

# Paying it forward: An argument for single-sex youth mentoring programs

Emily Rojas

December 7<sup>th</sup> 2015

Senior Comprehensive Research Project Presentation

# Background

- ▶ Research Question:
  - ▶ *How can youth mentors aid deviant youth in gender segregated programs?*
- ▶ Why is mentoring important?
- ▶ Why do mentors get involved?
- ▶ What is the advice current mentors would give to perspective mentors?

# Theory: Social Learning

*Social-learning theory of Identificatory Processes (A. Bandura, 1969)*

*Social learning and Deviant Behavior: A specific test of a general theory (Akers, R. L., Krohn, M. D., Lanza-Kaduce, L., & Radosevich, M, 1979)*

# Literature Review

- ▶ **Risk Factors**

- ▶ Greenwood and Turner (2009)
- ▶ Hawkins, Catalano, and Miller (1992)
- ▶ Sheff (2000)

- ▶ **Sex Differences**

- ▶ Chapple, & McQuillan, and Berdahl (2005)
- ▶ Piquero, Gover, MacDonald, and Piquero (2005)
- ▶ Svensson (2003)

- ▶ **Prevention and Awareness**

- ▶ Bickman (1983)
- ▶ Greenwood (2008)

# Methodology

- ▶ Data collected in this study includes blogs from [massmentors.org](http://massmentors.org)
- ▶ Data was collected in August 2015 and continuously analyzed through the next month from 6pm- 8pm EST.
- ▶ 3 questions were used in this content analysis (Why do you think mentoring is important, Why did you decide to get involved? What would you say to a potential mentor)
- ▶ 30 mentors blogs were collected, resulting in 90 questions in this sample

# Findings

- ▶ The data gathered in this study shows that youth are more likely to enjoy mentorship from adults that are alike and from whom they have similar backgrounds
- ▶ *“Mentoring is important because it gives you the opportunity to give back and be the figure that once influenced you to be great, or be the influence you wish you had growing up”*

# Social Factors influencing Mentors

Table 1  
Social factors influencing mentors by race and sex

Social Factors		Race of Mentor				Total by sex	Total
		White	Black	Hispanic	Other		
Previous Mentors	Female	1	5	1	0	7 (23%)	10 (33%)
	Male	1	0	1	1	3 (10%)	
Community Connections	Female	3	0	1	0	4 (13%)	7 (23%)
	Male	1	0	2	0	3 (10%)	
Youth Guidance	Female	4	0	0	1	5 (17%)	5 (17%)
	Male	0	0	0	0	0	
Influence Youth	Female	1	0	0	0	1 (3%)	5 (17%)
	Male	3	0	1	0	4 (13%)	
Passion for helping	Female	0	1	0	0	1 (3%)	3 (10%)
	Male	1	0	1	0	2 (6%)	
TOTAL		15 (50%)	6 (20%)	7 (23%)	2 (6%)	30 (100%)	30 (100%)

*“I would tell someone who is thinking about getting involved in mentoring that he or she is already on the right track! It's something worthy of thoughtful consideration. To help with that, I'd encourage the person to reflect on instances and experiences when someone expressed an authentic interest in his or her well-being and success. Once done, think about ways to recreate that for someone else and **pay it forward!**”*



# Social Factors Impacting Perspective Mentors

Table 2  
Current mentors advice to perspective mentors on importance of mentoring

Social Factor	Sex	Race of Mentor				Total by sex	Total
		White	Black	Hispanic	Other		
Positive impact	Female	4	1	1	0	6 (20%)	11 (37%)
	Male	4	0	1	0	5 (17%)	
“Pay it forward”	Female	2	4	1	0	7 (23%)	8 (27%)
	Male	0	0	1	0	1 (3%)	
Community Ties	Female	2	1	0	0	3 (100%)	6 (20%)
	Male	1	0	1	1	3 (10%)	
Rewarding	Female	1	0	0	1	2 (6%)	3 (10%)
	Male	0	0	1	0	1 (3%)	
Mentors Needed	Female	0	0	0	0	0	2 (6%)
	Male	1	0	1	0	2 (6%)	
TOTAL		15 (50%)	6 (20%)	7 (23%)	2 (6%)	30 (100%)	30 (100%)

*“Young people need guidance, we need people like you to give young people a chance to evolve, and grow. Everyone has the potential to be awesome. Some of us just need an extra push and voice of reason to get there, so get involved!”*

# Why mentor? Race and Gender

Table 3  
Reasons Why Mentoring is Important in regards to race and gender

Reasons	Sex	Race of Mentor				Total by sex	Total
		White	Black	Hispanic	Other		
Guiding Youth	Female	4	2	0	0	6 (20%)	8 (27%)
	Male	0	0	2	0	2 (6%)	
Essential for Life	Female	0	4	2	0	6 (20%)	7 (23%)
	Male	1	0	0	0	1 (3%)	
Adult & Youth Relationship	Female	0	0	0	1	1 (3%)	6 (20%)
	Male	4	0	1	0	5 (17%)	
Impact Community	Female	4	0	0	0	4 (13%)	5 (17%)
	Male	0	0	0	1	1 (3%)	
Empower Youth	Female	1	0	0	0	1 (3%)	4 (13%)
	Male	1	0	2	0	3 (10%)	
TOTAL		15 (50%)	6 (20%)	7 (23%)	2 (6%)	30 (100%)	30 (100%)

# Discussion

- ▶ 1. Patton analyzing mentoring experiences of African American women in graduate and professional schools whom benefited from having African American female mentors
- ▶ 2. All women's colleges exemplify the benefits of having single sex teachings  
Rice and Hemmings found that women's colleges shape well rounded women
- ▶ 3. Gender Passing: avoiding traditional definition of womanhood and pushes women to wish to pass as men