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NATURAL MENTORING RELATIONSHIPS AS A BUFFER AGAINST THE NEGATIVE EFFECTS OF STRESSORS ON ACADEMIC OUTCOMES OF LATINO ADOLESCENTS

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NATURAL MENTORING RELATIONSHIPS AS A BUFFER AGAINST THE NEGATIVE EFFECTS OF STRESSORS ON ACADEMIC OUTCOMES OF LATINO ADOLESCENTS

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VITA

The author was born in Chicago, IL, December 30, 1981. He received his Bachelor of Arts degree from DePaul University in 2004, and a Master of Arts degree in Psychology from DePaul University in 2012. He was awarded the Ford Foundation Predoctoral Fellowship and Diversifying Faculty in Illinois Fellowship in 2011.

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CHAPTER I

INTRODUCTION

Achieving academic success can be difficult for ethnic minority youth, specifically Latinos, facing the challenges of poverty, violence, and limited resources. Latinos comprise the largest ethnic minority group in the United States at 14.8% of the total population and account for half of the nation's growth rate during this decade (US Census, 2006). The projected growth of the Latino population is expected to reach 24.4% by the year 2050 (US Census, 2006). The growth among this segment of the population makes it imperative to address the high school dropout crisis. Latinos comprise the largest dropout rate in the country with 27.5% of 16 to 24-year-olds being identified as dropouts (Center for Labor Market Studies, 2009). It is imperative that we address academic achievement among this population by examining how certain resources can be utilized to promote positive academic outcomes among low-income, urban Latino adolescents. Hence, I will examine whether mentoring serves as a protective factor to reduce the negative effects of stressors on academic outcomes among Latino adolescents. Resiliency theory will be used as the framework to understand the associations among mentoring, stressors, and academic outcomes.

Resilience theory suggests that youth who have faced adverse situations, but have access to resources, can avoid negative outcomes (Garmezy, 1991; Rutter, 1987; Werner, 1993). When youth are given access to resources, they are likelier to overcome adversity (Zimmerman, Bingenheimer, & Behrendt, 2005). One such resource is mentoring relationships, which can foster academic achievement among students (DuBois & Silverthorn, 2005a; Sanchez, Esparza, & Colon, 2008; Zimmerman, Bingenheimer, & Notaro, 2002). Mentoring has gained popularity with the general public and elected government officials (Rhodes, 2002) as a possible way of

supporting disadvantaged youth. It is essential to conduct more research in this area so as to understand the most effective ways of implementing successful mentoring with ethnic minority adolescents as a resource for promoting positive academic outcomes.

The current study will focus on the natural mentoring relationships (NMRs) of urban Latino adolescents. NMRs are relationships that develop organically between youth and non-parental adults outside of a formal mentoring program in which adults provide guidance and support to youth (Zimmerman et al., 2005). Hurd and Zimmerman (2010a; 2010b) found that NMRs had a moderating effect on the relationship between stressors and psychological outcomes among urban, low-income African-American adolescents. The current study will contribute to the mentoring literature as it is the first to test if NMRs serve as a buffer to reduce the negative effects of stressors on the academic outcomes of low-income, urban Latino students.

The following section will describe the negative effects of stressors on the academic outcomes of low-income, urban, adolescents. It will explain how stressors pertinent to low-income urban adolescents serve as risk factors for academic problems. Next, the theoretical framework of resiliency will be explained to frame how adolescents overcome adversity through protective factors despite exposure to risks. Then, the concept of natural mentoring and how it relates to resiliency theory by serving as a protective factor will be introduced. Next, the need for addressing academic achievement among Latino adolescents will be explained. Finally, an explanation will be provided for the manner natural mentoring can serve to promote positive academic outcomes among urban, low-income, Latino adolescents. This will provide the rationale for researching the role of natural mentoring in reducing the negative effects of stressors on academic outcomes among low-income, urban, Latino students.

The Role of Stressors in the Academic Outcomes of Adolescents

Stressors can have a detrimental effect on the outcomes of urban, low-income, ethnic-minority adolescents. Stressors are viewed as objective circumstances or events that have a negative impact on the well-being of an individual, regardless of whether the stressor is a major life event, daily hassle, controllable event, or uncontrollable event (Grant et al., 2003; Landis et al., 2007). The current study will use Grant and colleagues' (2003) definition of a stressor, which is as follows: "Environmental events or chronic conditions that objectively threaten the physical and/or psychological well-being of individuals of a particular age in a particular society" (p. 449). This definition suggests that stressors can be either major life events or pervasive enduring situations in the lives of adolescents. According to this definition, events such as family change, economic strain, violence and victimization, and neighborhood disadvantage classify as stressors because they threaten the well-being of adolescents. The presence of any single stressor alone may not be enough to have a negative effect on low-income, ethnic-minority adolescents. Usually, the presence of a stressor is accompanied by other stressors, causing multiple stressors to have a cumulative negative effect (Rutter, 1987). Thus, the cumulative effect of stressors can play a negative role in the development and well-being of low-income, urban, ethnic minority adolescents.

Various studies have identified multiple stressors in the lives of adolescents living in urban, low-income communities. Stressors include exposure to violence (Howard, Budge, & McKay, 2010; Solberg, Carlstrom, Howard, & Jones, 2007) and living in a disadvantaged neighborhood (Attar, Guera, & Tolan, 1994), stressful family events and change (Gutman, Sameroff, & Eccles, 2002), racial discrimination (DeGarmo & Martinez, 2006; Martinez, DeGarmo, & Eddy, 2004; Prelow, Danoff-Burg, Swenson, & Pulgiano, 2004), economic strain

(Barrera et al, 2002), school stressors (Gillock & Reyes, 1999), and peer relations (Barrera et al, 2002). Stressors that low-income and urban minority youth experience are attributed to living in communities facing social and economic disadvantage; these stressors are in addition to stressors adolescents generally face during this developmental period.

Stressors typically experienced by urban, low-income, ethnic-minority adolescents have been found to have a negative effect on academic outcomes, such as grades, attendance, test achievement scores, school problem behaviors, and high school completion (DeGarmo & Martinez, 2006; Gillock & Reyes, 1999; Gutman et al., 2002; Prelow & Loukas, 2003; Schmeelk-Cone & Zimmerman, 2003; Solberg, et al., 2007). In a study of African-American adolescents facing multiple risks, participants had more absences, lower grade point averages (GPA), and lower math achievement scores as the exposure to stressors increased (Gutman et al., 2002). Stressors in this study included being the victim of a violent crime and parental job loss, among others. In another study of African American adolescents attending an urban high school high rates of stressful life events were documented and these stressors were found to lower grades in school except for those who had a high level of school self-esteem (Cunningham, Hurley, Foney, & Hayes, 2002). Additional research conducted to determine how stressors impact the academic outcomes among urban, ethnic minority adolescents suggests that stress can serve as a risk factor for academic failure (Schmeelk-Cone & Zimmerman, 2003). For example, Schmeelk-Cone and Zimmerman (2003) showed that African-American adolescents with moderate to higher levels of perceived stress had lower GPAs and were less likely to graduate high school than those with lower levels of perceived stress.

Similarly, researchers have found that stressors are associated with poor academic achievement among urban, low-income, Latino adolescents. For example, in a study of

disadvantaged Latino adolescents, math and language achievement scores decreased as exposure to risk factors, such as neighborhood problems and perceived financial strain, increased (Prelow & Loukas, 2003). Additionally, school problem behaviors, such as cheating on a test and copying a classmate's homework, were positively related to the number of stressors experienced (Prelow & Loukas, 2003). In their examination of an urban, low-income, Latino high school student sample, Gillock and Reyes (1999) found stressors to be associated with lower GPA. In particular, stressors such as chronic school and peer stressors contributed to lower GPAs for Mexican-American girls in the sample (Gillock & Reyes, 1999). Another study found a negative association between stressful life events and academic achievement among Latino students in an urban high school (Alva & de los Reyes, 1999). Stressful life events among urban, Latino high school students led to increased depressive and anxiety symptoms and a lower GPA. These three studies highlight the negative association between stressors in general and academic achievement among urban, low-income, Latino adolescents.

In addition to the aforementioned studies on Latino adolescents, further research has demonstrated the negative effect of specific stressor types especially common for low-income urban youth of color. Racial discrimination is one such stressor which has been examined in several studies. For example, an economically diverse, urban, African-American 7th and 8th grade sample demonstrated a decline in grades in association with perceived racial discrimination from peers and teachers (Eccles, Wong, & Peck, 2006). Similarly, in a study of Latino adolescents, perceived discriminatory experiences and institutional barriers predicted lower academic outcomes (Martinez, DeGarmo, & Eddy, 2004). Specifically, students who reported experiencing more discrimination and feeling unwelcomed had a greater likelihood of dropping out of high school and had a lower GPA. Similar findings were reported in a study of 7th to12th

grade Latino adolescents, in that racial discrimination was negatively associated with academic well-being, which was operationalized as self-reported GPA, the likelihood of dropping out of high school, homework frequency, and satisfaction with school performance (DeGarmo & Martinez, 2006).

Exposure to violence is another specific stressor associated with negative academic outcomes among urban, low-income, Latino students. In a study of predominantly Latino, low-income, urban high school adolescents, Solberg and colleagues (2007) found that high levels of exposure to violence were associated with lower school grades. Students were classified into six groups based on their degree of academic risk. Youth classified as the *most resilient* or *not at risk* had the highest number of protective factors while youth classified as *vulnerable* or *most vulnerable* reported little to no protective factors. The negative association between exposure to violence and grades occurred among all groups of youth with high levels of exposure to violence, indicating that protective factors such as family support and relationship with teachers, did not buffer the negative effects associated with exposure to violence. Another study with urban, low-income, Latino 9th-graders, found that exposure to violence was negatively associated with GPA and intentions to stay in school (Howard, Budge, & McKay, 2010). Additionally, it was found that family and peer support did not moderate the relationship between GPA and exposure to violence. Thus, high levels of exposure to violence can put urban, low-income Latino adolescents at risk for poor academic outcomes.

Approximately seven studies have examined the association between stressors and academic outcomes among low-income, urban, Latino adolescents. Of the seven studies cited above, all of these studies have demonstrated a negative association between stressors and academic outcomes among this population. These provide support for the notion that exposure to

stressors can have negative effects academic outcomes of urban low-income Latino youth. Approaches and resources to reduce the effects of stressors for this population are necessary to ensure positive academic outcomes.

Resiliency Theory

Although stressors put youth at risk for negative academic outcomes, some youth perform well academically despite facing these risks (Cunningham et al., 2002). This process of resiliency guides the focus of this study. Resiliency is a process by which individuals overcome the negative effects of risks and avoid the negative outcomes associated with those risks (Zimmerman et al., 2002; Fergus & Zimmerman, 2005). For example, poverty can serve as a risk factor for violent behavior, yet many youth growing up in poverty do not exhibit violent behavior. Resiliency requires both exposure to adversity and achieving the positive adaptation despite exposure to the risks (Luthar, Cicchetti, & Becker, 2000). It is a process that indicates both the presence of risk (Fergus & Zimmerman, 2005; Masten, 2001) and protective factors (Fergus & Zimmerman, 2005).

Resiliency theory is a strengths-based approach that emphasizes protective factors in their relationship to risk factors (Fergus & Zimmerman, 2005; Masten, 2001). Protective factors contribute to overcoming the adverse effects of risks. These protective factors can be identified as either assets or resources (Fergus & Zimmerman, 2005). Assets are positive qualities present within the individual, such as self-esteem, coping skills, and competence. Resources are described as positive external factors that are part of an individual's environment that assist in overcoming risks; these include parental support, youth programming that promotes positive youth development, and adult mentors.

Among adolescent resiliency research, resiliency theory provides a framework for understanding normative, healthy development among adolescents who are exposed to risks and adversity. In a longitudinal study, Werner and Smith (1992) found that about one-third of the children classified as vulnerable became competent successful adults despite being exposed to poverty, perinatal stress, chronic familial discord, mental illness, and/or parental illness. Support from non-parental adults was identified as a protective factor that contributed to their resilience. Protective factors helped the individuals in this study adapt to normative lifestyles throughout their adolescence and into adulthood. Similarly, a study of institutionally-reared girls found that external social supports served as a protective factor in their lives (Rutter, 1987). These studies of resilience illustrate that supportive relationships with non-parental adults can serve as a protective mechanism for adolescents exposed to stressors.

With regards to youth mentoring, there are two models of resiliency that are relevant. These are the protective and compensatory models of resilience; they explain how protective factors contribute to overcoming the negative effects of risk exposure (Fergus & Zimmerman, 2005). The protective model suggests that protective factors moderate the relationship between the negative effects of risks and an outcome (Fergus & Zimmerman, 2005; Zimmerman et al., 2005). For example, parental support can serve to moderate the positive relationship between poverty and violent behavior. The compensatory model suggests that protective factors in an individual's life may counteract or neutralize negative effects of risks (Fergus & Zimmerman, 2005; Zimmerman et al., 2005). For example, an adolescent's propensity to smoke marijuana may increase by the influence of friends who smoke marijuana; however, the presence of a mentor may counteract the negative influence. Thus, influence of friends and presence of a mentor operate as separate main effects on the propensity to smoke marijuana.

Both the protective and compensatory models of resiliency have been supported in the natural mentoring literature. Zimmerman and colleagues' study (2002) supported the protective model in that NMRs moderated the relationship between peer school perceptions and participants' school attitudes. More specifically, participants with natural mentors maintained more positive attitudes towards school despite their friends' poor school attitudes, while participants without mentors had less positive attitudes towards school. This study serves as an example of how NMRs fit the protective model of resiliency to reduce the negative association between risk factors (e.g., friends' negative school attitudes) and outcomes (e.g., school attitudes) among urban, low-income ethnic-minority adolescents. Evidence of the compensatory model of resiliency was also supported by Zimmerman et al. (2002); participants with natural mentors demonstrated fewer problem behaviors, such as smoking marijuana and nonviolent delinquency, in the presence of negative peer influences. Natural mentors were found to support the compensatory model of resiliency in that NMRs compensated for the exposure to risk factors (e.g., friends' problem behaviors) and were associated with fewer problem behaviors among participants with mentors.

More recent examples of NMRs in relation to resiliency theory are highlighted in two studies by Hurd and Zimmerman (2010a; 2010b), which found that natural mentors can buffer the negative effects of stressors on mental health problems. Studying an urban, low-income, African American sample of adolescent mothers, it was found that higher levels of perceived stress predicted more anxiety and depressive symptoms (Hurd & Zimmerman, 2010b). However, the relationship between stress and both anxiety and depressive symptoms was weaker over time among adolescents with a natural mentor when compared to their counterparts without mentors. Hurd and Zimmerman's (2010a) other study found that NMRs also moderated the relationship

between perceived stress and depressive symptoms over time among urban, low-income African-American adolescents transitioning out of high school. Specifically, a weaker relationship existed between stress and depressive symptoms over time for adolescents with a natural mentor when compared to their counterparts without mentors. The aforementioned studies are the only investigations thus far to have examined the stress-buffering effects of NMRs. The stress-buffering effect of NMRs on academic outcomes needs to be explored further to determine the effect NMRs have on the relationship between stressors and academic outcomes. Hence, the current study will be the first to explore the stress-buffering effects NMRs may have on the academic outcomes of Latino adolescents.

For the purpose of this study, both the compensatory model and protective model of resiliency will be examined to understand if NMRs reduce the negative effects of stressors on academic achievement among low-income, urban Latino adolescents. Testing these two models will help determine if NMRs compensate for or moderate the negative effects of stressors on academic outcomes.

Mentoring Relationships

Mentoring is defined as a relationship between an older experienced adult and a younger person in which the adult provides guidance, encouragement, and instruction to help develop the competence and character of the younger person (Rhodes, 2002). Youth mentoring has become increasingly popular, both as a topic of research and in the growing number of mentoring programs being implemented across the country. There is a relative growth of research on mentoring, yet the practice of mentoring has outpaced the research in this area (DuBois & Karcher, 2005). One reason for this is likely due the perception of mentoring as an effective prevention and intervention for youth. Its popularity is supported by the general public's belief

that mentoring efforts are helpful to adolescents. Most people can point to an individual or people who provided guidance and support in their own development as a person. However, meta-analyses of youth mentoring programs (DuBois, Holloway, Valentine, & Cooper, 2002) and youth prevention programs (Durlak & Wells, 1997) have found that mentoring programs only have modest positive effects on the varying outcomes of adolescents, including educational outcomes.

Yet, the popularity of mentoring continues to grow. There are over 4,500 agencies across the United States providing some form of mentoring programs for youth (Rhodes, 2002) and the number is likely to continue expanding with mentoring efforts receiving more funding for further program growth and development (MENTOR, 2006). From 2004 to 2008, over $100 million of federal funding were allocated towards mentoring programs (Rhodes & DuBois, 2008). Further, over 3 million adolescents are engaged in a formal mentoring relationship (Rhodes & DuBois, 2008). The popularity of mentoring in applied settings has led to an increase in mentoring research so to better inform the development, implementation, and evaluation of youth mentoring programs.

The Positive Role of Youth Mentoring in Adolescents' Academic Outcomes

The emphasis on youth mentoring has been validated by the literature. The benefits of formal youth mentoring for adolescents extend to many facets of adolescent life, including academics. The positive academic outcomes associated with formal mentoring of adolescents include higher perceived scholastic competence (Grossman & Rhodes, 2002; Grossman & Tierney, 1998; Rhodes, Grossman, & Resch, 2000), increased school attendance (Rhodes et al., 2000), a decreased likelihood of skipping school (Grossman & Rhodes, 2002; Grossman &

Tierney, 1998), and a higher value for school (Grossman & Rhodes, 2002). Additionally, Rhodes and colleagues (2000) found that mentoring had an indirect effect on higher grade point averages through the improvement of parental relationships.

In addition to the many youth who participate in formal mentoring programs, there are many youth who informally receive guidance and support from an older, more experienced adult. These relationships between adolescents and non-parental adults are developed without the help of a formal mentoring program and instead naturally occur in the lives of adolescents (Zimmerman et al., 2005). They are known as natural mentoring relationships (NMRs). NMRs are classified as relationships between young people and non-parental adults (e.g., extended kin, neighbor, teacher, coach, religious leader) who are already part of youth's natural social network and provide support and guidance in their development (e.g., teaches knowledge and skills, motivates, fosters self-esteem, communicates moral values); these relationships are developed without the assistance of a formal mentoring program (Southwick, Morgan, Vythilingam, & Charney, 2005; Zimmerman et al., 2005).

Research shows that NMRs are also associated with positive outcomes in adolescents, including academic outcomes. Using a large, nationally representative sample of adolescents, DuBois and Silverthorn (2005a) found that having a natural mentor is positively associated with an increased likelihood of completing high school and attending college. This was enhanced through the presence of non-familial NMRs. Similar findings were demonstrated in a study of urban, African-American adolescent mothers. Participants with long-term NMRs were 3.35 times less likely to drop out of high school than those lacking NMRs (Klaw, Rhodes, & Fitzgerald, 2003). In a study of urban Latino high school students, researchers found that the presence of NMRs was related to fewer school absences, higher academic expectations, and a

greater sense of school belonging (Sanchez et al., 2008). In a longitudinal study of a large, nationally representative sample of diverse adolescents, Erikson and colleagues (2009) found that informal mentors had a significant role on the academic outcomes of adolescents: youth reporting a mentor had significantly higher high school GPA and obtained a higher level of education compared to youth without mentors. Another study found that more positive attitudes towards school were demonstrated among 9th grade urban, African-American adolescents who reported a natural mentor compared to their non-mentored counterparts (Zimmerman et al., 2002). Specifically, mentored participants reported higher school attachment, higher sense of school importance, and greater school efficacy (Zimmerman et al., 2002). This research represents main effects of natural mentoring on academic outcomes and demonstrates the positive role of NMRs in youth's academic outcomes. Thus, moderation analysis will help fill the gap to determine the protective role served by NMRs.

A limitation of research on NMRs is that researchers typically examine one mentoring relationship (Erikson et al., 2009; Zimmerman et al., 2005). However, the assumption that youth only have one NMR is being challenged as of late. Zimmerman and colleagues (2005) recommended that future studies incorporate the opportunity for adolescents to identify more than one natural mentor, as a cumulative effect of NMRs may exist. In fact, Sanchez et al. (2008) found that more NMRs reported by youth predicted fewer absences, a greater sense of school belonging, and higher educational expectations. The current study will address this limitation of mentoring research by allowing youth to identify up to three NMRs.

Mentoring Relationship Quality

The association between mentoring and positive youth outcomes likely extends beyond the mere presence of mentors in the lives of youth. Researchers suggest that future studies should

focus on the quality of NMRs (Zimmerman et al., 2002; Zimmerman et al., 2005). Effective mentoring that yields more positive outcomes among adolescents has been linked to mentoring relationship quality (MRQ; Deutsch & Spencer, 2009; Rhodes, 2002; Spencer 2006). MRQ refers to the relationship closeness and perceived support in the mentoring relationship (Nakkula & Harris, 2005). Relationship closeness encompasses the emotional bond that is established between a mentor and mentee and is likely to have more positive outcomes for youth, as noted in a meta-analytic review of mentoring (DuBois et al., 2002). In a model of youth mentoring proposed by Rhodes (2002), feelings of emotional closeness in a bond between a youth and mentor are necessary for mentors to have a positive influence. Mentoring relationships characterized by a lack of closeness are associated with little or no impact on the outcomes of youth (DuBois & Neville, 1997; Grossman & Rhodes, 2002).

Recent studies have explored some of the characteristics of quality mentoring relationships. In her qualitative study of enduring and high-quality relationships of a volunteer youth mentoring program, Spencer (2006) identified the following characteristics of high-quality mentoring relationships: authenticity, empathy, collaboration, and companionship. The mentoring dyads in this study attributed the frequent and regular contact of their quality relationships as promoting academic, social, and emotional development and identified how the aforementioned relationship characteristics played a role in establishing and maintaining high-quality mentoring relationships. Additionally, the lack of one of the relationship factors in one of the mentoring relationships led a dyad to report a lower level of relationship quality (Spencer, 2006). Thus, the relationship characteristics identified by Spencer (2006) seem to be associated with closeness and higher quality NMRs.

Quality mentoring relationships can have a positive influence on the academic outcomes of adolescents. In their examination of the relationships between volunteer mentors and predominantly ethnic-minority adolescents at risk for substance abuse, Thomson and Zand (2010) found that higher quality mentoring relationships, as measured by factors such as authenticity, empathy, and companionship, were associated with an increase in positive views towards school. In a large-scale study of school-based mentoring programs (Herrera et al., 2007), it was found that youth with very high-quality mentoring relationships, as measured by closeness, satisfaction, and engagement, predicted more positive academic outcomes. Specifically, youth with high-quality relationships produced higher quality class work, according to their teachers, and were less likely to start skipping school compared to youth in lower-quality relationships (Herrera et al., 2007). DuBois and Silverthorn (2005a) failed to demonstrate that closeness was associated with completing high school or attending college; however, closeness was found to be positively associated with health and psychological outcomes among adolescents (DuBois & Silverthorn, 2005a).

Another study of low-income, urban, and predominantly Latino and African-American ninth graders measured relationship quality by having youth assess instrumental support, availability to support, relational satisfaction, dependability, dissatisfaction, and intimacy in their NMRs (Holt, Bry, & Johnson, 2008). Holt and colleagues (2008) found that availability to support and intimacy were positively associated with sense of school belonging for mentored youth. Additionally, this same study found that more instrumental support from mentors led to decreases in school discipline referrals. Surprisingly, grades were negatively associated with instrumental support, availability to support, relational satisfaction, dependability, and intimacy (Holt et al, 2008). The authors suggested that the mentors in this study might have become more

engaged in their NMRs when youth exhibited academic difficulties. Though mixed findings have been reported relative to factors associated with quality mentoring relationships, the significance of quality mentoring relationships on adolescents' academic outcomes must be further explored.

Other researchers have also examined the role of the support provided by mentors and relationship satisfaction in youth's educational outcomes. A longitudinal study with African-American adolescents and their natural mentors illustrated that long-term NMRs provided participants with more emotional support and relationship satisfaction (Klaw et al., 2003). These same youth with supportive and enduring mentoring relationships had an increased likelihood of continuing or completing high school (Klaw et al., 2003). Natural mentors in this study engaged in activities with their mentees' that fostered instrumental support and relationship satisfaction; support was provided by helping mentees stay in school, giving and/or loaning them things, and teaching mentees employment-related skills. This is consistent with previous research that demonstrates that mentors who participate in more social and academic activities together rate the closeness of the mentoring relationship higher (Herrera, Sipe, & McClanahan, 2000). Sanchez et al.'s (2008) study of urban, low-income Latino youth showed that the provision of more forms of support by natural mentors in mentees' education predicted fewer total absences, higher GPAs, and a greater sense of school bellowing. Overall, the support provided by natural mentors is linked to youth's academic outcomes.

Very few studies have examined the association between the quality of NMRs and academic outcomes of youth. Additionally, research that associates the quality of mentoring relationships to youth outcomes has been mostly conducted on formal mentoring programs. Because the scholarship on the quality of natural mentoring relationships on adolescents' academic outcomes is nascent (Zimmerman et al., 2005), more research in this area will help to

inform the role of higher quality NMRs on adolescents' academic outcomes. Thus, the current study will examine how subjective indicators of NMR quality, such as closeness and satisfaction, affect academic outcomes among adolescents.

Rationale

The natural mentoring literature lacks scholarship using resiliency theory (Zimmerman et al., 2005) and specifically on the role of natural mentoring in reducing the negative effects of stressors for urban, low-income, Latino adolescents. However, recent studies by Hurd and Zimmerman (2010a; 2010b) support a stress-buffering model in which NMRs moderated the relationship between stress and mental health problems among low-income, urban, African-American adolescents. Those studies provide evidence of how natural mentors can help to promote positive outcomes among minority adolescents despite exposure to risk factors. The current study will operate under a similar model of stress-buffering, yet it will examine how NMRs buffer the negative effects of stressors on academic outcomes of urban, low-income, Latino adolescents. Specifically, this investigation will test both the protective and compensatory models of resiliency. Natural mentoring relationships may serve as a protective factor in the education of Latino adolescents facing multiple stressors. Latinos are overrepresented in urban, low-income areas where multiple environmental stressors are prevalent, and thus it is important to examine the mechanisms by which these youth overcome these stressors. Additionally, identifying protective factors for Latino students is of significance considering they are the largest and fastest growing ethnic-minority (US Census, 2006) and have the highest high school dropout rate (Center for Labor Market Studies, 2009).

The current study will fill gaps in the natural mentoring literature in two additional ways. First, Zimmerman et al. (2005) state in their literature review of natural mentoring that there is a

need for more studies on the characteristics and number of NMRs. Researchers have typically assumed that youth have one mentor and it is possible that some youth have multiple NMRs as evidenced by Sanchez et al.'s (2008) study. Further, it is important to examine beyond the mere presence of NMRs, to the quality of mentoring relationships, which appears to be what is at the heart of what makes mentoring effective (DuBois et al., 2002). Second, it is possible that youth with mentors are already advantaged, which may be why they have more positive developmental outcomes than their non-mentored counterparts. In fact, Erickson et al. (2009) found that youth with more personal (e.g., higher educational expectations, intelligence, more attractive personality and physical appearance) and external resources (e.g., living with two biological parents, parental education, having more friends, friends with higher GPA) were more likely to develop NMRs than youth with fewer resources. Thus, this study will take into consideration personal and external resources that youth might have in the analyses of data to determine whether mentoring predicts Latino adolescents' academic achievement above and beyond those other resources.

The specific academic outcomes that were examined in this investigation are GPA, absenteeism, misconduct, and economic value towards education. Economic value towards education is important to include in a study of academic achievement as it is highly correlated with GPA and attendance (Colon & Sanchez, 2010). The economic value of education serves as a subjective, self-report measure of a proximal influence of academic achievement (e.g., GPA) while GPA, misconduct, and absenteeism serve as objective measures of academic outcomes. Objective and subjective measures of academic outcomes serve complimentary roles and provide academic outcomes from multiple sources.

The hypotheses that were tested in this study are:

1. More total stressors would predict poorer academic outcomes, as measured by GPA, attendance, and EVE, among Latino adolescents.
2. More natural mentoring relationships would predict more positive academic outcomes, as measured by grade point average (GPA), attendance, and economic value of education (EVE), among Latino adolescents.
3. Higher quality mentoring relationships, as measured by the Youth Mentoring Survey (YMS) and total educational support, would predict more positive academic outcomes, as measured by GPA, attendance, and EVE, among Latino adolescents.
4. Number of natural mentoring relationships would moderate the relationships between stressors and academic outcomes. That is, the relationship between stressors and academic outcomes would be weaker for participants with more NMRs compared to participants with fewer NMRs.
5. Quality of mentoring relationships among Latino adolescents would moderate the relationship between stressors and academic outcomes. That is, the relationship between stressors and academic outcomes would be weaker for participants with higher quality NMRs than participants with lower quality NMRs.

CHAPTER II

METHOD

This study is part of a larger investigation examining the associations among racial and cultural processes, natural mentoring relationships, and the academic outcomes of urban, low-income, Latino adolescents. The current study examined whether natural mentoring relationships buffer the negative effects of stressors on academic outcomes among Latino youth in their first year of high school.

Context

A purposive sampling technique (Singleton & Straits, 1999) was used to identify and select a public high school with a high percentage of Latino students in a major city in the United States. The population of the high school has the following ethnic breakdown: 94% Hispanic, 3.5% Black, 1.4% White, and 1.1% other (Illinois School Report Card, 2009). These demographics are representative of the population of the surrounding community of the school, which is comprised of a 62.7% Latino population, with 88.9% of that Latino population being predominantly Mexican or Mexican-American (US Census Bureau, 2000). Additionally, the school's population has an 87.1% low-income rate. Low-income students are identified as those who come from families receiving public aid, live in institutions for neglected or delinquent children, live in foster homes supported by public funds, or are eligible to receive free or reduced-price lunches (Illinois School Report Card, 2009). Attendance rates and mobility rates are 84.5% and 11.8%, respectively (Illinois School Report Card, 2009). In terms of student enrollment, the school is categorized as a *community school*, which operates under an open enrollment process to students living within the school's attendance area; therefore, students at

the high school likely have diverse academic abilities as enrollment is not contingent on academic performance.

Participants

To ensure varying academic abilities, all 502 students in the ninth grade were targeted for participation in the study. A convenience sampling method was used to select students for participation in this study. Participants were recruited through presentations in all homeroom classrooms for 9th grade students. Presentations were conducted in English or Spanish by a diverse research team that includes bicultural and bilingual members. Parental consent forms and youth assent forms were distributed to all 9th-grade students in both languages. An informed consent process was conducted with participants. Students were informed of their rights in the study, including the voluntary nature of their participation and that all information is confidential. All students were encouraged to return the consent and assent forms regardless of their participation in the study to confirm students' and parents' interest in the study. Incentives were provided to students for returning the parental consent form regardless of their parents' decision to allow them to participate in the study. Incentives for returning the form included receiving a candy bar and being placed in a raffle to win one of five pairs of movie tickets or an IPod Touch. In sum, 192 students participated in the study, with over half being female (52.1%) and the majority being of Mexican ethnicity (92.1%).

Procedures

Self-administered surveys were conducted with the students in school during school hours by trained, diverse research assistants, with some being fluent in Spanish and English. The surveys were available in both English and Spanish for monolingual and bilingual students, and

chosen by the participants according to their preference. Survey completion time was approximately 45-50 minutes. The surveys were conducted in the classroom as a research assistant read the survey aloud while participants completed the survey. Each survey was assigned a random identification number to ensure participants' identities remain confidential. Students received a $10 gift card to a local entertainment store for their completion of the survey.

Measures

The current study focused on measures that examine natural mentoring relationships, academic outcomes, and stressors in the lives of students. All measures are in Appendix A.

Demographics. Participants reported their age, gender, ethnicity, and generational status. First generation participants are defined as those who are foreign-born. Second generation participants are those who were born in the United States to a parent who is foreign-born. Third generation participants are defined as those who were born in the United States to a parent who also is born in the United States and has a grandparent who is foreign-born. Fourth-generation participants are those who were born in the United States as well as their parents and grandparents.

Academic Achievement. School attendance Spring semester cumulative grade point average (GPA) was examined. GPA is unweighted and on a 4.0 scale, and attendance was measured by total number of absences in the participants' freshman year. Staff members at the administrative offices of the public school system provided the participants' cumulative GPA and attendance data from school records.

Economic Value of Education The Benefits and Limitations of Education scale was used to assess the economic value of education. This measure consists of two subscales and contains

15 items (Murdock, Anderman, & Hodge, 2000). The first subscale, *Benefits of Education,* consists of five items and assesses students' belief that education is necessary and that succeeding in school leads to better economic opportunities in the future (α=.75; Murdock et al., 2000). Responses are on a Likert scale (1= *agree very much* and 5 = *disagree very much*). An example of an item is *"If I try hard enough in school it will pay off later with a well-paying job."* The other scale, *Limitations of Education*, is comprised of 10 items, and is designed to assess students' beliefs that educational success is not necessarily related to better employment and economic opportunities (α=.84; Colon & Sanchez, 2010). A sample item is "*I know many people who have done well in life with little education.*" Responses are on a Likert scale (1= *agree very much* and 5 = *disagree very much*). Each subscale was summed and examined separately. Higher scores on the Benefits of Education subscale indicate a higher economic value of education, while higher scores on the Limitations of Education subscale indicate a lower value of education. Reliability analysis of the subscales demonstrates high reliability: the *Limitations of Education* subscale (α=0.82) and the *Benefits of Education* subscale (α=0.88).

Identification of mentors. In order to identify NMRs, participants were asked:

> "Is there an adult in your life 18 years old and older who has more experience than you and you go to for support and guidance? This person is not someone who raised you nor a boyfriend or girlfriend. This person is someone who you can count on to be there for you, who believes in you and cares about you deeply, who inspires you to do your best, and who has really influenced what you do and the choices you make."

The criterion and question used to identify mentors are based on past natural mentoring research (Rhodes et al., 1994; Sanchez et al., 2008). Participants could identify up to three mentors. Participants who respond "Yes" to the question are asked to list the mentors in order of importance to them. The total number of mentors (0 – 3) reported will provide an index score for the number of mentors.

Relationship Quality. Relationship quality was assessed through the Youth Mentoring Survey (YMS; Harris & Nakkula, 2004), which measures participants' perception of their mentoring relationship. Participants with more than one mentor were asked to answer this scale pertaining to their mentors collectively. This measure consists of six subscales totaling 25 items. Responses for all subscales are on a Likert-type scale, ranging from 1= *not true at all* to 4= *very true*. The first subscale is composed of six items and assesses *Relational Satisfaction,* the degree to which the youth feels satisfied with the relational aspects of the relationship. A sample item is "*My important adult(s) really cares about me."* The second subscale, *Intimacy,* is the degree to which the youth perceives there is sharing and reciprocity in the relationship, and contains four items. An example of this item is "*I know a lot about my important adult(s)'s life (his/her family, job, etc.)."* The third subscale, *Instrumental Satisfaction,* is the degree to which the youth feels he/she is growing or developing due to the relationship, and consists of six items. A sample item is "*I have learned a lot from my Important adult(s)."* Fourth, *Availability to Support* includes four items and is the degree to which the youth desires and is receptive to the mentor's help. A sample item is "*I am doing better at school because of my Important adult(s) hel*p." The fifth subscale, *Dissatisfaction*, is the degree to which the youth does not feel frustrated by or disappointed with the mentor's approach to the relationship and contains 3 items with a sample item being "*My Important adult(s) focus too much on school."* The final subscale, *Mentor is Dependable,* is the degree to which the youth feels that the mentor shows up on time and does what he/she promises and is composed of 3 items, with a sample item being "*I can always count on my Important adult(s) (to show up, to do what he/she promises, etc.)*." One item, "*I want my important adult to help me do better at school"*, loads on two subscales: the *Instrumental satisfaction* subscale and the *Availability to support* subscale. The subscales have medium to

high reliability, ranging from .51 to .83 (Harris & Nakkula, 2004). The mean for each subscale was used to create a variable of relationship quality.

Educational Support Provided by Mentors. Educational support is examined by asking participants to indicate on an 8-item checklist the ways that each mentor provides them with educational support (Sanchez et al., 2008). Participants responded to the question *"How does this person support and guide you in your education?"* by checking all items that apply. The items to select from include "*Emotional support around school issues," "Gives me things for school"* (Tangible Support)*, "Directive guidance in school"* (Instrumental Support)*, Role modeling," "Physical assistance on school things"* (Instrumental Support)*, "By doing fun and social activities with me"*(Recreational Support)*, "Shares specific information about education or his/her life's experiences in education" (*Informational Support), and *"Other (please explain)."* A response indicating the presence of a type of educational support is coded as 1 and a response failing to indicate educational support is coded 0 per item. An index of total educational support provided was calculated for each participant by summing the number of forms of support. If participants report multiple mentors, then the mean total educational support across the mentors was calculated.

Stressors. Stressors in the lives of the participants are measured using a shortened version of the Multicultural Events Schedule for Adolescence (MESA, α=.77; Prelow et al., 2004). MESA consists of a 27-item measure asking participants to state whether or not they have experienced specific stressful situations in the past three months. Statements are close-ended and responses are either *yes* (1) or *no* (0). The stressors are categorized into six subscales: *Peer Hassles* (7 items), *Discrimination* (6 items), *Violence/Victimization* (5 items), *Family*

Trouble/Change (5 items), *Economic Hassle* (1 item), and *School Hassle* (3 items). A sample item of the *Family Trouble/Change* subscale is "*Your parents separated or divorced,"*; a sample item of the *Discrimination* subscale is *"You were excluded from a group because of your race, ethnicity, and culture,"*; a sample item of the *Peer Hassles* subscale is *"A close friend died,"*; a sample item of the *School Hassle* subscale is *"You did poorly on an exam or school assignment"*; a sample item of the *Violence/Victimization* subscale is *"You were threatened with a weapon"*; and a sample item of *Economic Hassle* subscale is *"your parent lost his/her job."* Total stressor scores were calculated for the entire scale and for each subscale; higher scores indicate more total exposure to stressors.

The following measures were used to control for variables that might be predictive of youth's positive academic outcomes to determine whether natural mentoring predicts academic outcomes above and beyond these control variables. The covariates will include participant self-esteem, parental employment status, parental educational attainment, household structure, and interpersonal trust towards adults.

Household Structure. As controlled in previous studies on natural mentoring (DuBois & Silverthorn, 2005a; DuBois & Silverthorn, 2005b), presence of parents was controlled for in the current study. Participants were asked to indicate if they live with one, two, or no parents by answering the following question: "*Who do you live with? (Check all that apply)."* Possible responses are "*Mother/Stepmother"*, "*Father/Stepfather*", "*Foster Parents*", "*Aunt/Uncle*", "*Cousin*", and "*Grandparent.*" Participants' scores on this variable were 0, 1, or 2 parents living in the household.

Parental employment status. Parental employment status is determined by asking participants to list their parents' current job or occupation. Participants were asked, "What is

your mother's (or the person who is like your mother) current job or career?" and "What is your father's (or the person who is like your father) current job or career?" Those who identified one parent with a job were coded as 1 = *employed* and those who indicated that neither parent is unemployed was coded as 0 = *unemployed*. Participants who identified two parents who are employed were coded as 2= *both employed*.

Parental educational attainment. The educational attainment of the participants' parents was assessed one item that pertains to each parent's educational attainment. The items asked were, "*How far did your mother (or the person that is like your mother) go in school?*" and "*How far did your father (or the person that is like your father) go in school?*" Those who identified only one parent who has at least a high school diploma were coded as "1". Those who identified both parents who do not have a high school diploma were coded as "0". Those who report both parents with at least a high school diploma were coded as "2".

Se*lf-esteem.* Self-esteem was assessed by asking participants to indicate on a 10-item scale how much they agree with the statements pertaining to how they feel about themselves (Rosenberg, 1965). Sample items include "*On the whole I am satisfied with myself*" and "*At times, I think I am no good at all*." Responses are on a Likert scale (1=*strongly disagree*, 4=*strongly agree*). Negative items, a total of 5, will be reversed coded. Self-esteem was determined by summing the responses to produce a total score. Higher scores indicate a higher level of self-esteem. Reliability for this scale was high (α =.82).

Interpersonal Trust. A ten-item scale is administered assessing participants on their feelings of trust towards adults and consists of two subscales: *Interpersonal Sensitivity* and *Trust*. Reliability for the Trust subscale and the Interpersonal Sensitivity subscale is moderate (α =.68

& α =.67, respectively). A sample item from the *Interpersonal Sensitivity* subscale is "*Your feelings are easily hurt by adults,*" and a sample item from the *Trust* scale is "*You feel that most adults can be trusted.*" Six items were reverse coded and all items will be summed so that higher scores on the *Trust* subscale indicates high levels of trust and high scores on the *Interpersonal Sensitivity subscale* towards adults indicates higher levels of sensitivity (DuBois, 2006).

CHAPTER III

RESULTS

The goal of this study was to determine if and how natural mentoring relationships buffer the negative effects of stressors on the academic outcomes of urban, low-income, Latino high school students. The results section begins with the preliminary analyses, and then the statistics to test the study's hypotheses and respective finding are described.

