

The Experience of the Mentoring Process and the Sense of Self-Efficacy, Difficulty, and Satisfaction of Mentors Working With Immigrant Youths in the Shadow of the Coronavirus

Gila Zilka

Correspondence: Bar-Ilan University; Achva Academic College, Israel

Received: May 13, 2023 Accepted: July 19, 2023 Online Published: August 30, 2023

doi:10.5539/res.v15n3p72

URL: <https://doi.org/10.5539/res.v15n3p72>

Abstract

Because of the spread of the COVID-19 pandemic, changes in the mentoring process of immigrant youths were needed to maintain contact and educational continuity and prevent learning loss. The research question was: How do mentors working with immigrant youths in a time of crisis, in the shadow of the COVID-19 pandemic, describe their experiences with the mentoring process, feelings of empowerment, difficulty, and satisfaction? And how do they perceive the mentor's role and support for the youths in various areas? This was a quantitative study involving 119 mentors. The study was conducted in Israel in 2021. The results show that mentors who reported high self-efficacy felt that they helped the youths to a great extent, both personally and professionally, and that they managed difficulties when they arose. For mentors who expressed low self-efficacy had trouble, the means of all parameters checked were significantly lower. The mentors' sense of self-efficacy influenced the type of support they offered their students.

Keywords: immigrant, mentor, information and communication technology (ICT), equal opportunity, belonging, alienation, COVID-19, social-emotional learning (SEL)

Introduction

The spread of the COVID-19 epidemic has led to emergency situations, closures, isolation, and social distancing. Because of the spread of the epidemic, changes in teaching and learning at various stages of education have been necessary (Donitsa-Schmidt & Ramota, 2020; Lancker & Parolin, 2020; Kreis et al., 2020; Nasri et al., 2020). Mentors who worked with immigrant youths organized themselves to work with their mentees to maintain contact and academic continuity, to identify in a timely fashion those students who cannot muster the energy to learn and have special needs to prevent excessive or hidden dropout and a state of learning loss. Mentors took the opportunity to reduce gaps and prevent the widening of gaps because of changes in the way of learning (Engzell et al., 2021; Grewenig et al., 2020; Huber & Helm, 2020; Zilka, 2021a; Zilka et al., 2021).

Adolescence is considered a period characterized by a process of identity formation, during which physiological, emotional, mental, and social changes occur. Studies (Birch & Ladd, 1997, 1998; Romi et al., 2007; Zilka, 2015, 2017b, 2020) indicate that adolescents' well-being may be affected by immigration. Their learning abilities, skill acquisition, their self-esteem, and social bonds may be impaired. These situations may lead to dysfunction and social deviance. Therefore, mentors working with these adolescents must create an environment for them that allows for feelings of belonging, protection, growth, competence, meaningful interactions, positive experiences, and accomplishments to emerge, and foster a sense of self-worth, of being needed, and of contribution to the environment (Birch & Ladd, 1997, 1998; Romi et al., 2007; Zilka, 2015, 2017b).

The purpose of the present study was to explore the experiences of mentors working with immigrant youths during a time of crisis, in the shadow of the COVID-19 pandemic, to explore feelings of empowerment, difficulty, and satisfaction, and to explore perceptions of the role of mentoring and support for immigrant youths in a variety of settings.

Immigrant youths

Immigration is a process of moving from one country and culture to another. The immigration process involves many changes at different levels related to physiological, emotional, mental, and social changes, and usually means disconnecting from the socialization process in the country of origin. After the deployment of digital means, the immigration process has changed compared to previous decades (Choi, 2008; Rossiter & Rossiter, 2009; Spallek et al., 2010; Yearwood et al., 2007; Zilka, 2019a, 2019b). With digital developments and extensive use of advanced digital

environments, many immigrants see the transition from their country of origin to the new country not as a sharp change, but as one that allows for contact with those who remained behind. Adolescent immigrants see digital environments as a door to a global world that is open and full of opportunity and information. They use them to compensate for the inadequacy and difficulties they encounter in the new country, as well as for the physical distance that has been created between them and their friends and loved ones who remained abroad. Thus, in both difficult and good times, they have someone with whom they can share their experiences in their native language. Adolescents feel that communication alleviates feelings of longing, and allows for intimate conversations, sharing of feelings, and venting of frustration and anger (Moore & McElroy, 2012; Zilka, 2017b, 2019a, 2020).

Mentors of immigrant youths

Mentoring is an interpersonal relationship based on motivation and trust between two people, where learning takes place in the process of building the relationship (Feiman-Nemser, 2012). The term “mentor” originates in the name of Mentor, who appears in Homer’s *Odyssey*. Mentor was Telemachus’s tutor, who educated and guided him in the transition from childhood to adulthood. Mentor was the tutor who took responsibility for Telemachus’s learning and development.

The mentoring process has various goals (Ellis et al., 2020; West, 2016; Zilka, 2017b). Mentoring includes interpersonal processes, trust, empathy, empowerment, critical thinking skills, reflexivity, and listening. Different conceptions of mentoring guide the role and behaviors required to build the reciprocal relationship between mentor and mentee (Orland-Barak & Wang, 2015; Barnett & Friedrichsen, 2015; Zilka, 2014, 2018c, 2021b, 2022). Daloz (1987) argued that the role of the mentor is holistic; the mentor must be involved in the mentee’s life and attentive to it, working with the mentee to create a work plan that meets the mentee’s needs and concerns. The program must address the mentee’s emotional and social difficulties. Daloz characterized the ideal mentor as someone whose job was to help the mentees become aware of their problems and desires, to motivate them, and help them deal with difficulties and fears, creating for the mentees a process that leads to change and influences their identity and personality. The mentors must build their way of working with the mentees by taking several aspects into consideration (Daloz, 1987; Kagan, 1982; Winnicott, 1965; Zilka, 2017b): trust between the mentee and the mentor, identification of goals, continuous dialog, and the creation of a protected space that gives the mentee a sense of security.

The mentor’s feelings of self-efficacy, difficulty, and satisfaction

Researchers (Bandura, 1986; Goddard et al., 2004; Schunk, 1984, 1989) defined self-efficacy as individuals’ assessment of their ability to organize and successfully perform tasks and actions. Researchers noted that self-efficacy affects a person’s choice of activities, effort, and persistence. Those who have a concept of self-efficacy exert more effort and persevere than those who doubt their abilities. Self-efficacy results from past experiences, feedback, and physiological arousal. When individuals feel that they can perform a task, their self-efficacy increases, and when they do not have this feeling, their self-efficacy decreases (Bandura, 1995; Schneider & Preckel, 2017).

