

Innovations

Effect of Mentorship in Learning Development on Student Behaviour and Performance

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Abstract: *The present research is aimed at exploring learning through mentoring on student behaviour and performance. To fulfil the objective of the present research, a review of the available literature was conducted. Mentoring is one of the most recent interactive learning methods to assess the performance of students. The mentorship-based learning can be carried out by teachers (mentors) in collaboration with students (mentees). This contributes to the learning of the student and to the effect. In addition, **evaluation** is an important part of the mentorship process. It has been recognised that learning outcomes can be divided into three general categories: cognitive, skill-based and affective learning. Above all, goals have a positive and significant influence on the behaviour and performance of students. A systematic literature search is used. The research approaches mentorship as an independent variable, student behaviour and performance as dependent variables, and the relationship between them all, as shown in previous research. Also, the correlation among the variables is based on the meta-analysis. Finding shows that the mentorship process creates a state of student engagement, motivation, satisfaction, commitment, and confidence, which shows the behaviour of the students. This in turn leads to improving the performance of the students. Also, the goal set must be realistic, attainable and relate to the functions of growth of the student. Furthermore, **evaluation** is an important part of the mentorship process which plays great roles in making the students feel they are valued and what they do is appreciated. This also contributes to enhancing students' performance. When students are evaluated on their performance, their behaviour improves.*

Keywords: *Mentorship, Student behaviour, learning, Performance appraisal*

Introduction

Interactive Pedagogies enable student to be responsible for their own reality while encouraging them to be more open to store and construct new information (Prince & Felder, 2006). One of the main causes leading to the failure of students is lack of experience and competency on the part of student as evidenced by their lack of vision and difficulty to find a suitable guide or mentor (St-Jean & Audet 2009). Academic leaders need to demonstrate collegiality personality, and encourage the process in others. Mrackham Graduate school (2015) Mentoring is important to a student not only because of the knowledge and skill that are shared, but also because of the many other aspects of professional socialization and personal support that are needed to facilitate success of student in school and beyond the school. Mentorship is a vital interactive pedagogy that can boost students' engagement (Hanson, 2021; DeAngelo et al. 2016; St-Jean & Audet, 2012). Mentorship is originally based on a formal supporting relationship between learner and experienced teacher (St Jean, 2012). However, mentorship is an extra -role behaviour that is applied naturally by teachers when they interact with their students (DeAngelo et al., 2016) for an optimal productivity (Okafor et al., 2017). As teacher-student interactivity exist in such settings, when seen from the lens of constructivist learning theory (Krueger 2007), the nature of mentorship in student growth (SG) is likely to be a process of increasing human knowledge and enhancing skills and attitude for increasing productivity (Okafor et al. 2019). The present research paper attempts to approach this relationship from a literature review perspective.

Teachers(mentors) are always keen on improving the quality and effectiveness of students'(mentees') performance. One very important method through which this is expected to happen is through performance appraisal. Different methods of performance appraisal are applied by different types of teachers (Mentees). These types include Survey and Questionnaire, Regular Check-ins, Goal Setting and Tracking, Mentor-Mentee Feedback, 360-Degree Feedback (Babagana, 2018)

Just like other learning methods within educational learning, mentorship is expected to have impacts on student as well as on the institution. There is evidence from prior research that performance appraisal in general impact students (Ahsan et al., 2018 and Okafor et al., 2019). Student motivation, satisfaction, confidence etc are mentioned amongst the variables that can be related to the execution of different performance appraisal techniques. However, there is still a need to have more evidence for the correlation between applying mentorship and student behaviour and performance.

