

NEEDS AND PREFERENCES ON TUTORIAL SERVICES AMONG THIRD AND FOURTH  
YEAR STUDENTS OF SELECTED SECONDARY SCHOOLS IN ILOILO CITY

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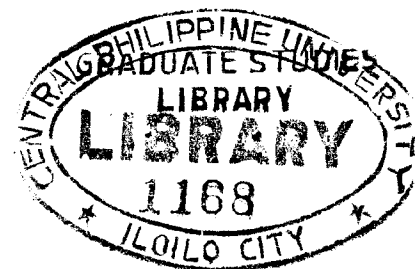
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## ABSTRACT

“Needs and Preferences on Tutorial Services Among Third and Fourth Year Students  
of Selected Secondary Schools in Iloilo City”

This descriptive study aims to determine the needs and preferences for tutorial services among third and fourth year students of selected private secondary schools in Iloilo City. A sample of 265 students from the 3<sup>rd</sup> and 4<sup>th</sup> year from three selected reputable secondary schools registered and recognized by the Department of Education (DepEd), Iloilo City Division were used in the study.

The study revealed that there were sixty-four students or nearly one-fourth of the respondents who would like to avail of tutorial services. There were fifty-one students or nearly four-fifths (79.69 percent) who currently have tutor but, who are still willing to change or transfer to another tutorial service provider. It is necessary for business to determine preferences of students and develop attractive strategies to entice possible market for those students who are planning to change tutors. Among the respondents, there were 76 (37.81 percent) students who don't have a tutor and are willing to avail of tutorial services who want to avail. They may not be the majority, but they are potential business clients for tutorial services. These implies that: 1) There is sustaining need for the for the 64 students who are currently availing of tutorial services, 2) attraction for those who wants to transfer, 3) business prospects for the 76 who want to avail of the tutorial services.

The subjects which most students find difficulties are Math and Science-related. Nearly three-fourths (71 percent) want to avail of tutorial services in order to get higher grades, more than 10 percent (12.02 percent) because of other reasons and nearly 10 percent (8.68 percent) to avoid bad influence or bad circle of friends. Nearly two-fifths (36.58 percent) of the students don't want to avail of tutorial services because of no budget or their parents can't afford to pay for tutorial services, followed by more than thirty percent (32.93 percent) don't need a tutor and the rest 30.49 percent have other reasons. Nearly one-fourth (24.15 percent) of the students presently have tutors. Nearly four-fifths (79.69 percent) of the students would like to transfer to a new tutorial services. Nearly two-fifths (37.81 percent) of the students who presently don't have a tutor but willing to avail of tutorial services.

Students prefer to study with younger tutors aging below 35 years old, who can understand and relate to their youthfulness. Students prefer female tutors than male tutors might be of their motherly, kind, and nurturing approaches which they find more comfortable. Parents in varying income levels can afford to pay for tutorial fees of their children as long as they want it. Most students want to study with tutors at a maximum of two hours daily so as not to make them bored with the subject area and give them time to pursue other worthwhile activities. English is still a dynamic language mostly preferred in tutorial services even though they have dialect in local areas where students are residing. Most of the students want to avail of tutorial services from 6:00 P.M. – 9:00 P.M. or after their classes from their respective schools. Nearly two-fifths (38.11 percent) of the respondents wanted to have a tutor.

As to variation of preferences as to the gender of students, the study revealed that as to type of tutorial services, male students preferred face to face tutorial services followed by home tutorial services while female students preferred home tutorial, followed by face to face. On-line services do not attract both gender. Both gender preferred to have female tutors. Both gender preferred to have younger tutors. The preferred frequency of tutorial services by female respondents was twice a week, followed by thrice a week or more, and the least preferred was every day. Both gender preferred evening schedule for tutorial services, followed by afternoon schedule and the least preferred is morning schedule. Both gender, preferred English as their medium of instruction during their tutorial services and closely followed by either Tagalog-English or Hiligaynon and the least preferred was Filipino. Both sexes again have the same preference as to the number of hours to spend with the tutors which is two hours.

As to variation of preferences when grouped according to age of students, the study revealed that regardless of age of the respondents, the most preferred is home service, followed by face to face tutorial services. Regardless of the age of students, majority preferred female tutors. Regardless of the age of student, majority preferred to study with younger tutors while those aging from 17 years old preferred to study with older tutors. Regardless of age, most students do not want to study with a tutor every day. The preference is twice a week and thrice a week. Majority of the student regardless of age prefer to study with tutor during night time followed by the afternoon schedules because most of the secondary students have their classes in the

morning until afternoon and so their available time to study with a tutor is only after their classes. English is the most preferred language for medium of instruction of students regardless of their age. The preference of those students belonging to age 15 and above in terms of number of hours with the tutor is one to two hours, while those students belonging to age bracket 14, their preference is three hours or more.

As to the variation of preferences of students when grouped according to their home location, the study showed that respondents living within the city and outside, preferred first home service and followed by face to face service. Students living outside the city highly favored male tutors, while students living within the city preferred female tutors. Both respondents living outside and inside the city preferred to have younger tutors. Both groups preferred to avail of tutorial services twice a week, followed by thrice a week, with every day as the least favored. Highly preferred time by both groups is evening schedule. Both groups highly preferred English as a medium of instruction and followed by Tagalog-English with Filipino as the least preferred. Both groups regardless of home location have highly preferred one to two hours number of hours for tutorial services.

As to variation of preference of students when grouped according to the income bracket of parents, all groups preferred home service, followed by face to face. Regardless of the income bracket of parents, students preferred female tutors because they might be more understanding, patient and nurturing to their students. Younger tutors aging below 35 years old were more preferred by the students. Regardless of income bracket, students preferred to have tutorial services for twice a

week, followed by thrice a week and the least preferred was every day. Regardless of the income bracket of the parents of the students, most students preferred to study with tutors during night time. Most number of students whose parent's earning falls on the brackets less than P20,000 to P50,000 preferred English as medium of instructions, while those students falling under the highest bracket preferred Tagalog-English as the medium of instructions. Regardless of the income bracket of the parents, the most preferred number of hours to study with tutors is two hours while those belonging to the lowest income group preferred more than three or more hours with the tutors.