

AN EXAMINATION OF THE IMPACT OF MENTORING ON GIRL'S ACADEMIC
ENGAGEMENT AND RESILIENCE

by

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ABSTRACT

An analysis using the 2016 National Survey of Children's Health was utilized. This research is exploratory and poses two questions; 1) Are older girls more likely to report having a mentor compared to Younger girls; and 2) Are older girls who report having a mentor more likely to show school engagement compared to Younger girls who have a mentor?

The results show positive correlations among girls who reportedly have a mentor, and demonstrated resilience, flourishing behaviors, and academic engagement. Additionally, Older girls compared to Younger girls who reportedly have a mentor are more likely to show resilience, display flourishing behaviors, and improve academic engagement in most cases. Overall, mentoring has an impact on resilience and school engagement, and flourishing behaviors. Mentoring is essential because it builds resilience and social relationships that may in help girls improve their school engagements.

I. INTRODUCTION

Understanding the impact that mentoring has on girl's merits a sociological perspective. Mentoring allows girls to succeed and develop essential life skills (Muno 2014). A sociological perspective allows researchers to understand the links between mentoring, resilience, academic engagement, and flourishing behaviors. Research shows that communities play an essential role in building resilience (Rhodes 2005). Growing and building relationships amongst one another can start at an early age. Mentoring involves the process of having someone to relate to while sharing diverse experiences. According to Learner (2007), "enduring mentoring is associated with the capacity for youth to engage in high-quality social relationships, to have higher academic accomplishments, school engagement, school adjustment, and to view their futures more positively" (Learner 2007:4). His research shows that mentoring empowers girls and has a positive impact in their academic engagement (Learner 2007). Additionally, mentoring programs allow communities to build social capital within the community to gain resilience and relationships amongst one another at an early age. Evidence from previous research suggests that mentoring encourages girls to receive the essential leadership skills to continue to break through glass ceilings in the corporate world (Spencer and Liang 2009).

Mentoring provides girls with the possibility to grow, learn, become resilient and develops academically through mentoring programs (Muno 2014, Pawson 2004). According to Million Women Mentors (2017), fifty-nine percent of educators believe mentoring and motivational plans help students prepare for their future. However, sixty percent of educators see their students struggling with motivation, support, and

confidence. When students overcome their struggle to access mentoring, it provides them the opportunity to explore their academic possibilities (Rehm 2013). For this reason, more research is needed to understand girls and their mentoring experiences as it relates to academic engagement. Furthermore, mentoring can help girls to do well in school by providing physical and emotional support through shared experiences (Joseph-Collins 2017). The building of relationships through shared experiences help girls has the opportunity to build their resilience (Roman, 2014). Resilience through mentoring encourages girls to gain strength and move beyond critical moments such as adversity and stressful circumstances (Seng 1998).

Symbolic interaction reflects how adults can influence girls (Blumer 1969). Blumer suggests that there are three core principles to this theory; meaning, language, and thought (Blumer 1969). These principles are suggesting that people will act and behave towards others based upon the significant meaning the other has given to them (Gallant 2014). To reach full potential through interaction, girls have to learn to develop meaning through language and reflecting on it with positive thoughts (Smith et al., 2012).

According to Seng (1998), the mentoring process creates a healthy outlook on life through resilience while developing social skills, cognitive skills, and a sense of responsibility. Girls and their mentors who establish a difference as a prominent status through symbolic interaction can discover meanings that are defined and valued. The experiences of the women and girls during their initial meeting suggest that people can raise the salience of status mark within interactions. (Schippers 2008). All interactions, including the engagements in school, are embedded in more general institutionalize relations of equality. These findings and theoretical assertions suggest that when and how

the accomplishments while in school are implicating in interpersonal and structural relations are an empirical question that mentoring can answer (Schippers 2008).

Few studies have examined age differences and the purpose of this research is to analyze the impact mentoring has on resilience, academic engagement, and flourishing behaviors between Younger and Older girls (Herrera, Grossman, Kauh, and McMaken 2011). These factors are essential because by exposing girls to specific practices into high-quality youth development programs-girl specific or not- are used to fortify relationships and foster identity development in a way to help girls improve academically (Sherman 2013).

II. LITERATURE REVIEW

Building Resilience Framework

In different communities around the world, there are over thirty million children who are facing a variety of childhood experiences (Redstone 2018). Communities lack opportunities that potentially provide community assistance while building resilience and contribute to the growth of children via experiences. Summer M. Redstone (2018) develops an concept to build community resilience through the use of mentoring. Her theoretical framework establishes the idea of having resilience as the fundamental strategy to reduce and prevent issues that are impacting youth while also allowing girls to grow academically. The Building Community Resilience (BCR) approach strives to address gaps and strengthen assets in child health and community systems. Resilience creates a strategic readiness and implementation process that will allow community-based partners to join services and resources to coordinate efforts directed at addressing the social needs of children (Ellis and Dietz 2017). This approach is the theoretical framework to bring recognition to the socially vulnerable population on a process that tries to maintain resilience and strives to improve girls academically.

Building Community Resilience is bringing together mentoring organizations and has an impact on children and their community (Redstone 2018). Ellis and Dietz (2017) define community resilience as the ability to anticipate risk, limit consequences, and recover immediately through survival, adaptability, evolution, and maturity in the face of change and stress. Community resilience is a measurable quality that knowingly an essential part of limiting childhood adversity and building stronger communities. By building resilience, communities gain the opportunity to develop an understanding of

creating adversity. The state of readiness, the respect for the wisdom, and the experiences of the members within mentoring is the BCR approach of guiding positive behaviors to a healthy community change (Redstone 2018). The BCR chart below (See Figure 1) is a framework that broadens the collective views of resilience to incorporate resilience in the face of other entrenched daily adversities (Redstone 2018). By building communities, they acquire the opportunity to develop a shared understanding of creating adversity and further opportunities.



Figure 1. Building Community Resilience: Process of Assessment, Readiness, Implementation, and Sustainability

The BCR chart intends to build and establish a community that supports resilience and helps prevent a crisis that can affect the entire community. This approach strives to connect a range of different partners and organizers to help them acknowledge a child's exposure to adverse childhood experiences and to ensure the needed social supports are fulfilled to improve their working environments. The BCR model is an innovative, transformative method that continues to encourage collaboration beyond child health systems, community-based agencies, and cross-sector partners to approach the motives of toxic stress and childhood adversity and build community resilience (Ellis and Dietz 2017). Many stories of children and their families come from within the community that best conveys their issues and can inspire a range of change (Redstone 2018). Ultimately, children become resilient when their communities in which they live are home to resilient adults (Ellis and Dietz 2017).

