



INTERCONNECTED EXPERIENCES OF PARENTS, TUTORS, AND TUTEES ON TUTORIAL CLASSES: THEIR IMPLICATIONS TO LEARNERS' ACADEMIC ACHIEVEMENT

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ABSTRACT

This qualitative study aimed to determine the interconnected experiences of parents, tutors, and tutees in tutorial classes and their implications for learners' academic achievement. Using in-depth interviews with four tutors, four parents, and four tutees, the study employed thematic analysis to identify patterns in perceptions and practices. Findings revealed that parents' active academic monitoring and reinforcement, emotional support, learners' readiness, and communication and collaboration with tutors. Tutors assessing learners' strengths and weaknesses, communication with parents, factors supporting effective tutorials, and motivation strategies. Tutees, academic support and understanding, balancing school work and tutorials, learning conditions, and readiness. Similarities include a shared commitment to academic improvement, the importance of communication and collaboration, and a focus on learners' readiness and learning conditions. While differences were observed in primary roles, the focus of support and responsibility was on academic outcomes.

Keywords: *Parents, Tutors, Tutees, Tutorial Classes, Academic Achievement*

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INTRODUCTION

In today's highly competitive academic environment, many learners seek additional support beyond the classroom to strengthen their understanding and improve academic performance. Tutorial classes have become one of the most common interventions, providing learners with individualized attention and guided learning experiences (Danga, 2022). These sessions not only enhance subject mastery but also build confidence and motivation among students who may struggle to meet academic demands in formal schooling. As education becomes more dynamic and demanding, the roles of parents, tutees, and tutors have become increasingly interconnected in shaping the learner's educational journey (Utami, 2022).

Parents play a vital role in recognizing their child's academic needs and providing necessary support through tutorial services. Their involvement, encouragement, and monitoring of progress greatly influence the learner's study habits and attitudes toward learning (Lim, 2021). Tutors, on the other hand, serve as facilitators who provide personalized instruction, adapt teaching strategies to the learner's needs, and create a conducive learning environment that complements classroom teaching (Gavino & Reyes, 2023). Meanwhile, tutees—the learners themselves—are active participants whose motivation, discipline, and engagement determine the effectiveness of tutorial sessions (Cruz & Dela Peña, 2021). The interaction among these three stakeholders forms a network of shared experiences that contributes significantly to a learner's academic achievement (Albiso et al., 2022).

Understanding these interconnected experiences offers valuable insights into how collaborative efforts between parents, tutors, and learners can lead to academic success.

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Studies have shown that when communication and cooperation among these groups are strong, learners exhibit improved performance, higher self-esteem, and better study habits (Utami, 2022; Lim, 2021). However, challenges such as misaligned expectations, lack of communication, or differing approaches to learning can hinder the effectiveness of tutorial programs (Gavino & Reyes, 2023). Therefore, exploring how these experiences influence one another is essential to improving tutorial practices and maximizing their impact on students' academic outcomes (Cruz & Dela Peña, 2021).

This study aimed to explore the interconnected experiences of parents, tutees, and tutors in tutorial classes and to examine their implications for learners' academic achievement. By understanding how these relationships interact and contribute to learning success, the research sought to provide meaningful insights that could help parents, educators, and tutorial centers develop more effective and collaborative approaches to academic support.

MATERIALS AND METHODS

Research Methodology

In this chapter, the study's methods were described, covering the design, participants, data collection, tools used, and analysis. The study's purpose was to determine the interconnected experiences of parents, tutees, and tutors in tutorial classes and their implications for learners' academic achievement at ATC Tutorial, Learning and Review Center during the school year 2025–2026.

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Research Method

This study employed in-depth interviews as part of a qualitative research methodology.

The methodical process of observing and recording the factors and circumstances that influence a certain event without changing them is known as the descriptive research method. Its main objective was to provide a thorough description of the traits, patterns, and connections within a given group or context (Singh, 2023).

Throughout the interview, both the interviewer and the interviewee were permitted to sit at a comfortable distance from one another and consider the set of questions regarding a certain topic. The aim was to elicit participants' essential perspectives on a particular issue within a social context through their responses to the questions.