According to Lazarus (1988, 2000), in the encounter between the person and the environment, the person can perceive the situation as “positive” or as “stressful.” This cognitive process is influenced by three factors: the characteristics of the situation, the extent to which the situation is familiar or murky; and factors related to one’s personality. Researchers (Brown et al., 2015) claim that the online learning environment is an emotionally charged space. Learners report frustration, anger, rage, joy, enthusiasm, satisfaction, boredom, envy, hatred, love, and affection in relation to the experience of learning in this environment.

The purpose of the present study was to explore the experiences of mentors working with immigrant youths during the COVID-19 crisis. The research questions were: (a) How do mentors describe the feelings of empowerment, difficulty, and satisfaction in relation to the mentoring process; and (b) How do they perceive the role of mentoring and support of immigrant adolescents in various settings?

Method

This study examined the experience of mentors working with adolescent new immigrants during the COVID-19 crisis period in Israel. This was a quantitative study. One hundred and nineteen mentors completed questionnaires with closed and open-ended questions and described in detail the difficulties encountered in the mentoring process.

Study population

One hundred and nineteen mentors working with new immigrant adolescents participated in the study. The average age of the mentors was 21, ranging between 20-22. Each mentor worked with five adolescents in school, whom they accompanied in after-school hours to remedial frameworks. During the COVID-19 period, the mentors worked with the students most of the time in school and partially remotely; other students (not immigrants) did not come to school most of the time but learned remotely. During the closures, mentors kept in touch with students online. Data were collected in

Israel in 2021.

Research tools

The questionnaire contained closed and open questions. It was based on questionnaires used in previous studies: a self-efficacy questionnaire, a resilience questionnaire, and a mentor role perception questionnaire (Bandura, 1986; Kasalak & Dagyar, 2020; Lazarus & Folkman, 1988; Zilka, 2017a, 2019a, 2019b; Zilka et al., 2019).

1. Self-efficacy, difficulty, satisfaction. The statements are listed in Table 3. The questionnaire is based on previous questionnaires (Bandura, 1986; Lazarus & Folkman, 1988). With this questionnaire, we explored how mentors experienced their abilities, the extent to which they experienced difficulties, and the degree of their satisfaction with the mentoring process. Mentors were asked to rate their level of identification with each statement on a scale from 1 (Not at all) to 5 (To a great extent).
2. Questionnaire on the perception of the mentor's role, feelings, and emotions from the point of view of the mentor. The statements are listed in Table 2. The questionnaire is based on TALIS OECD (Kasalak & Dagyar, 2020). Respondents were asked to rate the extent to which they agreed with each statement, from 1 (Not at all) to 5 (To a great extent).
3. Assistance to the immigrant questionnaire. The statements are listed in Table 1. The questionnaire explores the extent to which assistance is provided to immigrants in particular aspects, as stipulated in the mentor's role definition. The questionnaire is based on TALIS OECD (Kasalak & Dagyar, 2020). Respondents were asked to rate the extent to which they agreed with each statement, from 1 (Not at all) to 5 (To a great extent).

Statistical analysis

We dichotomized the ability and difficulty scales for high and low scores and set the cut-off value for determining the level at the median of the scale in the sample.

To characterize the difference between high and low scores on the ability and difficulty scales and responses to other questionnaires, we used a two-sample t-test.

A p-value of 0.05 was considered significant.

Statistical analysis was performed using SAS for Windows version 9.4.

Results

We describe first the results related to assistance to immigrants, next the results related to the perception of the role of the mentor; ability; the correlation between the sense of difficulty and other aspects; and the correlation between the sense of self-efficacy and the other aspects.

Assistance to immigrant adolescents

The questionnaire examined the extent to which immigrant adolescents were supported aspects. Mentors were asked to rate how much they agreed with each statement, from 1 (Not at all) to 5 (To a great extent). The questions were divided into two main groups:

Academic assistance: statements 1, 13, 14; the distribution of average scores ranged from 1.33 to 5.00, with a mean score of $M = 3.24$ and $SD = 1.05$.

Personal support: statements 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12; the distribution of average score ranged from 2.45 to 5.00, with a mean score of $M = 3.78$ and $SD = 0.64$.

Table 1 summarizes the distribution of mentor agreement (%) with each statement in the questionnaire. A score of 4 and higher indicates strong or very strong agreement with the statement.

Table 1. Patterns of agreement in the assistance questionnaire (in percentages).

Index	Description	1	2	3	4	5	=<4
Academic assistance							
1	Disciplinary knowledge (subjects)	1	22	27	40	10	50
13	Acquiring 21st-century skills required in the learning process in digital environments	20	11	23	29	17	46
14	Coping with learning in hybrid, online, and face-to-face learning environments	15	20	20	16	29	45

Personal assistance							
2	Conduct in the classroom	1	21	35	19	24	43
3	Adapting teaching methods to the needs of your student(s)	0	4	17	31	48	79
4	Assessing your students and tracking their progress	0	0	19	37	44	81
5	Knowing the school culture	3	21	24	30	22	52
6	Dealing with learning difficulties	0	10	17	33	40	73
7	Addressing differences between students	0	2	28	35	35	71
8	Planning and managing the students' learning	4	7	26	43	19	62
9	Cultivating a sense of belonging to the school	4	18	24	40	13	53
10	Cultivating a relationship between you and the student	0	3	3	22	72	94
11	Adolescents' integration in the school	3	28	18	40	12	51
12	Development of educational initiatives	8	24	37	17	14	31

Table 1 shows that the majority of mentors (over 50%) thought that extensive support was provided in most aspects; 94% of mentors thought that they have succeeded in developing a relationship between them and their students; 79% and 81% of mentors, respectively, felt that they have adapted teaching methods to a great extent to students' needs (statement 3), have assessed students, and monitored their progress (statement 4); 73% and 71% of mentors, respectively, thought that they provided extensive help to students in overcoming learning difficulties (statement 6) and in addressing differences between students (statement 7).

In the following aspects, only half the mentors agreed that ample help was provided: subject knowledge, getting to know the school culture, creating a sense of belonging, integrating into the school, acquiring 21st-century skills needed to study in digital environments, and studying in a hybrid, online, and face-to-face learning environments.

Only 43% of mentors agreed that much support was provided in managing the classroom, and only 31% in the development of educational initiatives.

Perception of the role of the mentor

Mentors were asked to rate how much they agreed with each statement, from 1 (Not at all) to 5 (To a great extent). The average score for the questionnaire ranged from 2.38 to 5.00, with a mean of $M = 4.28$ and $SD = 0.55$.

Table 2 summarizes the distribution of mentor agreement (%) with each statement in the questionnaire. A high score of 4 indicates strong or very strong agreement with the statement.

