



**Unlocking Academic
Success and Confidence**
through one-to-one,
personalised online tutoring



Executive summary

This research was conducted to evaluate the impact of one-to-one tutoring with GoStudent on students' academic performance and self-confidence across a range of school subjects. Data from 2,616 parents and students throughout Europe was analysed. Students ranged between six and eighteen years old and primarily received tutoring in Mathematics, Sciences, English and Foreign Languages.



Key findings

Significant grade improvement

Three in four students improved their grades by up to three levels due to the personalised tutoring approach with GoStudent.

Academic recovery

Previously failing students across Europe successfully improved their grades after 46 lessons on average, with 71% in Austria, 75% in Germany, 60% in France, 74% in Italy, and 68% in Spain achieving passing grades.

Consistency pays off

Students who attended more tutoring lessons each week made more grade improvements. Attending three or more lessons weekly showed a 79% chance of grade improvement within 18 months compared to a 71% chance of improvement for those who attended only one lesson a week.

Impact of increased lessons

The more tutoring lessons a student attends, the greater the improvement in grades. 79% of students who had more than 36 lessons showed grade improvement.

Boosted confidence

90% of students who improved academically also reported increased confidence levels.*

These findings confirm the effectiveness of one-to-one tutoring with GoStudent not only in improving academic grades but also in boosting students' confidence, demonstrating the value of consistent tutoring lessons.

Furthermore, this data supports the assumption that sustained tuition is directly correlated with a greater increase in academic achievement.

*One in two GoStudent users define confidence as feeling prepared for exams and assessments

Peer-review by Takako Aikawa, PhD, Sr. Lecturer in Japanese Global Languages at Massachusetts Institute of Technology (MIT)



This study conclusively demonstrates the effectiveness of one-to-one tutoring with GoStudent on student academic performance and confidence, underscoring the importance of concepts such as "personalised learning" and "engagement" in learning. The study analyses survey data from GoStudent users and their parents who live in seven European countries. The participant demographics are diverse, and the research methodology is clearly defined in the study.

The study highlights several crucial points. First, the data clearly indicates the efficacy of one-to-one tutoring with GoStudent on student academic performance across different subjects and school ages. This shows that "personalised learning" can be achieved effectively through GoStudent's one-to-one tutoring. Additionally, the data indicates a strong correlation between student academic performance and self-confidence. This suggests that as students improve their grades, they feel more confident in their learning. The key point here is that one-to-one tutoring with GoStudent not only helps students improve their grades but also boosts their motivation and self-confidence. This is crucial for student's long-term learning.

Second, the data highlights the strong impact of one-to-one tutoring with GoStudent on student academic recovery. The study argues that one-to-one tutoring with GoStudent can help students who are receiving failing grades to improve their performance to a passing grade range. This is important because it is often difficult for students who have fallen behind to catch up and recover academically by themselves.

Third, the comments from parents in the study all point to the benefits of one-to-one tutoring with GoStudent. Although the study does not explicitly mention the involvement of parents, it seems that GoStudent's approach encourages regular communication between tutors and parents, creating a supportive learning environment that extends beyond the tutoring sessions. I believe that this type of holistic approach is crucial for reinforcing student learning experiences and ensuring continuous progress.

Lastly, the remarkable growth experienced by participants in GoStudent's English and Foreign Languages tutoring drew my attention because I am a language teacher and am constantly seeking the best methods for teaching foreign languages. The study makes clear the value of personalised learning for language learning.

It is noteworthy that one-to-one tutoring with GoStudent not only enhances academic performance but also boosts student self-confidence and motivation. I believe that these attributes associated with one-to-one tutoring with GoStudent will contribute to a student's overall learning process, promoting lifelong learning.

Introduction

GoStudent is a European EdTech company that, amongst other offerings, facilitates one-to-one online tutoring for students. The platform's ultimate goal is to connect students across various educational levels with private tutors online. These tutors help students improve their grades and confidence in all school subjects through 50-minute personalised tutoring lessons.

In a world where educational demands and challenges continuously evolve, personalised tutoring has become more than just an academic aid; it is a vital tool that addresses diverse learning needs, helping bridge gaps and strengthen individual competencies.

One-to-one tutoring has been widely acknowledged as an effective means of addressing learning gaps¹. Research has found its general efficacy in improving student grades² and self-confidence³. Confidence, in this context, refers to a student's belief in their ability to succeed in academic tasks, feel prepared for exams, and ability to effectively handle school-related challenges. This is particularly true for students who are at risk of failing a subject in school⁴.

GoStudent routinely surveys parents and students to better understand what they hope tutoring will achieve and to improve their services. Previous GoStudent consumer insights data has consistently identified 'Giving my child confidence in their learning ability' as one of the top three reasons parents choose a tutoring provider.

This study examines how using GoStudent has benefited students' learning outcomes. Data was collected from 2,616 parents and students to assess the impact of GoStudent's tutoring services on students' grades and self-confidence within the subjects they received tutoring for.



Key Objectives of the Study:

Evaluate the direct impact of 1:1 tutoring with GoStudent on student grades across various subjects.

Assess the correlation between increased tutoring lessons and grade improvements.

Provide insights into the effectiveness of regular versus sporadic tutoring lessons.

Explore the relationship between academic success and growth in self-confidence among students.



Introducing Dr. Tricia Thrasher, Author

Dr. Thrasher, Director of Research at Immerse, holds a PhD in Applied Linguistics and Second Language Acquisition Teacher Education. She has over a decade of experience conducting empirical research studies on the impact of various technologies on learning outcomes.