Literature Review

Changes in the educational learning together with the increasing level of competitiveness were the factors behind the introduction of novel learning concept in educational sector, business and service fields. One of the concepts is "mentorship". The idea of mentoring originated from the poem *Odyssey*, written around the 12th century BC by Homer. As Odysseus, the king of Ithaca was leaving for the Trojan War,

he chose the character Mentor to act as a friend, teacher, guardian, and advisor to his son Telemachus (Holmstrom 2001). The educational mentor-mentee relationship has influenced and will undoubtedly influence the lives of students all over the world. Similarly, in modern times, this term has come to denote a person with certain qualities, or who is in a position of authority that watches benevolently over a younger person, who benefits from counsel and support from mentor (Mohammed et al. 2017). Mentoring differs from other similar forms of individual support, such like coaching, in that the mentor places the interest of the individual to whom he is providing support as an absolute priority, and not as part of a set of priorities (Gibson, 2005)

Student behaviour is probably one of the most significant educational variables that both impact and get impacted by other variables. To explain, students are likely to behave in a certain manner within any educational level or situation. Student behaviour can be defined as “student’s reaction to a particular situation at an institution. (Barbetta et al., 2005, Wentzel, 2003). Student behaviour can be studied through different variable within the institutional learning including, their engagement, motivation and satisfaction about the growth (Marzano & Marzano 2003). Students who receive more interactive Pedagogies are less disrupted when teachers deal with their misbehaviour and generally act more responsible in that teacher’s class. In contrast, the impact of Coercive discipline appears to be more student distraction from work and less responsibility (Lewis et al., 2005).

Performance is a major issue that is given due attention within educational contexts. It is a fact that all the educational institution endeavours are meant to enhance performance which drives the entire institution towards success. Generally, different types of educational institution concentrate on establishing students’ positive performance (Traynor, 2002; Okafor, 2019; Tuffaha, 2020). This can usually be achieved through providing the students with a set of instruments and competencies that enable student to handle the ongoing institutional shifts and challenges (Marzano & Marzano, 2003, Lewis et al., 2005). The findings of prior research ensured that there are many determinants that can control student performance such as clear purpose and strong guidance, student empowerment, information and communication technology, knowledge management, innovative and creativity, and institutional culture (Marzano & Marzano, 2003, Tuffaha, 2020, Okafor et al., 2019).

Research Objectives

- To assess the impact of mentorship on Student behaviour.
- To evaluate the impact of mentorship on Student performance.

Research Methodology

For the purpose of conducting the present research, a systematic literature review is employed. The researcher approaches mentorship as an independent variable; student behaviour and performance as dependent variable, and the relationship between all of them as it was presented in prior research. Consequently, a fair

evaluation for the available literature about the two variables is conducted based on data collected from reliable, efficient and trustable journal article. The articles selected are in accordance with the key words of the present research (mentorship, performance appraisal, student behaviour and student performance). The correlation among the variable is based on a meta-analysis.

Background of Main Issues

There is an agreement that performance can either be formal or informal. It is the responsibility of Teachers (mentors) to assess the performance of their students. Performance can be evaluated by teachers, parents, institution and peers who themselves have beliefs or opinion concerning the students' relative proficiencies, skill and knowledge. Through the appraisal process, students are likely to be over-valued or under-valued based on their output and their efficient and effective use of resources (Hattie 2003). Researchers know that the major issue concerning performance appraisals is to identify whether the students show commitment to their specified vision and objectives. Thus, objectives represent a key determinant of student appraisal. This is probably a perfect explanation for the occurrence of mentorship as a performance appraisal technique.

Mentorship

The relationship of mentoring with student recognition and development of opportunities, which can be a long-term process in which objectives may change but are always determined by the accompanied. The concept of mentoring was introduced (Megginson & Clutterbuck, 2006). Mentoring is often appropriate when learners are making changes at critical points in their lives and mentoring can be linked to choice, career and personal development, career and support and personal change in line with research from (Al Hilali et al., 2020; Rony et al., 2019; Student et al., 2012; Zahara, 2021). Mentoring can be an effective solution to overcome some challenges and improve students' performance within the institution. This act is designed to provide support, coaching and skill development to individual or team in achieving optimal performance (Egan et al., 2013). Mentoring is an integral part of training (Hilali et al., 2020) and human capital development (Okafor et al., 2019), which significantly aim for significant improvement and high students competence. Mentoring involves individualised guidance focused on competency development and leadership reinforcement (Parsloe & Leedham, 2016)

