



## **Does School Mentoring Enhance School Grades? Results of an Experimental Study**

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### **Abstract**

In the past decade, school mentoring has become widely popular all across western countries and Portugal is no exception. The diffusion of school mentoring programs is essentially based on the premise that it provides children and adolescents, who have experienced adversities in their lives, an opportunity to readjust their internal working models and to compensate losses in previous relationships with adults. School mentoring in particular has been presented as a rather inexpensive and supposedly effective intervention to promote school achievement of students considered at-risk. The scope of this study is to better understand if students improve their school grades by benefiting from school mentoring. In order to do so, an experimental study was run comparing a group of students that participated in a school mentoring programme called Metodologia TUTAL with an equivalent control group. The most innovative feature of this programme is that mentors are also teachers of the mentees. This is not common in school-based mentoring approaches in other countries, although previous findings have shown that having experience in educational roles might promote better outcomes for mentoring programmes. The results show that students that participated for one school year made statistically significant improvements on their Math and Portuguese average grades, as well on their general average grade, compared to the control group. A discussion of these results is made according to findings made in previous studies. Practical implications and recommendations are also considered.