

Influence Of Faith Based Schools Management Practices On Student Behavior Outcomes In Public Secondary Schools In Kayonza District, Rwanda.

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Abstract: Effective school management practices, especially in the instructional and behavioral domains, are widely recognized as essential in shaping positive student outcomes. This study aimed to assess the influence of Faith-based Schools management practices on student behavior outcomes in public secondary schools in Kayonza District, Rwanda. The study was guided by four specific objectives: to assess the influence of religious teacher training on students' behavior outcomes in public secondary schools in Kayonza District, Rwanda; to examine the influence of religious instruction monitoring on students' behavior outcomes in public secondary schools in Kayonza District, Rwanda; to analyse the influence of faith leaders' collaboration on students' behavior outcomes in public secondary schools in Kayonza District, Rwanda; and to evaluate the influence of religious teaching and learning materials provision on students' behavior outcomes in public secondary schools in Kayonza District, Rwanda. The theoretical framework consisted of Instructional Leadership Theory and Students' Behavior Outcome Theory. The study adopted a Descriptive Survey with a mixed-methods approach, integrating both quantitative and qualitative methods to gather perceptions from a total population of 741, from which a sample size of 262 respondents was selected, including 11 head teachers, 23 deputy head teachers, 126 teachers, and 102 class monitors. Data collection tools included questionnaires for teachers, interview guides for head teachers and deputy head teachers, and focus group discussions for class monitors. A pilot test was conducted to pre-test the questionnaire and refine any ambiguous items, while a reliability index of at least 0.7 was used as the benchmark to ensure the dependability of the instrument. Additionally, a validity test with an acceptable threshold of 0.6 was performed to establish the credibility of the data collection tools. Quantitative data were analyzed using IBM Statistical Package for Social Sciences (IBM SPSS) version 21 to calculate the mean, standard deviation, and frequency distribution, and a regression model was used to assess the influence between variables, while qualitative data were analyzed through thematic coding. After data have been gathered, findings were summarized, general conclusions were drawn and recommendations formulated.

Keywords: Faith-Based Management and Student Behavior, Kayonza district Public Schools

Introduction

Effective school management practices, especially in the instructional and behavioral domains, are widely recognized as essential in shaping positive student outcomes. Globally, many countries integrate religious or moral education within school curricula to promote ethical conduct, discipline, and social responsibility (UNESCO, 2023). Evidence from education systems such as Finland, South Korea, the United States, and the United Kingdom indicates that where religious instruction is well-managed, through trained teachers, clear supervision structures, and stakeholder involvement, schools record improved student behavior, stronger school culture, and reduced disciplinary incidents (Sahlberg, 2022; Harris & Sass, 2023; Ofsted, 2021). Conversely, in lower-income regions, the impact of religious instruction on behavior is often weakened by inadequate teacher preparation, limited resources, and inconsistent linkages between schools and faith institutions.

At the local level, in Kayonza District, although religious instruction is part of the formal curriculum, the management of this instruction varies significantly across schools. Some schools assign trained religious studies teachers and integrate moral education into broader behavioral policies, while others rely on untrained staff and provide minimal supervision, resulting in limited behavioral impact (Kayonza District Education Report, 2023). Low student behavior outcomes in public secondary schools in Kayonza District remain a persistent and troubling challenge, undermining the overall learning environment and educational goals. Despite the integration of Faith based Schools in the national curriculum to promote moral values and character development, many schools in Kayonza report persistent behavioral problems among students, including indiscipline, absenteeism, disrespect toward staff, and lack of responsibility. These concerns have raised questions about how religious instruction is being managed in terms of planning, delivery, and evaluation. Ineffective management practices appear to limit the potential impact of religious instruction on student behavior, thus weakening one of the core pillars of Rwanda's values-based education model (REB, 2022; MINEDUC, 2023). If these issues are not addressed, the role of religious education in shaping morally upright and responsible learners will remain largely unfulfilled in this district.

Low student behavior outcomes in public secondary schools in Kayonza District remain a persistent and troubling challenge, undermining the overall learning environment and educational goals. Despite the integration of Faith based Schools in the national curriculum to promote moral values and character development, many schools in Kayonza report persistent behavioral problems among students, including indiscipline, absenteeism, disrespect toward staff, and lack of responsibility. These concerns have raised questions about how religious instruction is being managed in terms of planning, delivery, and evaluation. Ineffective management practices appear to limit the potential impact of religious instruction on student behavior, thus weakening one of the core pillars of Rwanda's values-based education model (REB, 2022; MINEDUC, 2023). If these issues are not addressed, the role of religious education in shaping morally upright and responsible learners will remain largely unfulfilled in this district. If effective management practices for Faith based Schools are not urgently implemented, public secondary schools in Kayonza will continue to face deteriorating behavior standards, further compromising educational equity and national development goals.

The specific objectives of the study were:

- i. To assess the influence of religious teacher training on students' behavior outcomes in public secondary schools in Kayonza district, Rwanda
- ii. To examine the influence of religious instruction monitoring on students' behavior outcomes in public secondary schools in Kayonza district, Rwanda
- iii. To analyse the influence of faith leaders collaboration on students' behavior outcomes in public secondary schools in Kayonza district, Rwanda
- iv. To evaluate the influence of religious teaching learning materials provision on students' behavior outcomes in public secondary schools in Kayonza district, Rwanda

Review of related literature

Empirical Literature: This empirical review examined studies on Faith based Schools management practices and their influence on student behavior outcomes, focusing on religious teacher training and student behavior outcomes, religious instruction monitoring and student behavior outcomes, faith leaders collaboration and student behavior outcomes, religious teaching learning materials provision

and student behavior outcomes. The studies spanned various countries and educational contexts, providing insights relevant to public secondary schools in Kayonza District, Rwanda.