Table 2. Response patterns on perceptions of the role of the mentor (%)

Index	Description	1	2	3	4	5	<=4
1	Do you think that you succeeded in getting to know your students personally?	0	2	13	44	42	86
2	Do you feel that you were able to match expectations regarding the work process with your students?	0	7	14	50	29	79
3	Do you feel that you were able to allow your students to voice their expectations and concerns?	0	1	26	12	61	73
4	To what extent do you feel that interpersonal communication with you advanced your students?	0	3	3	29	66	94
5	How well do you think you understand your students?	0	5	8	49	39	87
6	How much do you think you listen to your students?	0	0	1	23	76	99
7	How well do you feel you manage your emotions?	1	0	28	34	38	71
8	To what extent do you set yourself goals for each working day with your students?	1	11	18	29	40	70

Table 2 shows that there is a high level of agreement with the statements. Over 70% of respondents fully agreed with the statement that was presented to them.

The highest level of agreement was with the following statements: "How much do you think you listen to your students?" (99%), "To what extent do you feel that interpersonal communication with you advanced your students?" (94%), "How well do you think you understand your students?" (87%), and "Do you think that you succeeded in getting to know your students personally?" (86%). There was less agreement with the following statements: "Did you feel you were able to give your students an opportunity to express their expectations and concerns?" (73%), "How well do you feel you are in control of your emotions?" (71%) and "To what extent do you set goals for each day you work with your students?" (70%). Seventy-nine percent of mentors agreed that they were able to match the expectations regarding the work process with their students.

Ability

With this questionnaire, we explored how mentors experienced their skills, the extent to which they encountered difficulties, and how they dealt with those difficulties. Mentors were asked to rate how much they agreed with each statement, from 1 (Not at all) to 5 (To a great extent).

The questions can be divided into two main groups.

The ability section included statements 1, 2, 5, 6, 7, 8, 16, 17, 18, 19, 20.

The mean score of self-efficacies ranged from 2.38 to 5. The higher the score, the more capable the mentor considers herself to be, with a mean of 4.15 and a SD = 0.69.

The difficulty level section included statements 3, 9, 10.

The median difficulty score ranged from 2.17 to 4.83. The higher the score, the more positively the mentor dealt with difficulty. Mean score was 2.40, and a SD = 1.02.

The positive way of dealing with difficulty section included statements 4, 11, 12, 13, 14, 15. This was an informative questionnaire about coping skills, therefore the mean score had no meaning.

Table 3 summarizes the distribution of the mentors' agreement (%) with each statement in the questionnaire. A high score of 4 indicates strong or very strong agreement with the statement.

Table 3. Response patterns for perceptions of self-efficacy and difficulty (in percentages)

Index	Description	1	2	3	4	5	<=4	
Self-efficacy								
1	I learned about myself that I am flexible and creative		0	6	20	24	50	74
2	I feel that I have skills, knowledge, and experience that are required in mentoring		0	1	12	43	45	87
5	I am confident that I can handle mentoring		0	0	20	37	43	80
6	When I have a problem in mentoring, I can find many ways to solve it		0	11	18	25	46	71
7	I think that in general I succeed in mentoring		0	3	8	40	49	89
8	I can think of many ways to achieve the goals of mentoring		1	11	17	33	39	71
16	I cope the best I can		0	3	8	45	43	88
17	I can adapt myself to any mentoring situation		2	10	21	27	40	67
18	I do not give up easily because of failure and difficulties		4	11	13	34	37	71
19	I think I am strong and can deal with failures and difficulties		0	10	16	24	50	74
20	I can deal with unpleasant or painful emotions such as sadness, fear, and anger		0	8	17	18	57	76
Difficulty								
3	I feel that the mentoring causes tension in me		18	18	38	13	12	25
9	I am worried about what will happen with the entire mentoring process		23	33	10	19	15	34
10	I feel like there is no way I can deal with the situation		55	28	12	1	4	5

Ways of coping							
4	When I contact various parties regarding difficulties in mentoring, I receive an effective response	6	7	31	32	24	56
11	I find a way to let off steam: for example, crying, etc.	8	15	40	15	22	37
12	I connect with other mentors who have the same problems as do I	14	11	23	26	26	53
13	I do not ignore the problem, the difficulty	11	2	7	23	58	81
14	I ask for help from a professional	8	16	23	25	28	53
15	I share my concerns/problems with others to help myself cope	1	7	8	33	51	84

Table 3 shows that many respondents in the sample considered themselves to have high levels of self-efficacy.

Eighty-seven percent of mentors believed they possess the skills and knowledge needed to be successful at mentoring (89%); 74% believed to be highly flexible and creative; 71% believed they could think of many ways to achieve mentoring goals. About 70% asserted they were strong and could handle difficulties; 67% agreed they could adapt to any mentoring situation.

In questions related to dealing with difficulties, 81% of the mentors largely did not ignore the difficulties, only 56% agreed that there an effective solution was available by contacting various parties, only 37% felt that they had a good way of letting off steam, only 53% turned to other mentors to talk about the difficulties, and only 53% asked for professional help to a great extent. By contrast, 84% shared their difficulties with others to help themselves cope.

In questions related to difficulties, 34% believed to a great extent that mentoring caused stress, and only 5% believed to a great extent that they have no way to deal with the situation.

Correlation between the feeling of difficulty and the other aspects

The "difficulty" scale was divided into two values: high and low. The intersection between the two values is the median (2.33).

Table 4 shows a characterization of the mentors who expressed more difficulty compared with those who expressed less difficulty.

Table 4. Correlation between difficulty and other aspects

Statement	Experienced less difficulty (N=57)	Experienced more difficulty (N=62)	P Value
	M SD	M SD	
Academic assistance			
Disciplinary knowledge (subjects)	3.4 (0.9)	3.3 (1.0)	0.72
Acquiring the 21st-century skills required in the learning process in digital environments	2.9 (1.4)	3.3 (1.3)	0.20
Coping with learning in hybrid, online, and face-to-face learning environments	3.2 (1.4)	3.3 (1.5)	0.71
Personal assistance			
Conduct in the classroom	3.2 (1.1)	3.6 (1.1)	0.045

Statement	Experienced less difficulty (N=57)	Experienced more difficulty (N=62)	<i>P</i> Value
Adapting teaching methods to the needs of your student(s)	4.2 (1.0)	4.2 (0.8)	0.85
Assessing your students and tracking their progress	4.3 (0.6)	4.2 (0.9)	0.32
Knowing the school culture	3.4 (1.1)	3.5 (1.2)	0.49
Dealing with learning difficulties	4.1 (0.9)	4.0 (1.1)	0.57
Addressing differences between students	3.9 (0.8)	4.2 (0.8)	0.15
Managing the students' learning and planning	3.8 (1.0)	3.5 (1.0)	0.08
Cultivating a sense of belonging to the school	3.4 (1.1)	3.4 (1.0)	0.80
Cultivating a relationship between you and the student	4.7 (0.6)	4.5 (0.7)	0.14
Adolescents' integration in the school	3.2 (1.2)	3.4 (0.9)	0.22
Development of educational initiatives	2.8 (1.3)	3.3 (1.0)	0.046
Perception of the mentor's role			
Do you think that you succeeded in getting to know your students personally?	4.4 (0.7)	4.1 (0.8)	0.011
Do you feel that you were able to match expectations regarding the work process with your students?	4.1 (0.8)	3.9 (0.9)	0.19
Do you feel that you were able to allow your students to voice their expectations and concerns?	4.6 (0.6)	4.1 (1.0)	<.001
To what extent do you feel that interpersonal communication with you advanced your students?	4.8 (0.4)	4.3 (0.8)	<.001

