

TUTOR-STUDENT RELATIONSHIP IN HIGH DOSAGE TUTORING

Fostering Connections: Investigating Tutors' Experiences in High Dosage Tutoring

A Qualitative Study on How Tutors Experience
Tutor–Student Relationships in High Dosage Tutoring

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Abstract

High Dosage Tutoring (HDT) is an intensive intervention focused on improving education equality through one-on-two math tutoring for vulnerable students. The intervention also focuses on the relationship between students and tutors, but barely any research has examined this relationship. This research explored how tutors experience the tutor-student relationship within the HDT-setting, by conducting 12 qualitative semi-structured interviews and 19 unstructured observations, with 12 participants. Results indicate that the tutor-student relationship is an important but diverse aspect of High Dosage Tutoring. Key components to a positive relationship are related to closeness, highlighting knowing students well and creating an open atmosphere. Socio-emotional components can also influence the tutor-student relationship, as well as how tutors perceive the role of sociocultural background. These results implicate more attention is needed for the role of sociocultural background and how this impacts the tutor-student relationship within HDT interventions. Future research should longitudinally assess tutoring relationships to grasp the causal relationship between tutor-student relationships, sociocultural background, and socio-emotional outcomes. Moreover, HDT should be studied in different contexts, to further understand the ecological context of the tutor-student relationship.

Keywords: High Dosage Tutoring, tutor-student relationship, socio-emotional learning, sociocultural background, education inequality

Samenvatting

High Dosage Tutoring (HDT) is een intensieve interventie gericht op het vergroten van kansengelijkheid in het onderwijs door één-op-twee rekenbijles te geven aan kwetsbare leerlingen. De interventie richt zich daarnaast op de relatie tussen studenten en tutores, maar deze relatie is nog nauwelijks onderzocht. Dit onderzoek onderzocht hoe tutores de tutor-leerlingrelatie binnen de HDT-setting ervaren, door 12 kwalitatieve semigestructureerde interviews en 19 ongestructureerde observaties af te nemen bij 12 deelnemers. De resultaten duiden dat de tutor-leerlingrelatie een belangrijk maar divers aspect is van High Dosage Tutoring. Belangrijke componenten voor een positieve relatie zijn gerelateerd aan nabijheid, met een nadruk op het goed kennen van leerlingen en het creëren van een open sfeer. Sociaal-emotionele componenten kunnen de tutor-leerlingrelatie ook beïnvloeden, evenals hoe tutores de rol van sociaal-culturele achtergrond zien. Deze resultaten impliceren dat er meer aandacht nodig is voor de rol van socioculturele achtergrond en hoe dit de relatie tussen tutor en student beïnvloedt binnen HDT-interventies. Toekomstig onderzoek zou de tutor-leerlingrelatie longitudinaal moeten beoordelen om de causale relatie tussen tutor-student relaties, socioculturele achtergrond en sociaal-emotionele uitkomsten te bevatten. Bovendien zou HDT in verschillende contexten bestudeerd moeten worden om de ecologische context van de tutor-leerlingrelatie beter te begrijpen.

Keywords: High-Dosage Tutoring, tutor-studentrelatie, sociaal-emotioneel leren, sociaalculturele achtergrond, onderwijsongelijkheid

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Students with lower educational achievement are disproportionately from socio-economically disadvantaged families (OECD, 2016). This inequity has detrimental effects from compromised learning trajectories, reduced employment possibilities to poorer overall well-being (Banerjee, 2016; OECD, 2016). To address the growing inequity (Inspectie van het Onderwijs, 2021), The Bridge Learning Interventions (hereafter: The Bridge) has implemented High Dosage Tutoring (HDT) to target disadvantaged students with the lowest scores in maths. HDT has shown great promise in improving mathematical levels of students (e.g., Tijms et al., 2021), in a landscape with great demand for evidence-based effective programs (de Ree et al, 2021).

One of the cornerstones of Bridge HDT, the tutoring method, is the tutor-student relationship. Tutors usually work with two students at the time and are expected to build a bond with students over the course of the school year (The Bridge, n.d.). A positive teacher- or mentor-student relationship has been positively linked to academic achievements and socio-emotional development (Roorda et al., 2011; Van Ryzin, 2010; Villaseñor, 2017). Literature on the tutor-student relationship, conversely, is lacking, especially within the HDT-setting.

Furthermore, The Bridge aims to increase socio-emotional learning (SEL) in students (The Bridge, n.d.), since educational attainment and socio-emotional skills are intertwined (Robinson et al., 2021; The Bridge, n.d.). The Bridge incorporates socio-emotional components in their teaching methods and provides specific lessons focusing on SEL. It is assumed that these SEL-elements further strengthen the relationship between tutors and students, but it is necessary to explore specifically how these elements within HDT relate to the tutor-student relationship.

Additionally, in other tutoring interventions sociocultural background has been recorded as an important factor for the tutor-student relationship. A study on an elementary school literacy intervention has shown that cultural differences between tutors and students can relate to both negative (e.g., misunderstandings) and positive (e.g., culturally responsive teaching methods) effects (Skelley et al., 2020). The Bridge aims to match students and tutors on sociocultural background (e.g., matching Turkish speaking tutors and students). Generally, however, tutors are from a different background than the students they teach (personal communication, G. Saluna, 8 February 2023). Therefore, it is essential to investigate whether sociocultural background of students and tutors influences the tutor-student relationship in High Dosage Tutoring setting.

Following the societal and scientific relevance, the current study aims to investigate how tutors experience the tutor-student relationship within a High Dosage Tutoring setting, focussing on socio-emotional learning and sociocultural background.

High Dosage Tutoring

High Dosage Tutoring falls under high impact tutoring, which generally has the following characteristics: high dosage (3 or more sessions per week), focus on cultivating the tutor-student relationship, use of formative assessment to monitor student's learning progress, alignment with the school curriculum, and formalized tutor training and support (Robinson & Loeb, 2021). HDT is an evidence-based method developed by SAGA Education in the United States (SAGA Education, 2016). The premise is that students receive personalized one-on-two tutoring in mathematics, within and during school hours, costing parents nothing (The Bridge, n.d.). Depending on the project, students receive 2 to 5 sessions of Bridge HDT of 45-60 minutes a week, 5 days being the most intensive form of HDT.

Bridge HDT and other HDT interventions have been found successful in improving mathematical levels of participating students (e.g., de Ree et al., 2021, Stelling & Looby,

2015; Tijms et al., 2021). Research has implied that Bridge HDT could also contribute to socio-emotional outcomes (de Ree et al., 2021). This is unsurprising, considering The Bridge implements socio-emotional components in their methods, as well as specific lessons focusing on socio-emotional learning (SEL). Additionally, it has been theorized that the encouraged positive connection between students and tutors is an important driver of positive effects found in high impact tutoring (Robinson & Loeb, 2021). However, as Robinson and Loeb (2021) state, research is needed to understand how the tutor-student relationship is built and how this relationship impacts student outcomes.

