Examining the Qualities of a Mentoring Relationship and the Attitudes towards Learning and Reading in a Literacy Tutoring Program

By

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DEDICATION

I would like to dedicate my thesis to my parents and grandparents. As a child, you always told me I could do anything I wanted to. As I grew older, you would stand by me when you saw me struggle or make great achievements. Thank-you for always being supportive and allowing me to achieve my dreams.
ABSTRACT

The present study explored the qualities of a mentoring relationship and the attitudes towards learning and reading in an educational tutoring program. Two boys and five girls enrolled in the Read to Succeed tutoring program offered at Changes for Children and Youth participated in the program. It had been hypothesized that the Read to Succeed* program increases the attitudes, overall happiness and self-esteem levels of the participants. Modified versions of the Elementary Reading Attitude Survey (ERAS), School Children Happiness Inventory (SCHI), and the Rosenberg Self-Esteem Inventory (RSI) were administered before and after their involvement in the Read to Succeed program. Participants were also administered the Quality of a Mentoring Relationship Survey at the post-program assessment period. Paired t-test analyses were conducted for the ERAS, SCHI, and RSI measures. Results indicated non-significant differences between pre- and post-test administration. Descriptive statistics collected on the Quality of a Mentoring Relationship Survey showed that overall participants found the mentoring relationship to be focused around them (M = 11.1, SD = 1.2), emotionally engaging (M = 13.7, SD = 2.3), and highly satisfying (M = 4, SD = 1.4). Therefore, this study provided evidence that while Read to Succeed did not improve attitudes about learning to read, happiness at school, or self-esteem, it did speak to the children’s appreciation of the mentoring experience, which may be sufficient to produce improvements in reading behavior.
ACKNOWLEDGEMENTS

I would like to take this opportunity to acknowledge and thank a few people who have been supportive and made an influence in this research study. First and foremost, my college supervisor, Dr. Sheelagh Jamieson was a great support and provided wonderful guidance throughout this journey. Despite my lack of motivation at times, she definitely pushed me forward while I was standing still. I would also like to thank my second reader, Laura Campbell for providing helpful feedback and revisions. This research study would have not been possible without the assistance of my agency and my supervisors, Bobbi-Jo Turner and Michele Arthurs. I would also like to acknowledge my family and friends who have always believed in me when I felt like giving up. Without your support and guidance I would have not accomplished this life changing journey.
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Chapter I: Introduction

According to the United Nations Educational, Scientific and Cultural Organization (UNESCO) literacy can be defined as having the “ability to identify, understand, interpret, create, communicate and compute using printed and written materials with varying contexts”. Literacy involves a continuum of learning in enabling individuals to achieve their goals, develop knowledge and potential, and participate fully in community and wider society (United Nations Educational, Scientific and Cultural Organization, 2005).

Berril, Doucette and Verhulst (2006) state that because literacy skills are used in everyday life, the consequences for low literacy skills can have a strong influence in several areas of an individual’s life. These influences have been shown to affect the socioeconomic status, academic achievement, happiness and self-esteem of an individual (Goodman, Miller & West-Olatunji, 2012; Orth, Robins & Widaman, 2012). Because low literacy skills can cause negative effects in an individual’s life, several strategies have been implemented to increase literacy skills. Some of these strategies can be tutoring programs or mentoring programs. According to Kolar and McBride (2011), a tutor is defined as an individual who gives additional educational assistance in a private setting. Similarly, a mentor is defined as an individual who provides guidance and support to a younger individual. The purpose of these programs is to match the children or youth with an older individual who can be a positive influence in their life that they may not have (Herrera, Grossman, Kauh, & McMaken, 2011). Together, tutoring and mentoring programs have become very popular over the past decade to provide individuals with educational assistance, guidance and support (Kolar & McBride, 2011).

Changes for Children and Youth

Changes for Children and Youth1 is a community based agency that focuses on offering positive mentoring and youth diversion programs in Ontario. One of their programs offered is the Read to Succeed1 program which focuses on providing children and youth with a mentor who will provide them with literacy help as well as providing a positive support system. The Read to Succeed* program has been developed as a mentoring program for children who are risk of having low literacy skills. Each session is designed specifically to target the academic needs of each child and goals are individually set. With the involvement of a tutor for the academically at-risk children, it has been suggested that academic levels have increased. However there has been no research to support the hypothesis that the Read to Succeed* program is effective in creating positive mentoring relationships, or that it increases positive attitudes towards learning and reading or increasing overall happiness and self-esteem.

The purpose of this study is to determine if the Read to Succeed* program is effective in increasing those traits. The participants completed three surveys before and after participating in the tutoring for 8 weeks. The surveys measured their attitudes towards reading, overall happiness and self-esteem. In addition to this, they also completed a mentoring relationship survey at the end of the 8 weeks. This survey focused on three characteristics: relationship focus, emotional engagement and the overall satisfaction with the tutoring relationship.

1 For reasons of confidentiality, all names in this study are fictional.
This thesis includes four sections that describe the current study. These sections include a look at the literature, method of study, results and a discussion section. Chapter two provides an overview of the literature. It looks at the importance of literacy, contributing factors to literacy skills and it looks at what makes a mentoring/tutoring program successful. Chapter three focuses on the methodology of the study. It describes the participants and the assessments used. In chapter four, the results are discussed. This section includes the results from each assessment. Chapter five discusses the strengths and limitations of the study, multilevel challenges, contributions to the field of behavioural psychology and recommendations for further research.
Chapter II: Literature Review

Reading literacy is a very important skill for children as it is the basis of learning languages and other subjects (Geske & Ozola, 2008). Learning to read is a very significant skill that is the foundation for success in numerous areas of life, aside from just academic achievement (Goodman, Miller & Olatunji, 2012). Without the adequate skills of reading and writing, children may be at a greater risk of dropping out of high school and being unemployed (Hinshaw, 1992). Studies show that poor reading and writing can affect not just academic achievements but it can also affect socio-economic status (Hinshaw, 1992; Kempe, Gustafson & Samuelsson, 2011; Trzesniewski, 2006).

Contributing Factors to Literacy Skills

**Socioeconomic status and employment.** The socioeconomic status of an individual is very important to one’s life, as it determines life’s outcomes (Hinshaw, 1992). It has been shown that children who come from a low socioeconomic household have a harder time developing learning skills (Aikens & Barbarin, 2008). In 2008, Aikens and Barbarin conducted a study that looked at the socioeconomic status of the child and found that it does contribute to their literacy skills. Evidently if a child is from a low socioeconomic class, they are more likely to be living in a home with very little literacy experiences. In addition to this, the child will have a higher probability of being sent to a school with under qualified teachers and other children in the class who also have low literacy skills (Goodman, Miller & Olatunji, 2012).