Statement	Experienced less difficulty (N=57)	Experienced more difficulty (N=62)	<i>P</i> Value
How well do you feel you understand your students?	4.4 (0.7)	4.0 (0.8)	0.005
How much do you feel you listen to your students?	4.9 (0.3)	4.6 (0.5)	0.001
How well do you feel you manage your emotions?	4.6 (0.5)	3.6 (0.8)	<.001
To what extent do you set yourself goals for each working day with your students?	4.1 (1.0)	3.9 (1.1)	0.26
Self-efficacy			
I feel that the mentoring causes tension in me	4.3 (0.8)	4.0 (1.1)	0.09
I'm worried about what will happen with the entire mentoring process	4.5 (0.5)	4.2 (0.8)	0.032
I feel like there is no way I can deal with the situation	4.7 (0.5)	3.8 (0.7)	<.001
When I have a problem in mentoring, I can find many ways to solve it	4.5 (0.7)	3.7 (1.2)	<.001
I think that in general I handle well in the mentoring	4.7 (0.5)	4.1 (0.8)	<.001
I can think of many ways to achieve the goals of mentoring	4.2 (1.0)	3.7 (1.1)	0.010
I cope the best I can	4.4 (0.6)	4.1 (0.8)	0.025
I can adapt myself to any mentoring situation	4.3 (0.7)	3.6 (1.3)	<.001
I do not give up easily because of failure and difficulties	4.1 (1.2)	3.7 (1.1)	0.022
I think I am strong and can deal with failures and difficulties	4.7 (0.5)	3.6 (1.1)	<.001

Statement	Experienced less difficulty (N=57)	Experienced more difficulty (N=62)	P Value
I can deal with unpleasant or painful emotions such as sadness, fear, and anger	4.7 (0.5)	3.9 (1.1)	<.001
Ways of coping			
When I contact various parties regarding difficulties in initiation, I receive an effective response	3.9 (0.9)	3.3 (1.2)	0.004
I find a way to let off steam: for example, crying, etc.	3.0 (1.3)	3.5 (1.1)	0.029
I connect with other mentors who have the same problems as do I	3.3 (1.5)	3.5 (1.2)	0.36
I don't ignore the problem, the difficulty	4.8 (0.4)	3.5 (1.5)	<.001
I am asking for help from a professional	3.2 (1.4)	3.8 (1.1)	0.023
I share my concerns/problems with others to help myself cope	4.2 (1.0)	4.4 (0.8)	0.22

Table 4 shows that mentors who expressed difficulty were less likely to identify with the statements regarding the conception of the mentor's role. They were less able to get to know students personally, to understand them, to listen to them, were less likely to allow students to express their expectations, less likely to think that interpersonal communication with them benefited students. Mentors who had trouble had lower scores in all areas of self-efficacy as a mentor. They have significantly low mean scores on all indicators of the mentoring perception questionnaire, as well as on all questions regarding self-efficacy.

Mentors who experience difficulties are less likely to feel that it would be beneficial to turn to the authorities; they are more likely to ignore the problem.

Correlation between self-efficacy and the other aspects

The self-efficacy scale ranges from 2.38 to 5, with $M = 4.15$ and $SD = 0.70$. To distinguish those who feel high self-efficacy from those who feel low self-efficacy, the scale was divided into two values: high and low. The cutoff point between the two scores is the median (4.93), that is, half of the mentors felt self-efficacy higher than 4.93.

Table 5 shows the characteristics of the mentors who expressed higher vs lower self-efficacy.

Table 5. Correlation between self-efficacy and other statements

Statement	Lower self-efficacy (N=63)	Higher self-efficacy (N=56)	P Value
	M SD	M SD	

Statement	Lower self-efficacy (N=63)	Higher self-efficacy (N=56)	<i>P</i> Value
Academic assistance			
Disciplinary knowledge (subjects)	3.2 (1.0)	3.6 (0.9)	0.050
Acquiring the 21 st -century skills required in the learning process in digital environments	2.6 (1.3)	3.7 (1.3)	<.001
Coping with learning in a hybrid, online, and face-to-face learning environment	2.7 (1.3)	3.8 (1.3)	<.001
Personal assistance			
Conduct in the classroom	3.1 (0.9)	3.8 (1.1)	<.001
Adapting teaching methods to the needs of your student(s).	3.7 (0.9)	4.8 (0.5)	<.001
Assessing your students and tracking their progress	3.9 (0.8)	4.6 (0.5)	<.001
Knowing the school culture	3.2 (1.2)	3.8 (0.9)	<.001
Dealing with learning difficulties	3.6 (1.0)	4.5 (0.7)	<.001
Addressing differences between students	3.7 (0.8)	4.4 (0.7)	<.001
Managing the student's learning and planning	3.2 (1.0)	4.2 (0.7)	<.001
Cultivating a sense of belonging to the school	3.1 (1.0)	3.8 (1.1)	<.001
Cultivating a relationship between you and the student	4.4 (0.7)	4.9 (0.5)	<.001
Adolescents' integration in the school	2.9 (0.9)	3.7 (1.1)	<.001
Development of educational initiatives	2.7 (0.9)	3.5 (1.2)	<.001
Perception of mentor's role			
Do you think that you succeeded to get to know your students personally?	4.0 (0.7)	4.6 (0.6)	<.001

Statement	Lower self-efficacy (N=63)	Higher self-efficacy (N=56)	<i>P</i> Value
Do you feel that you were able to match the expectations regarding the work process with your students?	3.5 (0.8)	4.6 (0.5)	<.001
Do you feel that you were able to allow your students to voice their expectations and concerns?	3.9 (0.9)	4.8 (0.5)	<.001
To what extent do you feel that interpersonal communication with you advances your students?	4.3 (0.8)	4.9 (0.3)	<.001
How well do you feel you understand your students?	3.9 (0.9)	4.5 (0.5)	<.001
How much do you feel you listen to your students?	4.5 (0.5)	5.0 (0)	<.001
How well do you feel you manage your emotions?	3.6 (0.8)	4.6 (0.6)	<.001
To what extent do you set yourself goals for each working day with your students?	3.5 (0.9)	4.5 (0.9)	<.001
Difficulties			
I feel that mentoring causes tension in me	3.0 (1.2)	2.6 (1.2)	0.06
I'm worried about what will happen with the entire mentoring process	3.1 (1.2)	2.2 (1.5)	<.001
I feel that there is no way I can deal with the situation	1.9 (0.8)	1.5 (1.2)	0.08
Ways of coping			
When I contact various parties regarding difficulties in mentoring, I receive an effective response	3.3 (0.9)	4.0 (1.2)	<.001
I find a way to let off steam: for example, crying, etc.	3.1 (1.1)	3.5 (1.3)	0.10

