Doctoral (PhD) Dissertation Theses

Outcomes of Mentors and Mentees An Examination of the Participants in the Let's Teach for Hungary Mentoring Program

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Objectives of the Dissertation and Delimitation of the Topic

Mentoring and effectiveness are complex concepts that, in the analysis of the student community, cannot necessarily be regarded as distinct from one another (Felső & Fehérvári, 2024; Rhodes & DuBois, 2008). This dissertation is structured around these two key notions. Mentoring is understood as an interpersonal relationship that extends beyond career support to include psycho-social assistance as well (Kram, 1985; Russel & Adams, 1997). This refers to the complexity inherent in the concept of mentoring. Effectiveness, likewise, cannot be reduced to a single factor, as it represents a multi-level and multidimensional construct (Pusztai, 2018). Although it often appears self-evident to equate it with academic achievement, test scores, assessment results, or indicators of further study, research findings indicate that the correlation between school grades and actual performance can, in certain cases, be problematic and of limited validity (Csapó, 1988; Szemerszki, 2015). Mentoring may provide a supportive framework that enables students to unfold the cognitive, emotional, social, and career-socialization dimensions of effectiveness, while, conversely, effectiveness itself also exerts an influence on the efficacy of the mentoring process. Thus, mentoring and effectiveness mutually shape one another within the dynamic system of the student community, where the interplay of individual life courses, institutional structures, and the broader social environment plays a decisive role (Fejes, 2013). Social science research underscores that student effectiveness is significantly influenced by socio-cultural factors such as family background, the school environment, and peer relationships (Bourdieu, 1978; Coleman, 1988). In line with Ceglédi's (2018) educational-sociological concept of resilience, which emphasizes the successful coping with social disadvantages within students' life trajectories, mentoring may be regarded as a resilience-enhancing process. It provides supportive networks, positive role models, and resources that facilitate both student effectiveness and social mobility. Education offers one possible pathway in this regard, as attaining higher levels of formal education increases the likelihood of accessing higher-status occupational positions (Fónai & Csonka, 2023).

Overall, the examination of student effectiveness cannot be confined solely to quantifiable indicators; it is also necessary to consider individual learning trajectories, the unique pace of development, and personal resources. In the evaluation of effectiveness, mentoring can play a particularly significant role, as it provides opportunities for personalized support, the identification of students' strengths, and the development and maintenance of learning motivation. Consequently, mentoring contributes to the promotion of educational success across diverse social contexts.

The phenomenon of mentoring was examined within the framework of educational-sociological theories, thoroughly addressing issues that concern the individual, school communities, the educational system, and the broader society. Special attention was given to the development of mentors, demonstrating that mentoring exerts a significant impact not only on mentees but also on mentors themselves. Studies on the effects of mentoring rarely present, in a single analysis, the differing and converging characteristics of the perspectives of the various stakeholders. Therefore, this dissertation emphasizes a multi-faceted examination of mentoring, defining effectiveness indicators that integrate student, mentor, and institutional-level experiences while considering multiple factors. Furthermore, a conceptual typology of mentoring was developed to aid in the organization and interpretation of diverse approaches.

Methods Applied

In our research, we conducted secondary analyses using databases compiled from the quantitative study of the *Let's Teach for Hungary* mentoring program during the spring semester of 2021/22. Two target groups were examined: mentors (N = 253) and mentees (N = 2,127). Additionally, we incorporated school-level data from the National Assessment of Basic Competences as contextual variables (70 institutions), resulting in a total of three data sources. The mentors were university students enrolled at various higher education institutions, while the mentees were primary school students from small settlements near the university or college campuses (typically grades 5–8). Previously, studies rarely captured both target groups simultaneously in large-scale research, and research based on large-scale databases was also uncommon. This dissertation seeks to address that gap.

Presentation of Research Questions

Due to space constraints, the research questions are presented here; the hypotheses will be discussed in detail in the empirical section of the dissertation.

Research Questions Concerning Mentors

RQ1. How do the exogenous, personal, and contextual factors of mentoring influence mentor satisfaction?

RQ2. How do the exogenous, personal, and contextual factors of mentoring influence mentors' perceived effectiveness?

RQ3. How is future mentoring willingness shaped in light of mentors' satisfaction and perceived effectiveness?

Exogenous factors included the following: number of mentees, weekly hours devoted to mentoring, satisfaction with scholarship, satisfaction with pocket money, and satisfaction with commuting time. Personal factors encompassed semester-long mentoring experience and the number of perceived problems. Contextual factors comprised the region.

Research Questions Concerning Mentees

RQ1. What characterizes mentees' long-term goals? Into which factors can these long-term goals be organized? How do individual characteristics of mentees, program participation-related factors, mentor-related factors, and the region of mentoring influence the perceived importance of these goals?