Preliminary Analyses

Before testing the study hypotheses, preliminary analyses were conducted with the entire sample. Descriptive statistics were calculated on all the study measures. Means and standard deviations are presented in Table 1. Additionally, the distribution of all study variables was examined for skewness and kurtosis. The academic outcome of Total Absences was positively skewed, thus it was transformed by squaring the root of the Total Absences variable.

Table 1

Means and standard deviations for study variables

	M (SD)	*n*
GPA	2.44 (0.98)	180
Absences	3.59 (2.09)	184
Limits of EVE	23.30 (7.06)	179
Benefits of EVE	21.69 (4.10)	189
Misconduct	0.36 (1.07)	191
Stressors		
Peer	1.57 (1.46)	187
School	1.07 (0.77)	189

Family	1.26 (1.17)	189
Discrimination	0.97 (1.14)	190
Economic	0.23 (0.42)	189
Violence	0.91(1.15)	188
Number of mentors per participant	1.76 (1.23)	188
0 mentors identified		46 (24%)
1 mentor identified		31 (16%)
2 mentors identified		32 (17%)
3 mentors identified		79 (42%)
Mentoring relationship quality		
Relational satisfaction	3.21 (0.59)	133
Intimacy	3.13 (0.64)	131
Instrumental satisfaction	3.16 (0.61)	132
Dissatisfaction	2.28 (0.77)	134
Availability	3.12 (0.63)	134
Dependability	3.17 (0.65)	134
Educational support from mentors	4.24 (1.86)	141

A series of One-Way Analysis of Variance (ANOVA) were conducted to examine the association between participants' demographic characteristics (i.e. gender, generational status, parental employment status, and household structure) and unweighted GPA, absences from school, misconduct scores, and the Economic Value of Education (EVE). The analyses showed a significant difference between male and female participants on GPA ($F(1, 179) = 5.39$, $p = .02$)

and on misconduct ($F(1, 190) = 4.05$, $p = .04$). Female participants had a significantly higher GPA (M=2.60; SD = 0.92) and lower misconduct scores (M=0.21; SD =0.64) than male participants (GPA M=0.21; SD =0.64: misconduct M=0.21; SD =0.64). Participants did not differ on academic outcomes by generational status (GPA $F(4, 179) = 0.86$, *ns*; Limitations of EVE $F(4, 178) = 2.16$, *ns*; Benefits of EVE $F(4, 188) = 1.29$, *ns*; Total Absences $F(4, 183) = 0.98$, *ns*; and misconduct $F(4, 190) = 1.34$, *ns*). Household structure was not significantly related to the academic outcomes (GPA $F(2, 179) = 0.47$, *ns*; Limitations of EVE $F(2, 178) = 0.04$, *ns*; Benefits of EVE $F(2, 188) = 0.50$, *ns*; Total Absences $F(2, 183) = 0.79$, *ns*; and misconduct $F(2, 190) = 2.22$, *ns*). Parental employment status was not significantly related to academic outcomes (GPA $F(2, 156) = 0.30$, *ns*; Limitations of EVE $F(2, 155) = 0.54$, *ns*; Benefits of EVE $F(2, 165) = 0.70$, *ns*; Total Absences $F(2, 159) = 0.01$, *ns*; and misconduct $F(2, 166) = 0.77$, *ns*). Gender was also controlled for in analyses involving GPA, misconduct, and the Limitations of EVE as a dependent variable.

A series of Bivariate Pearson's correlations were conducted to examine the relationships between the control variables of age, self-esteem, interpersonal trust and sensitivity towards adults, and parental education with the academic outcome variables of GPA, Total Absences, Misconduct scores, Limitations of EVE, and Benefits of EVE (see Table 2); these correlations were conducted to determine which control variables were associated with the academic outcomes. Analyses indicate a significant correlation between self-esteem and GPA, Limitations of EVE, benefits of EVE, and absences, in that higher levels of self-esteem are associated with higher GPA, higher levels of EVE, and lower total absences from school. Significant correlations were present between age and the academic outcomes of GPA and Total Absences, such that older participants had lower GPA and more total absences. Results for interpersonal trust

towards adults indicate that higher levels of interpersonal trust towards adults is significantly associated with higher GPA, lower perceived Limitations of EVE, higher perceived Benefits of EVE, fewer total absences, and lower misconduct scores. Higher sensitivity towards adults was significantly associated with lower misconduct scores. Parental education was not significantly related to any of the academic outcomes. The variables of self-esteem and interpersonal trust towards adults were controlled for in analyses involving GPA, Limitations of EVE, Benefits of EVE, and absences. Additionally, trust towards adults and interpersonal sensitivity towards adults will be controlled for analyses including misconduct scores. Age was controlled for in analyses involving GPA and Total Absences.

Table 2

Summary of Bivariate Pearson correlation coefficients between academic outcomes and parental education, parental employment status, interpersonal trust and sensitivity towards adults, and self-esteem

Variable	GPA	Absences	Misconduct	EVE Benefits	EVE Limits
	r (n)	*r (n)*	*r (n)*	*r (n)*	*r (n)*
Age	-.32**	.29**	.10	-.08	.12
	(180)	(184)	(191)	(189)	(179)
Parental education					
Mother	.06	-.03	-.03	-.13	.18
	(109)	(112)	(117)	(116)	(109)
Father	.15	.03	.07	-.08	.22
	(109)	(108)	(110)	(109)	(104)

Self-esteem	.15*	-.16*	-.12	.16*	-.24**
	(175)	(179)	(186)	(185)	(175)
Interpersonal trust towards adults	.22**	-.17*	-.19**	.22**	.27**
	(175)	(179)	(186)	(185)	(175)
Sensitivity towards adults	.14	-.10	-.16*	-.01	.07
	(184)	(178)	(185)	(184)	(176)

*p <.05, **p <.01

Hierarchical Regression Analyses for Hypotheses One, Three, and Four

Hierarchical multiple regression analyses were conducted to test the first, third, and fourth hypotheses where the control variables were entered at the first step of the regression, the MESA subscales and composite scale were entered second, the number of mentors were entered third, and the interaction term between the number of mentors and MESA subscales and composite scale were entered fourth. The predictor variables for the MESA subscales and overall scale, as well as the mentoring variables, were centered. Centered variables were used to create interaction terms between stressor subscales and mentoring variables. Multiple tests were conducted to examine the various stressor subscales and mentoring variables on each separate academic outcome variable.

For the first set of regressions, gender, age, self-esteem, and trust towards adults were entered first in the hierarchical multiple regressions to test whether the MESA subscale and composite scores predicted GPA, whether more natural mentors predicted GPA above and beyond the MESA subscale and composite scores, and whether the interaction of the number of natural mentors and MESA subscale and composite scores moderated the relationship between stressors and GPA. The model was statistically significant at Step 1 ($F(4,161) = 6.83$, $p = .000$)

for age and Step 2 ($F(5,160) = 8.38$, $p = .004$) for the Peer Hassles subscale in predicting GPA, such that more peer stressors predicted lower GPA. The models were not statistically significant when the remaining MESA subscales and composite scale were used to predict GPA, were not statistically significant when the number of natural mentors was used to predict GPA above and beyond MESA subscale and composite scores, and was not statistically significant when examining the interaction of the number of natural mentors and MESA subscale and composite scores in predicting GPA (see Table 3).

Table 3

Summary of Hierarchical Multiple Regressions for predicting GPA based on number of natural mentors

Predictor	*B*	*SE B*	β	R^2	ΔR^2
MESA Discrimination subscale					
Step 1				0.14	
Gender	0.27	0.14	0.14		
Self-esteem	0.02	0.01	0.10		
Trust towards adults	0.04	0.02	0.14		
Age	-0.44	0.12	-0.27**		
Step 2					0.01
Discrimination	0.03	0.06	0.04		
Step 3					0.01
Number of mentors	0.02	0.06	0.03		
Step 4					0.00
Discrimination X Number	-0.01	0.05	-0.02		

of mentors					
MESA Violence/Victimization subscale					
Step 1				0.143	
Gender	0.30	0.14	0.16		
Self-esteem	0.02	0.01	0.11		
Trust towards adults	0.03	0.02	0.10		
Age	-0.45	.012	-0.28**		
Step 2					0.000
Violence/Victimization	-0.01	0.06	-0.01		
Step 3					0.001
Number of mentors	0.03	0.06	0.04		
Step 4					0.001
Violence/Victimization X Number of mentors	0.02	0.05	0.04		
MESA Family subscale					
Step 1				0.138	
Gender	0.30	0.14	0.15		
Self-esteem	0.02	0.01	0.10		
Trust towards adults	0.03	0.02	0.12		
Age	-0.42	0.12-	-0.26**		
Step 2					0.014
Family	-0.10	0.06	-0.12		
Step 3					0.002

Number of mentors	0.04	0.06	0.05		
Step 4					0.003
Family X Number of mentors	0.04	0.05	0.06		
MESA economic subscale					
Step 1				0.140	
Gender	0.28	0.15	0.14		
Self-esteem	0.02	0.01	0.10		
Trust towards adults	0.04	0.02	0.14		
Age	-0.44	0.12	-0.27**		
Step 2					0.002
Economic	0.10	0.17	0.04		
Step 3					0.001
Number of mentors	0.03	0.06	0.06		
Step 4					0.009
Economic X Number of mentors	0.18	0.14	0.10		
MESA Peer subscale					
Step 1				0.145	
Gender	0.20	0.14	0.10		
Self-esteem	0.01	0.01	0.06		
Trust towards adults	0.04	0.02	0.10		
Age	-0.00	0.00	-0.29**		

Step 2					0.043
Peer	-0.15	0.05	-0.23**		
Step 3					0.000
Number of mentors	-0.01	0.06	-0.01		
Step 4					0.007
Peer X Number of mentors	0.05	0.04	0.09		
MESA School subscale					
Step 1				0.140	
Gender	0.27	0.14	0.14		
Self-esteem	0.02	0.01	0.10		
Trust towards adults	0.04	0.02	0.14		
Age	-0.44	0.12	-0.27		
Step 2					0.007
School	-0.11	0.09	-0.09		
Step 3					0.001
Number of mentors	0.03	0.06	0.03		
Step 4					0.006
School X Number of mentors	-0.08	0.07	-0.08		
Sum of MESA scale					
Step 1				0.144	
Gender	0.28	0.14	0.15		

Self-esteem	0.02	0.01	0.10	
Trust towards adults	0.03	0.02	0.10	
Age	-0.46	0.12	-0.30	
Step 2				0.017
MESA Sum	-0.03	0.02	-0.13	
Step 3				0.001
Number of mentors	0.02	0.06	0.03	
Step 4				0.001
MESA Sum X Number of mentors	0.01	0.01	0.04	

$^{**}p < .01$

For the subsequent regressions, Limitations of EVE served as the dependent variable. Gender, self-esteem, and trust towards adults were entered first in the hierarchical multiple regressions, the MESA subscale and composite scores were entered second, the number of natural mentors was entered third, and the interaction of the number of natural mentors and MESA subscale and composite scores was entered last. The models were statistically significant at Step 1 ($F(3,164) = 8.06$, $p = .000$) for self-esteem, gender, and trust towards adults, in that lower self-esteem, female gender, and lower trust towards adults were associated with higher perceived limitations of EVE, and Step 2 ($F(1,163) = 12.97$, $p = .000$) for School stressors in predicting Limitations of EVE, in that more school stressors were associated with more perceived limitations of the economic value of an education. The remaining MESA subscales and composite scale did not significantly predict Limitations of EVE, nor did the number of natural mentors (see Table 4). Results indicate that the interaction between economic hassles and

the number of mentors on the perceived limitations of the economic value of education was significant at Step 4 ($F(1, 160) = 10.34$, $p = .002$). The number of mentors moderated the relationship in an unexpected direction, in that the perceived limitations of education increased if an economic hassle was present for those with more mentors, yet remained stable for those with fewer mentors (Figure 1). The remaining interactions between the number of natural mentors and MESA subscales and composite scores were not significant.

Table 4

Summary of Hierarchical Multiple Regressions for predicting Limitations of EVE based on number of natural mentors

Predictor	*B*	*SE B*	β	R^2	ΔR^2
MESA Discrimination subscale					
Step 1				0.128	
Gender	-2.57	1.05	-0.18*		
Self-esteem	-0.24	0.10	-0.18*		
Trust towards adults	-0.36	0.15	-0.19*		
Step 2					0.002
Discrimination	0.29	0.46	0.05		
Step 3					0.002
Number of mentors	-0.26	0.43	-0.05		
Step 4					0.006
Discrimination X Number of mentors	0.39	0.37	0.08		
MESA Violence/Victimization subscale					

	Step 1			0.122	
	Gender	-2.51	1.06	-0.18*	
	Self-esteem	-0.25	0.10	-0.19*	
	Trust towards adults	-0.33	0.15	-0.17*	
	Step 2				0.001
	Violence/Victimization	0.23	0.47	0.04	
	Step 3				0.001
	Number of mentors	-0.22	0.44	-0.04	
	Step 4				0.020
	Violence/Victimization X Number of mentors	0.73	0.38	0.14	
MESA	Family subscale				
	Step 1			0.131	
	Gender	-2.39	1.05	-0.17*	
	Self-esteem	-0.23	0.10	-0.18*	
	Trust towards adults	-0.39	0.15	-0.21**	
	Step 2				0.003
	Family	-0.35	0.44	-0.06	
	Step 3				0.001
	Number of mentors	-0.16	0.43	-0.03	
	Step 4				0.008
	Family X Number of mentors	-0.47	0.39	-0.09	

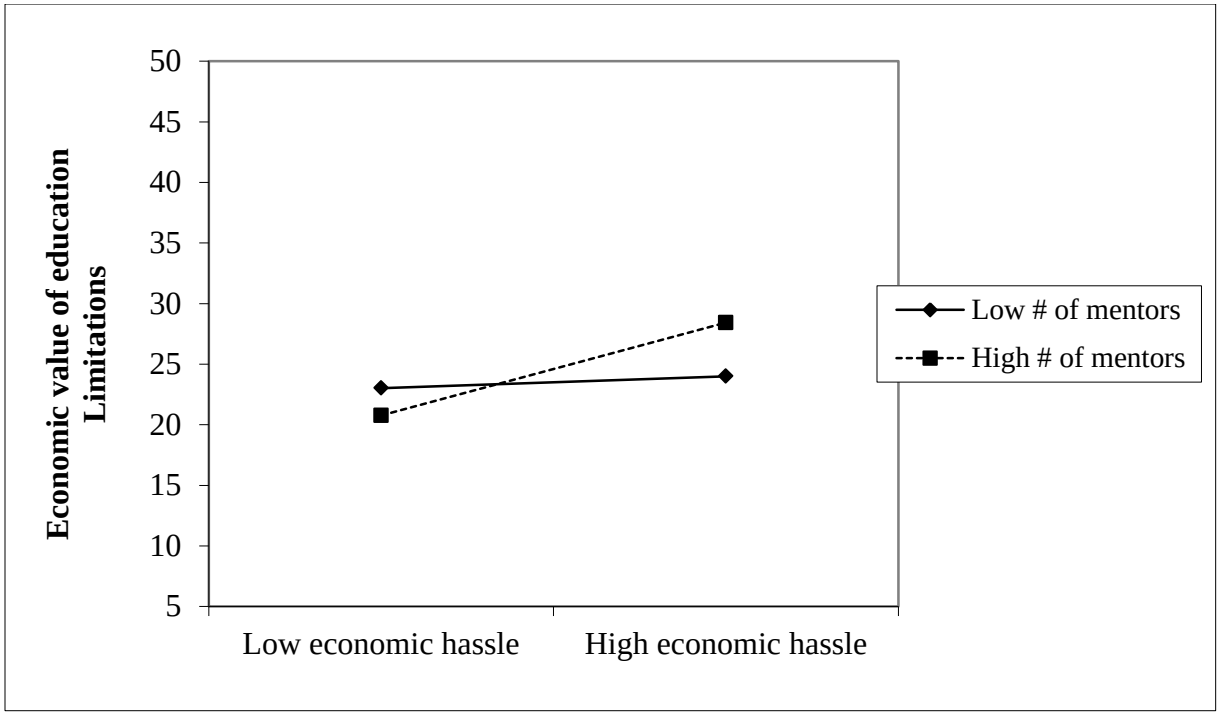
MESA Economic subscale					
Step 1				0.129	
Gender	-2.65	1.05	-0.19*		
Self-esteem	-0.24	0.10	-0.18*		
Trust towards adults	-0.36	0.15	-0.19*		
Step 2					0.002
Economic	-0.66	1.23	-0.04		
Step 3					0.003
Number of mentors	-0.32	0.44	-0.06		
Step 4					0.053
Economic X Number of mentors	3.16	0.98	0.23**		
MESA Peer subscale					
Step 1				0.119	
Gender	-2.29	1.05	-0.16*		
Self-esteem	-0.21	0.10	-0.16*		
Trust towards adults	-0.38	0.15	-0.20*		
Step 2					0.010
Peer	0.48	0.36	0.10		
Step 3					0.000
Number of mentors	-0.11	0.43	-0.02		
Step 4					0.016
Peer X Number	0.50	0.29	0.13		

of mentors					
MESA School subscale					
Step 1				0.128	
Gender	-2.57	1.05	-0.18*		
Self-esteem	-0.24	0.10	-0.19*		
Trust towards adults	-0.36	0.15	-0.19*		
Step 2					0.064
School	2.36	0.66	0.27***		
Step 3					0.003
Number of mentors	-0.31	0.42	-0.05		
Step 4					0.000
School X Number	0.30	0.51	0.00		
of mentors					
Sum of MESA scale					
Step 1				0.116	
Gender	-2.11	1.05	-0.15*		
Self-esteem	-0.19	0.10	-0.15*		
Trust towards adults	-0.40	0.15	-0.21*		
Step 2					0.005
MESA Sum	0.11	0.12	0.07		
Step 3					0.000
Number of mentors	-0.07	0.44	-0.01		
Step 4					0.008

MESA Sum X Number of mentors	0.12	0.10	0.09

*p<.05, **p < .01, ***p < .001

Figure 1. Moderation effect for number of mentors



For the following hierarchical multiple regressions, Benefits of EVE served as the outcome variable. Self-esteem and trust towards adults served as the control variables and, thus, were entered first in the models. As shown in Table 5, the model is statically significant at Step 1 (F(2, 175) = 5.08, p = .007) for trust towards adults in that higher trust was associated with higher perceived benefits of EVE. None of the MESA subscales and composite scales significantly predicted Benefits of EVE, nor the number of natural mentors, nor the interactions between the number of natural mentors and MESA subscales and composite scale (see Table 5).

Table 5

Summary of Hierarchical Multiple Regressions for predicting Benefits of EVE based on number of natural mentors

Predictor	*B*	*SE B*	β	R^2	ΔR^2
MESA Discrimination subscale					
Step 1				0.06	
Self-esteem	0.06	0.06	0.08		
Trust towards adults	0.22	0.09	0.19*		
Step 2					0.000
Discrimination	0.03	0.28	0.00		
Step 3					0.011
Number of mentors	0.36	0.26	0.11		
Step 4					0.000
Discrimination X Number of mentors	-0.02	0.22	-0.01		
MESA Violence/Victimization subscale					
Step 1				0.049	
Self-esteem	0.07	0.06	0.09		
Trust towards adults	0.20	0.09	0.18*		
Step 2					0.000
Violence/Victimization	0.02	0.27	0.00		
Step 3					0.009
Number of mentors	0.33	0.26	0.10		
Step 4					0.002

Violence/Victimization X Number of mentors	-0.13	0.22	-0.04		
MESA Family subscale					
Step 1				0.057	
Self-esteem	0.06	0.06	0.07		
Trust towards adults	0.23	0.09	0.20*		
Step 2					0.007
Family	0.31	0.26	0.09		
Step 3					0.008
Number of mentors	0.32	0.26	0.10		
Step 4					0.003
Family X Number of mentors	0.16	0.23	0.05		
MESA Economic subscale					
Step 1				0.056	
Self-esteem	0.07	0.06	0.09		
Trust towards adults	0.22	0.09	0.19*		
Step 2					0.003
Economic	-0.50	0.72	-0.05		
Step 3					0.009
Number of mentors	0.33	0.26	0.10		
Step 4					0.020
Economic X Number	-1.11	0.58	-0.14		

of mentors					
MESA Peer subscale					
Step 1				0.053	
Self-esteem	0.05	0.06	0.06		
Trust towards adults	0.22	0.09	0.20*		
Step 2					0.000
Peer	0.05	0.22	0.02		
Step 3					0.008
Number of mentors	0.31	0.26	0.09		
Step 4					0.002
Peer X Number	-0.11	0.17	-0.05		
of mentors					
MESA School subscale					
Step 1				0.055	
Self-esteem	0.06	0.06	0.08		
Trust towards adults	0.22	0.09	0.19*		
Step 2					0.001
School	-0.19	0.41	-0.04		
Step 3					0.011
Number of mentors	0.36	0.26	0.11		
Step 4					0.000
School X Number	0.00	0.32	0.00		
of mentors					

Sum of MESA scale					
Step 1				0.051	
Self-esteem	-0.19	0.10	-0.15		
Trust towards adults	-0.40	0.15	-0.21*		
Step 2					0.001
MESA Sum	0.11	0.12	0.07		
Step 3					0.005
Number of mentors	-0.07	0.44	-0.01		
Step 4					0.001
MESA Sum X Number of mentors	0.12	0.10	0.09		

*$p < .05$

For the next set of regressions, total absences from school served as the dependent variable. Self-esteem, age, and trust towards adults served as the control variables and were entered first in the hierarchical multiple regressions, the MESA subscales and composite scale were entered second, the number of natural mentors was entered third, and the interaction of the number of natural mentors and MESA subscales and composite scores were entered last. The model was statistically significant at Step 1 ($F(3,166) = 6.80$, $p = .000$) for age, in that higher age predicted more absences, and Step 2 ($F(1,165) = 5.15$, $p = .025$) for the Peer Hassles subscale in predicting total absences, such that more peer stressors predicted more school absences. The remaining MESA subscales and composite scale did not significantly predict Total Absences, nor did the number of natural mentors, and the interactions between the number of natural mentors and MESA subscales and composite scale (see Table 6).

Table 6

Summary of Hierarchical Multiple Regressions for predicting total school absences based on number of natural mentors

Predictor	*B*	*SE B*	β	R^2	ΔR^2
MESA Discrimination subscale					
Step 1				0.085	
Self-esteem	-0.37	0.30	-0.10		
Trust towards adults	-0.07	0.04	-0.13		
Age	0.72	0.25	0.21**		
Step 2					0.000
Discrimination	0.00	0.13	0.00		
Step 3					0.001
Number of mentors	0.06	0.13	0.04		
Step 4					0.004
Discrimination X Number of mentors	-0.10	0.11	-0.07		
MESA Violence/Victimization subscale					
Step 1				0.08	
Self-esteem	-0.04	0.03	-0.12		
Trust towards adults	-0.05	0.04	-0.08		
Age	0.71	0.25	0.21**		
Step 2					0.004
Violence/Victimization	0.11	0.13	0.07		

Step 3					0.002
Number of mentors	0.07	0.13	0.04		
Step 4					0.003
Violence/Victimization X Number of mentors	-0.07	0.10	-0.05		
MESA Family Trouble/Change subscale					
Step 1				0.08	
Self-esteem	-0.04	0.03	-0.11		
Trust towards adults	-0.06	0.04	-0.11		
Age	0.69	0.25	0.20**		
Step 2					0.016
Family	0.22	0.13	0.13		
Step 3					0.000
Number of mentors	0.03	0.13	0.02		
Step 4					0.005
Family X Number of mentors	-0.10	0.11	-0.07		
MESA Economic subscale					
Step 1				0.085	
Self-esteem	-0.04	0.03	-0.10		
Trust towards adults	-0.08	0.04	-0.14		
Age	0.72	0.25	0.21**		
Step 2					0.003

Economic	-0.26	0.36	-0.05		
Step 3					0.001
Number of mentors	0.05	0.13	0.03		
Step 4					0.002
Economic X Number of mentors	-0.17	0.29	-0.05		
MESA Peer subscale					
Step 1				0.090	
Self-esteem	-0.03	0.03	-0.07		
Trust towards adults	-0.07	0.04	-0.14		
Age	0.77	0.25	0.23**		
Step 2					0.032
Peer	0.25	0.10	0.19*		
Step 3					0.005
Number of mentors	0.12	0.13	0.07		
Step 4					0.003
Peer X Number of mentors	-0.07	0.08	-0.06		
MESA School subscale					
Step 1				0.08	
Self-esteem	-0.04	0.03	-0.10		
Trust towards adults	-0.07	0.04	-0.13		
Age	0.72	0.25	0.21**		

Step 2					0.005
School	0.20	0.20	0.08		
Step 3					0.001
Number of mentors	0.05	0.13	0.03		
Step 4					0.000
School X Number of mentors	-0.05	0.16	-0.02		
Sum of MESA scale					
Step 1				0.08	
Self-esteem	-0.04	0.03	-0.11		
Trust towards adults	-0.04	0.04	-0.07		
Age	0.77	0.25	0.22**		
Step 2					0.019
MESA Sum	0.06	0.03	0.14		
Step 3					0.003
Number of mentors	0.09	0.13	0.05		
Step 4					0.005
MESA Sum X Number of mentors	-0.03	0.03	-0.07		

**$p < .01$, *$p < .05$

For the subsequent set of regressions, total misconduct scores served as the dependent variable. Gender, sensitivity towards adults, and trust towards adults served as the control variables and were entered first in the hierarchical multiple regressions, followed by the

stressors, the number of mentors, and the interaction between number of mentors and stressors. The model was significant at Step 1 ($F(4, 171) = 3.88$, $p = .005$) for sensitivity towards adults, in that more sensitivity predicted lower misconduct, and Step 2 ($F(1, 170) = 6.67$, $p = .011$) for the Peer Hassles subscale in predicting misconduct scores, in that more peer stressors were associated with higher misconduct. The remaining MESA subscales did not significantly predict misconduct, nor did the number of natural mentors (see Table 7). An interaction between economic hassles and the number of mentors on school misconduct was significant at Step 4 ($F(1, 170) = 4.10$, $p = .044$). However, the moderation effect occurred in an unexpected direction, in that for students misconduct increased in the presence of the economic hassle among students with more mentors, but there seemed to be no relationship between misconduct and economic hassle for those with fewer mentors (Figure 2). The remaining interactions between the number of natural mentors and MESA subscales and composite scale did not predict misconduct.

Table 7

Summary of Hierarchical Multiple Regressions for predicting total misconduct based on number of natural mentors

Predictor	*B*	*SE B*	β	R^2	ΔR^2
MESA Discrimination subscale					
Step 1				0.050	
Gender	-0.12	0.15	-0.06		
Sensitivity towards adults	-0.02	0.02	-0.10		
Trust towards adults	-0.04	0.02	-0.17*		
Step 2					0.007

Discrimination	0.08	0.07	0.09		
Step 3					0.006
Number of mentors	-0.07	0.06	-0.08		
Step 4					0.001
Discrimination X Number of mentors	-0.02	0.05	-0.03		
MESA Violence/Victimization subscale					
Step 1				0.048	
Gender	-0.11	0.15	-0.06		
Sensitivity towards adults	-0.02	0.02	-0.10		
Trust towards adults	-0.04	0.02	-0.17*		
Step 2					0.007
Violence/Victimization	0.08	0.07	0.09		
Step 3					0.005
Number of mentors	-0.06	0.06	-0.07		
Step 4					0.001
Violence/Victimization X Number of mentors	0.03	0.05	0.04		
MESA Family subscale					
Step 1				0.052	
Gender	-0.11	0.15	-0.06		
Sensitivity towards adults	-0.02	0.02	-0.11		
Trust towards adults	-0.04	0.02	-0.17*		

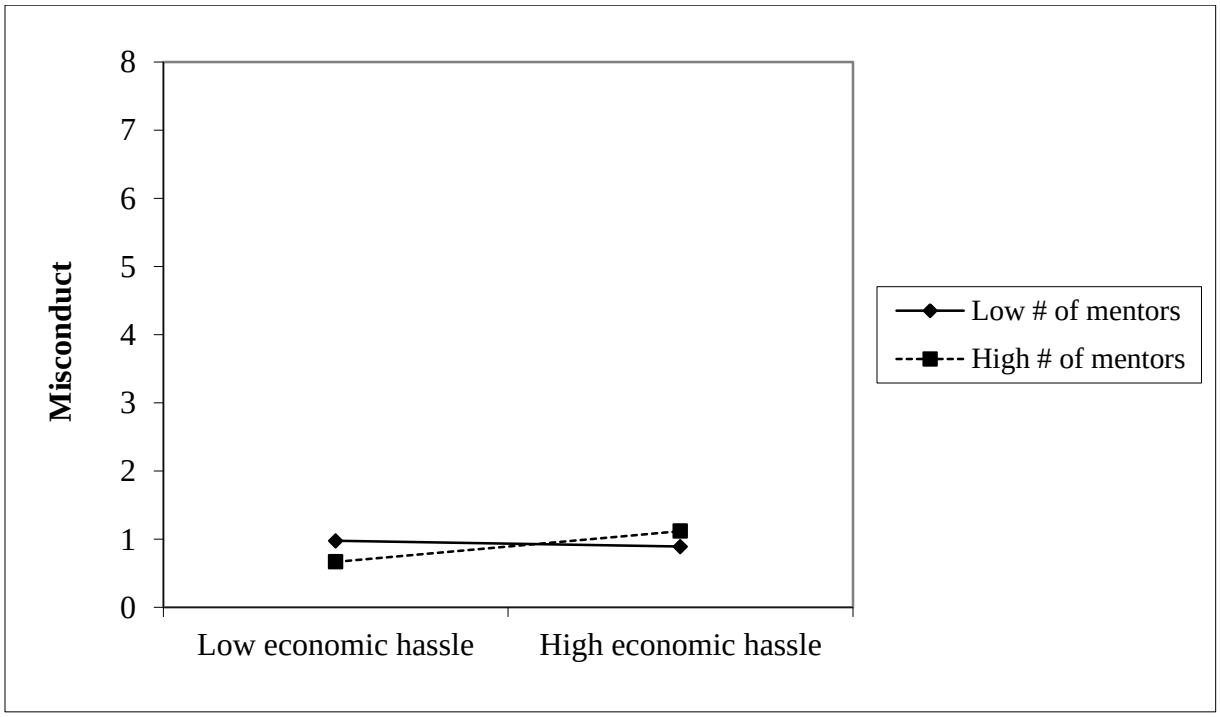
Step 2					0.005
Family	0.06	0.06	0.07		
Step 3					0.007
Number of mentors	-0.07	0.06	-0.08		
Step 4					0.000
Family X Number of mentors	0.01	0.05	0.02		
MESA Economic subscale					
Step 1				0.051	
Gender	-0.13	0.15	-0.07		
Sensitivity towards adults	-0.02	0.02	-0.10		
Trust towards adults	-0.04	0.02	-0.17*		
Step 2					0.012
Economic	-0.25	0.17	-0.11		
Step 3					0.008
Number of mentors	-0.08	0.06	-0.09		
Step 4					0.019
Economic X Number of mentors	0.26	0.14	0.14*		
MESA Peer subscale					
Step 1				0.065	
Gender	-0.05	0.14	-0.03		
Sensitivity towards adults	-0.04	0.02	-0.17*		

Trust towards adults	-0.04	0.02	-0.16*		
Step 2					0.041
Peer	0.13	0.05	0.21**		
Step 3					0.001
Number of mentors	-0.03	0.06	-0.04		
Step 4					0.000
Peer X Number of mentors	-0.01	0.04	-0.02		
MESA School subscale					
Step 1				0.050	
Gender	-0.12	0.15	-0.06		
Sensitivity towards adults	-0.02	0.02	-0.10		
Trust towards adults	-0.04	0.02	-0.17*		
Step 2					0.008
School	0.12	0.10	0.09		
Step 3					0.006
Number of mentors	-0.06	0.06	-0.08		
Step 4					0.003
School X Number of mentors	-0.06	0.08	-0.05		
Sum of MESA scale					
Step 1				0.067	
Gender	-0.04	0.14	-0.02		

Sensitivity towards adults	-0.04	0.02	-0.18*	
Trust towards adults	-0.04	0.02	-0.16*	
Step 2				0.021
MESA Sum	0.03	0.02	0.16*	
Step 3				0.002
Number of mentors	-0.03	0.06	-0.04	
Step 4				0.000
MESA Sum X Number of mentors	0.00	0.01	0.00	

*p<.05, **p<.01

Figure 2



Hierarchical Multiple Regressions for Hypotheses Two and Five

Hierarchical multiple regression analyses were conducted to test the second and fifth hypotheses where the control variables were entered at the first step of the regression, the MESA subscales and composite scale were entered second, the quality of mentoring relationship variables were entered third, and the interaction term between the quality of mentoring relationships and MESA subscales and composite scale were entered fourth. The predictor variables for the MESA subscales and overall scale and the mentoring variables were centered. Centered variables were used to create interaction terms between stressor subscales and mentoring variables. Regressions were conducted separately for each academic outcome to examine aspects of mentoring relationship quality that moderate the relationship between stressors and academic outcomes.

For the following set of regressions, Limitations of EVE served as the outcome variable. Gender, self-esteem, and trust towards adults served as the control variables and were entered first in the hierarchical multiple regressions, the MESA stressors subscales and composite scale were entered second, the Relational Satisfaction of mentoring relationship quality was entered third, and the interaction of the Relational Satisfaction of Mentoring Relationship Quality and MESA subscales and composite scores were entered last. The model was statistically significant at Step 1 ($F(3,119) = 5.25$, $p = .05$) for self-esteem, in that higher self-esteem was associated with lower perceived limitations of EVE, and Step 2 ($F(4,119) = 6.14$, $p = .05$) for the MESA school scale in predicting Limitations of EVE, in that more school stressors were associated with higher perceived limitations of the economic value of education. The model for the MESA Peer subscale was significant at Step 1 ($F(3,119) = 5.29$, $p = .05$) for self-esteem and approached significance at Step 2 ($F(4,119) = 2.95$, $p = .088$) for the Peer Hassles subscale in predicting Limitations of EVE scores. The remaining MESA subscales and composite scale did not

significantly predict Limitations of EVE, nor did the relational satisfaction subscale. However, the interactions of relational satisfaction and MESA subscales of peer hassles, family hassles, economic hassles, and the composite scale were significant. Results indicate that the interaction between family hassles and relational satisfaction on the limitations of economic value of education was significant at Step 4 ($F(1,112) = 4.14$, $p = .044$). The relational satisfaction of the mentoring relationship quality moderated the relationship in an unexpected direction, in that the perceived limitations of EVE decreased as family stressors increased for those with less relational satisfaction, yet perceived limitations of EVE remained stable for those with high relational satisfaction despite an increase in family stressors (Figure 3). The interaction between economic hassles and relational satisfaction on the perceived limitations of EVE was significant at Step 4 ($F(1,112) = 4.34$, $p = .040$). Relational satisfaction moderated the relationship in an unexpected direction, in that the perceived limitations of EVE decreased in the presence of the economic hassle for those with a lower relational satisfaction, yet the perceived limitations of EVE increased for those with high relational satisfaction in the presence of the economic hassle (Figure 4). The interaction between peer hassles and relational satisfaction on the perceived limitations of EVE was significant at Step 4 ($F(1,113) = 4.31$, $p = .040$). Relational satisfaction moderated the relationship in an unexpected direction, in that the perceived limitations of EVE increased as peer hassles increased for those with a higher relational satisfaction, yet perceived limitations of EVE remained the same for those with lower relational satisfaction regardless of peer hassles (Figure 5). The interaction between the sum of stressors and relational satisfaction of the mentoring relationship quality on the perceived limitations of EVE was significant at Step 4 ($F(1,111) = 4.10$, $p = .045$). Among participants with less relational satisfaction, the number of overall stressors increased as perceived limitations of EVE decreased. However, the number of

overall stressors increased as perceived limitations increased among participants with more relational satisfaction. The remaining interactions were not significant (see Table 8).