Tutor-Student Relationship

Tutors working for The Bridge are generally not certified teachers, and must commit for a year minimum. Students thus have the same tutor the whole school year. Tutors are often (under)graduate students in pedagogy or education, or in another way socially engaged with the mission of The Bridge. All new tutors are professionally and intensively trained (The Bridge, n.d.).

Sociocultural Learning Perspective

The tutor-student relationship is an important aspect of HDT (Robinson & Loeb, 2021; Stelling & Looby, 2015; The Bridge, n.d.). The Bridge believes a strong tutor-student relationship contributes to the development of cognitive and socio-emotional skills. This can be viewed through the lens of sociocultural learning theory. Vygotsky (1978) informed us all learning is social, through the zone of proximal development, which is the area that children are capable of with adult guidance, but not independently. Implicated is the importance of adults in proximity of children, by “awakening these developmental processes that are able to operate only when the child is interacting” (Vygotsky, 1978, p. 90). Within HDT, tutors stimulate developmental processes in their students, which they can reach with their support. Scaffolding theory is intertwined with Vygotsky’s work, where tutors offer elements within a

child's capabilities, guiding them towards new abilities (Wood et al., 1976). HDT-tutors scaffold by using a personalized approach to meet individual students' needs (Lemov, 2010; Stelling & Looby, 2015).

Pianta and colleagues (1995) provided a framework for teacher-student relationships. A teacher-student relationship can be characterized by feelings of security and warmth, as well as negativity or discord, and possessiveness or clinginess. This results in three dimensions: closeness, conflict, and dependency. More closeness related relationships have been associated with more positive outcomes (Koomen et al., 2012). Furthermore, Robinson (2022) offered a framework for the motivations of teacher to build a teacher-student relationship. Pillars are that teachers must believe it is their role to build a relationship with their students, to value teacher-student relationships generally and have relational self-efficacy, thus believe they can successfully build these relationships. Research is needed to understand whether these frameworks can be applied to HDT-tutors.

Sociocultural Background

Tutor programs pairing up students with a consistent tutor may provide better learning environments, as well as greater academic, social, and motivational outcomes (Robinson et al., 2021). A meta-analysis on mentoring programs underlined that these programs are more effective when mentors and youth have been paired based on similarity of interests (DuBois et al., 2011). Teachers and students sharing a similar socio-cultural background could also promote the student-teacher relationship, through having shared values (Redding, 2019). This matching is sometimes called co-ethnic students and teachers, and is a practice related to culturally relevant teaching (Gay, 2010; Ladson-Billings, 1995; Redding, 2019).

In the context of literacy tutoring interventions, cultural differences between tutors and students can result to misunderstandings and discomfort. Culturally relevant teaching practices could bridge cultural mismatches and expand cultural understanding (Skelley et al.,

2020). Culturally relevant teachers foster a sense of community in learning, in which they maintain fluid teacher-student relationships, establishing a connection with all students. Next to this, all students are encouraged to learn from and be responsible for each other (Ladson-Billings, 1995). It is plausible that SEL-components within HDT promote these culturally relevant teaching practices, which could be beneficial to the tutor-student relationship.

The Bridge, by trying to match students and tutors, hope to reap possible benefits of this mechanism as well. However, tutors seldom share a similar background with their students, since most tutors have a higher SES (G. Saluna, personal communication, 8 February 2023). Sociocultural background is not further highlighted in The Bridge's methods or material (personal communication, 23 June 2023). Research is needed to understand how socio-cultural background plays a role in the tutor-student relationship within HDT.

Socio-Emotional Components

Socio-emotional learning (SEL) refers to the development of skills relating to self and social awareness and regulation, decision making, problem solving and managing relationships (CASEL, 2003). Alongside the emphasis placed on the tutor-student relationship, Bridge HDT incorporates several socio-emotional components to promote SEL. It promotes a Growth Mindset, encouraging students to view intelligence as dynamic, instead of static, and learn to embrace mistakes as opportunities for growth (Dweck, 2006). Tutors also have regular phone contact with students' parents, to build and maintain positive relationships. Each tutor lesson begins with a concentration exercise (e.g., breathing like a balloon), to focus students before starting class, and sometimes an energizer (e.g., mirroring the tutor) is used, to promote the Joy Factor in maths (Lemov, 2010). The Bridge (n.d.) also employs specific Socio-Emotional Learning (SEL-) lessons four to six times a year, addressing subjects as emotions, collaboration, motivation, self-confidence, and trust. These elements contribute to a safe atmosphere in which students open up to tutors (The Bridge,

n.d.). Boersma's thesis (2021) confirmed the positive influence of the tutor-student relationship on socio-emotional components. The current study explored this relationship further, and examined whether the reverse is also true.

Current Study

To answer the research question, 'How do tutors experience the tutor-student relationship within a High Dosage Tutoring setting?', the following sub questions have been investigated.

1. What are key components of a positive tutor-student relationship within HDT?

Based on the framework of Pianta and colleagues (1995), it was expected that the tutor-student relationship is characterized by closeness, conflict, and dependency. Components related to closeness are expected to be more important for a positive tutor-student relationship. Additionally, Robinson's framework (2022) includes conditions for building the bond. Therefore, it was anticipated that HDT-tutors who have a positive relationship with their students, value that relationship, have a high level of relational self-efficacy and acknowledge their role in building a relationship with their students.

2. How do socio-emotional learning components within HDT influence the tutor-student relationship?

It was expected that the SEL-components within HDT have a positive influence on the tutors-student relationship, considering that they allow for a safe classroom atmosphere and more personal interactions between tutors and students.

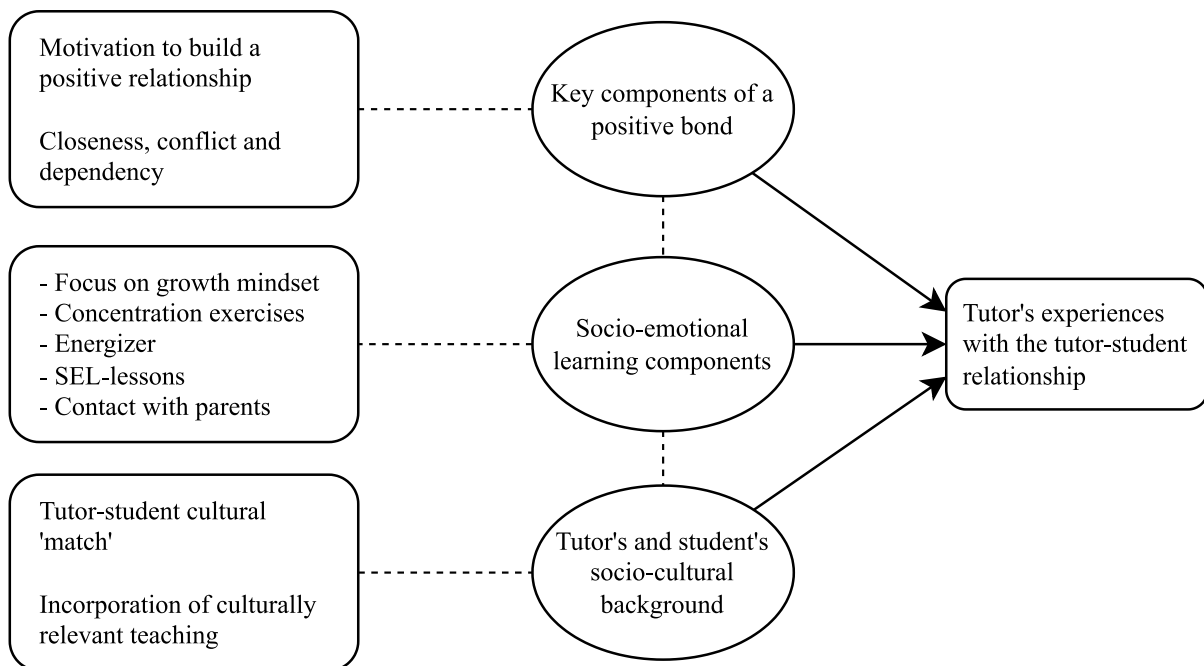
3. How does the socio-cultural background of both tutors and students influence the tutor-student relationship within HDT?