Research Design

A phenomenological research design was employed in the investigation. Phenomenology was regarded as a philosophical method for conducting qualitative research. By focusing on an individual's subjective interpretations of her experiences, phenomenology sought to understand how others perceived the world and how their views differed from widely held beliefs. Researchers used phenomenological interviews to gather people's impressions, a method often used in psychology, sociology, and social work.

The structures of consciousness as experienced firsthand are the main subject of phenomenology. The main goal of phenomenology was to investigate and characterize phenomena as they were consciously experienced, without recourse to causal theories or unquestioned assumptions (Biemel & Spiegelberg, 2024).

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Participants of the Study

The study participants were four selected tutors, four parents of the selected learners, and all four tutees during the school year 2025–2026.

A total of 12 individuals participated, representing three interconnected stakeholder groups whose experiences were central to understanding the dynamics and implications of tutorial sessions on learners' academic achievement.

Four selected tutors served as key informants for the study. They were chosen based on their direct involvement in conducting regular tutorial sessions with the identified tutees. Their roles included providing academic support, guiding learning activities, and monitoring learners' progress. Their insights were valuable in understanding the teaching strategies they used, the challenges they encountered, and their observations regarding the tutees' improvement throughout the tutorial period.

The parents of the selected tutees were included to capture the home-based experiences and perspectives surrounding tutorial classes. Their participation provided a deeper understanding of how parents supported, monitored, and responded to their children's learning needs outside the formal classroom.

All four tutees who attended the tutorial sessions were also involved in the study. As the primary recipients of the intervention, their experiences were essential in describing how the tutorials influenced their learning attitudes, motivation, confidence, and academic performance. The tutees shared their personal perceptions of their tutors' instructional

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approaches, the challenges they faced, and the changes they noticed in their understanding of lessons.

These three groups were deliberately selected because their experiences were interconnected and each offered a unique perspective on tutorial classes. Tutors provided the instructional perspective, parents offered the supportive home environment perspective, and tutees provided firsthand experiences as learners. Together, their combined narratives created a holistic understanding.

Sampling Design

A purposive sampling design was employed in the study. As Nikolopoulou (2023) explains, purposive sampling is a non-probability technique in which participants are deliberately selected based on characteristics relevant to the sample.

This sampling technique, also known as judgmental sampling, relies on the researcher's judgment to select which people, situations, or occurrences are most likely to yield the best data to meet the study's goals.

Purposive sampling was frequently used in mixed-methods and qualitative research. Although it was highly susceptible to research flaws like observer bias, it was especially helpful for identifying cases with a lot of information or for making the most of limited resources.

Research Instrument

The researcher's interview schedule served as the study's research tool.

Four questions focused on the study's goal were part of the interview agenda.

With the participants' consent, voice and video recorders were used for data collection.

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Validity of the Research Instrument

Before confirming the validity of the interview schedule, the researcher asked the adviser, the Dean, and a panel of experts in research, testing, and English to review and suggest changes to the questions.

Validity referred to the degree to which an instrument measured what it intended to measure and produced results that were credible and trustworthy. In qualitative research, validity was often framed as trustworthiness, which included credibility, transferability, dependability, and confirmability (Ahmed, 2024). According to Waheed, Kiazai, and Bahadur (2020), ensuring validity in qualitative research requires the researcher to develop confidence in the truth and accuracy of the results through systematic and transparent procedures.

An essay-type questionnaire was utilized as the primary data-gathering instrument for this study. This tool allowed participants to freely describe their experiences, perceptions, and insights regarding the tutorial classes in their own words. The open-ended nature of the questionnaire encouraged detailed, thoughtful, and reflective responses, enabling the researcher to gather rich qualitative data. Such depth of explanation was essential for understanding the lived experiences of parents, tutees, and tutors and for generating meaningful themes for analysis.

Data Gathering Procedures

The researcher received permission to carry out the study from the parents, tutors, tutees, and individual participants. To conduct the interviews, the researcher personally visited the schools, communities, or locations that were most convenient for the participants.

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The researcher interviewed the participants. The researcher urged the participants to sign a waiver or permission form for the study beforehand.

