

# ASSESSMENT OF SCHOOL-BASED MENTORING PROGRAM (SBMP) IN RELATION TO THE ACADEMIC PERFORMANCE OF AT-RISK STUDENT

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**Abstract:** This study investigates the factors contributing to the success of a school-based mentoring program and its impact on the academic performance of at-risk students at Pedro E. Candido Memorial National High School. The research involved 50 students, predominantly male (64%), with most aged 16-18 (42%) and in the 12th grade (22%). The mentoring program's effectiveness was assessed through school, mentor, and parental involvement factors. Findings indicated strong support from school resources and mentors, with a positive overall perception of the program. However, the availability of mentoring sessions and comfort in discussing academic challenges were areas needing improvement. Parental involvement showed a significant positive correlation with academic performance, emphasizing the critical role of family support in student success. Most students achieved "Fairly Satisfactory" grades (66%), with no students reaching "Outstanding" or "Very Satisfactory" levels, indicating room for academic improvement. The study concludes that while school and mentor support is beneficial, enhancing family engagement and optimizing mentoring sessions are essential for better academic outcomes for at-risk students.

**Keywords:** School-Based Mentoring Program, mentor factor, school factor, parental involvement, academic performance.

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## I. INTRODUCTION

Education is a critical determinant of future opportunities, and academic success is a key indicator of a student's ability to thrive in the modern world. However, some students face other challenges that make them more likely to perform poorly in their studies. These "at-risk" students are identified by factors such as low socio-economic status, disability, or behavior problems which may interfere with learning and consequently call for special interventions (Smith, 2019).

Recently, there has been an increased focus on school-based mentoring programs as a possible means of assisting vulnerable student populations. Typically, mentoring programs involve creating a structured relationship between a mentor and a mentee that provides individualized guidance and support (Jones & Brown, 2020). This has made the programs popular among educators who have realized their potential importance in meeting various needs of at-risk pupils as well as researchers.

Numerous research has pointed out the importance of evaluating the effectiveness of school-based mentoring programs on the achievement of at-risk students. Johnson et al. (2021) recommends efficacy studies to identify the usefulness of different mentoring endeavors, especially in the schooling systems. Williams (2022) also argues that there is increased value in themes that assess the wide-ranging impact of the effectiveness of the interventions in enhancing the outcomes of the students in mentoring programs and the value of harnessing these principles was important in finding the needs of at-risk learners.

Recent literature in the area has equally highlighted the need for considering mentoring approaches. Smith and Turner (2019) suggested that effective programs should not focus only on academics but also cover social and emotional as well as career support to meet the holistic needs of at-risk students. In line with this argument, Brown et al. (2023) also helped to enrich the discussion of contextual influences on the utility of the programs.

Garcia and Patel (2022) investigated issues related to the organization of the process of work within the scope of mentoring activities to investigate the aspects of at-risk students' functioning in various learning environments. This study collectively contributes to understanding the important relationship between school-based mentoring programs and the academic performance of at-risk students.

The existing literature on School-Based Mentoring Programs alongside the effects on at-risk students' academic performance has a significant contribution, but a notable research gap is still in understanding the significant mechanism underlying successful intervention. However, there is a growing desire and concern for a profound analysis of the various aspects of the mentorship processes that positively impact on student outcomes. Furthermore, the nature of program implementation is mixed across a range of diverse school contexts and there are no specific parameters of 'at-risk' students that can be used for comparison across the studies. Addressing these gaps would offer a broader perspective on School-Based Mentoring Programs with a view of expanding their positive impacts on students' academic achievement and more so on vulnerable students while informing the development of evidence-based programs.

Building on this existing body of knowledge, this study aims to conduct a thorough assessment of a school-based mentoring program, evaluating its relationship with the academic performance of at-risk students. By synthesizing the insights from the studies, this research looks to provide a comprehensive and current analysis of the effectiveness of mentoring interventions in improving the academic outcomes of at-risk students.

