



EXPERIENCES OF EDUCATION GRADUATES ON HOME-BASED AND ONLINE TUTORIAL: IMPLICATIONS TO PROFESSIONAL DEVELOPMENT

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ABSTRACT

This qualitative study examined the experiences, challenges, coping strategies, and professional development needs of education graduates engaged in home-based and online tutoring. Home-based tutoring fosters personalized and differentiated instruction through direct interaction, immediate feedback, and close monitoring of learners' academic and emotional needs. However, tutors face challenges such as short attention spans, fatigue, distractions, and inconsistent schedules. They address these through engaging activities, positive reinforcement, flexible planning, and active parent communication, strengthening skills in behavior and time management. Online tutoring provides flexibility, convenience, and opportunities to enhance digital literacy and cross-cultural communication. Effective strategies include securing backup internet access, preparing offline materials, simplifying language, and using multimedia tools. Overall, both modalities require adaptability, strong communication, and structured flexibility.

Keywords: *Graduate's experiences, Home-based Tutorials, Online Tutorials, Professional Development*

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INTRODUCTION

The Philippine educational landscape has undergone a dramatic transformation in recent years, largely driven by the shift to remote learning during the COVID-19 pandemic. With traditional classroom instruction disrupted, both public and private institutions were forced to adopt online and home-based alternatives to ensure continuity in education.

According to the Commission on Higher Education (CHED, 2020), over 80% of Filipino students transitioned to online learning, with many supplementing their academic needs through home-based or online tutorials. This adjustment, while initially a response to a crisis, has since evolved into a long-term educational trend.

Globally, the rise of digital learning has been equally significant (Holoniq, 2021). In the Philippines, this global shift was echoed by the Department of Education (DepEd), which found that more than 60% of students utilized online platforms during the pandemic, while a substantial number of parents turned to private tutors to bridge learning gaps (DepEd, 2020). These statistics reflect the increasing reliance on alternative, personalized modes of instruction, especially for students who struggled with the limitations of remote classroom setups.

Despite the growing relevance of home-based and online tutorial experiences, they remain a gap in research on how these roles influence the professional development and employability of education graduates in the Philippines. Another concern is the preparedness of new graduates to enter this digital-first teaching environment. According to CHED (2020),

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many teacher education programs still lack comprehensive training in online pedagogy, leaving some graduates underprepared for the demands of virtual teaching.

From a personal standpoint, her involvement in home-based and online tutorial work during and after the pandemic has deeply influenced her development as an aspiring educator. These experiences raised important questions: Do hiring institutions value this kind of hands-on, real-world experience? How do such tutorial roles contribute to the professional readiness of education graduates like herself?

This curiosity, combined with the need to address the emerging demands in the education sector, led her to conduct this study. The researcher's goal is to investigate how education graduates' experiences in home-based and online tutorials influence their professional development and how these experiences are perceived by hiring institutions. Understanding this can help inform teacher education programs, improve job readiness, and ensure alignment between academic preparation and industry demands. The shift to digital learning has not only changed how education is delivered but also how educators are trained, hired, and developed.

This study sought to explore the evolving role of home-based and online tutorial experiences in shaping the competencies and professional trajectories of education graduates in the Philippines. By highlighting these experiences, the research aimed to contribute meaningful insights to educational institutions, employers, and graduates navigating a rapidly changing educational landscape.

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MATERIALS AND METHODS

Research Methodology

This chapter presents the research method, research design, participants of the study, data-gathering procedures, research instrument, and data analysis to be used in this study. The purpose of this study is to explore the experiences of education graduates in home-based and online tutorials and its implications to professional development.

Research Method

The research method was utilized in this study was descriptive method under qualitative research using in-dept interview.

The descriptive method of research is a systematic approach used to observe and document various variables and conditions affecting a particular phenomenon without manipulating those variables. Its primary goal is to provide a detailed account of the characteristics, trends, and correlations within a specific population or situation (Singh, 2023).

The interviewee during the interview was allowed to sit and think about the series of questions about a certain issue. The aim was to get the main or the necessary views of the participants in a certain issue in a social context through the responses of the participants to the questions. The interview guide focused only on this study.

Research Design

This study employed a phenomenological research design. Phenomenology can be considered a philosophical approach to undertaking qualitative research. The goal of phenomenology is to understand how offers view the world, and how this view may vary from

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commonly held views by focusing on a person's subjective interpretations of what she experiences. Phenomenology focuses on the study of structures of consciousness as experienced from a first-person perspective (Biemel & Spiegelberg, 2024).

Participants of the Study

This study involved a total of twenty (20) participants, composed of ten (10) education graduates engaged in home-based tutorials and ten (10) education graduates engaged in online tutorials within Iloilo City. These participants were carefully selected to represent both tutorial modalities, providing balanced perspectives on their respective experiences and teaching environments.