In 2009, Caro, McDonald and Willms found that there is a positive relationship between socioeconomic status and academic achievement and it increases as the individual gets older. One major problem with this gap is that there is a risk of academic failure which can also create problem behaviours for the classroom. The child may feel frustrated and distract other students which ultimately can be a problem behaviours within the classroom (Hinshaw, 1992).

**Problem behaviours.** McIntosh, Reinke, Kelm and Sadler (2013) looked at reading skills and problem behaviours (number of times the child was sent to the office) between boys and girls. They found that the boys who exhibited a lower reading level, have a higher number of problem behaviours. In contrast, the girls had a higher reading level when compared to the boys and also maintained a lower level of problem behaviours.

The relationship between problem behaviours and reading was studied by Breslaua, Miller, Breslau, Bohnert, Lucia and Schweiter (2009). They focused on early problem behaviours and the consequences it has on the individual when they reach the age of 17. They state that the biggest predictor of academic difficulties is if the child is very inattentive in class and as the child progresses through school, it will not allow the child to gain basic skills in literacy. With the problem behaviours affecting academic achievement, the academic achievement expectations of the student may be lower for parents and teachers. This can ultimately cause the child to be unmotivated in school. With the child/youth becoming unmotivated in school, his/her attitude towards school will also change.

**Learning disabilities.** A learning disability covers a variety of disorders that can influence the achievements, maintenance, comprehension, organization or use of both verbal and
non-verbal information (Hallahan, Kauffman & Lloyd, 2005). A learning disability can affect one or more of the following skills; oral language, reading, written language and math skills. The cause of these disorders is from a lack of one or more psychological processes. These psychological processes are connected to learning in combination with average abilities that are essential for thinking and reasoning. They are not overall impairments and are distinct from intellectual disabilities. Each learning disability impacts the process of which individuals take in, retain and express information (Mash & Wolfe, 2007). They are sometimes unnoticed in young children as there are no physical features. Learning disabilities usually are seen in school work because they can affect how someone learns to read, speak, write or complete math problems and the individual is unable to gain the proper academic skills at the expected rate. In addition, they can also affect other aspects of their life including daily routines, relationships and work. Another major consequences for children who have dyslexia can be that they will have difficulties finding future employment and a steady career which can ultimately impact their social economic status.

**Attitudes towards learning and reading.** Having a positive attitude towards literacy is an important role for the development and use of reading skills (Lazarus & Callahan, 2000). Lazarus and Callahan (2000) also found that attitudes towards reading can be linked with reading ability showing that a negative attitude is associated with lower reading skills. However, in the study conducted by Lazarus and Callahan, they looked at the differences between attitudes of students who have a learning disability and the students who do not. They state that poor readers do not always dislike reading, they just do not have the resources to be successful, which causes consistent frustration. However, they found that the children who have a learning disability have a more positive attitude towards academic reading than individuals who do not have a learning disability. On the other hand, when it comes to recreational reading, the attitudes of individuals with learning disabilities does decrease in comparison to the individuals who do not have a learning disability.

A study was conducted by Kush and Watkins (2001) to examine the attitudes of children towards reading. They distributed the Elementary Reading Attitude Survey (ERAS) twice over a 3-year interval to measure attitudes towards academic reading and recreational reading. Academic and recreational reading was found to be more positive for girls when compared to boys. However, both academic and recreational attitudes declined through the elementary school years. Kush and Watkins also note that boys are recognized as having reading difficulties much more than girls and have higher school drop-out rates due to poor attitudes towards school. Chohan (2011) states that the gap between male and female reading and writing skills is six times larger than the gap between male and female math skills. Depending on the amount of time each child spends on reading, motivation, achievement and attitude are affected significantly (Lazarus & Callahan, 2000).

**Gender differences.** The Program for International Student Assessment (PISA) study is an international study to evaluate the education levels of 15 year olds. In 2009, Lynn and Mikk took the results from that study and looked at the gender differences in reading. Specifically they found that in Canada, girls had a higher mean score of reading compared to boys in both 2003 and 2006. Lynn and Mikk also suggested reasons why boys are scoring lower on the reading test than girls. They suggested that girls read more at home and at school and find that reading and
writing is more important for their professions, whereas boys are more interested in computers and video games and do not feel that reading and writing is as important for their profession.

Wheldall and Limbrick (2010) also conducted a study to see if there are gender differences in reading. For ten years, grade three students and grade five students were given a standardized test that included a reading and numeracy component. The results from the reading component showed that boys scored lower on the reading component than girls did.

Genetics. A connection between genetics and reading ability has been a topic of several studies. In 2008, Conlon, Zimmer-Gembech, Creed and Tucker looked at family history and the children’s literacy skills. They found that children with low literacy skills were five times more likely to have parents with literacy difficulties. Specific influences on the level of literacy skills of the children were the parents’ current literacy skills and their past experience with reading.

In another study, the risk of dyslexia within families was investigated. Van Bergen, Jong, Plakas, Maassen and Leij (2012) tested parents for dyslexia, after their child was born and then the children were tested at the end of the second grade. They found that 30% of children whose parents tested positive for dyslexia had dyslexia and only 3% of children whose parents did not test positive for dyslexia had dyslexia.

Self-esteem. In 1988, Steele proposed a theory that suggests that global self-esteem is like a shield that still allows individuals to function properly despite having low self-esteem in a specific area. This theory would suggest that individuals who feel they have low academic self-esteem may still have a high overall self-esteem. Evidently, Fingeret and Drennon (1997) propose that individuals who have low academic self-esteem experience feelings of shame, embarrassment and self-consciousness that are linked to literacy. However, they also feel successful in other aspects of their life.

Trzesniewski et al (2006) conducted a longitudinal study on children and self-esteem. They used the Rosenberg Self-Esteem Inventory to measure the levels of self-esteem in children. They found that the participants with lower self-esteem had developed poor mental and physical health, had low socio-economic status, and were more likely to be convicted of a criminal offence. In this study, they found that adolescents with low self-esteem were 2.13 times more likely to not finish high school and were less likely to attend post-secondary school. In addition to these findings, they also mention that adolescents with low self-esteem are found to be quiet, withdrawn and unable to ask for assistance in the classroom environment which can in turn result in children falling behind in their school work.

