

# RELATIONSHIP DYNAMICS IN YOUTH MENTORING PROGRAMMES:

*A MIXED METHODS ANALYSIS*



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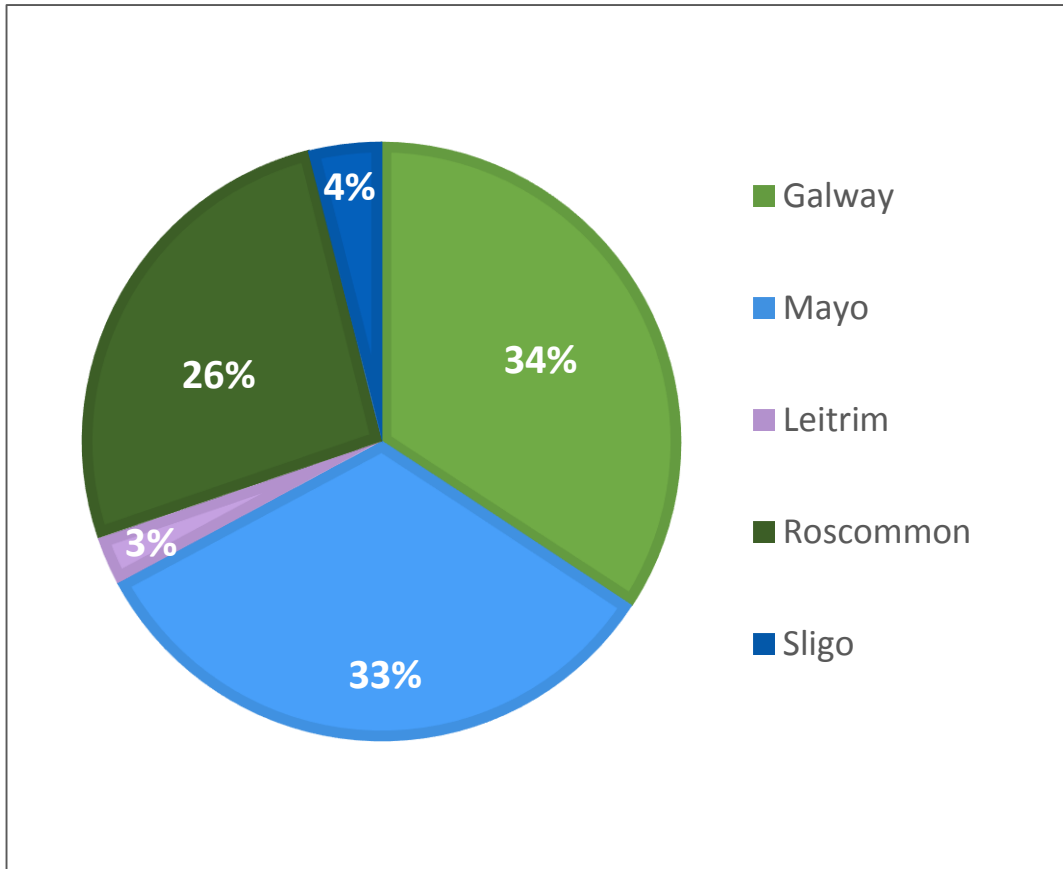
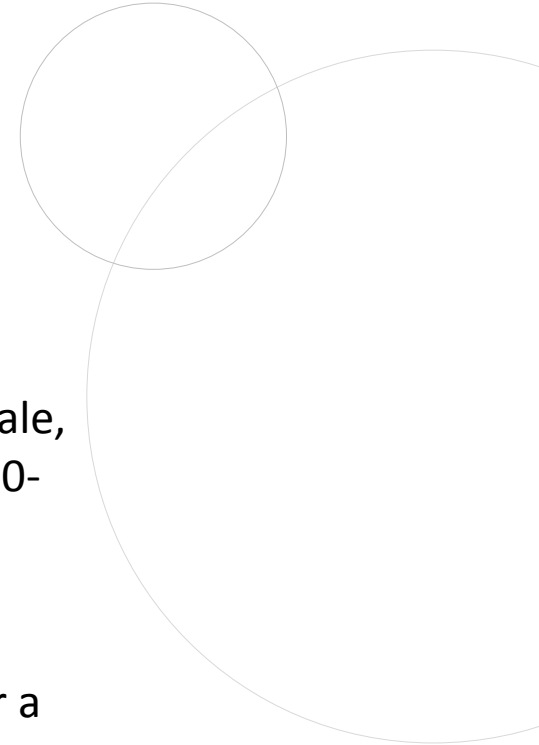
# LITERATURE OVERVIEW



- Youth mentoring programmes help improve young people's social, emotional, behavioural, and cognitive outcomes (*Barry et al., 2018; DuBois et al., 2002*).
- The relational dynamics that develop between youth & mentors (*e.g. support, helping, satisfaction with match etc.*) may impact programme success (*Kupersmidt et al., 2017; Rhodes et al., 2017*).