### **Statement of the Problem**

The study assessed the relationship of the School-Based Mentoring Program to the Academic Performance of At-Risk students.

Specifically, this sought to answer the following questions.

1. What is the demographic profile of the respondents in terms of:
  - 1.1. Gender
  - 1.2. Grade Level
  - 1.3. Age
2. What are the factors contributed to the success of School-Based Mentoring in terms of:
  - 2.1. School
  - 2.2. Mentor
  - 2.3. Parent Involvement
3. What is the General Weighted Average (GWA) of At-Risk students in Pedro E. Candido Memorial National High School?
4. Is there a significant relationship between School-Based Mentoring Program factors and students at-risk on their academic performance?

## **II. REVIEW OF RELATED LITERATURE**

### ***School-Based Mentoring Program***

School-based mentorship programs are an effective strategy for supporting at-risk students, offering a structured environment where students can receive guidance and develop essential skills. Herrera and Karcher (2013) highlight that schools are ideal settings for mentorship programs due to the abundance of volunteers and the ease of matching mentors with mentees. They emphasize that educators can act as mentors or facilitate referrals, which is crucial for reaching students whose parents might not be proactive in seeking mentorship opportunities. Moreover, schools provide a conducive

environment for training and supporting volunteers, mitigating challenges related to time and commitment more effectively than community-based programs. These programs help students enhance their social and communication skills, crucial for their overall development (Herrera & Karcher, 2013).

Chan et al. (2013) stress the importance of including parents in the mentorship relationship. They acknowledge that at-risk students often have tried relationships with their parents, who may struggle with time constraints due to lower socioeconomic status. Improving teacher-parent relationships can strengthen the mentor-mentee bond, ultimately enhancing the parent-child relationship. By modeling positive interactions, mentorship can improve students' overall quality of life and future opportunities.

School-based mentorship programs are defined as those where mentors provide academic and social skills instruction. These programs differ from community-based ones by focusing more on academics and having shorter meeting times. Despite these differences, positive mentor-student relationships can improve students' perceptions of the school environment and academic activities, fostering a more positive attitude toward school experiences and relationships (McDaniel & Yarbrough, 2016). Simoes and Alarcao (2014) note that educators often serve as mentors, which, while beneficial, can complicate planning due to overlapping roles. Effective mentorship requires collaborative and communicative efforts, which can alleviate stress for mentors and enhance classroom dynamics. Educators remain actively involved, ensuring that the needs of at-risk students are met comprehensively.

According to Frels et al. (2013), argue that more support is needed when encouraging the energy of a mentor. Emotional support, formal preparation, and practical training are some of the important intervention components that have great potential to be the reasons for program failure. It implies that when support is extended to the mentors and when communication structures are effectively laid down, it enhances the efficiency of the school-based mentoring programs (Frels et al. , 2013).

Wood and Mayo-Wilson (2012) carried out a systematic review of the importance of the issue and concluded that professional support programs, in this case, the mentorship programs had poor results in aspects such as; academic performance as well as self-esteem. The researchers observed that many programs could have been poorly designed or not well suited for the targeted population, an observation that pointed to the practitioners to design and implement programs properly (Wood & Mayo-Wilson, 2012).

Therefore, the use of school-based mentorship programs should help at-risk students as their academic and social competence improves. However, for such programs to be effective, they need to be well planned to accommodate the participants' needs, well-funded to support their running, well matching for the mentors and their protégés and the mentors need to receive constant support for the program to be successful. It is, therefore, important to note that the positive impacts of mentorship not only bear on academic results but other sides of the students' lives as well.

### ***Academic Performance***

Due to various factors, the performance of at-risk learners becomes a major concern among educator and policy makers, because many researchers have documented on the different aspects that affects the performance of learners. Students at risk can be described as students who are at risk of underachievement due to a range of factors which may include; poor education background, family problems, and learning difficulties (Jensen, 2013). The literature reveals that students in these types of settings perform poorly in their academic undertakings than other students and still require the remediation in order to improve achievement (Alexander et al. , 2014).

