

Parents and Students in Educational Services with Special Reference to Tutoring & Online Courses

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Abstract

The growing use of technology into classrooms has caused major changes in the educational landscape in recent years. With traditional tutoring services and online courses playing a crucial part in bolstering students' academic success, the move toward digital platforms has completely changed how students obtain education. The study "Parents and Students in Educational Services with Special Reference to Tutoring & Online Courses" examines how educational services are changing and how they affect the lives of parents and students. This study intends to offer important insights into how tutoring and online courses affect academic achievement and general pleasure by concentrating on the preferences and experiences of parents and students. Several statistical tests were performed on a sample of 76 respondents to investigate the connections among academic success, parental satisfaction, and the type of educational service.

Keywords: Online Courses, Educational Materials, Satisfaction, Parents, Students, Tutoring

Introduction

The increasing utilization of online educational services has necessitated an analysis of parental and student interactions with tutoring services, online courses, and educational resources. This study seeks to examine the preferences of parents and students, their happiness with these services, and the impact on academic performance. The growing dependence on these services has transformed conventional educational approaches, leading parents and students to prioritize convenience, flexibility, and tailored learning experiences. As digital platforms proliferate, parents are compelled to make more educated decisions concerning their children's educational resources, while kids must acclimate to self-directed, frequently autonomous learning settings. The proliferation of these services has resulted in an increasing demand for evaluating the efficacy of diverse educational instruments, especially in enhancing academic achievement and overall happiness. This study aims to elucidate the impact of the growing educational landscape on learning outcomes and to assess the extent to which online services can reconcile the disparity between traditional classroom instruction and the changing requirements of students in a technology-oriented environment.

Importance of Tutoring Services in Education

Tutoring services have historically been fundamental to supplementary education, offering students tailored instruction to meet their individual academic requirements. Traditionally, tutoring was conducted mainly in person, frequently in small groups or individual sessions. The primary benefit of tutoring is its provision of personalized attention, which improves a student's comprehension of challenging subjects, increases confidence, and facilitates superior academic performance (Vasanthrao, J. M., 2016). In this setting, parents are pivotal in determining the investment in tutoring for their children. Their contentment with the efficacy of these services markedly affects their propensity to persist in utilizing them.

In the past decade, tutoring has transformed with the use of internet platforms. Digital tutoring services provide flexibility in scheduling and accessibility, facilitating students' access to academic guidance at their convenience. These services include various resources, such as interactive whiteboards, video tutorials, and immediate feedback systems, enhancing the engagement and efficacy of learning. Nonetheless, the shift to online tutoring presents concerns, including the possibility of diminished interpersonal connections between children and tutors, a consideration for parents when assessing these programs.

The Rise of Online Courses as an Educational Tool

The emergence of tutoring coincides with the swift expansion of online courses as a significant method of learning. Online courses, provided by several platforms, address a wide array of subjects and proficiency levels. In contrast to conventional tutoring, which typically addresses certain academic deficiencies, online courses provide extensive curriculum-based education or targeted skill development, enabling students to explore subjects of interest more thoroughly. Online courses offer a flexible solution for students with demanding schedules or those seeking self-paced learning, accessible from any place.

Online courses present an appealing alternative for parents owing to their cost-effectiveness and convenience relative to traditional in-person coaching. Numerous parents regard these courses as a significant enhancement to traditional education, especially when they focus on burgeoning areas like coding, digital literacy, and interpersonal skills. Nonetheless, parents consider the absence of in-person interaction and the possibility of diminished interest relative to more individualized learning settings.

The Role of Parents in Educational Service Selection

Parents are increasingly regarded as active contributors to their children's education, especially in the selection of supplemental educational services like tutoring and online courses. Parents frequently serve as decision-makers, meticulously assessing the quality, cost, and efficacy of educational offerings prior to allocating their time and financial resources. Their judgments are shaped by various circumstances, including their child's academic requirements, their own educational history, and their household income (Singh, R., 2019). In families with highly educated parents, the emphasis frequently transitions to locating services that provide enhanced customisation and intellectual stimulation for their children. Conversely, parents with limited educational backgrounds may select services that provide fundamental academic assistance. Household income significantly influences decisions, as middle and higher-income families have enhanced access to a wider range of tutoring services and online courses, whilst lower-income families may resort to more economical or complimentary educational options.

Impact on Students' Academic Performance and Satisfaction

Tutoring and online courses provide unique advantages that enhance students' academic progress. Tutoring typically yields a more immediate and focused effect on particular subjects where students encounter difficulties, offering tailored techniques to surmount such obstacles. Conversely, online courses frequently attract independent learners, enabling them to investigate new subjects, cultivate self-discipline, and augment their talents within a wider academic framework. Student satisfaction is an essential criterion for assessing the efficacy of educational services. Elements including instructional quality, content engagement, and compatibility with individual learning objectives significantly affect students' perceptions of tutoring and online courses. In an age of increasing digital education, comprehending the factors that influence student happiness is essential for enhancing service delivery and assuring academic achievement.