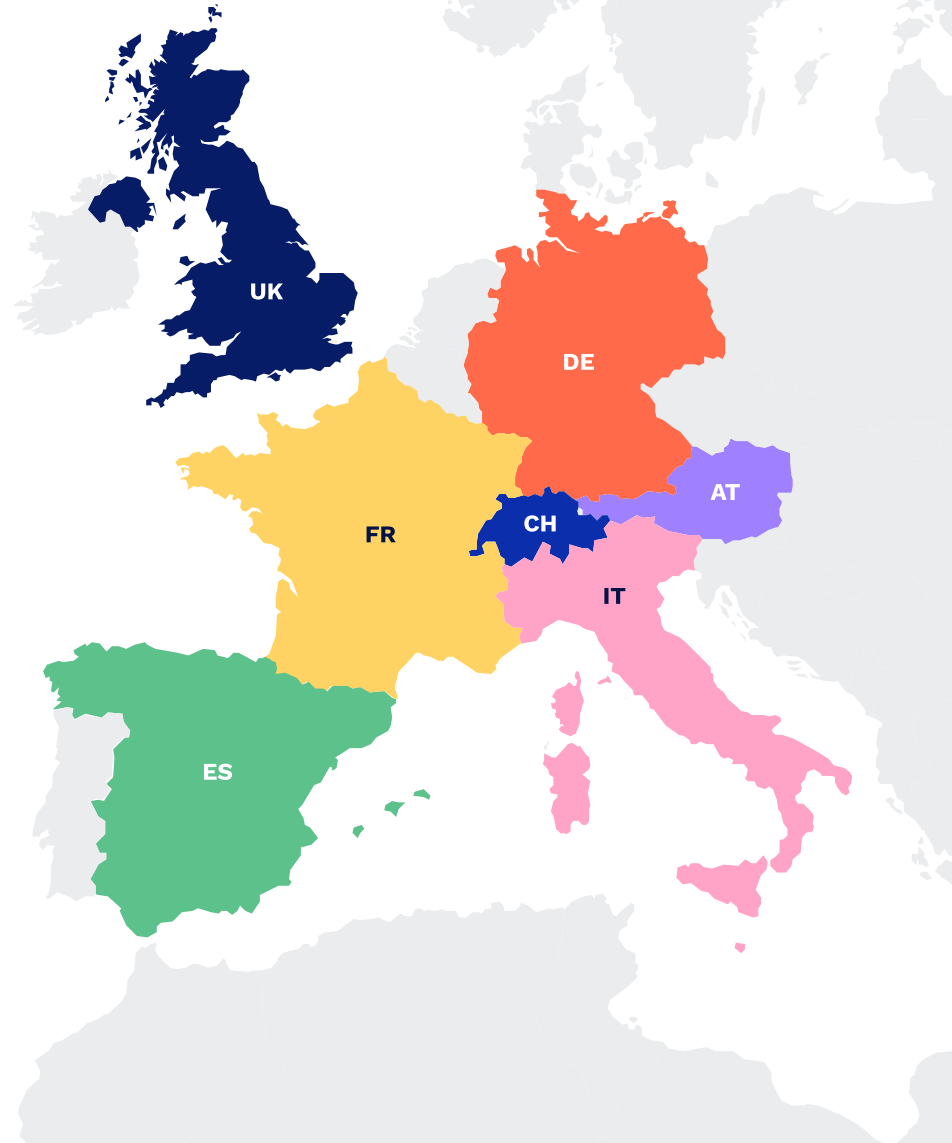
Dr. Thrasher has received numerous grants and awards for her research, including the 2023 CALICO Journal Article of the Year Award and the ACTFL Award for Doctoral Dissertation Research in World Language Education. She frequently presents her research at national and international conferences and publishes in peer-reviewed journals.

Research methodology

An online questionnaire surveying changes in students' grades and confidence was distributed to eligible GoStudent users living in Austria, Germany, France, Italy, Spain, Switzerland and the United Kingdom.

Eligibility for participation required students to have engaged with the platform for a minimum of three months and attended at least six one-to-one tutoring lessons, one of these being within the past 30 days. This survey was distributed via email and GoStudent's Dashboard over three weeks from March 19, 2024, until April 10, 2024. In this survey, respondents self-reported how students' grades and confidence had changed since using GoStudent. The survey consisted of 19 questions and took an average of 10 minutes to complete.

In total, 3,171 responses were collected. Upon reviewing the data, 555 were removed for various reasons (e.g., lack of parental consent, incomplete data, duplicate responses). This left 2,616 total responses for analysis, of which 51.25% of these came from parents or guardians of students using GoStudent (n=1,314) and 48.75% from students (n = 1,250).



Legend



Parents



Children



Austria (n=303)



France (n=409)



Germany (n=812)



Italy (n=492)



Spain (n=344)



Switzerland (n=5)



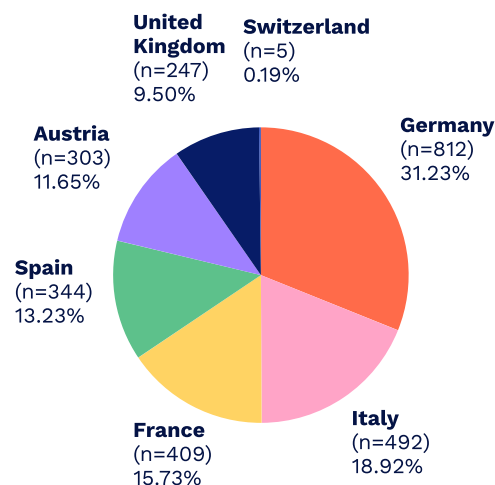
United Kingdom (n=247)

Student demographics

Responses were submitted by students living throughout Europe, with the largest number of them coming from Germany (31.23%), followed by Italy (18.92%), France (15.73%), Spain (13.23%), Austria (11.65%), the United Kingdom (9.50%), and Switzerland (0.19%) **(Figure 1)**.

54.91% of these students identified as female (n=1180), 44.53% as male (n=957), and 0.56% as non-binary (n=12).

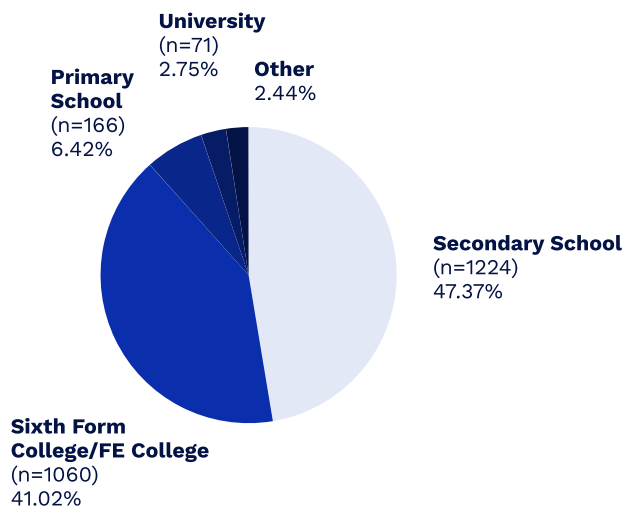
Figure 1.
Number of responses received for each country



The data represents a diverse sample of students across multiple educational levels who were receiving one-to-one tutoring in a variety of different subjects.

47.37% of students were enrolled in a secondary school (aged 11-16) and 41.02% were at a sixth form college/ FE college (aged 16-18). A smaller number (6.42%) were enrolled in primary schools (aged 6-11) and first year university (2.75%) or other adult education programs (2.44%) **(Figure 2)**. This distribution is representative of GoStudent's larger user base, where secondary and sixth form college students make up the majority of students receiving tutoring.