Ellis and Dietz (2017) BCR model shows the connection between toxic stress, adverse childhood experiences, and community resilience. Understanding the connections between social determinants and behavioral health problems that might motivate providers to address a social need is important. A state of readiness believed that the operation readiness process could inventory skills and resources while providing an opportunity for adults and children's health systems. Cross-Sectional Partners focus on the financial sustainability of the BCR approach. Standard networks recognized different ways to secure long-term financing stability for these efforts through collaborations. Partners would require to be able to measure success in a manner that is to stakeholders and their community. The community experience would help bring society to become

better informed with their neighborhood cultures and the environment by identifying positive outlets for children and their families (Ellis and Dietz 2017).

Resilience is the ability for mentees to acquire the necessary resources for change and growth and to socially engage with different types of activities collectively with people similar to them like a mentor (LeCroy 2005). Boddy et al. (2012) believes "resilience is both the capacity of the individual to navigate their way to the sociological, social, cultural and physical resources that sustain their well-being, and their capacity individually and collectively to negotiate for these resources to be provided and experienced in culturally meaningful ways (Boddy et al. 2012:396)." This definition is essential to explaining how symbolic interactions between two people are meant to develop and display resilience based on what their mentors have shown them. Boddy et al. (2012) state that symbolic interaction is interpreted by different behaviors to suit the meaning following existing symbols shown. There are gaps in many of the literature. More specifically, the literature fails to explain the correlation between education and girls mentoring (Ungar 2008).

This framework is significant to this thesis because while building resilience, mentors are likely someone who is relatable and who has previous experiences with building resilience. Having a mentor who is relatable and is building resilience is impactful to the success of girls. Mentor programs may cultivate girls resilience through meaningful socially engaged relationships (LeCroy 2005) and help children flourish (Ungar 2008). Studies also show that mentors value a child's intelligence, academics, and confidence (Boddy et al. 2012).

Mentoring Girls

During a girl's adolescence years, it becomes concerning for young girls to improve interpersonal relationships and how their peers view them (Rhodes 2002). Girls' social relationship often shifts when not pointed in the right direction. A relationship with their peers can become more prominent, and adults become less prevalent (Darling 2005). A mentor, like relationships with their peers, also influences girls' behaviors positively, including their academic engagement. A concern for mentoring programs serving girls is their lack of communication, trust, and relationship with their mother (Rhodes 2002). As a result, girls often have trouble building relationships (Deutsch et al. 2017). Liang and Grossman (2007) suggest a mentoring approach for girls to offer some social support. The presence of an adult figure who can relate can help minimize problems girls may face. According to the National Women's Law Center (2007), high school dropout rates for young girls are about 25%, 50% for Non- Caucasian girls, and 40% for Latinas and African Americans.

Mentoring programs like Powerful Voices are in place in schools and community-based sites, which serve over 100 girls annually to help with academics (Muno 2004). Many girls are typically not making any of the educational gains upon arriving in the program. Based on Muno's (2004) findings, this specific program shows that girls who experience belonging in the program's positive girl culture also improve academically. As a result, girls feel a sense of self-worth that empowers them at school and within their community. Participants in Powerful Voices have reported that they have also started "speaking up in class, joining enrichment activities, and expanding their peer groups. They felt that what they contributed to school mattered" (Muno. 2004:39)

Since the 1990s, researchers are aware of the nation's failure to educate girls by providing opportunities that the civil rights and women's movements have opened for them (Liang and Grossman 2007). Shortchanging Girls and Shortchanging America (American Association of University Women, 1991) "[spark] a nationwide conversation on how gender bias damages a girl's self-esteem, school engagement, and career aspirations" (Deutsch et al. 2017: 29). In more recent studies mentoring focuses on the experiences of girls, learning that girls urge to please others, and manage relationships. While pleasing others force them to silence their own needs and capitulate to gender-based societal expectations (Deutsch et al. 2017). A girl-specific program's framework delivers a lens for viewing effective practice with girls.

Symbolic interaction between different people and the world around them is central to developing human knowledge. Symbolic interaction is not fixed or motionless but is shifting and continually changing. The people who are involved are flexible and are provided with original capabilities to interpret knowledge to the social world. The unique characteristics of humans arise from the process of adjusting to their living conditions to be able to relate to others (Quist-Adade 2019). A supporting atmosphere, like a mentoring program, that can provide the supporting knowledge to pass down also considers the preparations adults use to support girls, including skill building for academics (Liang and Grossman 2007).

Academic Engagement

Mentoring can increase girls' academic engagement (Bernstein et al. 2009). According to Deutsch et al., "Academic [engagement is] described as the following changes related to school, grades, homework, Relational Development: changes related to

one's relationships with other people and social skills, Self-Regulation: changes regarding ability to control one's actions and emotions, and Self-Understanding: changes related to self-awareness and how one views oneself, including future/possible selves" (Deutsch et al. 2017:299). Spending time after school and the quality of adult-youth relationships in after-school programs are essential to researchers (Bernstein et al. 2009). A mentor's structure and the social process build relationships during after school hours (Sherman, 2013). While the relationship is developing, it creates an opening for mentors to provide a different range of supports, whether in the form of a listening ear or an academic tutor (Rhodes 2005). With Symbolic interactions, there is a unique human capacity for thinking and collaborating. The mind involves the potential to view individuals themselves as receivers to produce self-feelings and attitudes toward themselves (Quist-Adade 2019).

Mentoring encourages girls in a safe space to think, collaborate, and recognize their engagement to create opportunities for new learning experiences (Rhodes 2005). Mentoring provides a safe space where girl-specific practices teach girls to reflect in a distinct environment that forms flourishing like behaviors (Sherman 2013). Within their safe place, girls continue to grow in a place where they feel most comfortable. In a recent study, research revealed that mentors provide a space for emotional and instrumental support while guiding girls through their academic careers (Deutsch et al. 2017). These findings indicate that there are strategies in youth development, girl-specific or not, that can be used to strengthen relationships and foster character development as a way to help girls improve academically (Sherman 2013).