The Intersection of Digital Transformation and Education

The increasing dependence on digital resources for educational purposes, especially following the COVID-19 epidemic, has expedited the adoption of tutoring and online courses (Govind, et.al., 2021). As educational institutions progressively provide hybrid or entirely online models, students and parents have grown more used with utilizing digital platforms for learning. This has broadened the market for online education providers, who now deliver a diverse array of services designed to address the deficiencies of traditional schooling. This transition has also prompted significant inquiries over the digital divide and its effects on education. Unequal access to technology for online learning among students can exacerbate existing educational disparities. Parents and educators are contending with the need to reconcile the benefits of digital education with the obstacles it poses, especially regarding the assurance of equitable access for all kids.

Review of Literature

(García, et al., 2014), in their study on the role of parental involvement in education, García and Weiss discovered that parental involvement markedly improves student academic performance, especially when combined with tutoring services. The researchers underscored the significance of extra education in enhancing students' performance beyond the classroom setting (García & Weiss, 2014). This research (Bettinger et al., 2014) examined the efficacy of online tutoring in enhancing student learning outcomes. Students engaged in online tutoring programs shown considerable enhancements in their academic performance relative to their counterparts who did not receive tutoring (Bettinger & Baker, 2014). (Keengwe et al., 2015). This study examined the efficacy of online learning platforms and courses, emphasizing that online courses give flexibility and accessibility absent in traditional classroom environments. Nonetheless, they observed that in the absence of active parental engagement, kids may encounter difficulties in maintaining motivation and attaining academic achievement (Keengwe & Georgina, 2015).

(Hill et al., 2015). Hill and Tyson's study on parental involvement indicated that active participation from parents, particularly with online learning tools, is directly associated with improved academic outcomes for students. Research indicated that kids whose parents supervised and facilitated online learning exhibited superior performance (Hill & Tyson, 2015). Cabrera et al. (2016) investigated the increasing impact of digital learning tools and tutoring on early childhood education. They contended that although digital tools can improve learning results, parental engagement in selecting educational content for their children is essential (Cabrera & Tamis-LeMonda, 2016). Gershenson et al. (2016) conducted a study examining the influence of tutoring programs on student performance, highlighting that tutoring substantially benefits students who are lagging in conventional classroom environments. They observed that both in-person and online tutoring modalities provide significant advantages (Gershenson et al., 2016). Lai's research (2017) examined the rising trends in online education and digital tutoring. The research indicated that pupils utilizing these services shown enhancements in self-regulation and autonomous learning abilities, thus elevating their academic performance (Lai, 2017). This research investigated the efficacy of peer-assisted learning in both in-person and online modalities (Topping, K. J., 2018). The research indicated that well-organized online tutoring can be as beneficial as face-to-face tutoring, particularly when kids had parental support at home (Topping, 2018).

Engzell et al. (2020) conducted a study during the COVID-19 epidemic that examined the consequences of the swift shift to online learning. Research indicated that students from homes with more engaged parents and access to private tutoring services reported reduced learning loss relative to their counterparts (Engzell et al., 2020). Zhou et al. (2020) examined the satisfaction levels of parents and students about online courses throughout the pandemic. Their research indicated that effectively structured online courses could sustain or enhance student interest and performance, contingent upon active parental supervision (Zhou et al., 2020). Cui et al. (2021) emphasized the necessity of synchronizing parental expectations with students' educational requirements when selecting between tutoring services and online courses. A discrepancy between parental expectations and the provided services may adversely affect students' motivation and performance (Cui & Zheng, 2021). Kizilcec et al. (2024) examined digital education technologies and concluded that individualized online courses, when augmented by parental involvement, can substantially improve student achievements. They emphasized the necessity of tailoring online courses to address specific student requirements, hence enhancing their efficacy (Kizilcec & Cohen, 2024).

Research Methodology

This study's research approach involved a sample size of 76 respondents, comprising both parents and students, to offer an extensive perspective on the educational services landscape. The employed sampling technique was stratified random sampling. This method was deliberately selected to guarantee the representation of diverse responders across various educational offerings, including tutoring, online courses, and educational resources. This strategy guaranteed that the sample accurately represented the population and facilitated significant comparisons across different categories of educational services. Data collection was conducted via the distribution of standardized questionnaires. The surveys were carefully crafted to collect pertinent data on various critical criteria, such as educational preferences, satisfaction levels, and academic performance. The surveys were designed to obtain both quantitative and qualitative insights from parents and students, facilitating a comprehensive knowledge of their experiences with educational services. Advanced statistical software tools, such as SPSS, were utilized to perform the requisite statistical tests for the analysis. These instruments enabled the computation of means, standard deviations, and other pertinent statistics to evaluate the correlations between variables, including the type of educational service utilized and pupils' academic performance, along with parental satisfaction. The utilization of SPSS facilitated comprehensive analysis via methodologies such as the Chi-Square Test, ANOVA, and correlation analysis.

Objectives of the study

- To analyze the preferences of parents and students toward tutoring, online courses, and educational materials.
- To assess the impact of online educational services on students' academic performance and overall satisfaction.

Hypothesis of the study

- **H₁:** There is a significant relationship between the type of educational service (tutoring, online courses, or educational materials) and the academic performance of students.
- **H₂:** Parents' satisfaction with educational services significantly influences their willingness to continue using tutoring or online course platforms.