Statement	Lower self-efficacy (N=63)	Higher self-efficacy (N=56)	<i>P</i> Value
I connect with other mentors who have the same problems as do I	3.2 (1.3)	3.7 (1.4)	0.032
I do not ignore the problem, the difficulty	3.8 (1.3)	4.6 (1.2)	<.001
I ask for help from a professional	3.2 (1.1)	3.9 (1.4)	0.004
I share my concerns/problems with others to help myself cope	4.2 (0.8)	4.3 (1.1)	0.44

Table 5 shows that the mentors who consistently expressed high self-efficacy felt that they were better at helping immigrants both personally and professionally, that they were better at fulfilling the role of mentor, that they were less worried about the mentoring process, and that they felt they were obtaining an effective response from other parties and were better at coping with difficulties.

Discussion

The purpose of this study was to explore the experiences of mentors working with immigrant youths in a time of crisis, in the shadow of the COVID-19 epidemic, to explore feelings of empowerment, difficulty, and satisfaction, as well as the perceptions of the role of mentoring and support for immigrant youths in a variety of settings.

In general, most mentors rated themselves as highly self-efficacious. Mentors who expressed high self-efficacy felt that they helped youths better both personally and professionally, worried less about the mentoring process, and coped better with difficulties. Mentors who expressed difficulty felt that they were less able to get to know students personally, understand them, and listen to them, were less likely to allow students to express their expectations, and less likely to feel that their interpersonal communication helped students. Mentors who experienced difficulties showed a low sense of self-efficacy. Mean scores on all parameters of the mentoring perception questionnaire and on all questions concerning self-efficacy were significantly lower for mentors who experienced difficulties.

Perception of the mentor's role and assistance to new immigrant adolescents from the point of view of the mentors

Assistance to students. For most aspects (Table 1), most mentors (over 50%) felt that they provided a great deal of support to their students; 94% thought that they invested large amounts of time in nurturing the relationship between themselves and their students. The mentors thought that they helped their students by adjusting teaching methods (79%) and monitoring their progress to prevent learning loss (81%). Most mentors felt that they provided extensive support for their students in overcoming learning difficulties (73%). About half the mentors felt that they had helped their students in various areas, such as subject knowledge, getting acquainted with school culture, and fostering a sense of belonging. Compared to the studies conducted before the COVID-19 epidemic (Zilka, 2017b, 2018c, 2021b, 2022), during this period more time was allocated for tutoring, the students were more available because the studies for all students were disrupted, therefore the mentors felt that they developed a strong bond with the students. The COVID-19 period raised challenges that required special attention. Mentors had to combine face-to-face and distance mentoring of their students. At a certain stage of the epidemic, schools decided to bring new immigrants to the school to avoid learning loss, but all other students (not immigrants) were largely studying remotely. Mentors assisted their students in synchronous and asynchronous distance learning and participated with the students in synchronous learning in the adolescents' classrooms. Researchers (Riva et al., 2020; Wiederhold, 2020; Zilka, 2021a) found that in synchronous instruction, students experienced difficulties with concentration and felt overwhelmed. The characteristics of a synchronous lesson differ from those of a face-to-face lesson, for example, in that orientation takes place in two-dimensional space, and therefore there is difficulty locating the source of the voice, understanding facial expressions and interpersonal interaction, making eye contact, understanding messages, and generally perceiving that individuals have their own space. As a result,

many students complain of fatigue, difficulty concentrating, a sense of being overwhelmed, and blurred boundaries (Zoom fatigue). Researchers (Mulenga & Marban, 2020; Zilka, 2021a) found that online learning during the COVID-19 crisis was positive when the educational environment was characterized by meaningful learning, student guidance, motivation, persistence, and academic independence. Previous studies (Al-Fraihat et al., 2020; European Commission, 2020; Pfefferbaum & North, 2020) found that the proper organization of online learning (the use of the right technology, the quality of instruction, and the relationship with students) contributed to the success of the learning process. This study showed that mentors spent a great deal of time interacting with students, helping them participate in synchronous lessons, and completing the asynchronous assignments (Table 2). To avoid learning loss (Table 1), they provided students with flexible educational regularities such as good time management, schedule flexibility, keeping in touch with students, and more. Similar results were found in previous studies (Pfefferbaum & North, 2020; Al-Fraihat et al., 2020). In addition, they also took the opportunity to narrow the gaps between their students. During closures, when their students were not in school, they organized face-to-face and group meetings on Zoom, to stay in touch, and encouraged participation in synchronous and asynchronous lessons with the students' "home class." Taking advantage of opportunities to reduce gaps that may widen because of the change in the manner of learning during the COVID-19 period has been described in other studies as well (Grewenig et al., 2020; Huber & Helm, 2020; Zilka, 2021; Zilka et al., 2021).

Integration of digital environments in work with new immigrant adolescents during the COVID-19 period.

We found (Table 1) that some mentors invested in everything related to acquiring 21st-century skills required for the learning processes in digital environments (46%) and for coping with learning in hybrid, online, and face-to-face learning environments (45%). Researchers (Choi, 2012; Foti & Mendez, 2014; Rossing et al., 2012; Schugar et al., 2013; Warschauer, 2011; Zilka, 2018a, 2018b, 2019b) found that integrating digital environments into adolescents' lives increases motivation to engage socially and academically and allows for intriguing and diverse learning environments. It helps illustrate study content and makes learning accessible through images, animations, simulations, and videos that are available to students on the Internet. Digital environments are becoming more accessible, with expanding functionality and a variety of apps that allow access anytime, anywhere (Cohen et al., 2015; Dahlstrom, 2015; Sung et al., 2016; Zilka, 2019b).

Perceptions of the mentor's role. We found (Table 2) that there was a high level of agreement with statements regarding the perception of the mentor's role. Over 70% of mentors fully agreed with the statements presented to them. The statements with the highest level of agreement were listening to students (99%), establishing positive interpersonal communication with students (94%), successfully understanding students (87%), and getting to know students (86%). Lower agreement characterized the statements that the mentor was able to let her students express their expectations and concerns (73%) and that the mentor felt she was in control of her emotions (71%). In previous studies conducted during the COVID-19 period (Zilka, 2021a, 2022), it was found that there was a need to change the focus of goals and objectives of each of the parties — students, mentors, and teachers. In this study, we found that some of the mentors were aware of the importance of this issue and set goals for themselves each day of work with their students (70%), coordinating expectations of their work process with their students (79%).