Girls who are put in the right setting may demonstrate positive learning behaviors and higher engagements. Based on the symbolic interaction perspective, interactions between girls and their mentors develop a sense of expectations for their performance and in academic engagements(Blumer 1969). Theorists posit that through a mentoring expectancy effect, a mentor's expectations of a girl's performance or academic engagement influence the actual performance or engagements of that girl(Ruth 2009). When that expectation is low, girls then react by finding other outlets for positive feedback (Ruth 2009).

Mentoring programs are capable of pulling girls out for special attention as a way to approach specific academic needs (Herrera et al. 2011). Mentoring programs meet the specific needs of girls and help with personal issues and academic engagement (Herrera et al. 2011, Sherman 2013). Mentors encourage girls to participate in class and build communication skills actively. Placing importance on academic engagement also build pride for girls at a young age (Muno 2014). When girls are experiencing a positive mentoring program, this helps them flourish and develop a sense of worthiness and belonging, which eventually, in return, could empower them to do better in school. Moreover, through mentoring programs, girls will gain the right attitude and skills that aim to address the main reason why girls struggle academically.

Flourishing Behaviors

Flourishing behaviors are an individual's qualities that become beneficial to others (Greg and Berg 2011). Flourishing, as a concept, also contains different aspects of physical, mental, and emotional health, nurturing, empathy, and resilience while thriving as an individual (Child and Adolescent Health Measurement Initiative 2018). Helping

girls develop a critical perspective on academic engagement; mentors are also placing importance on flourishing positive behaviors (Spencer and Liang 2009). This attitudinal variable is essential in mentoring because it takes the relationships previously built and the lessons taught to girls and allow them to place importance on their academics (Bear and Hwang 2015). Flourishing positive behaviors allow girls to have the confidence to stay in school and continue to do their best (Greg and Berg 2011). In previous studies, a strong relationship between girls and mentors can promote positive social behavior within the community to help build resilience (Herrera 2011).

George H. Mead's perspective of symbolic interaction started with behaviorism that derives from the assumption that reinforcement guides human action (Quist-Adade 2019). Symbolic interaction theory is that girls change their behaviors in face-to-face interactions, based on four elements: individual perception of the interaction; our understanding of it; the symbolic meanings embedded in the interaction; and how we think the other is making sense of that same event (Blumer, 1969). Based on existing theories and evidence, active, positive behaviors are developed through symbolic interaction and rooted between each mentor and mentee (Greg and Berg 2011).

Previous researchers have viewed mentoring as a setting for engagement in the sociocultural settings that promotes personal development and growth (Bear and Hwang 2015). According to Deutsch et al. (2017), "individuals grow through their involvement in one or another activity, in the process becoming prepared for subsequent involvement in related activities, (Deutsch et al. 2017:46). Studies suggest that positive behaviors encourage a social process that promotes the development of growth in areas such as trust, empathy, cultivate social-emotional, and identity development (Deutsch et al.

2013). Furthermore, this format allows for multiple connections to be drawn on relational processes for self-development, reflecting work that suggests a benefit of relationships to women's success leading to higher academic engagement (Deutsch et al. 2017). A one-on-one setting can also provide possibilities for relational learning, receiving feedback, and in-school support (Craigie and Nathan 2009). For mentees, interacting with peers may serve as an encouragement and help sustain involvement in the program even if the one-on-one relationship is less satisfying at the beginning (Deutsch et al. 2013).

Generally speaking, girls tend to have lower levels of communication, trust, and intimacy with their parents and higher levels of pain before having a mentor (Rehm 2013). According to Quist-Adade (2019), an individual does not move upon the world around them, but the world acts upon them. It is also assumed that the hedonistic belief, according to which people pursue satisfaction and avoid pain, leads to humans being able to engage in behavior that affords pleasure and eludes pain. Thus, these girls may have difficulty developing a close youth-adult relationship on which mentoring is predicated (Deutsch et al., 2017). Recent studies have suggested that girls may benefit from a more relational approach to mentoring (Herrera et al. 2011). The impact of a mentor can help increase the relationships of mentoring for girls who are struggling with other relationships (Deutsch et al. 2017). One approach of how mentoring can generate real changes in youth is by teaching girls positive flourishing behaviors (Craigie and Nathan 2009). When a supportive adult consistently spends time with a child, a mutually trusting relationship is going to grow (Rehm 2013). Through this relationship, the child begins to feel more socially accepted and supported. Individuals who perceive higher levels of

support tend to view themselves more positively, which, in turn, is associated with better adjustment (Herrera et al. 2011).

Age

Tronick (2001) believes that an individual develops and facilitates emotions and growth at all ages. "In essence, a successful collaboration of two individuals, or an outgrowth of ongoing interactions with others," (Spencer 2006:289). Moreover, girls over the age of 12 seem to have more experience in understanding the effect of mentoring and can emphasize the importance of pleasurable experiences and shared the meaning of different relationships (Spencer 2007). The presence of having to support girls one-on-one can lead to resilient and flourishing youth outcomes. According to Westhues, Clarke, Watton, and Claire-Smith (2001), there has been a significant gain in girls mentoring due to loving new relationships and normalizations of many of their experiences. No matter the age "engaging in leisure activities with someone you like and whom you know likes you is believed to contribute to an ongoing state of emotional well-being, enhancing the pleasure experienced in everyday life," (Spencer 2007:289).

Based on Osterling and Hine's (2006) research, older girls (12-17) are more likely to address their needs with a mentor (Osterling and Hines 2006). As girls get older, they have a better sense of control over their lives and are more likely to show resilience to their families than when they were younger (Hines et al. 2005). Around the age of 16, girls have pointed to there own success after meeting with a mentor (Osterling and Hines 2006). Older girls (12-17) have more control over their lives and care for themselves and their families. Going through mentoring programs has allowed girls to express those feelings and show resilience as they grow (Diehl, Howset, and Trivettet 2010). Girls who

believe they have more to offer are likely to have more positive interactions and attitudes with their families. Girls are more likely to believe they will do well in school and feel proud of who they are becoming because they are receiving positive reinforcement from an adult (Osterling and Hines 2006).