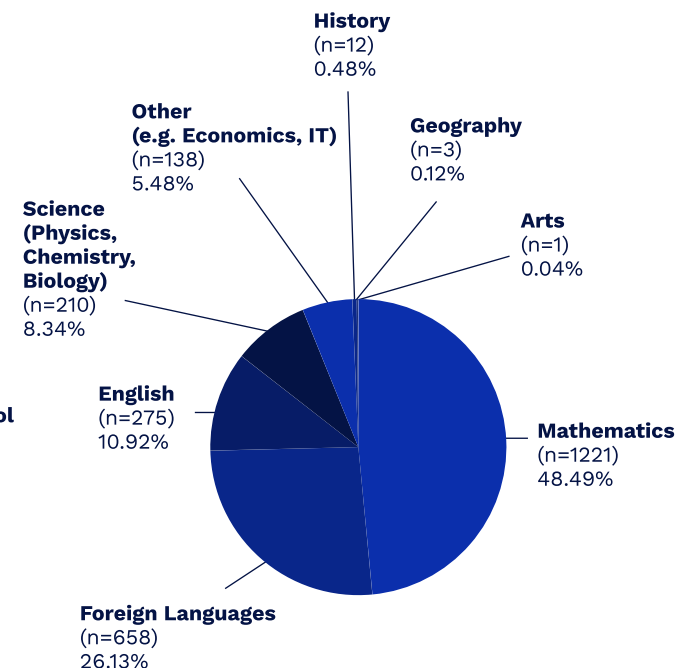
Figure 2.
Number of responses for each school level



Almost half of students (48.49%) were studying Mathematics, followed by Foreign Languages (26.13%), English (10.92%), Science (8.34%), Other (e.g., Economics, IT) (5.48%), History (0.48%), Geography (0.12%), and Arts (0.04%) **(Figure 3)**.

This again reflects GoStudent's user base, where Mathematics and Foreign Languages are the two most popular subjects for which students sign up to receive personal tutoring.

Figure 3.
Primary tutored subject - number of responses for each subject



Unlocking academic success: 3 out of 4 students see remarkable grade improvement with GoStudent

As part of the survey, participants self-reported what students' original grade in their tutored subject was before starting tutoring and what it was at the time of the survey (i.e., after using GoStudent's tutoring services). All respondents were able to self-report these grades on the appropriate grade scale for their country and school level, as the survey was programmed to present them with the appropriate grade scale based on their demographic information. All data was then cleaned and classified according to whether a given student had made no improvement or improved by 1, 2, or 3+ grades.

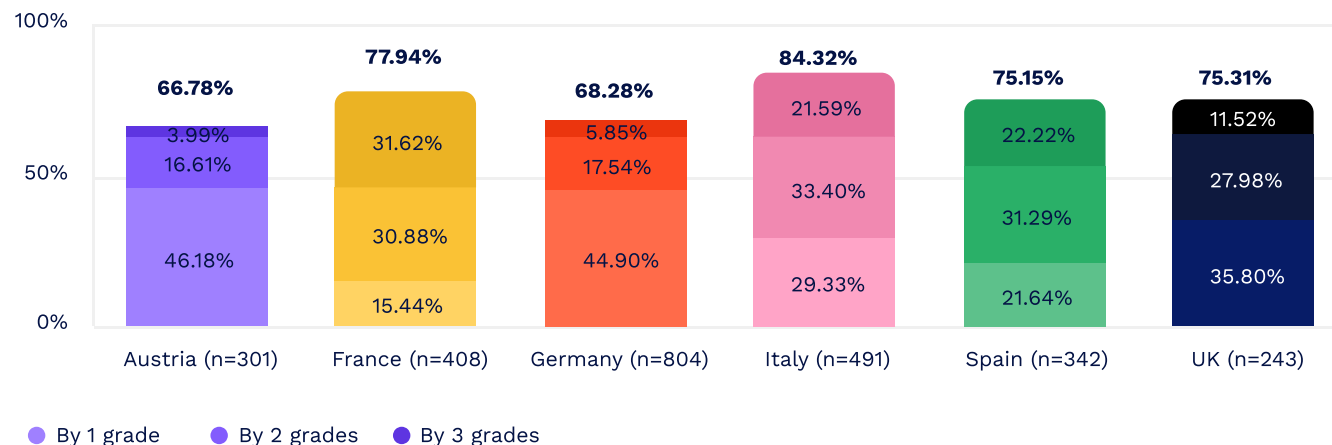
The majority of students (74.23%; n=2,596) improved their grades in the subject for which they were receiving tutoring since using GoStudent. 33.55% (n=871) improved by 1 grade, 25.35% (n=658) by 2 grades, and 15.33% (n=398) by 3 or more grades⁵.

This indicates that GoStudent's tutoring services are effective at improving students' grades, regardless of school level or subject matter.

Analysis was also performed on how grade improvement varied across countries, school levels, and subjects. Across every country, the majority of students reported significant improvement, which demonstrates that across all countries and educational systems, tutoring with GoStudent successfully helps students to improve their grades. Students in Italy (84.32%) made the most improvement, followed by their peers in France (77.94%), Spain (75.15%), the UK (75.31%), Germany (68.28%), and finally Austria (66.78%).

A breakdown for each country in terms of how many students improved by 1 grade, 2 grades, and 3 grades is shown in **Figure 4**.

Figure 4.
Grade improvement for each country^{6,7}



"My daughter's grade before tutoring was 4, and now she scored 9 in the last mock exams. The result has been impressive."



Parent, UK

Majority of Teen Students See Academic Gains

Regarding school level, the data revealed that students of all ages were able to benefit from studying with GoStudent, as the majority of students at each school level reported improvement. Specifically, 75.17% of those at the sixth form college level improved their grades, followed by 73.62% of secondary students, 71.83% of university students and 71.34% of primary level learners.

These findings indicate a consistent trend of improvement across all school levels, showing that GoStudents' approach can benefit students throughout the entirety of their academic trajectories. A breakdown of how many students improved by 1 grade, 2 grades, and 3 grades at each level is shown in **Figure 5**.

"I really like the way things are explained to me and how I can understand them quickly."