Orth, Robins and Widaman (2012) studied the development of self-esteem and life outcomes throughout the lifespan. As mentioned by Trzesniewski (2006), education levels are related to self-esteem levels and Orth, Robins and Widaman found that adults who have obtained a higher degree of education reported having higher levels of self-esteem, occupation status and job satisfaction than the adults who have lower self-esteem. Yet regardless of having low self-esteem or high self-esteem towards job satisfaction, both increased over time. Without the adequate skills, the probability of academic failure and dropping out of school is much higher (Aikens & Barbarin, 2008). It has also been seen that unemployment rates of high school dropouts are higher when compared to high school graduates. With high unemployment rates the probability of living in a low socioeconomic class increases.
**Tutoring programs.** One-on-one tutoring has been found to be the most effective strategy in teaching literacy skills (Berrill, Doucette & Verhulst, 2006). It provides students with the individual one-on-one time that teachers are unable to give. However, volunteer tutors come from a variety of backgrounds and are most likely have little to no experience when it comes to teaching reading. The most influential way to gain benefits from one-on-one tutoring is to use trained volunteer tutors (Sandman-Hurley, 2008). To support this theory, Vadasy, Jenkins, Antil, Wayne and O’Connor (1997) found that poor-quality tutoring can have higher negative impacts on a student as it is no different than no-tutoring. Also, if a student is involved in a poor-quality in-school tutoring relationship, the time spent invested in the relationship is decreasing the quality time the student can spend in the classroom.

In 2008, Sandman-Hurley conducted a study that looked at volunteers who tutored reading disabled adults. The tutors had received a total of 15 hours of training which focused on phonemic awareness and phonic strategies. After six sessions of tutoring, the reading disabled adults acknowledged the skills the tutors learned and found it to be helpful. In contrast to what Sandman-Hurley found, a meta-analysis of one-to-one tutoring programs was conducted by Elbaum, Vaughn, Hughes and Moody (2000). They identified three qualities of effective tutoring: trained tutors were more effective in tutoring than less trained tutors, tutoring provided for younger children had a larger impact when compared to older children and programs that focused on comprehension rather than phonemic strategies were more effective.

In some cases tutoring programs can also benefit individuals because it can also provide them with a tutor who they see as a role-model. In this case, the tutor can also act a mentor and positive influence to the child/youth.

**Mentoring Relationships**

In 2008, Rhodes and DuBois studied the relationships and benefits that children gain through mentoring programs. They found that children who develop close, enduring and strong relationships with their mentor are more likely to have positive development. In addition, Herrera et al. (2011) found that mentoring also provided the children with a role-model and a person who they can gain support from. For children who have difficulty reading, the one to one relationships they gain from mentoring programs is found to be most effective in increasing reading levels (Elbaum, Vaugh, Hughes & Moody, 2000).

An evaluation of 26 mentoring programs was completed, looking at the advantages and disadvantages of mentoring programs (Farrugia, Bullen, Davidson, Dunphy, Solomon et al. 2011). They found that to have a successful mentoring program, having psychological and interpersonal goals is important. It will make the mentoring relationship fun and enjoyable for both mentor and mentee. When looking at educational mentoring programs, they found that the program must be highly structured and an intense focus is needed to make academic improvements. They also noted that a program with just a few overall goals is more attainable and achievable than a program that has an extensive list of goals.

**Big Brothers, Big Sisters.** Big Brothers, Big Sisters research has indicated that there are three qualities a mentoring relationship must demonstrate to be effective (as cited in Jucovy, 2002). They are the emotional engagement of the participant, satisfaction the participant feels towards the relationship and the degree of which personal interests of the participant are taken
into account during the relationship. Emotional engagement was found to be important because if the participant feels positively and emotionally engages with the mentor the child/youth will show improvements in attitudes and behaviours. Satisfaction the participant feels towards the relationship also contributes to improvements in attitudes and behaviours. The extent to which the mentor-participant relationship incorporates the participant’s personal interests impacts the changes of attitudes and behaviours the participant experiences.

One gap within this literature review is that there is a limited amount of evaluations on tutoring and mentoring programs. This did not allow for a very large critique of a variety of programs offered to individuals who are experiencing literacy problems. In addition, there was a broad amount of information regarding self-esteem, however there also seemed to be a gap in the literature between self-esteem and how it affects academic achievement directly.

**Current Study**

The present study hypothesized that the Read to Succeed program increases attitudes towards learning, overall happiness and self-esteem. This study looked at those three characteristics and in addition the quality of the relationship between the tutor and participant. In the literature review it has been shown that the attitudes towards reading, overall happiness and self-esteem characteristics are contributing factors to literacy scores (Goodman, Miller & West-Olatunji, 2012; Orth, Robins & Widaman, 2012). Kush and Watkins (2001) found that attitudes towards reading is an important factor to measure because it will provide insight into what type of attitudes are linked to low literacy skilled participants and high literacy skilled participants. Overall happiness of an individual is important when it comes to literacy skills because it may be related to the attitudes that the child/youth express towards reading. The self-esteem levels of the participant allows for the staff and tutors to be more aware of individual characteristics of the child/youth. In addition, studies have shown that the relationship between the tutor/mentor and child/youth are very important for staff members to be aware of in case of any problems that can occur (Jucovy, 2002). A other major contributor to consider when looking at literacy levels is also learning disabilities. Several individuals can be affected by a learning disability which can affect academic achievement and life outcomes (Mash & Wolfe, 2007).
Chapter III: Method

Description of Setting and Services

Changes for Children and Youth* (CCY) is a non-profit, incorporated, charitable organization providing community based programs and services to children and youth between the ages of 4-17 years of age. CCY offers a variety of programs that teach “at-risk” children to make a positive change before the problem escalates. CCY offers a free tutoring program called READ to Succeed* for children and youth ages who are at-risk of academic failure. The READ to Succeed* program involves volunteer tutors who may be retired teachers, high school students, parents, post-secondary students or recent graduates. They are then matched up with a child or youth based on the personal interests and their availability of both the tutor and the child or youth. Once the child or youth are matched up with a tutor, the needs of the child or youth is shared with the tutor. Goals are set for the child or youth with the tutor. Each goal varies depending on the needs of that child or youth. However the overall goals of the Read to Succeed* program is to provide the child or youth with a positive mentoring relationship that increases their attitudes towards learning, overall happiness and self-esteem.