Mentorship is a relationship that can take place between different individuals to share knowledge, skills, or even experiences (Ersin & Atay, 2021). Mentorship can take place between the following individuals, student-student, staff-student, or even faculty-student. Traditionally, mentorship was viewed as a relationship where a long-term relationship existed one face-to-face where the mentees' academic, professional, or personal development was nurtured (Law, Hales & Busenbark, 2020). To navigate complex and dynamic challenges students are usually paired with adult volunteers or even older students who offer friendship guidance and support in

pursuit of better performance (Bonifacino et al., 2021). Mentorship is assumed to take place in professional setting for students (Babatunde& El-Gohary, 2019, St-Jean, 2012). The chain of the transfer of knowledge illustrates the importance of keeping traditions of mentoring alive to date (Holmes, 2020). As mentorship research gained ground it expanded in other areas including workplace, academic, and community contexts as a result of Kram's studies in 1983 which are associated with mentorship in academia and the professional world (Bonifacino et al., 2021).

Mentorship plays a crucial role in ensuring knowledge succession and the transfer of values and beliefs. According to Masehela and Mabika (2017), mentorship is the process by which trained individuals offer guidance and advice to selected people who become mentees. The main goal of mentorship is to prepare individuals to improve their performance and achieve better performance. Venegas-Muggli et al. (2023) explain that mentorship involves more than just advising the mentees on how they should operate. It entails building a rapport between the mentor and the mentee to impart the skills, values, expertise, and attitudes needed to succeed.

Mentorship benefits both the mentor and the mentees whereby, it improves the self-confidence of the mentors while the mentees acquire the skills and expertise in a particular area. Mentors gain a sense of personal empowerment whereby the mentorship program gains a sense of personal empowerment (Miske & Sogunro, 2024). The use of mentorship has gained widespread acceptance with organizations using mentorship to train junior employees in their firms. For instance, the use of mentorship programs in the US is aimed at maintaining the organizational culture and beliefs in the workplace. Such mentorship ensures that firms can create a competitive edge in the workplace by maintaining the right culture. Mentorship programs in the academic sector aim at enhancing the student's career planning and strengthening the relationships between the students and the mentors. In the UK, mentorship plays a crucial role in the student's performance whereby students who receive mentorship can perform better than their peers (Guhan et al., 2020). Academic mentorship in the UK entails academic support to students which leads to improved confidence in the students and increased enjoyment in the learning process.

However building on the emerging literature on the extra-role behaviour of teachers (Marzano & Marzano, 2003, DeAngelo et al., 2016, Hattie, 2003). In meta-analysis of more than 100 studies Marzano, Marzano and Picketing (2003b) found that the quality of teacher-student relationship is the keystone for all other aspects of institutional management. They described effective teacher-student relationship as having nothing to do with teacher's personality or even whether the students view the teacher as a friend. Rather, the most effective teacher-student relationships are characterised by specific teacher behaviours; exhibiting appropriate levels of dominance; exhibiting appropriate levels of cooperation; and being aware of high needs students (Marzano & Marzano, 2003).

According to Mentor/National Mentoring Partnership (2005) Programme Design and Planning is the first and the key element in building your programme, because the design is the blueprint you will follow to carry out all other aspects of the programme.

When you have completed the design and planning, you will have made the following decisions: The students you will serve, the type of mentoring as mentors; your programme goals and expected outcomes for mentors, mentees and sponsoring organizations; when and how often mentors and mentees will meet; how long you expect mentoring matches to endure; the purposes of your mentoring programme (e.g., socialization, academic support, job/career guidance); the setting of your mentoring programme (e.g., faith-based site, community organization, school/university, workplace); the programme's stakeholders; how to promote your programme; the best way to evaluate the progress and success of your programme; and a protocol to ensure that your programme staff regularly contact mentors and mentees to discuss how their relationships are going. Mentor/National Mentoring Partnership, 2005). Mentor/National Mentoring Partnership (2005) also noted that effective programme Management ensures that your mentoring programme is well managed. A well-managed programme promotes accuracy and efficiency; establishes credibility; and enables you to gauge progress effectively and identify areas that need improvement.