It was anticipated that tutors are most likely to have a better bond with their students when they have a similar sociocultural background. However, when this is not the case, it was expected that tutors don't find that sociocultural background plays a large role in their bond

with their students, because The Bridge is generally not focused on sociocultural background in their method and trainings. However, it is possible tutors employ culturally relevant teaching practices to bridge cultural differences and bond with their students.

Figure 1.

Conceptual model



Note: The model illustrates the theoretical framework. The ellipses contain the topics of the sub questions, while boxes on the left comprise the discussed relevant aspects to the sub questions. SEL-lessons stands for socio-emotional learning lessons.

Method

Study Design

A deductive qualitative approach, using both interviews and observations, was fitting for this study considering literature provided a framework for data collection. Furthermore, since few studies have examined the tutor-student relationship, especially in a HDT context, qualitative research was necessary for an explorative investigation. Semi-structured interviews provided opportunity for an extensive overview of the experiences of tutors.

Observations were useful to understand in what ways tutors bond with students, to understand how sociocultural background surfaces during tutor lessons, how tutors act in those situations, and how socio-emotional components influence the tutor-student relationship. While tutors gave examples during interviews, observations provide first-hand experiences. Observations are also a good method to record a process between tutors and students, where non-verbal communication is relevant (Ritchie et al., 2013). Both methods being qualitative limited the generalisability of the study results. However, using both methods led to triangulation of sources, which increased the credibility of the results.

Study Sample

Participants were paraprofessional tutors working at The Bridge, meaning they have been trained professionally to tutor in this intervention. The Bridge currently has project sites in the Randstad (the metropolitan conurbation of The Netherlands), at both elementary (PO) and secondary education (VO). 12 out of 38 tutors were approached using a stratified purposive sampling strategy, to reach a balanced sample of elementary and secondary tutors. Participants were approached via e-mail or in person. Table 1 provides an overview of the sample. Age is not provided, to guarantee participants' anonymity within the organisation.

Table 1

Participant descriptives

Participant number	Pseudonym	Gender	PO/VO	First year tutor or experienced tutor
P1	Josefien	Female	VO	First year
P2	Marloes	Female	VO	First year
P3	Luca	Male	PO	First year
P4	Esmee	Female	VO	First year
P5	Reza	Male	VO	First year
P6	Otto	Male	PO	Experienced
P7	Henk	Male	PO	Experienced
P8	Tristan	Male	PO	First year
P9	Dewi	Female	PO	Experienced
P10	Astrid	Female	PO	First year
P11	Jannie	Female	VO	Experienced
P12	Vincent	Male	VO	First year

Note: PO stands for elementary schools, VO stands for secondary schools.

All participants read the information letter (Appendix B) and signed an informed consent form (Appendix C), agreeing to being observed and interviewed. Participants were informed about the possibility of removing themselves without negative consequences from the study at any time. Interviews were recorded on a recording device only accessible to the researcher. Recordings and observation fieldnotes were uploaded on the secure UU server, YODA, and were deleted after encoding and transcription. Transcripts and fieldnotes are anonymised.

Interview Procedure

Participants were interviewed using semi-structured interviews guided by a topic list and vignettes. Operationalization has flowed from the theoretical framework, which gave stipulative definitions of the central concepts. These definitions were translated into topics for the topic list (Appendix A). Semi-structured interviews involved adjustment of topics after the initial interviews. Appendix A contains memo's documenting these changes.

Before asking about sociocultural background, I presented a vignette to the participants. These vignettes painted a situation tutors could encounter themselves, where sociocultural background of students came into play. The situations were checked by a Bridge employee and by another student researcher for accuracy, which increased credibility of the method. Presenting vignettes is a way to elicit perceptions, opinions, beliefs, and attitudes regarding scenarios, which can help talking about sensitive topics and to discover general cultural attitudes (Barter & Renold, 1999).

Interviews were around 45 minutes and conducted in Dutch. Quotes in the Results section have been translated into English. I stopped interviewing new participants after having reached saturation at 12 interviews, in line with research finding that 12 interviews are generally enough to reach saturation (Guest et al., 2006).

Observation Procedure

Observations were done at several project locations, using in-class observations during normal HDT-lessons and SEL-lessons. The aim was to observe each tutor interacting with students during two class hours, resulting in 24 observations. Due to time constraints, 19 observations have been conducted, of 11 tutors who also participated in the interview portion of the research. These observations were unstructured non-participant observations, where participants were aware of the researcher. I took special note of moments where the tutor-student relationship was visible, how SEL-components influenced the relationship, and how sociocultural background was present during the lessons. Fieldnotes were taken before, during and after each lesson.

Data Analysis

Interviews conducted were transcribed verbatim, after which they were analysed using NVivo 12. Data analysis consisted of three phases: open, axial, and selective coding. The literature review provided a framework on which data collection and data analysis were based. Open coding was guided by a priori codes, derived from literature. A priori codes are codes developed before data analysis and are thus part of the deductive approach. Simultaneously, I remained alert for emerging codes, reducing researcher bias. Observations were recorded with fieldnotes, in which all sensitive data was encrypted. Using a process of open and focused coding, without a priori codes, fieldnotes were analysed using NVivo 12.

Ethical Considerations

This study received approval from the Utrecht University Ethics Review Board of the Faculty of Social & Behavioural Sciences under number 23-0643, confirming that the research conducted is non-invasive to participants. Additionally, participants were informed of the possibility to raise concerns with the Utrecht University complaints contact person and were assured of their right to withdraw from the study at any point. Considering my

positionality as an intern at the organization being researched, I carefully addressed any potential conflict of interest. While I interned at The Bridge Learning Interventions, the study itself is independent of my internship tasks and was not intentionally influenced by the organization.