Although very few studies have proven that older girls are more likely to show resilience, there is a research study by Hines et al. (2005) that shows more differences in age through mentoring. Hines et al. (2005) point out that as girls grow, they may become less trusting of their mentors because of personal struggles. Thus, it can be more difficult for girls to show resilience once they reach over the age of 16 (Hines et al. 2005). A girl's age has not had a much significant association with the effects of mentoring in previous research (Spencer 2007). Grossman and Rhodes (2002) claim that adolescence is the perfect time for girls under 16 to learn new roles and are more adaptive to change and new behaviors.

As girls are transitioning to adulthood, it is easier for them to become less communicative and responsive to caring adults. Mentors provide needed friendships, advice, and commitment to help in areas such as school and education. There are many unknown reasons why mentoring adolescence can be more complicated than mentoring children (Spencer 2007). In a study done by Spencer (2007), the impact of mentoring on positive outcomes showed no difference with multiple age populations. Despite the lack of findings on the impact of mentoring at different ages, there are still close mentoring opportunities that allow children and adolescents to build with their mentees (Roach 2014).

III. METHODOLOGY

The purpose of the study is to analyze the impact that mentoring has on girls and to explore age difference between younger (6-11 years) and older girls (12-17 years) in academic engagement, resilience and flourishing behaviors. Mentoring is a type of connection that helps establish relationships through performance placement; psychosocial and sociological perspectives that helps girl flourish by providing emotional support and discovering common interests (Joseph-Collins 2017). Few studies have examined mentoring patterns among different age groups. There is little to no research on the investigation of whether girls who perceive resilience have higher levels of academic engagement and even fewer studies have used quantitative data to explore age groups differences.. This research is significant because it helps fill the gaps in previous literature in understanding the relationship between mentoring, resilience, academic engagement and flourishing behaviors.

Research Questions

The purpose of this exploratory research is to add to the previous body of works that explore the overall impact of mentoring on young and older girl's participation in academic engagement by using a national dataset sponsored by The 2016 National Survey of Children's Health. This research focuses on understanding the relationship between mentoring, resilience, school engagement, and flourishing behaviors among. This research is exploratory and poses two questions; 1) Are Older girls more likely to report having a mentor compared to Younger girls?; and 2) Are Older girls who report having a mentor more likely to show school engagement compared to Younger girls who have a mentor?

Hypothesis

H1: Among older girls and younger girls who report being mentored there is no difference in showing resilience, flourishing behaviors, and academic engagement.

H2: Among older girls and younger girls who report not having a mentor there is no difference in showing resilience, flourishing behaviors, and academic engagement.

Data

This secondary datum analysis was conducted using the 2016 National Survey of Children's Health. The 2016 National Survey of Children's Health (NSCH) was administered from June 2016 to February 2017 by the Census Bureau of the United States. The U.S. Department of Health and Human Services, Health Resources and Services Administration, Maternal and Child Health Bureau (MCHB) sponsor the NSCH. For the 2016 survey, there were a total of 17,492 girls. The sample consists of a random sampling of children and youth from across the nation. Questions include topics such as demographic background, health, and functional status, early to middle childhood issues, and neighborhood and community characteristics. The Maternal and Child Health Bureau, and the U.S. Department of Health and Human Services, provides the initial funding and administration for the National Survey of Children's Health. The U.S. Census Bureau oversaw the 2016 NSCH's sampling plan and administration by mail and online. There are some missing values within the datum collection due to some non-response or a "don't know" response. Due to missing values the total number of "N" varies across different variables. Analysis of missing values and is not included in the statistical analysis. An IRB Exemption was requested and granted from Texas State University (5663).

An important variable for this study is mentoring. Mentoring is operationalized with the question, *“Other than you or other adults in your home, is there at least one other adult in this child’s school, neighborhood, or community who knows this child well and who he or she can rely on for advice or guidance?”* This variable is based upon two responses, (1) Yes and (2) No. The primary dependent variables used in this study are resilience, flourishing behaviors, and academic engagement. Resilience is operationalized with the question, *“Does this child live in a home where the family demonstrates qualities of resilience during difficult times?”* This variable is based upon responses to the following four survey questions: *“When your family faces problems, how often are you likely to do each of the following?”* (a) Talk together about what to do, (b) Work together to solve our problems (c) Know we have strengths to draw on, and/or (d) Stay hopeful even in difficult times. All the time is coded as 1; most of the time is coded as 2, some/none of the time is coded as 3, and missing information is coded as 99 (Child and Adolescent Health Measurement Initiative 2018). The perception of flourishing is operationalized with the question, *“Is this child or adolescent flourishing?”* Flourishing is defined by multiple dimensions of physical health, mental and emotional health, caring, empathy and resilience, and is organized by domains within thriving. For children age 6-17 years, three questions are asked to aim to capture curiosity and discovery about learning, resilience, and self-regulation. These were captured through: (1) child shows interest and curiosity in learning new things, (2) child works to finish tasks he or she starts, and (3) child stays calm and in control when faced with a challenge. The “Definitely true” response to the question indicates the child meets the flourishing item criteria. True is coded as one and somewhat true or not true is coded as 2 (give more

background about girls). Perception of school engagement is operationalized with the question, "*Is this child engaged in school: cares about doing well in school and doing required homework?*" school engagement is operationalized by whether parents claimed "definitely true" that their daughter cares about doing well in school and does all assignments. True to both items are coded as 1, definitely true to only one item is coded as 2, not true to any items are coded as 3, and if the datum is missing, it is coded as 99 (Child and Adolescent Health Measurement Initiative 2018). The control variables for this study were two age groups, ages 6-11 and 12-17. Perception of age is operationalized by "*What is the child's age?*" Ages 6-11 are coded as 1, and ages 12-17 were is as 2.