One of the significant factors that affects the academic performance of at-risk students is socioeconomic status (SES). Bradley and Corwyn (2002) conclude that low SES children attend schools with few resources, and poor school environments, and the parents have less involvement with the schools hence lower academic achievements. There is evidence that shows these learners are usually faced with issues of necessities and these may hinder them from focusing on their studies (Gershoff et al., 2007). However, these students often end up in poorly funded schools, with low-quality teachers and weak academic standards (Darling-Hammond, 2010).

Another factor that influences the academic performance of learners at risk is their family characteristics. The studies show that students, who come from single-parent families or families with indicators of instability, tend to perform worse at school (McLanahan & Sandefur, 1994). Also, the analysis of education levels of parents has a huge impact on kids' academic achievements as higher levels of education are seen to lead to better academic performance (Dubow et al., 2009).

Thus, it is noted that parental involvement, including parents' aid with homework and their participation in school life, has a positive impact on students' achievements (Fan & Chen, 2001).

Another contributor to the learning difficulty of needy children is learning disabilities. Children with learning disabilities always need instruction and intervention approaches to learn as well as support services that are different from their nondisabled counterparts (Lyon et al., 2001). Studies have shown that if effective diagnosis and support are made when these children are young, they need to improve their learning difficulties and get good grades (Fuchs et al., 2003). Despite the identification of struggling learners with learning disabilities, several students are still not offered early and sufficient help to improve their learning (Cortiella & Horowitz, 2014).

Strategies have been proven to help learners from vulnerable groups achieve in school. Most of these programs direct themselves towards offering extra instructional support as well as tutoring services, and personality modeling gadgets to enhance students' performance. For instance, in school-based programs of which an effective solution is the lack of identification of proper lifestyles, the mediator can help do priorities of for example at-risk students through positive mentorship (Herrera et al., 2011). Also, there are after-school programs and tutoring services that provide children with additional academic focus and individual help to alleviate certain learning deficits (Redd et al., 2002).

Therefore, one can state that the effectiveness of learning outcomes of at-risk students highly depends on such factors as socio-economic status, family characteristics, learning disorders, and availability of academic resources. To address these challenges, therefore, special efforts are called for and they include specific treatments, identification and support to students with learning disabilities, and parents' participation. Thus, well-developed compasses can provide special support to students and teachers as well as give policymakers effective tools to improve students' results and decrease the achievement gap.

#### ***Relationship between School-Based Mentoring Program Factors and Students at-risk on Their Academic Performance***

The students who are categorized as belonging to the risk factor have always attracted the attention of education researchers because of the existing disparities in performance that negatively affect the at-risk learners. School-based mentoring has been highlighted as an essential intervention, in helping students in these categories. This discussion delves into the similarities and contradictions in the literature regarding three important factors influencing the efficacy of school-based mentoring programs: which are mentors, school environments, and parental involvement.

Haven proved that school-based mentoring programs need the intervention of mentors. Research studies reveal that a mentor 'is capable of' enhancing the learning outcomes of particularly at-risk learners. In the study conducted by Herrera et al. (2011), the positive influence of the mentors is highlighted that they play a crucial role in offering academic support and directions, positive male and female role models, and support for the students under the perception of being at risk. This support enables students to be accepted by other students and the community making them value themselves and in turn are likely to perform well in their classes. Also, McDaniel and Yarbrough (2016) note that mentors assist in enhancing students' feelings towards teachers and school administrators thus influencing their attitude toward the school environment. This perceived communicative advantage is related to improved academic achievement. They also assist the students to establish certain targets in the classroom and aid in the process of achieving these goals through the provision of academic skills thus enhancing the chances of the students to excel (McQuillin & Lyons, 2016).