Participants

The research study was designed for elementary school children who are enrolled in the READ to Succeed* tutoring program. Each child was matched with a tutor and both the personal interests of the child and tutor are similar. Table 1 shows the gender, age and grade of each participant. Seven students participated in the study; two are boys and five are girls. The two boys are in grades 3 and grade 7 and the girls are in grades 3, 4 and 7. At the initial meeting between the participants’ parents and the READ to Succeed* coordinator, each parent has stated that their child is at academic risk of failing when it comes to literacy.

Table 1.
Participant Characteristics

<table>
<thead>
<tr>
<th>Participants</th>
<th>Gender</th>
<th>Age</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>B1</td>
<td>Boy</td>
<td>8</td>
<td>3</td>
</tr>
<tr>
<td>B2</td>
<td>Boy</td>
<td>12</td>
<td>7</td>
</tr>
<tr>
<td>G1</td>
<td>Girl</td>
<td>9</td>
<td>4</td>
</tr>
<tr>
<td>G2</td>
<td>Girl</td>
<td>9</td>
<td>4</td>
</tr>
<tr>
<td>G3</td>
<td>Girl</td>
<td>8</td>
<td>3</td>
</tr>
<tr>
<td>G4</td>
<td>Girl</td>
<td>12</td>
<td>7</td>
</tr>
<tr>
<td>G5</td>
<td>Girl</td>
<td>8</td>
<td>3</td>
</tr>
</tbody>
</table>

Inclusion Criteria

For the students to be included in the research study, they had to already be registered in the READ to Succeed* program. As well as being in the program, the parents/guardians must have written on the intake forms that the child needs help with literacy and is in elementary school. In addition the tutoring that the child receives must be completed at the Changes for
Children and Youth* office. An exclusion criteria for the research study is that the participants were being tutored in math, science or social sciences.

Consent

This research study was approved by the St.Lawrence College Research Ethics Boards. Additionally, the parents of the participants had all signed consent forms (Appendix A). The child was informed that they have a choice about whether or not to complete the measures and no child was forced to complete them if they did not want to. Additionally, this did not influence their involvement in the READ to Succeed* program.

Design/Measures

The design of this research study is pre-test post-test non-experimental. There were three tests that were used to evaluate the attitudes towards reading, overall happiness and self-esteem levels. The measurements used were adapted from the Elementary Reading Attitude Survey (ERAS), School Children Happiness Inventory (SCHI) and the Rosenberg’s Self-Esteem Inventory (RSI). Each measurement had been modified to adapt specifically to the READ to Succeed* program and was completed by the participant. The Mentoring Relationship Survey was adapted from the Quality of a Mentoring Relationship survey and was completed when the other post-tests were completed.

Modified Elementary Reading Attitude Survey (McKenna & Kear, 1990, 1999)

The Elementary Reading Attitude Survey (ERAS) is a 20-item scale that measures the amount of recreational reading and academic reading a child does. It has been shown that the ERAS is reliable (r=.74 -.89) and valid (McKenna & Kear, 1999). Each question on the scale is rated on four emotions; love it, like it, ho hum and don’t like it at all. For this study, the ERAS (Appendix B) had been modified to only eight questions with an overall maximum score of 32. Questions 1, 2 and 3 were directed towards recreational reading with a maximum score of 12 and a minimum score of 3. Questions 4, 5, 6, 7 and 8 were directed towards academic reading with a maximum score of 20 and a minimum score of 5. Each question is rated on four emotions: love it, like it, do not care and do not like it.

Modified School Children Happiness Inventory (Ivens, 2007)

The School Children Happiness Inventory (SCHI) is a valid and reliable (Ivens, 2007) 30-item scale that measures the subjective well-being of how happy a child is. The measure also focuses on how the child felt and what thoughts they had during the previous week of school. Each question is rated on a Likert scale where the child either strongly agrees, slightly agrees, slightly disagrees or strongly disagrees. For this study, the SCHI (Appendix C) has been modified to be shorter with only 20 items. The maximum score the participant can get is 40 and the lowest score the participant can get is – 40.

Modified Rosenberg Self-Esteem Inventory (Rosenberg, 1965)

The Rosenberg Self-Esteem Inventory (RSE) (Appendix D) is a 10-item scale that measures the self-esteem of an individual. Each questions is rated on a Likert scale of strongly agrees to strongly disagree. The RSE has been shown to be reliable with a range of r=.72 to .88 (Gray – Little et al., 1997). It has been originally designed for adults however for this study, the
test has been modified to only five items with a maximum score of 16 and a minimum score of 0. Also the questions have been reworded for children to understand more easily.

**Modified Quality of Mentoring Relationship Measurement (Jucovy, 2002)**

The Mentoring Relationship Survey (Appendix E) is a 19-item scale that measures three domains; youth centeredness, emotional engagement and youth dissatisfaction with the relationship. The extent to which the relationship is focused on the youth characteristic determines how much the youth feels that the mentor takes into account their interests and preferences during the tutoring sessions. There is no reliability or validity reported for this measure. For this study, the measure has been modified to 10 items. The relationship focus quality is measured on questions 3, 6 and 10. Emotional engagement items measure whether or not the youth feel happy, sad, angry or bored during their tutoring sessions. This quality is measured on items 4,7, 8 and 9. Youth satisfaction items measure the overall level of satisfaction the youth feels about the mentoring relationship. This quality is measured on questions 1, 2 and 5. The questions are rated on a likert scale where 1 is not true at all and 4 is very true.

**Procedures**

The volunteer tutors who were matched up with a child/youth met once a week at the Changes for Children and Youth office. Each meeting was one hour in length. During this meeting, the volunteer tutor would help the child/youth with literacy homework. In addition, the volunteer tutor was also considered a mentor towards the child/youth because they were also considered a positive influence in the child/youth’s life.

The Elementary Reading Attitude Survey, School Children Happiness Inventory and Rosenberg Self-Esteem Inventory were implemented as pre-tests at the first meeting between the tutor and child. After 8 weeks of tutoring sessions, the post-tests were completed by the children. Along with the post-tests being completed, the Mentoring Relationship Survey was also administered. For all tests that were completed, the tutors administered the tests during a tutoring session. The tests were completed by the children individually and the tutors were able to read the questions to the students or answer any questions the children may have.