Faith-Based Schools Management Practices: Empirical research into faith-based school management highlights how school mission, leadership style, staffing practices, values-driven culture, community engagement, and resource governance influence institutional performance and student outcomes. Several studies have examined how faith-based management practices shape school operations and students' behavior, morale, and academic performance. Studies on leadership and school mission emphasize that the faith identity of a school often guides management decisions and leadership practices. For example, Striepe, Clarke, and O'Donoghue (2014) found in a study of Australian faith-based schools that school leaders' understanding of leadership was deeply influenced by values derived from the school's religious ethos. These leaders prioritized relational management, pastoral care, and teacher support over purely administrative functions. Similarly, research in South Africa indicates that principals in faith-based schools adopt servant-leadership styles, focusing on staff well-being, student guidance, and relational practices, which strengthen institutional culture (McKendrick & Walker, 2020). Such findings suggest that faith-driven leadership fosters school environments that emphasize moral and ethical development alongside academic excellence. Despite these positive outcomes, empirical studies also highlight challenges in faith-based school management. Limitations include balancing faith mission with regulatory requirements, resource constraints, uneven teacher development, and inconsistencies in the application of stated values in classrooms (Dewi, 2024; Striepe et al., 2024). Additionally, most studies rely on qualitative or cross-sectional designs, limiting the ability to establish causal relationships between management practices and student outcomes.

Student Behavior Outcomes: Empirical studies have consistently highlighted the significant influence of school environment, classroom management, and disciplinary strategies on student behavior outcomes. For instance, research conducted in Nigeria by Jimoh (2025) found that a positive school climate characterized by inclusivity, respect, and engagement, coupled with effective classroom management strategies, was associated with reduced disciplinary issues and improved academic performance. Classrooms where teachers implemented clear expectations and actively engaged learners recorded fewer instances of misbehavior, suggesting that structured instructional environments are essential for promoting desirable conduct. Similarly, Martínez-Fernández, Díaz-Aguado, and Martín-Babarro (2021) in Spain demonstrated that fair rules, strong school leadership, and supportive teacher-student relationships acted as protective factors against disruptive behaviors, while coercive teacher practices and weak leadership correlated with higher rates of misconduct.

Religious Teacher Training and Student Behavior Outcomes: Adeyemo (2021) explored how the competence of religious teachers influences the moral development of secondary school students in Nigeria. Using a qualitative case study approach, the study revealed that professionally trained teachers in religious education were more effective at guiding students' ethical reasoning and discouraging deviant behaviors. Regular training was recommended to improve instructional quality. These findings highlight the critical role that teacher qualifications play in shaping student behavior through moral instruction. Owusu and Boateng (2023) conducted a correlational study in Ghana that linked teacher competence in religious education with improvements in student ethical judgment. The study revealed that teachers using participatory methods fostered stronger moral understanding among learners. Investment in teacher development

programs was recommended. This provides strong justification for focusing on interactive pedagogy as a means of cultivating desirable student behavior.

Religious Teaching-Learning Materials Provision and Student Behavior Outcomes: Mwangi (2021) explored how the availability and quality of religious teaching materials influenced student behavior in Kenyan public schools. The survey findings indicated that relevant and interactive materials improved ethical decision-making and classroom discipline. The study recommended increased investment in religious instructional resources. These results support the importance of providing appropriate and engaging content for effective moral education. Kebede and Alemu (2020) used a quasi-experimental design in Ethiopia to assess the behavioral effects of using structured religious materials. Students exposed to religious multimedia and guides showed improved peer interaction and ethical reasoning. Integration of digital religious content into the curriculum was recommended. These findings highlight the role of diversified instructional tools in strengthening students' moral development.

Theoretical Literature Review: This study was guided by theoretical perspectives that explain how school management practices influence teaching processes and student behavioral development. Since the study examined how faith-based school management practices shape student behavior outcomes, it was essential to apply theories that account for both instructional guidance and behavioral learning. Instructional Leadership Theory was used to explain how school leaders guide and supervise the delivery of religious instruction, while Social Learning Theory was used to explain how students develop behavioral patterns through observation and interaction within the school environment. Together, these theories provide a basis for understanding how religious instructional practices and school leadership can influence student behavior in public secondary schools in Kayonza District.

Conceptual Framework: Figure 1 below indicated the conceptual framework for this study, which explored the influence of Faith-based Schools on students' behavior outcomes in public secondary schools. It identified four independent variables, namely religious teacher training, religious instruction monitoring, faith leaders' collaboration, and religious teaching and learning provision, each with respective indicators. The dependent variables focused on spiritual activity participation, respect for authority and peers, and moral and ethical conduct. Intervening variables consisted of budget allocation, leadership support, and curriculum policy, all of which could have influenced Faith-based Schools and students' behavior outcomes in public secondary schools in Kayonza District, Rwanda.