Personal ability

We examined how the mentors experienced their self-efficacy, the extent to which they had trouble, and the ways they dealt with the difficulties. We found (Table 3) that most mentors considered themselves to have high self-efficacy, to have the skills and knowledge needed for mentoring (87%), and to be successful in mentoring (89%). They believed that they were flexible and creative to a great extent (74%) and that they could think of multiple ways of achieving the mentoring goals (71%). About 70% agreed that they were strong and could cope with difficulties, and 67% agreed that they could adapt to any situation in mentoring.

Mentors who expressed high ability (Table 5) generally felt that they helped immigrants to a great extent personally and professionally and that they fulfilled the role of mentor well. These mentors were less worried about the mentoring process and thought that they had received effective responses from other actors and coped better with difficulties. Mentors who expressed difficulties (Table 4) felt that they were less able to get to know the students personally, understand them, listen to them, and that they allowed the students to express their expectations to a lesser degree. They also felt less strongly that interpersonal communication with them advanced their students. Mentors who experienced difficulties felt a low sense of self-efficacy. Their averages of all indices of the mentoring perception and self-efficacy questionnaires were significantly lower.

Mentors who reported difficulties felt self-critical about their dealings with the new immigrants. Greenberg and Watson (2006) noted that self-criticism may serve as a person's springboard for change in areas such as taking

responsibility, professionalism, perseverance, and success. But when the criticism turns into self-punishment, self-condemnation, a negative attitude of the person toward self, a judgmental, unforgiving attitude, self-criticism may make a person feel weakened, and scared. It may cause anxiety, feelings of helplessness and low self-efficacy, and not pave the way for self-awareness, openness, development, and change in human behavior. The mentor's self-awareness of her conduct may bring her to a decision to change her behavior patterns, her approach to students, change her behavior management, self-management, and cause her to accept responsibility, be more aware of emotions, and express and navigate them wisely. The findings of this study, consistent with those of previous research (Chittooran, 2015; Husaj, 2016; Saperstein et al., 2015), show that in the process of working with adolescents, the mentors must consider their own emotional and social aspects and demonstrate these skills in their interaction with the youths to cultivate these skills in their students.

In conclusion, the mentoring work with new immigrant youths in the shadow of the COVID-19 crisis required changing the way of studying. On one hand, more mentoring time was freed up for working with the students, allowing them to engage in meaningful interactions, but on the other hand, it presented them with many challenges. This study showed mentors who had a high sense of competence were attentive to students, listened to them, and developed interpersonal communication that advanced their students, allowed them to voice their expectations and concerns, and managed their emotions. Attentive mentors cultivated students' sense of belonging and protection, encouraged meaningful interactions, positive experiences, success, and relationships. They were likely to elicit feelings of being needed and appreciated in their students and provide them with feedback.

Educational implications

The mentors' sense of self-efficacy affects their perception of their role and the assistance they provide to new immigrants. In situations of uncertainty, such as during the COVID-19 period, mentors with a sense of low self-efficacy found it difficult to cope with the complexity of the role.

Research limitations and future research

The current study examined the issue from the point of view of the mentors, but not from that of view of the students. Follow-up studies should examine the relationship between the mentors' sense of self-efficacy and the students' feelings regarding the mentoring process and the achievement of its expected goals.

References

- Al-Fraihat, D., Joy, M., & Sinclair, J. (2020). Evaluating E-learning systems success: An empirical study. *Computers in Human Behavior*, 102, 67-86. <https://doi.org/10.1016/j.chb.2019.08.004>
- Bandura, A. (1986). *Social foundations of thought and action: A social cognitive theory*. Englewood Cliffs, NJ: Prentice-Hall. <https://doi.org/10.1017/CBO9780511527692>
- Bandura, A. (1995). *Self-efficacy in changing societies*. New York: Cambridge University Press.
- Barnett, E., & Friedrichsen, P. J. (2015). Educative Mentoring: How a Mentor Supported a Preservice Biology Teacher's Pedagogical Content Knowledge Development. *Journal of Science Teacher Education*, 26, 647-668. <https://doi.org/10.1007/s10972-015-9442-3>
- Birch, S. H., & Ladd, G. W. (1997). The teacher-child relationship and children's early school adjustment. *Journal of School Psychology*, 35, 61-79. [https://doi.org/10.1016/S0022-4405\(96\)00029-5](https://doi.org/10.1016/S0022-4405(96)00029-5)
- Birch, S. H., & Ladd, G. W. (1998). Children's interpersonal behaviors and teacher-child relationships. *Developmental Psychology*, 34, 934-946. <https://doi.org/10.1037/0012-1649.34.5.934>
- Brown, M., Hughes, H., Keppell, M., Hard, N., & Smith, L. (2015). Stories from Students in Their First Semester of Distance Learning. *Research in Open and Distance Learning – IRRODL*, 16(4). <https://doi.org/10.19173/irrodl.v16i4.1647>
- Chittooran, M. M. (2015). Reading and writing for critical reflective thinking. *New Directions for Teaching and Learning*, 143, 79-95. <https://doi.org/10.1002/tl.20137>
- Choi, C. Q. (2012). Textbooks come alive. *Scientific American*, 306(4), 20-21. <https://doi.org/10.1038/scientificamerican0412-20b>
- Choi, Y. (2008). Diversity within: Subgroup differences of youth problem behaviors among Asian Pacific Islander American adolescents. *Journal of Community Psychology*, 36(3), 352-370. <https://doi.org/10.1002/jcop.20196>
- Cohen, J., Vincent, J. L., Adhikari, N. K., Machado, F. R., Angus, D. C., Calandra, T., & Tracey, K. (2015). Sepsis: a roadmap for future research. *The Lancet infectious diseases*, 15(5), 581-614.