Furthermore, I considered that unexpected emotional responses could occur during interviews and observations, and participants were made aware that data collection could be paused, if necessary, but this was never the case. Fieldnotes were taken during the interview to record noteworthy influences of the environment or myself, the researcher. The observations were subjective to observation bias, which was minimized by taking field notes in the same way for all participants, standardizing procedure. A potential risk of the Hawthorne effect, where participants may alter their behaviour due to the awareness of being observed, was considered (Sedgwick & Greenwood, 2015). However, tutors working at The Bridge are accustomed to being observed as part of evaluations and participants expressed that they quickly got used to my presence. The Hawthorne effect was further minimized by observing two different class hours, thus increasing data, and increasing their familiarity with the procedure. There was no need for a debriefing since intents of the study were fully transparent.

Results

This study focused on experiences of tutors with the tutor-student relationship, within a HDT setting in the Netherlands. A brief discussion of overarching results relevant to the research question follows. The experiences of participants are discussed per sub question afterwards.

Experiences with the Tutor-Student Relationship

Significance of the Bond

Most tutors found a positive relationship beneficial for both the lessons and math levels, through having better lessons and giving students more confidence. Vincent (P12, male, VO) explains: “A good bond makes them come to class with more joy. A student who feels more like going to class is also more willing to do maths.”

Tutors also indicated that a positive relationship sometimes promotes socio-emotional learning, increasing students’ confidence, willingness to seek help, willingness to share personal information, and ability to work together. Five tutors also stated that the bond creates a safe atmosphere for the student, supporting of the socio-emotional learning process, fostering students’ joy, motivation, and commitment to learn and work.

Building the Bond

While some tutors found it not achievable to build a relationship with all students, some tutors said there is always some relationship even if it does not seem that way, and others found that it is always achievable. All participants emphasized the importance of showing interest and asking questions as the first step in building a relationship. Half of the participants mentioned being open and honest, and some tutors mentioned sharing information about themselves. Majority of participants said that building the bond and the type of relationship depends on the student too.

One of the most mentioned challenges in building the bond was students’ (lack of) openness, or in extreme cases the student not responding at all, removing all opportunities for communication. Other challenges were maintaining the balance between warmth and strictness, the student’s attitude towards maths, cultural differences and not taking negative attitudes and comments personally.

1. What Are Key Components of a Positive Tutor-Student Relationship within HDT?

It appeared that key components mentioned by the participants mostly fit within the dimensions by Pianta and colleagues (1995). These dimensions were thus selected as selective codes to answer the first sub question. After discussing these, I will discuss the emerging codes related to the key components of the tutor-student relationship.

Dimension of Closeness

The participants considered components related to the dimension of closeness most often essential for the tutor-student relationship. Within closeness, nine participants explicitly mentioned openness. This openness encompassed several elements, among which: an open atmosphere during lessons, being honest with the tutor and to their students, disclosing personal information and being open in body language. When asked what characterizes a good tutor-student relationship, Reza (P5, male, VO) said: “First, that you are open. So that means that you don’t immediately react to what they [students] say with facial expressions or words. That you open up.” Several other tutors emphasised the importance of students to feel free in telling them when they did not understand or made mistakes, illustrated by Jannie (P11, female, VO):

Yes, I actually think just indicating that you can’t do something and what exactly you can’t do. And that that just also, yes, if that is completely clear to the tutor, then you can help children much more with that. But not only with maths, but also with behaviour.

These answers are closely linked with knowing students well, which was discussed as important for the tutor-student relationship as well. This was also clear in the observed lessons: tutors regularly refer to something students have said in previous lessons, showing that they remember what students tell them. Similarly, tutors often talk to their students

during class about something other than maths, even while students are working. Sometimes these exchanges would function as a way to distract students from their own negativity, or to steer them towards working. Other times the tutor would just ask questions, or the student would be the one to start sharing. These observations can also be linked back to openness. Some tutors explained that it is important to understand students' experiences outside of tutor classes:

At least understanding what is happening in between a student's ears. I think that is also very important to know why something doesn't work. Students can be busy with other things. They come in. They may have just had a bad class or an argument on the playground. – Henk (P7, male, PO)

Dimension of Dependency

During observations some tutors mentioned to students that they need to learn how to work independently, since they would no longer have their tutor next year. One student asked his tutor (P5, male, VO) if he could also have HDT next year. Another tutor (P2, female, VO) was observed to say she would miss her students, to which they replied that they would come visit her next year. In his interview, Tristan (P8, male, PO) told about one of his students being jealous when he engaged with another student. These were all instances that showed how students and tutors are dependent on each other, and how this is part of the tutor-student relationship. The following quote by Dewi (P9, female, VO) also illustrates how the dimension of dependency occurs within this relationship:

Perhaps most important of all is showing up. Just that regularity. That I show up. And that students also show up. And that you do that for a year. I think that's actually the secret recipe a bit too. And students just go really well on that.

This is also apparent in how four participants explained that the bond is necessary to get students to 'work for you', meaning that a student is willing to work not because they

enjoy it, but because their tutor asks them to. Henk (P7, male, PO) said that if the bond with his students is not well, it complicates the lesson:

See, I have a pair at the [name of school] now, for example, which is quite difficult.

Then it also becomes more difficult if you don't have that bond right, to get things done. To get things explained, to get them to do things.

Most tutors did not mention aspects related to dependency. As Dewi mentioned how regularity is the 'secret recipe' for the relationship, tutors might not be as aware of aspects of dependency, as they are of closeness related aspects.

Dimension of Conflict

Discord between student and tutor was recorded as a valuable aspect of the relationship. Josefien (P1, female, VO) spoke about her students fumbling with her trust and how she disliked this. But she added: "Then you can also have a conversation about that again. What are the norms you maintain in contact with each other", which shows how conflict is helpful. Around 15 instances of conflict were noted during observations. These were often small occurrences that involved students disagreeing with the tutor. Tutors most often would resolve the disagreement by talking to students about it. This is in line with Josefien's statement: disagreeing also creates space for having contact with students. Other moments of conflict were noticeable in students being annoyed by having to work, having to explain their calculations, or having to attend the HDT-classes. Tutors usually did not pay notice to these situations. However, these instances show how students feel safe to express their honest feelings with the tutor.

Other tutors spoke about the importance of being both warm and strict in their relationships, with both clarity for students and productivity in class as goal. Balance between warm and strict was about students knowing their role, too. Half of the tutors found this balance to be a challenge in building their relationships, which shows the large role of power

struggle within the tutor-student bond. Dewi (P9, female, PO) even compared it to a toxic relationship, while stating that often students don't have tools to build a healthy relationship:

Because sometimes students want to do a dance with you, which is actually an unhealthy dance. I just always say that just like a bad relationship, a toxic relationship or something. Because they don't quite have the tools themselves to make a healthy connection, then they want to do a kind of unhealthy dance with you. And then you just really need to be in charge yourself to.... I have to determine where that bond goes.

Dewi highlights how important it is for tutors to feel in control of the relationship, having that balance between warm and strict. This relates to relational self-efficacy, discussed in the next section.