Independent Variables

FAITH BASED SCHOOLS MANAGEMENT



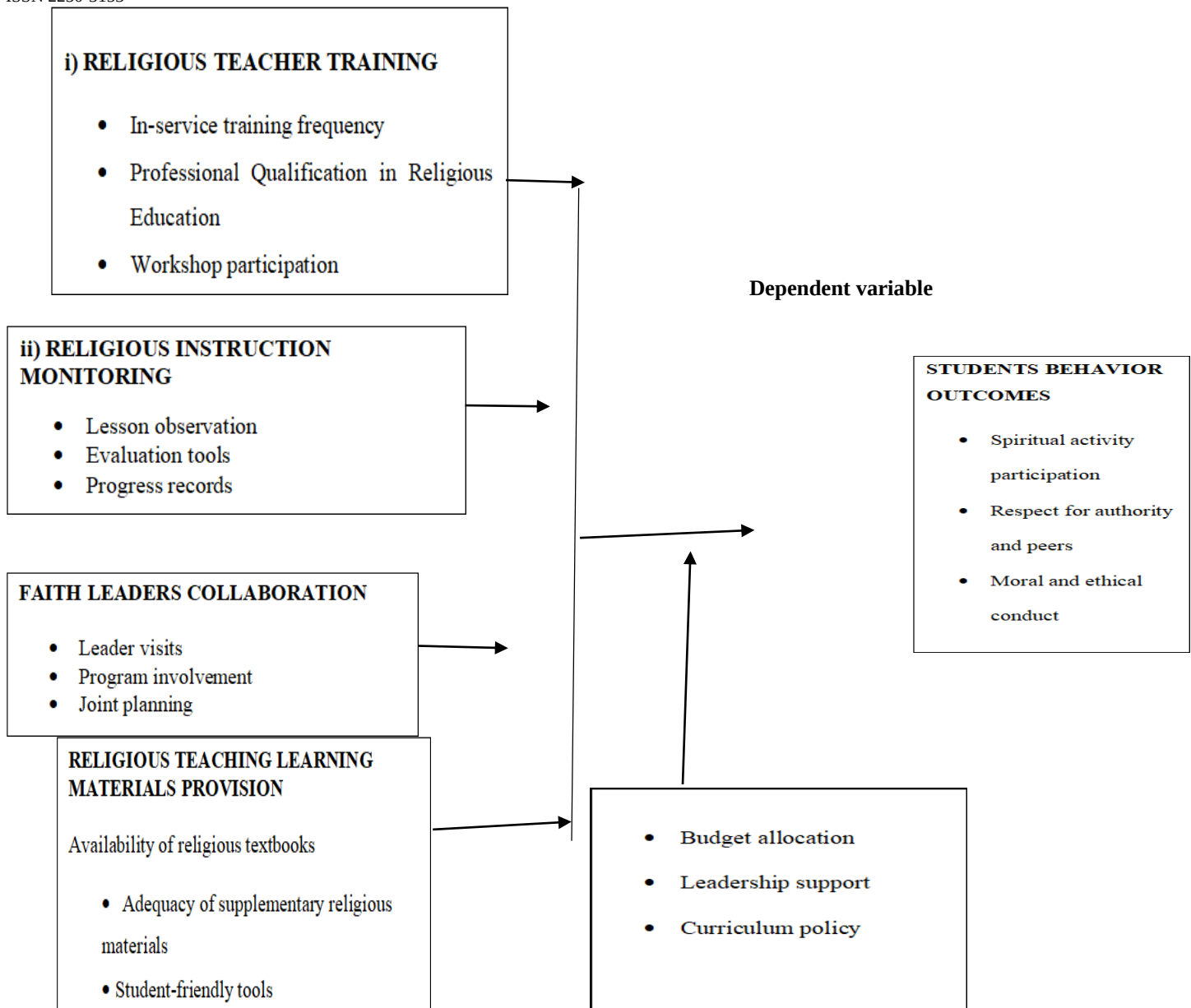


Figure 1: Conceptual Framework Source: Researcher (2025)

Research Methodology

This study employed a mixed-methods research methodology to examine the influence of Faith-based Schools management practices on student behavior outcomes in public secondary schools in Kayonza District, Rwanda. The mixed-methods approach, as outlined by Creswell and Creswell (2018), integrates both quantitative and qualitative techniques, enabling researchers to capture measurable trends alongside deeper insights into complex social phenomena. This methodology was particularly appropriate for exploring how school-level faith-based management practices, such as religious teacher training, monitoring of religious instruction, collaboration with faith leaders, and provision of religious teaching and learning materials, affect student behavior outcomes, including moral conduct,

discipline, respect for authority, and social responsibility. By combining numerical data with narrative accounts, the study provided a comprehensive understanding of the relationships and mechanisms underlying these educational practices.

Target Population : This study focused on a total target population of 741 participants in public secondary schools in Kayonza District, comprising 32 head teachers, 64 deputy head teachers, 357 teachers, and 288 class monitors. These categories were selected due to their direct involvement in the management and implementation of Faith-based Schools and their influence on student behavior outcomes, which were the central focus of the study. Head teachers were key leaders whose management practices shaped the overall school environment, policy enforcement, and behavioral expectations, making their perspectives vital in understanding institutional discipline and instructional guidance.

Sample Size Determination

Solvin's formula was used to determine the sample size.

The formula was as follows:

$$n = \frac{N}{1 + Ne^2}$$

Where:

n = Required sample size

N = Total population size

e = Margin of error

Since the study targeted a total population of 741 individuals, the sample size was calculated as follows:

$$n = \frac{741}{1 + 741(0.05)^2}$$

$$n = \frac{741}{1 + 741(0.0025)}$$

$$n = \frac{741}{2.825} = 262$$

Thus, the required sample size for the study was 262 respondents. Table 3.2 outlined sample sizes for each population category.

Table 1: Sample Size

Population Category	Target Population	Sample Size
Head teachers	32	11
Deputy head teachers	64	23
Teachers	357	126
Class monitors	288	102
Total	741	262

Source: **Researcher (2025)**

Research findings and discussion

Response Rates

As the researcher distributed 126 questionnaires and all of them were filled returned. This means that the response rate was 100%, this rate is relevant since in the context of Mugenda and Mugenda (2018) confirmed that if the response rate is more than 90.0%, it is sufficient for the researcher to generalize the findings.

Demographic Characteristics

Information on respondent's characteristics including gender, age group and level of education were considered as aspects which might have significant influence on study findings. Thus, the demographic distribution of respondents' analysis included all aspects needed in order to collect useful information.

4.2.1 Gender of Respondents

In order to evaluate the influence of faith based schools management practices and student behavior outcomes, the study set out to determine the gender profile of respondents.