Table 8

Summary of Hierarchical Multiple Regressions to predict perceived limitations of EVE based on relational satisfaction of mentoring relationship quality

Variable	*B*	*SE B*	β	R^2	ΔR^2
MESA Discrimination subscale					
Step 1				0.12	
Gender	-2.13	1.22	-0.15		
Self-esteem	-0.30	0.12	-0.23*		
Trust towards adults	-0.32	0.17	-0.16		
Step 2					0.009
Discrimination	0.58	0.53	0.10		
Step 3					0.003
Relational Satisfaction	-0.63	1.09	-0.05		
Step 4					0.000
Discrimination X Relational Satisfaction	-0.13	0.87	-0.01		
MESA Violence/Victimization subscale					
Step 1				0.12	
Gender	-2.13	1.22	-0.15		
Self-esteem	-0.30	0.12	-0.23*		
Trust towards adults	-0.32	0.17	-0.16		

Step 2					0.012
Violence/Victimization	0.67	0.53	0.11		
Step 3					0.003
Relational Satisfaction	-0.66	1.08	-0.06		
Step 4					0.021
Violence/Victimization X Relational Satisfaction	1.43	0.85	0.15		
MESA Family subscale					
Step 1				0.12	
Gender	-1.88	1.22	-0.14		
Self-esteem	-0.29	0.12	-0.22*		
Trust towards adults	-0.37	0.17	-0.19*		
Step 2					0.010
Family	-0.56	0.50	-0.10		
Step 3					0.004
Relational satisfaction	0.82	1.08	-0.07		
Step 4					0.031
Family X Relational Satisfaction	1.63	0.80	0.18*		
MESA Economic subscale					
Step 1				0.12	
Gender	-2.23	1.23	-0.16		
Self-esteem	-0.29	0.12	-0.22*		

Trust towards adults	-0.31	0.17	-0.16		
Step 2					0.004
Economic	1.10	1.48	0.07		
Step 3					0.001
Relational Satisfaction	-0.39	1.10	-0.03		
Step 4					0.033
Economic X Relational Satisfaction	5.36	2.57	0.19*		
MESA Peer subscale					
Step 1				0.12	
Gender	-2.13	1.22	-0.15		
Self-esteem	-0.30	0.12	-0.23*		
Trust towards adults	-0.32	0.17	-0.16		
Step 2					0.022
Peer	0.74	0.43	0.15		
Step 3					0.001
Relational satisfaction	-0.30	1.09	-0.03		
Step 4					0.031
Peer X Relational Satisfaction	1.49	0.72	0.18*		
MESA School subscale					
Step 1				0.12	
Gender	-2.13	1.22	-0.15		

Self-esteem	-0.30	0.12	-0.23*		
Trust towards adults	-0.32	0.17	-0.17		
Step 2					0.045
School	2.01	0.81	0.22*		
Step 3					0.000
Relational Satisfaction	-0.21	1.07	-0.02		
Step 4					0.000
School X Relational Satisfaction	0.22	1.31	0.02		
Sum of MESA scale					
Step 1				0.12	
Gender	-1.97	1.22	-0.14		
Self-esteem	-0.28	0.12	-0.21*		
Trust towards adults	-0.37	0.17	-0.19*		
Step 2					0.011
MESA Sum	0.17	0.14	0.11		
Step 3					0.003
Relational Satisfaction	-0.73	1.10	-0.06		
Step 4					0.031
MESA Sum X Relational Satisfaction	0.47	0.23	0.18*		

*p<.05

Figure 3

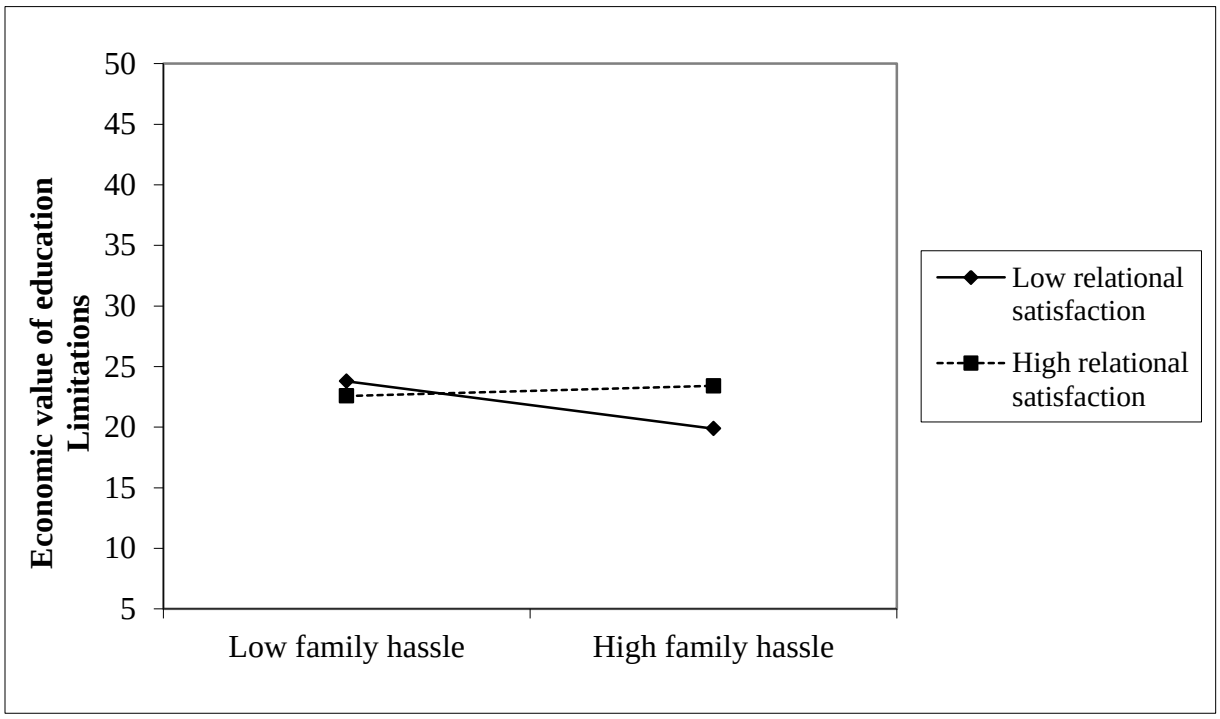


Figure 4

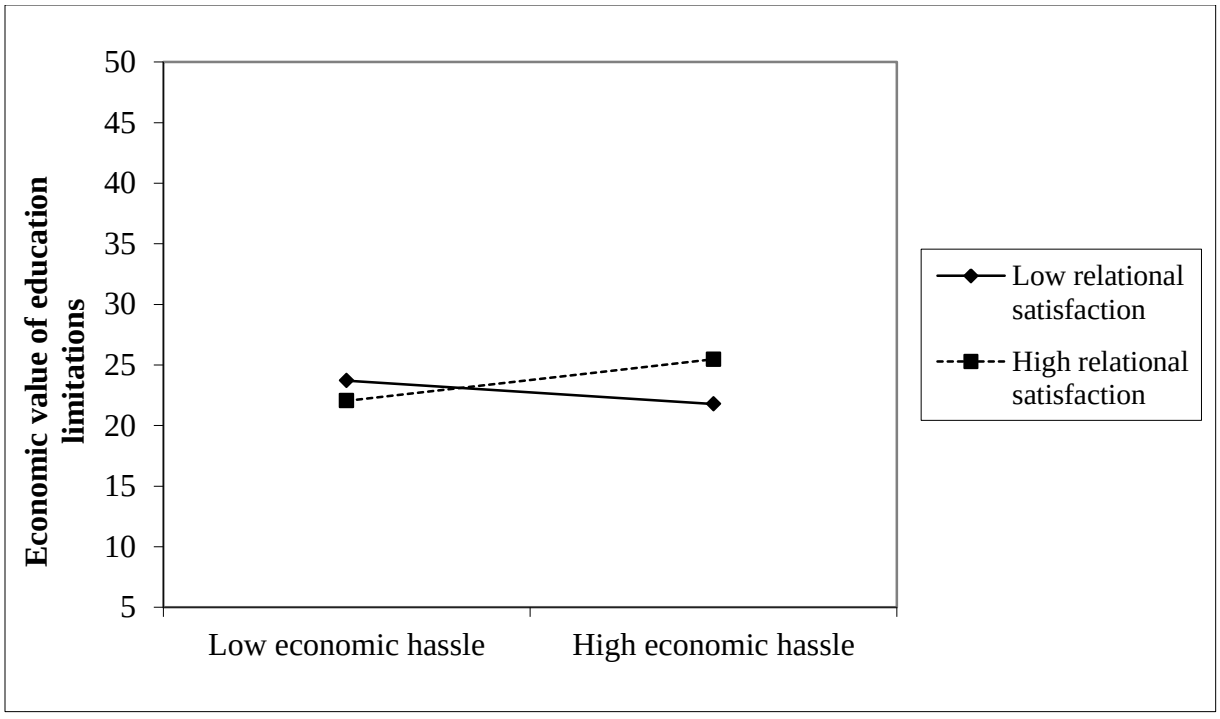


Figure 5

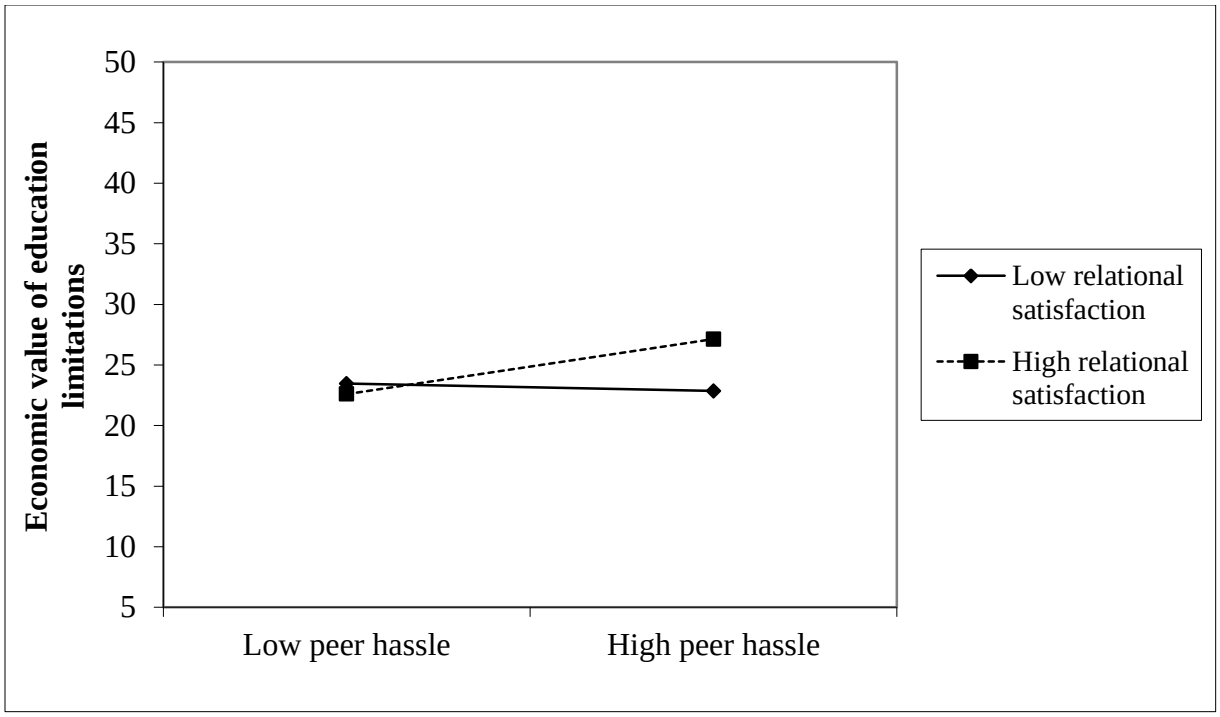
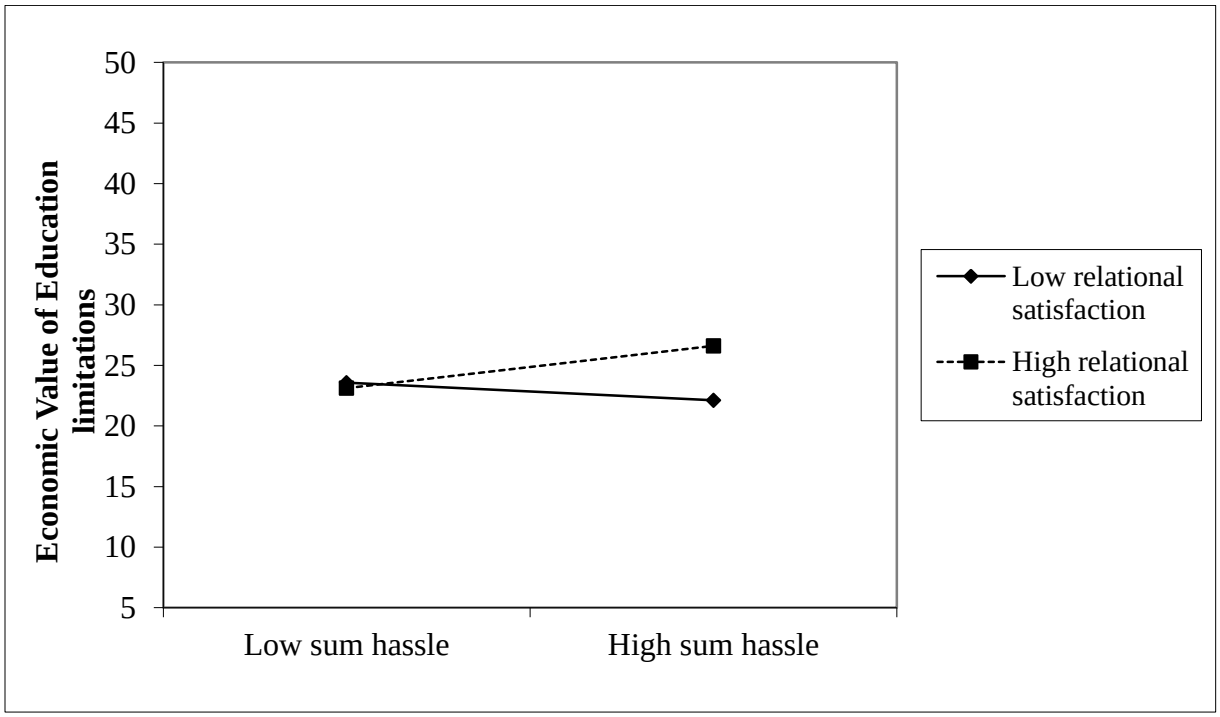


Figure 6



For the following set of regressions, Limitations of EVE served as the outcome variable. Gender, self-esteem, and trust towards adults served as the control variables and were entered

first in the hierarchical multiple regressions, the MESA stressors subscales and composite scale were entered second, the Intimacy of mentoring relationship quality was entered third, and the interaction of the Intimacy of Mentoring Relationship Quality and MESA subscales and composite scores were entered last. The models were statistically significant at Step 1 (F(3,114) = 5.44, p = .002) for self-esteem and trust towards adults, in that more self-esteem and trust towards adults were associated with lower perceived limitations of EVE, and Step 2 (F(1,113) = 5.04, p = .027) for the MESA school scale in predicting Limitations of EVE, in that more school stressors were associated with higher perceived limitations of the economic value of education. The remaining MESA subscales and composite scale did not significantly predict Limitations of EVE, nor did the Intimacy subscale. However, the interaction of Intimacy and MESA subscale of peer hassles and composite scale were significant; the remaining interactions were not significant (See Table 9). Results indicate that the interaction between peer hassles and intimacy in the mentoring relationship on the perceived limitations of EVE was significant (F(1,111) = 3.98, p = .048). Intimacy moderated the relationship in an unexpected direction, in that the perceived limitations of EVE increased as peer hassles increased for those with more intimacy, yet slightly decreased as peer hassles increased among those with less intimacy (Figure 7). The interaction between the sum of stressors and intimacy on limitations in education was significant (F(1,108) = 4.33, p = .040). Intimacy moderated the relationship between perceived limitations of EVE and stressors, in that as the number of overall stressors increased, perceived limitations of the economic value of education decreased for those with less intimacy with mentors. However, among participants with more intimacy with mentors, stressors increased as perceived limitations increased (Figure 8).

Table 9

Summary of Hierarchical Multiple Regressions to predict EVE limitations scores based on intimacy of mentoring relationship quality

Predictor	*B*	*SE B*	β	R^2	ΔR^2
MESA Discrimination subscale					
Step 1				0.13	
Gender	-2.16	1.23	-0.15		
Self-esteem	-0.30	0.12	-0.22*		
Trust towards adults	-0.36	0.18	-0.18		
Step 2					0.006
Discrimination	0.48	0.52	0.08		
Step 3					0.004
Intimacy	-0.77	1.01	-0.07		
Step 4					0.001
Discrimination X Intimacy	0.33	0.83	0.04		
MESA Violence/Victimization subscale					
Step 1				0.13	
Gender	-2.13	1.24	-0.15		
Self-esteem	-0.30	0.12	-0.22*		
Trust towards adults	-0.37	0.18	-0.18*		
Step 2					0.008
Violence/Victimization	0.55	0.53	0.09		
Step 3					0.004
Intimacy	-0.78	1.02	-0.07		

Step 4					0.016
Violence/Victimization X Intimacy	1.22	0.85	0.13		
MESA Family subscale					
Step 1				0.13	
Gender	-1.90	1.23	-0.14		
Self-esteem	-0.28	0.12	-0.21*		
Trust towards adults	-0.42	0.18	-0.21*		
Step 2					0.014
Family	-0.66	0.50	-0.12		
Step 3					0.005
Intimacy	-0.84	1.01	-0.08		
Step 4					0.012
Family X Intimacy	0.99	0.79	0.11		
MESA Economic subscale					
Step 1				0.12	
Gender	-2.26	1.24	-0.16		
Self-esteem	-0.28	0.12	-0.21*		
Trust towards adults	-0.36	0.18	-0.18		
Step 2					0.004
Economic	1.11	1.49	0.07		
Step 3					0.003
Intimacy	-0.59	1.03	-0.05		

Step 4					0.019
Economic X Intimacy	5.66	2.31	0.14		
MESA Peer subscale					
Step 1				0.13	
Gender	-2.16	1.23	-0.15		
Self-esteem	-0.30	0.12	-0.22*		
Trust towards adults	-0.36	0.18	-0.18*		
Step 2					0.018
Peer	0.66	0.43	0.14		
Step 3					0.003
Intimacy	-0.61	1.01	-0.06		
Step 4					0.030
Peer X Intimacy	1.49	0.72	0.18*		
MESA School subscale					
Step 1				0.13	
Gender	-2.16	1.23	-0.15		
Self-esteem	-0.30	0.12	-0.22*		
Trust towards adults	-0.36	0.18	-0.18*		
Step 2					0.037
School	1.84	0.82	0.20*		
Step 3					0.004
Intimacy	-0.76	0.10	-0.07		
Step 4					0.022

School X Intimacy	2.01	1.16	0.15		
Sum of MESA scale					
Step 1				0.13	
Gender	-1.97	1.24	-0.14		
Self-esteem	-0.26	0.12	-0.20*		
Trust towards adults	-0.42	0.18	-0.21*		
Step 2					0.007
MESA Sum	0.13	0.14	0.08		
Step 3					0.005
Intimacy	-0.80	1.03	-0.07		
Step 4					0.033
MESA Sum X Intimacy	0.43	0.21	0.19*		

*p<.05

Figure 7

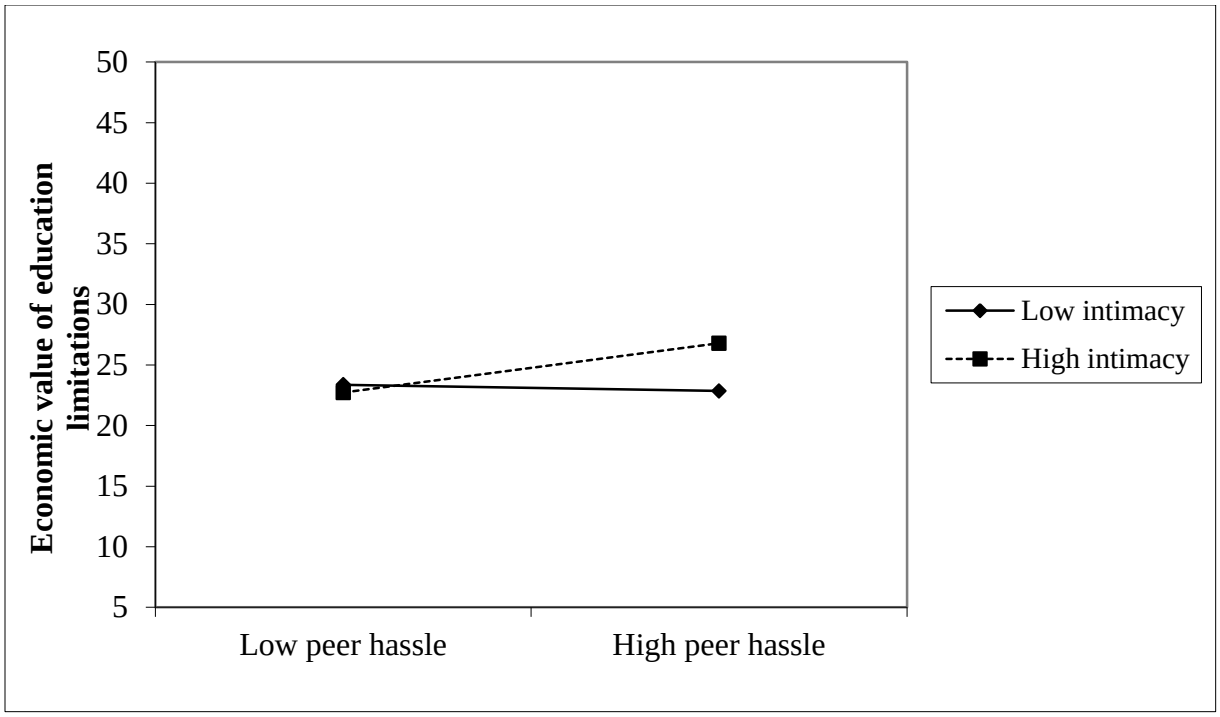
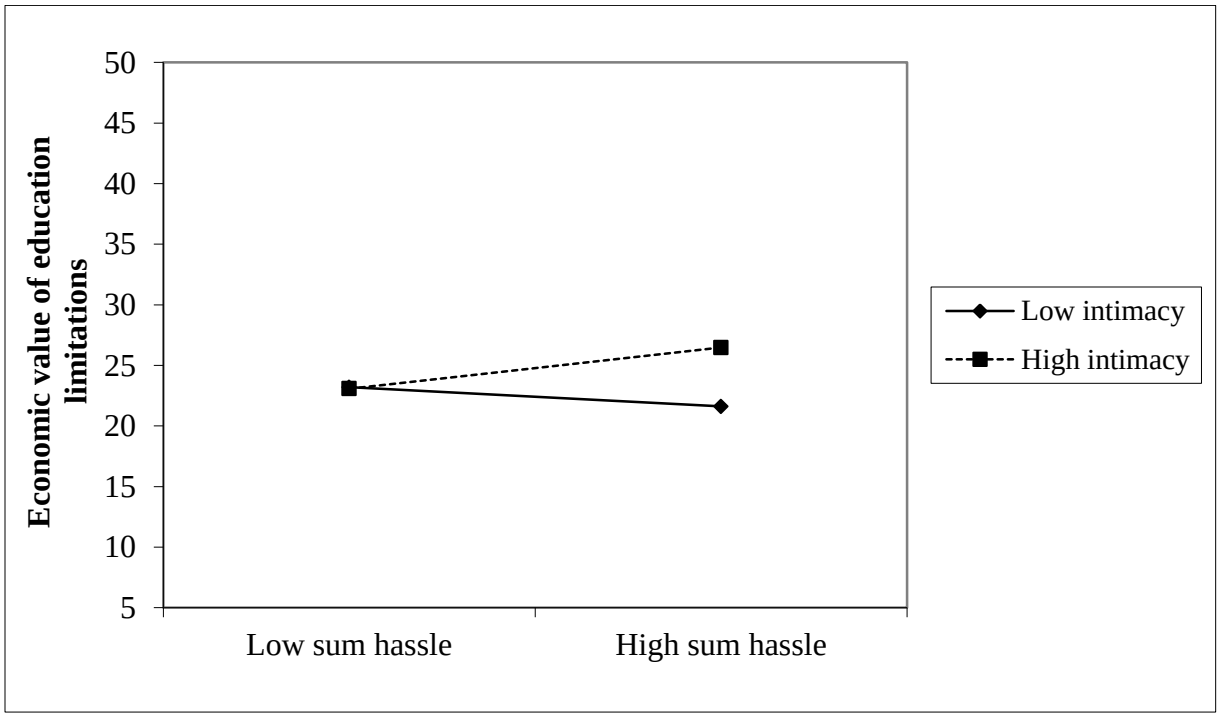


Figure 8



For the following set of regressions, Limitations of EVE served as the outcome variable. Gender, self-esteem, and trust towards adults served as the control variables and were entered

first in the hierarchical multiple regressions, the MESA stressors subscales and composite scale were entered second, the Instrumental Satisfaction of mentoring relationship quality was entered third, and the interaction of the Instrumental Satisfaction of Mentoring Relationship Quality and MESA subscales and composite scores was entered last. The model was statistically significant at Step 1 ($F(3,116) = 5.54$, $p = .001$) for trust and sensitivity towards adults, in that higher trust and sensitivity are associated lower perceived limitations of EVE, and Step 2 ($F(1, 115) = 4.82$, $p = .030$) for the MESA school scale in predicting Limitations of EVE, in that more school stressors were associated with higher perceived limitations of the economic value of education. The remaining MESA subscales and composite scale did not significantly predict Limitations of EVE, nor did the Instrumental Satisfaction subscale. However, the interactions between Instrumental Satisfaction and MESA subscales of violence/victimization stressors and family stressors as well as the composite scale were significant; the remaining interactions were not significant (see Table 10).

Results indicate that the interaction between violence/victimization hassles and instrumental satisfaction on the perceived limitations of EVE was significant at Step 4 ($F(1, 112) = 5.30$, $p = .023$). The instrumental satisfaction of mentoring relationship quality moderated the relationship in an unexpected direction, in that the perceived limitations of EVE increased as violence/victimization stressors increased for those with higher instrumental satisfaction, yet perceived limitations of EVE slightly decreased for those with lower instrumental satisfaction as violence/victimization stressors increased (Figure 9). The interaction between family stressors and instrumental satisfaction on the perceived limitations of EVE was significant at Step 4 ($F(1, 112) = 5.08$, $p = .026$). The instrumental satisfaction of mentoring relationship quality moderated the relationship between perceived limitations of EVE and family stressors in the unexpected

direction, in that as family stressors increased, perceived limitations of EVE decreased for those with low instrumental satisfaction yet remained stable for those with high instrumental satisfaction (Figure 10). The interaction between the sum of stressors and instrumental support of mentoring relationship quality on the perceived limitations of EVE was significant at Step 4 ($F(1, 110) = 7.22$, $p = .008$). The instrumental support of mentoring relationship quality moderated the relationship between perceived limitations of EVE and stressors in an unexpected direction, in that as overall stressors increased, perceived limitations of EVE decreased for those with low instrumental satisfaction with mentors yet increased with high instrumental satisfaction (Figure 11).

Table 10

Summary of Hierarchical Multiple Regressions to predict EVE limitations scores based on instrumental satisfaction of mentoring relationship quality

Variable	*B*	*SE B*	β	R^2	ΔR^2
MESA Discrimination subscale					
Step 1				0.13	
Gender	-2.24	1.21	-0.16		
Self-esteem	-0.29	0.12	-0.22*		
Trust towards adults	-0.36	0.18	-0.18*		
Step 2					0.007
Discrimination	0.51	0.52	0.09		
Step 3					0.008
Instrumental Satisfaction	-1.13	1.08	-0.10		
Step 4					0.018

Discrimination X	1.25	0.80	0.14		
Instrumental Satisfaction					
MESA Violence/Victimization subscale					
Step 1				0.13	
Gender	-2.22	1.22	-0.16		
Self-esteem	-0.29	0.12	-0.22*		
Trust towards adults	-0.36	0.18	-0.18*		
Step 2					0.008
Violence/Victimization	0.54	0.52	0.09		
Step 3					0.009
Instrumental Satisfaction	-1.18	1.09	-0.10		
Step 4					0.040
Violence/Victimization X	1.60	0.70	0.20*		
Instrumental Satisfaction					
MESA Family subscale					
Step 1				0.13	
Gender	-2.00	1.21	-0.15		
Self-esteem	-0.27	0.12	-0.21*		
Trust towards adults	-0.41	0.18	-0.21*		
Step 2					0.013
Family	-0.64	0.49	-0.12		
Step 3					0.012
Instrumental Satisfaction	-1.34	1.08	-0.12		

Step 4					0.037
Family X Instrumental Satisfaction	1.64	0.73	0.20*		
MESA Economic subscale					
Step 1				0.12	
Gender	-2.34	1.21	-0.17		
Self-esteem	-0.28	0.12	-0.21*		
Trust towards adults	-0.36	0.18	-0.18*		
Step 2					0.004
Economic	1.11	1.47	0.07		
Step 3					0.006
Instrumental satisfaction	-1.01	1.11	-0.09		
Step 4					0.028
Economic X Instrumental Satisfaction	5.16	2.68	0.17		
MESA Peer subscale					
Step 1				0.13	
Gender	-2.24	1.21	-0.16		
Self-esteem	-0.29	0.12	-0.22*		
Trust towards adults	-0.36	0.18	-0.18*		
Step 2					0.018
Peer	0.65	0.42	0.14		
Step 3					0.006

Instrumental Satisfaction	-0.10	1.09	-0.09		
Step 4					0.028
Peer X Instrumental Satisfaction	1.25	0.63	0.17		
MESA School subscale					
Step 1				0.13	
Gender	-2.24	1.21	-0.16		
Self-esteem	-0.30	0.12	-0.22*		
Trust towards adults	-0.36	0.18	-0.18*		
Step 2					0.035
School	1.77	0.81	0.20*		
Step 3					0.007
Instrumental Satisfaction	-1.06	1.07	-0.09		
Step 4					0.015
School X Instrumental Satisfaction	1.83	1.26	0.13		
Sum of MESA scale					
Step 1				0.13	
Gender	-2.06	1.22	-0.15		
Self-esteem	-0.26	0.12	-0.20*		
Trust towards adults	-0.42	0.18	-0.21*		
Step 2					0.007
MESA Sum	0.13	0.14	0.08		

Step 3				0.010
Intimacy	-1.28	1.11	-0.11	
Step 4				0.053
MESA Sum X Intimacy	0.49	0.18	0.24**	

*= p <.05, **=p <.01

Figure 9

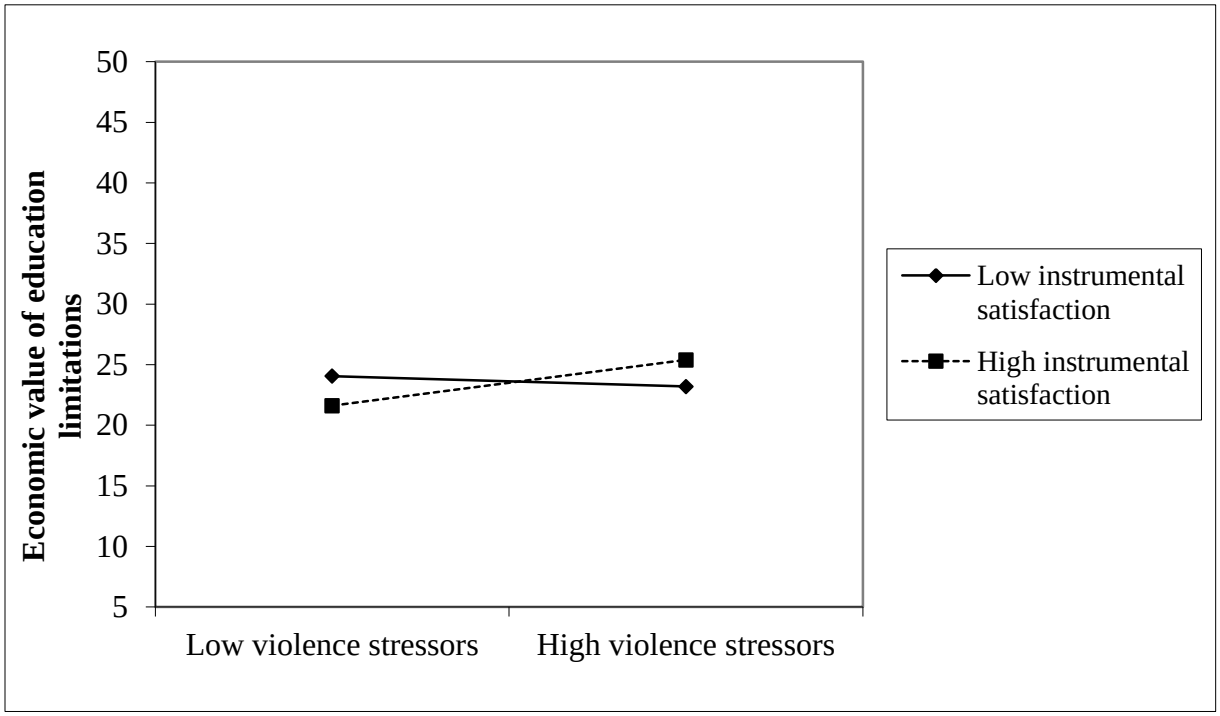


Figure 10

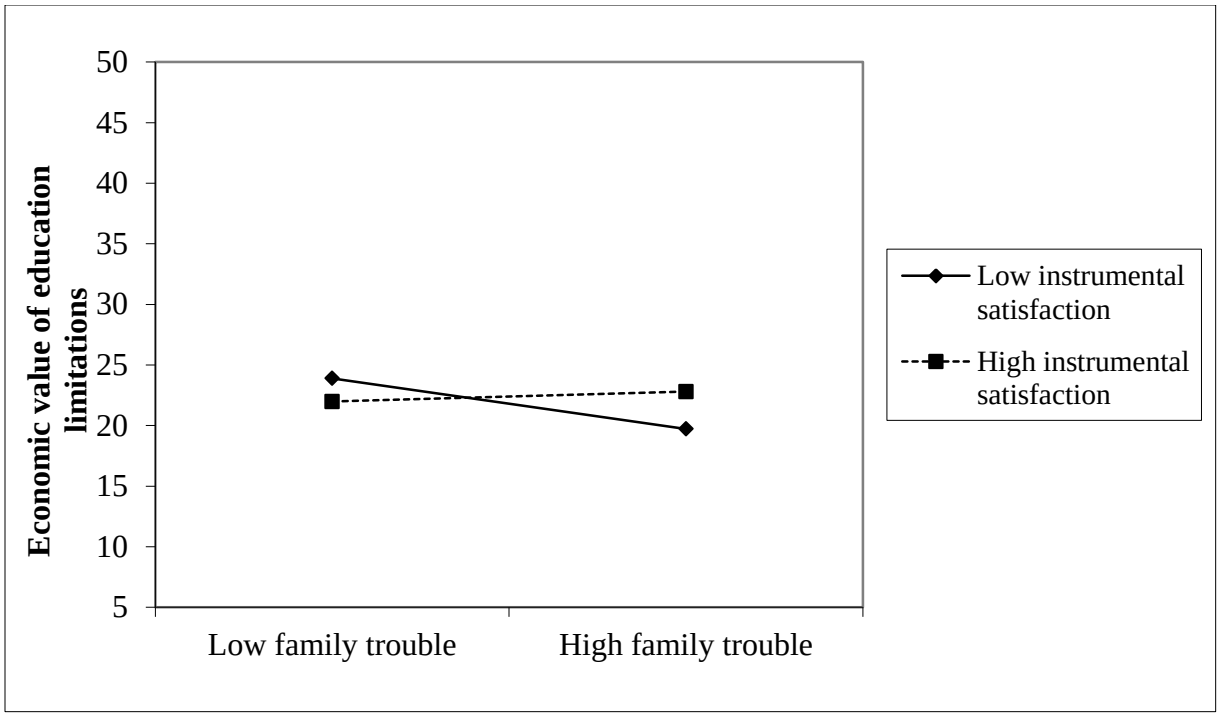
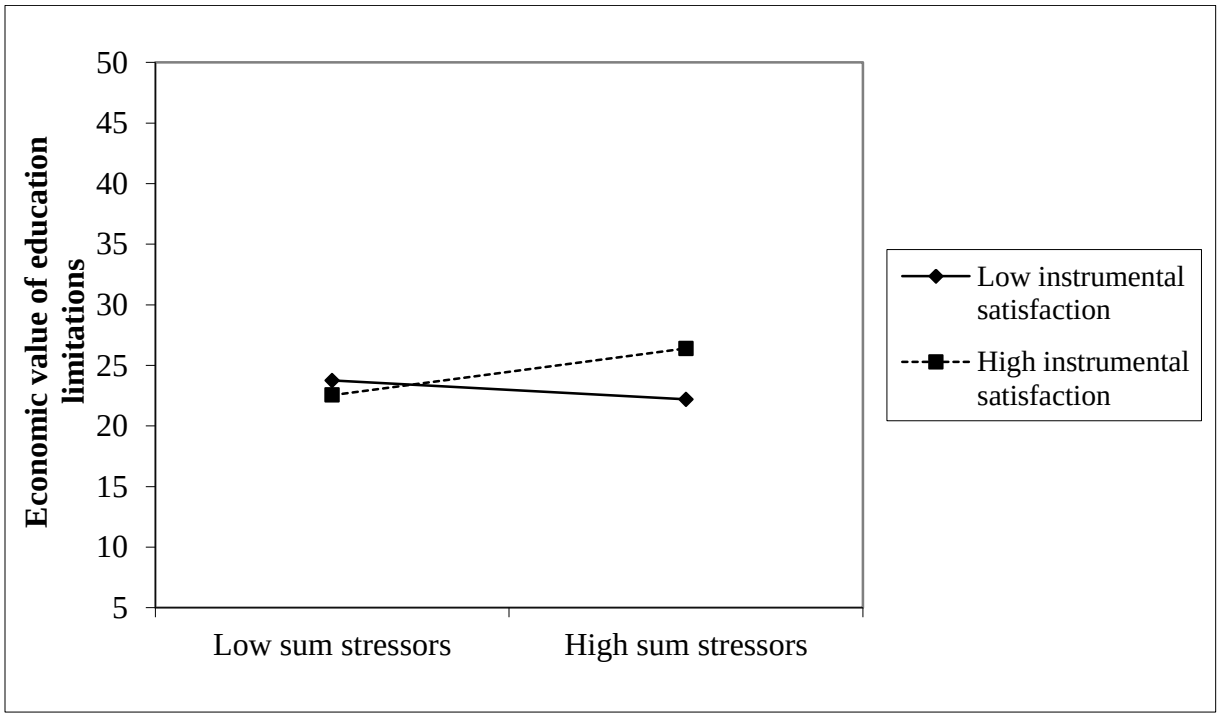


Figure 11



For the following set of regressions, Limitations of EVE served as the outcome variable. Gender, self-esteem, and trust towards adults served as the control variables and were entered

first in the hierarchical multiple regressions, the MESA stressors subscales and composite scale were entered second, the Dissatisfaction of mentoring relationship quality was entered third, and the interaction of the Dissatisfaction of Mentoring Relationship Quality and MESA subscales and composite scores were entered last. The model was statistically significant at Step 1 ($F(3,117) = 5.24$, $p = .002$) for self-esteem, in that more self-esteem was associated with lower dissatisfaction, and Step 2 ($F(1,116) = 6.26$, $p = .014$) for the MESA school scale in predicting Limitations of EVE, in that more school stressors were associated with higher perceived limitations of the economic value of education. The model for the MESA Peer subscale was significant at Step 1 ($F(3,117) = 5.24$, $p = .002$) and approached significance at Step 2 ($F(1,116) = 3.00$, $p = .086$) for the Peer Hassles subscale in predicting Limitations of EVE scores. The remaining MESA subscales and composite scale did not significantly predict Limitations of EVE, nor did the Dissatisfaction subscale, nor the interaction of Dissatisfaction and MESA subscales and composite (See Table 11).

Table 11

Summary of Hierarchical Multiple Regressions to predict EVE limitations scores on dissatisfaction of mentoring relationship quality

Variable	*B*	*SE B*	β	R^2	ΔR^2
MESA Discrimination subscale					
Step 1				0.12	
Gender	-2.17	1.21	-0.16		
Self-esteem	-0.30	0.12	-0.23*		
Trust towards adults	-0.31	0.17	-0.16		
Step 2					0.009

Discrimination	0.59	0.52	0.10		
Step 3					0.001
Dissatisfaction	0.30	0.80	0.03		
Step 4					0.002
Discrimination X Dissatisfaction	-0.38	0.72	-0.05		
MESA Violence/Victimization subscale					
Step 1				0.12	
Gender	-2.15	1.22	-0.16		
Self-esteem	-0.30	0.12	-0.23*		
Trust towards adults	-0.31	0.17	-0.16		
Step 2					0.012
Violence/Victimization	0.67	0.54	0.11		
Step 3					0.001
Dissatisfaction	0.35	0.80	0.04		
Step 4					0.000
Violence/Victimization X Dissatisfaction	0.13	0.77	0.02		
MESA Family subscale					
Step 1				0.12	
Gender	-1.92	1.21	-0.14		
Self-esteem	-0.28	0.12	-0.22*		
Trust towards adults	-0.36	0.17	-0.19*		

Step 2					0.010
Family	-0.57	0.50	-0.10		
Step 3					0.001
Dissatisfaction	0.30	0.80	0.03		
Step 4					0.007
Family X Dissatisfaction	0.50	0.54	0.09		
MESA Economic subscale					
Step 1				0.12	
Gender	-2.27	1.22	-0.16		
Self-esteem	-0.29	0.12	-0.22*		
Trust towards adults	-0.31	0.17	-0.16		
Step 2					0.004
Economic	1.13	1.47	0.07		
Step 3					0.001
Dissatisfaction	0.30	0.80	0.03		
Step 4					0.001
Economic X Dissatisfaction	0.76	2.00	0.04		
MESA Peer subscale					
Step 1				0.12	
Gender	-2.17	1.21	-0.16		
Self-esteem	-0.30	0.12	-0.23*		
Trust towards adults	-0.31	0.17	-0.16		
Step 2					0.022

Peer	0.74	0.43	0.15		
Step 3					0.001
Dissatisfaction	0.28	0.79	0.03		
Step 4					0.004
Peer X Dissatisfaction	-0.41	0.57	-0.06		
MESA School subscale					
Step 1				0.12	
Gender	-2.17	1.21	-0.16		
Self-esteem	-0.30	0.12	-0.23*		
Trust towards adults	-0.31	0.17	-0.18		
Step 2					0.045
School	1.99	0.80	0.22*		
Step 3					0.002
Dissatisfaction	0.38	0.78	0.04		
Step 4					0.001
School X Dissatisfaction	-0.31	1.07	-0.03		
Sum of MESA scale					
Step 1				0.12	
Gender	-1.99	1.22	-0.15		
Self-esteem	-0.27	0.12	-0.21*		
Trust towards adults	-0.36	0.17	-0.19*		
Step 2					0.011
MESA Sum	0.17	0.14	0.11		

Step 3				0.000
Dissatisfaction	0.15	0.80	0.02	
Step 4				0.000
MESA Sum X Dissatisfaction	-0.00	0.18	-0.00	

*= p <.05

For the following set of regressions, Limitations of EVE served as the outcome variable. Gender, self-esteem, and trust towards adults served as the control variables and were entered first in the hierarchical multiple regressions, the MESA stressors subscales and composite scale were entered second, the Dependability of mentoring relationship quality was entered third, and the interaction of the Dependability of Mentoring Relationship Quality and MESA subscales and composite scores were entered last. The model was statistically significant at Step 1 (F(3,117) = 5.15, p = .002) for self-esteem, in that more self-esteem was associated with lower perceived limitations of EVE, and Step 2 (F(1, 116) = 5.50, p = .021) for the MESA school scale in predicting Limitations of EVE, in that more school stressors were associated with higher perceived limitations of the economic value of education. The model for the MESA Peer subscale was significant at Step 1 (F(3,120) = 5.15, p = .002) for self-esteem and approached significance at Step 2 (F(4,120) = 2.61, p = .109) for the Peer Hassles subscale in predicting Limitations of EVE scores. The remaining MESA subscales and composite scale did not significantly predict Limitations of EVE, nor did the Dependability subscale. However, the interactions of Dependability and MESA subscales of peer hassles, family trouble, and overall stressors were significant; the remaining interactions were not significant (See Table 12). Results indicate that the interaction between family trouble and dependability on the perceived

limitations of EVE was significant at Step 4 ($F(1, 113) = 4.10$, $p = .045$). Dependability moderated the relationship in an unexpected direction, in that the perceived limitations of EVE remained stable as family stressors increased among participants with higher dependability. Yet, perceived limitations of EVE decreased as family stressors increased for those with lower dependability in their mentoring relationships (Figure 12). The interaction between peer stressors and dependability on the perceived limitations of EVE was significant at Step 4 ($F(1, 114) = 7.16$, $p = .009$). Dependability moderated the relationship between perceived limitations of EVE and peer stressors in an unexpected direction, in that as peer stressors increased, perceived limitations of EVE remained stable for those with low dependability yet increased for those with high dependability (Figure 13). The interaction between the sum of stressors and dependability on the perceived limitations of EVE was significant at Step 4 ($F(1, 111) = 6.16$, $p = .015$). Dependability moderated the relationship between perceived limitations of EVE and stressors in an unexpected direction, in that as overall stressors increased, perceived limitations of EVE slightly decreased for those with low dependability yet increased for those with high dependability (Figure 14).