Sample Demographics

Table 1: Sample Characteristics of Study
Population For Girls $N=17,492$

	6-11 Years Old (n=7285)	12-17 Years Old (n= 10207)
Overall Girls	42%	58%
Race/Ethnicity		
White	68%	71%
African American	6%	6%
Other Race	26%	23%
Parents Education		
High School/GED or Less	15%	16%
Some College/Tech. School	22%	24%
College Degree or Higher	63%	60%
Mentoring		
Yes	94%	94%
No	6%	6%

The 2016 National Survey of Children's Health is the sample for this secondary analysis. The sample size consisted of 17, 492 girls between the ages of 6-17 years of age.(See Table 1). The datum is divided between two age groups, 6-11 years old (Younger) and 12-17 years old (Older). The sample consisted of a majority of girls who are white and fewer who were African American or Other Races. Parental education is also a measure for this study. Majority of the sample reported having a mentor. There are 94% of girls ages 6-11 years old (Younger) and 12-17 years old (older) reports having a mentor and 6% for girls ages 6-11 years old younger) and 12-17 years old (older) reported not having a mentor. In conclusion, majority of older girls who are predominantly white that participated in this study reported having parents who received a college or higher.

IV. RESULTS AND FINDINGS

There are two hypotheses for this study. 1). Among older girls and younger who report having a mentor, there is no difference in showing resilience, flourishing behaviors, and academic engagement. The Null Hypothesis for this study is: there is no difference in age groups for girls who report having a mentor. Before any testing, splitting the "Sex of Child "variable is necessary for this research because the variable consists of two or more groups. Splitting the variable provides a convenient way to analyze girls only. The variable used for "Mentoring" is recoded for correlation testing. Girls who reportedly have a mentor were recoded as "1=Yes Mentor." Girls who reportedly did not have a mentor were recoded as 2=No Mentor."

Hypothesis 1

Table 2: Descriptive Table of Resilience, School Engagement and Flourishing Behaviors For Girls Who Report Having A Mentor By 2 Age Groups

	Overall	Age Group	
		6-11 Years Old	12-17 Years Old
Resilience ***	<i>N=15659 (89%)</i>	<i>N=6504</i>	<i>N=9155</i>
High Levels		5338 (82%)	6952 (76%)
Moderate Levels		798 (12%)	1358 (15%)
Low Levels		368 (6%)	845(9%)
School Engagement ***	<i>N=15674 (89%)</i>	<i>N=6501</i>	<i>N=9146</i>
High Engagement		5076 (78%)	6778 (74%)
Moderate Engagement		1286 (20%)	2020 (22%)
Low Engagement		139 (2%)	348 (4%)
Flourishing Behaviors ***	<i>N=15661(89%)</i>	<i>N=6506</i>	<i>N=9155</i>
High Responses		2774(43%)	4502(49%)
Moderate Responses		2045 (31%)	2292 (25%)
Low Responses		1687 (26%)	2361 (26%)

***= $p < .001$

The majority of the girls report having a mentor. Table 2 shows the values of girls who report having a mentor in two age groups. . The Overall, 89% of girls who has a mentor showed some level of resilience, school engagement, and flourishing behaviors. Chi-square tests were conducted to examine group differences for statistical differences between Younger and Older age groups at the $p < .001$ level. When looking at resilience, older girls had the highest percentage of having high levels of resilience. Overall, having high levels of resilience between the two age groups were the highest in comparison to the other levels. For this study, 76% of girls from the ages of 12-17 years old (older) report high levels of resilience, and 82% of girls' between the ages of 6-11 years old (younger) report high levels of resilience. When measuring school engagement, 74% of girls 12-17 years old (older) reports having high school engagement. For girls ages 6-11

years old, 78% also had high school engagement, while the other areas were relatively low. When measuring high responses to flourishing behaviors between two age groups, 49% of girls between the ages of 12-17 years old (older) have high responses to flourishing behaviors, and 43% of girls between the ages of 6-11 (younger) have high responses to flourishing behaviors. In comparison to the other variable, flourishing behaviors are lower than resilience and school engagement but still had the highest percentage for older girls who had high responses to flourishing behaviors. For each variable, all low levels, engagement, and behaviors were 26% or less. In particular, school engagement had 4% who showed low levels of resilience between 12-17 years old and younger girls from ages 6-11 years old has 2% show showed low levels of resilience (See table 2).

Table 3: Chi-Square Table of Resilience, School Engagement and Flourishing Behaviors For Girls Who Report Having A Mentor By 2 Age Groups

	6-11 Years Old	12-17 Years Old
Resilience		
Chi-Square	68.6***	109.1***
df	2	2
School Engagement		
Chi-Square	51.3***	44.5***
df	2	2
Flourishing Behaviors		
Chi-Square	22.8***	83.2***
df	2	2

* $p=.10$, ** $p=.05$, *** $p=.01$

Table 3 shows the test results for running a chi-square analysis of resilience, school engagement, and flourishing behaviors for girls who report having a mentor between two age groups—the chi-square value of the test statistic within the age groups of 6-11 years old (younger). For resilience (41%) ($\chi^2=68.6$, $df=2$, $p=.01$), school engagement (42%) is ($\chi^2=51.3$, $df=2$, $p=.01$), and flourishing behaviors (42%) is ($\chi^2=22.8$, $df=2$, $p=.01$). Among girls who report having a mentor here is a statistically significant difference between Younger and Older age groups, resilience, school engagement, and flourishing behaviors. The chi-square value of the test statistic within the age groups of 12-17 years old (older) is measured. For resilience (59%) ($\chi^2=109.1$, $df=2$, $p=.01$) school engagement (58%) is ($\chi^2=44.5$, $df=2$, $p=.01$), and flourishing behaviors (58%) ($\chi^2=83.2$, $df=2$, $p=.01$).

Table 4: Correlation Table of Resilience, School Engagement and Flourishing Behaviors For Girls Who Report Having A Mentor By 2 Age Groups

	Age 6-11yrs. of Age	Age 12-17yrs. of Age
Resilience	.09*	.10*
School Engagement	.45*	.64*
Flourishing Behaviors	.84*	.11*

* $p=.10$, ** $p=.05$, *** $p=.01$

Table 4 shows the correlation analysis between girls who report having a mentor and resilience, school engagement, and flourishing behaviors for girls for Younger and Older girls. Based on the results, here is a positive correlation between having a mentor and resilience, although it is a weak correlation for Younger ($r = .09$, $p = \leq .05$, $R^2 = .008$) and Older ($r = .10$, $p = \leq .05$, $R^2 = .001$). Between the two age groups, having a mentor and school engagement has a statistically significant positive correlation as well.