Table 2: Gender of Respondents

Gender	Head teachers		Deputy head teachers		Teachers		Students	
	N	%	N	%	N	%	N	%
Males	10	52.6	36	56.3	4	36.3	52	50.9
Females	9	47.6	28	43.7	7	63.7	50	49.1
Total	19	100	2	100	11	100	102	100

Source: Primary Data (2025)

Findings reveal that male head teachers (52.6%) and deputy head teachers (56.3%) slightly exceed their female counterparts (47.6% and 43.7% respectively), while female teachers (63.7%) outnumber males (36.3%), and students show near gender equality with 50.9% male and 49.1% female. This indicates that leadership roles in faith-based schools in Kayonza District are somewhat male-dominated, teaching roles lean more toward females, and students reflect balanced representation. Rwanda's policy commitment to gender equality in education underpins this balance (Republic of Rwanda, 2015). Research further shows that gender-inclusive leadership strengthens collaboration and instructional oversight (World Bank, 2020), and female educators often employ nurturing approaches that positively influence student behavior (Moyo & Makaza, 2020). Therefore, the gender profile highlights both opportunities and challenges for enhancing student behavior outcomes through faith-based school management.

4.2.2 Respondents' Age Distribution

The maturity was a considerable research construct as it helped to ensure the maturity of responses enabled the researcher to ensure data credibility that is vital in the current study.

Table 3: Age of Respondents

Teachers		
Age range	Frequency	Percentage
21-30	28	30.2
31-40	19	15.1
41-50	32	25.4
Over 50	37	29.4
Total	126	100

Source: Primary Data (2025)

Results show that most teachers in faith-based public secondary schools in Kayonza District are aged over 50 years (29.4%) and between 41–50 years (25.4%), while younger teachers aged 21–30 years account for 30.2% and those aged 31–40 are the least represented (15.1%). This distribution suggests that the teaching workforce is largely mature, with fewer mid-career teachers. A relatively older teaching staff can provide experience and stability in managing student behavior, as seasoned educators are often more effective in discipline management and value transmission (Adeyemo, 2021; Nuwagaba, 2020). However, limited representation of younger teachers may reduce innovation and adaptability in incorporating modern pedagogical strategies for moral guidance (Moyo & Makaza, 2020). These findings highlight the need for balanced recruitment and professional development to sustain both traditional authority and innovative approaches in fostering positive student behavior outcomes.

4.2.3 Education Level of Respondents

The researcher through questionnaires has requested respondents to indicate their higher level of qualification.

Table 4: Education Level of Teachers

Level of Education	Upper Teachers		Secodary Head teachers		DOSs	
	N	%	N	%	N	%
Bachelor in Education	126	100	11	100	23	100
Total	126	100	11	100	23	100

Source : Primary Data (2025)

Results indicate that all head teachers (100%), deputy head teachers (100%), and teachers (100%) in faith-based public secondary schools in Kayonza District hold a Bachelor's degree in Education. This uniformity demonstrates a highly qualified teaching and leadership workforce, which is critical in shaping student behavior through professional competence and moral guidance. As highlighted by Adeyemo (2021) and Kariuki (2022), professionally trained educators are better equipped to integrate pedagogical skills with moral instruction, thereby enhancing discipline and ethical awareness among students. Similarly, Owusu and Boateng (2023) emphasize that teacher competence fosters participatory learning that strengthens students' moral reasoning. Therefore, the high academic qualification profile underscores the potential of faith-based schools in Kayonza to positively influence student behavior outcomes through well-prepared educators and school

4.3 The Influence of Religious Teacher Training on Students' Behavior Outcomes

In order to assess the influence of religious teacher training on students' behavior outcomes in public secondary schools in Kayonza district, participants were asked to provide responses via a questionnaire. This was achieved through using a five-point Likert scale, ranging from strongly agree to strongly disagree, to quantify the perceptions of respondents.

Table 5: Teachers Responses on the Influence of Religious Teacher Training on Students' Behavior Outcomes

Statements	SD (N, %)	D (N, %)	N (N, %)	A (N, %)	SA (N, %)	Mean	Std
I have received formal training in delivering religious instruction.	17 (13.5)	21 (16.7)	13 (10.3)	53 (42.1)	22 (17.5)	3.33	1.31
I have participated in in-service training focused on religious education.	5 (4.0)	7 (5.6)	19 (15.1)	71 (56.3)	24 (19.0)	3.81	0.94
The trainings I received have equipped me to address students' moral development.	1 (0.8)	3 (2.4)	3 (2.4)	82 (65.1)	37 (29.4)	4.20	0.67
Trainings enable me to handle student behavior effectively through religious instruction.	0 (0.0)	2 (1.6)	7 (5.6)	79 (62.7)	38 (30.2)	4.21	0.61

Source: Researcher (2025)

The findings revealed that 42.1% of respondents agreed and 17.5% strongly agreed that they had received formal training in delivering religious instruction, while 16.7% disagreed and 13.5% strongly disagreed. The mean score of 3.33 with a relatively high standard deviation of 1.31 indicated a moderate level of agreement and diverse responses among teachers. This suggested that although many teachers had undergone some form of training, others lacked adequate preparation in faith-based pedagogy. Similar findings by Musabyimana and Nkurunziza (2022) in Rwanda emphasized that inconsistency in teacher training within faith-based schools limited the uniform delivery of religious instruction, thereby affecting students' behavioral development. The variation observed implied that some schools invested more in religious teacher capacity-building than others, influencing the extent to which moral and behavioral outcomes were integrated into instruction.

Regarding participation in in-service training focused on religious education, 56.3% agreed and 19.0% strongly agreed, while only a small proportion (9.6%) disagreed. The mean of 3.81 with a standard deviation of 0.94 reflected a generally positive and consistent perception that teachers had engaged in professional development related to faith instruction. These results aligned with findings by Turyamureeba (2021), who reported that in-service programs in faith-based schools enhance teachers' ability to integrate moral and ethical instruction into classroom practices. The pattern suggested that structured in-service training reinforced moral guidance skills, contributing to improved student discipline and ethical behavior outcomes in public secondary schools in Kayonza District.