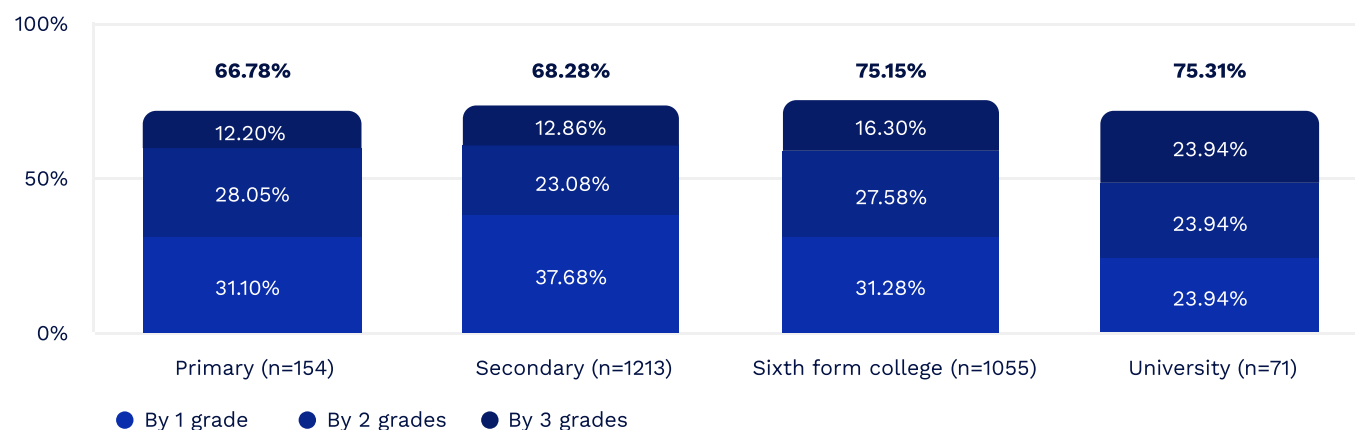


15 year old student, Italy



Figure 5.

Grade improvement for each school level



Strong improvement in languages across all ages

78% of Primary, 80% of Secondary, 77% for Sixth Form College, and 79% of University students report grade increases. Figure 6.

Grade improvement was also analysed for each school level to determine the subjects in which specific levels showed the most progress.

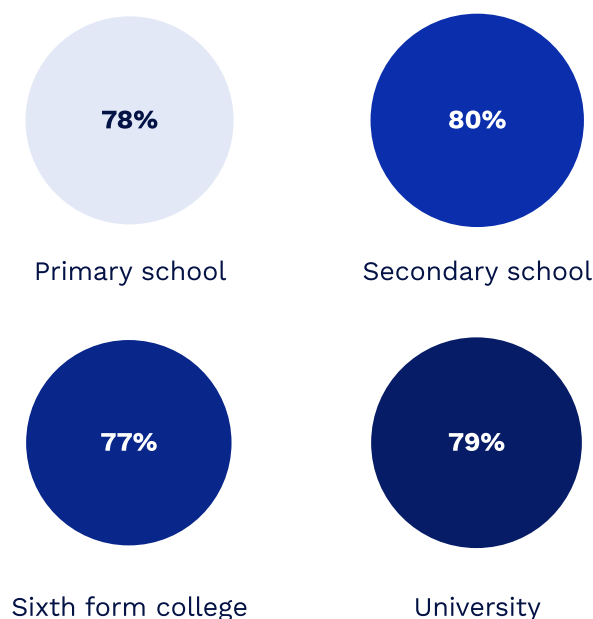
At the primary school level, 78.05% of students improved their grades in Foreign Languages and 72.97% in English. At the secondary level, students experienced the most improvement in English (80.26%) and Sciences (73.33%).

Students at the Sixth Form College level excelled across all subjects, with 79.28% reporting improvement in Sciences, 77.33% in English, 74.31% in Mathematics, and 73.23% in Foreign Languages.

Finally, University level students improved the most in Sciences (80%) and Foreign Languages (78.57%).

The remarkable growth that students of all levels experienced in English and Foreign Languages is critical, since language skills are vital to long-term success in both academic and professional pursuits.

Figure 6.
% of students that report grade increases



"Your tutoring has been super helpful for our son; he was able to improve his grades by 2 points and passed the middle school diploma."



Parent, Germany

Achieving academic success

Most students improve grades in English (79%), Science (76%), Foreign Languages (74%) and Mathematics (73%).

GoStudent is highly effective across all major subjects. The majority of students working with tutors in English (79.12%), Science (76.44%), Foreign Languages (73.67%) and Mathematics (72.76%) were able to improve their grades.

A similar trend was observed for students who were being tutored in less common subjects (e.g., Economics, IT) classified as “Other”, showing that GoStudent can successfully help students reach their academic goals regardless of subject matter.

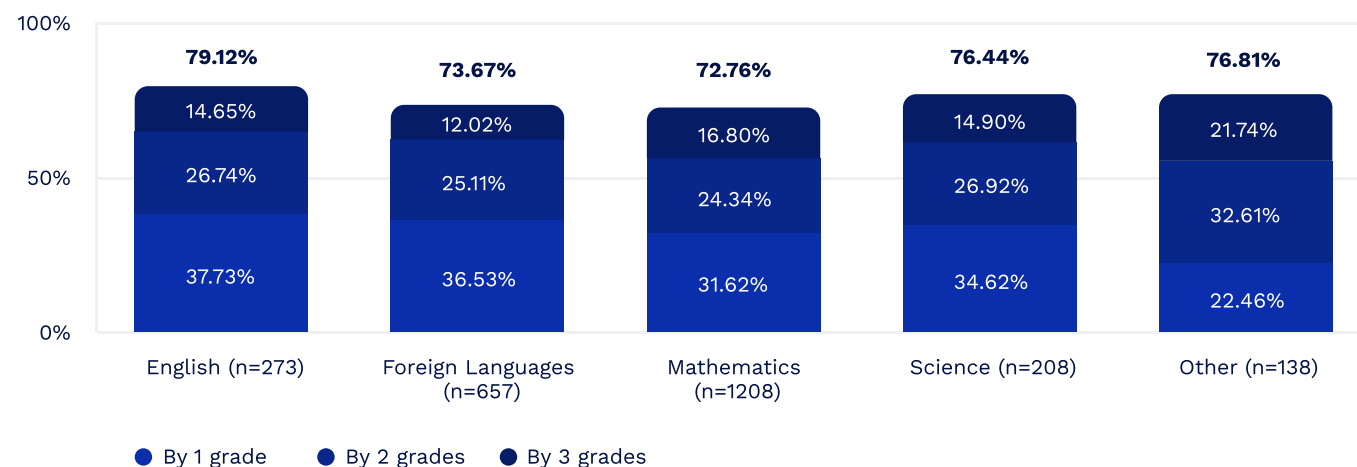


“Thanks GoStudent for helping my daughter. She has improved a lot in maths!”



Parent, UK

Figure 7.
Grade improvement across different subjects⁸



Academic recovery is strong

75% of students in Germany, 71% in Austria, 74% in Italy, 68% in Spain, and 60% in France turned failing grades into passing after 46 lessons on average.