With a moderate but positive correlation, school engagement increase as mentoring increases for Younger ($r = .45, p = \leq .05$, with a $R^2 = .202$), and Older ($r = .64, p = \leq .05$, with a $R^2 = .409$). This correlation was a major for this research. More importantly, it proves mentoring does matter in regards to mentoring and school engagement. Between both two age groups, having a mentor and displaying flourishing behaviors have a statistically significant positive relationship. Therefore, as mentoring increases, flourishing behaviors can increase as well. This correlation for flourishing behaviors is relatively strong for younger girls and weak for older girls Younger ($r = .84, p = \leq .05$, with a $R^2 = .705$), and Older ($r = .11, p = \leq .05$, with a $R^2 = .012$).

Hypothesis 2

Table 5: Descriptive Table of Resilience, School Engagement, and Flourishing Behaviors For Girls Who Report Not Having A Mentor By 2 Age Groups, $N=1,035$

	Overall	Age Group	
		6-11 Years Old	12-17 Years Old
Resilience	$N=1,035(6\%)$	$N=449(43\%)$	$N=586 (54\%)$
High Levels		67%	55%
Moderate Levels		18%	21%
Low Levels		14%	124%
School Engagement	$N=1,035(6\%)$	$N=450 (43\%)$	$N=585 (54\%)$
High Engagement		73%	64%
Moderate Engagement		23%	27%
Low Engagement		4%	9%
Flourishing Behaviors	$N=1036(6\%)$	$N=591(57\%)$	$N=445 (43\%)$
High Response		60%)	48%
Moderate Response		22%)	130%
Low Response		118%)	123%

* $p=.10$, ** $p=.05$, *** $p=.01$

Table 5 shows the values of Older and Younger girls who report not having a mentor in between two age groups. Overall, 6% of girls who do not have a mentor showed some level of resilience, school engagement, and flourishing behaviors. For this study, 67% of girls age 6-11 years old (younger) report high levels of resilience, and 55% of girls age 12-17 years old (older) reports having high levels of resilience. Girls 12-17 years old have the highest percentage for high levels of resilience, although they do not have a mentor. When measuring school engagement between two age groups, 73% of girls' between the ages of 6-11 years old (Older) report having high school engagement, and 65% of girls from the ages of 12-17 years old (Older) reports high school engagement. When measuring flourishing behaviors between two age groups, 60% of girls' between the ages of 6-11 years old (Older) reports high responses to flourishing

behaviors, and 48% of girls from the ages of 12-17 years old (Older) reports high responses to flourishing behaviors. Although the entire group is still comparatively low in contrast to those who have a mentor, school engagement had the highest percentages compared to the other variables (See Table 5).

Table 6: Chi-Square Table of Resilience, School Engagement and Flourishing Behaviors For Girls Who Report Not Having A Mentor By 2 Age Groups

	6-11 Yrs. of Age	12-17 Yrs. of Age
Resilience		
Chi-Square	66.7*	161.4*
df	2	2
School Engagement		
Chi-Square	13.2**	50.0**
df	2	2
Flourishing Behaviors		
Chi-Square	11.3*	32.4*
df	2	2

* $p=.10$, ** $p=.05$, *** $p=.01$

Table 6 shows the test results for running a chi-square analysis of resilience, school engagement, and flourishing behaviors for girls who report not having a mentor between two age groups. The chi-square value of the test statistic within the age groups of 6-11 years old (younger) for resilience (43%) ($\chi^2=66.7$, $df=2$, $p=.10$), school engagement (43%) ($\chi^2=13.2$, $df=2$, $p=.05$), and flourishing behaviors (57%) ($\chi^2=11.3$, $df=2$, $p=.10$). The chi-square value of the test statistic within the age groups of 12-17 years old (older) for resilience (57%) ($\chi^2=161.4$, $df=2$, $p=.10$), school engagement (57%) ($\chi^2=50.0$, $df=2$, $p=.05$), and flourishing behaviors (43%) ($\chi^2=32.4$, $df=2$, $p=.10$).. There is a statistically significant difference between Younger and Older age groups who do not a mentor, resilience, school engagement, and flourishing behaviors. Based on the

results, I can conclude that Younger girls who do not have a mentor have higher levels of resilience, school engagements and flourishing behaviors compared to Older girls who have a do not have a mentor

Table 7: Correlation Table of Resilience, School Engagement and Flourishing Behaviors For Girls Who Report Not Having A Mentor By 2 Age Groups

	Age 6-11 Correlation	Age 12-17 Correlation
Resilience	-.003*	-.37*
School Engagement	-.186*	-.181*
Flourishing Behaviors	-.93*	-.56*

* $p \leq .10$, ** $p \leq .05$, *** $p \leq .01$

Table 7 shows the test results for running a correlation analysis of resilience, school engagement, and flourishing behaviors for girls who report not having a mentor for two age groups. Based on the results, I conclude that between the two age groups, not having a mentor and resilience have a statistically significant negative relationship. For resilience and both age groups, there is a weak correlation but as mentoring decrease so does resilience Younger ($r = -.003$, $p = \leq .05$, $R^2 = .000$), Older ($r = -.37$, $p = \leq .05$, $R^2 = .0139$). Between the two age groups, not having a mentor and school engagement has a statistically significant negative relationship. With a strong but negative correlation, school engagement decreases as mentoring decreases Younger ($r = -.186$, $p = \leq .05$, $R^2 = .034$), Older ($r = -.181$, $p = \leq .05$, $R^2 = .032$) This correlation was significant for this research continuing to prove mentoring does matter in regards to mentoring and school engagement. Between both two age groups, having a mentor and displaying flourishing behaviors have a statistically significant negative relationship. With a strong correlation, as mentoring decreases, flourishing behaviors also decreases Younger ($r = -$

.93, $p = \leq .05$, $R^2 = .864$), Older ($r = -.56$, $p = \leq .05$, $R^2 = .313$). This correlation for flourishing behaviors is relatively strong for younger girls but is moderate for older girls (See Table 7). In sum, although chi-square tests between Young and Older were statistically significant, when testing for correlation for girls who have a mentor and not, both age groups have a weak correlation with family resilience and moderate correlation with academic engagement. However, when mentoring decreases flourishing decreases as well.