Student Behaviour and performance

Significant as it is literature focused on student behaviour as a key determinant for improving student performance and consequently institutional performance (Baird, Su & Munir, 2018). One of the most significant predictors in the lives of student is their educational achievement. It is the outcome of education and it foretells the extent to which the student, teacher and educational institutions have attained their institutional goals. The various factors that influence student achievement are parent factors, peer factors, school factors, student's learning behaviour such as time management, study habit, mentor, attitude are equally important factors in ascertaining the institutional achievement of students.

Furthermore, student performance, choices and persistence, his /her effort in learning and how the student relates to the people that make up the institution. Study skills are often determined by the student learning behaviours which affects their learning characteristics or pattern. Learning behaviour is the mental readiness of the students to learn which is shown by their resourcefulness, creative thinking and imaginative activities, love for their learning, high interest for reading and writing and also having better psychological adjustment in the environment (Saxena, 2012). It also depends upon the emotional and school climate of the home and institution. Good institution makes a contribution to develop such climate of learning. There is sometime a feeling in school that a choice has to be made concentrating on student welfare- responsiveness-and a focus on learning and achievement-demandingness. Lesson drawn from the literature on parenting style would suggest that the best outcomes are achieved both are the focus of school policy and procedure (Scott & Dinham, 2005). Wentzel (2003) takes an "ecological perspective" to understand how a caring learning environment is created and the importance of contextual factors in students' behaviour. This work drew on extensive observations of mentors and

mentees (Baumrind 1971,1991). Baumrind concluded that four dimensions of parent-child interaction could reliably predict the child's social, emotional and cognitive competence. Control reflects consistent enforcement of rules, provision of structure to activities, and persistence in gaining compliance. Maturity demands reflect expectations to perform up to one's potential and demands for self-reliance and self-control. Clarity of communication reflects the extent to which parent solicit the child's opinions and feeling and use reasoning to obtain compliance. Nurturance reflects parental expressions of warmth and approval as well as conscientious protection of children's physical and emotional well being (Wentzel 2003)

Theoretical Framework

Various theories were used for explaining the relationship between the implementation of mentorship and student behaviour, motivation, productivity and performance. One of these theories which underpin the relationship between the variables of the present research is Bloom's Taxonomy of Educational Objectives, developed by Benjamin Bloom and his colleagues in 1956, provides a comprehensive framework for categorizing educational goals that are highly applicable to understanding the effects of mentorship programs on student performance. This taxonomy, divided into six hierarchical levels within the cognitive domain—knowledge, comprehension, application, analysis, synthesis, and evaluation—offers a structured approach to assessing how mentorship can impact students' learning and academic outcomes. By mapping the mentorship program to these levels, educators can design interventions that enhance various aspects of students' cognitive development, thereby improving their overall academic performance (Arievitch, 2020). In the study mentors can provide students with foundational knowledge crucial to their field. ensuring that students have a solid grasp of these basics form the bedrock upon which higher-order thinking can be developed. regular assessment and feedback from mentors can help ensure that students retain this essential knowledge, setting the stage for more advanced learning (Masapanta-Carrion & Velazquez-Iturbide, 2018). Moving up the taxonomy, comprehension and application (Mitchell & Manzo, 2018). The higher levels: analysis, synthesis, and evaluation are where student develop critical thinking and advanced problem-solving skills (Meda & Swart, 2018)

Mentorship and student behaviour

Student behaviour in this section is explored in terms of student motivation and student satisfaction since the majority of this studies that approached mentorship and student behaviour focused on Student motivation and student satisfaction. Both of student motivation and satisfaction reflect how the student feels.

A-Mentorship and student motivation

Some studies attempted to approach the relationship between mentorship and student behaviour (Wentzel, 2003). Nevertheless, based on recognising what student

behaviour is, mentorship and student behaviour can be correlated through employee motivation (Lewis et al., 2005). Noddings, (1992), suggested four aspects of teacher behaviour are critical for understanding the establishment of an ethic of the learning environment caring; a) modelling caring relationships with other; b) establishing dialogues characterised by a search for common understanding; c) providing confirmation to students that their behaviour is perceived and interpreted in a positive light and , d) providing practice and opportunities for students to care for others. Noddings' notions of dialogue and confirmation correspond closely with Baumrind's parenting dimension of democratic communication styles and maturity demands (Wentzel 2003).