The effectiveness of school-based mentoring programs is influenced by the school environment, which can provide necessary resources and a supportive climate for mentors and mentees. Smith and Stormont (2011) emphasize the need for improved communication among teachers, administrators, and mentors, as well as clearly defined goals and responsibilities. Adequate funding and resources are crucial for training and supporting mentors (Bradshaw et al., 2010). However, overlapping roles of educators as both mentors and teachers can hinder program effectiveness (Simoes & Alarcao, 2014). Establishing clear boundaries and support structures is essential to avoid additional stress for educators and ensure effective mentoring.

Parent involvement is vital for the academic success of at-risk students. Chan et al. (2013) argue that improved teacher-parent relationships strengthen the mentor-mentee bond, benefiting the student's academic performance. Dubow et al. (2009) found that higher levels of parental education and involvement correlate with better academic outcomes. Active parental participation sends a positive message about the value of education, encouraging student engagement.

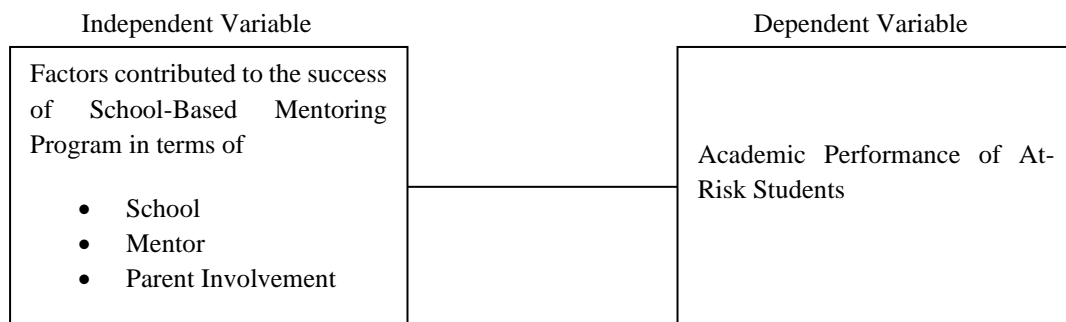
However, challenges exist. Low-income families may have limited time and resources for their child's education (Gershoff et al., 2007). Additionally, McLanahan and Sandefur (1994) note that children from single-parent households often face additional challenges impacting academic performance, highlighting the role of family structure and stability.

### ***Theoretical Framework***

This study was based on Bandura's Social Cognitive Theory and Rhode's Mentoring Theory. Bandura's theory highlights the role of observational learning in developing self-efficacy, suggesting that at-risk students can gain new skills through mentorship. Rhode's theory emphasizes supportive relationships, where mentors provide essential guidance, positively impacting academic performance (Bandura, 1986; Rhodes, 2002).

### ***Conceptual Framework***

This study explored the relationship between school environment, mentorship quality, and parent involvement in School-Based Mentoring Programs and the academic performance of at-risk students. It aimed to determine if these factors significantly correlate with academic outcomes, providing insights into effective mentoring strategies. Figure 1 outlines these independent variables and their impact on at-risk students' academic performance.



**Figure 1. Schematic Diagram**

## **III. MATERIALS AND METHODS**

### ***Research design***

The study employed a descriptive and correlational design to observe and determine relationships between factors influencing School-Based Mentoring success and the academic performance of at-risk students (Leedy & Ormrod, 2016). This approach allows for a comprehensive exploration of these factors and their impact on student outcomes.

### ***Respondents and locale of the study***

The study will be conducted at Pedro E. Candido Memorial National High School. There were 50 samples from the school using simple random sampling that served as the respondents.

### ***Data collection method***

The researcher's approach ensures ethical conduct and methodological rigor throughout the study. By obtaining approval from the school principal and conducting pilot testing for questionnaire validity and reliability, the study establishes a solid foundation for data collection. Clear communication with respondents, including the opportunity for questions and informed consent, enhances mutual understanding and ethical compliance. Using Statistical Package for Social Sciences (SPSS) software for data analysis ensures systematic and accurate interpretation of gathered data, reflecting a comprehensive and rigorous research process.