V. DISCUSSION AND CONCLUSION

Discussion

Mentoring involves the process of having someone to relate to while sharing distinct experiences. According to Learner (2007), "enduring mentoring is associated with the capacity for youth to engage in high-quality social relationships, to have higher academic accomplishments, school engagement, school adjustment, and to view their futures more positively" (Learner 2007:4). His research is proving that when allowing girls to express themselves through different interactions empowers them to improve in school (Learner 2007). Mentoring programs allow communities to build social capital within the community to gain resilience and relationships amongst one another at starting at an early age. Evidence from previous research suggests that mentoring encourages girls to receive the essential skills to continue to break through glass ceilings in the corporate world (Spencer and Liang 2009). Mentoring allows girls to succeed and develop essential life skills (Muno 2014).

Mentoring generates confidence in girls by instilling resilience in academic engagement. Based on the results, I can conclude the answer to my first research question, Are older girls more likely to report having a mentor compared to younger girls? The results of my study show prove that older girls are more likely to show resilience, school engagement, and flourishing behaviors when they have a mentor (Learner 2007). Overall, the impact of having a mentor among girls was statically significant with mentoring having a strong effect on Older girls compared to Younger girls. Furthermore, girls showing school engagement is portrayed more in older girls who report having a mentor. Not surprisingly, older girls were the majority of the study in all

aspects and had the highest percentages for high levels of the majority of the variables. Proving Spencer's (2007) theory that girls over the age of 12 seem to have more sense in understanding the impact of mentoring.

The framework, Building Community Resilience (BCR) (Summer M. Redstone 2018), centers around mentoring programs to come together with communities and have a strong impression on girls within their community. Having resilience is the capability to take a risk with education and to learn as much as possible with the resources given to you. Being resilient offers girls the chance to also create adversity for other pathways in life.

Mentors provide a different range of supports, whether in the form of a listening ear or an academic tutor (Rhodes 2005). Results showed that older girls who have a mentor showed a high level of resilience and the percentages of moderate and low levels were low. My findings proved that even girls over the age of 16 can show resilience at an older age. Younger and older girls who reportedly did not have a mentor for girls were relatively low. There is little to no research done on the impact of girls who does not have a mentor specifically. However, the rate of showing high levels of resilience was still higher than the other levels. I found it interesting that although a small percentage of girls did not have a mentor, they were still able to show some levels of resilience within their family and the community.

The findings have confirmed that building community resilience can be seen as a starting point for higher school engagement for girls. Higher school engagement is essential to me because it helps the growth of explaining the relationship between education and resilience. In the literature, it shows how resilience and the mentors

involved can be related to working with girls (Redstone 2018). With the Building Community Resilience framework as the building foundation of this study, this model allows mentors to become innovative and to encourage young girls to collaborate beyond their usual needs in the community (Redstone 2018). Often many stories of children and their families come from within the community that best conveys their issues and can inspire a range of change. Ultimately, girls can become resilient in their communities when they live in a home that exemplifies resilience (Ellis and Dietz 2017).

Prior literature shows the importance of building community resilience and how it allows mentors the ability to use their resources for change and growth through symbolic interactionism (Blumer 1969). Resilience becomes a positive reinforcement that allows adults to help navigate girls through school with the help of mentors. It is a positive framework that gathers all the physical resources to sustain all school engagement (Ellis and Dietz 2017). After running a correlation analysis, older girls and younger girls had a positive correlation. Surprisingly, younger girls overall are likely to show resilience, whereas, based on the previous literature, it is assumed that older girls would more likely show resilience. Through symbolic interactions, previous research has demonstrated how resilience gives girls an understanding and provides them with social supports in the community to gain access to much-needed resources such as mentoring. Symbolic interactions show how communities require opportunities that can provide community assistance to teach girls how to connect while building resilience (Blumer 1969). Having resilience is not always seen as a measurable variable but is often known as an essential part of building a whole community and providing substantial social support for school engagement. Yet this study is the start of making resilience a measurable factor (Boddy et

al. 2012). Once communities understand and learn to receive the opportunity given and create an understanding of the state of readiness, there then comes respect for the experience that comes along with mentoring.

School engagement is the main reason for this research. As a researcher, I was aiming to prove mentoring has a significant impact on school engagement. My second research question, "Does older girls who report having a mentor more likely to show school engagement compared to younger girls who have a mentor?" was also answered. The test results confirm the literature showing that girls are more likely to do well in school and complete all required homework when having a mentor. Based on the descriptive, the majority of older girls showed high levels of resilience as well as younger girls. Having a positive reinforcement from a mentor can place the importance of other schools and communities to take a step further than their usual sources for ways to continue to enhance girls academically. The percentage for girls who showed low engagement was less than 5%, proving that having a mentor is very beneficial to a girl between both ages. My chi-square analysis also demonstrates there a statistically significant difference in mentoring and school engagement. Schools should continue to partner with other organizations within their community that can provide their students with mentors. Although some girls reportedly did not have a mentor, they were still able to show resilience in some sort, which is essential.

A positive outlook on mentoring is that mentoring programs continue to develop to meet the specific needs of girls and to help with personal issues such as academics. (Sherman 2013). For girls who reportedly do not have a mentor, results show that there were negative and strong correlations. The percentage of girls who did not have a mentor

was low but still showed some signs of resilience. My finding places more importance on why mentoring matters to a community because mentoring can give girls the additional support needed that is not always an option in the schools. This statistic is not in previous literature, but it was interesting to discover. Without having a mentor, girls are still likely to do well; it is just not as common. When young girls did not have the proper guidance throughout school, they are more than likely to struggle with subjects they do not understand. School systems are not person-centered but are gearing towards a more general population. So there are times where some girls can follow the curriculum and some girls who will not.

Mentoring becomes essential because it allows young girls to receive that one on one attention that they may or may not see while they are in school. With symbolic interactions through mentoring, they can grasp the same concept through learned behaviors by someone older than them or who have similar experiences as them. Symbolic interactions within school systems provide girls who are put in the right setting to demonstrate positive learning behaviors and higher engagements (Blumer 1969). Based on the symbolic interaction perspective from previous literature, interactions between girls and their mentor's help build a higher expectation for their performance and in school engagements.

Mentoring programs are creating a positive perspective for girls to continue their education. The advantages of having consistent one-on-one support can lead to more educational opportunities for girls. In hindsight, all ages should be able to receive the opportunity to engage and benefit from mentoring programs. There should also be a significant focus on age groups in mentoring programs and the advantages of having

consistency within particular school programs. Despite the efforts to have a clear understanding of academics and mentoring, more research can develop new methods to continue to learn the benefits of mentoring programs.