A significant 65.1% of respondents agreed and 29.4% strongly agreed that the training they received equipped them to address students' moral development, resulting in a high mean of 4.20 and a low standard deviation of 0.67. This indicated strong consensus and effectiveness of training initiatives in promoting teachers' moral instruction competencies. Such findings were consistent with Mugenzi (2020), who noted that teacher preparation in moral and religious education fosters character formation among learners in faith-based institutions. The high agreement levels suggested that structured religious training empowered educators to foster positive behavior among students through value-based teaching.

In addition, 62.7% of respondents agreed and 30.2% strongly agreed that training enabled them to handle student behavior effectively through religious instruction, with a mean of 4.21 and a standard deviation of 0.61, showing strong agreement and minimal variation in responses. This outcome confirmed that religious training had a notable influence on managing student behavior, as teachers internalized faith values that translated into behavioral guidance strategies. These findings resonated with the work of Niyibizi and Karekezi (2023), who found that religiously trained teachers tend to apply faith principles in resolving behavioral issues, thereby fostering discipline and moral growth. The consistent responses underscored the importance of continuous religious professional development in sustaining positive behavioral outcomes among students in faith-based educational contexts.

Table 6: Model Summary for Teachers Responses on the influence of Religious Teacher Training on Students' Behavior Outcomes

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.197 ^a	.039	.031	.30120

a. Predictors: (Constant), Religious Teacher Training

Table 6 shows that the relationship between faith leaders' collaboration and students' behavior outcomes is weak, with an R value of 0.197. The R^2 of 0.039 indicates that only 3.9% of the variation in student behavior outcomes is explained by faith leaders' collaboration, and the adjusted R^2 of 0.031 confirms minimal explanatory power after accounting for sample size. This suggests that while faith leaders' involvement may have a small positive effect, other management practices, such as teacher training, instructional supervision, and provision of religious teaching materials, likely have a greater influence on student behavior (Adeyemo, 2021; Nyarko, 2021). The low predictive value highlights the need for integrated faith-based school management strategies to effectively improve student behavior outcomes in Kayonza District's public secondary schools.

Table 7: ANOVA table for Teachers Responses on the Influence of Religious Teacher Training on Students' Behavior Outcomes

Model	Sum of Squares	df	Mean Square	F	Sig.
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	Regression	.457	1	.457	5.032	.027 ^b
1	Residual	11.250	124	.091		
	Total	11.706	125			

a. Dependent Variable: Students' Behavior Outcomes

b. Predictors: (Constant), Religious Teacher Training

As shown in Table 7, religious teacher training significantly influences students' behavior outcomes in faith-based public secondary schools in Kayonza District ($F(1,124) = 5.032, p = 0.027$). This suggests that differences in student behavior are partly attributable to the level of teacher training, with more competent religious educators better able to foster positive moral conduct. The findings are supported by previous studies indicating that trained religious teachers enhance ethical reasoning, minimize indiscipline, and encourage constructive peer interactions (Adeyemo, 2021; Kariuki, 2022; Nuwagaba, 2020). Hence, the results underscores the need for continuous professional development and targeted capacity-building to strengthen the impact of religious instruction on student behavior.

Table 8: Regression Coefficients for Teachers Responses on the Influence of Religious Teacher Training on Students' Behavior Outcomes

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	3.921	.209		18.798	.000
Religious Teacher Training	.119	.053	.197	2.243	.027

a. Dependent Variable: Students' Behavior Outcomes

Table 8 presents the regression coefficients for teachers' responses on the influence of religious teacher training on students' behavior outcomes. The constant ($B = 3.921, t = 18.798, p < 0.001$) indicates the baseline level of student behavior outcomes in the absence of religious teacher training. Religious teacher training positively and significantly influences students' behavior ($B = 0.119, \beta = 0.197, t = 2.243, p = 0.027$), showing that enhancements in teacher training are associated with improvements in student conduct. These results are consistent with prior studies indicating that well-trained religious educators promote moral reasoning, reduce indiscipline, and foster ethical behavior among learners (Adeyemo, 2021; Nuwagaba, 2020; Owusu & Boateng, 2023). Consequently, structured and continuous professional development in religious instruction is vital for optimizing student behavior outcomes in faith-based schools in Kayonza District.

4.4 The Influence of Religious Instruction Monitoring on Students' Behavior Outcomes

In order to assess the influence of religious instruction monitoring on students' behavior outcomes in public secondary schools in Kayonza district, participants were asked to provide responses via a questionnaire. This was achieved through using a five-point Likert scale, ranging from strongly agree to strongly disagree, to quantify the perceptions of respondents.

Table 9: Teachers Responses on the Influence of Religious Instruction Monitoring on Students' Behavior Outcomes

Statements	SD (N, %)	D (N, %)	N (N, %)	A (N, %)	SA (N, %)	Mean	Std
My religious instruction lessons are regularly monitored by school leadership.	2 (1.6)	7 (5.6)	20 (15.9)	62 (49.2)	35 (27.8)	3.96	0.90
I receive feedback on how to improve my religious teaching.	0 (0.0)	2 (1.6)	9 (7.1)	72 (57.1)	43 (34.1)	4.24	0.65
Monitoring helps me refine how I integrate moral lessons into my teaching.	0 (0.0)	3 (2.4)	3 (2.4)	80 (63.5)	40 (31.7)	4.25	0.62
The monitoring of my lessons contributes to better student discipline.	0 (0.0)	4 (3.2)	9 (7.1)	78 (61.9)	35 (27.8)	4.14	0.68

Source : Researcher (2025)

Teachers' responses indicated that 1.6% strongly disagreed, 5.6% disagreed, 15.9% were neutral, 49.2% agreed, and 27.8% strongly agreed that their religious instruction lessons were regularly monitored by school leadership, with a mean of 3.96 and a standard deviation of 0.90. These results suggested that the majority of teachers acknowledged consistent monitoring of religious instruction, implying that faith-based school leaders maintained supervisory mechanisms to ensure adherence to moral and spiritual objectives. The moderately high mean reflected positive perceptions of leadership involvement, while the small standard deviation showed a relatively shared experience among teachers. Consistent with findings by Nwagu and Chukwuma (2022), regular supervision of faith-related lessons was linked to improved teacher accountability and reinforcement of school moral values, strengthening behavioral expectations among students.