Academic recovery was also assessed for each country by calculating the number of students receiving failing grades when starting one-to-one tutoring, as well as the percentage of these students who improved their grades to be in the passing range. Across all countries, the data revealed that GoStudent was effective at helping students who were falling behind academically earn passing grades within an average of 12 months (**Figure 8**).

For Austria, 32.56% of students were failing before using GoStudent and 71.43% of these earned a passing grade since receiving one-to-one tutoring. In Germany, 34.03% of students were failing and 74.59% earned a passing score after using GoStudent. Similar patterns emerged for Italy (58.04% initially failing; 73.68% earning passing scores), Spain (33.63% initially failing; 67.83% earning passing scores), and France (41.67% failing initially; 60% earning passing scores), **which shows the remarkable impact that one-to-one tutoring can have for students who are at risk of failing a particular subject.**

“The teachers we have chosen with my son are good and patient (he may not seem very cooperative or interested).

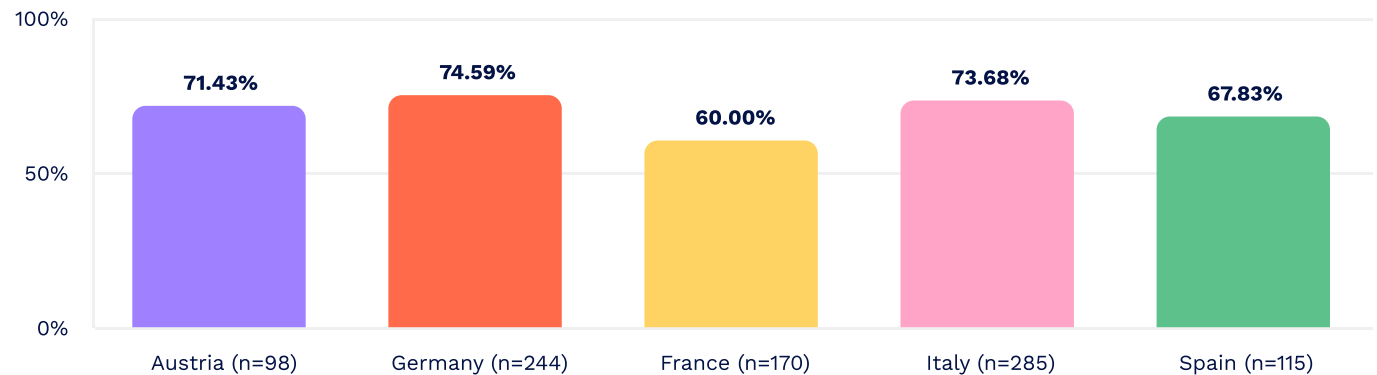
They manage to work a lot during the lesson, and in the last 2 months, since we started using this service, he has been able to improve some shortcomings that seemed insurmountable to him. I am satisfied and so is he, obviously!”



Parent, Italy

Figure 8.

Percentage of students who went from failing to passing for each country^{9,10}



79% of students who had at least 36 one-to-one tutoring lessons improved their grades

Time is critical when it comes to grade improvement and research has shown that the benefits of one-to-one tutoring compound over time as students take more lessons. Given this relationship, participants' grade changes were analysed to determine whether students improved more the longer they used GoStudent's tutoring services. This was assessed by looking at how students' grades changed depending on how many lessons they had taken (**Figure 9**). This is particularly important, as the number of tutoring lessons directly reflects the number of contact hours that students had spent with tutors.

The number of one-to-one tutoring lessons that students had taken greatly impacted whether they improved their grades. While just 44.44% of students who had taken less than 10 lessons improved their grades, 79.03% of those who had taken at least 36 lessons reported grade increases, constituting an 80% increase in likelihood for grade improvement for students who took 36+ lessons. Moreover, the more lessons students had taken, the more likely they were to increase their grades by 2 and 3+ points, indicating a positive correlation between the number of lessons students complete and the magnitude of grade improvement.

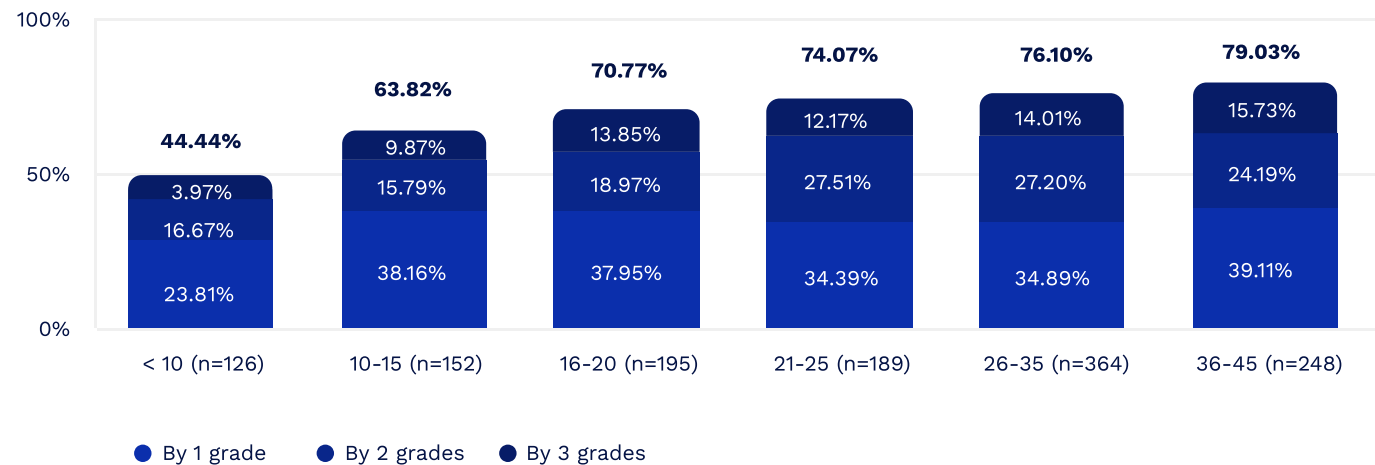
This underscores the value of consistent and extended one-to-one tutoring in improving students' academic outcomes.

"Since my daughter started taking classes, she has improved a lot, and I am very happy with the teacher who does her job quite well, helping my daughter solve and learn everything she doesn't know or finds difficult. Thank you very much."



Parent, Spain

Figure 9.
Grade improvement by number of lessons taken



Longer is better: 80% of Mathematics students reported grade improvement after 1 year of tutoring

Given the value of consistent tutoring, the impact of time on students' improvement in specific subjects was also calculated.

Sciences

After nine months of tutoring, 83.33% of students achieved higher grades, a notable rise from the 72.22% improvement rate at six months.