The difficulty some tutors experience with being both warm and strict was also visible in five observations. Interestingly, tutors all struggled with being strict, not with being warm. One tutor, Marloes (P2, female, VO) clearly had a strong bond with her students, but they would hardly listen to her when she would try to discipline them. As Dewi explained, the tutor needs to determine where the bond goes, which was also evident in how Reza (P5, male, VO) handled his students. He would correct them immediately, without being too harsh. Simultaneously, when Reza offered space for his students to talk, they were open, and Reza would thank them for their honesty. His students respected the set boundaries, and therefore respected him more as their teacher.

Motivation to Build a Tutor-Student Relationship

Almost all participants became tutor because they wanted to be socially engaged, had an affinity with education, or both. A few tutors explained that the terms of employment were partly the reason for starting the position. Four tutors expressed that they did not feel a high level of relational self-efficacy at the start of their tutorship, while around five tutors did.

Vincent (P12, male, VO) explained his relational self-efficacy:

I did have a bit of that ideal image. And really kind of such a romanticised Hollywood image. Okay, I'm really going to have that breakthrough with those students now. And at the end of the year, they're really motivated to learn. (...) Yes, that romantic image has not come true.

Like Vincent, all tutors expressed that they were highly motivated to build the tutor-student relationship, even when they did not necessarily feel high in relational self-efficacy.

As Dewi (P9, female, PO) said:

Yes, very motivated. But that... Yes. So that's what I like about this work. Is that it motivates me very much to just be a very good version of myself. Because... I think that children, and certainly the group of children we work with... They really have the right to healthy, stable adults in their lives.

During observations all tutors also demonstrated motivation to have good relationships with their students, by seeking contact, giving compliments, or doing something 'special' for their students, such as letting them colour with a cool pen.

Respect and Joy

Respect and joy were emerging themes. Four tutors named respect as a key component for the tutor-student relationship. Two tutors named joy as a key component, arguing that it increases the bond because students will experience less resistance towards the classes. About half of the tutors were also observed to implement the Joy Factor into HDT-lessons, as a way to motivate students to enjoy the lessons, but also to increase the bond. Luca (P3, male, VO) mentioned how sharing a fun moment with students is conducive for the relationship, because students will have a more positive association with their tutor, instead of just having to do maths with them.

2. How Do Socio-Emotional Learning Components Within HDT Influence the Tutor-Student Relationship?

Of the SEL-components that The Bridge employs, parent contact, growth mindset and SEL-lessons were deemed most important for the tutor-student relationship by participants, in comparison with the energizers, and concentration exercises.

Parent Contact

Tutors regularly have contact with their students' parents or caretakers to inform them about their child's progress. Participants deem that out of the SEL-components, this parent contact is most important for the tutor-student relation. All tutors stated that maintaining contact with parents can be beneficial for their bond with the student. The reason is that often parents can offer tips on how to approach their child or help to understand a child. Luca (P3, male, PO) said:

Because I just want to discuss with parents and ask, what is happening at home? What do you see in your child? How can I help him a little bit? You know, that's what it's more about. That they get a bit of a full picture. And that I might also get a bit more background information about the student himself.

In other cases, tutors said that regular contact strengthens the triangle of parents, student, and tutor. Some tutors feel that parental support helps students to have a more positive attitude towards the tutor, as Esmee (P4, female, VO) explained:

I do feel that this really creates a solid triangle. In the beginning students didn't necessarily think [parent contact] was positive, they thought, 'they're going to call my mother'. But now they are like, 'hey, but my tutor really sees me and sees that I try hard in class. And my parents are involved in that as well.'

On the other hand, five participants had experienced that contact with parents can impede or cloud the tutor-student relationship. Sometimes students expressed feeling betrayed

by the tutor talking to parents, or parents would react strongly to hearing something negative about their child, as Luca (P3, male, PO) explained:

I had indicated [to the mother] that the student was enthusiastic about fractions. But that he was also really struggling with multiplication. That he really does find that difficult. And that he could show some resistance in that to get started. So, I had already tried to word it carefully. But she got very angry towards him. And yes, started shouting at him while I was still on the line. And the next day, or two days later (...) I was talking to him [the student] about that, like, 'hey sorry. This was not supposed to happen, to make her so angry about this. I tried to bring it carefully.' (...) And then it came out that she had hit him too, following that conversation. So yeah, I don't think that's beneficial to the bond.

In the situation described by Luca it is clear that talking to parents does not always have the desired effect and that it is hard to know the impact of their own words as tutor. Several tutors admitted to keeping contact with parents more positive to protect students and to avoid scenario's similar to Luca's.

SEL-Lessons

Majority of participants were positive about the role of the SEL-lessons for their relationships with the students. One tutor explained how SEL-lessons create space for both students and the tutor to be vulnerable, which intensifies the bond. Several participants also named that the content of the lesson would help to know students better, or to open up a conversation about certain topics, such as working together or emotions.

However, Josefien (P1, female, VO) said that she finds SEL-lessons horrible and that they do not really help the relationship, because most students do not enjoy it. However, she reasoned that because of her own low motivation for teaching SEL classes, students are also less motivated to participate in them. Other tutors expressed how they wished there was more

time for SEL within the curriculum. Reza (P5, male, VO) employed SEL into normal HDT-lessons also. During one of the observations, he paused the lesson to speak to his students about motivation and how they could give each other motivation. Generally, tutors agreed that SEL-components all together, but especially SEL-lessons, give them a better understanding of students' social environment.

Growth Mindset

Majority of tutors mentioned the growth mindset to play a role in the relationship with their students. However, this effect usually was experienced not directly, but through trust. As Otto (P6, male, PO) explained, because tutors emphasize the fact that making mistakes is okay because you can learn from them, students gain confidence in themselves, and the tutor. Even if students have a hard time with understanding sums, they will be more likely to express this, when the tutor conveys the growth mindset well. This was also noted during observations: many students were open about their mistakes and asked for their tutors help. Some tutors were observed to use the growth mindset more directly, by explicitly stating students need to gain confidence in their answers or by encouraging students that they can do it. However, several tutors mentioned that some students have a strong fixed mindset and will be annoyed when their tutor repeats that making mistakes is not bad. In these cases, promoting a growth mindset is not helpful for the relationship between tutor and student.

Tristan (P8, male, PO) believed that when a tutor has a growth mindset, they will approach students more positively and are more willing to keep trying with them. Simultaneously, students who have a growth mindset are more open to the tutor, which helps the relationship, as Tristan said:

Because I just notice that if a student really has a growth mindset, then you just notice that those students want to try a lot more. And if you also have a growth mindset yourself, both for yourself and for the students, you are also much more open to keep

trying things with them and to keep going with them. If you think a student isn't capable, you're also going to try much less.

As with SEL-lessons, participants felt that growth mindset is more useful for the bond when students are also motivated and open.

3. How Does the Socio-Cultural Background of Both Tutors and Students Influence the Tutor-Student Relationship Within HDT?

