

Perceptions of the Social, Mental, and Emotional Benefits of Tutorial: Action Plan for a Remediation Program

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Abstract— This study examined how parents and guardians perceived the social, mental, and emotional benefits of tutorial programs for their children, beyond the expected academic improvement. With a growing number of students engaging in tutoring, it is essential to understand the non-academic impacts of these sessions, including enhancement in social skills, stress management, self-confidence, and overall emotional well-being. The study's findings provided valuable insights into creating a remediation framework for tutorial programs that address both academic and personal development. This study explored parents' and tutees perceptions of the social, mental, and emotional benefits of tutorial programs for their children. While programs the primary purpose of tutorials is often academic improvement, recent studies (e.g., Baker et al., 2010; Cheung & Slavin, 2012) suggest additional non-academic benefits, such as improved social skills, reduced academic stress, and enhanced emotional resilience. Using a mixed-methods approach of surveys and interviews with parents, this research examined these perceptions and presented a framework for remediation programs. The findings contribute to designing holistic tutorials programs that address students' academic and personal development needs.

Keywords— Emotional Well-being, Mental Health, Non-Academic Development, Parental Perceptions, Remediation Framework, Social Benefits, Tutorial Programs.

I. INTRODUCTION

The increasing popularity of tutorial programs reflects parents' desire for academic improvements as well as social, mental, and emotional development for their children. Tutoring is an effective strategy that fosters learning in inclusive and collaborative environments (AbdulRaheem, Yusuf & Odutayo, 2017; Alzahrani & Leko, 2018). It is known as a dyadic and social learning process between tutees and tutors in which interpersonal relationships grow.

Tutorials, with their one-on-one or small-group structures, often offer a nurturing environment where children can thrive. This study focuses on parents' views of these benefits and aims to create a framework that integrates these findings into programs. (Ruth, 2009) students face many challenges related to academics, they still must cope with many social and emotional issues that come alongside being a teenager like fitting in, peer pressure, social media, friendships, responsibilities, and coming to know who they are.

However recent studies indicate that tutorials also support students' social, mental, and emotional development (Baker et al., 2010; Cheung & Slavin, 2012). This shift in focus from purely academic outcomes to holistic development highlights the need for

a comprehensive framework in tutorial programs, especially for students who struggle within traditional classroom settings. Exploring students' obstacles might be an effective way to detect those who need help (Ishikura, 2015). Identifying students' learning difficulties might allow teachers to understand how to support learners. Vygotsky's (1978) social development theory and his concept of the Zone of Proximal Development emphasize the value of guided learning, where students are encouraged to expand their knowledge and social skills under mentorship.

Statement of the Problem

This study aimed to determine the benefits received by children attending tutorial class as perceived by the parents as different tutorial centers at the town of Barotac Viejo.

Specifically, this study sought to answer the following questions:

1. What are the social, mental and emotional benefits received by tutees attending tutorial class as perceived by their parents?
2. What action plan for a remediation program can be made on the findings of the study?

II. METHODS

Research Design

These researchers employed the descriptive survey method among tutorial centers in the town of Barotac Viejo. A questionnaire was used to collect data at the start and end of the study. (Creswell & Poth, 2018). Study was used to investigate and understand perceptions of a group of teachers surrounding the phenomena of social emotional learning support in the classroom.

Participants

The study included 15 parents and learners of elementary and 15 middle school students with a total of 30 respondents who participate in or have previously participated in tutorial programs.

A purposive sampling strategy ensures representation from various demographic backgrounds to capture diverse parental perspectives.

Data Gathering Procedures

After the permission was granted from the owner or proprietor of the tutorial centers, questionnaires were personally distributed to the parents of the tutees. The questionnaire checklist was then retrieved and the results analyzed and interpreted.

Data Analysis

The data gathered were subject to the following statistical treatment: frequency count and percentage.