Mathematics

An impressive 80% of students reported improvements in their grades after 12 months of consistent tutoring, demonstrating a substantial increase from the 57.89% improvement rate observed at the six-month mark.

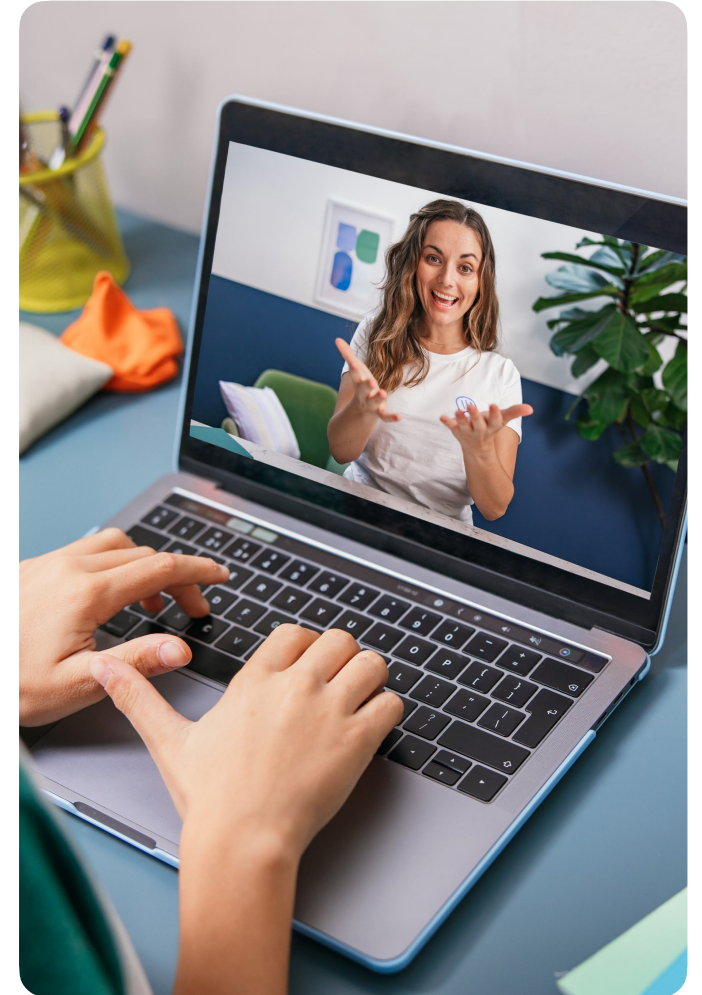
English

Students showed a consistent upward trend in grade improvement, with 70.83% improving after six months of tutoring compared to 65.63% after just three months.

Foreign Languages

A similar positive trend was noted, where 76.74% of students enhanced their grades after six months, significantly higher than the 53.05% who did so after three months.

These findings show that students are more likely to be successful at improving their grades across all subjects when they take **one-to-one personalised tutoring lessons over a longer period of time.**



Consistency pays off: Regular tutoring lessons led to grade improvement for students

The relationship between how regularly students met with their GoStudent tutors and how likely they were to improve their grades was also analysed. This was done by looking at how students' grades improved in relation to how many tutoring lessons they participated in on average each week and each month.

The regularity of how often students participated in tutoring lessons directly impacted the extent to which they made improvement within 18 months of using GoStudent.

Sporadic Attendance

Students who met with their tutors less than once per week saw a modest 61.54% chance of improving their grades.

Weekly Lessons

Once per week

These students experienced a 71.20% likelihood of improving their grades.

Twice per week

The likelihood increased to 77.99%.

Three or more times per week

The chance of grade improvement peaked at 79.17%.

Impact of Increased Frequency

Two lessons weekly

Students were 21.84% more likely to improve by two grades.

Three lessons weekly

The likelihood of advancing by three grades or more climbed to 23.33%.

These findings highlight the direct correlation between the frequency of tutoring lessons and academic growth and show the importance of establishing a regular tutoring schedule that will allow students to make meaningful grade improvements.



1 out of 2 GoStudent users define confidence as feeling more prepared for exams and assignments

In the survey, respondents were also asked to define what 'confidence' meant to them. This involved selecting two statements from a list of ten options that best encapsulated what confidence in learning abilities meant to them (e.g., "understanding new concepts quickly", "asking few questions without hesitation").

The top 4 most popular statements are shown in **Figure 10**.

For 48.52% of parents and students, being confident means feeling more prepared for exams and assessments, highlighting the importance of self-assurance when facing high-stakes academic milestones.

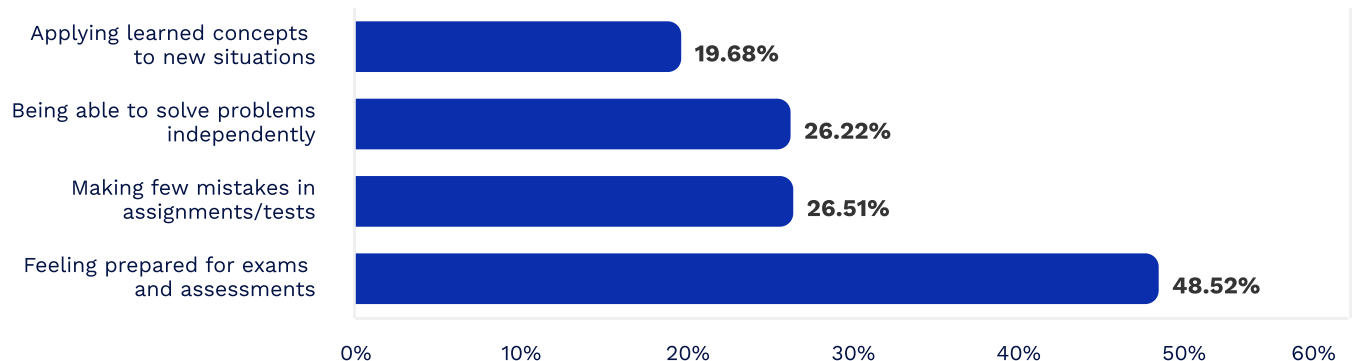
For 26.51%, it means making fewer mistakes on assignments and tests, and for 26.22% it means being able to solve problems independently. Finally, for 19.68%, it relates to being able to transfer what students are learning outside of tutoring lessons, which underscores the role of confidence when applying concepts in new situations and real-world contexts.

"The sessions can be booked flexibly, and the teacher caters individually to my son's needs. This gives him more confidence and allows him to deepen his understanding of things he didn't understand. That makes me happy!"