The selection of participants was carried out using purposive sampling, a non-probability sampling technique that involves the deliberate selection of individuals based on specific characteristics relevant to the study. This method was chosen to ensure that the participants possess the necessary background and expertise to provide meaningful insights related to the objectives of the research.

Inclusion Criteria

Participants were included in the study based on specific criteria to ensure they possessed relevant qualifications and sufficient experience in tutoring. Eligible participants were required to be graduates of an education-related degree, such as Bachelor of Elementary Education, Bachelor of Secondary Education, or other closely related programs. They must be currently engaged in tutoring, either in a home-based setting or through online platforms.

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In addition, participants needed to have at least one (1) year of continuous tutoring experience to ensure substantial exposure and understanding of their tutorial environments. They were also expected to have experience working in various educational contexts, including K–12 settings, special education, or subject-specific tutoring. For those conducting online tutorials, technological proficiency was required, specifically experience in using digital teaching tools, learning management systems, and strategies for managing virtual classrooms. By applying these criteria, the study aimed to include participants who could provide informed, experience-based perspectives on the dynamics, challenges, and pedagogical approaches involved in both home-based and online tutorial environments.

Sampling Design

This study employed a purposive sampling design. According to Berg & Lune (2021), purposive sampling is a non-probability sampling technique commonly used in qualitative research. This method involves intentionally selecting participants based on specific characteristics, knowledge, experiences, or other criteria relevant to the research objectives. The goal is to gather information-rich cases that can provide deeper insights into the phenomenon being guided.

Research Instrument

This study utilized a researcher-made interview schedule. The interview schedule has four major questions focusing on the assessment tools used by the teachers, their experiences, challenges, and coping strategies they applied to the challenges they encountered on home-based and online tutorials.

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Voice and video recorders were used for data gathering and documentation depending upon the permission of the participants.

Validity of Research Instrument

The validity of the research instrument is crucial in ensuring that the data collected accurately represents the experiences of education graduates regarding home-based and online tutoring and its implications for the hiring process (Creswell, 2022).

To establish content validity, the semi-structured interview guide was reviewed by experts in education, research methodology, and human resource management to ensure that the questions align with the study's objectives. The adviser, Dean of the Graduate School then a panel of jurors, who are considered experts for their expertise in the field of research, were requested to validate each question for review and modification.

Furthermore, comments, and suggestions of the panel of validators regarding the interview schedule were considered using the appropriate form of Good and Scates.

Data Gathering Procedure

The data gathering procedures involved a combination of methods to ensure a comprehensive understanding of the participants' experiences. Permits from the Dean of the Graduate School, adviser, school administrator and individual participants were obtained to allow the researcher to conduct the study. The researcher personally went to the participants to conduct the interview.

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Using in-depth interview, voice and video recorders were provided to completely capture the interviewee's words. The researcher consolidated all collected data after series of interviews.

Data Analysis

The information gathered was analyzed using thematic approach. Thematic analysis is the process of identifying patterns or themes within qualitative data. It is a widely used method that allows researchers to interpret and understand the meaning behind the data collected from interviews, focus groups, and other qualitative sources (Braun & Clarke, 2023).

The aim of thematic analysis is to identify themes, such as patterns in the data that are important or interesting and use these themes to address the research or say something about an issue. This is summarizing, analyzing, and interpreting the data gathered and making sense in it. These steps include: familiarization with the data, generating initial codes, searching for themes, reviewing themes, defining and naming themes, and producing the report.

RESULTS AND DISCUSSIONS

The study was conducted to explore the experiences, challenges, and coping strategies of education graduates engaged in home-based and online tutorials and its implications to professional development.

The study utilized a qualitative research method through in-depth interviews and employed a phenomenological research design.

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This study utilized a researcher-made questionnaire. A panel of experts validated the researcher-made interview guide for face and content validity.

Permits from the Dean of the Graduate School, adviser, school administrator and individual participants were obtained to allow the researcher to conduct the study. The researcher personally went to the participants to conduct the interview.

Upon approval, the researcher personally conducted the study. Prior to the interview, participants were required to sign an informed consent form and were informed that the entire process would be recorded with confidentiality assured.

Using in-depth interview, voice and video recorders were provided to completely capture the interviewee's words. The researcher consolidated all collected data after series of interviews.

The interviews were conducted with the participants individually. The semi-structured interviews were analyzed using the steps in thematic analysis.

Based on the findings, several insights emerge regarding the experiences of education graduates in home-based and online tutorials:

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Home-based tutorials demand strong interpersonal skills, behavioral management, and the ability to adapt to the immediate learning environment, as tutors interact directly with students and respond to real-time cues.