Based on the number of theoretical models identified by Wentzel to explain how teachers promote positive student behaviour, which are quite similar to family socialization models. When student produce positive behaviour, they are expected to drive satisfaction from the pursue of appropriate social and academic goals more frequently in the context of the educational learning (Wentzel,2003).

According to this, student behaviour is affected by what takes place within the context by the teachers (Noddings, 1992, Scott & Dinham, 2005). Mentorship creates a positive effect on the student self confidence, which positively affects their motivational level. Mentorship has positive effect in raising morale. Through the study of (Nodding 1992, Barbetta et al., 2005, Wentzel, 2003) it was concluded that when mentorship is applied, the mentee grows more motivated and can feel they are valued in the educational environment where they learn.

B- Mentorship and Student Satisfaction

Barbetta et al., 2005 ensures that positive relationship exist in between mentors and mentees satisfaction in different educational institutions. Another evidence is derived from the study of (Al Hilali et al., 2020) in which the topic of mentorship and its linkage to mentee satisfaction in the pedagogical sector was explored. Based on the "Herzberg Theory" in job satisfaction mentors (teachers) positively affect mentee's (student's) satisfaction. More empirical evidence is derived from the outcome of the study of (Wubbels et al., 1999, Wubbels & Levy, 1993) in which the empirical data analysis proved that there is a high level of student satisfaction in the explored environment. In addition, no significant difference between the respondent attitudes toward menstorship application was found attributed to position (teachers-students).

Based on what has been presented in this section in terms of how mentorship be related to students' behaviour in the light of the theoretical models identified by Wentzel andit can be hypothesized that

H1: There is a significant effect for management by objectives on employee behaviour.

Management by objectives and employee performance

In her study, (Dada, 2020) tried to investigate the impact of academic mentoring on Students' performance in Lagos state university. The result indicated that the relationship between the teachers and students in mentoring setting was seen to be

crucial in the productivity of both the employees and the institution. In their study (Guhan et al., 2020) conducted at Al Azhar Medical College to evaluate the impact of a mentorship program initiated in January 2018 on the academic performance of 148 first year students. Following six months mentorship, marked by students being evenly distributed among six mentors, a significant improvement in academic performance was observed, as evidenced by post-program exam scores compared to pre-program assessment. Particularly noteworthy was the program's positive effect on the students who initially scored below 50%, with strong support from student feedback indicating its effectiveness in enhancing learning outcome. Fallatah et al., (2018) explored academic mentoring and its impact on academic performance, research productivity, career development and overall satisfaction of undergraduate medical students. The study highlighted mentor characteristics such as seniority and motivation significantly psychological assistance. Despite no significant impact on academic performance observed directly, the findings underscore the pivotal role of mentor and mentee motivation in fostering a successful mentoring environment. Zarei & Gandomkar (2021) undertook a study on peer mentoring and the role it played in the early stages by supporting the academic success of undergraduate preclinical students. The result of the study indicated that peer mentoring can enhance academic performance in medical education context, particularly relevant in settings where faculty resources are constrained and motivation for mentoring may be limited. Morgenroth et al., (2015) Role model can effectively influence motivation and goal. The motivational theory of modelling, highlights ways in which the power of role models can be harnessed to increase role aspirants' motivation, reinforce their existing goals, and facilitate their adoption of new goals. Employee training has a positive and significant impact on employee performance and attaching the employees with senior or high professionals of their own field maintain their abilities and provide correctness to the mistake they make in routine activities (Tanboli, 2016) Based on the above discussion about mentoring and student performance, it can be hypothesized that

H2: there is a significant impact for mentorship on student performance.

Based on the literature review about the relationship between the research variables (implementation of mentorship and student behaviour and student performance) and the recognition of the different models and factors of mentoring, the following conceptual model can be presented.