Table 12

Summary of Hierarchical Multiple Regressions to predict EVE limitations scores on dependability of mentoring relationship quality

Variable	*B*	*SE B*	β	R^2	ΔR^2
MESA Discrimination subscale					
Step 1				0.12	
Gender	-2.15	1.21	-0.16		
Self-esteem	-0.29	0.12	-0.22*		

Trust towards adults	-0.31	0.17	-0.16		
Step 2					0.009
Discrimination	0.56	0.51	0.10		
Step 3					0.007
Dependability	-0.93	0.98	-0.09		
Step 4					0.005
Discrimination X Dependability	0.64	0.78	0.07		
MESA Violence/Victimization subscale					
Step 1				0.12	
Gender	-2.13	1.22	-0.15		
Self-esteem	-0.29	0.12	-0.22*		
Trust towards adults	-0.32	0.18	-0.16		
Step 2					0.010
Violence/Victimization	0.61	0.52	0.10		
Step 3					0.008
Dependability	-1.00	0.99	-0.10		
Step 4					0.006
Violence/Victimization X Dependability	0.67	0.78	0.08		
MESA Family subscale					
Step 1				0.12	
Gender	-1.91	1.20	-0.14		

Self-esteem	-0.27	0.12	-0.21*		
Trust towards adults	-0.36	0.17	-0.19*		
Step 2					0.011
Family	-0.59	0.49	-0.11		
Step 3					0.009
Dependability	-1.09	1.00	-0.10		
Step 4					0.030
Family X Dependability	1.49	0.73	0.18*		
MESA Economic subscale					
Step 1				0.12	
Gender	-2.25	1.21	-0.16		
Self-esteem	-0.28	0.12	-0.21*		
Trust towards adults	-0.31	0.17	-0.16		
Step 2					0.004
Economic	1.12	1.47	0.07		
Step 3					0.005
Dependability	-0.82	1.00	-0.08		
Step 4					0.008
Economic X Dependability	2.52	2.44	0.09		
MESA Peer subscale					
Step 1				0.12	
Gender	-2.15	1.21	-0.16		
Self-esteem	-0.29	0.12	-0.22*		

Trust towards adults	-0.31	0.17	-0.16		
Step 2					0.019
Peer	0.67	0.42	0.14		
Step 3					0.005
Dependability	-0.82	0.98	-0.08		
Step 4					0.051
Peer X Dependability	1.51	0.56	0.23**		
MESA School subscale					
Step 1				0.12	
Gender	-2.15	1.21	-0.16		
Self-esteem	-0.29	0.12	-0.22*		
Trust towards adults	-0.31	0.17	-0.16		
Step 2					0.040
School	1.83	0.78	0.21*		
Step 3					0.006
Dependability	-0.88	0.97	-0.08		
Step 4					0.020
School X Dependability	1.89	1.13	0.15		
Sum of MESA scale					
Step 1				0.12	
Gender	-1.98	1.22	-0.14		
Self-esteem	-0.26	0.12	-0.20*		
Trust towards adults	-0.37	0.18	-0.19*		

Step 2				0.009
MESA Sum	0.15	0.13	0.10	
Step 3				0.011
Dependability	-1.17	1.00	-0.11	
Step 4				0.045
MESA Sum X Dependability	0.47	0.19	0.22*	

*p<.05, **p<.01

Figure 12

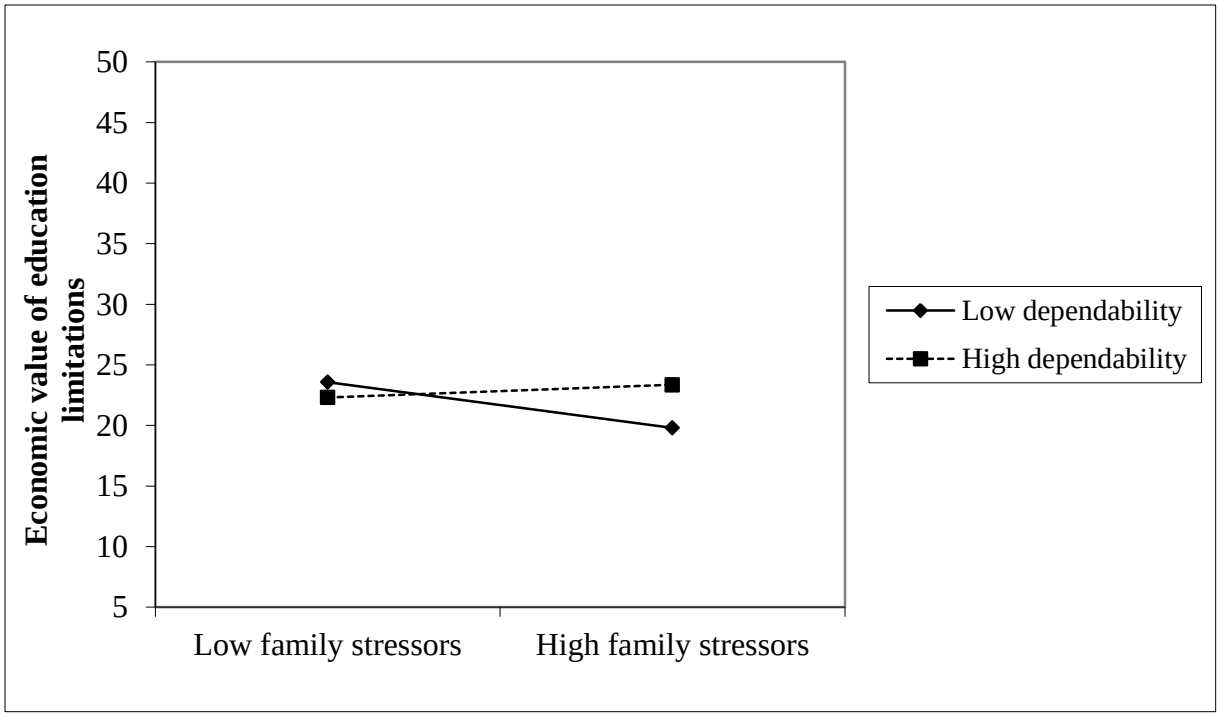


Figure 13

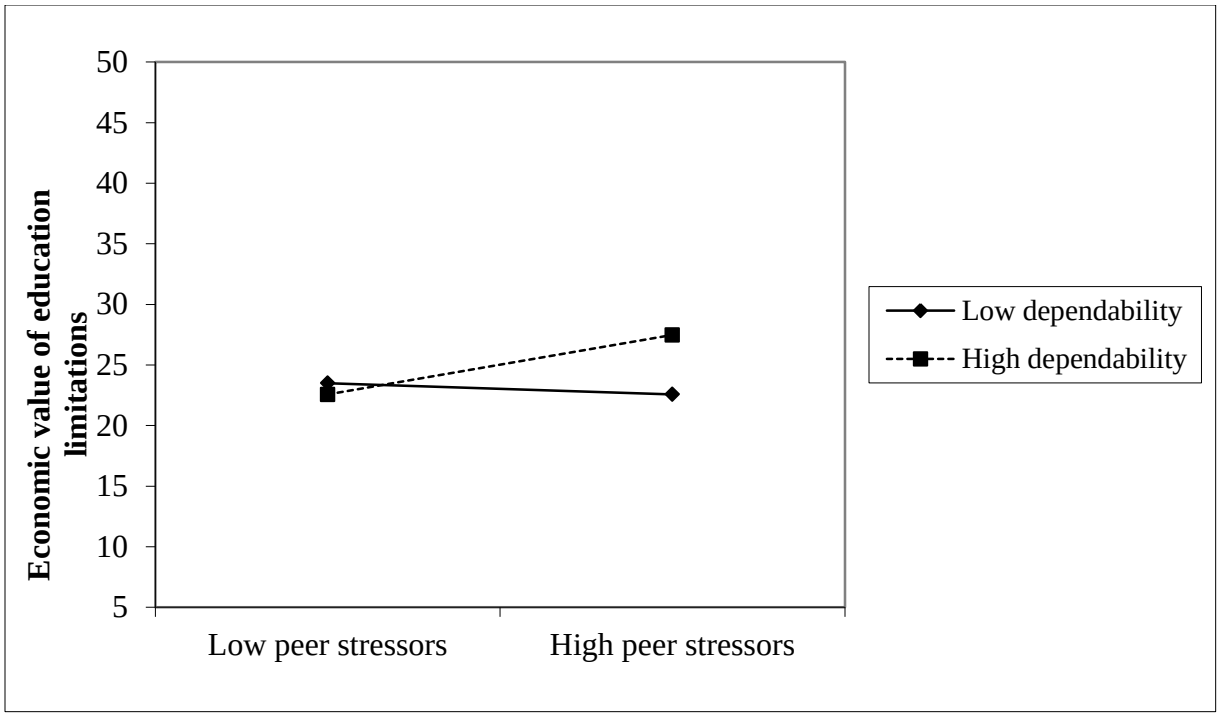
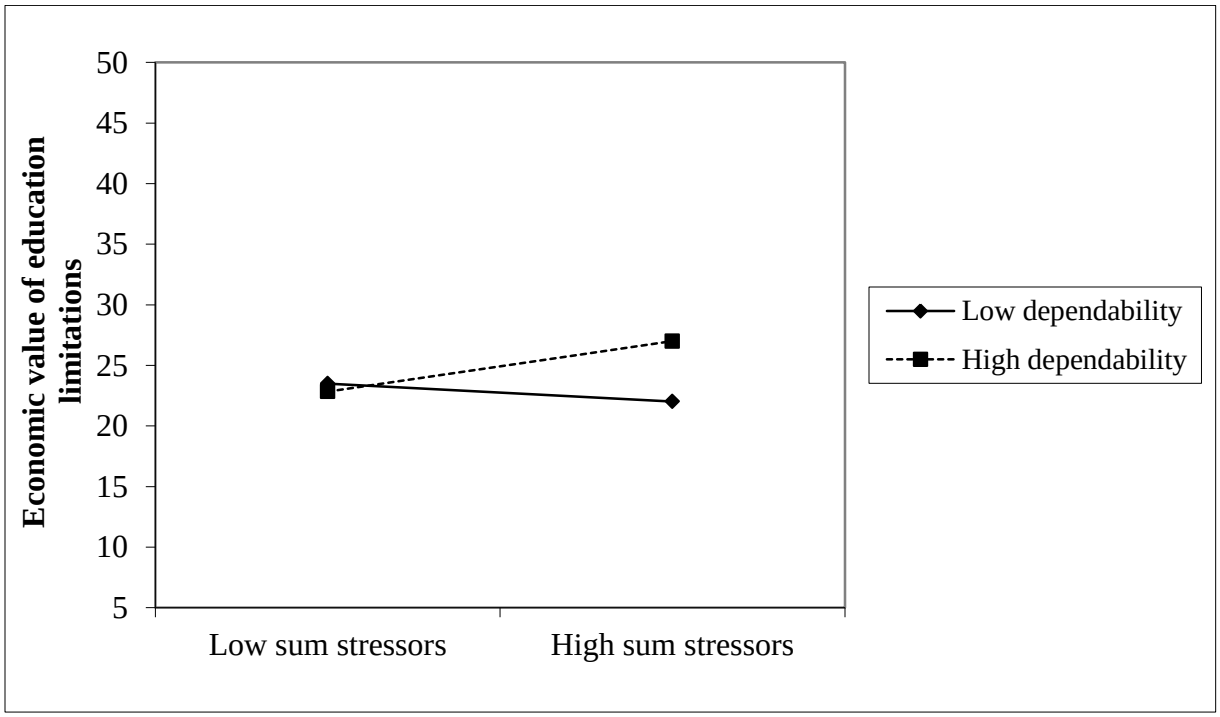


Figure 14



For the following set of regressions, Limitations of EVE served as the outcome variable. Gender, self-esteem, and trust towards adults served as the control variables and were entered

first in the hierarchical multiple regressions, the MESA stressors subscales and composite scale were entered second, the Availability of mentoring relationship quality was entered third, and the interaction of the Availability of Mentoring Relationship Quality and MESA subscales and composite scores were entered last. The model was statistically significant at Step 1 ($F(3,117) = 5.29$, $p = .002$) for self-esteem, in that higher self-esteem was associated with lower perceived limitations of EVE, and Step 2 ($F(1, 116) = 6.20$, $p = .014$) for the MESA school scale in predicting Limitations of EVE, in that more school stressors were associated with higher perceived limitations of the economic value of education. The model for the MESA Peer subscale was significant at Step 1 ($F(3,117) = 5.29$, $p = .002$) and approached significance at Step 2 ($F(1, 116) = 3.02$, $p = .085$) for the Peer Hassles subscale in predicting Limitations of EVE scores. The remaining MESA subscales and composite scale did not significantly predict Limitations of EVE, nor did the Availability subscale, nor the interactions of Availability and MESA subscales and composite scales, with the exception of one interaction. The interaction between family stressors and availability of mentoring was significant (See Table 13). Results indicate that the interaction between family stressors and availability on the perceived limitations of EVE was significant at Step 4 ($F(1, 113) = 4.79$, $p = .031$). The availability of mentoring relationship quality moderated the relationship in unexpected direction, in that the perceived limitations of EVE remained stable as family stressors increased for those with higher availability, yet perceived limitations of EVE decreased for those with lower availability as family stressors increased (Figure 15).

Table 13

Summary of Hierarchical Multiple Regressions to predict EVE limitations scores on availability of mentoring relationship quality

Variable	*B*	*SE B*	β	R^2	ΔR^2
MESA Discrimination subscale					
Step 1				0.12	
Gender	-2.16	1.21	-0.16		
Self-esteem	-0.30	0.12	-0.23*		
Trust towards adults	-0.31	0.17	-0.16		
Step 2					0.009
Discrimination	0.58	0.52	0.10		
Step 3					0.002
Availability	-0.58	1.04	-0.05		
Step 4					0.007
Discrimination X Availability	0.83	0.85	0.09		
MESA Violence/Victimization subscale					
Step 1				0.12	
Gender	-2.13	1.22	-0.15		
Self-esteem	-0.30	0.12	-0.23*		
Trust towards adults	-0.32	0.17	-0.16		
Step 2					0.012
Violence/Victimization	0.67	0.53	0.11		
Step 3					0.004
Availability	-0.75	1.05	-0.07		
Step 4					0.016

Violence/Victimization X Availability	1.09	0.74	0.13		
MESA Family subscale					
Step 1				0.12	
Gender	-1.91	1.21	-0.14		
Self-esteem	-0.29	0.12	-0.22*		
Trust towards adults	-0.37	0.17	-0.19*		
Step 2					0.010
Family	-0.57	0.50	-0.10		
Step 3					0.003
Availability	-0.63	1.04	-0.06		
Step 4					0.035
Family X Availability	1.78	0.81	0.20*		
MESA Economic subscale					
Step 1				0.12	
Gender	-2.25	1.21	-0.16		
Self-esteem	-0.29	0.12	-0.22*		
Trust towards adults	-0.31	0.17	-0.16		
Step 2					0.004
Economic	1.11	1.47	0.67		
Step 3					0.002
Availability	-0.52	1.06	-0.05		
Step 4					0.020

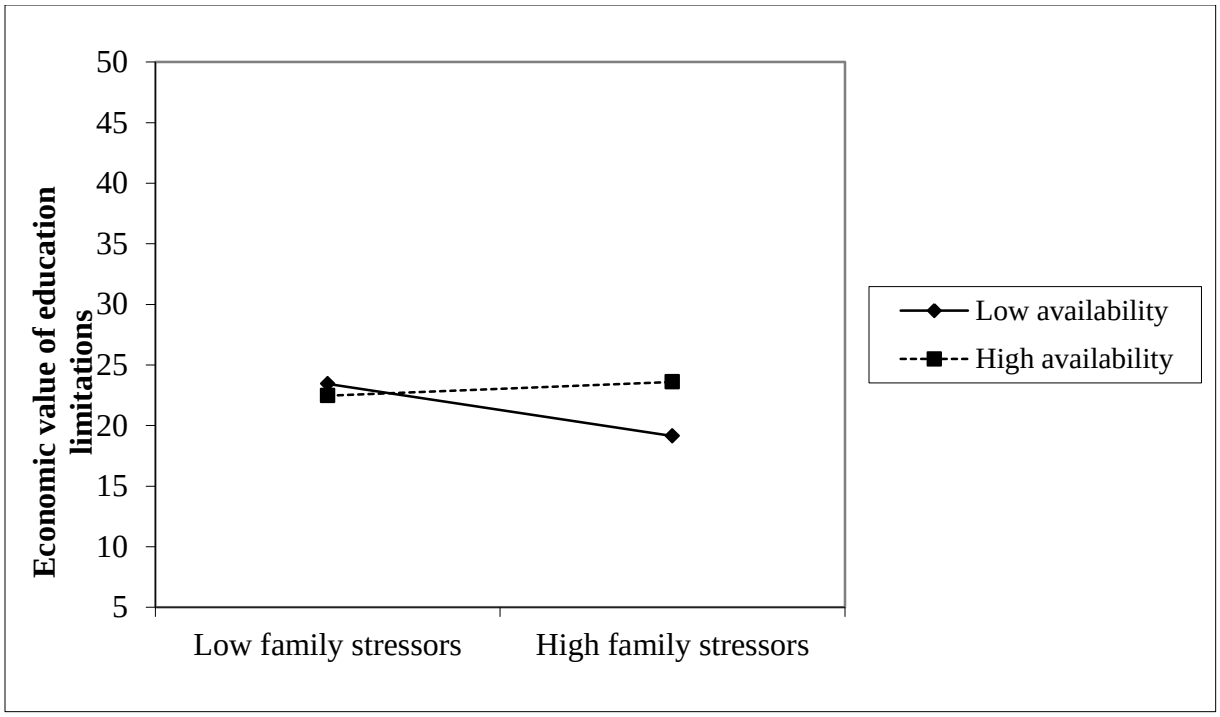
Economic X Availability	4.38	2.71	0.15		
MESA Peer subscale					
Step 1				0.12	
Gender	-2.16	1.21	-0.16		
Self-esteem	-0.30	0.12	-0.23*		
Trust towards adults	-0.31	0.17	-0.16		
Step 2					0.022
Peer	0.74	0.43	0.15		
Step 3					0.003
Availability	-0.64	1.03	-0.06		
Step 4					0.007
Peer X Availability	0.64	0.67	0.08		
MESA School subscale					
Step 1				0.12	
Gender	-2.16	1.21	-0.16		
Self-esteem	-0.30	0.12	-0.23*		
Trust towards adults	-0.31	0.17	-0.16		
Step 2					0.045
School	2.02	0.81	0.22*		
Step 3					0.003
Availability	-0.63	1.02	-0.57		
Step 4					0.002
School X Availability	0.63	1.24	0.05		

Sum of MESA scale

Step 1				0.12	
Gender	-1.97	1.22	-0.14		
Self-esteem	-0.28	0.12	-0.21*		
Trust towards adults	-0.37	0.17	-0.19*		
Step 2					0.011
MESA Sum	0.17	0.14	0.11		
Step 3					0.003
Availability	-0.68	1.05	-0.06		
Step 4					0.024
MESA Sum X Availability	0.36	0.21	0.16		

*p<.05

Figure 15



For the following set of regressions, GPA served as the outcome variable. Gender, self-esteem, age, and trust towards adults served as the control variables and were entered first in the hierarchical multiple regressions, the MESA stressors subscales and composite scale were entered second, the Relational Satisfaction of mentoring relationship quality was entered third, and the interaction of the Relational Satisfaction of Mentoring Relationship Quality and MESA subscales and composite scores were entered last. The model was significant at Step 1 ($F(4,116) = 5.98$, $p = .000$) for age, in that older participants had lower GPA, and approached significance at Step 2 ($F(1,115) = 3.14$, $p = .079$) for the Peer Hassles subscale in predicting GPA. The remaining MESA subscales and composite scale did not significantly predict GPA, nor did the Relational Satisfaction subscale, nor the interaction of Relational Satisfaction and MESA subscales and composite (See Table 14).

Table 14

Summary of Hierarchical Multiple Regressions to predict GPA relational satisfaction of mentoring relationship quality

Predictor	*B*	*SE B*	β	R^2	ΔR^2
MESA Discrimination subscale					
Step 1				0.17	
Gender	0.13	0.16	0.07		
Self-esteem	0.02	0.02	0.13		
Trust towards adults	0.03	0.02	0.12		
Age	-0.50	0.13	-0.33***		
Step 2					0.002
Discrimination	0.04	0.07	0.05		
Step 3					0.006
Relational Satisfaction	0.13	0.15	0.08		
Step 4					0.000
Discrimination X Relational Satisfaction	0.01	0.12	0.01		
MESA Violence/Victimization subscale					
Step 1				0.17	
Gender	0.13	0.16	0.07		
Self-esteem	0.02	0.02	0.13		
Trust towards adults	0.03	0.02	0.12		
Age	-0.50	0.13	-0.33***		
Step 2					0.004

Violence/Victimization	0.05	0.07	0.06		
Step 3					0.006
Relational Satisfaction	0.13	0.15	0.08		
Step 4					0.008
Violence/Victimization X Relational Satisfaction	-0.12	0.12	-0.09		
MESA Family subscale					
Step 1				0.17	
Gender	0.17	0.16	0.09		
Self-esteem	0.03	0.02	0.15		
Trust towards adults	0.03	0.02	0.10		
Age	-0.48	0.13	-0.33***		
Step 2					0.003
Family	-0.05	0.07	-0.06		
Step 3					0.003
Relational Satisfaction	0.09	0.15	0.06		
Step 4					0.002
Family X Relational Satisfaction	-0.05	0.11	-0.04		
MESA Economic subscale					
Step 1				0.17	
Gender	0.13	0.17	0.07		
Self-esteem	0.02	0.02	0.13		

Trust towards adults	0.03	0.02	0.12		
Age	-0.50	0.13	-0.33***		
Step 2					0.009
Economic	0.22	0.20	0.10		
Step 3					0.007
Relational Satisfaction	0.15	0.15	0.09		
Step 4					0.012
Economic X	-0.50	0.35	-0.11		
Relational Satisfaction					
MESA Peer subscale					
Step 1				0.17	
Gender	0.13	0.16	0.07		
Self-esteem	0.02	0.02	0.13		
Trust towards adults	0.03	0.02	0.12		
Age	-0.50	0.13	-0.33***		
Step 2					0.026
Peer	-0.11	0.06	-0.17		
Step 3					0.003
Relational Satisfaction	0.09	0.15	0.06		
Step 4					0.002
Peer X	0.06	0.11	0.04		
Relational Satisfaction					
MESA School subscale					

Step 1				0.17	
Gender	0.13	0.16	0.07		
Self-esteem	0.02	0.02	0.13		
Trust towards adults	0.03	0.02	0.12		
Age	-0.50	0.13	-0.33***		
Step 2					0.006
School	-0.10	0.11	-0.08		
Step 3					0.004
Relational Satisfaction	0.12	0.15	0.07		
Step 4					0.000
School X	-0.04	0.19	-0.02		
Relational Satisfaction					
Sum of MESA scale					
Step 1				0.17	
Gender	0.17	0.16	0.09		
Self-esteem	0.03	0.02	0.14		
Trust towards adults	0.03	0.02	0.09		
Age	-0.49	0.13	-0.33***		
Step 2					0.003
MESA Sum	-0.01	0.02	-0.05		
Step 3					0.002
Relational Satisfaction	0.08	0.15	0.05		
Step 4					0.000

MESA Sum X	-0.00	0.03	-0.01		
Relational Satisfaction					

***p<.001

For the following set of regressions, GPA served as the outcome variable. Gender, self-esteem, age, and trust towards adults served as the control variables and were entered first in the hierarchical multiple regressions, the MESA stressors subscales and composite scale were entered second, the Intimacy of mentoring relationship quality was entered third, and the interaction of the Intimacy of Mentoring Relationship Quality and MESA subscales and composite scores were entered last. The model for the MESA Peer subscale was significant at Step 1 (F(4,114) = 4.90, p = .001) for age, in that older age predicted lower GPA, and approached significance at Step 2 (F(1,113) = 3.29, p = .073) for the Peer Hassles subscale in predicting GPA. The remaining MESA subscales and composite scale did not significantly predict GPA, nor did the Intimacy subscale, nor the interaction of Intimacy and MESA subscales and composite (See Table 15).

Table 15

Summary of Hierarchical Multiple Regressions to predict GPA on intimacy of mentoring relationship quality

Predictor	*B*	*SE B*	β	R^2	ΔR^2
MESA Discrimination subscale					
Step 1				0.15	
Gender	0.11	0.17	0.06		
Self-esteem	0.03	0.02	0.13		
Trust towards adults	0.04	0.03	0.14		

Age	-0.48	0.14	-0.30***		
Step 2					0.001
Discrimination	0.02	0.07	0.02		
Step 3					0.006
Intimacy	-0.13	0.14	-0.08		
Step 4					0.011
Discrimination X Intimacy	0.14	0.12	0.11		
MESA Violence/Victimization subscale					
Step 1				0.17	
Gender	0.17	0.17	0.08		
Self-esteem	0.03	0.02	0.14		
Trust towards adults	0.03	0.03	0.11		
Age	-0.50	0.14	-0.33***		
Step 2					0.000
Violence/Victimization	0.02	0.07	0.02		
Step 3					0.004
Intimacy	-0.10	0.14	-0.07		
Step 4					0.001
Violence/Victimization X Intimacy	0.04	0.12	0.03		
MESA Family subscale					
Step 1				0.15	

	Gender	0.14	0.17	0.07	
	Self-esteem	0.03	0.02	0.14	
	Trust towards adults	0.03	0.03	0.11	
	Age	-0.46	0.14	-0.29***	
	Step 2				0.011
	Family	-0.08	0.07	-0.11	
	Step 3				0.008
	Intimacy	-0.14	0.14	-0.09	
	Step 4				0.015
	Family X	0.15	0.11	0.12	
	Intimacy				
MESA	Economic subscale				
	Step 1			0.15	
	Gender	0.13	0.18	0.06	
	Self-esteem	0.03	0.02	0.13	
	Trust towards adults	0.04	0.03	0.14	
	Age	-0.48	0.14	-0.30***	
	Step 2				0.012
	Economic	0.26	0.21	0.11	
	Step 3				0.006
	Intimacy	-0.13	0.14	-0.08	
	Step 4				0.020
	Economic X	-0.53	0.32	-0.14	

Intimacy					
MESA Peer subscale					
Step 1				0.15	
Gender	0.11	0.17	0.06		
Self-esteem	0.03	0.02	0.13		
Trust towards adults	0.04	0.03	0.13		
Age	-0.48	0.14	-0.30***		
Step 2					0.028
Peer	-0.12	0.06	-0.17		
Step 3					0.008
Intimacy	-0.15	0.14	-0.10		
Step 4					0.016
Peer X	0.13	0.09	0.13		
Intimacy					
MESA School subscale					
Step 1				0.15	
Gender	0.11	0.17	0.06		
Self-esteem	0.03	0.02	0.13		
Trust towards adults	0.04	0.03	0.14		
Age	-0.48	0.14	-0.30***		
Step 2					0.0012
School	-0.15	0.12	-0.12		
Step 3					0.006

Intimacy	-0.12	0.14	-0.08		
Step 4					0.006
School X	0.15	0.17	0.08		
Intimacy					
Sum of MESA scale					
Step 1				0.17	
Gender	0.20	0.17	0.11		
Self-esteem	0.03	0.02	0.15		
Trust towards adults	0.02	0.03	0.09		
Age	-0.50	0.14	-0.33***		
Step 2					0.011
MESA Sum	-0.02	0.02	-0.11		
Step 3					0.008
Intimacy	-0.14	0.14	-0.09		
Step 4					0.015
MESA Sum X	0.04	0.03	0.13		
Intimacy					

***p<.001

For the following set of regressions, GPA served as the outcome variable. Gender, self-esteem, age, and trust towards adults served as the control variables and were entered first in the hierarchical multiple regressions, the MESA stressors subscales and composite scale were entered second, the instrumental satisfaction of mentoring relationship quality was entered third, and the interaction of the instrumental satisfaction of mentoring relationship quality and MESA

subscales and composite scores were entered last. The model was significant at Step 1 ($F(4,115) = 4.63$, $p = .002$) for age, in that older age predicted lower GPA, and approached significance at Step 2 ($F(1, 114) = 3.28$, $p = .073$) for the Peer Hassles subscale in predicting GPA. The remaining MESA subscales and composite scale did not significantly predict GPA, nor did the Instrumental Satisfaction subscale, nor the interaction of Instrumental Satisfaction and MESA subscales and composite (See Table 16).

Table 16

Summary of Hierarchical Multiple Regressions to predict GPA on instrumental satisfaction of mentoring relationship quality

Predictor	*B*	*SE B*	β	R^2	ΔR^2
MESA Discrimination subscale					
Step 1				0.14	
Gender	0.08	0.17	0.04		
Self-esteem	0.03	0.02	0.13		
Trust towards adults	0.04	0.03	0.13		
Age	-0.46	0.14	-0.29***		
Step 2					0.001
Discrimination	0.02	0.07	0.03		
Step 3					0.001
Instrumental Satisfaction	-0.07	0.16	-0.04		
Step 4					0.023
Discrimination X Instrumental Satisfaction	0.20	0.11	0.16		

MESA Violence/Victimization subscale					
Step 1				0.15	
Gender	0.13	0.17	0.07		
Self-esteem	0.02	0.02	0.13		
Trust towards adults	0.03	0.02	0.10		
Age	-0.49	0.13	-0.32***		
Step 2					0.000
Violence/Victimization	0.01	0.07	0.01		
Step 3					0.000
Instrumental Satisfaction	-0.03	0.15	-0.02		
Step 4					0.000
Violence/Victimization X Instrumental Satisfaction	-0.10	0.10	-0.01		
MESA Family subscale					
Step 1				0.14	
Gender	0.11	0.17	0.06		
Self-esteem	0.03	0.02	0.14		
Trust towards adults	0.03	0.03	0.10		
Age	-0.44	0.14	-0.29***		
Step 2					0.012
Family	-0.09	0.07	-0.11		
Step 3					0.003
Instrumental Satisfaction	-0.10	0.16	-0.06		

	Step 4				0.006
	Family X	0.09	0.11	0.08	
	Instrumental Satisfaction				
MESA Economic subscale					
	Step 1			0.14	
	Gender	0.08	0.17	0.04	
	Self-esteem	0.02	0.02	0.12	
	Trust towards adults	0.04	0.03	0.13	
	Age	-0.46	0.14	-0.30***	
	Step 2				0.011
	Economic	0.25	0.21	0.11	
	Step 3				0.002
	Instrumental Satisfaction	-0.07	0.16	-0.05	
	Step 4				0.024
	Economic X	-0.68	0.38	-0.16	
	Instrumental Satisfaction				
MESA Peer subscale					
	Step 1			0.14	
	Gender	0.08	0.17	0.04	
	Self-esteem	0.02	0.02	0.13	
	Trust towards adults	0.04	0.03	0.13	
	Age	-0.46	0.14	-0.29***	
	Step 2				0.027

Peer	-0.11	0.06	-0.17		
Step 3					0.004
Instrumental Satisfaction	-0.11	0.15	-0.07		
Step 4					0.007
Peer X	0.09	0.09	0.09		
Instrumental Satisfaction					
MESA School subscale					
Step 1				0.14	
Gender	0.08	0.17	0.04		
Self-esteem	0.02	0.02	0.13		
Trust towards adults	0.04	0.03	0.13		
Age	-0.46	0.14	-0.29***		
Step 2					0.014
School	-0.16	0.12	-0.13		
Step 3					0.002
Instrumental Satisfaction	-0.08	0.16	-0.05		
Step 4					0.005
School X	0.15	0.19	0.08		
Instrumental Satisfaction					
Sum of MESA scale					
Step 1				0.15	
Gender	0.17	0.17	0.09		
Self-esteem	0.03	0.02	0.15		

Trust towards adults	0.02	0.02	0.08	
Age	-0.48	0.13	-0.32***	
Step 2				0.012
MESA Sum	-0.02	0.02	-0.11	
Step 3				0.003
Instrumental Satisfaction	-0.10	0.15	-0.06	
Step 4				0.008
MESA Sum X Instrumental Satisfaction	0.03	0.03	0.10	

***p<.001

For the following set of regressions, GPA served as the outcome variable. Gender, self-esteem, age, and trust towards adults served as the control variables and were entered first in the hierarchical multiple regressions, the MESA stressors subscales and composite scale were entered second, the Dissatisfaction of mentoring relationship quality was entered third, and the interaction of the Dissatisfaction of Mentoring Relationship Quality and MESA subscales and composite scores were entered last. The model was significant at Step 1 (F(4,116) = 4.73, p = .001) for age, in that older age was associated with lower GPA, and at Step 3 (F(1, 114) = 4.10, p = .045) for Dissatisfaction, above the family stressors subscale in predicting GPA. The model was significant at Step 1 (F(4,117) = 5.19, p = .001) for age, in that older age was associated with lower GPA, and approached significance at Step 3 (F(1, 115) = 3.45, p = .066) for Dissatisfaction, above the discrimination stressors subscale in predicting GPA. The model was significant at Step 1 (F(4,116) = 5.85, p = .000) for age, in that older age was associated with lower GPA, and approached significance at Step 3 (F(1, 114) = 2.89, p = .092) for

Dissatisfaction, above the violence/victimization stressors subscale in predicting GPA. The model was significant at Step 1 ($F(4,116) = 5.14$, $p = .001$) for age, in that older age was associated with lower GPA, and approached significance at Step 3 ($F(1, 114) = 3.88$, $p = .051$) for Dissatisfaction, above the economic stressors subscale in predicting GPA. The model was significant at Step 1 ($F(4,116) = 4.79$, $p = .001$) for age, in that older age was associated with lower GPA, and at approached significance at Step 3 ($F(1, 114) = 3.36$, $p = .069$) for Dissatisfaction, above the Peer Hassles subscale in predicting GPA. The model was significant at Step 1 ($F(4,117) = 5.19$, $p = .001$) for age, in that older age was associated with lower GPA, and at approached significance at Step 3 ($F(1, 115) = 3.54$, $p = .063$) for Dissatisfaction, above the school stressors subscale in predicting GPA. The model was significant at Step 1 ($F(4,114) = 5.43$, $p = .000$) for age, in that older age was associated with lower GPA, and approached significance at Step 3 ($F(1, 112) = 3.89$, $p = .051$) for Dissatisfaction, above the composite stressors scale in predicting GPA. The MESA subscales and composite scale did not significantly predict GPA. The Dissatisfaction subscale of mentoring relationship quality was significant, above and beyond family stressors, and approached significance above and beyond the remaining stressor subscales and composite scale, indicating that more dissatisfaction in the mentoring relationship was associated with lower GPA. The interactions of Dissatisfaction and MESA subscales and composite scale were not significant (See Table 17).

Table 17

Summary of Hierarchical Multiple Regressions to predict GPA on dissatisfaction of mentoring relationship quality

Predictor	*B*	*SE B*	β	R^2	ΔR^2
MESA Discrimination subscale					

Step 1				0.15	
Gender	0.08	0.17	0.04		
Self-esteem	0.02	0.02	0.11		
Trust towards adults	0.04	0.02	0.13		
Age	-0.47	0.13	-0.31***		
Step 2					0.004
Discrimination	0.05	0.07	0.06		
Step 3					0.024
Dissatisfaction	-0.20	0.11	-0.16[1]		
Step 4					0.006
Discrimination X Dissatisfaction	0.09	0.10	0.08		
MESA Violence/Victimization subscale					
Step 1				0.17	
Gender	0.13	0.16	0.07		
Self-esteem	0.02	0.02	0.12		
Trust towards adults	0.03	0.02	0.11		
Age	-0.50	0.13	-0.34***		
Step 2					0.005
Violence/Victimization	0.06	0.07	0.07		
Step 3					0.020
Dissatisfaction	-0.18	0.11	-0.15[1]		
Step 4					0.001

Violence/Victimization X Dissatisfaction	0.04	0.10	0.03			
MESA Family subscale						
Step 1					0.15	
Gender	0.11	0.17	0.06			
Self-esteem	0.02	0.02	0.13			
Trust towards adults	0.03	0.02	0.11			
Age	-0.45	0.13	-0.30***			
Step 2						0.004
Family	-0.05	0.07	-0.06			
Step 3						0.029
Dissatisfaction	-0.22	0.11	-0.18*			
Step 4						0.001
Family X Dissatisfaction	0.03	0.07	0.04			
MESA Economic subscale						
Step 1				0.16		
Gender	0.08	0.17	0.04			
Self-esteem	0.02	0.02	0.11			
Trust towards adults	0.04	0.02	0.14			
Age	-0.47	0.14	-0.31***			
Step 2						0.011
Economic	0.25	0.20	0.10			

Step 3					0.027
Dissatisfaction	-0.21	0.11	-0.17[1]		
Step 4					0.002
Economic X	-0.15	0.27	-0.05		
Dissatisfaction					
MESA Peer subscale					
Step 1				0.15	
Gender	0.08	0.17	0.04		
Self-esteem	0.02	0.02	0.11		
Trust towards adults	0.04	0.02	0.14		
Age	-0.47	0.13	-0.31***		
Step 2					0.015
Peer	-0.09	0.06	-0.13		
Step 3					0.023
Dissatisfaction	-0.19	0.11	-0.16[1]		
Step 4					0.001
Peer X	0.02	0.08	0.02		
Dissatisfaction					
MESA School subscale					
Step 1				0.15	
Gender	0.08	0.17	0.04		
Self-esteem	0.02	0.02	0.11		
Trust towards adults	0.04	0.02	0.14		

Age	-0.47	0.13	-0.31***		
Step 2					0.007
School	-0.12	0.12	-0.09		
Step 3					0.025
Dissatisfaction	-0.20	0.11	-0.16[1]		
Step 4					0.002
School X Dissatisfaction	-0.07	0.15	-0.04		
Sum of MESA scale					
Step 1				0.17	
Gender	0.17	0.16	0.09		
Self-esteem	0.02	0.02	0.13		
Trust towards adults	0.02	0.02	0.09		
Age	-0.49	0.13	-0.33***		
Step 2					0.002
MESA Sum	-0.01	0.02	-0.05		
Step 3					0.028
Dissatisfaction	-0.21	0.10	-0.17[1]		
Step 4					0.001
MESA Sum X Dissatisfaction	0.01	0.02	0.03		

***p<.001, *p<.05, [1]p<.10

For the following set of regressions, GPA served as the outcome variable. Gender, self-esteem, age, and trust towards adults served as the control variables and were entered first in the hierarchical multiple regressions, the MESA stressors subscales and composite scale were entered second, the dependability of mentoring relationship quality was entered third, and the interaction of the dependability of mentoring relationship quality and MESA subscales and composite scores were entered last. The model for the MESA Peer subscale was significant at Step 1 ($F(4,117) = 5.36$, $p = .001$) for age, in that older age was associated with lower GPA, and approached significance at Step 2 ($F(1, 116) = 3.25$, $p = .074$) for the Peer Hassles subscale in predicting GPA, in that more peer stressors were associated with lower GPA. The remaining MESA subscales and composite scale did not significantly predict GPA, nor did the Dependability subscale, nor the interaction of Dependability and MESA subscales and composite scale (See Table 18).

Table 18

Summary of Hierarchical Multiple Regressions to predict GPA on dependability of mentoring relationship quality

Predictor	*B*	*SE B*	β	R^2	ΔR^2
MESA Discrimination subscale					
Step 1				0.16	
Gender	0.13	0.17	0.07		
Self-esteem	0.02	0.02	0.12		
Trust towards adults	0.04	0.03	0.14		
Age	-0.47	0.14	-0.30***		
Step 2					0.000

Discrimination	0.02	0.07	0.02		
Step 3					0.000
Dependability	-0.20	0.14	-0.01		
Step 4					0.001
Discrimination X Dependability	0.04	0.11	0.03		
MESA Violence/Victimization subscale					
Step 1				0.18	
Gender	0.18	0.17	0.09		
Self-esteem	0.02	0.02	0.12		
Trust towards adults	0.03	0.02	0.12		
Age	-0.51	0.13	-0.33***		
Step 2					0.001
Violence/Victimization	0.02	0.07	0.02		
Step 3					0.001
Dependability	-0.01	0.14	-0.01		
Step 4					0.000
Violence/Victimization X Dependability	-0.02	0.11	-0.02		
MESA Family subscale					
Step 1				0.15	
Gender	0.16	0.17	0.08		
Self-esteem	0.03	0.02	0.13		

Trust towards adults	0.03	0.03	0.12		
Age	-0.46	0.14	-0.30***		
Step 2					0.001
Family	-0.08	0.07	-0.10		
Step 3					0.010
Dependability	-0.05	0.14	-0.03		
Step 4					0.008
Family X Dependability	0.11	0.11	0.09		
MESA Economic subscale					
Step 1				0.16	
Gender	0.13	0.17	0.07		
Self-esteem	0.02	0.02	0.11		
Trust towards adults	0.04	0.03	0.14		
Age	-0.48	0.14	-0.30***		
Step 2					0.010
Economic	0.24	0.21	0.10		
Step 3					0.000
Dependability	-0.03	0.14	-0.02		
Step 4					0.014
Economic X Dependability	-0.47	0.34	-0.12		
MESA Peer subscale					

Step 1				0.16	
Gender	0.13	0.17	0.07		
Self-esteem	0.02	0.02	0.12		
Trust towards adults	0.04	0.03	0.14		
Age	-0.47	0.14	-0.30***		
Step 2					0.003
Peer	-0.11	0.06	-0.17		
Step 3					0.000
Dependability	-0.04	0.14	-0.02		
Step 4					0.003
Peer X	0.05	0.08	0.05		
Dependability					
MESA School subscale					
Step 1				0.16	
Gender	0.13	0.17	0.07		
Self-esteem	0.02	0.02	0.12		
Trust towards adults	0.04	0.03	0.14		
Age	-0.47	0.14	-0.30***		
Step 2					0.015
School	-0.17	0.11	-0.13		
Step 3					0.000
Dependability	-0.03	0.14	-0.02		
Step 4					0.001

School X	0.06	0.17	0.03		
Dependability					
Sum of MESA scale					
Step 1				0.17	
Gender	0.23	0.17	0.12		
Self-esteem	0.03	0.02	0.14		
Trust towards adults	0.02	0.02	0.09		
Age	-0.50	0.13	-0.33***		
Step 2					0.010
MESA Sum	-0.02	0.02	-0.10		
Step 3					0.001
Dependability	-0.06	0.14	-0.04		
Step 4					0.003
MESA Sum X	0.02	0.03	0.06		
Dependability					

***p<.001

For the following set of regressions, GPA served as the outcome variable. Gender, self-esteem, age, and trust towards adults served as the control variables and were entered first in the hierarchical multiple regressions, the MESA stressors subscales and composite scale were entered second, the Availability of mentoring relationship quality was entered third, and the interaction of the Availability of Mentoring Relationship Quality and MESA subscales and composite scores were entered last. The model was significant at Step 1 (F(4,117) = 5.34, p = .001) for age in predicting GPA. The remaining MESA subscales and composite scale did not

significantly predict GPA, nor did the Availability subscale, nor the interaction of Availability and MESA subscales and composite scale (See Table 19).