Mentoring intends to continue to encourage girls while in a trustworthy place to understand their school engagement and create opportunities for new results. Mentoring provides a safe space where girls use their time to reflect in a discrete setting that develops flourishing like characteristics. The concept of flourishing is a term that contains different aspects of a young girl's physical, mental and emotional health, and resilience during all thriving in school and the community. Providing girls with an example of flourishing behaviors allows girls to imitate those exact behaviors in their everyday lives. Findings prove that the majority of girls who report having a mentor is likely to show flourishing practice. Studies prove that positive behaviors encourage a social process that promotes the development of growth in areas such as trust, empathy, cultivate social-emotional, and identity development (Deutsch et al. 2013).

This study also confirms that previous literature that older girls who have a mentor are likely to have higher responses to flourishing behaviors (Osterling and Hine's 2006). Lower responses for girls with a mentor were higher than the previous two variables. There was a positive correlation between flourishing behaviors and having a mentor that was strong between younger girls and weak between older. In this case, younger girls have a more significant correlation than older girls. This result can be assumed because one's daily behaviors play a significant impact on their daily interactions starts when they are young and can change as they become older. Based on my theoretical framework, there is little to no research to explain what is going on in quantitative studies in regards

to flourishing behaviors. There should be more studies on the behavioral aspect of mentoring and not just the actions (Spencer and Liang 2009).

The correlation for young girls without a mentor and flourishing behaviors was also very strong, showing the importance of mentoring. Research findings have proven that mentoring does have an impact on behaviors; even without a mentor, there is still a strong correlation. Having that significant impact on behaviors continues to prove how important mentoring is to the community. It can affect not only school but also ones' behaviors when they are not being treated or taught anything. When girls are in the right environment, they are more than likely to display certain learning behaviors and higher engagements. Based on Blumer's (1969) symbolic interaction perspective, interactions between girls and their mentors acquire a sense of expectations for their productivity and in academic engagements.

While qualitative research is more common for this particular topic, quantitative analysis helps theories about the impact of mentoring. Some may think that there is an appropriate age when to start mentoring or when it can be most beneficial. Still, these particular studies have shown that age makes no difference in mentoring, but significant impacts happen when older. The previous research stated that a girl's age had not had a strong significant association with the effects of mentoring (Spencer 2007). As girls are growing into adulthood, it is more common for them to become less talkative and understanding to caring adults but does mention an age limit. Grossman and Rhodes (2002) showed that young age groups are the ideal time for girls under the age of 16, but there are very few studies that prove this actual theory. These results are an example that age does play an important role of mentoring but should not be overlook. Both age

groups can benefit tremendously from having a mentor. Mentors are put in place to provide advice in more complicated areas, but there is still more studying that can be on specific age groups.

Implications and Limitations

One limitation of the study is the population. While the sample is large, there were specific qualifications to qualify for this study. Once qualified for the survey, not every girl is still able to answer particular questions. Another limitation of this study is the lack of knowledge for the missing values. There was no way within the literature or statistic to study the missing values to explore this topic deeply. Lastly, how the questions were group is another limitation. When measuring certain variables such as resilience or flourishing behaviors, "true to 0-1 responses," hinders the answers because it not wholly known who answered what. There should have been more details within the variables to measure the answer to the question carefully. There are other ways to measure resilience and flourishing behaviors. All options are not exhausted due to the lack of previous studies being complete. Groups with 30 cases or less are grouped as one to control the variability of the measurements made by more significant factors and questions. As adjusting to these factors, there could have been different results counted as one. Moreover, data from the 2016 survey has some missing data due to respondents not answering the questions. A question that is not on the proper path for the respondent or the respondent's answer is not recorded to respect the privacy of the respondent.

While this study has its limitations, it is consistent with previous literature, which is showing throughout this study. This research implies that there is importance put on mentoring and academic engagement through building resilience. There are no specific

solutions to improve academic engagement. One way to create this association between age groups, mentoring, and academic engagement is to further the studies. Another way to strengthen this topic is to expand on what has already been to study.

Conclusion

Mentoring girls in different age groups play a vital role in girls' academic engagement. Mentoring should matters because the decisions girls make during their adolescence create their future and more educational opportunities. Statistics can continue to change, as mentors believe mentoring helps girls get ready for the world ahead of them. Education as a whole is something to place value on and view as highly necessary. What is unique about this study is that the depth looked into mentoring within different age groups from a quantitative perspective. There is a different experience in mentoring when girls are older. Future studies to come should take note that various studies previously focus on the qualitative aspect of mentoring. Qualitative studies are common because many variables are categorical and not numerical—this research and finding open the door for more quantitative studies to be investigated for girls mentoring.

Mentoring girls in different age groups play a vital role in girls' academic engagement. Mentoring should matters because the decisions girls make during their adolescence create their future and more educational opportunities. Statistics can continue to change, as mentors believe mentoring helps girls get ready for the world ahead of them. Education as a whole is something to place value on and view as highly necessary. What is unique about this study is that the depth looked into mentoring within different age groups from a quantitative perspective. There is a different experience in mentoring when girls are older. Future studies to come should take note that various

studies previously focus on the qualitative aspect of mentoring. Qualitative studies are common because many variables are categorical and not numerical—this research and finding open the door for more quantitative studies to be investigated for girls mentoring. It is essential to understand the mentoring process that supports a youthful outlook on life through resilience while developing a state of readiness mindset, community leadership skills, and overall understanding of resilience. All intercommunications, including the engagements in school and out, are installed in them through their mentor. Taken together, these findings and theoretical statements suggest that mentors can help achieve these accomplishments while in school and continue to build interpersonal and fundamental connections.

The overall purpose of this analysis was to grasp an understanding that mentoring has on resilience, academic engagement, and flourishing behaviors between two different age groups. I want to call for more research to continue to explore the positives and even negatives of mentoring. There are endless explorations that mentor and their roles can play in regards to supporting academics, resilience, flourishing like behaviors, and age. As programs continue to spread across communities, the role of a mentor will still be one of the most significant aspects of the programs because the decisions those girls of any age group make during their adolescence years, a mentor will help build their future and educational choices, which may determine a career path for a lifetime.

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