[https://doi.org/10.1016/S1473-3099\(15\)70112-X](https://doi.org/10.1016/S1473-3099(15)70112-X)

- Dahlstrom, E. (2015). *ECAR Study of Undergraduate Students and Information Technology*. ECAR. Research report. Louisville, CO: ECAR, December.
- Daloz, A. L. (1987). *Effective Teaching and Mentoring*. San Francisco and London: Jossey Bass Publishers.
- Ellis, N. J., Hoa-Thi, D. A., & Nguyen, M. (2020). Elements of a quality pre-service teacher mentor: A literature review. *Teaching and Teacher Education*, 92. <https://doi.org/10.1016/j.tate.2020.103072>.
- Engzell, P., Frey, A., & Verhagen, M. D. (2021). Learning loss due to school closures during the COVID-19 pandemic. *Proceedings of the National Academy of Sciences - PNAS*, 118(17). <https://doi.org/10.1073/pnas.2022376118>
- European Commission. (2020). Educational inequalities in Europe and physical school closures during Covid-19. https://ec.europa.eu/jrc/sites/jrcsh/files/fairness_pb2020_wave04_covid_education_jrc_i1_19jun2020.pdf
- Feiman-Nemser, S. (2012). *Teachers as Learners*. Cambridge, MA: Harvard Education Press.
- Foti, M. K., & Mendez, J. (2014). Mobile Learning: How Students Use Mobile Devices to Support Learning. *Journal of Literacy and Technology*, 15(3), 1535-0975. https://d1wqtxts1xzle7.cloudfront.net/55397785/jurnal_mobile_learning_1-libre.pdf?1514527404=&response-content-disposition=inline%3B+filename%3DMobile_Learning_How_Students_Use_Mobile.pdf&Expires=1676107831&Signature=ay4t8Iww48iV37yx3q-2qnBveXVxqKV47gap618N3eRNN4yJgLxzNYyT0WajsLETM-eyy~YoW5pVU0PAT1jqrtpZfGNLf0UZhgUAhj0cdm0UGJgQd4ZAFKCOvs7o62aYjEn99jGc8lx9Ds6Lv-SmEcAn94cQfrEreHR3teVC2IEBJ5HW47SI3Qm86eSqd-v9uJDDl4Kw-3f3WY8PEeMXz1H9YCvjXBYQLXgc~WxLqpouAg1cRuGjt9SF~5MLiLQDsStxki78nMkLjMW1QtjTbn~n~E~yYcq7xoNPJkAosTUz-kZxyMKbe-r-gYc3QBt1Cn2MRm6m7wPqNVSEdOwwQ__&Key-Pair-Id=APKAJLOHF5GGSLRBV4ZA
- Glaser, B., & Strauss, A. (2012) *The Discovery of Grounded Theory: Strategies for Qualitative Research*. Aldine Transaction, New Brunswick.
- Goddard, R. D., Hoy, W. K., & Hoy, A. W. (2004). Collective efficacy beliefs: Theoretical developments, empirical evidence, and future directions. *Educational researcher*, 33(3), 3-13. <https://doi.org/10.3102/0013189X033003003>
- Greenberg, L. S., & Watson, J. C. (2006). *Emotion-focused therapy for depression*. American Psychological Association. <https://doi.org/10.1037/11286-000>
- Grewenig, E., Lergetporer, P., Werner, K., Woessmann, L., & Zierow, L. (2020). *COVID-19 and Educational Inequality: How School Closures Affect Low-and High-Achieving Students*. IZA Institute of Labor Economics. <https://doi.org/10.2139/ssrn.3722400>
- Huber, S. G., & Helm, C. (2020). COVID-19 and schooling: evaluation, assessment, and accountability in times of crises—Reacting quickly to explore key issues for policy, practice, and research with the school barometer. *Educational Assessment, Evaluation, and Accountability*, 32, 237–270. <https://doi.org/10.1007/s11092-020-09322-y>
- Husaj, S. (2016). Social Emotional Learning (SEL). *European Journal of Multidisciplinary Studies*, 1(3), 168-171. <https://doi.org/10.26417/ejms.v1i3.p168-171>
- Kagan, R. (1982). *The Evolving Self: Problems and Process in Human Development*. Cambridge, Mass. Harvard University Press.
- Kasalak, G., & Dagyar, M. (2020). The Relationship between Self-efficacy and Teacher Job Satisfaction: A Meta-Analysis of the Teaching and Learning international survey (TALIS). *Educational Science: Theory & Practice*, 20(3), 16-33. <http://files.eric.ed.gov/fulltext/EJ1261816.pdf>
- Kubicek, A. (2015) *Creating a Mentoring Culture for Organizational Success: A Guideline for Successful Mentoring Programs*. Queen's University Inc.
- Lazarus, R. S. (2000). Toward better research on coping. *American Psychologist*, 55(6), 665-673. <https://doi.org/10.1037/0003-066X.55.6.665>
- Lazarus, R. S., & Folkman, S. (1988). *Stress, appraisal, and coping*. New York: Springer.
- Moore, K., & McElroy, J. C. (2012). The influence of personality on Facebook usage, wall postings, and regret. *Computers in Human Behavior*, 28, 267-274. <https://doi.org/10.1016/j.chb.2011.09.009>
- Mulenga, E. M., & Marb n, J. M. (2020). Is COVID-19 the gateway for digital learning in mathematics education?