Table 19

Summary of Hierarchical Multiple Regressions to predict GPA availability of mentoring relationship quality

Predictor	*B*	*SE B*	β	R^2	ΔR^2
MESA Discrimination subscale					
Step 1				0.16	
Gender	0.08	0.17	0.04		
Self-esteem	0.02	0.02	0.12		
Trust towards adults	0.04	0.02	0.12		
Age	-0.46	0.13	-0.30***		
Step 2					0.004
Discrimination	0.05	0.07	0.07		
Step 3					0.000
Availability	-0.03	0.14	-0.02		
Step 4					0.000
Discrimination X Availability	0.02	0.12	0.02		
MESA Violence/Victimization subscale					
Step 1				0.17	
Gender	0.13	0.16	0.17		
Self-esteem	0.02	0.02	0.13		

Trust towards adults	0.03	0.02	0.12		
Age	-0.50	0.13	-0.33***		
Step 2					0.004
Violence/Victimization	0.05	0.07	0.06		
Step 3					0.001
Availability	-0.05	0.14	-0.03		
Step 4					0.006
Violence/Victimization X Availability	-0.09	0.10	-0.08		
MESA Family subscale					
Step 1				0.15	
Gender	0.11	0.17	0.06		
Self-esteem	0.03	0.02	0.14		
Trust towards adults	0.03	0.02	0.12		
Age	-0.45	0.13	-0.30***		
Step 2					0.004
Family	-0.05	0.07	-0.07		
Step 3					0.001
Availability	-0.04	0.14	-0.03		
Step 4					0.000
Family X Availability	0.01	0.11	0.00		
MESA Economic subscale					

	Step 1			0.16	
	Gender	0.08	0.17	0.04	
	Self-esteem	0.02	0.02	0.12	
	Trust towards adults	0.04	0.02	0.15	
	Age	-0.47	0.13	-0.30***	
	Step 2				0.011
	Economic	0.25	0.20	0.11	
	Step 3				0.001
	Availability	-0.04	0.15	-0.03	
	Step 4				0.022
	Economic X Availability	-0.64	0.36	-0.16	
MESA	Peer subscale				
	Step 1			0.16	
	Gender	0.08	0.17	0.04	
	Self-esteem	0.02	0.02	0.12	
	Trust towards adults	0.04	0.02	0.15	
	Age	-0.46	0.13	-0.30***	
	Step 2				0.017
	Peer	-0.09	0.06	-0.14	
	Step 3				0.001
	Availability	-0.04	0.14	-0.03	
	Step 4				0.000

Peer X	-0.01	0.09	-0.01		
Availability					
MESA School subscale					
Step 1				0.16	
Gender	0.08	0.17	0.04		
Self-esteem	0.02	0.02	0.12		
Trust towards adults	0.04	0.02	0.15		
Age	-0.46	0.13	-0.30***		
Step 2					0.005
School	-0.10	0.12	-0.08		
Step 3					0.001
Availability	-0.04	0.14	-0.03		
Step 4					0.000
School X	-0.04	0.18	-0.02		
Availability					
Sum of MESA scale					
Step 1				0.17	
Gender	0.17	0.16	0.09		
Self-esteem	0.03	0.02	0.14		
Trust towards adults	0.03	0.02	0.10		
Age	-0.49	0.13	-0.33***		
Step 2					0.003
MESA Sum	-0.01	0.02	-0.05		

Step 3					0.002
Availability	-0.08	0.14	-0.05		
Step 4					0.000
MESA Sum X Availability	-0.01	0.03	-0.02		

***p<.001

For the following set of regressions, Benefits of EVE served as the outcome variable. Self-esteem and trust towards adults served as the control variables and were entered first in the hierarchical multiple regressions, the MESA stressors subscales and composite scale were entered second, the Relational Satisfaction of mentoring relationship quality was entered third, and the interaction of the Relational Satisfaction of Mentoring Relationship Quality and MESA subscales and composite scores were entered last. The MESA subscales and composite scale did not significantly predict Benefits of EVE, nor did the Relational Satisfaction subscale, nor the interaction of Relational Satisfaction and MESA subscales and composite scale (See Table 20).

Table 20

Summary of Hierarchical Multiple Regressions to predict EVE Benefits on relational satisfaction of mentoring relationship quality

Variable	*B*	*SE B*	β	R^2	ΔR^2
MESA Discrimination subscale					
Step 1				0.36	
Self-esteem	0.00	0.08	0.00		
Trust towards adults	0.22	0.11	0.19*		
Step 2					0.000

	Discrimination	0.08	0.33	0.02		
	Step 3					0.000
	Relational Satisfaction	-0.12	0.67	-0.02		
	Step 4					0.000
	Discrimination X Relational Satisfaction	0.09	0.54	0.01		
MESA Violence/Victimization subscale						
	Step 1				0.04	
	Self-esteem	0.00	0.08	0.00		
	Trust towards adults	0.22	0.11	0.19*		
	Step 2					0.000
	Violence/Victimization	-0.05	0.34	-0.01		
	Step 3					0.000
	Relational Satisfaction	-0.11	0.67	-0.02		
	Step 4					0.002
	Violence/Victimization X Relational Satisfaction	0.29	0.54	0.05		
MESA Family subscale						
	Step 1				0.04	
	Self-esteem	-0.01	0.08	-0.01		
	Trust towards adults	0.24	0.11	0.20*		
	Step 2					0.004
	Family	0.24	0.32	0.07		

Step 3					0.000
Relational Satisfaction	-0.06	0.67	-0.01		
Step 4					0.000
Family X	-0.03	0.52	-0.01		
Relational Satisfaction					
MESA Economic subscale					
Step 1				0.03	
Self-esteem	0.00	0.08	0.01		
Trust towards adults	0.22	0.11	0.19*		
Step 2					0.007
Economic	-0.86	0.91	-0.08		
Step 3					0.000
Relational Satisfaction	-0.04	0.67	-0.01		
Step 4					0.000
Economic X	-0.75	1.64	-0.04		
Relational Satisfaction					
MESA Peer subscale					
Step 1				0.04	
Self-esteem	0.00	0.08	0.00		
Trust towards adults	0.22	0.11	0.19*		
Step 2					0.000
Peer	0.03	0.27	0.01		
Step 3					0.000

Relational Satisfaction	-0.11	0.68	-0.02		
Step 4					0.000
Peer X	0.11	0.53	0.02		
Relational Satisfaction					
MESA School subscale					
Step 1				0.04	
Self-esteem	0.00	0.08	0.00		
Trust towards adults	0.22	0.11	0.19*		
Step 2					0.001
School	-0.22	0.53	-0.04		
Step 3					0.000
Relational Satisfaction	-0.16	0.67	-0.02		
Step 4					0.021
School X	-1.36	0.84	-0.15		
Relational Satisfaction					
Sum of MESA scale					
Step 1				0.04	
Self-esteem	0.00	0.08	0.00		
Trust towards adults	0.24	0.11	0.20*		
Step 2					0.000
MESA Sum	0.01	0.09	0.01		
Step 3					0.000
Relational Satisfaction	0.06	0.68	0.01		

Step 4				0.002
MESA Sum X	-0.07	0.15	-0.04	
Relational Satisfaction				

*p<.05

For the following set of regressions, Benefits of EVE served as the outcome variable. Self-esteem and trust towards adults served as the control variables and were entered first in the hierarchical multiple regressions, the MESA stressors subscales and composite scale were entered second, the Intimacy of mentoring relationship quality was entered third, and the interaction of the Intimacy of Mentoring Relationship Quality and MESA subscales and composite scores were entered last. The MESA subscales and composite scale did not significantly predict Benefits of EVE, nor did the Intimacy subscale. However, some interactions of Intimacy and the MESA subscales were significant. (See Table 21). At Step 4, the interaction between intimacy and economic stressor was significant (F(4,119) = 4.45, p = .037) in predicting the perceived benefits of EVE. Intimacy moderated the relationship in an unexpected direction. Specifically, among participants who reported less intimacy, perceived benefits of EVE increased in the presence of the economic stressor. However, among those with more intimacy, perceived benefits of EVE decreased in the presence of the economic stressor (See Figure 16). The interaction between intimacy and school stressors was also significant (F(1, 120) = 4.67, p = .033) in predicting the perceived benefits of EVE, but in an unexpected direction. Among those with less intimacy, as school stressors increased so did perceived benefits of EVE. But among students with more intimacy, as school stressors increased, perceived benefits of EVE decreased (See Figure 17).

Table 21

Summary of Hierarchical Multiple Regressions to predict EVE Benefits on intimacy of mentoring relationship quality

Predictor	*B*	*SE B*	β	R^2	ΔR^2
MESA Discrimination subscale					
Step 1				0.36	
Self-esteem	0.00	0.08	-0.01		
Trust towards adults	0.23	0.11	0.19		
Step 2					0.000
Discrimination	0.06	0.33	0.02		
Step 3					0.008
Intimacy	-0.63	0.62	-0.10		
Step 4					0.002
Discrimination X Intimacy	0.26	0.51	0.05		
MESA Violence/Victimization subscale					
Step 1				0.04	
Self-esteem	-0.01	0.08	-0.01		
Trust towards adults	0.23	0.11	0.19		
Step 2					0.000
Violence/Victimization	-0.05	0.33	-0.01		
Step 3					0.008
Intimacy	-0.64	0.62	-0.10		
Step 4					0.003

	Violence/Victimization X Intimacy	0.34	0.53	0.06		
MESA Family subscale						
	Step 1				0.04	
	Self-esteem	-0.01	0.08	-0.01		
	Trust towards adults	0.25	0.11	0.20		
	Step 2					0.004
	Family	0.23	0.31	0.07		
	Step 3					0.008
	Intimacy	-0.61	0.62	-0.09		
	Step 4					0.000
	Family X Intimacy	-0.01	0.50	0.00		
MESA Economic subscale						
	Step 1				0.04	
	Self-esteem	0.00	0.08	0.00		
	Trust towards adults	0.23	0.11	0.19		
	Step 2					0.007
	Economic	-0.87	0.92	-0.09		
	Step 3					0.006
	Intimacy	-0.56	0.62	-0.08		
	Step 4					0.034
	Economic X	-3.01	1.43	-0.19*		

Intimacy					
MESA Peer subscale					
Step 1				0.04	
Self-esteem	0.00	0.08	-0.01		
Trust towards adults	0.23	0.11	0.19		
Step 2					0.000
Peer	0.02	0.27	0.01		
Step 3					0.008
Intimacy	-0.63	0.62	-0.09		
Step 4					0.006
Peer X	-0.35	0.39	-0.08		
Intimacy					
MESA School subscale					
Step 1				0.04	
Self-esteem	0.00	0.08	-0.01		
Trust towards adults	0.23	0.11	0.19		
Step 2					0.001
School	-0.21	0.53	-0.04		
Step 3					0.008
Intimacy	-0.62	0.62	-0.09		
Step 4					0.036
School X	-1.62	0.75	-0.19*		
Intimacy					

Sum of MESA scale

Step 1				0.04	
Self-esteem	0.00	0.08	0.00		
Trust towards adults	0.25	0.11	0.21		
Step 2					0.000
MESA Sum	0.01	0.09	0.01		
Step 3					0.006
Intimacy	-0.53	0.63	-0.08		
Step 4					0.002
MESA Sum X Intimacy	-0.07	0.13	-0.05		

*p<.05

Figure 16

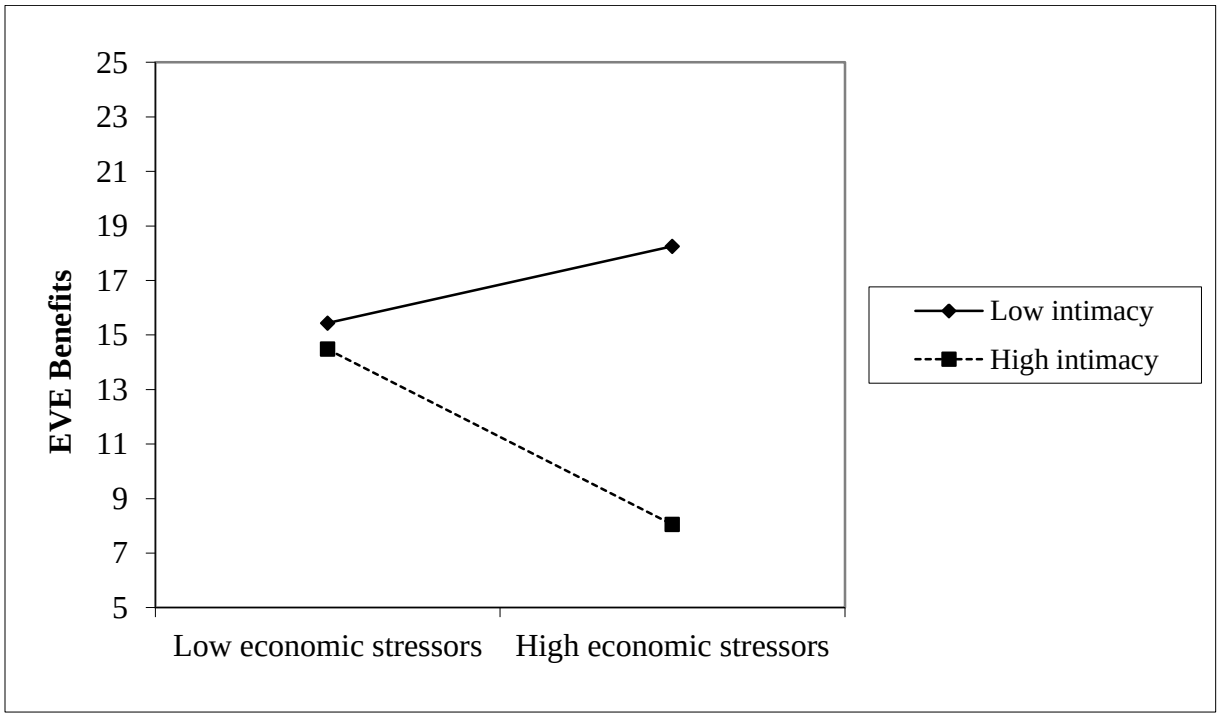
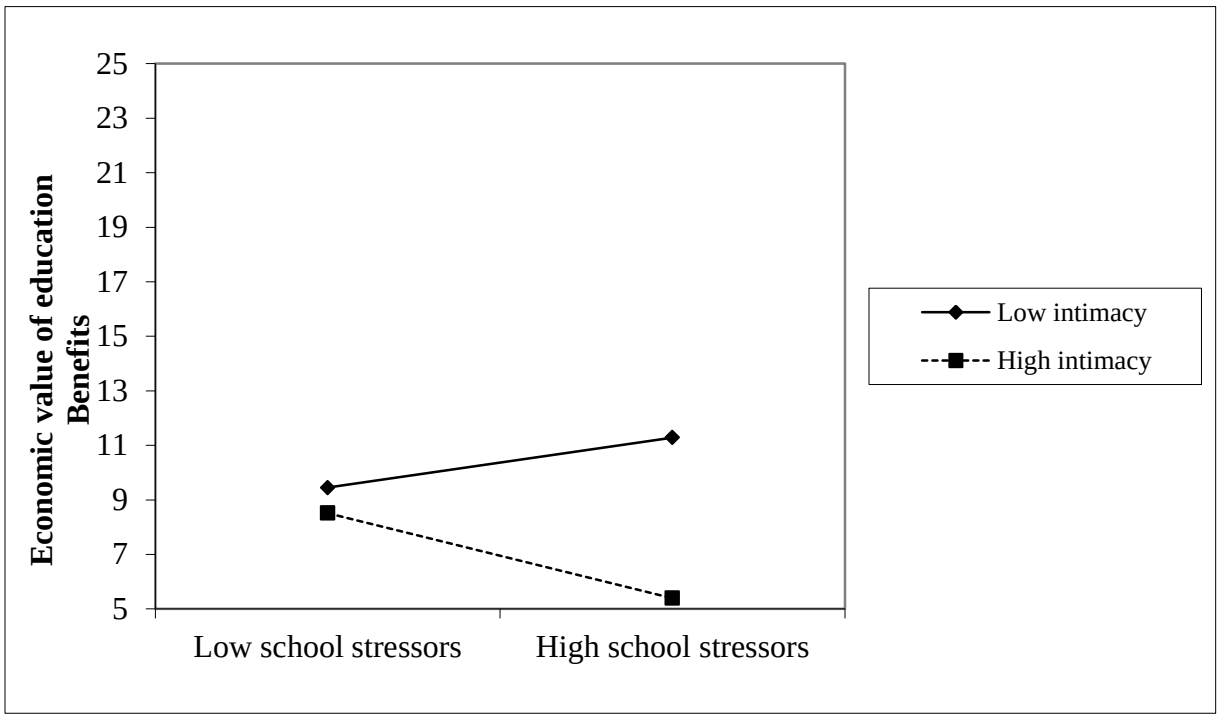


Figure 17



For the following set of regressions, Benefits of EVE served as the outcome variable. Self-esteem and trust towards adults served as the control variables and were entered first in the hierarchical multiple regressions, the MESA stressors subscales and composite scale were entered second, the Instrumental Satisfaction of mentoring relationship quality was entered third, and the interaction of the Instrumental Satisfaction of Mentoring Relationship Quality and MESA subscales and composite scores were entered last. The MESA subscales and composite scale did not significantly predict Benefits of EVE, nor did the Instrumental Satisfaction subscale (See Table 22). The interaction between Instrumental Satisfaction and economic stressors was significant ($F(1,120) = 4.39$, $p = .038$) in predicting the perceived benefits of EVE, but in an unexpected direction. Among participants with less Instrumental Satisfaction, perceived benefits of EVE increased in the presence of the economic stressor, but benefits of EVE decreased in the presence of the economic stressor for those with more instrumental satisfaction (See Figure 18).

At Step 4, the interaction between Instrumental Satisfaction and school stressors were significant ($F(1, 121) = 5.98$, $p = .026$) in predicting the perceived benefits of EVE, but in an unexpected direction. Among participants with less Instrumental Satisfaction, perceived benefits of EVE increased as school stressors increased, but benefits of EVE decreased as school stressors increased for those with more instrumental satisfaction (see Figure 19). The remaining interactions of Instrumental Satisfaction and MESA subscales and composite scale were not significant.

Table 22

Summary of Hierarchical Multiple Regressions to predict EVE Benefits on instrumental satisfaction of mentoring relationship quality

Predictor	*B*	*SE B*	β	R^2	ΔR^2
MESA Discrimination subscale					
Step 1				0.04	
Self-esteem	-0.01	0.08	-0.01		
Trust towards adults	0.23	0.11	0.19		
Step 2					0.000
Discrimination	0.07	0.32	0.02		
Step 3					0.000
Instrumental Satisfaction	-0.11	0.68	-0.02		
Step 4					0.002
Discrimination X Instrumental Satisfaction	-0.22	0.51	-0.04		
MESA Violence/Victimization subscale					

	Step 1				0.04	
	Self-esteem	-0.01	0.08	-0.01		
	Trust towards adults	0.23	0.11	0.19		
	Step 2					0.000
	Violence/Victimization	-0.06	0.33	-0.02		
	Step 3					0.000
	Instrumental Satisfaction	-0.13	0.68	-0.02		
	Step 4					0.000
	Violence/Victimization X Instrumental Satisfaction	-0.04	0.45	-0.01		
MESA Family subscale						
	Step 1				0.04	
	Self-esteem	-0.01	0.08	-0.01		
	Trust towards adults	0.24	0.11	0.20		
	Step 2					0.004
	Family	0.23	0.31	0.07		
	Step 3					0.000
	Instrumental Satisfaction	-0.08	0.68	-0.01		
	Step 4					0.004
	Family X Instrumental Satisfaction	-0.33	0.48	-0.06		
MESA Economic subscale						
	Step 1				0.04	

Self-esteem	0.00	0.08	0.00		
Trust towards adults	0.23	0.11	0.19		
Step 2					0.007
Economic	-0.87	0.92	-0.09		
Step 3					0.000
Instrumental Satisfaction	-0.02	0.68	0.00		
Step 4					0.034
Economic X Instrumental Satisfaction	-3.53	1.69	-0.19*		
MESA Peer subscale					
Step 1				0.04	
Self-esteem	-0.01	0.08	-0.01		
Trust towards adults	0.23	0.11	0.19		
Step 2					0.000
Peer	0.03	0.26	0.01		
Step 3					0.000
Instrumental Satisfaction	-0.11	0.68	-0.02		
Step 4					0.017
Peer X Instrumental Satisfaction	-0.61	0.41	-0.13		
MESA School subscale					
Step 1				0.04	
Self-esteem	-0.01	0.08	-0.01		

Trust towards adults	0.23	0.11	0.19		
Step 2					0.001
School	-0.22	0.52	-0.04		
Step 3					0.000
Instrumental Satisfaction	-0.13	0.68	-0.02		
Step 4					0.039
School X Instrumental Satisfaction	-1.82	0.81	-0.21*		
Sum of MESA scale					
Step 1				0.04	
Self-esteem	0.00	0.08	0.00		
Trust towards adults	0.25	0.11	0.20		
Step 2					0.000
MESA Sum	0.01	0.09	0.01		
Step 3					0.000
Instrumental Satisfaction	0.04	0.70	0.01		
Step 4					0.011
MESA Sum X Instrumental Satisfaction	-0.14	0.12	-0.11		

*p<.05

Figure 18

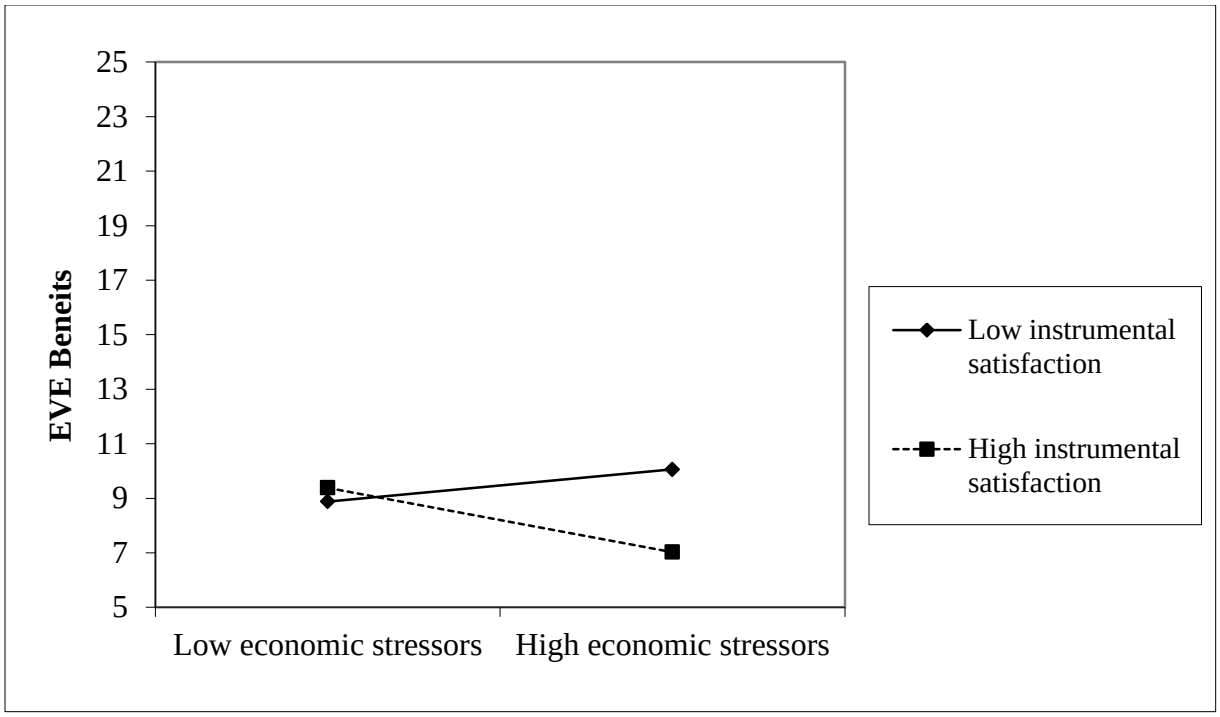
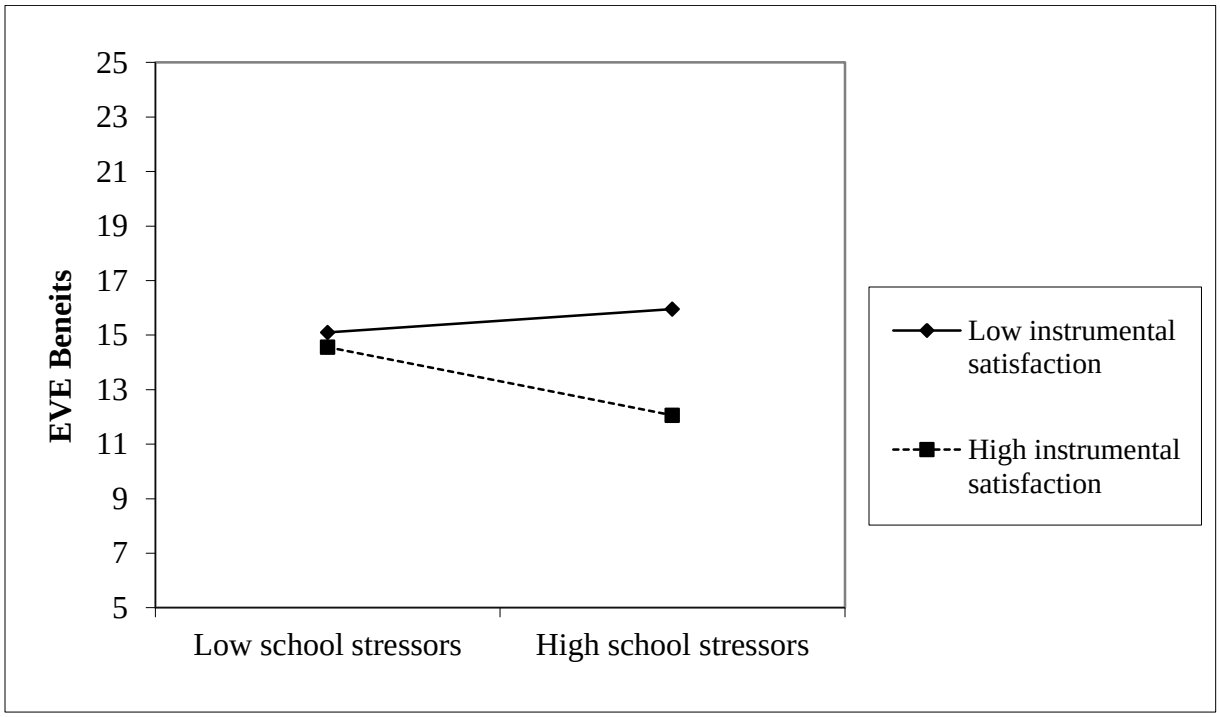


Figure 19



For the following set of regressions, Benefits of EVE served as the outcome variable. Self-esteem and trust towards adults served as the control variables and were entered first in the

hierarchical multiple regressions, the MESA stressors subscales and composite scale were entered second, the Dissatisfaction of mentoring relationship quality was entered third, and the interaction of the Dissatisfaction of Mentoring Relationship Quality and MESA subscales and composite scores were entered last. The MESA subscales and composite scale did not significantly predict Benefits of EVE, nor did the Dissatisfaction subscale, nor the interaction of Dissatisfaction and MESA subscales and composite scale (See Table 23).

Table 23

Summary of Hierarchical Multiple Regressions to predict EVE Benefits on dissatisfaction of mentoring relationship quality

Predictor	*B*	*SE B*	β	R^2	ΔR^2
MESA Discrimination subscale					
Step 1				0.04	
Self-esteem	-0.01	0.08	-0.01		
Trust towards adults	0.23	0.11	0.20		
Step 2					0.000
Discrimination	0.03	0.33	0.01		
Step 3					0.014
Dissatisfaction	-0.68	0.51	-0.12		
Step 4					0.008
Discrimination X Dissatisfaction	0.45	0.45	0.09		
MESA Violence/Victimization subscale					
Step 1				0.04	

	Self-esteem	-0.01	0.08	-0.01		
	Trust towards adults	0.23	0.11	0.20		
	Step 2					0.000
	Violence/Victimization	-0.08	0.34	-0.02		
	Step 3					0.014
	Dissatisfaction	-0.69	0.51	-0.12		
	Step 4					0.000
	Violence/Victimization X Dissatisfaction	0.07	0.48	0.01		
MESA Family subscale						
	Step 1				0.04	
	Self-esteem	-0.01	0.08	-0.02		
	Trust towards adults	0.24	0.11	0.21		
	Step 2					0.003
	Family	0.20	0.31	0.06		
	Step 3					0.015
	Dissatisfaction	-0.72	0.52	-0.13		
	Step 4					0.000
	Family X Dissatisfaction	-0.04	0.37	-0.01		
MESA Economic subscale						
	Step 1				0.04	
	Self-esteem	0.00	0.08	0.00		

Trust towards adults	0.23	0.11	0.20		
Step 2					0.008
Economic	-0.94	0.90	-0.09		
Step 3					0.012
Dissatisfaction	-0.63	0.51	-0.11		
Step 4					0.005
Economic X	-0.95	1.22	-0.07		
Dissatisfaction					
MESA Peer subscale					
Step 1				0.04	
Self-esteem	-0.01	0.08	-0.01		
Trust towards adults	0.23	0.11	0.20		
Step 2					0.000
Peer	0.00	0.27	0.00		
Step 3					0.014
Dissatisfaction	-0.68	0.51	-0.12		
Step 4					0.001
Peer X	0.11	0.37	0.03		
Dissatisfaction					
MESA School subscale					
Step 1				0.04	
Self-esteem	-0.01	0.08	-0.01		
Trust towards adults	0.23	0.11	0.20		

Step 2					0.002
School	-0.24	0.52	-0.04		
Step 3					0.014
Dissatisfaction	-0.69	0.51	-0.12		
Step 4					0.005
School X Dissatisfaction	-0.58	0.70	-0.07		
Sum of MESA scale					
Step 1				0.04	
Self-esteem	-0.01	0.08	-0.01		
Trust towards adults	0.25	0.11	0.21		
Step 2					0.000
MESA Sum	0.00	0.09	0.00		
Step 3					0.011
Dissatisfaction	-0.62	0.52	-0.11		
Step 4					0.000
MESA Sum X Dissatisfaction	0.02	0.12	0.02		

For the following set of regressions, Benefits of EVE served as the outcome variable. Self-esteem and trust towards adults served as the control variables and were entered first in the hierarchical multiple regressions, the MESA stressors subscales and composite scale were entered second, the Dependability of mentoring relationship quality was entered third, and the

interaction of the Dependability of Mentoring Relationship Quality and MESA subscales and composite scores were entered last. The MESA subscales and composite scale did not significantly predict Benefits of EVE, nor did the Dependability subscale. With the exception of one interaction, the remaining interactions of Dependability and MESA subscales and composite scale were not significant (See Table 24). At Step 4, the interaction between Dependability and economic stressors was significant ($F(1, 122) = 4.03$, $p = .047$) in predicting the perceived benefits of EVE, but in an unexpected direction. Among those who reported less Dependability, perceived benefits of EVE increased in the presence of the economic hassle, whereas perceived benefits of EVE decreased in the presence of the economic hassle for those who reported more Dependability (See Figure 20).

Table 24

Summary of Hierarchical Multiple Regressions to predict EVE Benefits on dependability of mentoring relationship quality

Predictor	*B*	*SE B*	β	R^2	ΔR^2
MESA Discrimination subscale					
Step 1				0.04	
Self-esteem	0.00	0.08	-0.01		
Trust towards adults	0.22	0.11	0.19		
Step 2					0.000
Discrimination	0.05	0.32	0.02		
Step 3					0.008
Dependability	0.64	0.61	0.10		
Step 4					0.001

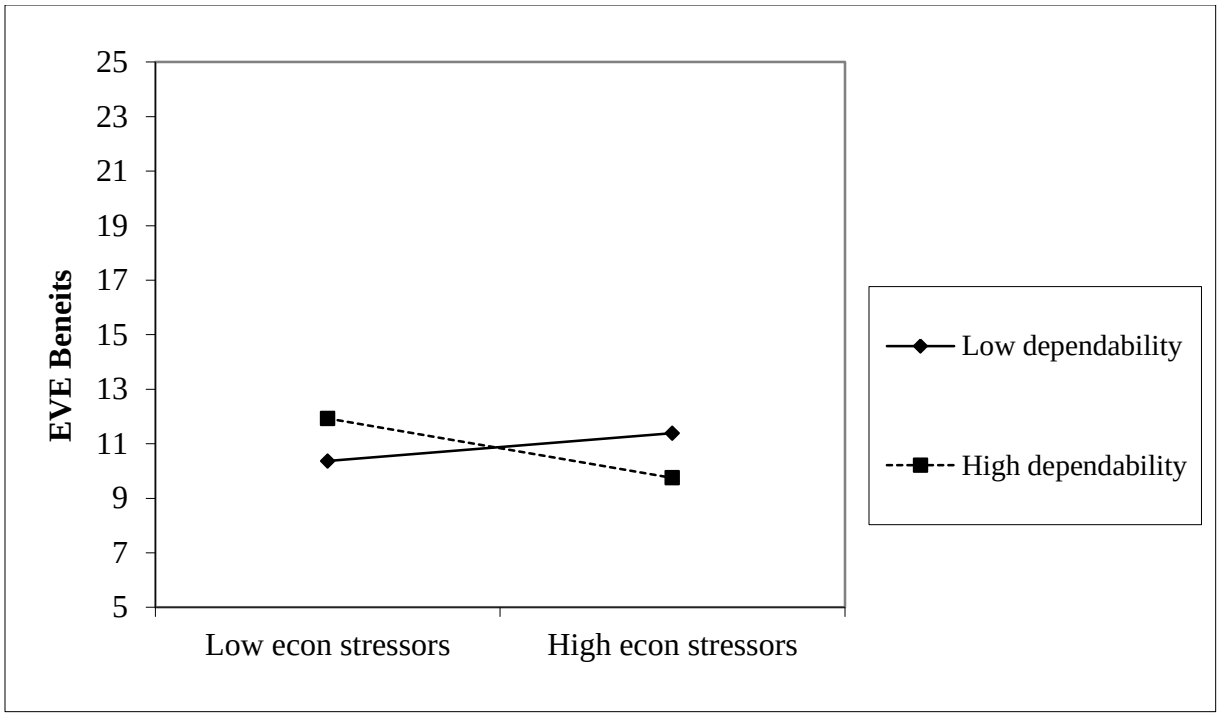
Discrimination X Dependability	-0.21	0.48	-0.04			
MESA Violence/Victimization subscale						
Step 1				0.04		
Self-esteem	0.00	0.08	-0.01			
Trust towards adults	0.22	0.11	0.19			
Step 2						0.000
Violence/Victimization	-0.06	0.33	-0.02			
Step 3						0.008
Dependability	0.64	0.62	0.10			
Step 4						0.012
Violence/Victimization X Dependability	0.59	0.48	0.11			
MESA Family subscale						
Step 1					0.04	
Self-esteem	-0.01	0.08	-0.01			
Trust towards adults	0.24	0.11	0.20			
Step 2						0.004
Family	0.22	0.31	0.06			
Step 3						0.010
Dependability	0.70	0.63	0.11			
Step 4						0.005
Family X	0.39	0.47	0.07			

Dependability					
MESA Economic subscale					
Step 1				0.04	
Self-esteem	0.00	0.08	0.00		
Trust towards adults	0.22	0.11	0.19		
Step 2					0.007
Economic	-0.86	0.90	-0.08		
Step 3					0.011
Dependability	0.74	0.62	0.11		
Step 4					0.030
Economic X	-3.00	1.49	-0.18*		
Dependability					
MESA Peer subscale					
Step 1				0.04	
Self-esteem	0.00	0.08	-0.01		
Trust towards adults	0.22	0.11	0.19		
Step 2					0.000
Peer	0.02	0.26	0.01		
Step 3					0.008
Dependability	0.64	0.62	0.10		
Step 4					0.005
Peer X	-0.29	0.37	-0.07		
Dependability					

MESA School subscale					
Step 1				0.04	
Self-esteem	0.00	0.08	-0.01		
Trust towards adults	0.22	0.11	0.19		
Step 2					0.002
School	-0.23	0.50	-0.04		
Step 3					0.008
Dependability	0.62	0.61	-0.10		
Step 4					0.023
School X Dependability	-1.27	0.73	-0.16		
Sum of MESA scale					
Step 1				0.04	
Self-esteem	0.00	0.08	0.00		
Trust towards adults	0.24	0.11	0.20		
Step 2					0.000
MESA Sum	0.01	0.08	0.01		
Step 3					0.014
Dependability	0.83	0.63	0.13		
Step 4					0.001
MESA Sum X Dependability	-0.04	0.12	-0.03		

*p<.05

Figure 20



For the following set of regressions, Benefits of EVE served as the outcome variable. Self-esteem and trust towards adults served as the control variables and were entered first in the hierarchical multiple regressions, the MESA stressors subscales and composite scale were entered second, the Availability of mentoring relationship quality was entered third, and the interaction of the Availability of Mentoring Relationship Quality and MESA subscales and composite scores were entered last. The MESA subscales and composite scale did not significantly predict Benefits of EVE, nor did the Availability subscale. At Step 4, the interaction between Availability and economic stressors were significant ($F(1,121) = 7.47$, $p = .007$) in predicting the perceived benefits of EVE, but in an unexpected direction. That is, among those who reported less Availability, perceived benefits of EVE increased in the presence of the economic hassle, whereas perceived benefits of EVE decreased in the presence of the economic hassle for those who reported more Availability (See Figure 21). The interaction between Availability and school stressors was also significant ($F(1, 122) = 4.73$, $p = .032$) in predicting

the perceived benefits of EVE in an unexpected direction. Among those who reported less Availability, perceived benefits of EVE increased as school stressors increased, whereas perceived benefits of EVE decreased as school stressors increased for those who reported more Availability (See Figure 22). The remaining interactions of Availability and MESA subscales and composite scale were not significant. The remaining interactions of Availability and MESA subscales and composite scale were not significant (See Table 25).