The frequency count will determine the number of respondents that checked “yes” and checked “no” in the questionnaire. The percentage determined the percent of respondents that belongs to the “yes” and “no” answer.

Theoretical Framework

Vygotsky’s Social Development Theory

Learning is a social process, and cognitive development is heavily influenced by interactions with more knowledgeable others. His concept of the Zone of Proximal Development (ZPD) emphasizes that students achieve higher levels of development through guided learning. Tutorials can serve as a form of this “scaffolding”, where tutors not only support academic achievement but also help students develop social and emotional skills.

Maslow’s Hierarchy of Needs

Maslow’s (1943) hierarchy asserts that human beings have a range of needs, starting from basic physiological needs to higher-order needs like self-actualization. Tutorials can address students’ needs for belonging, esteem, and self-actualization, which are crucial for their social, mental, and emotional development. By providing a supportive environment, tutorials help students feel valued and respected, thereby fostering self-confidence and resilience.

Bronfenbrenner’s Ecological Systems Theory

Bronfenbrenner (1979) emphasizes that a child’s development is influenced by multiple environmental systems, including family, school, and peer interactions. Tutorials can serve as a supportive microsystem where students receive personalized guidance, which can positively affect their social, emotional, and mental development.

Conceptual Framework

This shows the relationship between independent variables of the study which parents and tutees and dependent variables of the study which are social, mental and emotional.

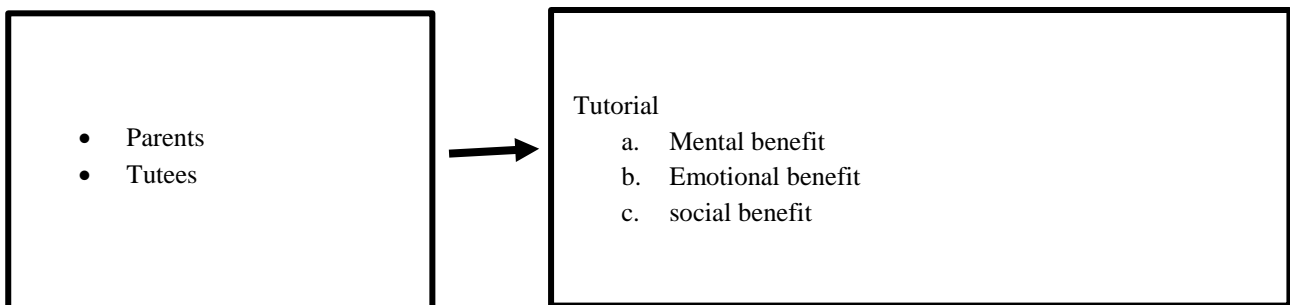


Figure 1. The diagram shows the independent and dependent variables of the study.

III. RESULTS AND DISCUSSION

Social benefits received by children attending tutorial classes as perceived by the respondents.

Table 1 shows the social benefits received by children attending tutorial class as perceived by the respondents. The result revealed that the social benefits received by children attending tutorial class as perceived by 30 respondents are; a. the child gains confidence in dealing with other people, f= 27, %= 90, b. the child gains new friends, f= 30, %= 100, c. the child acquires good socialization skills, f= 28, %= 93.3, d. the child builds

better relationships with his/her friends, f= 28, %= 93.3, e. the child understands diversity, f= 21, %= 70, f. the child acknowledges and respects someone’s opinion, f= 28, %= 93.3, g. the tutorial prepares the child to become a productive citizen of society, f= 29, %= 96.7, h. the child learns better when interacting with other people, f= 29, %=96.7, i. the child learns to adjust with other people, f= 27, %= 90, j. the child builds his/her leadership skills, f= 21, %= 70. The results show that the tutorial is a big help in the social aspect of a child specifically, in gaining new friends.

Table 1. Social benefits received by children attending tutorial classes as perceived by the respondents.