### ***Data analysis***

The study employs Microsoft Excel for initial data organization and basic statistical analysis like frequency, percentage, and mean calculations. To delve deeper into relationships between factors and academic performance, Statistical Package for Social Sciences (SPSS) will be utilized for more advanced statistical analysis and interpretation.

#### IV. RESULTS AND DISCUSSION

##### Demographic Profile

**Table 1.1. Gender**

Gender	Frequency	Percentage
Male	32	64.00
Female	18	36.00
<b>Total</b>	<b>50</b>	<b>100.00</b>

Table 1.1 shows the gender of the respondent of at-risk students. The respondents consist of 64% male and 36% female students, indicating a higher representation of males.

**Table 1.2. Grade Level**

Gender	Frequency	Percentage
7	7	14.00
8	9	18.00
9	6	12.00
10	8	16.00
11	9	18.00
12	11	22.00
<b>Total</b>	<b>50</b>	<b>100.00</b>

Table 1.2 presents the grade level of the respondent. Results revealed that the highest representation is in 12th grade (22%), followed by 11th and 8th grades (18% each). The 10th grade follows with 16%, while 7th and 9th grades have the lowest representation at 14% and 12%, respectively.

**Table 1.3. Age**

Gender	Frequency	Percentage
10 – 12	6	12.00
13 – 15	20	40.00
16 – 18	21	42.00
19 above	3	6.00
<b>Total</b>	<b>50</b>	<b>100.00</b>

Table 1.3 presents the age of the respondents. It shows that most of the students (42%) scored in the range of 16-18, followed closely by 13-15 (40%). A smaller proportion (12%) fell within the range of 10-12, while only 6% achieved scores of 19 and above.

##### Factors contributed to the success of School-Based Mentoring Program

**Table 2.1. School Factor**

School Factor	Mean	Rank	Description
1. The school provides sufficient resources to support the mentoring program.	4.47	1	Strongly Agree
2. The school administration is supportive of the mentoring program.	4.04	2	Agree
3. The school environment has become more positive because of the mentoring program.	3.98	3	Agree
4. There are enough mentoring sessions scheduled to meet my needs.	2..56	4	Neutral
<b>Grand Mean</b>	<b>3.77</b>	<b>Agree</b>	

Table 2.1 shows the school factor that contributed to the success of the school-based mentoring program. The statement “The school provides sufficient resources to support the mentoring” got the highest mean of 4.47, indicating strong

agreement. The “The are enough mentoring sessions scheduled to meet my needs” got the lowest mean of 2.56, showing neutrality. Overall, the school's mentoring efforts are positively viewed with a grand mean of 3.77. This implies while resources and administrative support are strong, improving the scheduling of sessions is essential for better program effectiveness.

**Table 2.2. Mentor Factor**

Mentor Factor	Mean	Rank	Description
1. My mentor is available when I need help.	4.37	3	Agree
2. My mentor provides useful advice and guidance.	4.56	2	Strongly Agree
3. The relationship with my mentor has improved my academic performance.	4.89	1	Strongly Agree
4. I feel comfortable discussing my academic challenges with my mentor.	2.38	4	Disagree
<b>Grand Mean</b>	<b>4.05</b>	<b>Agree</b>	

Table 2.2 presents the mentor factor that contributed to the success of the school-based mentoring program. The “The relationship with my mentor has improved my academic performance” got the highest mean of 4.89, indicating strong agreement. While the “I feel comfortable discussing my academic challenges with my mentor” got the lowest mean of 2.38, indicating disagreement. The overall mean score is 4.05, showing agreement. It implies that while mentors are effective in providing advice and improving performance, efforts should focus on creating a more comfortable environment for students to discuss their academic challenges. This suggests a need for enhanced communication and trust-building between mentors and students.