- Contemporary Educational Technology*, 12(2), 269. <https://doi.org/10.30935/cedtech/7949>
- Orland-Barak, L., & Wang, J. (2020). Teacher Mentoring in Service of Preservice Teachers' Learning to Teach: Conceptual Bases, Characteristics, and Challenges for Teacher Education Reform. *Journal of Teacher Education*. <https://doi.org/10.1177/0022487119894230>
- Pfefferbaum, B., & North, C. S. (2020). Mental health and the Covid-19 pandemic. *The New England Journal of Medicine*, 383(6), 510-512. <https://doi.org/10.1056/NEJMp2008017>
- Riva, G., Mantovani, F., & Wiederhold, K. B. (2020). Positive technology and COVID-19. *Cyberpsychology, Behavior, and Social Networking*, 23(9), 581-587. <https://doi.org/10.1089/cyber.2020.29194.gri>
- Romi, S., Savicki, V., Grupper, E., & Caspi, R. (2007). Occupational burnout among child welfare workers: A work-setting comparison. *International Journal of Child and Family Welfare*, 10, (3-4), 93-109. <https://ugp.rug.nl/IJCFW/article/view/37770>
- Rossing, J.P., Miller, W., Cecil, A. K., & Stamper, S. E. (2012). iLearning: the future of higher education? Student's perceptions on learning with mobile tablets. *Journal of Scholarship of Teaching and Learning*, 12(2), 1-26. Retrieved from <http://josotl.indiana.edu/article/view/2023/1985>
- Rossiter, M. J., & Rossiter, K. R. (2009). *Immigrant youth and crime: Stakeholder perspectives on risk and protective factors*. Working Paper No. WP02-09. <https://citeseerx.ist.psu.edu/document?repid=rep1&type=pdf&doi=0023ba0ab35e34e073022ad558713060a1cbbf19>
- Saperstein, A. K., Lilje, T., & Seibert, D. (2015). A model for teaching reflective practice. *Military Medicine*, 180(4), 142-146. <http://militarymedicine.amsus.org/doi/pdf/10.7205/MILMED-D-14-00589>
- Schneider, M., & Preckel, F. (2017). Variables associated with achievement in higher education: A systematic review of meta-analyses. *Psychological Bulletin*, 143, 565-600. <https://doi-org.ezprimo1.idc.ac.il/10.1037/bul0000098>
- Schugar, H. R., Smith, C. A., & Schugar, J. T. (2013). Teaching with interactive picture Ebooks in grades K- 6. *Reading Teacher*, 66(8), 615-624. <https://doi.org/10.1002/trtr.1168>
- Schunk, D. H. (1984). Enhancing self-efficacy and achievement through rewards and goals: motivational and informational effects. *Journal of Educational Research*, 78, 29-34. <https://doi.org/10.1080/00220671.1984.10885568>
- Schunk, D.H. (1989). Self-efficacy and cognitive skill learning. *Research on motivation in education*, 3, 13-44.
- Spallek, J., Zeeb, H., & Razum, O. (2010). Prevention among immigrants: the example of Germany. *BMC Public Health*, 10(92). <https://doi.org/10.1186/1471-2458-10-92>
- Sung, Y. T., Chang, K. E., & Liu, T. C. (2016). The effects of integrating mobile devices with teaching and learning on students' learning performance: A meta-analysis and research synthesis. *Computers and Education*, 94, 252-275. <https://doi.org/10.1016/j.compedu.2015.11.008>
- Warschauer, M. (2011). Tablet Computers in Education. Eventually Tablets will Facilitate more Personalized and Interactive Learning. Educational Technology Debate – Exploring Learning in Developing Countries. Retrieved from <http://edutechdebate.org/tablet-computers-in-education/eventually-tablets-will-facilitate-more-personalized-and-interactive-learning/>
- West, A. (2016). A Framework for Conceptualizing Models of Mentoring in Educational Settings. *International Journal of Leadership and Change*, 4(1), 11. <http://digitalcommons.wku.edu/ijlc/vol4/iss1/11>
- Wiederhold, K. B. (2020). Connecting through technology during the coronavirus disease 2019 pandemic: Avoiding "zoom fatigue". *Cyberpsychology, Behavior, and Social Networking*, 23(7), 437-438. <https://doi.org/10.1089/cyber.2020.29188.bkw>
- Winnicott, D. W. (1965). *The Maturation Process and the Facilitating Environment*. New York: International University Press.
- Yearwood, E. L., Crawford, S., Kelly, M., & Moreno, N. (2007). Immigrant youth at-risk for disorders of mood: Recognizing complex dynamics. *Archives of Psychiatric Nursing*, 21(3), 62-171. <https://doi.org/10.1016/j.apnu.2007.02.006>

- Zilka, C. G. (2014). *Empowering Educators & Mentors in the Social Media Age – The Three Element Way*. Betan (Zmora-Betan-Modan Publishing) - Galim (240 p.). (Hebrew).
- Zilka, C. G. (2015). Social competence of children at risk: Similarities and differences among the various assessors. In E. Grupper & S. Romi (Eds.), *Children and adolescents at risk in Israel: The voice of young people and issues faced by child and youth care workers*, (2), 113–185. Tel Aviv, Israel: MOFET Institute (Hebrew).
- Zilka, C. G. (2017a). Awareness of eSafety and potential online dangers amongst children and teenagers. *Journal of Information Technology Education: Research*, 16, 319-338. <https://doi.org/10.28945/3864>
- Zilka, C. G. (2017b). The Elements Way: Empowering parents, educators, and mentors in the age of new media. *Issues in Informing Science and Information Technology*, 14, 101–119. <https://doi.org/10.28945/3702>
- Zilka, G. C. (2018a). Always with them: Smartphone use by children, adolescents, and young adults – characteristics, habits of use, sharing, and satisfaction of needs. *Universal Access in the Information Society (UAIS)*. <https://doi.org/10.1007/s10209-018-0635-3>
- Zilka, C. G. (2018b). Medium preferences of children and adolescents for content distributed by the media. *Interchange (INCH)*, 49(4), 457-476. <https://doi.org/10.1007/s10780-018-9337-2>
- Zilka, C. G. (2018c). Working with immigrant children and adolescents at risk: Mentors' use of The Elements Way. *Psychology Research*, 8(7), 308-321. <https://doi.org/10.17265/2159-5542/2018.07.003>
- Zilka, C. G. (2019a). The use of mobile technologies by immigrant adolescents in coping with the new language and with their formal studies. In A. Forkosh-Baruch, & H. Meishar-Tal. (Eds.). *Mobile technologies in educational organizations*, (pp. 192-210). IGI Global, USA. <https://doi.org/10.4018/978-1-5225-8106-2.ch010>
- Zilka, C. G. (2019b). Teenagers connected to digital environments – what happens when they get to school? Commonalities, similarities, and differences from their perspective. *Education and Information Technologies*, 25, 1743–1758. <https://doi.org/10.1007/s10639-019-10052-y>
- Zilka, C. G. (2020). Use of social networking applications (SNAs) by immigrant children, adolescents, and young adults. *International Journal of Mobile Communication*, 18(3), 257-272. <https://doi.org/10.1504/IJMC.2020.107099>
- Zilka, C. G. (2021a). Distance learning during the COVID-19 crisis, as perceived by preservice teachers. *Issues in Informing Science and Information Technology*, 18, 141-159. <https://doi.org/10.28945/4795>
- Zilka, C. G. (2021b). The experience of absorption of new immigrant adolescents in the digital age, as perceived by mentors who work with them from a social-emotional point of view. *Review of European Studies*, 13(3), 31-42. <https://doi.org/10.5539/res.v13n3p31>
- Zilka, C. G. (2022). Mentoring approaches preferred by mentors in their work with immigrant youths. Which approaches to mentoring do mentors choose to work with immigrant youth, how, and why? What is the mentors' initial assumption in their work with immigrant youths. *Review of European Studies*, 14(1). <https://doi.org/10.5539/res.v14n1p1>
- Zilka, C. G., Finkelstein, I., Cohen, R., & Rahimi, D. I. (2021). Implications of the Digital Divide for the Learning Process During the COVID-19 Crisis. *Review of European Studies*, 13(2), 57-71. <https://doi.org/10.5539/res.v13n2p57>
- Zilka, C. G., Rahimi, D. I., & Cohen, R. (2019). Sense of challenge, threat, self-efficacy, and motivation of students learning in virtual and blended courses. *American Journal of Distance Education*, 33(1), 2-15. <https://doi.org/10.1080/08923647.2019.1554990>

Copyrights

Copyright for this article is retained by the author(s), with first publication rights granted to the journal.

This is an open-access article distributed under the terms and conditions of the Creative Commons Attribution license (<http://creativecommons.org/licenses/by/4.0/>).