Table 25

Summary of Hierarchical Multiple Regressions to predict EVE Benefits on availability of mentoring relationship quality

Predictor	*B*	*SE B*	β	R^2	ΔR^2
MESA Discrimination subscale					
Step 1				0.04	
Self-esteem	0.00	0.08	0.00		
Trust towards adults	0.22	0.11	0.19		
Step 2					0.000
Discrimination	0.07	0.33	0.02		
Step 3					0.004
Availability	-0.47	0.65	-0.07		
Step 4					0.000
Discrimination X Availability	-0.07	0.53	-0.01		
MESA Violence/Victimization subscale					
Step 1				0.04	

	Self-esteem	0.00	0.08	0.00		
	Trust towards adults	0.22	0.11	0.19		
	Step 2					0.000
	Violence/Victimization	-0.05	0.34	-0.01		
	Step 3					0.004
	Availability	-0.47	0.65	-0.07		
	Step 4					0.000
	Violence/Victimization X Availability	0.10	0.47	0.02		
MESA Family subscale						
	Step 1				0.04	
	Self-esteem	-0.01	0.08	-0.01		
	Trust towards adults	0.24	0.11	0.20		
	Step 2					0.005
	Family	0.24	0.31	0.07		
	Step 3					0.005
	Availability	-0.51	0.65	-0.08		
	Step 4					0.001
	Family X Availability	-0.20	0.52	-0.04		
MESA Economic subscale						
	Step 1				0.04	
	Self-esteem	0.01	0.08	0.01		

Trust towards adults	0.22	0.11	0.19		
Step 2					0.007
Economic	-0.86	0.91	-0.09		
Step 3					0.003
Availability	-0.40	0.65	-0.06		
Step 4					0.055
Economic X Availability	-4.45	1.63	-0.24**		
MESA Peer subscale					
Step 1				0.04	
Self-esteem	0.00	0.08	0.00		
Trust towards adults	0.22	0.11	0.19		
Step 2					0.000
Peer	0.03	0.27	0.01		
Step 3					0.004
Availability	-0.48	0.64	-0.07		
Step 4					0.006
Peer X Availability	-0.36	0.42	-0.08		
MESA School subscale					
Step 1				0.04	
Self-esteem	0.00	0.08	0.00		
Trust towards adults	0.22	0.11	0.19		

Step 2					0.001
School	-0.23	0.53	-0.04		
Step 3					0.004
Availability	-0.48	0.64	-0.07		
Step 4					0.036
School X Availability	-1.69	0.78	-0.19*		
Sum of MESA scale					
Step 1				0.04	
Self-esteem	0.00	0.08	0.00		
Trust towards adults	0.24	0.11	0.20		
Step 2					0.000
MESA Sum	0.01	0.09	0.01		
Step 3					0.003
Availability	-0.37	0.66	-0.05		
Step 4					0.006
MESA Sum X Availability	-0.11	0.13	-0.08		

*p<.05, **<.01

Figure 21

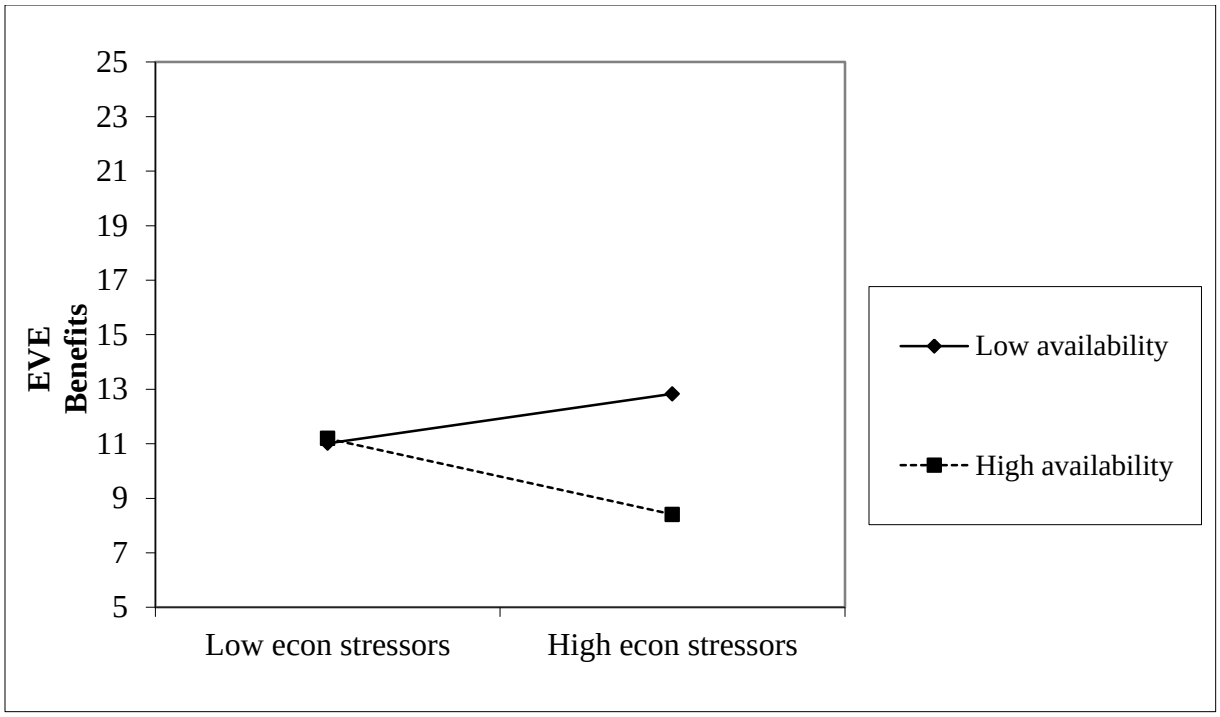
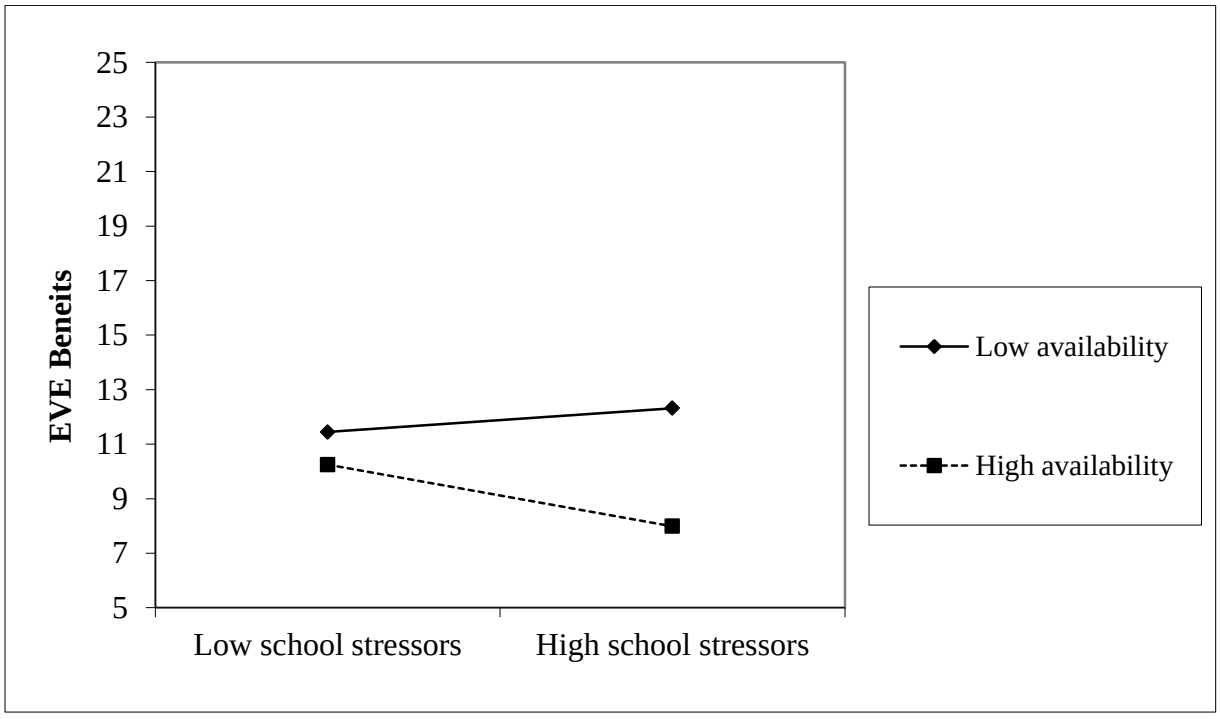


Figure 22



For the next set of regressions, total absences from school served as the dependent variable. Self-esteem, age, and trust towards adults served as the control variables and were

entered first in the hierarchical multiple regressions, the MESA subscales and composite scale were entered second, the relational satisfaction of mentoring relationship quality was entered third, and the interaction of the relational satisfaction of mentoring relationship quality and MESA subscales and composite scores were entered last. The MESA stressor subscales and composite scale did not significantly predict absences from school. The models were significant at Step 1 ($F(3,120) = 6.39$, $p = .000$) for age, in that older age was associated with higher absences, and significant at Step 3 ($F(1,118) = 4.31$, $p = .040$) for relational satisfaction of the mentoring relationship quality above and beyond the effect of discrimination stressors; at Step 1 ($F(3,120) = 6.39$, $p = .000$) for age, in that older age was associated with higher absences, and significant at Step 3 ($F(1,118) = 4.30$, $p = .040$) for relational satisfaction of the mentoring relationship quality above and beyond the effect of violence/victimization stressors; at Step 1 ($F(3,119) = 6.33$, $p = .001$) for age, in that older age was associated with higher absences, and significant at Step 3 ($F(1,117) = 4.46$, $p = .037$) for relational satisfaction of the mentoring relationship quality above and beyond the effect of economic stressors; and at Step 1 ($F(3,120) = 6.39$, $p = .000$) for age, in that older age was associated with higher absences, and significant at Step 3 ($F(1,117) = 4.46$, $p = .037$) for relational satisfaction of the mentoring relationship quality above and beyond the effect of school stressors and approached significance for the remaining stressor subscales. Thus, a main effect was present in that more relational satisfaction predicted fewer school absences. The interaction between relational satisfaction and MESA subscales and composite scale did not predict absences (see Table 26).

Table 26

Summary of Hierarchical Multiple Regressions to predict total school absences on relational satisfaction of mentoring relationship quality

Predictor	*B*	*SE B*	β	R^2	ΔR^2
MESA Discrimination subscale					
Step 1				0.10	
Self-esteem	-0.04	0.04	-0.10		
Trust towards adults	-0.06	0.05	-0.11		
Age	0.82	0.28	0.25**		
Step 2					0.004
Discrimination	-0.11	0.15	-0.07		
Step 3					0.029
Relational Satisfaction	-0.62	0.31	-0.18*		
Step 4					0.000
Discrimination X	0.04	0.25	0.01		
Relational Satisfaction					
MESA Violence/Victimization subscale					
Step 1				0.10	
Self-esteem	-0.04	0.04	-0.10		
Trust towards adults	-0.06	0.05	-0.11		
Age	0.82	0.28	0.25**		
Step 2					0.001
Violence/Victimization	-0.05	0.16	-0.03		
Step 3					0.029
Relational Satisfaction	-0.62	0.31	-0.18*		
Step 4					0.003

	Violence/Victimization X	0.15	0.25	0.05		
	Relational Satisfaction					
MESA	Family subscale					
	Step 1				0.10	
	Self-esteem	-0.04	0.04	-0.11		
	Trust towards adults	-0.05	0.05	-0.09		
	Age	0.78	0.28	0.25**		
	Step 2					0.003
	Family	0.09	0.14	0.05		
	Step 3					0.024
	Relational Satisfaction	-0.56	0.31	-0.16		
	Step 4					0.000
	Family X	0.04	0.24	0.02		
	Relational Satisfaction					
MESA	Economic subscale					
	Step 1				0.10	
	Self-esteem	-0.04	0.04	-0.09		
	Trust towards adults	-0.06	0.05	-0.12		
	Age	0.82	0.28	0.26**		
	Step 2					0.007
	Economic	-0.40	0.43	-0.08		
	Step 3					0.030
	Relational Satisfaction	-0.64	0.32	-0.18*		

Step 4					0.012
Economic X	0.98	0.76	0.11		
Relational Satisfaction					
MESA Peer subscale					
Step 1				0.10	
Self-esteem	-0.04	0.04	-0.10		
Trust towards adults	-0.06	0.05	-0.11		
Age	0.82	0.28	0.25**		
Step 2					0.016
Peer	0.18	0.12	0.13		
Step 3					0.024
Relational Satisfaction	-0.57	0.31	-0.17		
Step 4					0.000
Peer X	-0.05	0.2	-0.02		
Relational Satisfaction					
MESA School subscale					
Step 1				0.10	
Self-esteem	-0.04	0.04	-0.10		
Trust towards adults	-0.06	0.05	-0.11		
Age	0.82	0.28	0.25**		
Step 2					0.000
School	0.01	0.25	0.00		
Step 3					0.029

Relational Satisfaction	-0.63	0.31	-0.18*		
Step 4					0.001
School X	-0.11	0.40	-0.02		
Relational Satisfaction					
Sum of MESA scale					
Step 1				0.10	
Self-esteem	-0.04	0.04	-0.11		
Trust towards adults	-0.05	0.05	-0.09		
Age	0.79	0.28	0.25**		
Step 2					0.001
MESA Sum	0.02	0.04	0.03		
Step 3					0.022
Relational Satisfaction	-0.54	0.32	-0.16		
Step 4					0.002
MESA Sum X	-0.03	0.07	-0.04		
Relational Satisfaction					

**$p<.01$, *$p<.05$

For the next set of regressions, total absences from school served as the dependent variable. Self-esteem, age, and trust towards adults served as the control variables and were entered first in the hierarchical multiple regressions, the MESA subscales and composite scale were entered second, the intimacy of mentoring relationship quality was entered third, and the interaction of the intimacy of mentoring relationship quality and MESA subscales and composite scores were entered last. The model for the MESA Peer subscale was significant at Step 1

($F(3,121) = 4.21$, $p = .007$) and approached significance at Step 2 ($F(4,121) = 4.02$, $p = .076$) for the Peer Hassles subscale in predicting total absences. The remaining MESA stressor subscales and composite scale did not significantly predict absences from school, nor did the intimacy of the mentoring relationship quality.

The interactions between intimacy and the MESA peer subscale and composite scale did predict absences, though the remaining subscales did not (see Table 27). Results indicate that the interaction between peer stressors and intimacy on school absences was significant ($\beta = -0.22$, $p<.01$) in the expected direction. Among those with less intimacy, school absences increased as peer stressors increased, but absences slightly decreased as peer stressors increased for those with more intimacy (Figure 23). The interaction between overall stressors and intimacy of mentoring relationship quality on school absences was significant ($\beta = -0.17$, $p<.05$) in the expected direction. Among those with less intimacy, school absences increased as the number of total stressors increased, yet absences slightly decreased as total stressors increased for those with more intimacy, (Figure 24).

Table 27

Summary of Hierarchical Multiple Regressions to predict total school absences on intimacy of mentoring relationship quality

Variable	*B*	*SE B*	β	R^2	ΔR^2
MESA Discrimination subscale					
Step 1				0.10	
Self-esteem	-0.05	0.04	-0.13		
Trust towards adults	-0.06	0.05	-0.10		

Age	0.77	0.30	0.23*		
Step 2					0.001
Discrimination	-0.07	0.16	-0.04		
Step 3					0.006
Intimacy	-0.25	0.30	-0.08		
Step 4					0.006
Discrimination X Intimacy	-0.22	0.24	-0.08		
MESA Violence/Victimization subscale					
Step 1				0.10	
Self-esteem	-0.05	0.04	-0.13		
Trust towards adults	-0.05	0.05	-0.09		
Age	0.81	0.30	0.24**		
Step 2					0.001
Violence/Victimization	0.06	0.16	0.03		
Step 3					0.008
Intimacy	-0.30	0.30	-0.09		
Step 4					0.006
Violence/Victimization X Intimacy	-0.22	0.25	-0.08		
MESA Family subscale					
Step 1				0.09	
Self-esteem	-0.06	0.04	-0.14		

Trust towards adults	-0.05	0.05	-0.08		
Age	0.73	0.30	0.22*		
Step 2					0.012
Family	0.18	0.15	0.11		
Step 3					0.005
Intimacy	-0.23	0.30	-0.07		
Step 4					0.013
Family X Intimacy	-0.31	0.24	-0.12		
MESA Economic subscale					
Step 1				0.10	
Self-esteem	-0.05	0.04	-0.13		
Trust towards adults	-0.06	0.05	-0.10		
Age	0.77	0.30	0.23*		
Step 2					0.009
Economic	-0.49	0.45	-0.10		
Step 3					0.005
Intimacy	-0.25	0.30	-0.08		
Step 4					0.025
Economic X Intimacy	1.26	0.69	0.16		
MESA Peer subscale					
Step 1				0.10	

Self-esteem	-0.05	0.04	-0.13		
Trust towards adults	-0.06	0.05	-0.10		
Age	0.77	0.30	0.22*		
Step 2					0.024
Peer	0.23	0.13	0.16		
Step 3					0.004
Intimacy	-0.22	0.30	-0.07		
Step 4					0.007
Peer X Intimacy	-0.46	0.18	-0.22**		
MESA School subscale					
Step 1				0.010	
Self-esteem	-0.05	0.04	-0.13		
Trust towards adults	-0.06	0.05	-0.10		
Age	0.77	0.30	0.23*		
Step 2					0.005
School	0.21	0.26	0.07		
Step 3					0.006
Intimacy	-0.26	0.30	-0.08		
Step 4					0.016
School X Intimacy	-0.54	0.37	-0.13		
Sum of MESA scale					

Step 1				0.10	
Self-esteem	-0.06	0.04	-0.15		
Trust towards adults	-0.04	0.05	-0.06		
Age	0.77	0.30	0.23*		
Step 2					0.010
MESA Sum	0.05	0.04	0.10		
Step 3					0.006
Intimacy	-0.26	0.30	-0.08		
Step 4					0.029
MESA Sum X Intimacy	-0.12	0.06	-0.17*		

*p<.05, p<.01**

Figure 23

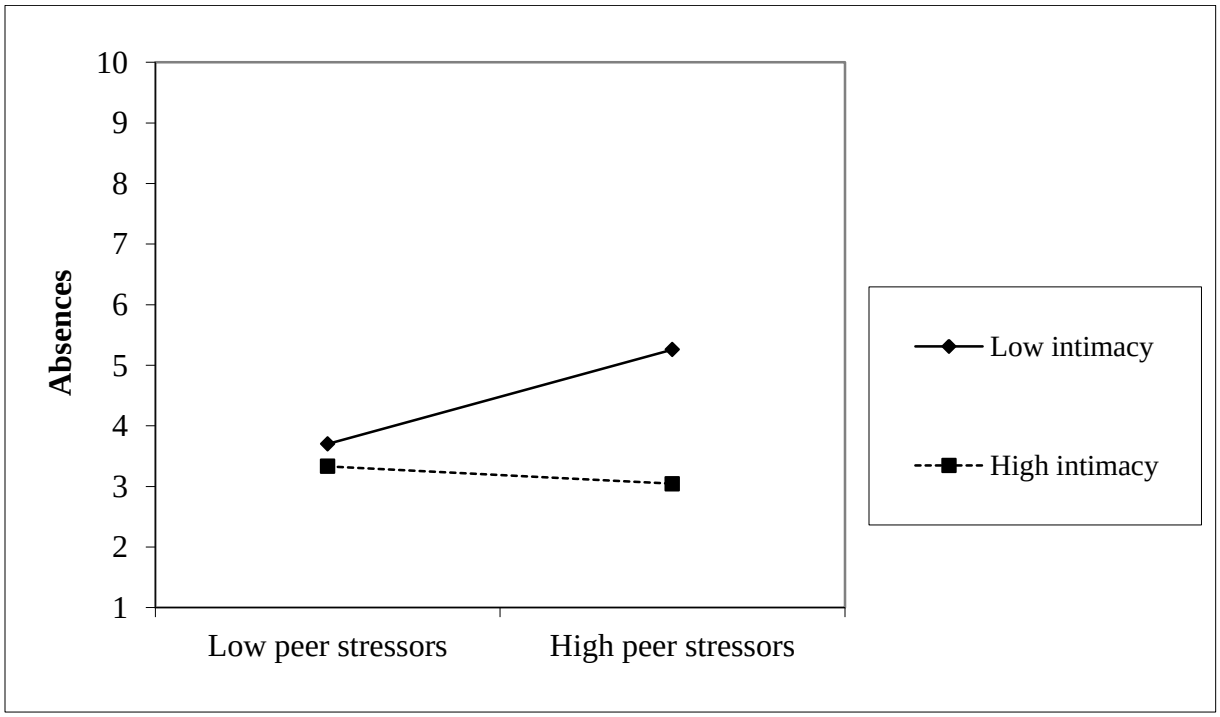
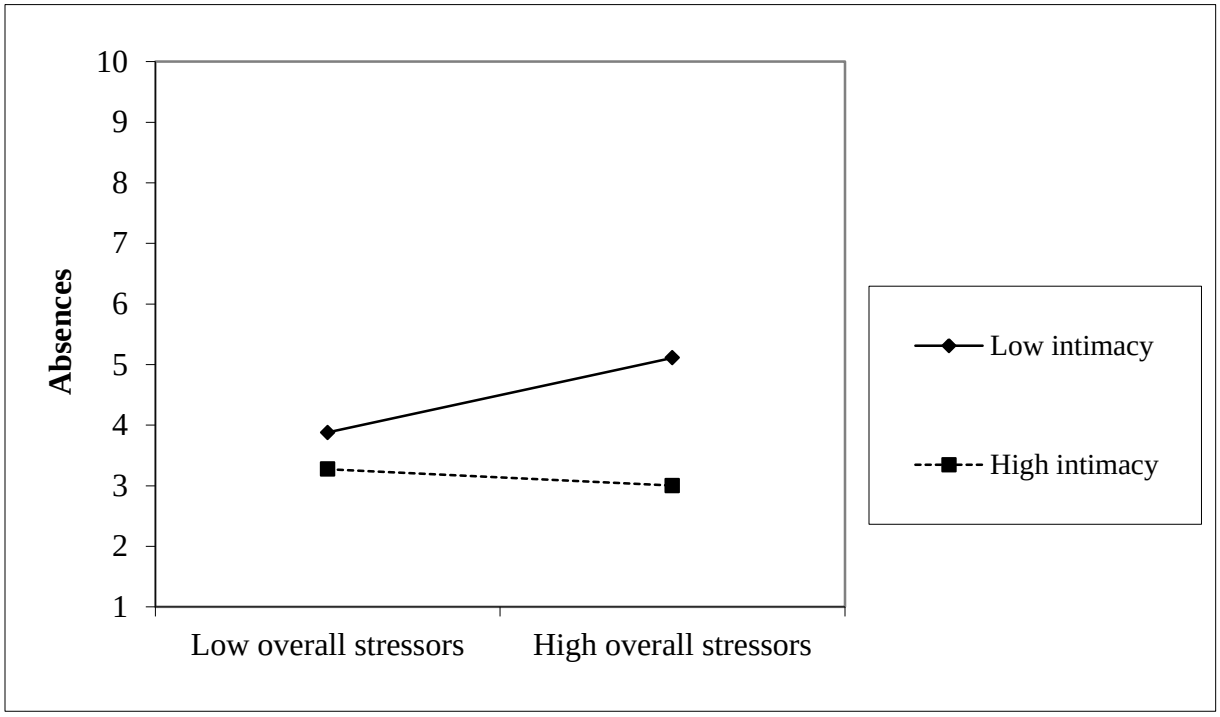


Figure 24



For the next set of regressions, total absences from school served as the dependent variable. Self-esteem, age, and trust towards adults served as the control variables and were entered first in the hierarchical multiple regressions, the MESA subscales and composite scale were entered second, the instrumental satisfaction of mentoring relationship quality was entered third, and the interaction of the instrumental satisfaction of mentoring relationship quality and MESA subscales and composite scores were entered last. The model for the MESA Peer subscale was significant at Step 1 ($F(3,122) = 3.89$, $p = .011$) for age, as older age was associated with more absences, and approached significance at Step 2 ($F(4,122) = 3.87$, $p = .062$) for the Peer Hassles subscale in predicting total absences. The remaining MESA stressor subscales and composite scale did not significantly predict absences from school, nor did the instrumental satisfaction of the mentoring relationship quality. The interaction between instrumental satisfaction and MESA economic subscale was significant at Step 4 ($F(1,115) = 4.49$, $p = .036$),

in an unexpected direction. Specifically, school absences decreased in the presence of the economic stressor for those with less instrumental satisfaction, yet absences slightly increased as economic stressors increased for those with more instrumental satisfaction (Figure 25). The interaction between instrumental satisfaction and the MESA peer subscale was significant at Step 4 ($F(1,116) = 4.24$, $p = .042$) in the expected direction. School absences increased as peer stressors increased for those with less instrumental satisfaction, yet absences remained stable as peer stressors increased for those with more instrumental satisfaction (Figure 26). The remaining interactions of instrumental quality and MESA subscales and composite scale were not significant (see Table 28).

Table 28

Summary of Hierarchical Multiple Regressions to predict total school absences instrumental satisfaction of mentoring relationship quality

Variable	*B*	*SE B*	β	R^2	ΔR^2
MESA Discrimination subscale					
Step 1				0.09	
Self-esteem	-0.06	0.04	-0.12		
Trust towards adults	-0.06	0.06	-0.09		
Age	0.77	0.30	0.23**		
Step 2					0.001
Discrimination	-0.05	0.16	-0.03		
Step 3					0.008
Instrumental Satisfaction	-0.35	0.33	-0.10		
Step 4					0.024

Discrimination X	-0.44	0.23	-0.16		
Instrumental Satisfaction					
MESA Violence/Victimization subscale					
Step 1				0.09	
Self-esteem	-0.05	0.04	-0.12		
Trust towards adults	-0.04	0.05	-0.07		
Age	0.81	0.30	0.24**		
Step 2					0.002
Violence/Victimization	0.09	0.16	0.05		
Step 3					0.011
Instrumental Satisfaction	-0.40	0.33	-0.12		
Step 4					0.002
Violence/Victimization X	-0.09	0.21	-0.04		
Instrumental Satisfaction					
MESA Family subscale					
Step 1				0.08	
Self-esteem	-0.05	0.04	-0.13		
Trust towards adults	-0.04	0.05	-0.07		
Age	0.73	0.30	0.22**		
Step 2					0.015
Family	0.21	0.15	0.13		
Step 3					0.006
Instrumental Satisfaction	-0.30	0.33	-0.09		

Step 4					0.020
Family X	-0.37	0.23	-0.15		
Instrumental Satisfaction					
MESA Economic subscale					
Step 1				0.09	
Self-esteem	-0.04	0.04	-0.12		
Trust towards adults	-0.05	0.05	-0.09		
Age	0.78	0.30	0.23**		
Step 2					0.008
Economic	-0.45	0.45	-0.09		
Step 3					0.007
Instrumental Satisfaction	-0.33	0.34	-0.09		
Step 4					0.035
Economic X	1.76	0.82	0.19*		
Instrumental Satisfaction					
MESA Peer subscale					
Step 1				0.09	
Self-esteem	-0.05	0.04	-0.12		
Trust towards adults	-0.06	0.05	-0.09		
Age	0.77	0.30	0.23**		
Step 2					0.027
Peer	0.24	0.13	0.17		
Step 3					0.005

Instrumental Satisfaction	-0.26	0.33	-0.08		
Step 4					0.027
Peer X	-0.37	0.19	-0.17*		
Instrumental Satisfaction					
MESA School subscale					
Step 1				0.09	
Self-esteem	-0.05	0.04	-0.12		
Trust towards adults	-0.05	0.05	-0.09		
Age	0.77	0.30	0.23**		
Step 2					0.006
School	0.22	0.25	0.08		
Step 3					0.008
Instrumental Satisfaction	-0.33	0.33	-0.10		
Step 4					0.004
School X	-0.29	0.40	-0.07		
Instrumental Satisfaction					
Sum of MESA scale					
Step 1				0.09	
Self-esteem	-0.05	0.04	-0.13		
Trust towards adults	-0.03	0.05	-0.05		
Age	0.78	0.30	0.24**		
Step 2					0.013
MESA Sum	0.05	0.04	0.12		

Step 3				0.007
Instrumental Satisfaction	-0.30	0.33	-0.09	
Step 4				0.022
MESA Sum X	-0.09	0.06	-0.15	
Instrumental Satisfaction				

*p<.05, **p<.01

Figure 25

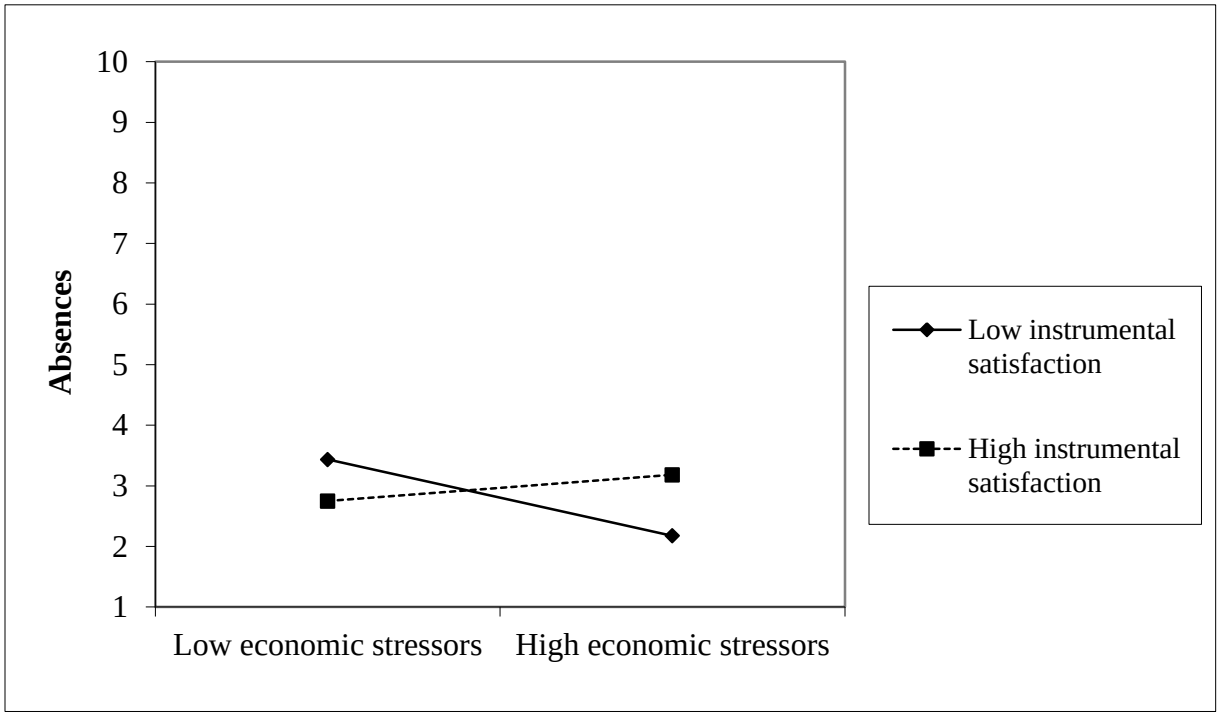
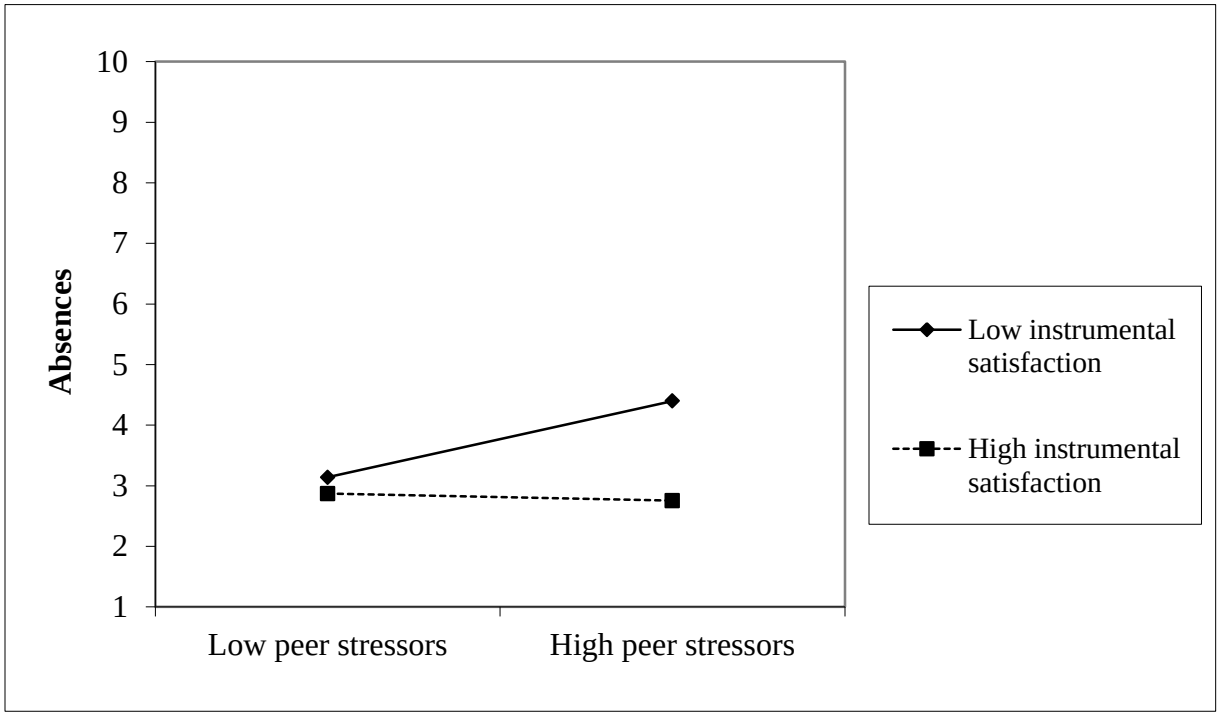


Figure 26



For the next set of regressions, total absences from school served as the dependent variable. Self-esteem, age, and trust towards adults served as the control variables and were entered first in the hierarchical multiple regressions, the MESA subscales and composite scale were entered second, the dissatisfaction of mentoring relationship quality was entered third, and the interaction of the dissatisfaction of mentoring relationship quality and MESA subscales and composite scores were entered last. The model was significant at Step 1 ($F(3,121) = 5.93$, $p = .001$) for age, in that older age was associated with higher dissatisfaction. The MESA stressor subscales and composite scale did not significantly predict absences from school, nor did the dissatisfaction of the mentoring relationship quality, nor the interaction of the dissatisfaction of the mentoring relationship quality and MESA subscales and composite scale (see Table 29).

Table 29

Summary of Hierarchical Multiple Regressions to predict total school absences on dissatisfaction of mentoring relationship quality

Variable	*B*	*SE B*	β	R^2	ΔR^2
MESA Discrimination subscale					
Step 1				0.10	
Self-esteem	-0.04	0.04	-0.09		
Trust towards adults	-0.06	0.05	-0.11		
Age	0.79	0.28	0.25**		
Step 2					0.006
Discrimination	-0.14	0.15	-0.08		
Step 3					0.019
Dissatisfaction	0.37	0.23	0.14		
Step 4					0.000
Discrimination X Dissatisfaction	0.02	0.21	0.01		
MESA Violence/Victimization subscale					
Step 1				0.10	
Self-esteem	-0.04	0.03	-0.09		
Trust towards adults	-0.06	0.05	-0.10		
Age	0.83	0.28	0.26**		
Step 2					0.001
Violence/Victimization	-0.07	0.16	-0.04		
Step 3					0.017

Dissatisfaction	0.34	0.23	0.13		
Step 4					0.000
Violence/Victimization X	-0.04	0.22	-0.01		
Dissatisfaction					
MESA Family subscale					
Step 1				0.09	
Self-esteem	-0.04	0.04	-0.10		
Trust towards adults	-0.05	0.05	-0.09		
Age	0.76	0.28	0.24**		
Step 2					0.003
Family	0.09	0.15	0.05		
Step 3					0.024
Dissatisfaction	0.41	0.23	0.16		
Step 4					0.012
Family X	-0.20	0.16	-0.12		
Dissatisfaction					
MESA Economic subscale					
Step 1				0.10	
Self-esteem	-0.03	0.04	-0.08		
Trust towards adults	-0.06	0.05	-0.11		
Age	0.80	0.29	0.25**		
Step 2					0.008
Economic	-0.44	0.43	-0.09		

	Step 3				0.021
	Dissatisfaction	0.39	0.23	0.15	
	Step 4				0.001
	Economic X	0.28	0.58	0.03	
	Dissatisfaction				
MESA Peer subscale					
	Step 1			0.10	
	Self-esteem	-0.04	0.04	-0.09	
	Trust towards adults	-0.06	0.05	-0.11	
	Age	0.79	0.28	0.24**	
	Step 2				0.010
	Peer	0.15	0.13	0.10	
	Step 3				0.018
	Dissatisfaction	0.36	0.23	0.14	
	Step 4				0.010
	Peer X	0.19	0.17	0.10	
	Dissatisfaction				
MESA School subscale					
	Step 1			0.10	
	Self-esteem	-0.04	0.04	-0.09	
	Trust towards adults	-0.06	0.05	-0.11	
	Age	0.79	0.28	0.24**	
	Step 2				0.000

School	0.04	0.24	0.01		
Step 3					0.019
Dissatisfaction	0.37	0.23	0.14		
Step 4					0.001
School X Dissatisfaction	0.14	0.32	0.04		
Sum of MESA scale					
Step 1				0.10	
Self-esteem	-0.04	0.03	-0.10		
Trust towards adults	-0.04	0.05	-0.08		
Age	0.80	0.28	0.25**		
Step 2					0.001
MESA Sum	0.01	0.04	0.03		
Step 3					0.024
Dissatisfaction	0.41	0.23	0.13		
Step 4					0.000
MESA Sum X Dissatisfaction	0.00	0.05	0.01		

**$p<.01$

For the next set of regressions, total absences from school served as the dependent variable. Self-esteem, age, and trust towards adults served as the control variables and were entered first in the hierarchical multiple regressions, the MESA subscales and composite scale were entered second, the dependability of mentoring relationship quality was entered third, and

the interaction of the dependability of mentoring relationship quality and MESA subscales and composite scores were entered last. The model for the MESA Peer subscale was significant at Step 1 ($F(3,121) = 6.24$, $p = .001$) and approached significance at Step 2 ($F(1, 120) = 2.93$, $p = .090$) for the Peer Hassles subscale in predicting total absences. The remaining MESA stressor subscales and composite scale did not significantly predict absences from school, nor did the dependability of the mentoring relationship quality (see Table 30). The interactions between dependability and the MESA subscales and composite scale did not predict absences with the exception of the interaction between peer stressors and dependability ($F(1, 118) = 3.96$, $p = .049$). The dependability of mentoring relationship quality moderated the relationship in the expected direction, in that school absences increased as peer stressors increased for those who reported less dependability, yet absences remained stable as peer stressors increased for those with high dependability (Figure 27).

Table 30

Summary of Hierarchical Multiple Regressions to predict total school absences on dependability of mentoring relationship quality

Predictor	*B*	*SE B*	β	R^2	ΔR^2
MESA Discrimination subscale					
Step 1				0.10	
Self-esteem	-0.04	0.04	-0.11		
Trust towards adults	-0.07	0.05	-0.12		
Age	0.82	0.29	0.25		
Step 2					0.001
Discrimination	-0.05	0.15	-0.03		

Step 3						0.011
Dependability	-0.38	0.30	-0.11			
Step 4						0.004
Discrimination X Dependability	-0.18	0.24	-0.07			
MESA Violence/Victimization subscale						
Step 1				0.11		
Self-esteem	-0.04	0.04	-0.11			
Trust towards adults	-0.06	0.05	-0.10			
Age	0.86	0.29	0.26**			
Step 2						0.001
Violence/Victimization	0.05	0.16	0.03			
Step 3						0.014
Dependability	-0.41	0.30	-0.13			
Step 4						0.000
Violence/Victimization X Dependability	0.03	0.23	0.01			
MESA Family subscale						
Step 1					0.10	
Self-esteem	-0.05	0.04	-0.12			
Trust towards adults	-0.06	0.05	-0.09			
Age	0.79	0.29	0.24**			
Step 2						0.012

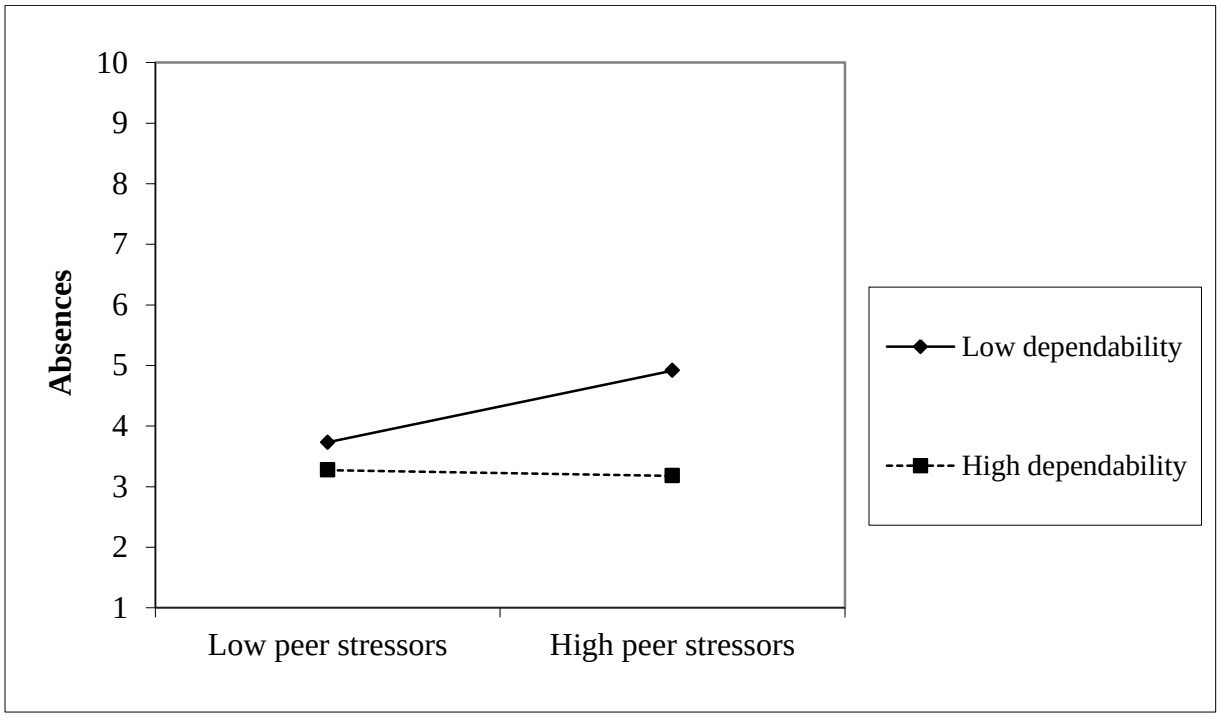
Family	0.19	0.15	0.11		
Step 3					0.010
Dependability	-0.36	0.31	-0.11		
Step 4					0.016
Family X Dependability	-0.33	0.23	-0.13		
MESA Economic subscale					
Step 1				0.11	
Self-esteem	-0.05	0.04	-0.10		
Trust towards adults	-0.09	0.05	-0.11		
Age	0.82	0.29	0.25**		
Step 2					0.007
Economic	-0.44	0.45	-0.09		
Step 3					0.010
Dependability	-0.36	0.31	-0.11		
Step 4					0.015
Economic X Dependability	1.05	0.74	0.13		
MESA Peer subscale					
Step 1				0.11	
Self-esteem	-0.04	0.04	-0.11		
Trust towards adults	-0.07	0.05	-0.12		
Age	0.82	0.29	0.25**		

Step 2					0.024
Peer	0.23	0.13	0.16		
Step 3					0.009
Dependability	-0.34	0.30	-0.11		
Step 4					0.023
Peer X Dependability	-0.32	0.18	-0.15*		
MESA School subscale					
Step 1				0.11	
Self-esteem	-0.04	0.04	-0.11		
Trust towards adults	-0.07	0.05	-0.12		
Age	0.82	0.29	0.25**		
Step 2					0.002
School	0.20	0.25	0.07		
Step 3					0.011
Dependability	-0.38	0.30	-0.12		
Step 4					0.002
School X Dependability	-0.21	0.37	-0.05		
Sum of MESA scale					
Step 1				0.11	
Self-esteem	-0.05	0.04	-0.12		
Trust towards adults	-0.05	0.05	-0.08		

Age	0.83	0.29	0.25		
Step 2					0.010
MESA Sum	0.05	0.04	0.10		
Step 3					0.009
Dependability	-0.33	0.31	-0.10		
Step 4					0.013
MESA Sum X Dependability	-0.08	0.06	-0.12		

*p<.05, **p<.01

Figure 27



For the next set of regressions, total absences from school served as the dependent variable. Self-esteem, age, and trust towards adults served as the control variables and were entered first in the hierarchical multiple regressions, the MESA subscales and composite scale

were entered second, the availability of mentoring relationship quality was entered third, and the interaction of the availability of mentoring relationship quality and MESA subscales and composite scores were entered last. The model was significant at Step 1 ($F(3, 120) = 5.91$, p=.001) for age, in that older age was associated with more absences. The MESA stressor subscales and composite scale did not significantly predict absences from school, nor did the availability of the mentoring relationship quality (see Table 31). The interactions between availability and the MESA subscales and composite scale did not predict absences, with the exception of the interaction between economic stressor and availability ($F(1, 117) = 4.22$, p=.042). The availability of mentoring relationship quality moderated the relationship in an unexpected direction, in that school absences decreased in the presence of the economic stressor for those with less availability, yet absences slightly increased in the presence of the economic stressor for those with more availability (Figure 28).