(Non-)Similar Background

Of the twelve participants, only two had a similar sociocultural background as some of their students. Other participants mentioned that while they weren't a match in socio-cultural background, they did match their students personality wise. Interestingly, about half of the tutors said they believed that having a similar background as their student would have an added value, but that having a non-similar background was not a problem. The added value of sharing a background was described as 'understanding the student better' and 'having more authority' by tutors who did not share a background. The two participants who did have a similar background to their students spoke about a better mutual understanding, and how students express admiration when their tutor tells them that he speaks Arabic too. According to Reza (P5, male, VO) sharing a (Arabic) background makes him more approachable, which is beneficial to bonding with students.

However, Reza stated that it is not necessarily true that a match in background, means a match between tutor and student. He was matched with an Arabic speaking student, who ended up being the student he had the most complicated relationship with. At the same time, three tutors experienced that having a different background as their student was sometimes complicated. Two tutors said they would experience a certain distance between themselves and the student. Tristan (P8, male, PO), who expressed frustration about sometimes not being able to be himself because of cultural differences, said:

Sometimes it does make it difficult. Also, because I was just not raised religious at all. Makes it difficult sometimes then... I notice that I sometimes have to bite my tongue when it comes to religious things. Not necessarily about Islam, but about religion in general. That sometimes I do sit like 'don't say anything, don't say anything'. And then sometimes it does make it difficult to build a bond with the student, because you can't quite be yourself.

Sociocultural Background During the HDT-Lessons

In half of the observations sociocultural background was brought up. Six times it was the tutor who spoke about a topic related to sociocultural background, other times the student mentioned something related to their background. Sometimes the tutor would engage by asking questions, but most of the time the tutor would try to get on with class.

When asked about the role of sociocultural background in the lessons, about half of the participants mentioned that they were aware of their own background. Often they mentioned how different their own life was compared to that of many of their students. Simultaneously, students were also said to be aware of cultural differences between them and their tutor. Some tutors had experienced students challenging them by saying that the tutor was racist, which shows how aware students really are. Luca (P3, male, PO) for example experienced the following:

Because of course, as tutor and student, you are already in a kind of, yes, a power relationship actually. And I did notice that at least two of my students were quite aware of that. (...) Yes, they were also kind of looking at where they could get my painful points. (...) But they were like, 'Hey, yes, but is this because we are black?'

Generally, tutors expressed that they would bridge cultural differences by being interested in them. They would open up the conversation and use this as a way to bond with

students. Most tutors spoke about asking questions, some also said they would share information themselves. Others would try and find mutual interests.

A few tutors expressed struggling with cultural differences between them and students. Tristan (P8, male, PO) found it hard to understand what students went through with the Ramadan, and also found students wearing headscarves complicated, because to him they would lose some individuality. Otto (P6, male, PO) and Vincent (P12, male, VO) experienced that students preferred a female teacher and would persist in that sentiment. They both expressed how this was a challenge to their relationship with students.

Another tutor expressed that it was sometimes hard to close the gap between the student's upbringing and school culture. Some students are raised highly authoritarian, while the school culture is 'softer', as Dewi (P9, female, PO) explained:

I know it can happen with Surinamese children sometimes and also... ..with Moroccan children that they just have pretty strict parents. But just really strict. And that at school, and I think that is more, I would call it more Dutch culture, it is just some... (...) we approach them very sweetly and very positively and so on. (...) But just in terms of how you raise them, I do feel... ..that some students are insensitive to... ..if you're going to ask nicely. And you have to sort of vacillate between that and... ..that it still goes through, but that you also.... ..because I don't want to start shouting at my students or anything like that, or giving out lots of punishments, whatever.

Luca (P3, male, PO) had a similar feeling when students told him he did not understand their lives, because he had never been hit as a child. These examples show that students also play a role in the complexity of sociocultural differences.

Sociocultural Distance and SEL

Participants were asked if the sociocultural distance experiences could be helped being bridged by SEL-components. Luca (P3, male, PO) said he does not think everything can be

bridged and that cultural distance will always stay to some extent. Eight participants found that specially SEL-lessons and parent contact, could decrease cultural distance between themselves and the students. This is mostly because SEL-components offer room to talk more with each other in depth. Another tutor, Tristan (P8, male, PO) said that SEL-components can also increase cultural distance when student and tutor have opposing worldviews. The conversation opened by SEL-components would then create space for discussion.

Discussion

Previous literature theorized that the tutor-student bond is an important driver of positive effects found in high impact tutoring, but more research was needed to understand the tutor-student relationship. The current study set out to assess tutors' experiences of the tutor-student relationship in a High Dosage Tutoring setting. Results mostly supported the expectations based on literature. A short discussion of confirmed literature, unexpected findings and emerging themes follows.

Confirming the literature, tutors found the tutor-student relationship significant for Bridge HDT. It was suggested that a positive tutor-student relationship promotes socio-emotional learning. Omtzigt (2023) quantitatively confirmed that student perceived positive tutor-student relationships are positively related to self-efficacy and growth mindset. This study (Omtzigt, 2023) also found that a positive tutor-student relationship is positively related to HDT engagement (students' attitudes and feelings towards HDT) and academic improvement. These results corroborate the findings of the current study, with tutors finding that a good bond improves the lessons, student motivation and student learning.

Key components for a tutor-student relationship aligned with Pianta's dimensions of closeness, dependency, and conflict (1995). Results support application of these dimensions to the tutor-student bond, with the dimension of closeness being considered most important for a positive tutor-student relationship, in line with literature (Koomen et al., 2012).

Emerging themes were respect and joy. Students deem respect as highly important within teacher-student relationships (Thompson, 2018). This could explain why some tutors also mentioned it as a key component. Perceived teacher happiness has been positively linked with student's attitude and with student's attitude towards the teacher (Moskowitz & Dewaele, 2019). The Bridge (n.d.) emphasizes the Joy Factor in their methods. It is possible that tutors' use of the Joy Factor increases positivity in students which could influence the tutor-student relationship positively as well.

Additionally, the tutor-student relationship fit Robinson's framework (2022), as expected. Almost all participants met at least two out of three pillars: believe it is their role to build a relationship with their students, to value teacher-student relationships generally and have relational self-efficacy. Some tutors did not feel relational self-efficacy. This can be explained by the fact that tutors most often do not have a pedagogical or educational background. They might feel unequipped to build these relationships due to lack of experience and theoretical knowledge (Brekelmans et al., 2005).

Furthermore, it was confirmed that social-emotional learning components can have a positive influence on the tutor-student bond as found by Boersma (2021). However, these results were more nuanced than expected, especially for parent contact. Speaking to parents can be beneficial, according to all participants, but can also backfire and impede the tutor-student relationship according to some tutors. Students can feel betrayed by the contact between their parent and tutor, or the contact would result in conflict between child and their parent, which can impair a student's trust in their tutor. This is in line with empirical literature on successful youth mentoring relationships, which show that youth consider trust not being broken as highly important for a successful relationship with their mentor (Rhodes et al., 2005). Growth mindset and SEL-lessons were also considered valuable for the relationship by most participants.