In contrast, online tutorials require technological proficiency, creativity in virtual engagement, and strategies to maintain student motivation and focus in digital spaces.

Despite the differences between these modalities, education graduates face persistent challenges in both settings; however, these challenges are manageable through adaptive strategies such as interactive activities, tailored instructional approaches, and the strategic use of digital tools.

Technological preparedness is particularly critical for online tutorials, as having reliable equipment, backup resources, and pre-loaded materials helps minimize disruptions and maintain lesson continuity. Effective communication remains central across both formats, with clear instructions, rapport-building, and collaboration with students and parents significantly enhancing engagement and learning outcomes.

Finally, professional development for tutors should be multidimensional, addressing behavioral management, digital competence, stress management, and creative instructional design to ensure tutors are well-equipped to navigate diverse learning contexts.

Overall, both home-based and online tutorials serve as valuable platforms for education graduates to strengthen their pedagogical skills, develop professional resilience, and prepare for a wide range of teaching environments.

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CONCLUSION

Based on the study's conclusions, several recommendations are proposed:

Teacher education institutions should integrate behavior management, differentiated instruction, and creative pedagogy into pre-service training programs. Additionally, coursework and practicum experiences focused on digital literacy, online teaching methodologies, and virtual classroom management should be strengthened.

Institutions should also offer workshops on cross-cultural communication to prepare tutors for working with diverse and international learners. Schools and tutorial centers should emphasize the use of digital platforms, interactive learning tools, and strategies for maintaining student engagement in online environments through their professional development programs. Establishing mentoring systems or support groups could help reduce professional isolation, particularly for online tutors. Furthermore, providing guidelines for parental involvement in home-based tutorials can minimize interruptions and reinforce student routines.

Technological preparedness is essential for tutors, including backup internet options, power sources, and offline instructional materials. Tutors should employ student-centered approaches, utilizing games, multimedia, and movement breaks to sustain engagement. They should also work on strengthening communication skills to collaborate effectively with students, parents, and colleagues. Time and stress management strategies are vital to maintaining work-life balance and preventing burnout.

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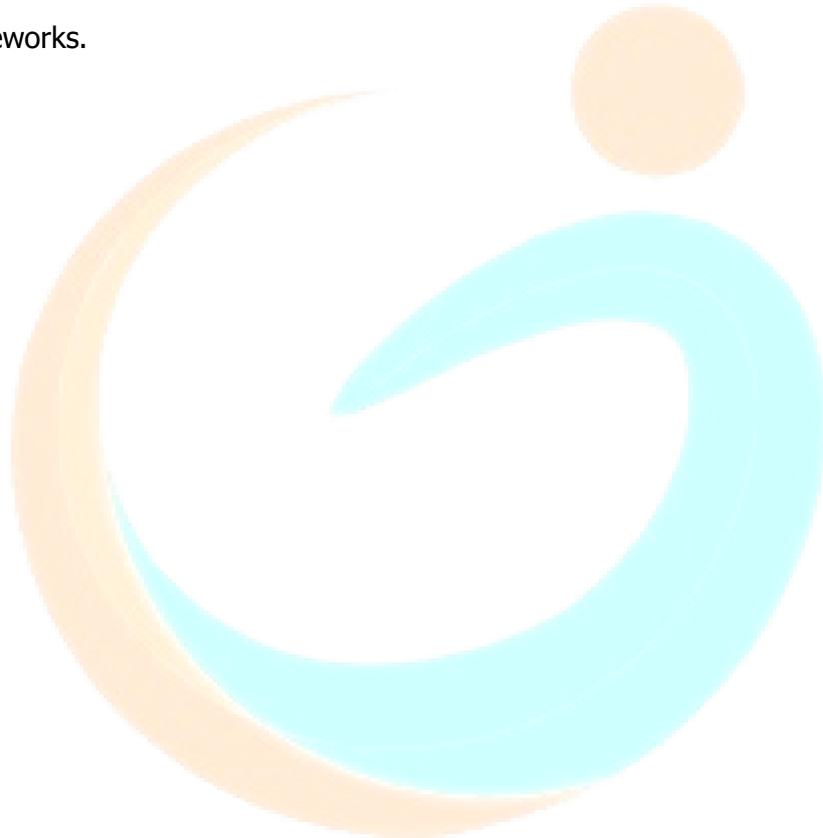
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Future researchers are encouraged to explore studies comparing long-term learning outcomes between home-based and online tutorials. Investigating the effectiveness of specific digital tools or behavior management strategies, as well as exploring tutors' experiences across different subjects, grade levels, and cultural contexts, is also recommended. These studies would provide valuable insights to inform evidence-based practices and enhance tutoring frameworks.



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