Table 31

Summary of Hierarchical Multiple Regressions to predict total school absences on availability of mentoring relationship quality

Predictor	*B*	*SE B*	β	R^2	ΔR^2
MESA Discrimination subscale					
Step 1				0.10	
Self-esteem	-0.04	0.04	-0.09		
Trust towards adults	-0.07	0.05	-0.12		
Age	0.78	0.28	0.24**		
Step 2					0.006
Discrimination	-0.13	0.15	-0.08		

Step 3						0.013
Availability	-0.40	0.30	-0.12			
Step 4						0.000
Discrimination X Availability	0.02	0.25	0.01			
MESA Violence/Victimization subscale						
Step 1				0.10		
Self-esteem	-0.04	0.04	-0.10			
Trust towards adults	-0.06	0.05	-0.11			
Age	0.82	0.28	0.25**			
Step 2						0.001
Violence/Victimization	-0.05	0.16	-0.03			
Step 3						0.011
Availability	-0.37	0.30	-0.11			
Step 4						0.002
Violence/Victimization X Availability	0.10	0.21	0.04			
MESA Family subscale						
Step 1					0.09	
Self-esteem	-0.04	0.04	-0.11			
Trust towards adults	-0.06	0.05	-0.10			
Age	0.74	0.28	0.23*			
Step 2						0.004

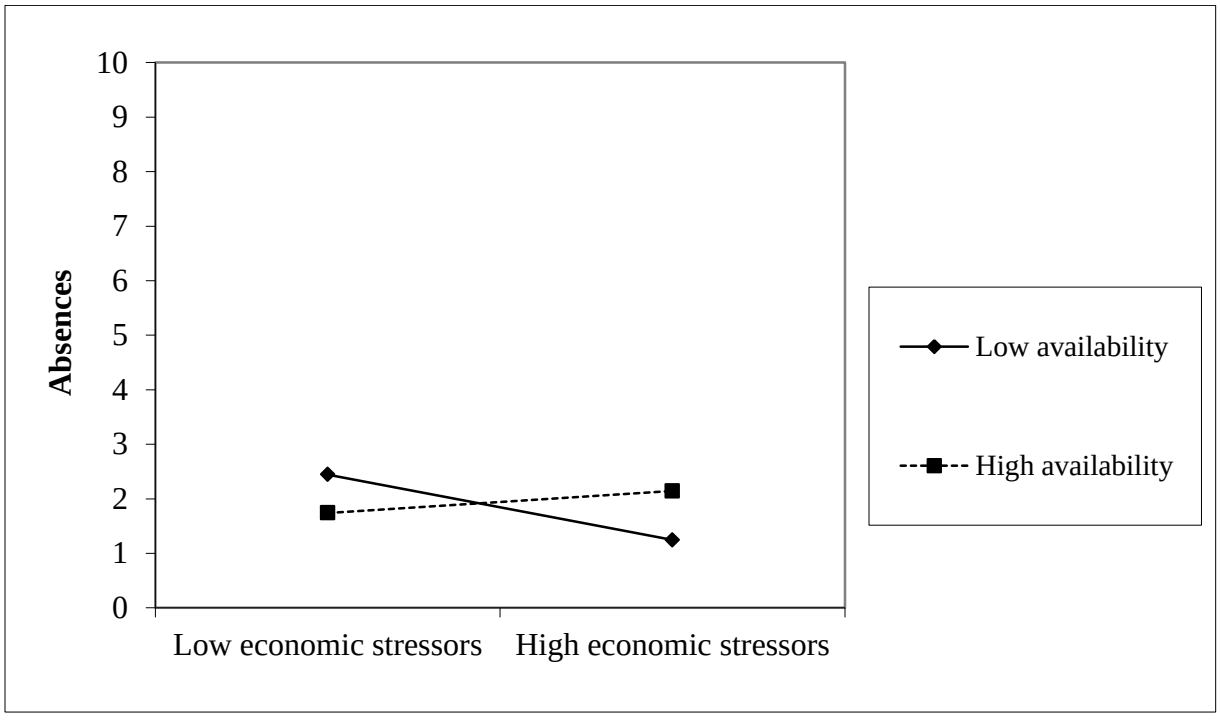
Family	0.10	0.15	0.06		
Step 3					0.011
Availability	-0.37	0.30	-0.11		
Step 4					0.003
Family X Availability	-0.16	0.24	-0.06		
MESA Economic subscale					
Step 1				0.10	
Self-esteem	-0.04	0.04	-0.09		
Trust towards adults	-0.07	0.05	-0.12		
Age	0.78	0.29	0.24**		
Step 2					0.007
Economic	-0.43	0.44	-0.09		
Step 3					0.011
Availability	-0.37	0.31	-0.11		
Step 4					0.036
Economic X Availability	1.74	0.77	0.20*		
MESA Peer subscale					
Step 1				0.10	
Self-esteem	-0.04	0.04	-0.09		
Trust towards adults	-0.07	0.05	-0.12		
Age	0.78	0.28	0.24		

Step 2					0.012
Peer	0.16	0.13	0.11		
Step 3					0.011
Availability	-0.37	0.30	-0.11		
Step 4					0.000
Peer X Availability	-0.05	0.20	-0.22		
MESA School subscale					
Step 1				0.10	
Self-esteem	-0.04	0.04	-0.09		
Trust towards adults	-0.07	0.05	-0.12		
Age	0.78	0.28	0.24**		
Step 2					0.000
School	0.01	0.25	0.00		
Step 3					0.011
Availability	-0.38	0.30	-0.12		
Step 4					0.000
School X Availability	0.00	0.37	0.00		
Sum of MESA scale					
Step 1				0.10	
Self-esteem	-0.04	0.04	-0.11		
Trust towards adults	-0.05	0.05	-0.09		

Age	0.79	0.28	0.25**	
Step 2				0.001
MESA Sum	0.02	0.04	0.03	
Step 3				0.009
Availability	-0.33	0.30	-0.10	
Step 4				0.000
MESA Sum X Availability	-0.01	0.06	-0.01	

*p<.05, **p<.01

Figure 28



For the next set of regressions, school misconduct served as the dependent variable. Gender, sensitivity towards adults, and trust towards adults served as the control variables and were entered first in the hierarchical multiple regressions, the MESA subscales and composite

scale were entered second, the instrumental satisfaction of mentoring relationship quality was entered third, and the interaction of the instrumental satisfaction of mentoring relationship quality and MESA subscales and composite scores were entered last. The MESA stressor subscales and composite scale did not significantly predict school misconduct. The instrumental satisfaction of the mentoring relationship quality did predict misconduct. A main effect for instrumental satisfaction was significant in predicting misconduct for all of the regression analyses, in that less instrumental satisfaction predicted more misconduct behavior above and beyond the discrimination stressor subscale ($F(6, 127) = 1.96$, $p = .005$), the violence/victimization stressor subscale ($F(6, 126) = 2.20$, $p = .005$), the family stressor subscale ($F(6, 126) = 2.58$, $p = .002$), the economic stressor subscale ($F(6, 126) = 1.81$, $p = .008$), the peer stressor subscale ($F(6, 127) = 2.23$, $p = .01$), the school stressor subscale ($F(6, 127) = 1.89$, $p = .005$), and the overall stressor scale ($F(6, 124) = 2.29$, $p = .006$). The interactions between instrumental satisfaction and the MESA subscales and composite scale did not predict misconduct (see Table 32).

Table 32

Summary of Hierarchical Multiple Regressions to predict misconduct on instrumental satisfaction of mentoring relationship quality

Predictor	*B*	*SE B*	β	R^2	ΔR^2
MESA Discrimination subscale					
Step 1				0.02	
Gender	-0.12	0.16	-0.07		
Sensitivity towards adults	-0.02	0.02	-0.08		
Trust towards adults	-0.02	0.02	-0.07		

Step 2						0.005
Discrimination	0.06	0.08	0.08			
Step 3						0.057
Instrumental satisfaction	-0.39	0.14	-0.26**			
Step 4						0.000
Discrimination X Instrumental satisfaction	-0.001	0.11	-0.001			
MESA Violence/Victimization subscale						
Step 1				0.02		
Gender	-0.11	0.16	-0.06			
Sensitivity towards adults	-0.02	0.02	-0.08			
Trust towards adults	-0.02	0.02	-0.07			
Step 2						0.016
Violence/Victimization	0.11	0.07	0.13			
Step 3						0.058
Instrumental satisfaction	-0.40	0.14	-0.27**			
Step 4						0.003
Violence/Victimization X Instrumental satisfaction	0.06	0.10	0.05			
MESA Family subscale						
Step 1					0.02	
Gender	-0.11	0.16	-0.06			
Sensitivity towards adults	-0.02	0.02	-0.09			

Trust towards adults	-0.02	0.02	-0.08		
Step 2					0.017
Family	0.10	0.07	0.14		
Step 3					0.070
Instrumental satisfaction	-0.44	0.14	-0.29**		
Step 4					0.006
Family X Instrumental Satisfaction	-0.09	0.10	-0.08		
MESA Economic subscale					
Step 1				0.02	
Gender	-0.13	0.16	-0.07		
Sensitivity towards adults	-0.02	0.02	-0.08		
Trust towards adults	-0.02	0.02	-0.07		
Step 2					0.001
Economic	-0.08	0.20	-0.04		
Step 3					0.052
Instrumental Satisfaction	-0.38	0.15	-0.25**		
Step 4					0.012
Economic X Instrumental Satisfaction	0.44	0.36	0.11		
MESA Peer subscale					
Step 1				0.02	
Gender	-0.12	0.16	-0.07		

Sensitivity towards adults	-0.02	0.02	-0.08		
Trust towards adults	-0.02	0.02	-0.08		
Step 2					0.027
Peer	0.11	0.06	0.18		
Step 3					0.048
Instrumental Satisfaction	-0.37	0.14	-0.24**		
Step 4					0.001
Peer X	-0.03	0.09	-0.03		
Instrumental Satisfaction					
MESA School subscale					
Step 1				0.02	
Gender	-0.12	0.16	-0.07		
Sensitivity towards adults	-0.02	0.02	-0.08		
Trust towards adults	-0.02	0.02	-0.07		
Step 2					0.027
School	0.11	0.06	0.18		
Step 3					0.048
Instrumental Satisfaction	-0.37	0.14	-0.24**		
Step 4					0.001
School X	-0.03	0.09	-0.03		
Instrumental Satisfaction					
Sum of MESA scale					
Step 1				0.02	

Gender	-0.12	0.16	-0.07	
Sensitivity towards adults	-0.02	0.02	-0.08	
Trust towards adults	-0.02	0.02	-0.07	
Step 2				0.002
MESA Sum	0.05	0.11	0.04	
Step 3				0.057
Instrumental Satisfaction	-0.39	0.14	-0.26**	
Step 4				0.017
MESA Sum X Instrumental Satisfaction	0.25	0.17	0.14	

**$p<.01$

For the next set of regressions, school misconduct served as the dependent variable. Gender, sensitivity towards adults, and trust towards adults served as the control variables and were entered first in the hierarchical multiple regressions, the MESA subscales and composite scale were entered second, the dissatisfaction of mentoring relationship quality was entered third, and the interaction between dissatisfaction and the MESA subscales and composite scores were entered last. The MESA stressor subscales and composite scale did not significantly predict school misconduct, nor did the dissatisfaction of the mentoring relationship quality, nor the interaction of the dissatisfaction of the mentoring relationship quality and MESA subscales and composite scale (see Table 33).

Table 33

Summary of Hierarchical Multiple Regressions to predict misconduct on dissatisfaction of mentoring relationship quality

Predictor	*B*	*SE B*	β	R^2	ΔR^2
MESA Discrimination subscale					
Step 1				0.06	
Gender	-0.11	0.17	-0.06		
Sensitivity towards adults	-0.04	0.02	-0.18*		
Trust towards adults	-0.03	0.02	-0.12		
Step 2					0.001
Discrimination	0.03	0.08	0.03		
Step 3					0.012
Dissatisfaction	0.14	0.11	0.11		
Step 4					0.008
Discrimination X Dissatisfaction	-0.10	0.10	-0.09		
MESA Violence/Victimization subscale					
Step 1				0.06	
Gender	-0.11	0.17	-0.06		
Sensitivity towards adults	-0.04	0.02	-0.18*		
Trust towards adults	-0.03	0.02	-0.13		
Step 2					0.002
Violence/Victimization	0.05	0.08	0.05		
Step 3					0.013
Dissatisfaction	0.15	0.11	0.12		
Step 4					0.001

Violence/Victimization X Dissatisfaction	-0.05	0.11	-0.04		
MESA Family subscale					
Step 1				0.07	
Gender	-0.10	0.17	-0.05		
Sensitivity towards adults	-0.05	0.02	-0.19*		
Trust towards adults	-0.03	0.02	-0.13		
Step 2					0.005
Family	0.06	0.07	0.07		
Step 3					0.009
Dissatisfaction	0.12	0.11	0.10		
Step 4					0.001
Family X Dissatisfaction	-0.03	0.08	-0.03		
MESA Economic subscale					
Step 1				0.07	
Gender	-0.13	0.17	-0.07		
Sensitivity towards adults	-0.04	0.02	-0.18*		
Trust towards adults	-0.03	0.02	-0.12		
Step 2					0.001
Economic	-0.06	0.21	-0.03		
Step 3					0.012
Dissatisfaction	0.14	0.11	0.12		

Step 4						0.000
Economic X Dissatisfaction	0.02	0.28	0.01			
MESA Peer subscale						
Step 1				0.06		
Gender	-0.11	0.17	-0.06			
Sensitivity towards adults	-0.04	0.02	-0.18*			
Trust towards adults	-0.03	0.02	-0.12			
Step 2						0.017
Peer	0.09	0.06	0.14			
Step 3						0.012
Dissatisfaction	0.14	0.11	0.11			
Step 4						0.002
Peer X Dissatisfaction	0.04	0.08	0.04			
MESA School subscale						
Step 1				0.06		
Gender	-0.11	0.17	-0.06			
Sensitivity towards adults	-0.04	0.02	-0.18*			
Trust towards adults	-0.03	0.02	-0.12			
Step 2						0.001
School	-0.04	0.11	-0.03			
Step 3					0.011	

Dissatisfaction	0.14	0.11	0.11		
Step 4					0.002
School X Dissatisfaction	0.07	0.15	0.04		
Sum of MESA scale					
Step 1				0.07	
Gender	-0.10	0.12	-0.05		
Sensitivity towards adults	-0.05	0.02	-0.20*		
Trust towards adults	-0.03	0.02	-0.13		
Step 2					0.005
MESA Sum	0.02	0.02	0.08		
Step 3					0.012
Dissatisfaction	0.14	0.11	0.11		
Step 4					0.000
MESA Sum X Dissatisfaction	-0.004	0.03	-0.01		

*p<.05

For the next set of regressions, school misconduct served as the dependent variable. Gender, sensitivity towards adults, and trust towards adults served as the control variables and were entered first in the hierarchical multiple regressions, the MESA subscales and composite scale were entered second, the dependability of mentoring relationship quality was entered third, and the interaction between dependability and the MESA subscales and composite scores were entered last. The model for the MESA Peer subscale was significant at Step 1 (F(3,129) = 2.84, p = .041) and at Step 2 (F(4,129) = 3.23, p = .043), and approached significance for step 3

($F(5,129) = 3.24$, $p = .081$), in predicting misconduct, indicating that participants with more peer stressors have more school misconduct. The remaining MESA stressor subscales and composite scale did not significantly predict school misconduct. Dependability significantly predicted misconduct above and beyond family stressors ($F(6, 128) = 2.93$, $p=0.23$) and total overall stressors ($F(6, 126) = 2.86$, $p=.047$), and approached significance for the remaining stressor subscales. The interaction between dependability of the mentoring relationship quality and MESA subscales and composite scale did not predict misconduct, though it approached significance for the interaction between dependability and peer stressors on misconduct (see Table 34).

Table 34

Summary of Hierarchical Multiple Regressions to predict misconduct on dependability of mentoring relationship quality

Predictor	*B*	*SE B*	β	R^2	ΔR^2
MESA Discrimination subscale					
Step 1				0.06	
Gender	-0.17	0.17	-0.09		
Sensitivity towards adults	-0.04	0.02	-0.16*		
Trust towards adults	-0.04	0.02	-0.13		
Step 2					0.007
Discrimination	0.08	0.08	0.09		
Step 3					0.026
Dependability	-0.26	0.14	-0.17		
Step 4					0.003

Discrimination X Dependability	0.07	0.11	0.06		
MESA Violence/Victimization subscale					
Step 1				0.06	
Gender	-0.16	0.17	-0.08		
Sensitivity towards adults	-0.04	0.02	-0.16		
Trust towards adults	-0.04	0.02	-0.14		
Step 2					0.010
Violence/Victimization	0.09	0.08	0.11		
Step 3					0.028
Dependability	-0.27	0.14	-0.18		
Step 4					0.001
Violence/Victimization X Dependability	0.05	0.11	0.04		
MESA Family subscale					
Step 1				0.07	
Gender	-0.15	0.17	-0.08		
Sensitivity towards adults	-0.04	0.02	-0.17*		
Trust towards adults	-0.04	0.02	-0.14		
Step 2					0.013
Family	0.09	0.07	0.12		
Step 3					0.038
Dependability	-0.32	0.14	-0.21*		

Step 4					0.004
Family X	-0.08	0.11	-0.06		
Dependability					
MESA Economic subscale					
Step 1				0.07	
Gender	-0.18	0.17	-0.09		
Sensitivity towards adults	-0.04	0.02	-0.16		
Trust towards adults	-0.04	0.02	-0.13		
Step 2					0.001
Economic	-0.08	0.21	-0.03		
Step 3					0.022
Dependability	-0.24	0.14	-0.16		
Step 4					0.004
Economic X	0.26	0.35	0.06		
Dependability					
MESA Peer subscale					
Step 1				0.06	
Gender	-0.17	0.17	-0.09		
Sensitivity towards adults	-0.04	0.02	-0.16*		
Trust towards adults	-0.04	0.02	-0.13		
Step 2					0.030
Peer	0.13	0.06	0.19*		
Step 3					0.022

Dependability	-0.24	0.14	-0.16		
Step 4					0.001
Peer X	-0.02	0.08	-0.02		
Dependability					
MESA School subscale					
Step 1				0.06	
Gender	-0.17	0.17	-0.09		
Sensitivity towards adults	-0.04	0.02	-0.16		
Trust towards adults	-0.04	0.02	-0.13		
Step 2					0.001
School	0.03	0.12	0.03		
Step 3					0.025
Dependability	-0.25	0.14	-0.17		
Step 4					0.015
School X	0.23	0.16	0.12		
Dependability					
Sum of MESA scale					
Step 1				0.07	
Gender	-0.16	0.18	-0.08		
Sensitivity towards adults	-0.04	0.02	-0.18		
Trust towards adults	-0.04	0.02	-0.14		
Step 2					0.018
MESA Sum	0.03	0.02	0.15		

Step 3				0.029
Dependability	-0.28	0.14	-0.18*	
Step 4				0.001
MESA Sum X Dependability	0.01	0.03	0.04	

*p<.05

For the next set of regressions, school misconduct served as the dependent variable. Gender, sensitivity towards adults, age, and trust towards adults served as the control variables and were entered first in the hierarchical multiple regressions, the MESA subscales and composite scale were entered second, the availability of mentoring relationship quality was entered third, and the interaction between availability and the MESA subscales and composite scores were entered last. Sensitivity towards adults predicted misconduct at Step 1 in the model examining family stressors (F(4, 128) = 2.58, p = .041), with sensitivity towards adults approaching significance in the remaining models at Step 1; the remaining control variables were not found to predict misconduct at Step 1. The MESA stressor subscales and composite scale did not significantly predict school misconduct at the next step. Availability significantly predicted misconduct above and beyond discrimination stressors (F(6, 129) = 2.55, p = .022), violence/victimization stressors (F(6, 128) = 2.23, p = .02), family stressors (F(6, 128) = 2.45, p = .013), economic stressor (F(6, 128) = 2.50, p = .031), peer stressors (F(6, 129) = 2.88, p = .024), school stressors (F(6, 129) = 2.59, p = .021), and overall stressors (F(6, 126) = 2.78, p = .023). Additionally, the interaction between availability and school stressors was significant in predicting misconduct at Step 4 (F(7, 129) = 2.97, p=.031), and approached significance for the interaction of availability and the violence/victimization stressors. Availability moderated the relationship between school stressors and misconduct in the expected direction, in that less

misconduct was present for those with high availability and less school stressors yet misconduct was the same as school stressors increased regardless of high or low availability (Figure 29).The remaining interactions of availability and MESA subscales and composite scale did not predict misconduct (see Table 35).

Table 35

Summary of Hierarchical Multiple Regressions to predict misconduct on availability of mentoring relationship quality

Predictor	*B*	*SE B*	β	R^2	ΔR^2
MESA Discrimination subscale					
Step 1				0.07	
Gender	-0.13	0.17	-0.07		
Sensitivity towards adults	-0.04	0.02	-0.17		
Trust towards adults	-0.03	0.02	-0.11		
Age	0.00	0.00	0.10		
Step 2					0.001
Discrimination	0.02	0.08	0.03		
Step 3					0.039
Availability	-0.33	0.14	-0.22*		
Step 4					0.016
Discrimination X Availability	0.18	0.12	0.14		
MESA Violence/Victimization subscale					
Step 1				0.07	

	Gender	-0.12	0.17	-0.06	
	Sensitivity towards adults	-0.04	0.02	-0.17	
	Trust towards adults	-0.03	0.02	-0.11	
	Age	0.00	0.00	0.10	
	Step 2				0.001
	Violence/Victimization	0.04	0.08	0.04	
	Step 3				0.041
	Availability	-0.34	0.14	-0.22*	
	Step 4				0.023
	Violence/Victimization X Availability	0.19	0.10	0.16[1]	
MESA	Family subscale				
	Step 1			0.08	
	Gender	-0.11	0.17	-0.06	
	Sensitivity towards adults	-0.04	0.02	-0.18*	
	Trust towards adults	-0.03	0.02	-0.12	
	Age	0.00	0.00	0.10	
	Step 2				0.004
	Family	0.05	0.07	0.06	
	Step 3				0.045
	Availability	-0.36	0.14	-0.23*	
	Step 4				0.000
	Family X	-0.03	0.12	-0.02	

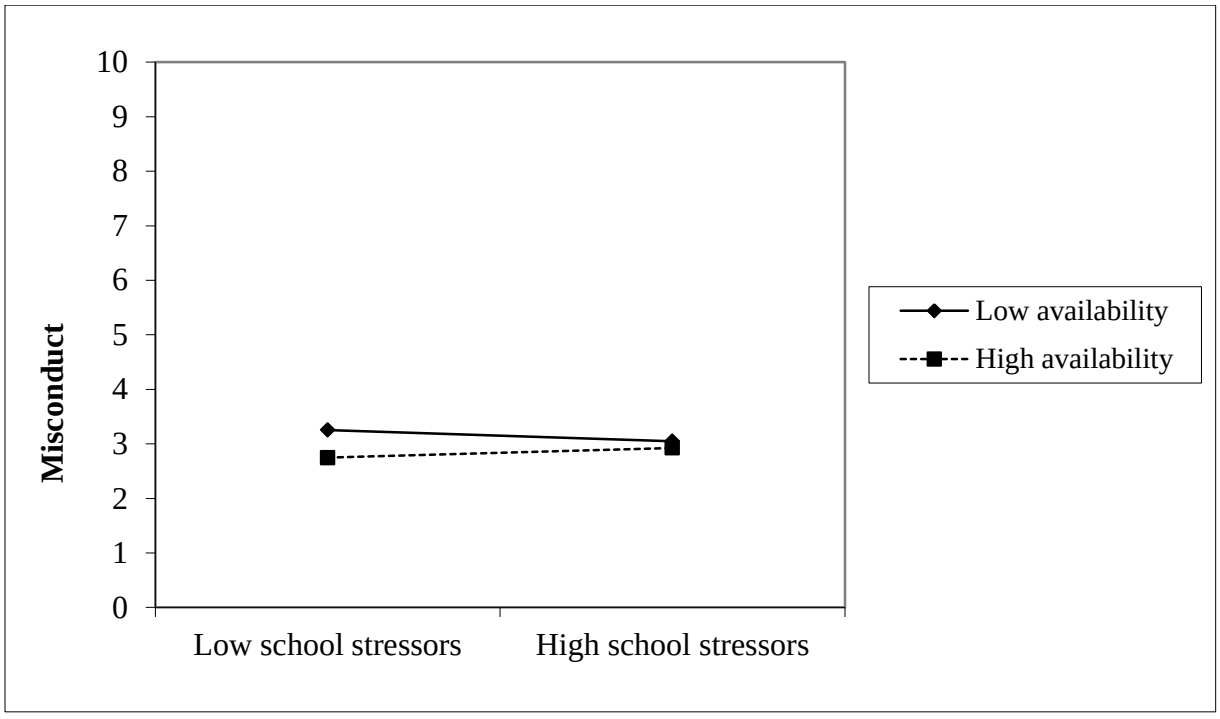
	Availability				
MESA	Economic subscale				
	Step 1			0.07	
	Gender	-0.14	0.17	-0.07	
	Sensitivity towards adults	-0.04	0.02	-0.17	
	Trust towards adults	-0.03	0.02	-0.11	
	Age	0.00	0.00	0.10	
	Step 2				0.001
	Economic	-0.06	0.21	-0.03	
	Step 3				0.035
	Availability	-0.32	0.14	-0.20*	
	Step 4				0.004
	Economic X	0.29	0.38	0.07	
	Availability				
MESA	Peer subscale				
	Step 1			0.07	
	Gender	-0.13	0.17	-0.07	
	Sensitivity towards adults	-0.04	0.02	-0.17	
	Trust towards adults	-0.03	0.02	-0.11	
	Age	0.00	0.00	0.10	
	Step 2				0.014
	Peer	0.09	0.06	0.13	
	Step 3				0.037

Availability	-0.32	0.14	-0.21*		
Step 4					0.000
Peer X Availability	0.02	0.09	0.01		
MESA School subscale					
Step 1				0.07	
Gender	-0.13	0.17	-0.07		
Sensitivity towards adults	-0.04	0.02	-0.17		
Trust towards adults	-0.03	0.02	-0.11		
Age	0.00	0.00	0.10		
Step 2					0.001
School	-0.05	0.12	-0.04		
Step 3					0.040
Availability	-0.33	0.14	-0.22*		
Step 4					0.033
School X Availability	0.37	0.17	0.19*		
Sum of MESA scale					
Step 1				0.08	
Gender	-0.11	0.17	-0.06		
Sensitivity towards adults	-0.04	0.02	-0.19		
Trust towards adults	-0.03	0.02	-0.12		
Age	0.00	0.00	0.10		

Step 2				0.004
MESA Sum	0.02	0.02	0.07	
Step 3				0.039
Availability	-0.33	0.15	-0.21*	
Step 4				0.013
MESA Sum X Availability	0.04	0.03	0.12	

*p<.05, [1]p<.10

Figure 29



For the next set of regressions, school misconduct served as the dependent variable. Gender, sensitivity towards adults, and trust towards adults served as the control variables and were entered first in the hierarchical multiple regressions, the MESA subscales and composite scale were entered second, the relational satisfaction of mentoring relationship quality was

entered third, and the interaction between relational satisfaction and the MESA subscales and composite scores were entered last. The MESA stressor subscales and composite scale did not significantly predict school misconduct, nor did the relational satisfaction of the mentoring relationship quality, nor the interaction of the relational satisfaction of the mentoring relationship quality and MESA subscales and composite scale (see Table 36).

Table 36

Summary of Hierarchical Multiple Regressions to predict misconduct on relational satisfaction of mentoring relationship quality

Predictor	*B*	*SE B*	β	R^2	ΔR^2
MESA Discrimination subscale					
Step 1				0.06	
Gender	-0.11	0.17	-0.06		
Sensitivity towards adults	-0.04	0.02	-0.18*		
Trust towards adults	-0.03	0.02	-0.13		
Step 2					0.001
Discrimination	0.03	0.08	0.03		
Step 3					0.013
Relational satisfaction	-0.20	0.15	-0.12		
Step 4					0.002
Discrimination X Relational satisfaction	0.07	0.12	0.05		
MESA Violence/Victimization subscale					
Step 1				0.06	

Gender	-0.11	0.17	-0.06		
Sensitivity towards adults	-0.04	0.02	-0.18*		
Trust towards adults	-0.03	0.02	-0.13		
Step 2					0.002
Violence/Victimization	0.05	0.08	0.05		
Step 3					0.014
Relational satisfaction	-0.20	0.15	-0.12		
Step 4					0.005
Violence/Victimization X Relational satisfaction	0.10	0.12	0.07		
MESA Family subscale					
Step 1				0.07	
Gender	-0.10	0.17	-0.05		
Sensitivity towards adults	-0.05	0.02	-0.19*		
Trust towards adults	-0.04	0.02	-0.13		
Step 2					0.006
Family	0.06	0.07	0.08		
Step 3					0.018
Relational satisfaction	-0.24	0.15	-0.15		
Step 4					0.001
Family X Relational satisfaction	-0.03	0.11	-0.02		
MESA Economic subscale					

	Step 1			0.07	
	Gender	-0.12	0.17	-0.06	
	Sensitivity towards adults	-0.04	0.02	-0.19*	
	Trust towards adults	-0.03	0.02	-0.12	
	Step 2				0.001
	Economic	-0.06	0.21	-0.03	
	Step 3				0.011
	Relational satisfaction	-0.18	0.15	-0.11	
	Step 4				0.001
	Economic X	0.10	0.37	0.02	
	Relational satisfaction				
MESA	Peer subscale				
	Step 1			0.06	
	Gender	-0.11	0.17	-0.06	
	Sensitivity towards adults	-0.04	0.02	-0.18*	
	Trust towards adults	-0.03	0.02	-0.13	
	Step 2				0.016
	Peer	0.09	0.06	0.14	
	Step 3				0.009
	Relational satisfaction	-0.17	0.15	-0.10	
	Step 4				0.001
	Peer X	0.05	0.12	0.04	
	Relational satisfaction				

MESA School subscale					
Step 1				0.06	
Gender	-0.11	0.17	-0.06		
Sensitivity towards adults	-0.04	0.02	-0.18*		
Trust towards adults	-0.03	0.02	-0.13		
Step 2					0.001
School	-0.04	0.12	-0.03		
Step 3					0.015
Relational satisfaction	-0.21	0.15	-0.13		
Step 4					0.024
School X Relational satisfaction	0.33	0.18	0.16		
Sum of MESA scale					
Step 1				0.07	
Gender	-0.10	0.17	-0.05		
Sensitivity towards adults	-0.04	0.02	-0.20*		
Trust towards adults	-0.03	0.02	-0.13		
Step 2					0.006
MESA Sum	0.02	0.02	0.08		
Step 3					0.013
Relational satisfaction	-0.20	0.15	-0.12		
Step 4					0.003
MESA Sum X	0.04	0.03	0.05		

Relational satisfaction

*p<.05

For the next set of regressions, school misconduct served as the dependent variable. Gender, sensitivity towards adults, and trust towards adults served as the control variables and were entered first in the hierarchical multiple regressions, the MESA subscales and composite scale were entered second, the intimacy of mentoring relationship quality was entered third, and the interaction between intimacy and the MESA subscales and composite scores were entered last. The MESA stressor subscales and composite scale did not significantly predict school misconduct. A main effect for intimacy was significant in predicting misconduct in that less intimacy predicted more misconduct behaviors above and beyond discrimination (F(6, 126) = 2.10, p = .019), violence/victimization stressors (F(6, 125) = 2.16, p = .019), family stressors (F(6, 125) = 2.12, p = .012), economic stressor (F(6, 125) = 1.87, p = .028), peer stressors (F(6, 126) = 2.44, p = .032), school stressors (F(6, 126) = 1.92, p = .021), and overall stressors (F(6, 123) = 2.40, p = .023). The interactions of the intimacy of the mentoring relationship quality and MESA subscales and composite scale did not predict misconduct (see Table 37).

Table 37

Summary of Hierarchical Multiple Regressions to predict misconduct on intimacy of mentoring relationship quality

Predictor	*B*	*SE B*	β	R^2	ΔR^2
MESA Discrimination subscale					
Step 1				0.04	
Gender	-0.15	0.17	-0.08		
Sensitivity towards adults	-0.03	0.02	-0.13		

Trust towards adults	-0.03	0.02	-0.10		
Step 2					0.008
Discrimination	0.08	0.08	0.10		
Step 3					0.042
Intimacy	-0.32	0.14	-0.21*		
Step 4					0.000
Discrimination X Intimacy	0.02	0.12	0.01		
MESA Violence/Victimization subscale					
Step 1				0.04	
Gender	-0.14	0.17	-0.08		
Sensitivity towards adults	-0.03	0.02	-0.13		
Trust towards adults	-0.03	0.02	-0.10		
Step 2					0.012
Violence/Victimization	0.10	0.08	0.12		
Step 3					0.043
Intimacy	-0.32	0.14	-0.22*		
Step 4					0.000
Violence/Victimization X Intimacy	0.03	0.12	0.02		
MESA Family subscale					
Step 1				0.04	
Gender	-0.14	0.17	-0.07		

Sensitivity towards adults	-0.03	0.02	-0.14		
Trust towards adults	-0.03	0.02	-0.10		
Step 2					0.014
Family	0.10	0.07	0.12		
Step 3					0.048
Intimacy	-0.34	0.14	-0.23*		
Step 4					0.013
Family X Intimacy	-0.14	0.11	-0.12		
MESA Economic subscale					
Step 1				0.04	
Gender	-0.16	0.17	-0.09		
Sensitivity towards adults	-0.03	0.02	-0.14		
Trust towards adults	-0.03	0.02	-0.10		
Step 2					0.001
Economic	-0.09	0.21	-0.04		
Step 3					0.038
Intimacy	-0.31	0.14	-0.20*		
Step 4					0.004
Economic X Intimacy	0.23	0.33	0.06		
MESA Peer subscale					
Step 1				0.04	

Gender	-0.15	0.17	-0.08		
Sensitivity towards adults	-0.03	0.02	-0.13		
Trust towards adults	-0.03	0.02	-0.10		
Step 2					0.031
Peer	0.13	0.06	0.19		
Step 3					0.035
Intimacy	-0.29	0.14	-0.19*		
Step 4					0.007
Peer X	-0.08	0.09	-0.08		
Intimacy					
MESA School subscale					
Step 1				0.04	
Gender	-0.15	0.17	-0.08		
Sensitivity towards adults	-0.03	0.02	-0.13		
Trust towards adults	-0.03	0.02	-0.10		
Step 2					0.002
School	0.06	0.12	0.04		
Step 3					0.041
Intimacy	-0.32	0.14	-0.21*		
Step 4					0.000
School X	0.03	0.17	0.02		
Intimacy					
Sum of MESA scale					

Step 1				0.05	
Gender	-0.14	0.17	-0.07		
Sensitivity towards adults	-0.04	0.02	-0.15		
Trust towards adults	-0.03	0.02	-0.10		
Step 2					0.021
MESA Sum	0.03	0.02	0.16		
Step 3					0.040
Intimacy	-0.32	0.14	-0.21*		
Step 4					0.002
MESA Sum X Intimacy	-0.02	0.03	-0.05		

*p<.05

For the next set of regressions, school misconduct served as the dependent variable. The MESA subscales and composite scale were entered first in the hierarchical multiple regressions, the mean of educational support provided by mentors was entered second, and the interaction between educational support and MESA subscales and composite scores were entered last. The MESA stressor subscales and composite scale did not significantly predict school misconduct, nor did the educational support provided by mentors, nor the interaction between educational support provided and the MESA subscales and composite scale (see Table 38).

Table 38

Summary of Hierarchical Multiple Regressions to predict misconduct on mean on educational support from mentors

Predictor	*B*	*SE B*	β	R^2	ΔR^2

MESA Discrimination subscale					
Step 1				0.01	
Discrimination	-0.01	0.08	-0.01		
Step 2					0.003
Educational support	0.00	0.05	0.01		
Step 3					0.022
Discrimination X Educational support	0.01	0.05	0.01		
MESA Violence/Victimization subscale					
Step 1				0.004	
Violence/Victimization	0.06	0.08	0.06		
Step 2					0.000
Educational support	0.00	0.05	0.00		
Step 3					0.003
Violence/Victimization X Educational support	0.03	0.05	0.05		
MESA Family subscale					
Step 1				0.01	
Family	0.10	0.07	0.12		
Step 2					0.000
Educational support	-0.002	0.05	-0.003		
Step 3					0.003
Family X	0.03	0.05	0.06		

Educational support					
MESA Economic subscale					
Step 1				0.01	
Economic	-0.24	0.22	-0.09		
Step 2					0.000
Educational support	-0.01	0.05	-0.02		
Step 3					0.003
Economic X	0.08	0.13	0.06		
Educational support					
MESA Peer subscale					
Step 1				0.03	
Peer	0.12	0.06	0.17		
Step 2					0.000
Educational support	-0.01	0.05	-0.02		
Step 3					0.010
Peer X	-0.03	0.03	-0.09		
Educational support					
MESA School subscale					
Step 1				0.00	
School	0.01	0.12	0.01		
Step 2					0.000
Educational support	0.00	0.05	0.01		
Step 3					0.000

School X	0.01	0.06	0.02		
Educational support					
Sum of MESA scale					
Step 1				0.01	
MESA Sum	0.02	0.02	0.09		
Step 2					0.000
Educational support	0.00	0.05	0.00		
Step 3					0.000
MESA Sum X	0.00	0.01	0.01		
Educational support					

For the next set of regressions, school absence served as the dependent variable. the MESA subscales and composite scale were entered first in the hierarchical multiple regressions, educational support provided by mentors was entered second, and the interaction between educational support and the MESA subscales and composite scores were entered last. The MESA stressor subscales and composite scale did not significantly predict absences from school, nor did educational support, nor the interaction between educational support and the MESA subscales and composite scale (see Table 39).