Parent, Germany

Figure 10.
Meaning of confidence for GoStudent users (n=1758)



90% of students who increased their grades also increased their confidence

The relationship between students' confidence and grade improvement was also examined. Changes in students' confidence from using GoStudent was found to positively correlate with their grade improvement, ($r(2124) = .47, p < .001$) **indicating that as students' grades improved, so did their confidence.**

This highlights the relationship between academic success and psychological factors and shows that academic improvements can in turn benefit students' self-belief and confidence¹².

Indeed, 89.46% of students ($n=1669$) who increased their grades also increased their confidence whereas only 34.34% ($n=565$) of those who had not improved their grades managed to do so. In other words, students who reported grade improvement were 55.13% more likely to also report improvements in confidence in the subject for which they were being tutored.



“For me, it is not just the academic learning. My son's tutor offers dialogue with another adult outside home and school.

Builds confidence in general conversation, etiquette in being on time. Engagement in 1 on 1 conversation. Allows opportunity to ask questions in a safe space.”



Parent, UK

Confidence booster: 77% of Students experience increased confidence with GoStudent tutoring

Prior to using GoStudent, students' confidence on a 1-5 scale ranging from "not at all confident" to "very confident" was at 2.43 (i.e., not confident) in their tutored subject ($n=1747$; $SD = 1.34$).

In the survey, participants reported how students' confidence had changed since using GoStudent. This was done using a 5-point scale ranging from "greatly decreased" to "greatly increased." The data revealed that the vast majority of students increased their confidence (75.44%; $n=2280$) in the subject for which they were being tutored.

It should be noted that students were more likely to report improvements in their confidence than their parents. 76.70% of students said that working with GoStudent made them more confident compared to 74.24% of parents respectively. Female students also reported greater increases in confidence (77.22%) than their male counterparts (74.04%)¹³.



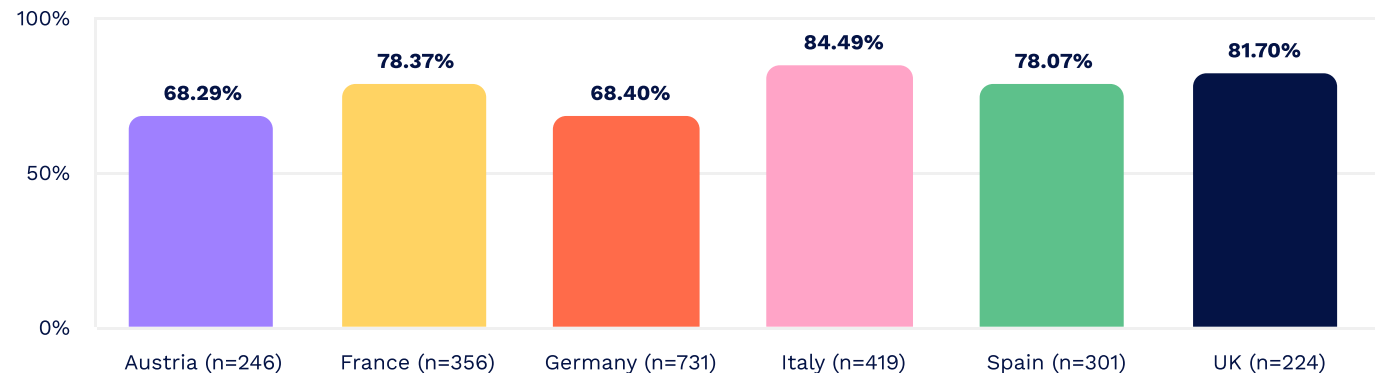
The majority of students across all surveyed countries improved their confidence

Analysis was performed on how increases in confidence varied across countries, school levels, and subject matters.

Findings revealed that tutoring lessons helped students across all countries improve their confidence in the subject for which they were receiving tutoring. Specifically, 84.49% of students in Italy were more confident after using GoStudent, followed by 81.70% of students in the UK, 78.37% of students in France, 78.07% of students in Spain, 68.40% of students in Germany, and 68.29% of students in Austria (**Figure 11**).

The fact that the majority of students across all countries improved their confidence shows the effectiveness of one-to-one tutoring lessons in enhancing students' self-assurance regardless of cultural differences.

Figure 11.
Increases in confidence for each country¹⁴



82% of Primary school children reported increases in confidence

At the school level, the data revealed that one-to-one tutoring lessons helped the majority of students across all ages increase their confidence (**Figure 12**).

81.72% of primary school children reported higher confidence, followed by 78.57% of university students, 76.03% of sixth form college students, and 73.35% of secondary level students.

It is important to note that primary school children experienced the highest boost in confidence, as fostering self-confidence at a young age sets a strong foundation for academic success and resilience.

GoStudent improved confidence for the majority of students (up to 79%) across all subjects

Tutoring also improved the majority of students' confidence across a variety of different subjects (Figure 11). Indeed, most students working with tutors to improve their English (78.88%), Science (77.84%), Other (e.g., Economics, IT) (76.42%), Foreign Language (75.34%), and Mathematics (74.38%) skills reported that using GoStudent improved their confidence.

Figure 12.