In-depth interviews were conducted, and voice and video recorders were provided to capture the interviewees' words in full. The data were consolidated after the series of interviews.

Data Analysis

The data gathered from the participants' essay-type questionnaire responses were analyzed using thematic analysis, a method commonly used in qualitative and phenomenological research. This approach enabled the researcher to identify, interpret, and describe recurring patterns of meaning across participants' experiences.

Thematic analysis was used to analyze the data gathered.

Thematic analysis was an interpretative process that identified, organized, and interpreted patterns of meaning within qualitative data (Braun & Clarke, 2021). The method fit this study well because it allowed for a detailed look into participants' experiences and how these relate to academic success.

RESULTS AND DISCUSSIONS

The study examined the shared experiences of parents, students, and tutors during tutorial sessions at ATC Tutorial, Learning and Review Center, and how these experiences affect student achievement in the 2025–2026 school year. The study employed a qualitative

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research method, guided by a phenomenological design, and conducted in-depth interviews to capture participants' lived experiences.

The participants in this study are four selected tutors, four parents of the selected learners, and four tutees enrolled within the Academic Year 2025–2026. A researcher-developed interview schedule served as the primary data-collection instrument. To ensure the accuracy and completeness of responses, interviews were conducted with participants' consent using voice and video recorders.

Prior to data collection, the interview schedule underwent content validation by a panel of experts. The criteria for content validation were utilized to determine the clarity, relevance, and appropriateness of the interview questions. All comments and suggestions provided by the validators were carefully considered and incorporated. Once the instrument was deemed valid, the necessary permits were prepared.

Permissions were obtained from the individual participants, the Office of the Schools Division Superintendent, the Graduate School Dean, the research adviser, and the school head. The in-depth interviews were conducted by the researcher at convenient locations for the participants.

All of the information was combined, transcribed, and examined once the interviews were finished. The researcher identified recurrent patterns, themes, and meanings in participant narratives by methodically analyzing, interpreting, and organizing the gathered data using a thematic analysis approach.

The following are the study's findings.

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Based on the responses, it was found that parents' experiences in supporting their children's tutorial classes include active academic monitoring and reinforcement, emotional support, learners' readiness, and communication and collaboration with tutors.

Based on participants' responses, tutors' experiences in facilitating academic endeavors during tutorial classes include assessing learners' strengths and weaknesses, communicating with parents, identifying factors that support effective tutorials, and using motivation strategies.

The interviews reveal that tutees' experiences during tutorial classes include academic support and understanding, balancing schoolwork and tutorials, and learning conditions and readiness.

Similarities in the Experiences of Parents, Tutees, and Tutors in Their Involvement in Tutorial Classes.

Based on the analysis of parents', tutees', and tutors' experiences in tutorial classes, their similarities include a shared commitment to academic improvement, the importance of communication and collaboration, and a focus on learner readiness and learning conditions.

Differences in the Experiences of Parents, Tutees, and Tutors in Their Involvement in Tutorial Classes

Based on the analysis of parents', tutees', and tutors' experiences in tutorial classes, differences lie in primary roles, the focus of support, and responsibility for academic outcomes.

The study highlights that parents, tutors, and tutees each play distinct but complementary roles in tutorial classes, all of which influence learners' academic achievement.

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Parents actively support learning at home, providing supervision, emotional encouragement, and facilitating readiness for tutorials. Tutors deliver personalized instruction, diagnose learning gaps, and offer motivational guidance to ensure effective learning. Tutees engage actively, balancing schoolwork with tutorials and applying strategies to enhance understanding.

Despite these role differences, all three groups share a commitment to academic improvement, emphasize communication and collaboration, and recognize the importance of learner readiness and conducive learning conditions. The differences lie in their primary roles, focus of support, and level of responsibility, with parents facilitating, tutors instructing, and tutees actively managing their own learning. Collectively, these experiences underscore a collaborative system that fosters academic growth, engagement, and improved learning outcomes.

CONCLUSION

This study provided meaningful insights into the interconnected roles of parents, tutors, and tutees in conducting tutorial classes and into how their shared and distinct experiences collectively influence learners' academic achievement.