With regards to socio-cultural background, two tutors confirmed the expectation that sharing a similar background as their students makes it more likely to have a closer bond with them. Several other tutors agreed with this, even though they could not speak from their own experience. These results are in line with Redding (2019). Expectation was that tutors who have a non-similar background to their students don't reckon sociocultural background to play a large role in their bond. While this was confirmed by the results, some tutors did sometimes struggle with cultural differences. It is possible that these tutors also struggle with culturally relevant teaching practices (Ladson-Billings, 1995; Skelley et al., 2020). Participants found that parent contact and SEL-lessons did reduce cultural distance between them and students. This suggests that SEL-components do promote culturally relevant teaching (Ladson-Billings, 1995). Furthermore, some tutors use their own interest in cultural differences to bridge cultural distance. These practices could explain why tutors generally do not experience cultural differences as an obstacle to the tutor-student relationship.

Implications

The results of the current study have implications for professional practice. It is recommended that HDT-tutors are trained in culturally responsive teaching methods. This will assist tutors in strengthening their bond with students from a non-similar background. Additionally, it is advised The Bridge focusses more on sociocultural background within parent contact and SEL-lessons, since this study found that these components can help bridge the cultural distance some tutors experience between themselves and students. Negative consequences of parent contact could decrease too, when tutors have a better grip on the sociocultural background of their students (Payet & Deshayes, 2019). Both recommendations will also promote tutors' relational self-efficacy, increasing their confidence in being able to build a bond with students.

While the scope of this research has provided valuable results for the literature on tutor-student relationships, further research is needed to fully understand the role of the tutor-student relationship in High Dosage Tutoring settings. It is recommended that a future study assesses tutoring relationships longitudinally and quantitatively, to grasp the (causal) relationship between tutor-student relationships, sociocultural background, and socio-emotional outcomes. Moreover, HDT tutoring should be further explored in different contexts, to deepen our understanding of the ecological context for the tutor-student relationship.

Strengths and limitations

The current study knows several limitations. For one, the generalizability of the study is narrow, considering that it explored the specific High Dosage Tutoring setting. Additionally, it is possible that tutors with a more positive experience of the tutor-student relationship were more likely to participate in the study, resulting in self-selection bias. This is, however, a difficult to avoid issue, considering the research relies on voluntary participation, which is essential for ethical practice (Robinson, 2014). Lastly, as with all qualitative designs, the study lacks transferability of findings due to its explorative nature.

The research also knows many strengths. The deductive qualitative approach ensured that the research objectives, to explore the tutor-student relationship within the existing framework, were aligned with collected data. It allowed for a focused analysis, while simultaneously supporting the inquisitive nature of the study. Secondly, it utilized a combination of qualitative methods, interviews and observations, which provided a comprehensive understanding of the tutor-student relationship. This approach allowed data triangulation, increasing the robustness of the results. Furthermore, the study demonstrated ethical considerations and addressed potential biases and risks. Finally, both study design and

data analysis were clearly described. This increased transparency, reproducibility, and rigor of the research process.

Conclusion

The purpose of this research was to assess experiences of HDT-tutors with the tutor-student relationship. Concluding, experiences of tutors indicate that the tutor-student relationship is an important but diverse aspect of High Dosage Tutoring. The participants highlighted being close to students, to know them well and create an open atmosphere as essential. It too became clear how socio-emotional components can influence the tutor-student relationship, as well as how tutors perceive the role of sociocultural background. Furthermore, results implicate that more attention is needed for the role of sociocultural background and how this impacts the tutor-student relationship. While future studies are needed to discern the complex relationships between tutors and students, the current study has made large strides in our understanding of the tutor-student relationship within the HDT-setting.

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Appendix A.

Operationalization

- **HDT-tutor** is usually a paraprofessional who teaches students high dosage maths in a one-on-two setting, during school hours.
- **HDT-student** is a school-going child between the ages of 10 and 14, who receives High Dosage Tutoring in mathematics 2 to 5 hours a week, by one tutor, in a one-on-two setting, during school hours. These students are often from a vulnerable background and have a learning delay for mathematics.
- **Tutor-student relationship** is the bond between tutor and students, which is encouraged within the HDT-method. This relationship is possibly influenced by tutors' motivations to build a relationship, dimensions of closeness, conflict and dependency, socio-emotional components within HDT, and socio-cultural background.
- **Socio-emotional components** are all the components within the HDT-method that are meant to improve socio-emotional outcomes in the students, such as parent contact, concentration exercises, socio-emotional learning lessons and growth mindset exercises.
- **Sociocultural background** is based on factors related to socioeconomic status, education level, culture, language, religion, and more. Sharing a sociocultural background can promote the teacher-student relationship.

Interview guide

Start van het interview
<ul style="list-style-type: none"> • Voorstellen • Procedure uitleggen • Informed consent tekenen • Opname starten
Demografische kenmerken tutor
<ul style="list-style-type: none"> • Hoe lang al tutor • Waarom tutor geworden? • Welke stad / school / leeftijd? • Hoe bevalt het geven van HDT? • Hoeveel leerlingen -> altijd dezelfde gehad of gewisseld?
Belang van tutor-leerlingrelatie
<ul style="list-style-type: none"> • Wat is het belang van een band met de leerling? <ul style="list-style-type: none"> ○ Voor HDT-les ○ Voor rekenvaardigheden -> draagt de component van de tutor-leerlingrelatie bij aan de goede resultaten van HDT? ○ Voor sociaal-emotioneel leren • Wat kenmerkt een goede tutor-leerlingrelatie? / Hoe ziet de ideale tutor-leerlingrelatie eruit? • Hoe bouw je een goede tutor-leerlingrelatie op? • In hoeverre geloof je dat je zelf goed in staat bent een relatie op te bouwen met de leerling? • Hoe gemotiveerd bent u om een band op te bouwen? • Hoe haalbaar is het om met beide/alle tutorleerlingen een band op te bouwen? <ul style="list-style-type: none"> ○ Waarom wel/niet ○ Welke uitdagingen ervaar je bij het opbouwen van een band?
Belang socioculturele achtergrond
<ul style="list-style-type: none"> • <u>Presenteer vignette</u> • TBLI matcht tutor en leerling • -> In hoeverre heb je een soortgelijke achtergrond als je tutorleerlingen? <ul style="list-style-type: none"> ○ Veel dezelfde soort interesses -> vindt de leerling rekenen bijvoorbeeld leuk en heb je zelf een exacte achtergrond? • Hoe speelt socioculturele achtergrond een rol in de tutorlessen? Bij jezelf of bij andere tutors

<ul style="list-style-type: none"> • Hoe speelt je eigen socioculturele achtergrond een rol in de relatie met je leerlingen?
<p>Belang SEL-componenten HDT</p>
<ul style="list-style-type: none"> • Welke SEL-componenten herken je in HDT? <ul style="list-style-type: none"> ○ Promoten Growth Mindset ○ Concentratie-oefeningen ○ Energizers ○ Ouder-contact ○ Focus in tutortraining op tutor-leerlingrelatie • Welke SEL-componenten dragen bij aan de tutor-leerling relatie? Waarom? • Op welke manier dragen SEL-lessen bij aan de band? • Vind je dat SEL-lessen bijdragen aan een beter begrip van de leefwereld van de leerling? En andersom? • (indien eerder benoemd) Is het mogelijk dat SEL-componenten de culturele afstand verkleinen?
<p>Afsluiting van het interview</p>
<ul style="list-style-type: none"> ○ Vragen om een laatste anekdote dat de tutorleerlingrelatie goed illustreert ○ Verder nog iets gemist? ○ Bedanken

Memo's

During interview with P1

Better to ask about growth mindset, instead of asking about promoting the growth mindset.