Due to time constraints, the post-tests could not be delivered at the end of the program and instead they were delivered after an 8-week period. Following the post-test administration, the data was collected and paired t-tests were conducted between pre and post-test measures to see if there was any significance. Also, the individual scores of the participants were graphed. The mean and Standard Deviation was calculated and graphed for the Mentoring Relationship survey and descriptive statistics were used to discuss the findings.
Chapter IV: Results

A paired t-test was used to find any significance between the pre-test and post-test scores of the ERAS, SCHI and RSE. The mean and Standard Deviation were calculated for the Quality of a Mentoring Relationship and descriptive statistics were used to describe the results.

Table 2.
Participant Survey Scores

<table>
<thead>
<tr>
<th>Survey</th>
<th>Pre-Test</th>
<th>Post-test</th>
<th>t-value</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean</td>
<td>Range</td>
<td>Standard Deviation</td>
<td>Mean</td>
<td>Range</td>
</tr>
<tr>
<td>Elementary Reading Attitudes Survey (Recreational)</td>
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<td>4-11</td>
<td>2.4</td>
<td>7.5</td>
</tr>
<tr>
<td>Elementary Reading Attitudes Survey (Academic)</td>
<td>12.5</td>
<td>10-15</td>
<td>1.9</td>
<td>12.2</td>
</tr>
<tr>
<td>School Children Happiness Inventory</td>
<td>15.2</td>
<td>-20-31</td>
<td>16.5</td>
<td>15.1</td>
</tr>
<tr>
<td>Rosenberg Self-esteem Inventory</td>
<td>8.2</td>
<td>6-10</td>
<td>9.1</td>
<td>9.1</td>
</tr>
</tbody>
</table>

Elementary Reading Attitude Survey

The Elementary Reading Attitude Survey focuses on two different types of reading; recreational and academic. For the recreational reading, the lowest score that can be given is a 3 which means the child/youth does not enjoy reading recreationally and the highest score given can be a 12 meaning the student highly enjoys recreational reading. When looking at the academic reading, the lowest score that can be given is a 5 meaning the child/youth does not enjoy academic reading and the highest score is a 20 meaning the child/youth does enjoy academic reading. During the pre-test surveys for recreational reading, the range of scores was between 4 and 11. With the mean score being a 7.1 this would suggest that the participants do not have a positive attitude or a negative attitude towards recreational reading. The post-test range is again between 4 and 11, with a mean score of 7.5. This suggests that with the mean falling right in between the range, the children do not have a positive or negative attitude towards recreational reading.

During the pre-test surveys, the range of scores was between 10 and 15. With the mean score being a 12.5, this would suggest that the participants do have a positive attitude towards academic reading. The post-test range is between 7 and 17, with a mean score of 12.2. This suggests that the participants still have a positive attitude towards recreational reading. However in Appendix G, a bar graph showing the individual results of the participants from the pre-test and post-test surveys shows that four of the participants scored 14 or higher on the post-tests and three of the participants scored between 9 and 7. From the individual scores, it could also be
suggested that four of the participants have a positive attitude towards academic reading and three participants have a negative attitude towards academic reading.

In table 2, it is shown that there is no significant differences between the recreational pre-tests (M=7.1 SD=2.4) and recreational post-test of the ERAS (M=7.5 SD=2.3); t(6)=.28, p>.05. It is also shown that there is no significant difference between the academic pre-tests (M=12.5 SD=1.9) and academic post-tests (M=12.2 SD=4.1); t(6)=.75, p>.05. In relation to the individual scores, a few participants did decrease from pre to post-test measures in either recreational or academic reading, which may be because of external factors that the researcher is unaware of.

**School Children Happiness Inventory**

The School Children Happiness Inventory has a minimum score of -36 suggesting that the child/youth is not happy and a maximum score of 36 suggesting they are happy. During the pre-test survey, the range was between -20 and 31. With the mean score being a 15.1 and falling on the more positive side of the range, this would suggest that the children report being moderately happy. During the post-test survey, the range was between 8 and 24. With the mean being 15.1, this suggests that the participants were still moderately happy. In table 2, it is shown that there is no significant differences between the pre-test (M=15.2, SD=6.5) and post-test (M=15.1, SD=6.4); t(6)=.72, p>.05. In relation to the individual scores (Appendix H), it is shown that five out of seven participants had a small decrease from pre to post-test measures.

**Rosenberg Self-Esteem Inventory**

The Rosenberg Self-Esteem Inventory has a minimum score of 16 suggesting the child/youth has high self-esteem and a minimum score of 0 suggesting they have low self-esteem. During the pre-test surveys, the range was between 6 and 10 and with the mean being 8.2, this suggests that the participants have overall high self-esteem. Within the post-test surveys, the range was between 7 and 11 and with the mean being 9.1, this suggests that the participants have an increase of self-esteem. However when looking at the individual scores (Appendix I) it is shown that only three participants increased and four participants had a decrease or stayed the same. Due to the large increases, the data is skewed. Table 2, it is shown that there is no significant differences between the pre-tests (M=8.2 SD=1.9) and post-tests (M=9.1 SD=1.4); t(6)=.72, p>.05.

**Mentoring Relationship Survey**

In table 3, the raw data scores for the youth centeredness relationship questions are displayed. The highest overall score that can be given is a 12 meaning that the relationship between the mentor and youth is focused on the youth. On the other hand, the lowest overall score given can be a 3, indicating that the relationship is not focused on the youth. The mean of the scores was 11.1. This shows that all of the mentoring and tutoring relationships were functioning around the same level, showing that the relationships are focused on the child/youth.

In table 3 the raw data scores for emotional engagement are displayed. The highest overall score that can be given is a 16 meaning that the child/youth are emotionally engaged in the relationship and enjoy coming to the sessions. However, the lowest score given is a 4 which would mean that the child/youth are not emotionally engaged in the relationship and do not enjoy
coming to the sessions. The mean of the overall scores was a 13.7 which suggests that the child/youth are emotionally engaged and enjoy coming to the sessions.

In table 3 the raw data scores for the youth dissatisfaction are displayed. The highest overall score that can be given is a 12, meaning the youth are highly dissatisfied with the relationship. However, the lowest score that can be given is a 3, meaning that the youth are highly satisfied with the relationship. The mean of the overall score is a 4. This suggests that all participants are highly satisfied with the mentoring relationship. For each of the three characteristics, the mean scores are graphed in Appendix J.