Furthermore, 1.6% disagreed, 7.1% were neutral, 57.1% agreed, and 34.1% strongly agreed that they received feedback on how to improve their religious teaching, yielding a mean of 4.24 and a standard deviation of 0.65. Similarly, 2.4% disagreed, 2.4% were neutral, 63.5% agreed, and 31.7% strongly agreed that monitoring helped refine moral lesson integration, with a mean of 4.25 and standard deviation of 0.62. Lastly, 3.2% disagreed, 7.1% were neutral, 61.9% agreed, and 27.8% strongly agreed that monitoring improved student discipline, with a mean of 4.14 and standard deviation of 0.68. These consistently high means reflected a strong positive perception of monitoring as a tool for instructional and moral improvement. Studies by Mwangi (2021) and Adebayo (2020) similarly highlighted that effective feedback and supervision in faith-based schools nurtured teacher competence and student discipline. This alignment suggested that structured religious lesson monitoring not only enhanced teachers' pedagogical delivery but also fostered the moral development and behavioral discipline that underpin faith-based education systems. In addition, the study tested the null hypothesis H0.2 at 0.05 level of significance and results are shown below:

Table 10: Model Summary for Teachers Responses on the Influence of Religious Instruction Monitoring on Students' Behavior Outcomes

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.353 ^a	.125	.117	.28749

a. Predictors: (Constant), Religious Instruction Monitoring

The results from the model summary indicate a moderate positive relationship between faith leaders' collaboration and teachers' perceptions of the influence of religious instruction monitoring on student behavior, with an R value of 0.353. The R^2 value of 0.125 suggests that approximately 12.5% of the variance in student behavior outcomes can be explained by faith leaders' collaboration, while the adjusted R^2 of 0.117 accounts for model complexity. This implies that although collaboration with faith leaders contributes to improved student behavior, other factors also play a role. These findings align with empirical studies showing that structured engagement with religious leaders supports moral guidance and reduces indiscipline among students (Nyarko, 2021; Mutiso & Wambua, 2023). The moderate predictive power underscores the need for comprehensive faith-based school management practices, combining instructional supervision, teacher training, and resource provision to effectively shape student behavior in Kayonza District.

Table 11: ANOVA table for Teachers Responses on the Influence of Religious Instruction Monitoring on Students' Behavior Outcomes

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1.458	1	1.458	17.641	.000 ^b
	Residual	10.248	124	.083		
	Total	11.706	125			

a. Dependent Variable: Students' Behavior Outcomes

b. Predictors: (Constant), Religious Instruction Monitoring

The ANOVA results indicate a statistically significant relationship between religious instruction monitoring and students' behavior outcomes ($F(1,124) = 17.641$, $p < 0.001$), suggesting that variations in instructional monitoring significantly predict changes in student behavior. This implies that schools with more systematic supervision of religious lessons are likely to experience better student discipline and ethical conduct. These findings align with prior studies emphasizing that regular monitoring and feedback in moral and religious education enhance cooperation, reduce absenteeism, and promote positive behavior among learners (Alemu, 2021; Nkurunziza & Habimana, 2022). In the context of Kayonza District, this underscores the importance of strengthening instructional oversight as part of faith-based school management practices to improve students' moral and behavioral outcomes.

Table 12: Regression Coefficients for Teachers Responses on the Influence of Religious Instruction Monitoring on Students' Behavior Outcomes

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
(Constant)		3.437	.227		15.134	.000
Religious Monitoring	Instruction	.229	.054	.353	4.200	.000

a. Dependent variable: Students' Behavior Outcomes

The regression results indicate that religious instruction monitoring has a positive and significant influence on students' behavior outcomes ($B = 0.229$, $\beta = 0.353$, $t = 4.200$, $p < 0.001$). This suggests that increased and systematic supervision of religious lessons is associated with improvements in student conduct, such as respect, discipline, and cooperation. The constant value (3.437) shows a moderate baseline of behavior outcomes even without monitoring. These findings align with empirical studies emphasizing that consistent instructional oversight enhances moral and ethical development in students (Alemu, 2021; Nkurunziza & Habimana, 2022). In the context of faith-based schools in Kayonza District, strengthening religious instruction monitoring can therefore be a critical strategy for promoting positive student behavior, reinforcing the role of leadership and structured supervision in moral education.

The Influence of Faith Leaders Collaboration on Students' Behavior Outcomes

In order to assess the influence of faith leaders collaboration on students' behavior outcomes in public secondary schools in Kayonza district, Rwanda, participants were asked to provide responses via a questionnaire. This was achieved through using a five-point Likert scale, ranging from strongly agree to strongly disagree, to quantify the perceptions of respondents.

Table 13: Teachers Responses on the Influence of Faith Leaders Collaboration on Students' Behavior Outcomes

Statements	SD (N, %)	D (N, %)	N (N, %)	A (N, %)	SA (N, %)	Mean	Std
I collaborate with local faith leaders to support the teaching of religious instruction.	0 (0.0)	14 (11.1)	5 (4.0)	83 (65.9)	24 (19.0)	3.93	0.82
I have invited religious leaders to speak to students on moral and behavioral issues.	0 (0.0)	18 (14.3)	14 (11.1)	70 (55.6)	24 (19.0)	3.79	0.91
Faith leaders complement my efforts in shaping students' discipline.	0 (0.0)	2 (1.6)	8 (6.3)	103 (81.7)	13 (10.3)	4.01	0.48
I believe working with faith leaders enhances moral instruction.	1 (0.8)	2 (1.6)	1 (0.8)	53 (42.1)	69 (54.8)	4.48	0.68

Source : Researcher (2025)

The results revealed that 65.9% of the teachers agreed and 19.0% strongly agreed that they collaborated with local faith leaders to support the teaching of religious instruction, while only 11.1% disagreed and 4.0% were neutral. The mean score of 3.93 and a standard deviation of 0.82 indicated a generally positive perception with moderate variation in opinions. This implied that most teachers in faith-based schools actively engaged faith leaders to reinforce religious instruction, thereby strengthening students' moral development. Consistent with Musau and Wambua (2020), such collaboration between educators and faith leaders contributes to reinforcing moral standards and shaping learners' ethical behavior within school settings. The active participation of faith leaders appeared to foster a shared responsibility in promoting positive behavioral outcomes among students.