RQ2. What characterizes mentees' success preferences? Into which factors can these success preferences be organized? How do mentees' individual characteristics, program participation-related factors, mentor-related factors, and the region of mentoring influence the perceived importance of these preferences?

RQ3. What characterizes mentees' expectations regarding the mentoring program? How are these expectations shaped by mentees' individual characteristics, program participation-related factors, mentor-related factors, and the region of mentoring?

RQ4. What characterizes mentees' subjective impressions of their mentor? How are these impressions influenced by mentees' individual characteristics, program participation-related factors, mentor-related factors, and the region of mentoring?

RQ5. What characterizes the perceived impact of mentoring on mentees? Along which dimensions does the mentoring program exert influence on mentees? How are these perceived impacts affected by mentees' individual characteristics, program participation-related factors, mentor-related factors, and the region of mentoring?

RQ6. What characterizes mentees' perceptions of their own effectiveness? How are these perceptions influenced by mentees' individual characteristics, program participation-related factors, mentor-related factors, and the region of mentoring?

Individual characteristics included gender and grade level. Program-related factors comprised the duration of participation in the mentoring program, weekly hours of engagement,

and any changes in the assigned mentor. Contextual factors encompassed the region, as well as school-level data from the National Assessment of Basic Competences, including the social background index, institution-relative scores in mathematics and reading comprehension, and dimensions such as motivation, learning difficulties, and discipline.

In this dissertation, statistical analyses were conducted on variables at both lower and higher scales of measurement. Beyond descriptive statistics, cross-tabulations, ANOVA tests, t-tests, Mann–Whitney tests, and other relevant procedures were applied. Regression analyses constituted the central focus of the study. The results are presented below in a carefully selected and structured manner.

Research Findings

Mentors

Our first research question and corresponding hypothesis addressed the extent to which mentors' satisfaction is influenced by exogenous, personal, and contextual factors. Our findings partially confirmed this hypothesis: lower mentee numbers, more favorable financial and temporal conditions, and in-person mentoring formats were associated with higher satisfaction. Workload, commuting time, and the amount of the stipend exerted particularly strong effects, whereas hybrid or online mentoring formats did not reach statistical significance in our study.

Overall, structural and operational factors were the primary determinants of mentor satisfaction, while dissatisfaction related to stipends and commuting time suggested a stronger presence of intrinsic motivation. These results align with the overjustification effect (Lepper et al., 1973) and prior investigations into mentor motivation (Godó, 2021). Mentoring should be conceptualized holistically, taking into account the school environment and the structural framework of the program, both of which influence perceived effectiveness (Herrera & Karcher, 2014; Godó et al., 2024).

In our second research question, we examined the factors influencing mentors' perceived effectiveness. Our hypothesis was partially confirmed: mentors' perceived effectiveness was primarily determined by their satisfaction with the school environment and the number of problems they perceived. Among the exogenous factors, only satisfaction with mentoring duration proved relevant. Contextual factors, such as regional differences, did not show a significant effect. It can be concluded that individual experiences and the local school environment are the principal determinants shaping perceived effectiveness.

In our third research question, we analyzed the relationships among satisfaction, perceived effectiveness, and the willingness to continue mentoring. Based on the logistic regression model, there was a trend-level effect indicating that lower mentee numbers, economically less developed regions, and financial dissatisfaction increased the likelihood of continuation. This suggests that mentors who remain committed tend to stay in the program even under more challenging conditions. Mentoring can thus be interpreted as an active form of social responsibility (Brodeur, 2013), which also serves as a protective factor against student isolation. Our study supports the assumption that participation in mentoring is not solely motivated by financial benefits but also encompasses personal development and social responsibility.

Mentees

In examining the mentees, we focused on six main thematic areas: goals, success preferences, expectations, subjective evaluation of the mentor, effects of mentoring, and perception of effectiveness.

The first hypothesis posited that mentees' goals are multidimensional. Our results supported this: students primarily articulated short-term, material-oriented goals (e.g., employment, financial security), whereas long-term, intellectual goals (e.g., obtaining a degree, gaining international experience) were less prominent. This can be interpreted both as a lack of motivation and as reflecting the constraining influence of social background (Neugebauer & Schindler, 2012). The dominance of present-oriented thinking can be particularly disadvantageous for social mobility. Here, the mentor's role becomes crucial in guiding students toward future-oriented thinking and helping them set realistic, long-term goals (Pusztai, 2015; Ceglédi, 2018).

The second hypothesis addressed success preferences. We identified three dimensions: (1) material success, (2) success related to academic attainment, and (3) success linked to spiritual values. Boys emphasized material success more, while girls highlighted success associated with academic achievements. Success preferences were more pronounced among students in lower grades, indicating that the early phase of the program has particularly formative influence. Weekly time spent with the mentor mainly strengthened the spiritual dimension, suggesting that deeper relationships fostered a greater focus on intrinsic values.