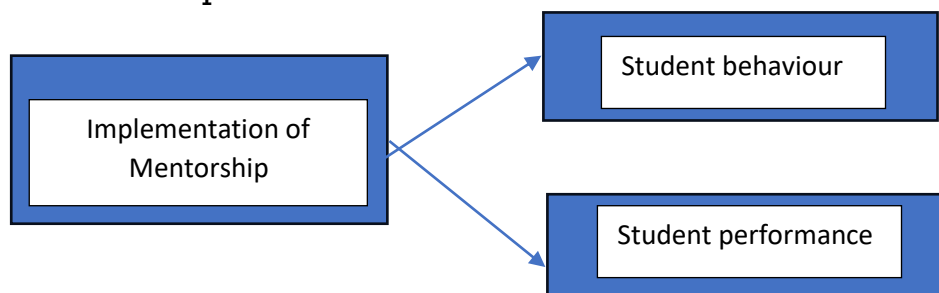


Figure (1) Research Theoretical Framework

Research Findings

Based on literature review conducted to explore impact of mentorship on student behaviour and performance, the researchers have arrived at the following findings.

First of all, mentorship is one of the most recent performance appraisal techniques that are used by teachers to evaluate the performance of their students. Mentors tend to make use of mentoring appraisal system since there are numerous advantages related to the implementation of this appraisal system (Okanga, et al., 2023; Musyoka et al., 2023; Masehela & Mabika, 2017). Mentorship contributes to convey a very important message for the mentees (Students). According to mentorship, the objectives should be clearly defined in support of Bloom Taxonomy of Educational objectives which provides a comprehensive framework for categorizing educational goal that are highly applicable to understanding the effect of mentorship program on academic performance.

Second, it is evident that mentorship significantly and positively impact student behaviour in institutions. This can be explained from two indirect perspectives since there is no direct evidence from the previous literature that mentorship impacts student behaviour. The researcher categorised behaviour into motivation and satisfaction.

In terms of employee motivation, it was found that mentors aim at promoting high level of motivation (Wentzel, 2003) through making sure that their mentees do their utmost for achieving specific, high objective that are determined earlier by the student(mentee) and are agreed on by the institution. This works best when the goals of the institution are discussed and shared at all levels of the institution so they understand why certain things are expected of them. Mitchell & Manzo (2018) ensures that mentees build confidence in their ability to perform tasks related to their goals that are aligned with the goals of the institution. This approach increases motivation and commitment (Unsworth, et al., 2021). Instead of just following the expectations of teachers, executives, everyone in the mentorship approach. By mapping the mentorship program to these levels, educators can design interventions that enhance various aspects of students' cognitive development, thereby improving their overall academic performance. This is in line with the conclusion in support of Bloom's Taxonomy of Educational Objectives. Therefore, student are evaluated and rewarded for their achievements in relation to the set objectives. This also include accurate feedback on the organisation's current situation and goals that have been achieved. This leads to their satisfaction (Karak, 2019).

Thus, the first hypothesis (H1) "There is a significant impact for mentorship on student behaviour" is accepted.

Third, it is evident that the implementation of mentorship positively and significantly impacts student performance. The conclusion is justified in light of the findings of many previous studies detected in the literature review above.

According to Marzano & Marzano, (2003), teachers can exhibit strong dominance by establishing clear behaviour expectations and learning goals and by exhibiting assertive behaviour. Finally feedback represents a major component in the

mentorship process. When students get feedback about their performance, their behaviour is enhanced. This feedback contributes to enhance their performance. This is consistent with (Riccobono & Bruccoleri, 2018).

Thus, it can be concluded that the second hypothesis is accepted. "There is a significant impact for mentorship on student performance".

Conclusion

Mentorship is one of the novelist techniques that are used by educational institutions to assess students' performance. This appraisal technique depends on defining the objectives for each student and then comparing the objectives with institution overall objectives. Mentoring entails continuous monitoring of activities as well as reviewing the student (mentees) reaction to reach objectives.

Due to its significance, mentorship represent the effective administrative strategy that allow for the employment of all available resources, and the same time gives a joint direction of efforts towards the vision, as well as well as creating team spirit and aligning the objectives of the individual mentee with the common and general interest of the institution. Further to that, mentorship help create links between the achievement of the institutional goals and the improvement of students' motivation, commitment, satisfaction and ultimately performance and productivity. Mentorship can be considered as one of the cornerstones of educational institutions survival and competitiveness.

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