Similarly, 55.6% of teachers agreed and 19.0% strongly agreed that they had invited religious leaders to speak to students on moral and behavioral issues, with 14.3% disagreeing and 11.1% being neutral. The mean of 3.79 and standard deviation of 0.91 reflected a high level of agreement but with slightly wider opinion dispersion. This suggested that most teachers recognized the value of external faith interventions in shaping behavior, aligning with Njoroge and Bennaars (2018), who emphasized that moral instruction enriched by faith-based figures strengthens ethical conduct among learners. Furthermore, 81.7% agreed and 10.3% strongly agreed that faith leaders complemented their efforts in shaping discipline, supported by a high mean of 4.01 and a low standard deviation

of 0.48, showing strong consensus. Lastly, 42.1% agreed and 54.8% strongly agreed that collaboration with faith leaders enhanced moral instruction, yielding a mean of 4.48 and a standard deviation of 0.68. This underscored a very strong belief in the positive impact of faith leader engagement, supporting the view of Wango and Mungai (2019) that school–community partnerships grounded in faith nurture values and discipline, essential for behavioral transformation in public secondary schools in Kayonza District. In addition, the study tested the null hypothesis H0.3 at 0.05 level of significance and results are shown below:

Table 14: Model Summary for Teachers Responses on the Influence of Faith Leaders Collaboration on Students' Behavior Outcomes

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.068 ^a	.005	-.003	.30655

a. Predictors: (Constant), Faith Leaders Collaboration

The results from the regression analysis indicate a very weak relationship between faith leaders' collaboration and students' behavior outcomes, with an R value of 0.068 and an R² of 0.005, suggesting that only 0.5% of the variation in student behavior is explained by collaboration with faith leaders. The adjusted R² is slightly negative (-0.003), indicating that the model does not significantly improve prediction beyond chance. This implies that, based on teachers' responses, faith leaders' involvement alone has minimal observable influence on student behavior in these schools. This aligns with literature emphasizing that while faith-based partnerships can positively shape student ethics and discipline, their impact is contingent on structured engagement, consistent supervision, and integration into broader school management practices (Nyarko, 2021; Musoni, 2024; UNESCO, 2021). In the context of Kayonza District, these findings suggest that collaboration with faith leaders needs to be more systematic and supported by instructional leadership to meaningfully influence student behavior outcomes.

Table 15: ANOVA table for Teachers Responses on the Influence of Faith Leaders Collaboration on Students' Behavior Outcomes

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	.054	1	.054	.573	.450 ^b
	Residual	11.652	124	.094		
	Total	11.706	125			

a. Dependent Variable: Students' Behavior Outcomes

b. Predictors: (Constant), Faith Leaders Collaboration

The ANOVA results indicate that the influence of faith leaders' collaboration on students' behavior outcomes was not statistically significant ($F(1,124) = 0.573$, $p = 0.450$). This suggests that, in this sample of teachers from faith-based schools in Kayonza District, collaboration with faith leaders did not have a measurable impact on student behavior as perceived by teachers. While previous studies emphasize the positive role of faith-based partnerships in promoting moral development and reducing indiscipline (Nyarko,

2021; Mutiso & Wambua, 2023), these findings may reflect contextual factors such as inconsistent engagement with clergy, limited structured programs, or gaps in implementation. It highlights the need for more systematic integration of faith leader involvement, alongside effective monitoring and teacher support, to translate collaboration into tangible improvements in student behavior outcomes.

Table 16: Regression Coefficients for Teachers Responses on the Influence of Faith Leaders Collaboration on Students' Behavior Outcomes

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	4.172	.282		14.786	.000
Faith Leaders Collaboration	.052	.069	.068	.757	.450

a. Dependent Variable: Students' Behavior Outcomes

The regression results indicate that faith leaders' collaboration has a positive but non-significant effect on students' behavior outcomes in public secondary schools in Kayonza District ($B = 0.052$, $\beta = 0.068$, $t = 0.757$, $p = 0.450$). This suggests that, according to teacher responses, involvement of faith leaders alone does not significantly predict changes in student behavior, although the positive coefficient implies a slight beneficial influence. This aligns with literature emphasizing that while partnerships with religious leaders can support moral guidance and ethical conduct, their impact is maximized when combined with structured instructional practices, teacher training, and consistent monitoring (Nyarko, 2021; Musoni, 2024; UNESCO, 2021). Therefore, collaboration with faith leaders may contribute to behavioral improvements, but without integrated management strategies, its effect remains limited in shaping students' discipline and moral outcomes.

Influence of Religious Teaching Learning Materials Provision on Students' Behavior Outcomes

In order to assess the influence of religious teaching learning materials provision on students' behavior outcomes in public secondary schools in Kayonza district, participants were asked to provide responses via a questionnaire. This was achieved through using a five-point Likert scale, ranging from strongly agree to strongly disagree, to quantify the perceptions of respondents.