# BIG BROTHER BIG SISTER OF IRELAND EVALUATION STUDY

## (DOLAN ET AL. 2011)



*Percentage Youth Recruited from Each Irish County Included in the Study*

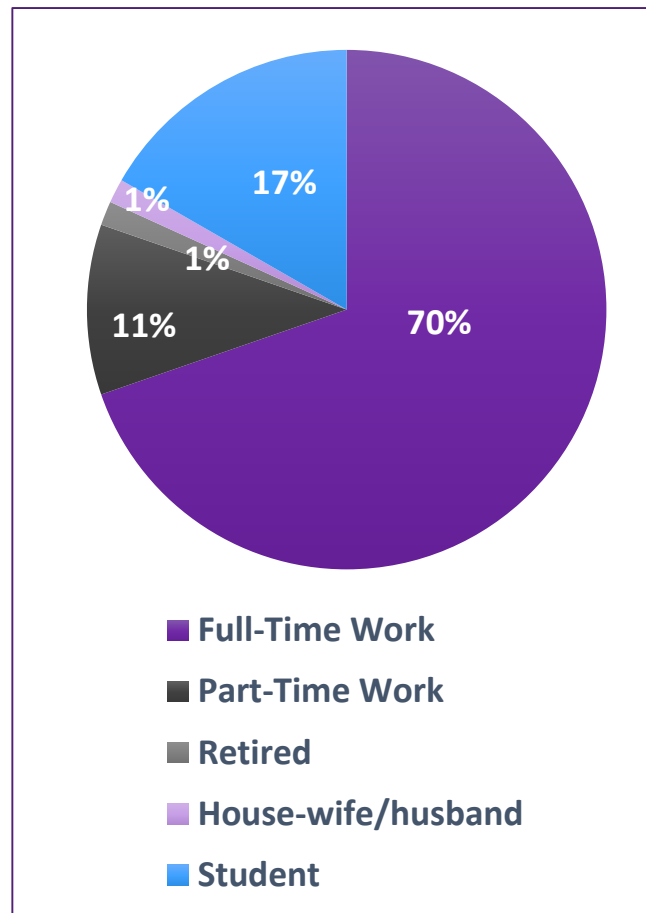
## YOUTH

- Quantitative data collected from 76 (39 male, 37 female) young people, aged between 10-15 years (M=12.24, SD=1.27)
- Standardised surveys at 4 time points over a two year period
- Education, Risk Behaviour, Emotional Well-Being & Social Support Outcomes (Times 1-4)
- Perceived Match Support, Helping & Happiness (Times 2-4)