Social Benefits	Yes		No	
	f	%	f	%
1. Does tutorial help your child gain confidence in dealing with other people?	27	90.0	3	10.0
2. Does tutorial help your child gain new friends?	30	100	0	0
3. Does tutorial help your child acquire good socialization skills?	28	93.3	2	6.7
4. Does tutorial help your child build better relationships with his/her friends?	28	93.3	2	6.7
5. Does tutorial encourage your child to understand diversity?	21	70.0	9	30.0
6. Does tutorial teach your child to acknowledge and respect someone’s opinion?	28	93.3	2	6.7
7. Does tutorial prepare your child to become a productive citizen of the society?	29	96.7	1	3.3
8. Does tutorial teach your child that learning is better when interacting with other people?	29	96.7	1	3.3
9. Does tutorial help your child learn to adjust with other people?	27	90.0	3	10.0
10. Does tutorial help your child build his/her leadership skills?	21	70.0	9	30.0

According to, Jenkinson & Benson, 2016; Kalpazidou Schmidt & Faber, 2016). Participants shared interpretations related to their personal satisfaction as tutors as well as the tutorials' positive support for the tutees' learning process. The recurring expressions of tutors' satisfaction when teaching others, as indicated in Table 1 at the end of the present article, evidence their gratitude for being valued among their peers

Mental benefits received by children attending tutorial class as perceived by the respondents.

Table 2 shows the mental benefits received by children attending tutorial class as perceived by the respondents. The result revealed the mental benefits received by children attending tutorial class as perceived by 30

respondents are; a. improved the grades of the child, f= 30, %= 100, b. the child understands clearly the subject matter, f= 28, %= 93.3, c. enhances child’s communication skills, f= 26, %= 86.7, d. strengthens child’s comprehension, f= 25, %= 83.3, e. encourages child’s freedom in asking questions, f= 28, %= 93.3, f. helps the child with the subject wherein he/she has difficulty, f= 30, %= 100, g. helps the child focus on learning, f= 30, %= 100, h. helps child exercise his/her thinking skills, f= 29, %= 96.7, i. enhances child’s critical thinking, f= 26, %= 86.7, j. helps the child to become more skillful in doing his/her school works, f= 25, %= 83.3. The result shows that tutorial plays an essential role in the academic improvement and achievement of a child.

Table 2. Mental benefits received by children attending tutorial class as perceived by the respondents.

Mental Benefits	Yes		No	
	f	%	f	%
1. Does tutorial improve the grades of your child?	30	100	0	0
2. Does tutorial help your child understand more clearly the subject matter?	28	93.3	2	6.7
3. Does tutorial enhance your child’s communication skill?	26	86.7	4	13.3
4. Does tutorial strengthen your child’s comprehension?	25	83.3	6	16.7

5. Does tutorial encourage your child to have freedom in asking questions?	28	93.3	2	6.7
6. Does tutorial help your child with the subject wherein he/she has difficulty?	30	100	0	0
7. Does tutorial help your child to be more focused on learning?	30	100	0	0
8. Does tutorial help your child exercise his/her thinking skills?	29	96.7	1	3.3
9. Does tutorial enhance your child's critical thinking?	26	86.7	4	13.3
10. Does tutorial help your child to become more skillful in doing his/her schoolworks?	25	83.3	5	16.7

Based on; Burgess, Dornan, Clarke, Menezes & Mellis, 2016; Tinto, 1997) Tutees perceived an inclusive and supportive environment, which enhanced their learning abilities, their academic performance, their grades, and self-confidence

Emotional benefits received by children attending tutorial classes as perceived by the respondents.