Table 3
Mentoring Relationship Survey

<table>
<thead>
<tr>
<th>Participants</th>
<th>B1</th>
<th>B2</th>
<th>G1</th>
<th>G2</th>
<th>G3</th>
<th>G4</th>
<th>G5</th>
<th>Mean</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Youth Centeredness</td>
<td>12</td>
<td>11</td>
<td>12</td>
<td>10</td>
<td>12</td>
<td>9</td>
<td>12</td>
<td>11.1</td>
<td>1.2</td>
</tr>
<tr>
<td>Emotional Engagement</td>
<td>12</td>
<td>11</td>
<td>16</td>
<td>11</td>
<td>15</td>
<td>16</td>
<td>15</td>
<td>13.7</td>
<td>2.3</td>
</tr>
<tr>
<td>Dissatisfaction with Relationship</td>
<td>6</td>
<td>6</td>
<td>3</td>
<td>4</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>4</td>
<td>1.4</td>
</tr>
</tbody>
</table>

Chapter V: Discussion

Summary

The aim of the present study was to evaluate the attitudes towards reading, overall happiness, self-esteem levels and the quality of the mentoring relationship within a literacy tutoring program. The program evaluated was the Read to Succeed* program, which is an educational tutoring program offered at Changes for Children and Youth*. It offers free tutoring to children and youth between the ages of 4 and 17. It was hypothesized that the Read to Succeed* program contributes to a student’s attitude towards reading, overall happiness and self-esteem. To test this hypothesis, three tests were administered; Elementary Reading Attitudes Survey, School Children Happiness Inventory and the Rosenberg Self-Esteem Inventory as pre and post-tests. The Elementary Reading Attitudes survey looked at the attitudes towards recreational and academic reading, the School Children Happiness Inventory looked at the overall happiness the participants felt towards school and the Rosenberg Self-Esteem Inventory measured their self-esteem levels. A paired t-test was administered to see any differences between the pre and post-test measures of the ERAS, SCHI and RSE. The research findings were not consistent with the hypothesis. The descriptive statistics from the Quality of a Mentoring Relationship suggested that the participants felt the mentoring relationships were focused around them, the relationships to be emotionally engaging and that they were highly satisfied.

Strengths and Limitations

There were both strengths and limitations of this research study. One strength of the study was that the Read to Succeed* program had never been evaluated before. A positive attitude towards reading, increase in overall happiness and self-esteem were all expected outcomes from the program, however no data had ever been presented to support this hypothesis. This study however did evaluate the program and provides evidence towards the hypothesis about the Read to Succeed program. The evidence from this study will allow for the agency to make changes to the program for improvement based on the strengths and weaknesses found in the current study. One other strength is that the program has never had any feedback from their participants regarding the quality of their relationship with the volunteer tutor. By incorporating the Quality Mentoring Relationship survey again in the future, the director now will have some insight into how the children and youth feel about their relationship with their tutor. All strengths are very good strengths allowing the program director to see what the outcomes are of the Read to Succeed program and from that, they will be able to make changes based on this information collected from the research study. Changes that I would suggest to be made would to administer the surveys once more before school ends. This would allow for the agency to compare the pre-test results to the new results. With a larger gap in between the administration of the surveys, the results may be different. Another change that could be made is to keep track of the progress that is being made towards the goals of the child/youth have. Instead of setting goals at the beginning and hoping that they are met at the end, the tutor can check the progress of the child/youth throughout the time they are together. This could add more structure to the tutoring sessions and might increase the motivation that both the tutor and child/youth puts into the sessions.

Three major limitations to the study are that academic grades and literacy levels were not included in the study and time constraints. The study started in the middle of October and ended
in December, meaning only one progress report would have been given to the parents from the school within that time frame. A progress report shows the parents where their child is at in terms of academic levels in literacy, math, science and other school subjects. Even though one progress report would be given to the parents within the time frame of the study, it would have been near the end of the study. As well, there would be no previous academic levels to compare to. Elementary Reading Attitudes Survey, School Children Happiness Inventory, Rosenberg Self-Esteem Inventory and Mentoring Relationship surveys were all modified from their original versions. This means that the psychometric properties on each of the surveys may have changed in some way. In addition, the data from the surveys was all self-report and the child/youth filled out the Mentoring Relationship survey with the presence of the tutor. Both can be a problem to the research study because the participants may have not been so honest in their answers or simply not aware of how they felt. Another limitation to the study is that the study was only 8 weeks long. At the time of the post-tests being administered, the program was not finished. This time constraint may have been a major reason why no differences were seen. Each participant met with their tutor once a week for one hour at a time. However, a few participants missed one or two sessions. The fact that the study was only 8 weeks long was short to begin with and then when a participant misses a tutoring session, their participation in the study was even more limited.

In relation to an overall pre and post-test analysis, a few limitations arise. The first one being that the researcher is unaware if the chosen participants have knowledge of what is being tested on. Some participants may not have had a clear understanding of self-esteem which could have affected the data for the RSE, or they may not have been aware of how they felt within the past week which also may have affected the data for the SCHI. One other limitation is that the Read to Succeed Program was not based solely on all of the characteristics measured. The Read to Succeed program focused on literacy development but did not incorporate any activities to increase self-esteem or overall happiness.

**Multilevel Challenges to Service Implementation**

**Client level.** The participants are in the program because they have low literacy skills. These participants may get frustrated, angry, less engaging and want to give up easily when they try to complete literacy homework. This may cause the volunteer tutor to get frustrated because the participant does not want to cooperate or engage in the tutoring session. Engaging the child/youth can sometimes be difficult for the volunteer tutor to do because they may not have the skills or knowledge on how to engage them properly. Also this may limit the time that is actually spent on helping the child/youth with literacy.

**Program level.** To get the program running, volunteers need to be matched up with the students based on interests. This requires time and organization to do and also requires for there to be volunteers. The volunteers need to go through a screening process and have a criminal record check completed. Within the volunteer tutoring program, there are two types of clients. A volunteer tutor and a student who needs literacy help. All of the volunteers who come to the program all have different levels of experience with tutoring. This can create difficulty when trying to match up tutors to students. Also, a more experienced volunteer may be matched up with a student who does not need a great amount of support for school, and a tutor with little experience may be matched up with a student who needs a more experienced tutor. An issue that affects the students is that they have to be between the ages of 4-18. Once the child turns 18, they
are no longer allowed to be tutored. Usually there are more students needing assistance than there are volunteers available. This leads to a waiting list for the students to be matched up with a volunteer. Another problem at the program level is that students get matched with a volunteer based on availability of both the student and tutor. This causes some conflict of the waiting list because a student may be on the waiting list for two years and not receive a tutor meanwhile another student was on the waiting list for a week and gets a tutor right away. It all depends largely on availability and similarity of interests.