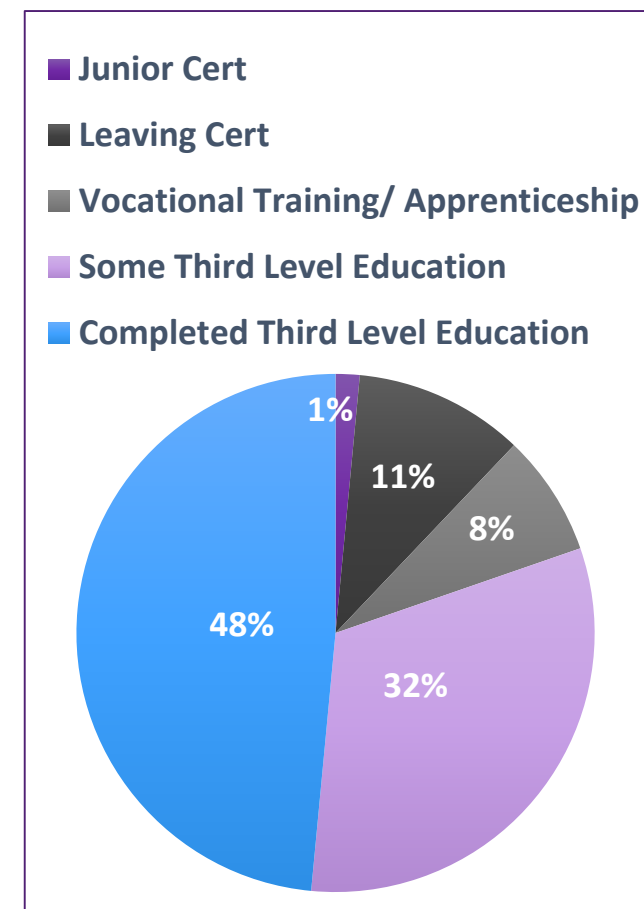


# MENTORS

- Data collected from 73 (31 male, 35 female, 7 not reported) mentors, aged between 18-56 years (M=30.98, SD = 8.37).
- Mentor Satisfaction (Times 2-4)
- Frequency of Interaction (Time 2-4) & Overall Match Length
- 10 (5 male, 5 female) mentors also participated in qualitative interviews



*Percentage Breakdown of Mentor Occupation Status*



*Percentage Breakdown of Mentor Education Levels*

# RESEARCH QUESTIONS

- 1. Were youth satisfied with the mentoring relationship over time?*
- 2. Were mentors satisfied with the mentoring relationship over time?*
- 3. What impacted mentor's levels of satisfaction with the relationship?*
- 4. Did the amount of time youth & mentors interact impact the quality of their relationship?*
- 5. Did the quality of the youth-mentor relationship impact youth outcomes over time?*