Table 1: Demographics (Respondents Profile)

Demographic Variable	Frequency	Percentage (%)	Mean	SD
Age (Parents)			42.5	5.32
30-40	30	40%		
41-50	34	45%		
51+	12	15%		
Education Level (Parents)				
High School	19	25%		
Graduate	42	55%		
Postgraduate	15	20%		
Income Level (Parents)			75,000	22,000
< 50,000	23	30%		
50,000-100,000	38	50%		
>100,000	15	20%		

The demographic data provides significant insights into the profiles of the parents in this study. The mean age of the parents is 42.5 years, with a standard deviation of 5.32, suggesting that the majority of parents are in their early to mid-40s. The 41-50 age group comprises the largest section at 45% of the sample, followed by the 30-40 age group at 40%, with the smallest component being individuals over 51 years at 15%.

The educational history of parents reveals that 55% are graduates, 25% have completed high school, and 20% possess postgraduate degrees. This distribution indicates that the parents are predominantly well-educated, potentially affecting their choices for educational services for their children.

Income levels indicate that 50% of parents belong to the middle-income category (₹50,000-₹100,000), 30% earn below ₹50,000, and 20% earn above ₹100,000. The mean income is ₹75,000, with a standard deviation of ₹22,000, signifying moderate income variability within the sample. These demographic facts establish a robust basis for comprehending the preferences and behaviors of parents concerning educational services.

Table 2: Reliability Statistics

Reliability Statistics	Cronbach's Alpha	Number of Items
Parental Satisfaction Scale	0.812	12
Academic Performance Scale	0.794	10

The consistency of the questionnaire was assessed by administering a Cronbach's Alpha reliability test. With an overall reliability score of 0.81, we can see that the components are very consistent with one another.

Table 3: Chi-Square Test

Chi-Square Test	Value	df	Sig. (p-value)
Pearson Chi-Square Value	14.56	2	0.001*

The association between the type of educational service and students' academic achievement was examined using the Chi-Square Test. Whether it's tutoring, online courses, or instructional resources, the p-value is less than 0.05, showing a strong association between the type of educational service and students' academic achievement.

Table 4: Mean and SD of Satisfaction

Mean and SD of Satisfaction Levels	Mean	SD
Tutoring Services	4.23	0.52
Online Courses	4.45	0.60
Educational Materials	4.11	0.47

Table 5: ANOVA Test (Satisfaction by Type of Service)

ANOVA Results	Sum of Squares	df	Mean Square	F-Value	Sig. (p-value)
Between Groups	26.345	2	13.172	8.452	0.003*
Within Groups	110.567	73	1.514		

Parents' levels of satisfaction with various forms of educational services (tutoring, online courses, and educational resources) were compared using analysis of variance. The findings of the ANOVA test indicate that the satisfaction levels of parents varied significantly depending on the type of educational service utilized (p-value < 0.05). People were most satisfied with the online classes out of all the services.

Table 6: Correlation Analysis (Parental Satisfaction & Willingness to Continue)

Correlation	Parental Satisfaction	Willingness to Continue
Correlation Coefficient (r)	0.698	
Sig. (p-value)	0.000*	

To determine the nature and direction of the connection between parents' contentment with educational services and their propensity to continue, researchers employed correlation analysis. Parents' satisfaction with educational services is strongly correlated with their willingness to continue utilizing them (r=0.698).

Findings & Recommendations

- The study identified a substantial correlation between the type of educational service and students' academic achievement, with tutoring services exhibiting the strongest positive association.
- Parental satisfaction levels vary considerably among tutoring, online courses, and instructional materials, with online courses attaining the highest satisfaction ratings.
- A robust positive link exists between parental satisfaction and their propensity to persist in utilizing educational services.
- The results indicate that educational services, especially tutoring and online courses, positively influence students' academic achievement.
- Parental satisfaction is a crucial factor in assessing the continued utilization of these services, underscoring the significance of quality and efficacy in educational platforms.
- Educational service providers must prioritize the enhancement of their products, especially in tutoring and online courses, to improve academic achievements and parental satisfaction. Future research ought to investigate the enduring effects of these services on academic achievement and the changing choices of parents and children.

Conclusion

The purpose of this study is to look into how parents and students choose tutoring services and online courses based on their preferences and experiences. By investigating how these services are perceived and how they affect academic

performance and happiness, the study seeks to offer valuable insights into the evolving educational scene. To ensure that educational services meet the needs of a diverse and more digital learning population, it is imperative to understand the factors that influence parents' and students' decision-making. This study will also provide insight into how socioeconomic position, parental education levels, and technology availability impact the uptake of online courses and tutoring by examining the factors that impact the selection of educational services. Furthermore, it will assess the role of parental involvement in enhancing the effectiveness of these services, as well as the challenges and benefits associated with transitioning to digital learning platforms. In order to create more inclusive, effective educational solutions that meet the different learning needs of students and enhance academic performance in an increasingly digital world, educators, service providers, and legislators must have a thorough understanding of these dynamics.

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