**Table 2.3. Parental Involvement**

Parental Involvement	Mean	Rank	Description
1. My parents/guardians support my participation in the mentoring program.	4.34	1	Agree
2. My parents/guardians communicate regularly with my mentor.	3.33	2	Neutral
3. My parents/guardians attend school meetings related to the mentoring program.	2.47	4	Disagree
4. My parents/guardians help me with my schoolwork at home.	2.98	3	Neutral
<b>Grand Mean</b>	<b>3.28</b>	<b>Neutral</b>	

Table 2.3 presents the parent involvement that contributed to the success of the school-based mentoring program. The “My parents/guardians support my participation in the mentoring program” got the highest mean score of 4.34, indicating agreement. However, the “My parents/guardians attend school meetings related to the mentoring program” got the lowest mean score of 2.47, indicating disagreement. Overall, parental involvement is viewed neutrally with a grand mean of 3.28. This implies while parents are supportive of participation, there is a need to improve their engagement in meetings and schoolwork assistance to enhance the effectiveness of the mentoring program.

**Table 3. Academic Performance of At-Risk Students**

Grade Scale	Description	Frequency	Percentage
Outstanding	90 – 100	0	0
Very Satisfactory	85 – 89	0	0
Satisfactory	80 – 84	17	34.00
Fairly Satisfactory	75 – 79	33	66.00
Did Not Meet Expectation	Below 79	0	0
<b>Total</b>		<b>50</b>	<b>100.00</b>

Table 3 presents the academic performance of at-risk students in Pedro E. Candido Memorial National High School. This revealed that most students achieved "Fairly Satisfactory" grades (75-79) at 66%, while 34% scored "Satisfactory" (80-84). No students reached "Outstanding" (90-100) or "Very Satisfactory" (85-89) levels, nor did any fall below 75. This distribution suggests room for improvement in overall academic performance.

**Table 4. Relationship between School-based Mentoring Program Factors and academic performance of at-risk students**

Independent Variables	Dependent Variable	Correlation Coefficient	p-value	Interpretation
School	Academic Performance	0.103	0.475	Not Significant
Mentor		0.094	0.514	Not Significant
Family involvement		0.830	0.031	Significant

Table 4 shows the relationship between School-based Mentoring Program Factors and academic performance of at-risk students. The correlation analysis reveals that family involvement (correlation coefficient: 0.830, p-value: 0.031) is significantly related to academic performance. This suggests that higher levels of family involvement correlate positively with better academic outcomes among students. In contrast, both school factors (correlation coefficient: 0.103, p-value: 0.475) and mentor factors (correlation coefficient: 0.094, p-value: 0.514) show non-significant correlations, implying that school resources and mentor support, while beneficial, do not distinctly impact academic performance as measured in this study. These findings underscore the critical role of family support in shaping student success, highlighting the need for educational strategies that foster strong family-school partnerships to enhance academic outcomes effectively.

## V. CONCLUSION AND RECOMMENDATION

### Conclusion

This study examined the factors contributing to the success of a school-based mentoring program and its impact on the academic performance of at-risk students. The findings revealed that male students (64%) were more represented than female students (36%). Most students were aged 16-18 (42%) and in the 12th grade (22%). The mentoring program was positively viewed, with strong support from school resources and mentors. However, family involvement emerged as the most significant factor positively impacting academic performance. Overall, the study underscores the importance of family support in enhancing the academic outcomes of at-risk students.

### Recommendation

Based on the findings of the study, the following recommendations are made:

1. Schools should implement strategies such as regular workshops and improved communication channels to foster stronger family-school partnerships and encourage parental participation in school activities.
2. Focus on creating a comfortable environment for students to discuss academic challenges with mentors by providing training for mentors in trust-building and effective communication.
3. Gather feedback from students to design a more flexible and accommodating mentoring schedule, ensuring sessions effectively meet their needs.
4. Further research may conduct similar research to validate the results of the study.

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