Table 39

Summary of Hierarchical Multiple Regressions to predict school absence on mean on educational support from mentors

Predictor	*B*	*SE B*	β	R^2	ΔR^2
MESA Discrimination subscale					
Step 1				0.00	

Discrimination	-0.001	0.15	-0.001		
Step 2					0.000
Educational support	0.02	0.10	0.02		
Step 3					0.000
Discrimination X Educational support	-0.08	0.09	-0.08		
MESA Violence/Victimization subscale					
Step 1				0.01	
Violence/Victimization	0.12	0.15	0.07		
Step 2					0.000
Educational support	0.02	0.09	0.02		
Step 3					0.003
Violence/Victimization X Educational support	0.06	0.09	0.06		
MESA Family subscale					
Step 1				0.02	
Family	0.25	0.04	0.15		
Step 2					0.000
Educational support	0.01	0.09	0.01		
Step 3					0.001
Family X Educational support	0.03	0.09	0.03		
MESA Economic subscale					

Step 1				0.01	
Economic	-0.49	0.42	-0.10		
Step 2					0.000
Educational support	-0.01	0.10	-0.004		
Step 3					0.002
Economic X	0.13	0.25	0.05		
Educational support					
MESA Peer subscale					
Step 1				0.04	
Peer	0.29	0.12	0.21*		
Step 2					0.000
Educational support	-0.02	0.10	-0.01		
Step 3					0.000
Peer X	-0.01	0.07	-0.02		
Educational support					
MESA School subscale					
Step 1				0.02	
School	0.33	0.23	0.12		
Step 2					0.000
Educational support	0.02	0.10	0.02		
Step 3					0.002
School X	-0.06	0.12	-0.04		
Educational support					

Sum of MESA scale					
Step 1				0.02	
MESA Sum	0.07	0.04	0.15		
Step 2					0.000
Educational support	0.01	0.09	0.01		
Step 3					0.000
MESA Sum X Educational support	-0.001	0.02	-0.01		

*p<.05

For the next set of regressions, GPA served as the dependent variable. the MESA subscales and composite scale were entered first in the hierarchical multiple regressions, the mean of educational support provided by mentors was entered second, and the interaction between educational support and the MESA subscales and composite scores were entered last. The MESA stressor subscales and composite scale did not significantly predict GPA, nor did the mean of educational support provided by mentors, nor the interaction of the mean of educational support provided by mentors and MESA subscales and composite scale (see Table 40).

Table 40

Summary of Hierarchical Multiple Regressions to predict GPA on mean on educational support from mentors

Predictor	*B*	*SE B*	β	R^2	ΔR^2
MESA Discrimination subscale					
Step 1				0.00	
Discrimination	0.00	0.07	0.00		

Step 2					0.000
Educational support	0.0	0.05	0.00		
Step 3					0.002
Discrimination X Educational support	0.02	0.04	0.05		
MESA Violence/Victimization subscale					
Step 1				0.00	
Violence/Victimization	-0.03	0.07	-0.03		
Step 2					0.000
Educational support	0.00	0.05	0.00		
Step 3					0.002
Violence/Victimization X Educational support	-0.07	0.04	-0.14		
MESA Family subscale					
Step 1				0.03	
Family	-0.12	0.07	-0.16		
Step 2					0.000
Educational support	0.01	0.04	0.01		
Step 3					0.001
Family X Educational support	-0.05	0.04	-0.11		
MESA Economic subscale					
Step 1				0.02	

Economic	0.31	0.20	0.14		
Step 2					0.001
Educational support	0.02	0.05	0.04		
Step 3					0.007
Economic X Educational support	-0.11	0.12	-0.09		
MESA Peer subscale					
Step 1				0.05	
Peer	-0.15	0.06	-0.23*		
Step 2					0.001
Educational support	0.02	0.05	0.03		
Step 3					0.001
Peer X Educational support	-0.01	0.03	-0.04		
MESA School subscale					
Step 1				0.04	
School	-0.24	0.11	-0.19*		
Step 2					0.000
Educational support	0.00	0.05	0.00		
Step 3					0.001
School X Educational support	0.02	0.06	0.03		
Sum of MESA scale					

Step 1				0.03	
MESA Sum	-0.03	0.02	-0.16		
Step 2					0.000
Educational support	0.01	0.04	0.01		
Step 3					0.005
MESA Sum X Educational support	-0.01	0.01	-0.07		

*p<.05

For the next set of regressions, the Benefits of EVE subscale served as the dependent variable. the MESA subscales and composite scale were entered first in the hierarchical multiple regressions, the mean of educational support provided by mentors was entered second, and the interaction of the mean of educational support provided by mentors and MESA subscales and composite scores were entered last. The MESA stressor subscales and composite scale did not significantly predict benefits of EVE, nor did the mean of educational support provided by mentors, nor the interaction of the mean of educational support provided by mentors and MESA subscales and composite scale (see Table 41).

Table 41

Summary of Hierarchical Multiple Regressions to predict Benefits of EVE on mean on educational support from mentors

Predictor	*B*	*SE B*	β	R^2	ΔR^2
MESA Discrimination subscale					
Step 1				0.00	
Discrimination	-0.05	0.31	-0.01		

Step 2					0.025
Educational support	0.36	0.19	0.16		
Step 3					0.000
Discrimination X Educational support	0.02	0.19	0.01		
MESA Violence/Victimization subscale					
Step 1				0.00	
Violence/Victimization	-0.19	0.32	-0.05		
Step 2					0.024
Educational support	0.36	0.19	0.16		
Step 3					0.001
Violence/Victimization X Educational support	0.08	0.18	0.04		
MESA Family subscale					
Step 1				0.00	
Family	0.17	0.30	0.05		
Step 2					0.023
Educational support	0.34	0.19	0.15		
Step 3					0.001
Family X Educational support	-0.07	0.18	-0.03		
MESA Economic subscale					
Step 1				0.01	

Economic	-0.82	0.87	-0.08		
Step 2					0.09
Educational support	0.32	0.20	0.14		
Step 3					0.001
Economic X	-0.23	0.52	-0.04		
Educational support					
MESA Peer subscale					
Step 1				0.00	
Peer	-0.04	0.26	-0.01		
Step 2					0.023
Educational support	0.35	0.20	0.15		
Step 3					0.002
Peer X	0.07	0.14	0.05		
Educational support					
MESA School subscale					
Step 1				0.00	
School	-0.14	0.48	-0.02		
Step 2					0.022
Educational support	0.34	0.19	0.15		
Step 3					0.000
School X	-0.06	0.24	-0.02		
Educational support					
Sum of MESA scale					

Step 1				0.00	
MESA Sum	-0.02	0.08	-0.02		
Step 2					0.023
Educational support	0.34	0.20	0.15		
Step 3					0.000
MESA Sum X Educational support	0.01	0.05	0.01		

For the next set of regressions, the Limitations of EVE subscale served as the dependent variable. the MESA subscales and composite scale were entered first in the hierarchical multiple regressions, the mean of educational support provided by mentors was entered second, and the interaction of the mean of educational support provided by mentors and MESA subscales and composite scores were entered last. The MESA stressor subscales and composite scale did not significantly predict limitations of EVE, nor did the mean of educational support provided by mentors, nor the interaction of the mean of educational support provided by mentors and MESA subscales and composite scale (see Table 42).

Table 42

Summary of Hierarchical Multiple Regressions to predict Limitations of EVE on mean on educational support from mentors

Predictor	*B*	*SE B*	β	R^2	ΔR^2
MESA Discrimination subscale					
Step 1				0.01	
Discrimination	0.66	0.51	0.11		

Step 2					0.000
Educational support	-0.03	0.32	-0.01		
Step 3					0.010
Discrimination X Educational support	0.35	0.31	0.11		
MESA Violence/Victimization subscale					
Step 1				0.02	
Violence/Victimization	0.90	0.52	0.15		
Step 2					0.000
Educational support	0.02	0.32	0.01		
Step 3					0.012
Violence/Victimization X Educational support	0.37	0.29	0.11		
MESA Family subscale					
Step 1				0.00	
Family	-0.31	0.48	-0.06		
Step 2					0.000
Educational support	0.05	0.32	0.02		
Step 3					0.012
Family X Educational support	0.36	0.29	0.11		
MESA Economic subscale					
Step 1				0.00	

Economic	-0.14	1.42	-0.01		
Step 2					0.000
Educational support	0.03	0.33	0.01		
Step 3					0.048
Economic X Educational support	2.15	0.85	0.24		
MESA Peer subscale					
Step 1				0.05	
Peer	1.04	0.41	0.22*		
Step 2					0.000
Educational support	-0.08	0.32	-0.02		
Step 3					0.025
Peer X Educational support	0.40	0.22	0.16		
MESA School subscale					
Step 1				0.08	
School	2.41	0.75	0.27**		
Step 2					0.000
Educational support	0.04	0.31	0.01		
Step 3					0.016
School X Educational support	0.56	0.38	0.13		
Sum of MESA scale					

Step 1				0.03	
MESA Sum	0.24	0.13	0.16		
Step 2					0.000
Educational support	-0.02	0.32	-0.01		
Step 3					0.038
MESA Sum X Educational support	0.16	0.07	0.20		

*p<.05, **p<.01

CHAPTER IV

DISCUSSION

The aim of this study was to examine the relationships between stressors, natural mentoring relationships, and academic outcomes among urban, low-income, Latino adolescents. Resiliency theory was used as the framework to guide this study. It was expected that stressors would negatively affect academic outcomes, and based on resiliency theory, natural mentoring relationships would protect against or compensate the negative effect of stressors on academic outcomes. Existing research has demonstrated the negative effect stressors have on academic outcomes among Latino adolescents (i.e., Alva & de los Reyes, 1999; Gillock & Reyes, 1999; Prelow & Loukas, 2003), that natural mentoring relationships are related to more positive academic outcomes (e.g., DuBois & Silverthorn, 2005a; Erikson, 2009; Sanchez et al., 2008; Zimmerman et al., 2002), and that mentoring relationships buffer the negative effects of stressors (Hurd & Zimmerman, 2010).

In the current study, peer and school stressors were found to have a significant and negative role on academic outcomes. Specifically, more peer stressors predicted lower GPA, more school absences, and more school misconduct, and more school stressors were associated with more perceived limitations of the economic value of education. The quality of natural mentoring relationships was found to have a compensatory role above and beyond the negative effect of stressors on some academic outcomes but the number of mentors had no compensatory role. Lastly, moderating effects were present in the current study but not all yielded stress-buffering effects. In contrast with past literature and study hypotheses, among participants with higher quality mentoring relationships, more stressors were associated with more perceived limitations of the economic value of education, less perceived benefits of the economic value of

education, and more misconduct. However, mentoring quality provided a buffering effect for school absences. That is, among students with higher quality mentoring relationships, there was no relationship between the number of total absences and peer stressors, but more peer stressors predicted more absences for those with low quality relationships. Overall, findings provide mixed support for study hypotheses and resiliency theory.

The Role of Stressors and the Number of Natural Mentors in Academic Outcomes

To further explain the findings, main effects of both peer and school stressors were significant or approached significance in predicting poorer academic outcomes, as specified previously. These findings are consistent with previous research supporting the notion that stressors yield lower academic outcomes among Latino adolescents (Alva & de los Reyes, 1999; Gillock & Reyes, 1999; & Prelow & Loukas, 2003). These studies show that stressors, such as peer and school stressors, were associated with lower GPA and more school problem behaviors (Alva & de los Reyes, 1999; Gillock & Reyes, 1999; & Prelow & Loukas, 2003).The current study also showed that peer and school stressors predicted lower GPA and more misconduct, as well as lower perceived limitations of the economic value of an education and more school absences. The current study also measured family, economic, violence/victimization and discrimination stressors, but none of these were found to significantly predict any of the academic outcomes. Thus, it seems that for this sample, peer and school stressors are most important in predicting their academic behaviors. Measurement and contextual factors may provide explanation for a lack of significant associations between economic, violence/victimization, discrimination, and family stressors and academic outcomes. The economic stressors were measured using a one-item subscale assessing for parental job loss in the previous 3 months. Though parental job loss has been used as a measure of stressors for

urban ethnic-minority adolescents (Gutman et al., 2002), it alone is not indicative of other types of economic stressors. Violence and victimization stressors were likely not found to be significantly related to academic outcomes due to the limited measure of those types of stressors. The stressor measure in this study assessed for events of violence and victimization that occurred directly to the participant, and do not include other forms of violence such as community violence. Indirect or vicarious violence, which explores the effect of hearing about, being cognizant of, and/or witnessing incidents of community violence, was not assessed. Direct and indirect exposure to violence has been found to play a role in the academic outcomes of adolescents (Solberg et al., 2007). Additionally, community violence occurs at disproportionately higher rates among urban, low-income, ethnic minority youth (Howard, Budge, & McKay, 2010). Considering the context in which participants attend school, they may be at higher risk for exposure to community violence, which could potentially impact academic outcomes. The homogenous setting in which the participants attend school may help explain the lack of findings regarding discrimination stressors. The school population has a predominantly Latino student body and discrimination stressors may have been negligible to non-existent, thus not able to negatively affect academic outcomes. In a study using the same sample, participants reported very few incidents of discriminatory experiences (Segovia, Balfour, Mroczkowski, & Sánchez, 2012). The family stressors subscale assesses major changes and disruptions over the past three months in family life, such as moving away, changes in parental marriage status, and the illness or death of a close family member. Family stressors were likely not found to be significantly related to academic outcomes due to the low frequency of these major life events occurring within a three-month span.

With regards to the number of natural mentors, the quantity of mentors did not significantly predict any academic outcomes, above and beyond the effect of stressors in the current study. A possible explanation for the lack of significant association between the number of natural mentors and academic outcomes is that natural mentors in the current study tended to be young family members (Sánchez, Rivera, Roundfield, Mroczkowski, & Lemos, 2011). Sánchez et al.'s study (2008) on Latino high school seniors found that familial mentors tended to have lower levels of educational attainment in comparison to non-familial mentors, such as teachers (Sánchez et al., 2008). Dubois and Silverthorn (2005a) found that relationships with non-familial natural mentors predicted more favorable outcomes than relationships with familial natural mentors among a nationally representative sample of adolescents. Given that the natural mentors in the current study had lower educational attainment, were younger in age, and were largely familial, it is likely that having more mentors with these characteristics may not readily lend itself to provide tangible support in the area of education, and thus explain the lack of findings for the quantity of natural mentors. It is also possible that the identified natural mentors were models of individuals who have financial stability and/or employment despite lower educational attainment. If so, these mentors may represent relatively successful adults in an economically-depressed context where other adults may have difficulties in finding or maintaining employment. Thus, youth in this study might have believed that education is *not* necessary to obtain successful employment.

It was expected that the number of natural mentors would buffer the negative effects of stressors on academic outcomes, consistent with resiliency theory (Fergus & Zimmerman, 2005) and past research (Hurd & Zimmerman, 2010; Zimmerman et al., 2002). However, this hypothesis was not supported in the current study. Two significant interactions effects were

found for the number of natural mentors and the economic stressor on both the perceived limitations of the economic value of education and school misconduct, but in unexpected directions. Specifically, among students with more mentors, the presence of the economic stressor was associated with more misconduct and more perceived limitations of the economic value of education, whereas having fewer mentors seemed to buffer the effects of the economic stressor. A possible explanation for this unexpected finding may be that youth who perceive the economic value of school to be limited and display more school conduct problems may draw attention from more adults when also undergoing economic stressors, such as a parent losing a job. Given that the study is cross-sectional, causality cannot be determined and it is possible that mentors may be reaching out to youth who are experiencing greater academic difficulties. Thus, perhaps the academic problems lead to more mentoring relationships. These findings are similar to a previous study with urban, ethnic-minority 9th-grade students who were assigned an adult mentor (Holt et al., 2008). In the aforementioned study, Holt and colleagues found that mentors reported becoming more engaged with mentees who were experiencing academic difficulties and declining grades. Similarly, in the current study, students with poorer academic outcomes may have generated interest from more adults in the face of economic stressors.

Given that not all mentoring relationships are equal, the mere presence of mentors may not be enough to compensate or protect against the negative effect of stressors. In a study by Dubois and Silverthorn (2005a), relationship characteristics such as closeness, frequency of contact, and relationship duration were found to be associated with more positive outcomes and they also found that simply having a mentoring relationship was not enough to promote a wide array of positive outcomes. Research has suggested that quality of mentoring relationships may be more influential than the presence of a mentor (DuBois et al., 2002), since it is possible for

some mentoring relationships to be more beneficial than others. Thus, the quantity of natural mentoring relationships in the current study may not sufficiently capture the benefits that can arise from certain characteristics in natural mentoring relationships.

The Role of Mentoring Relationship Quality and Stressors on Academic Outcomes

Consistent with this study's hypothesis, higher quality mentoring relationships were found to significantly predict less misconduct, fewer absences, and higher GPAs. Certain aspects of the mentoring relationship contributed to these findings. Specifically, intimacy, instrumental satisfaction, dependability, and availability were significantly associated with less misconduct and dissatisfaction was significantly associated with lower GPAs. These results are consistent with past research (e.g., Fair, Hopkins, & Decker, 2012) and theory about how mentoring works. Rhodes' (2002) model of youth mentoring purports that part of what leads to positive youth development is the interpersonal connection between mentors and youth, which is comprised of trust, empathy, and mutuality. Trust, empathy, and mutuality are theorized to enhance youth's social and emotional well-being, cognitive skills, and identity development and are partially governed by the quality of the relationship between a mentor and an adolescent (Rhodes, Spencer, Keller, Liang, & Noam, 2006). A close connection with a mentor is likely to predict more positive outcomes among youth and may be essential for positive outcomes to occur. A meta-analytic review of mentoring found that relationship closeness promoted more positive outcomes for youth (DuBois et al., 2002). Conversely, mentoring relationships not characterized by closeness had negligible to no positive effect on youth outcomes (DuBois & Neville, 1997; Grossman & Rhodes, 2002).

The protective effect of mentoring relationship quality was examined to determine the stress-buffering model of mentoring. This study found support for mentoring relationship quality

serving as a protective factor against the negative effects of stressors on academic outcomes. Specifically, an interaction effect between mentor availability and school stressors was present on misconduct. More mentor availability provided a buffering effect against fewer school stressors for misconduct; this protective effect disappeared as school stressors increased, given that misconduct levels were similar regardless of mentor availability A possible explanation may lie in that having more school stressors may be too overwhelming for mentor availability to have a buffering effect, particularly if these mentors are familial and are outside of the settingin which school stressors take place. Nonetheless, support was provided for the protective model of resilience.

It is important to note that there are different protective models of resilience (Fergus & Zimmerman, 2005; Luthar et al., 2000). Luthar and colleagues (2000) distinguished between different types of interactive effects to explain the varying protective models of resiliency. One of these models, the protective-reactive model, posits that the protective factor (e.g., mentoring) is generally associated with positive outcomes but not at high levels of the risk factor (e.g., stressor). At higher levels of risk, the protective effect disappears or is negated. Thus, mentor availability seems to have a protective-reactive effect in the relationships between school stressors and misconduct.

In addition to the stress-buffering effect on misconduct, other aspects of mentoring relationship quality were found to have a stress-buffering effect on school absences. Specifically, higher intimacy, dependability, and instrumental satisfaction served as protective factors against the negative effects of peer stressors on total absences. These findings are consistent with previous research on natural mentoring relationships. In a study with urban, African-American high school students, Zimmerman and colleagues (2002) found natural mentoring to serve a

protective role against the risk factor of negative peer behavior. In that study, mentoring moderated the relationship between negative peer behaviors and participants' school attitudes. Similarly, peer stressors served as the risk factor in the current study and were moderated by the aforementioned aspects of mentoring relationship quality. Thus, support for the protective model of resiliency was provided in the current study. More specifically, the protective-stabilizing model of resiliency proposed by Luthar and colleagues (2000) best describes the moderating effects of this interaction. In the protective-stabilizing model of resilience, the protective factor (e.g., high mentoring quality) confers stability in the outcome (e.g., school absences) despite the increasing level of risk (e.g., peer stressors). Though the findings are significant for these interactions, they must be interpreted cautiously as they account for small amounts of variance on the academic outcomes, ranging from 2-4% of the variance.

Other interactions between mentoring relationship quality subscales and stressors yielded significant interaction effects on some academic outcomes and were in the unexpected direction than hypothesized: higher mentoring relationship quality was associated with lower economic value of education in the presence of economic stressors. These moderating effects can be understood through the differentiated protective models of resiliency (Fergus & Zimmerman, 2005; Luthar et al., 2000). According to Luthar et al. (2000), the vulnerable model of resiliency best describes these unexpected moderating effects. In that model, individuals with a protective factor are more vulnerable than those without it. The vulnerable-reactive model of resilience states that those individuals with the protective factor face greater maladjustment than those without it (Luthar et al., 2000).

A general pattern emerged for both the benefits and limitations of economic value of education: this pattern demonstrated high quality relationships to have protective effects when

economic stressors were absent but these protective effects were negated and even worsened in the presence of economic stressors in comparison to those with low quality relationships. These interactive effects are consistent with the protective-reactive model in that the mentoring variables served protective roles when stressors were absent, but were not present at high levels of stressors. In addition to the protective-reactive effect, it appears that the vulnerable-reactive effect is taking place in the presence of economic stressors in which high quality mentoring relationships may be a detriment to economic value of education while low quality mentoring serves a protective factor. For perceived benefits of the economic value of education, the interactions between the mentoring relationship components of intimacy, availability, dependability, and instrumental satisfaction and the economic and school stressors produced significant interaction effects. Generally, as school and economic stressors increased, the perceived benefits of the economic value of education decreased for those with high relationship quality on the four aforementioned mentoring relationship quality components. Similarly, the perceived limitations of the economic value of education increased as peer, family, violence, and economic stressors increased for those with higher relationship quality. The specific mentoring quality characteristics that significantly interacted with the stressors were dependability, intimacy, relational satisfaction, instrumental satisfaction, and availability. Thus, high levels of stressors worsened economic value of education for those with high quality relationships, making participants with high quality relationships more vulnerable to poorer academic outcomes as stressors increased compared to those with low quality relationships. High quality relationships were associated with more perceived limitations of the economic value of education in the presence of economic stressors, thereby possibly serving as vulnerability at high levels of economic stressors.

A study by Holt and colleagues (2008) may provide a potential explanation for the unexpected buffering effect of lower quality relationships on the economic value of education. Holt and colleagues (2008) found mentees' report of relationship quality had an inverse relationship with school grades. The researchers explained that mentors reached out and engaged more with their mentees when mentees struggled academically, and mentees possibly interpreted mentors' heightened level of engagement as higher relationship quality. Similarly, it might be that the natural mentors in the present study noticed youth with poorer academic outlooks and who were also experiencing more stressors. As a result, these mentors might have reached out to these youth in order to help them, and in turn, developed close mentoring relationships. Thus, youth with academic difficulties may attract attention from adults and mentors who attempt to assist these youth.

Additional interaction effects in the current study were in an unexpected direction, and for example, higher relationship quality did *not* buffer the negative effects of stressors. To the contrary, these significant interactions demonstrated a decrease in total absences as economic stressors increased for students with less instrumental satisfaction and availability of mentors but the number of absences increased as economic stressors increased for those with high instrumental satisfaction and availability. However, similar to the other interactions with the economic stressors, high mentoring relationship quality served a protective role at low levels of economic stressors, thereby aligning with the protective-reactive model of resiliency. Similar to the explanation above regarding the interaction of mentoring quality and the quantity of mentors, it may be possible that mentors make themselves more available and youth find satisfaction in discussing problems with their mentors when youth are faced with an economic stressor.

Additionally, the economic stressor emerged as a common component in the previous

unexpected interactions effects. The economic stressor subscale is a one-item measure that assesses for parental job loss and may not accurately represent the broad range of students' economic stressors. Participants with lower overall value of education and higher absences reported higher mentoring relationship quality during parental job loss. Given that the majority of mentors are family members, mentors may be aware of parental job loss. This awareness, combined with students who have lower overall economic value of education may prompt mentors in high quality mentoring relationships to more readily assist youth in a time of need, as well as serve as examples of individuals who are financially stable and successful relative to the economically-depressed context in which they may live.

In sum, natural mentoring has been found to serve protective and compensatory roles in outcomes among adolescents (Hurd & Zimmerman, 2010; Zimmerman et al., 2002), and the current study provided some support for the stress-buffering effect of mentoring. Support for the resiliency framework was found for certain components of relationship quality, but not for the number of natural mentors reported by youth. Therefore, relationship quality, and not the quantity of mentors, played a compensatory and protective role among adolescents in this study for some outcomes, and more specifically aligned with the protective-reactive model of resiliency (Luthar et al., 2000). A common theme that emerged in the findings is that the academic variable that seemed to be most affected by the protective-reactive model was economic value of education. The pattern generally was that higher relationship quality was associated with lower economic value of education in the presence of more stressors. Further, another theme that emerged is that the economic stressor tended to be the stressor type most involved in the protective-reactive model, in that high relationship quality served a protective

role for those with fewer economic stressors for most of the academic outcomes but not for those with more economic stressors.

The current study adds to the literature by demonstrating the significant association between peer and school stressors and academic outcomes among urban, low-income Latino adolescents and examining the stress-buffering effect across stressor types among this sample. It also highlights which components of mentoring relationship quality are instrumental in influencing academic outcomes among this group. Rhodes' (2002) model posits that quality mentoring relationships are essential for social, identity, and cognitive development to take place. This study not only specifies those components that have main effects on academic outcomes but also demonstrates how aspects of high quality natural mentoring relationships protect against the negative effect of stressors for some outcomes. Further, this study is the first to apply a resiliency framework in a study on natural mentoring of Latino adolescents.

Though natural mentoring can help to promote positive academic outcomes among adolescents, given the small amount of variance accounting for the change in academic outcomes, it is essential to note mentoring is not a panacea to address the many potential risks urban, low-income, adolescents encounter. Rather, studies lend support to the notion that natural mentoring plays an important role in youth's development but should not be viewed as a global protective factor (Dubois & Silverthorn, 2005b; Hurd & Zimmerman, 2010; Zimmerman et al., 2002)

Study Limitations

A major limitation of this study is the cross-sectional design. Such a design does not allow for assessment of directionality of findings. Though mentors may be compensating for or protecting against the negative effects of stressors, it is not known if mentors' support to youth

lead to better academic outcomes or if youth's poor academic outcomes and outlooks leads adults to support youth and develop mentoring relationships with them. Additionally, youth with a lot of stressors may not be willing or able to seek and form mentoring relationships when compared to those with fewer stressors. A study of adolescents in a community-based mentoring program found that problems such as lower socioeconomic status and family instability interfered with the formation of mentoring relationships (Spencer, 2007). Rhodes (2002) model of youth mentoring posits youth must be willing to accept a mentoring relationship. In the current study, youth with more stressful life events reported higher mentoring relationship quality, which is contrary to the literature that states more problems lead to difficulties with formation and maintenance of mentoring relationships (Spencer, 2007). It is quite possible that youth with more stressors may be able to identify familial mentors but may not be able maintain them over time. The cross-sectional nature of the current study limits the ability to address these areas.

Design and measurement issues may have contributed to the limited unexpected findings. The study's measure of stressors was limited. A recent review on stressor measurement identified stressor checklists to be limited for the following reasons: their ability to assess the degree, frequency, and timing of stressors, the uncertainty of the quantity of stressor items needed to provide a valid assessment, and the subjective nature by which researchers select stressor items to use on checklists (Grant, Compas, Thurm, McMahon, & Gipsom, 2004). The authors of the aforementioned study provide critiques related to limitations of the stressor checklist measure used in the current study (Gonzales, Gunnoe, Jackson, & Samaniego, 1995). First, this study is cross-sectional in nature, which limits the study's ability to assess stressors on more than one occasion and over a period of time. It is possible participants in this study

experienced stressors on a range of occasions over a three month period. However, stressors were only assessed as to whether or not they occurred at least once during a three month period. Second, the degree to which each stressor item assesses the stressor objectively varies across different adolescents. For example, being threatened with a weapon can be a life-threatening event for one adolescent and not for another adolescent, depending on factors like the actual or perceived presence of a weapon and the lethality of the weapon. Third, the stressor measure used in this study was a shortened measure of its original version and was dichotomous. Consideration must be given to the possibility that the measurement of stressors limited the possibility of identifying a wider range of stressor types. Research has shown the presence of a stressor can be accompanied by other stressors, and have a cumulative negative effect (Rutter, 1987). However, the length of a stressor measure alone does not indicate a more comprehensive measure of stressors. The data indicates the youth in the current study had relatively low levels of stressors with a mean of six stressful life events out of 27 events, and one must consider if measurement limited the opportunity to identify more stressors. Another limitation of the shortened stressor measure is evident in the small number of items per subscale. For example, the economic stressor subscale consisted of only one item and may not encompass the wide range of potential economic stressors faced by ethnic-minority adolescents. By using the expanded measure of the MESA consisting of 70 items, it may provide a comprehensive, in-depth assessment of stressors and determine the potential impact these have on academic outcomes.

There were other limitations to the current study besides the stressor measure. The measurement of mentoring relationship quality was collectively assessed across mentors. Assessing mentoring quality individually per mentor may reveal more information about how

aspects of quality help compensate or protect against the effect of stressors, as youth may have higher quality relationships with some mentors and not others.

The significant findings in this study are limited by the relatively small amount of variance accounting for the academic outcomes. The significant main effects and interactions accounted for a small range of variance, ranging from two to four percent. Thus, it is necessary to consider other factors that may contribute to academic outcomes beyond natural mentoring. This is consistent with research and review of the mentoring literature, which has found mentoring to have only modest positive effects (DuBois et al., 2002).

Another limitation of the study can be attributed to the significant findings related to school misconduct. In addition to the small amount of variance and cross-sectional design of the study mentioned above, there were a relatively small number of youth (n=31) with incidents of school misconduct. Additionally, more than half of these 31 participants displayed only one incident of school misconduct, which demonstrated most youth had little to no incidents of misconduct among the entire sample. This may not be entirely representative of the student body at the school and represent only the sample. Further, types of misconduct may vary from minimal discipline (e.g. detention) to more severe discipline (e.g. out-of-school suspension) and may provide a better understanding of how school stressors and relationship quality interact to reduce certain types of misconduct.

Future Directions and Implications

The present study's findings provide insight to the resiliency framework as it relates to stressors and mentoring among Latino adolescents. The results illustrate how the academic outcomes of urban Latino adolescents are affected by stressors and provide further understanding of the effects of those stressors at varying levels. Because significant findings were demonstrated

for the role of certain components of mentoring relationship quality on academic outcomes, these components of mentoring relationship quality can be emphasized across various mentoring contexts in which natural mentors may be serve such a role. Potential natural mentors who may be already be around Latino youth often, such as teachers, coaches, older siblings/relatives, and neighbors, can benefit from conscious efforts to promote closeness, dependability, satisfaction, and being more available in their interactions with youth. Further, it is also important to identify which components of relationship quality can help promote positive outcomes among more nationally representative samples. The study supports previous research that mentoring relationship quality is an essential ingredient to positive academic outcomes and beneficial mentoring relationships for adolescents (Rhodes, 2002; Spencer 2006).

Some of the study findings provide support for resiliency theory, and this study adds to the dearth of studies on stressors affecting the academic outcomes of Latino adolescents and provides further direction for future studies. Studies should continue to incorporate mentoring relationship quality and consider other factors that may be instrumental to the development and maintenance of a mentoring relationship: frequency and nature of contact, duration of the relationship and social support provided by the mentor (Spencer & Deutsch, 2009). Additionally, it is recommended measures of mentoring relationship quality be assessed individually across each mentor, if possible, to determine if individual high quality relationships have a positive effect on academic outcomes, above and beyond the role of stressors. Subsequent research on urban Latino adolescent stressors should incorporate a more comprehensive measure of stressors, which includes in-depth domains of stressors and assesses the frequency, timing, and degree of stressors in relation to academic outcomes. Lastly, the study design should be longitudinal in nature so as to explore possible casual relationships over time.

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APPENDIX A

Demographics

Gender

What is your gender? □ Male □ Female

Age

What is your birth date? _____, _____, 19_____

Race/Ethnicity

What is your race/ethnicity? (CHECK ALL THAT APPLY)

□ Latino(a) (Puerto Rican)

□ Asian/Pacific Islander (please specify _____)

□ Latino(a) (Mexican)

□ Latino(a) (other – please specify _____)

□ American Indian/Native American

□ African American/Black

□ White/Caucasian

□ Other (please specify) _____

Generational Status

Where was each person born? Circle one number for each.

	Outside the U.S. (**please write the country**)	Illinois	Other U.S state	don't know
1.You	1 _____	2	3	4
2.Your mother	1 _____	2	3	4
3.Your mother's mother	1 _____	2	3	4
4.Your mother's father	1 _____	2	3	4
5. Your father	1 _____	2	3	4
6.Your father's mother	1 _____	2	3	4
7.Your father's father	1 _____	2	3	4

The Benefits and Limitations of Education

DIRECTIONS: You will now be asked about your opinions about education. Please circle the number that best describes how much you agree with the statement. Use the following scale:

1 Agree very much	2 Kind of agree	3 Neutral	4 Kind of disagree	5 Disagree very much

1.	I don't think an education will guarantee that I get paid well.	1	2	3	4	5
2.	I can make good money someday without an education.	1	2	3	4	5
3.	Many of the things we do in school seem useless to me.	1	2	3	4	5
4.	If I get bad grades, I can still get a good job.	1	2	3	4	5
5.	I could be successful in life without an education.	1	2	3	4	5
6.	I probably won't get fair job treatment no matter how well I do in school.	1	2	3	4	5
7.	I know many people who have done well in life with little education.	1	2	3	4	5
8.	Even if I do well in school, I won't get a good job because of other things people don't like about me.	1	2	3	4	5
9.	School is not that important for future success.	1	2	3	4	5
10.	I probably won't get paid what I deserve even if I have a great school record.	1	2	3	4	5
11.	I will make more money someday if I do well in school.	1	2	3	4	5
12.	If I try hard in school, it will pay off later with a well paying job.	1	2	3	4	5
13.	If I work hard in school, I will get a better job than the kids who don't try hard.	1	2	3	4	5

14.	My parents say I need an education to earn a good living.	1	2	3	4	5
15.	If I do well in school, I will get a good job.	1	2	3	4	5

Educational Support Provided by Mentors

How does this person support and guide you in your education? (CHECK ALL THAT APPLY)

 Gives me things for school (for example, money, clothes, food)

 Emotional support around school issues (for example, encouragement, listening, cares for me)

 Directive guidance in school (for example, gives advice, asks questions, tutors or teaches)

 Role modeling (watching his/her behavior guides me)

 Shares specific information about education or his/her life's experiences in education

 Physical assistance (shares tasks with me) on school things

 By doing fun and social activities with me (for example, go to the movies)

 Other (please explain): _____

Mentoring Relationship Quality

Directions: This section will help us understand how you feel about your Important Adult(s) listed on page 17. If you have more than 1 Important Adult in your life, think about all of them as you answer these questions. For each statement, please *say how much it is true for you* by choosing a number from the scale below.

1	2	3	4
Not At All True	**A Little True**	**Pretty True**	**Very True**

1. I talk with my Important adult(s) when I have problems or things that worry me.	1 2 3 4
2. My Important adult(s) lets me choose what we do, or else we choose it together.	1 2 3 4
3. I have learned a lot from my Important adult(s).	1 2 3 4
4. My Important adult(s) makes me happy.	1 2 3 4
5. My Important adult(s) and I hit it off right away (liked each other quickly).	1 2 3 4
6. My important adult(s) and I are close (very good friends)	1 2 3 4
7. I just want my Important adult(s) to be fun, not someone who helps with schoolwork or problems.	1 2 3 4
8. My Important adult(s) focuses too much on school.	1 2 3 4
9. My Important adult(s) makes me feel special.	1 2 3 4
10. My Important adult(s) is a good match for me.	1 2 3 4
11. I am doing better at school because of my Important adult(s)'s help.	1 2 3 4
12. I know a lot about my Important adult(s)'s life (his/her family, job, etc.).	1 2 3 4
13. I want my Important adult(s) to teach me how to do things.	1 2 3 4
14. I wish my Important adult(s) would not try so hard to get me to talk about things I don't want to talk about.	1 2 3 4

15. My Important adult(s) has helped me with problems in my life.	1 2 3 4
16. I can always count on my Important adult(s) (to show up, to do what he/she promises, etc.).	1 2 3 4
17. My Important adult(s) and I like to do the same things.	1 2 3 4
18. My Important adult(s) really cares about me.	1 2 3 4
19. I am willing to try new things that my Important adult(s) suggests (foods, activities, etc.).	1 2 3 4
20. I wish my Important adult(s) would not get on my case so much (about how I act, what I wear, etc.).	1 2 3 4

1	2	3	4
Not At All True	**A Little True**	**Pretty True**	**Very True**

21. My Important adult(s) helps me get in less trouble (make better decisions, behave better, etc.).	1 2 3 4
22. I get to see my Important adult(s) regularly.	1 2 3 4
23. My Important adult(s) and I like to talk about the same things.	1 2 3 4
24. My Important adult(s) knows what is going on in my life.	1 2 3 4
25. I want my Important adult(s) to help me do better at school.	1 2 3 4

Stressors

Now we would like to ask about personal experiences you have had.

DIRECTIONS*:* For the items listed below, circle whether these situations happened to you in the past 3 months.

1.	Your parent lost his/her job	**YES**	**NO**
2.	You had a serious problem with a teacher or principal	**YES**	**NO**
3.	You were threatened with a weapon	**YES**	**NO**
4.	Your parents separated or divorced	**YES**	**NO**
5.	You did poorly on an exam or school assignment	**YES**	**NO**
6.	You were excluded from a group because of your race, ethnicity, or culture	**YES**	**NO**
7.	Close family member was seriously ill or injured	**YES**	**NO**
8.	Kids made fun of you because of the way you look	**YES**	**NO**
9.	A teacher or principal criticized you in front of other students	**YES**	**NO**
10.	You were unfairly accused of something because of your race or ethnicity	**YES**	**NO**
11.	A close family member died	**YES**	**NO**
12.	You saw a student who was treated badly or discriminated against	**YES**	**NO**
13.	You moved far away from family and friends	**YES**	**NO**
14.	Your parent(s) remarried	**YES**	**NO**
15.	You had something of value (valued over $5) stolen	**YES**	**NO**
16.	You were pressured to do drugs or drink alcohol	**YES**	**NO**
17.	You heard other people making jokes about your ethnic or racial group	**YES**	**NO**
18.	You were attacked by someone not in your family	**YES**	**NO**
19.	You were pressured against your will to join a gang	**YES**	**NO**

20.	Someone broke into your home or damaged it	**YES**	**NO**
21.	Friends criticized you for hanging out with other racial/ethnic groups	**YES**	**NO**
22.	Someone threatened to beat you up	**YES**	**NO**
23.	You were called a racial name that was a put down	**YES**	**NO**
24.	You had an argument or fight with a friend	**YES**	**NO**
25.	Someone put you down for practicing the traditions or customs of your race, ethnicity, culture, or religion	**YES**	**NO**
26.	Other kids tried to fight with you	**YES**	**NO**
27	Close friend died	**YES**	**NO**

Household Structure

Who do you live with? (CHECK ALL THAT APPLY)

□ Mother/Stepmother

□ Aunt/Uncle

□ Father/Stepfather

□ Cousin

□ Foster Parents

□ Grandparent

Parental Employment Status

What is your mother's (or the person who is like your mother) current job or career?

_____

What is your father's (or the person who is like your father) current job or career?

_____

Parental Educational Attainment

How far did your mother (or the person that is like your mother) go in school?

□ Less than a high school graduate

□ High school graduate or GED

□ Technical school or 2-year college (associate's degree)

□ 4-year college (bachelor's degree)

□ More than a 4-year college degree (example, Master's, doctoral, law)

□ I don't know

How far did your father (or the person that is like your father) go in school?

□ Less than a high school graduate

□ High school graduate or GED

□ Technical school or 2-year college (associate's degree)

□ 4-year college (bachelor's degree)

□ More than a 4-year college degree (example, Master's, doctoral, law)

□ I don't know

Self-esteem

Directions: Please circle the one answer that best describes how much you agree or disagree with each statement.

Strongly Disagree 1	**Disagree 2**	**Agree 3**	**Strongly Agree 4**
1. On the whole I am satisfied with myself.			1 2 3 4
2. At times, I think I am no good at all.			1 2 3 4
3. I feel I have a number of good qualities.			1 2 3 4
4. I am able to do things as well as most other people.			1 2 3 4
5. I feel I do not have very much to be proud of.			1 2 3 4
6. I certainly feel useless at times.			1 2 3 4
7. I think that I am a person of worth, at least on an equal plane with others.			1 2 3 4
8. I wish I could have more respect for myself.			1 2 3 4
9. All in all, I am inclined to feel that I am a failure.			1 2 3 4
10. I take a positive attitude towards myself.			1 2 3 4

Interpersonal Trust

Directions: These questions are about your feelings about adults. Circle the number that best describes your feelings.

1 **Not at all**	2 **A little bit**	3 **Moderately**	4 **Quite a bit**	5 **Extremely**

1. Your feelings are easily hurt by adults.	1 2 3 4 5
2. You feel that most adults can be trusted.	1 2 3 4 5
3. You feel critical of adults.	1 2 3 4 5
4. You feel that adults are interested in helping you out.	1 2 3 4 5
5. You feel adults do not understand you or are unsympathetic.	1 2 3 4 5
6. You feel that adults try to take advantage of you.	1 2 3 4 5
7. You feel that adults are unfriendly or dislike you.	1 2 3 4 5
8. You feel that adults care about what happens to you.	1 2 3 4 5
9. You feel uneasy when adults are watching or talking about you.	1 2 3 4 5
10. You feel that adults are worth getting to know better.	1 2 3 4 5