After interview with P3

Asking about which SEL-components are recognized is too vague for participants. Instead, I'll introduce the SEL-components shortly and then ask whether the participant finds that component to contribute to the tutor-student relationship.

After interview with P6

Asking about the concentration exercises yields too little response and all tutors agree that it is more an individual action, instead of something that helps the bond.

Vignettes*Scenario 1*

Je geeft twee leerlingen les die thuis ook Turks spreken. Tijdens de les beginnen ze tegen elkaar in het Turks te praten. Jij verstaat geen Turks en weet niet wat ze zeggen. Het lijkt dat ze elkaar helpen met de sommen die ze moeten maken. Hoe reageer je?

Scenario 2

Je geeft een leerling les die een Surinaamse achtergrond heeft. Deze leerling vertelt dat zijn ouders 'Nederlandse docenten te lief' vinden en dat ze vinden dat de tutors niet genoeg de baas zijn. Hoe reageer je?

Scenario 3

Een tutor geeft twee leerlingen les met zwart kroeshaar. Deze leerlingen komen kletsend binnen en praten over de nieuwe roze vlechtjes die één van de twee heeft gekregen. Ze vertelt dat het 5 uur duurde en dat haar hoofd nu pijn doet. De tutor ziet inderdaad dat haar haar anders is en zegt: '5 uur is echt heel lang, was het wel een goede kapper?' Wat vind je van deze interactie?

Scenario 4

Je geeft les aan twee leerlingen die meedoen aan de Ramadan, die gisteren is begonnen. De leerlingen komen de klas binnen en vertellen jou over hun *suhoor* die ochtend. Ze zijn om 4:30 opgestaan om samen met hun ouders te ontbijten. De leerlingen zien er moe uit. Hoe zou je beginnen met de les?

Appendix B. Information letter

Informatiebrief deelname onderzoek

Geachte lezer,

In deze brief staat meer informatie over deelname aan het Master-onderzoek: "Tutors' Experiences with Tutor-Student Relationships in High Dosage Tutoring".

Waarom dit onderzoek?

Waarschijnlijk bent u al bekend met de methode Bridge HDT en weet u dat de tutor-leerlingrelatie een grote rol heeft bij HDT. Dit onderzoek tracht te achterhalen hoe belangrijk deze relatie is in HDT en wat de belangrijkste componenten zijn van een positieve tutor-leerlingrelatie. Daarnaast wordt onderzocht of sociaal-emotioneel lerencomponenten, en sociaal-culturele achtergrond van belang zijn in deze tutor-leerlingrelatie. Zo wordt de wetenschappelijke basis voor Bridge HDT hopelijk nog sterker.

Informatie over de uitvoering van het onderzoek

Het onderzoek zal worden afgenomen met behulp van interviews. Deze zullen worden afgenomen aan de hand van een persoonlijke afspraak die gemaakt wordt tussen mij, de onderzoeker, en u, de participant, op een zo gunstig mogelijk moment voor beiden. Het interview zal rond de 45 minuten duren. Het interview zal worden opgenomen als audiofragment, worden opgeslagen op een beveiligde server van de Universiteit Utrecht, en alleen worden gebruikt voor onderzoeksdoeleinden. Na het transcriberen en anonimiseren zal dit audiofragment vernietigd worden.

Ook zullen er observaties worden gedaan tijdens HDT-lessen. Hierbij kijk ik, de onderzoeker, naar de tutors tijdens tenminste twee lessen, en neem ondertussen aantekeningen. Deze aantekeningen zullen ook geanonimiseerd worden en opgeslagen worden op een beveiligde server van de Universiteit Utrecht.

De omgang met onderzoeksgegevens

Het interview zal getranscribeerd worden en tijdens de observaties worden veldnotities gemaakt. De onderzoeksgegevens zullen vertrouwelijk worden behandeld en enkel worden gebruikt voor de analyse en eventuele publicatie in wetenschappelijke tijdschriften. Uw gegevens zullen worden geanonimiseerd zodat de data niet te herleiden is naar u als individu. Hierdoor zal uw anonimiteit worden gewaarborgd.

Deelname aan het onderzoek

Uw deelname aan het onderzoek is geheel vrijwillig. Als u gaandeweg het onderzoek besluit uw deelname te beëindigen, dan kunt u dat op elk moment kenbaar maken. Dat kan zonder opgaaf van redenen en zonder dat dit op enige wijze gevolgen voor u zal hebben. Ook kunt u na het interview uw deelname nog terugtrekken.

Klachten?

Mocht u ergens niet tevreden over zijn dan kunt u uw klacht over de studie kenbaar maken via dit e-mailadres van de klachtenfunctionaris van de Universiteit Utrecht: klachtenfunctionaris-fetcsocwet@uu.nl.

Nadere inlichtingen

Mocht u nog vragen hebben over dit onderzoek, vooraf of achteraf, dan kunt u zich wenden tot mij: 0640405483 / r.e.vannimwegen@students.uu.nl of tot mijn begeleider Marieke de Vries / m.devries7@uu.nl

Met vriendelijke groet,

Robbie van Nimwegen

Stagiaire The Bridge Learning Interventions

Student Universiteit Utrecht

Appendix C. Informed consent form**Informed consentformulier****Onderzoek:**

Tutors' Experiences with Tutor-Student Relationships in High Dosage Tutoring

Master Youth, Education & Society
Universiteit Utrecht

**Universiteit Utrecht****Contactgegevens onderzoeker:**

Robbie van Nimwegen
0640405483
r.e.vannimwegen@students.uu.nl

Doel van het onderzoek:

Het doel van deze studie is het onderzoeken van de ervaringen van tutors met de tutor-leerlingrelatie binnen een high dosage tutoring setting. Het onderzoek is onderdeel van een afstudeerstage bij The Bridge Learning Interventions.

Uw medewerking:

Door dit document te ondertekenen geeft u te kennen dat u de informatiebrief heeft gelezen over het onderzoek "Tutors' Experiences with Tutor-Student Relationships in High Dosage Tutoring" en gaat u akkoord met uw deelname aan dit onderzoek. Dit betekent dat u instemt met het afnemen van een diepte-interview en met geobserveerd worden. Ook na ondertekening kunt u nog altijd afzien van uw medewerking door contact op te nemen met de onderzoeker. Uw deelname wordt echter zeer op prijs gesteld.

Ik geef toestemming voor deelname aan dit onderzoek,

Naam:

Plaats:

Handtekening: Datum: