her role on a one-to-one basis.	304.89	2695.577	.317	.906
The teacher who acts as your mentor supervises what you do to ensure that you are doing it well.	305.10	2684.873	.431	.906
Teachers who works as your mentor helps you to overcome any challenges by counselling you.	306.37	2651.568	.473	.905
The teacher allocated as your mentor shows deep personal involvement in caring about what is going on in your life.	306.33	2641.609	.492	.906
The teacher assigned to you as your mentor gives you ready-to-use training activities	306.31	2649.033	.444	.906
The teacher allocated to you as your mentor equips you with the specific skills you need to deal with the challenges you face in daily life.	306.59	2645.890	.495	.906
The teacher assigned as your mentor guides you about how to solve your personal problems.	306.32	2654.167	.460	.906

Variables	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
After getting mentoring services, the teacher assigned as your mentor evaluates you to determine how the services have changed you.	306.81	2623.046	.722	.906
When you are evaluated, your mentor gives you feedback about how you have changed over the assessed mentoring session.	306.84	2632.443	.673	.906
Your assigned teacher mentors you in a casual manner.	306.46	2646.838	.562	.906
The assigned as your mentor uses a parental approach defined by emotional friendship.	306.64	2638.719	.605	.904
Your school gives students an opportunity to select a teacher they want to mentor them.	306.71	2635.398	.615	.906
The teacher assigned as your mentor gives you educative information informally	306.77	2623.409	.726	.905
The teacher assigned as your mentor uses role modelling to mentor you.	306.90	2651.581	.527	.906

Variables	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
The teacher assigned as your mentor encourages you to engage in constructive extra curricula activities.	306.25	2631.901	.615	.906
The teacher allocated as your mentor encourages you to develop self control.	307.15	2634.834	.587	.901
The teachers allocated as your mentor uses informal conversations to share with you about what you need to do in order to succeed in life.	306.81	2613.936	.667	.906
The teacher allocated as your mentor by informally encouraging you to make wise choices.	305.48	2682.453	.375	.908
The teacher assigned as your mentor behaviour in an exemplary way.	307.00	2648.369	.559	.906
The teacher assigned as your mentor discourages you from bad behaviour.	306.97	2607.437	.704	.906
The teacher assigned as your mentor encourages you to face challenges inevitably met in life with a positive attitude of overcoming them.	306.33	2692.715	.185	.906

Variables	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
The teacher assigned as your mentor sets high performance expectations and encourages you to realise them.	306.83	2634.216	.601	.906
The teacher assigned as your mentor talks against specific forms of unacceptable student behaviour with the aim of discouraging you from getting involved in it.	306.02	2709.749	.052	.906
The teacher assigned mentor students by giving them appropriate punishment.	306.78	2650.349	.504	