# RESEARCH QUESTION 1

## *Were Youth Satisfied With The Mentoring Relationship Over Time?*



QUANTITATIVE FINDINGS





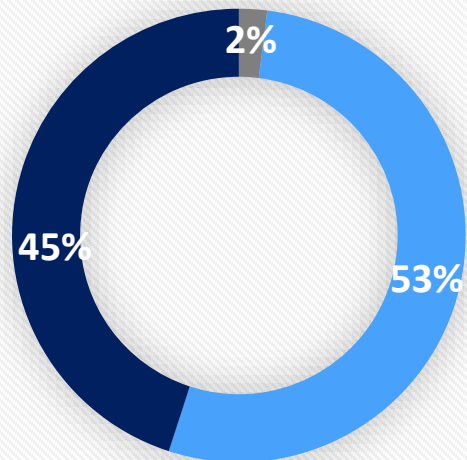
## RESEARCH QUESTION 2

*Were Mentors Satisfied With The Mentoring Relationship Over Time?*



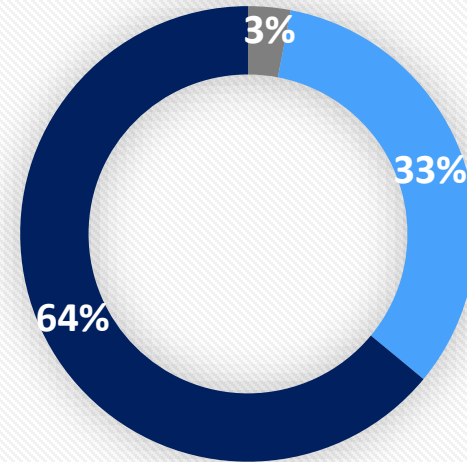
QUANTITATIVE FINDINGS

**Mentor Satisfaction Time 2**



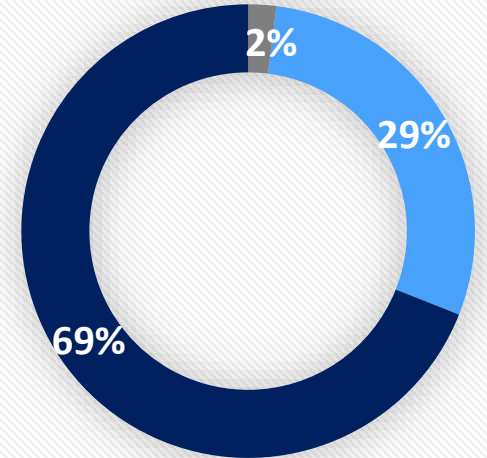
Low Low-Medium  
Medium-High High

**Mentor Satisfaction Time 3**



Low Low-Medium  
Medium-High High

**Mentor Satisfaction Time 4**

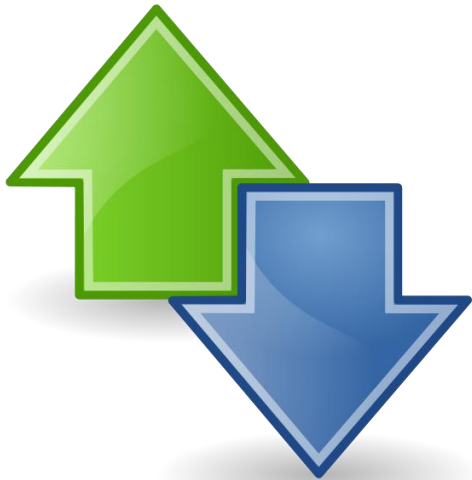


Low Low-Medium  
Medium-High High



## RESEARCH QUESTION 3

# *What Impacted Mentors' Levels of Satisfaction with the Relationship?*



## Mentor's satisfaction within the mentoring relationship depends on their adopted "Mentoring Style"

### A. Mentor's role to be a FRIEND:

*"You can make a friendship with somebody who's completely from a different age group, a different background..." – Orla*

*"It's an escape from my circle of friends, you know, someone who is not involved in my life the whole time, which is refreshing" – Gary*

### B. Mentor's role to be a POSITIVE INFLUENCE:

*"If he gets a bit of direction, and if he comes out ok that will be good for me too" – Jimmy*

*"...I won't say improve, that's cheeky, but watching her blossom shall I say. That would be my reward, I would love that" - Eileen*

### CHALLENGES:

- Scheduling Conflicts
- Child Protection Issues
- Disclosure
- Mentor-Youth Incompatibility





## RESEARCH QUESTION 4

*Did The Amount of Time Youth & Mentors Interact Impact their Relationship Dynamics ?*

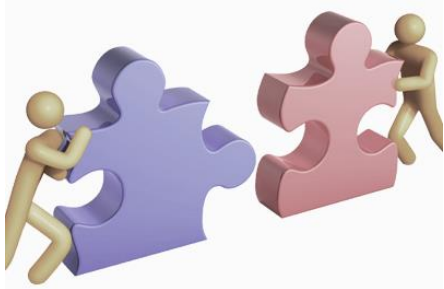


	Time 2	Time 3	Time 4
Helping	✓	✓	✗
Happiness	✗	✗	✗
Support	✗	✗	✗
Mentor Satisfaction	✓	✗	✗



## RESEARCH QUESTION 5

# *Did These Youth-Mentor Relationship Dynamics Impact Youth Outcomes Over Time?*



Predictor	Time 2	Time 3	Time 4
<b>Support</b>	<ul style="list-style-type: none"> <li>+ Adult Support</li> <li>+ Social Acceptance</li> </ul>	<ul style="list-style-type: none"> <li>+ Adult Support</li> </ul>	<b>NONE</b>
<b>Happiness</b>	<ul style="list-style-type: none"> <li>+ Parental Trust</li> </ul>	<ul style="list-style-type: none"> <li>+ Parental Trust</li> <li>+ Education Plans</li> <li>- School Liking</li> </ul>	<ul style="list-style-type: none"> <li>+ Parental Trust</li> <li>+ Parental Support</li> <li>+ Social Acceptance</li> </ul>
<b>Helping</b>	<ul style="list-style-type: none"> <li>+ Grade Scores</li> </ul>	<ul style="list-style-type: none"> <li>+ Social Acceptance</li> </ul>	<ul style="list-style-type: none"> <li>+ School Liking</li> <li>+ Hope</li> </ul>
<b>Mentor Satisfaction</b>	<b>NONE</b>	<ul style="list-style-type: none"> <li>+ Hope</li> <li>+ School Liking</li> <li>+ Scholastic Efficacy</li> <li>+ Education Plans</li> <li>+ Grade Scores</li> </ul>	<ul style="list-style-type: none"> <li>+ Sibling Support</li> <li>+ School Liking</li> <li>+ Scholastic Efficacy</li> <li>+ Education Plans</li> </ul>

# KEY MESSAGES



1. Both Youth & Mentors Evidenced High Quality Mentoring Relationships
2. Frequency of Interaction May be More Important at Start of Mentoring
3. Mentors' Satisfaction is tied to their Mentoring "Style"
4. Relationship Quality Impacts Youth Outcomes



# THANK YOU



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