The third hypothesis concerned expectations. Initially, students often approached the program with unrealistically high expectations, which became more realistic after the first to third semesters. This aligns with Engler's (2010) concept of "imagination capital," which posits that thinking about the future gradually evolves from idealized visions to more realistic goals.

The fourth hypothesis focused on the subjective evaluation of the mentor. Our findings showed that girls were more likely to give positive assessments, whereas boys more frequently expressed negative perceptions. This may be linked to the tendency of girls to place greater value on supportive relationships (Pusztai, 2015).

The fifth hypothesis examined the effects of mentoring, which we identified in three dimensions: (1) academic-emotional effects (learning motivation, behavior, attitude toward learning), (2) relational effects (friends, family, classmates), and (3) experience-interest factors (openness, participation in programs). Notably, mentoring was particularly effective in promoting social skills development and strengthening school attachment among boys.

The sixth hypothesis addressed perception of effectiveness. On average, boys reported higher perceived effectiveness than girls. Perceived effectiveness was closely associated with positive evaluation of the mentor and with success preferences related to academic attainment. Logistic regression indicated that time spent with the mentor, satisfaction with the program, and fulfillment of expectations were the most important predictors. Regional differences also emerged: students in disadvantaged areas reported stronger perceived effectiveness, likely reflecting a more salient experience of progress.

Incorporating data from the National Assessment of Basic Competences as a contextual variable highlighted that mentoring effectiveness can also be interpreted within the institutional context: schools with lower reading comprehension performance showed higher perceived effectiveness. This suggests that mentoring primarily exerts compensatory effects on language and communication skills, which may explain the stronger perception of effectiveness among students in schools with reading difficulties. Furthermore, greater positive change was observed in economically disadvantaged regions, indicating a more pronounced impact of mentoring (cf. Coleman, 1988, asymmetrical effect thesis, whereby mentoring has stronger effects on disadvantaged students).

Summary

In this study, we examined the role of school-based mentoring, which, according to the literature, can be conceptualized as a crucial channel for educational mobility. Our findings indicate that mentoring constitutes a complex process that cannot be analyzed in isolation from the broader school environment. Mentoring simultaneously functions as a tool for learning support, an extracurricular driver, and career guidance, potentially enhancing the opportunities available to students from disadvantaged backgrounds.

The novelty of our research lies in the simultaneous examination of the subjective perceived effectiveness among both mentors and mentees, an approach that has been scarcely represented in the domestic literature to date. We conducted our analysis on a large-scale dataset encompassing two target groups concurrently, providing a new empirical basis for evaluating the impacts of mentoring. The findings offer a multidimensional approach to the concept of effectiveness, linking individual, institutional, and societal factors. Additionally, the study illuminates the connections between formal mentoring and extracurricular activities. Collectively, these contributions expand the scientific discourse on mentoring and offer practical guidance for program development and educational policy-making.

Overall, our results suggest that mentoring constitutes a learning- and career-support tool whose impact operates across multiple levels (individual–school–institutional) and may contribute to social mobility. The study demonstrates that students' perceived effectiveness is shaped by both attitudinal and demographic factors. Moreover, mentoring work generates added value not only at the individual level but also at the institutional level, enhancing the efficacy of pedagogical processes. In program development, the optimization of structural elements—such as workload, time allocation, and resources—may be key to success.

However, our research is subject to several limitations that must be considered in interpreting the results. First, data collection relied on voluntary participation, which may have introduced a selective bias: it is plausible that primarily the more motivated and active mentors and mentees completed the survey. This may reduce the representativeness of the findings, as the experiences of less committed or inactive participants were not captured. Furthermore, the questionnaire-based measurement relied on self-reporting, which inherently carries the risk of bias due to subjectivity: some participants tend to provide more positive self-assessments, while others report more modest evaluations. The cross-sectional nature of the study precludes reliable inference of causal relationships, limiting the findings to trends and correlations. Finally, the study was tied to a specific program, thereby constraining the generalizability of the results to other mentoring initiatives or different socio-cultural contexts.

Based on our findings, further research into the long-term effects of mentoring is warranted, particularly with regard to career orientation, social mobility, and labor market outcomes. The incorporation of qualitative methods would enable a deeper understanding of the subjective experiences of mentoring and its communal added value. Moreover, investigating the contextual and regional characteristics of mentoring programs is justified, as these factors may significantly shape program effectiveness.

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List of publications related to the dissertation

Hungarian book chapters (4)

1. **Godó, K.**, Ceglédi, T.: Benntartó kapuőrök: Perzisztencia az oktatói informális mentori kapcsolat, a reziliens életút és az eredményesség hatásegyüttesében.
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