**Organization level.** Non-profit agencies rely on government funding. With agencies relying on government funding, sometimes the funding may not be renewed. This creates the feeling of uncertainty that the organization or certain programs will not be around for a long time. Also, non-profit agencies rely largely on volunteers. Without volunteers and the government funding, the organization will not be successful in many areas.

**Societal level.** The volunteer tutoring program is a great resource for the community for both clients and volunteers. It is a free program that allows students between the ages of 4-18 to get extra assistance with school work. As well it provides individuals with the opportunity to give back to their community by being a volunteer tutor. However, as mentioned previously, the program is supported by government funding and if the funding is not renewed, the program will be cut. This would mean that the children and youth within the community will not have access to free literacy help and if they want the help, they will have to pay for it. However, some families may be from a lower socioeconomic class and may not have the income to pay for their child/youth to be in the programs. Within the low socioeconomic status community, if individuals do not have the adequate literacy skills, they will not be able to get a good job and gain a good income. Ultimately that will not change the status of the community to a higher socioeconomic class and increase their literacy skills.

**Contributions to the Field**

The current research provides data for Changes for Children and Youth on several different characteristics of the Read to Succeed program. These characteristics are attitudes towards reading, overall happiness, self-esteem levels. Even though the findings of the study were not consistent with what the literature has stated, the study is one other evaluation of tutoring/mentoring program that can be provided to other professionals. One other important characteristic that was looked at was the relationship formed between the tutor and child/youth. This characteristic will allow for the agency to understand what relationships are bonding well, which ones are not and what can be done to fix those problems.

**Recommendations for Future Research**

While the current study explored the attitudes towards reading, overall happiness and self-esteem levels and relationship qualities of an educational tutoring program, the study did not look at any academic or literacy levels of the participants. This would have been a very important aspect to look at because the overall goal of the Read to Succeed program is to increase academic achievement. If academic achievement were to be analyzed, it would have to include literacy tests and the grades from the report cards. For this to be done, a larger time frame would be needed. Another recommendation for future research is to allow the participants to fill out the Quality Mentoring Relationship survey without their tutor present. In the research
study, the participants filled out the Quality Mentoring Relationship survey with the tutors present and this may have influenced the answers that participants gave. In addition, a modified version of the Quality Mentoring Relationship survey could be made and given to the tutor at the end of the tutoring session. This could allow for the tutor to give input on how they feel the relationship is. In conclusion, the current study was only 8 weeks long. A longer time frame would be more beneficial for this study.

The literature has stated that tutoring/mentoring programs positively increase attitudes towards reading, overall happiness and self-esteem levels. Conversely, the current study findings did not support that theory. In spite of this, both the literature and the study did indicate how important literacy skills are for any individual. Without the adequate literacy skills, several aspects can be negatively affected in an individual life. Other areas to improve can be the tutoring sessions themselves. As mentioned previously, goals are set for each child/youth at the beginning of the tutoring sessions. However, nothing is done during any tutoring sessions to track the progress made towards the goals. So it is recommended that throughout tutoring sessions, a literacy test be given to check the overall progress of the child/youth.
References


McKenna, M. C., & Kear, D. J. (1999). Garfield revisited: Unlimited extension of permission to copy the ERAS. *The Reading Teacher*, 53, 244.


APPENDIX A: Consent Form

Examining the Qualities of a Mentoring Relationship, Self-Esteem and the Attitudes towards Learning and Reading in an Educational Mentoring Program

Principal Investigator: Larissa Ferguson
Name of Supervisor: Dr. Sheelagh Jamieson, C. Psych.
Institution: St. Lawrence College

Your child is being invited to take part in a research study. I am a student in my 4th year of the Behavioural Psychology program at St. Lawrence College. I am on placement at Changes for Children and Youth. As a part of this placement, I am completing a research project (called an applied thesis). I would like to ask you for your child’s help to complete the project. This information in this form will help you understand my project. Please read the information carefully and ask all questions you have before deciding if you want your child to participate.

Why is this study being done?
This study is being done because I would like to know if the Read to Succeed program is effective in increasing self-esteem, overall happiness and attitudes towards reading and learning. If you do not know what a mentor is, they are an older and more “experienced” person who will help your child with school work, give advice and support your child the best they can.

What will your child need to do if they take part?
To take part in the 8-week project your child will need to be a participant of the Read to Succeed program. They will be matched up with a volunteer tutor and will meet with them once a week. The volunteer tutor is someone from the community who has passed their criminal records check, completed the Accessibility for Ontarians with Disability Act (AODA) training and a tutor training session. The tutoring will take place at the Rebound office for after school tutoring. Each session that takes place at the Rebound office is 60 minutes in length. To complete the study, there will be a total of 1 session a week for 8 weeks. With the tutor, your child will be doing any homework or other academic activities they have from school. The tutor will be given a manual that has five surveys in it for the child to complete. The surveys are very simple and can be completed within fifteen minutes.

What are the potential risks and benefits of taking part?
The benefits to the program are that your child may develop a better awareness for their self and take pride in the knowledge that they are contributing to the success of the program. There are minimal risks for your child to take part of this research study and they are boredom and fatigue.

Will my information you collect from me in this project be kept private?
We will make every attempt to keep any information that identifies you and your child strictly confidential unless required by law. By law, if your child discloses any information that suggests that they are at risk of neglect/abuse or needs protection, it will need to be reported. Your child will be assigned a code number when given the tests. The consent forms and completed tests will be kept in a locked filing cabinet. Any information on the computer will be password protected. They will not be identified by name in any reports, publications or presentations resulting from this project.

Do you have to take part?
No. Your child does not have to take part in the research study. The option is completely voluntary. If you would like your child to take part in the research study, you will be asked to sign the consent form. You can choose to withdraw your child at any time and they may still
participate in the READbound program.