Table 3 shows the emotional benefits received by children attending tutorial class as perceived by the respondents. The result revealed the emotional benefits received by children attending tutorial class perceived by 30 respondents are; a. help your child appreciate the importance of education, f= 30, %= 100, b. helps the child appreciate parent's efforts just to give him/her quality education, f= 30, %=100, c. encourages the child to love learning, f= 30, %= 100, d. motivates the child

to achieve success, f= 29, %= 96.7, e. helps the child acquire confidence during examinations and quizzes, f= 30, %= 100, f. gives the child the excitement to go to school because he/she is already prepared for upcoming lessons, f= 29, %= 96.7, g. the child feels happy when he/she is in tutorial session, f= 29, %= 96.7, h. gives a strong feeling that he/she could have high grades after his/her tutorial session, f= 29, %= 96.7, i. makes the child feel easy and comfortable when he/she is with the tutor, f= 29, %= 96.7, j. the child feel confident to ask questions he/she don't know to his/her tutor, f= 29, %= 96.7.

The result shows that tutorial has a great impact in the emotional aspect of a child specifically, in developing their love to learning and education.

Table 3. Emotional benefits received by children attending tutorial classes as perceived by the respondents.

Emotional Benefits	Yes		No	
	f	%	f	%
1. Does tutorial help your child appreciate the importance of education?	30	100	0	0
2. Does tutorial help your child appreciate your efforts just to give his/her quality education?	30	100	0	0
3. Does tutorial encourage your child to love learning?	30	100	0	0
4. Does tutorial motivate your child to achieve success?	29	96.7	1	3.3
5. Does tutorial help your child acquire confidence during examinations and quizzes?	30	100	0	0
6. Does tutorial give your child the excitement to go to school because he/she is already prepared for the up-coming lesson?	29	96.7	1	3.3
7. Does your child feel happy when he/she is in a tutorial session?	29	96.7	1	3.3
8. Does tutorial give your child a strong feeling that he/she could have a high grade after his/her tutorial session?	29	96.7	1	3.3
9. Does studying make your child feel easy and comfortable when he/she is with a tutor?	29	96.7	1	3.3
10. Does your child feel confident asking questions he/she don't know to his/her tutor?	29	96.7	1	3.3

Similar with the study of Schaffer, Wile & Griggs, 1990) Finally, a sense of academic accomplishment flourished, they started to believe in themselves, and their levels of motivation and commitment to learning increased.

IV. CONCLUSION

This study aimed to determine the benefits received by children attending tutorial class as perceived by the

parents at different tutorial centers at Barotac Viejo, Iloilo. Reading is an important skill that pervades people's daily activities. It plays a vital role in developing a learner in all learning areas as to become English proficient. When one rides or drives towards school or work, he/she encounters traffic signs and directions, which one needs to read. In their educational activities, pupils constantly take courses over books,

notes, and writings on the blackboard, computers, laptop and other forms of reading materials. Reading has become as unescapable task in the society. Speaking aside from reading is a skill that must be developed as early as elementary years. It is an essential tool for socialization and achieving independence. Reading

intervention is one of the means to help and assist our learner, especially the slow readers. This reading intervention is in the form of tutorial program- (Tutor - Tutee). On the first phase of this tutorial program is the selection, the second phase is the implementation, the final phase is the final evaluation.

Action plan for remediation program

Activities	Objectives	Timeline	Budgetary Requirements	Persons Involved
<p>* Selection and classification of pupils through Tutor-Tutee Program</p> <p>* Giving Pre-Test</p>	<p>1. To provide pre-oral reading and comprehension test</p> <p>2. To assess the reading level of pupils through pre-test</p>	November to December 2025	Php 2,000	Tutor Parents Tutees
<p>Tutors assist their tutees the following activities:</p> <p>*Spelling of CVC words, long a/e sounds, high frequency and words with silent letters</p>	To enhance pupils' ability to spell	January to February 2025	Php 3,000	Tutors Tutees Parents
<p>Tutors assist their tutees on oral reading activities through</p> <p>*Reading of phrases, short sentences</p>	To develop pupils' ability to speak fluently and speed in reading	February to March 2025	Php 3,000	Tutors Tutees Parents
<p>Tutors engage in giving such activity like</p> <p>*Reading of short stories</p>	Harness their comprehension skills	March to April 2025	Php 3,000	Tutors Tutees Parents

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