Parents are essential in supporting their children's tutorial classes by actively monitoring progress, providing emotional support, and reinforcing learning at home. Their collaboration with tutors ensures aligned instructional strategies that foster learner

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confidence, motivation, and engagement. Overall, parents act as co-facilitators of learning, creating a supportive environment that enhances comprehension and academic performance.

Tutors play a multifaceted role in tutorial classes. They assess learners' strengths and weaknesses to provide individualized instruction, maintain communication with parents to ensure consistent support, and apply structured strategies to enhance learning. They use motivation techniques to sustain learners' engagement and confidence. Tutors act as academic guides, collaborators, and motivators, contributing significantly to learners' academic achievement.

Tutees' experiences in tutorial classes emphasize a learner-centered perspective, where clarity, guidance, and structured support enhance understanding and academic performance. Managing schoolwork alongside tutorials highlights the importance of time management, self-discipline, and personal readiness. Tutees actively engage with and adapt to the learning process, showing that participation, preparedness, and engagement are key to effective learning.

The experiences of parents, tutors, and tutees reveal the collaborative nature of effective tutorial classes. All stakeholders share a commitment to academic improvement, value communication and coordination, and emphasize learner readiness and supportive learning conditions. Successful tutorials rely on shared responsibility, cooperation, and attention to learners' holistic needs.

The experiences of parents, tutors, and tutees show distinct but complementary roles in the tutorial process. Parents provide emotional support and facilitate learning, tutors deliver

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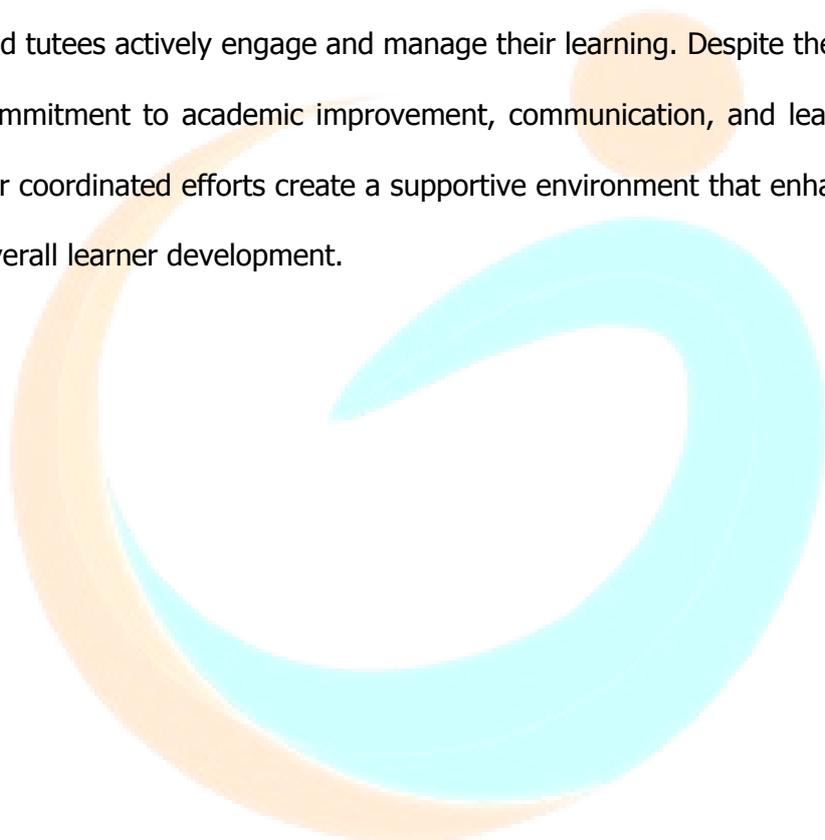
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structured instruction and assess progress, and tutees actively engage, manage schoolwork, and maintain readiness. Together, these roles ensure tutorials are balanced, effective, and responsive to learners' needs.

The study shows that parents, tutors, and tutees each play distinct but complementary roles in tutorial classes. Parents provide support and encouragement, tutors deliver targeted instruction, and tutees actively engage and manage their learning. Despite these differences, all share a commitment to academic improvement, communication, and learner readiness. Together, their coordinated efforts create a supportive environment that enhances academic growth and overall learner development.



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