Table 17: Teachers Responses on the Influence of Religious Teaching Learning Materials Provision on Students' Behavior Outcomes

Statements	SD (N, %)	D (N, %)	N (N, %)	A (N, %)	SA (N, %)	Mean	Std
I have access to adequate teaching materials for religious instruction.	0 (0.0)	10 (7.9)	6 (4.8)	85 (67.5)	25 (19.8)	3.99	0.75
The school provides me with updated and relevant religious education resources.	0 (0.0)	13 (10.3)	5 (4.0)	82 (65.1)	26 (20.6)	3.96	0.81
I use textbooks and guides to support my delivery of religious lessons.	0 (0.0)	3 (2.4)	1 (0.8)	51 (40.5)	71 (56.3)	4.51	0.64

Students in my classes have 0 (0.0) 15 (11.9) 4 (3.2) 87 (69.0) 20 (15.9) 3.89 0.81
learning materials for religious
studies.

Source: Researcher (2025)

The findings revealed that 7.9% of teachers disagreed, 4.8% were neutral, 67.5% agreed, and 19.8% strongly agreed that they had access to adequate teaching materials for religious instruction, with a mean of 3.99 and a standard deviation of 0.75. These results indicated that the majority of teachers had access to sufficient teaching materials that supported effective religious instruction. The high mean suggested a strong agreement among respondents, while the relatively low standard deviation showed consistency in their perceptions. This aligns with Kinyanjui (2021), who emphasized that adequate teaching materials in faith-based schools enhance moral guidance and positive student conduct. Similarly, Nkurunziza and Uwamahoro (2022) found that sufficient instructional resources fostered discipline and improved learners' moral decision-making, demonstrating the critical role of materials in shaping student behavior outcomes.

Furthermore, 10.3% of respondents disagreed, 4.0% were neutral, 65.1% agreed, and 20.6% strongly agreed that schools provided updated and relevant religious education resources, with a mean of 3.96 and standard deviation of 0.81. This reflected that most schools ensured the availability of contemporary religious education materials that aligned with modern faith-based instructional goals. In addition, 2.4% disagreed, 0.8% were neutral, 40.5% agreed, and 56.3% strongly agreed that they used textbooks and guides to support religious lessons, yielding a mean of 4.51 and standard deviation of 0.64. The high mean indicated a very strong consensus, suggesting that structured use of textbooks significantly enhanced lesson delivery. Lastly, 11.9% disagreed, 3.2% were neutral, 69.0% agreed, and 15.9% strongly agreed that students possessed learning materials for religious studies, with a mean of 3.89 and standard deviation of 0.81. These results demonstrated that most learners had access to religious learning resources, reinforcing effective engagement during instruction. These outcomes are consistent with Mupenzi (2020), who observed that well-equipped faith-based schools promote moral discipline through structured teaching aids, and Mukantabana (2023), who reported that access to updated religious materials strengthens students' ethical and behavioral development in Rwandan secondary schools. In addition, the study tested the null hypothesis H0.4 at 0.05 level of significance and results are shown below:

Table 18: Model Summary for Teachers Responses on the Influence of Religious Teaching Learning Materials Provision on Students' Behavior Outcomes

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.111 ^a	.012	.004	.30536

a. Predictors: (Constant), Religious Teaching Learning Materials Provision

The results show a very weak positive relationship between the provision of religious teaching and learning materials and students' behavior outcomes, with a correlation of 0.111 and an R² of 0.012, indicating that only about 1.2% of the variation in student behavior could be explained by materials provision, while the adjusted R² of 0.004 suggests minimal explanatory power, and the standard error of 0.30536 indicates some variability in responses. This implies that although teachers and students generally had access to instructional materials, these alone do not strongly influence student behavior outcomes, highlighting that effective behavioral improvements likely depend on complementary management practices such as teacher training, structured supervision,

and engagement with faith leaders, consistent with findings that resources support but do not substitute for comprehensive faith-based school management (Nyarko, 2021; Mutiso & Wambua, 2023; Nkurunziza & Habimana, 2022).

Table 19: ANOVA table for Teachers Responses on the Influence of Religious Teaching Learning Materials Provision on Students' Behavior Outcomes

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	.144	1	.144	1.540	.217 ^b
	Residual	11.563	124	.093		
	Total	11.706	125			

a. Dependent Variable: Students' Behavior Outcomes

b. Predictors: (Constant), Religious Teaching Learning Materials Provision

The ANOVA results indicate that the provision of religious teaching and learning materials did not have a statistically significant influence on students' behavior outcomes ($F(1,124) = 1.540, p = 0.217$). This suggests that, in the sampled faith-based schools in Kayonza District, variations in the availability or use of religious instructional materials were not strongly associated with changes in student behavior. While literature emphasizes that adequate and contextually relevant teaching materials can enhance moral education and behavioral outcomes (Mwangi, 2021; Ndayisaba, 2023), these findings imply that materials alone may be insufficient without complementary practices such as teacher training, instructional supervision, and faith leader engagement. Therefore, for faith-based schools in Kayonza, student behavior outcomes likely depend on a combination of resources, pedagogical competence, and management practices rather than on materials provision in isolation.

Table 20: Regression Coefficients for Teachers Responses on the Influence of Religious Teaching Learning Materials Provision on Students' Behavior Outcomes

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	4.094	.236		17.329	.000
Teaching Learning Materials Provision	.071	.057	.111	1.241	.217

a. Dependent Variable: Students' Behavior Outcomes

The regression results indicate that the provision of religious teaching and learning materials has a positive but statistically insignificant effect on students' behavior outcomes ($B = 0.071, \beta = 0.111, p = 0.217$). This suggests that while access to instructional materials may contribute slightly to improved ethical behavior and classroom conduct, it alone is not a strong predictor of student behavior in faith-based schools in Kayonza District. These findings align with prior studies emphasizing that materials are necessary

but not sufficient for shaping student behavior; effective outcomes also depend on teacher competence, instructional supervision, and stakeholder collaboration (Mwangi, 2021; Ndayisaba, 2023; Adeyemo, 2021). Therefore, while providing relevant and structured religious resources supports moral education, their impact is maximized when integrated into broader faith-based school management practices that include trained teachers and active monitoring.

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