Increases in confidence for each school level

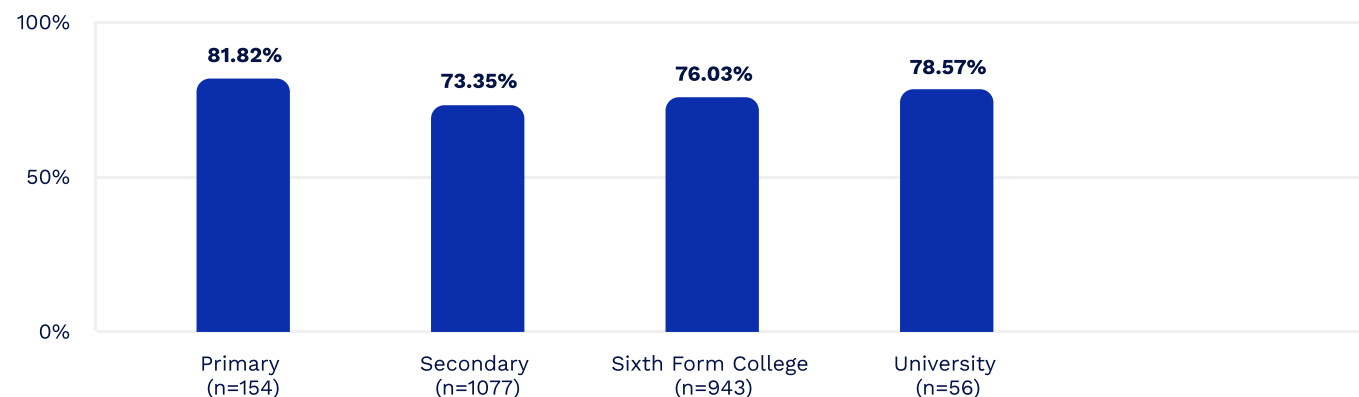
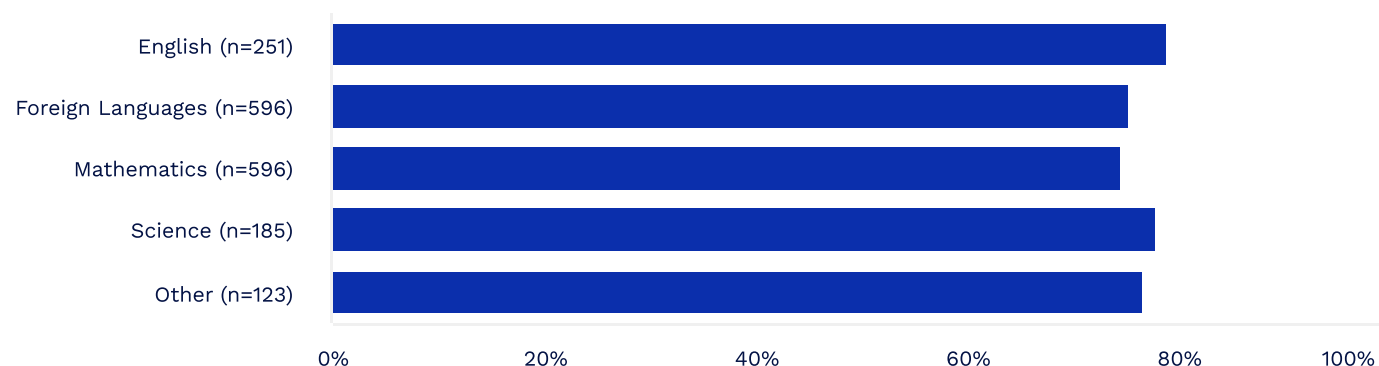


Figure 13.

Increases in confidence across different subjects¹⁵



Conclusion

The results of this study conclusively demonstrate that one-to-one personalised tutoring with GoStudent significantly enhances academic performance and boosts self-confidence among students. With an impressive three in four of the 2,616 participants showing improvements of up to three grade levels, and a remarkable 90% reporting heightened confidence alongside academic gains, the data underscores the transformative power of tailored educational support. This is particularly evident in subjects like Mathematics and Foreign Languages, where consistent tutoring lessons have shown to yield substantial benefits, with 73% and 74% improvement rates respectively.

Moreover, the research highlights the critical importance of regular engagement in tutoring lessons. Students who consistently participated in tutoring three or more times a week were significantly more likely to improve their grades, with a 79.17% improvement rate compared to 61.54% for those who attended less frequently. Furthermore, those who participated in tutoring lessons over a longer period of time were more likely to improve across all subjects. In Sciences, an impressive 83.33% of students improved after nine months compared to 72.22% after six months. In Mathematics, 80% of students increased their grades after twelve months compared to only 57.89% at the six-month mark.



Similar trends were found for Foreign Languages and English, with 76.74% and 70.83% of students showing improvement after six months compared to just 53.05% and 65.63% who did so after three months respectively.

This pattern of regular, engaged learning not only helps in recovering failing grades but also solidifies the foundation for ongoing academic achievement, making it an invaluable tool for students at risk of underperforming. Specifically, previously failing students throughout Europe – 75% in Germany, 71% in Austria, 74% in Italy, 68% in Spain, and 60% in France – were able to achieve passing grades as a result of GoStudent's tutoring services.

These findings offer a compelling insight into the effectiveness of personalised tutoring as a strategic tool for educational enhancement. This study affirms that GoStudent is not just about improving grades; it's about creating a lasting, positive change in the educational journeys of young learners, with up to 79.03% of students who attended more than 36 lessons reporting significant grade enhancements.

Appendix - Data sources

Data Disclaimer

This GoStudent report includes information about learners who received one-to-one tutoring via GoStudent between January 1, 2020 and April 10, 2024. Data was aggregated by country, subject matter, and school level to ensure privacy. Country aggregations are based on internationally-recognized, independent, self-governing entities as outlined [here](#). All data are self-reported and learners between 11 and 16 had to receive parental consent to participate. Responses from students who were under 11 or did not receive consent were automatically removed and excluded from analysis.

(1) EEF (2023). Teaching and Learning Toolkit. London: Education Endowment Foundation. Retrieved from: <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit>

(2) Education Development Trust (2023). A Global Evidence Review for Policymakers: Findings from a Meta-Analysis of Tutoring. Retrieved from: <https://files.eric.ed.gov/fulltext/ED641960.pdf>

(3) Bayfield Learning (2023). The Impact of Online Tutoring on Student Confidence and Self-Esteem. Retrieved from: <https://bayfieldlearning.com/blog/the-impact-of-online-tutoring-on-student-confidence-and-self-esteem/>

(4) Education Development Trust (2023). A Global Evidence Review for Policymakers: Findings from a Meta-Analysis of Tutoring. Retrieved from: <https://files.eric.ed.gov/fulltext/ED641960.pdf>

(5) Students who already had the maximum grade possible (n=17) were excluded from analysis since it was not possible for them to make additional grade improvement.

(6) Students from Switzerland were excluded from this analysis due to the small number of responses (n=5)

(7) Due to differences in the range of each country's grading scales, it would be expected that students in France, Italy, and Spain would make progress more easily than those in Germany, Austria, and the UK.

(8) Students studying Geography (n=3), History (n=12), and Arts (n=1) were excluded from this analysis due to the small sample size.

(9) Students from the UK were excluded from this analysis due to small sample size (n=16)

(10) n denotes the number of students who were initially failing in each country prior to using GoStudent

(11) Bayfield Learning (2023). The Impact of Online Tutoring on Student Confidence and Self-Esteem. Retrieved from: <https://bayfieldlearning.com/blog/the-impact-of-online-tutoring-on-student-confidence-and-self-esteem/>

(12) Bayfield Learning (2023). The Impact of Online Tutoring on Student Confidence and Self-Esteem. Retrieved from: <https://bayfieldlearning.com/blog/the-impact-of-online-tutoring-on-student-confidence-and-self-esteem/>

(13) Non-binary students were not included in this analysis due to small sample size (n=4)

(14) Students from Switzerland were excluded from this analysis due to small sample size (n=5)

(15) Students studying Geography (n=3), History (n=12), and Arts (n=1) were excluded from this analysis due to the small sample size.



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