Contact for Further Information
This project has been approved by the Research Ethics Board at St.Lawrence College. The project will be developed under the supervision of, Dr. Sheelagh Jamieson, my supervisor from St.Lawrence College. I really appreciate your cooperation and if you have any additional questions or concerns, feel free to ask me, Larissa Ferguson, (lferguson15@student.sl.on.ca). You can also contact my college supervisor, Dr. Sheelagh Jamieson, (sjamieson@sl.on.ca) or you may also contact the Research Ethics Board at reb@sl.on.ca.

Consent
If you agree for your child to take part in this research project, please complete the following form and return it to me as soon as possible. A copy of this signed document will be given to you for your own records. An additional copy of your consent will be retained at the agency [and in a secure location at St. Lawrence College, if applicable].

By signing this form, I agree that:

✓ The study has been explained to me.
✓ All my questions were answered.
✓ Possible harm and discomforts and possible benefits of this study have been explained to me.
✓ I understand that I have the right to have my child not to participate and the right to stop at any time.
✓ I am free now, and in the future, to ask any questions I have about the study.
✓ I have been told that my personal information will be kept confidential.
✓ I understand that no information that would identify my child will be released or printed without asking me first.
✓ I understand that I will receive a signed copy of this consent form.

I hereby consent for my child to take part.

Parent Name

Signature of Parent

Date

Student Printed Name

Signature of Student

Date
APPENDIX B: Elementary Reading Attitude Survey

Please circle the answer that best describes your attitude towards learning and reading.

1. How do you feel when you read a book in school during free time?
   
   Love it!                  Like it.                 Do not care.           Don’t like it!

2. How do you feel about reading for fun at home?
   
   Love it!                  Like it.                 Do not care.           Don’t like it!

3. How do you feel about reading instead of playing?
   
   Love it!                  Like it.                 Do not care.           Don’t like it!

4. How do you feel when the teacher asks you questions about what you read?
   
   Love it!                  Like it.                 Do not care.           Don’t like it!

5. How do you feel about doing reading workbook pages and worksheets?
   
   Love it!                  Like it.                 Do not care.           Don’t like it!
6. How do you feel about reading in school?

Love it!                  Like it.                 Do not care.           Don’t like it!

7. How do you feel when you read out loud in class?

Love it!                  Like it.                 Do not care.           Don’t like it!

8. How do you feel about taking a reading test?

Love it!                  Like it.                 Do not care.           Don’t like it!
APPENDIX C: School Children Happiness Inventory

Instructions: Read each statement and think about how you felt or what you thought of during your last week of school. If you agree with a statement, circle whether or not you agree a lot or a little. If you disagree, circle whether you disagree a little or disagree a lot. Read each statement starting with “during the last week in school…”

<table>
<thead>
<tr>
<th>Statement</th>
<th>Agree</th>
<th>Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>During the last week in school</td>
<td>A lot</td>
<td>A little</td>
</tr>
<tr>
<td>I had a lot of energy</td>
<td>A lot</td>
<td>A little</td>
</tr>
<tr>
<td>I was nervous</td>
<td>A lot</td>
<td>A little</td>
</tr>
<tr>
<td>I wanted to come to school</td>
<td>A lot</td>
<td>A little</td>
</tr>
<tr>
<td>I was sad</td>
<td>A lot</td>
<td>A little</td>
</tr>
<tr>
<td>I felt that school was a safe place</td>
<td>A lot</td>
<td>A little</td>
</tr>
<tr>
<td>I concentrated</td>
<td>A lot</td>
<td>A little</td>
</tr>
<tr>
<td>I felt sick</td>
<td>A lot</td>
<td>A little</td>
</tr>
<tr>
<td>I felt angry</td>
<td>A lot</td>
<td>A little</td>
</tr>
<tr>
<td>I got alone with everyone</td>
<td>A lot</td>
<td>A little</td>
</tr>
<tr>
<td>I was in a bad mood</td>
<td>A lot</td>
<td>A little</td>
</tr>
<tr>
<td>I enjoyed myself</td>
<td>A lot</td>
<td>A little</td>
</tr>
<tr>
<td>I was tired</td>
<td>A lot</td>
<td>A little</td>
</tr>
<tr>
<td>I worked hard</td>
<td>A lot</td>
<td>A little</td>
</tr>
<tr>
<td>I felt good</td>
<td>A lot</td>
<td>A little</td>
</tr>
<tr>
<td>I was confused</td>
<td>A lot</td>
<td>A little</td>
</tr>
<tr>
<td>I was confident</td>
<td>A lot</td>
<td>A little</td>
</tr>
<tr>
<td>I wanted to give up</td>
<td>A lot</td>
<td>A little</td>
</tr>
<tr>
<td>I had headaches</td>
<td>A lot</td>
<td>A little</td>
</tr>
<tr>
<td>I like being with other people</td>
<td>A lot</td>
<td>A little</td>
</tr>
</tbody>
</table>
APPENDIX D: Rosenberg Self-Esteem Inventory

Instructions: Read each question carefully and circle whether or not you strongly agree, agree, disagree or strongly disagree.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am happy with myself</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>I feel useless at times*</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>I feel like a failure*</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>I am able to do things just as good as the rest of my friends</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>I think positively about myself</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
</tbody>
</table>

*Reverse coded for scoring purposes
APPENDIX E: Mentoring Relationship Survey

Instructions: Read each question carefully and circle the number that most represents how you feel.

<table>
<thead>
<tr>
<th></th>
<th>Not true at all</th>
<th>Not very true</th>
<th>Sort of true</th>
<th>Very true</th>
</tr>
</thead>
<tbody>
<tr>
<td>My mentor makes fun of me in ways I do not like.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Sometimes my mentor promises that we will do something, than we don’t do it at all.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>My mentor is always interested in what I want to do.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>I enjoy coming to mentoring.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>When my mentor gives me advice, it makes me feel stupid.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>My mentor thinks of fun and interesting things to do.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>When I am with my mentor, I feel important.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>When I am with my mentor, I feel bored. *</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>When I am with my mentor, I feel mad. *</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>I like my mentor.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

*Reverse coded for scoring purposes
APPENDIX F: Elementary Reading Attitude Survey (Recreational)
APPENDIX G: Elementary Reading Attitude Survey (Academic)
APPENDIX H: School Children Happiness Inventory
APPENDIX I: Rosenberg Self-Esteem Inventory

[Graph showing score changes for participants B1 to G5 from pre-test to post-test]
Appendix J: Mean Scores of Mentoring Relationship Survey

![Bar chart showing mean scores for Youth Centered Relationship, Emotional Engagement, and Relationship Satisfaction.](chart.png)