



Evaluating the Benefits of Home Tuition and Parental Satisfaction: A Case Study of The Swami Academy

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ABSTRACT :

Home tuition has expanded rapidly in India as families seek personalized academic support beyond formal schooling. This case study examines service quality, satisfaction, and perceived benefits at The Swami Academy using feedback from 48 respondents (41 parents, 4 students, and 3 others). On a 1–5 scale, mean ratings ranged from 3.35 (Improvement in Child's Performance) to 4.08 (Tutor's Behaviour & Communication). Interpersonal items drew the strongest endorsement (75% positive ratings of 4 or 5), whereas outcome-related items were rated more moderately, and fewer than half of respondents (48%) rated performance improvement positively. The 95% confidence intervals for all item means lay above the scale midpoint, although the interval for performance improvement only just excluded it, and the intervals for the highest- and lowest-rated items did not overlap. Because only item-level distributions were available, the study describes ratings; it cannot test associations among items or support causal claims. Results are interpreted against Indian meta-analytic evidence of small positive achievement effects.

Keywords: home tuition, parental satisfaction, service quality, shadow education, private tutoring, India, case study

Introduction

Private supplementary tutoring, widely termed shadow education because it mimics and operates alongside formal schooling (Stevenson & Baker, 1992; Bray, 2003), is a prominent feature of Indian education. National surveys indicate that approximately 37% of higher-secondary students have taken private coaching (National Statistical Office, 2017–18, as cited in Misra & Trivedi, 2026). The sector continues to expand despite regulatory attention under the Right to Education Act and subsequent guidelines (Misra & Trivedi, 2026).

Within this sector, home-tuition providers need evidence that their services satisfy families and benefit children. This study examines tutor service quality, satisfaction, and perceived benefits at one home-tuition provider, The Swami Academy, using the academy's own feedback-form data. The remainder of the paper reviews the relevant literature, states the research problem, objectives, questions, and hypotheses, describes the methodology, presents the results, and discusses their implications and limitations.

Literature Review

Evidence on academic effects remains mixed and modest. A recent meta-analysis of seven Indian studies (15 data sets; combined $n = 7,961$ secondary students) reported a small positive combined effect size of 0.24 (Hedges' g ; 95% CI 0.16–0.32) (Misra & Trivedi, 2026). The authors conclude that private tuition may offer a modest benefit but that its overall contribution to scholastic gains is limited. International evidence is more favourable under some conditions: a meta-analysis of 22 experimental studies reported medium effects (approximately 0.42–0.67), although these were moderated by background variables (Zhang & Liu, 2022). A longitudinal study of Chinese middle-school students, which also examined the quality, quantity, and applicability of tutoring, found no considerable positive effect of regular private tutoring on mathematics achievement (Zhang et al., 2021).

Organizational and temporal features of tutoring provision also matter for how families experience it. Using ethnographic data from Dehradun, India, Gupta (2022) conceptualizes a “shadow education timescape” comprising mapping onto school structures, temporal advantage over formal schools, diversity of support across the academic year, and adaptability to changing school practices. These arrangements allow tutoring businesses to secure space alongside, rather than in place of, formal institutions. Parental investment in tutoring is also related to parents' own school experiences, as shown for German families (Enrich, 2024).

Several service-quality dimensions have been linked to satisfaction with tutoring. A systematic review of 31 studies identified teaching quality, teacher–student relationships, personalized service, and parental involvement among the main influences on satisfaction (Shi et al., 2025). Hong Kong students, for example, perceived private tutors as more effective than school teachers in providing examination support, with perceptions varying by academic level and motive (Zhan et al., 2013). Parents are likely to value relationships, concept clarity, and perceived progress, yet process satisfaction and measurable outcomes may diverge. Cross-sectional surveys can describe ratings and, given respondent-level data, estimate associations among

service quality, satisfaction, trust, and continued engagement, but they cannot establish causation. The present case study contributes to this literature by examining item-level tutor ratings from a single Indian home-tuition academy.

Research Problem

Maintaining high parental satisfaction while demonstrating tangible academic improvement remains a central challenge for home-tuition providers. Parents invest considerable resources and expect both strong interpersonal support and observable gains in performance, confidence, and homework completion. When process quality is rated highly while outcome measures lag, retention and referral may suffer. The Swami Academy therefore needs to know which tutor attributes are rated most and least favourably and where service delivery requires strengthening, particularly given evidence that the average achievement effects of private tutoring in India are modest (Misra & Trivedi, 2026).

Research Objectives

- To evaluate the quality of home-tuition service at The Swami Academy across interpersonal, instructional, and outcome-related dimensions.
- To examine levels of parental satisfaction and perceived benefits (academic improvement, confidence, motivation, and homework support).
- To assess indicators of continued engagement, including willingness to recommend the academy and overall learning experience ratings.

Research Questions

- How do parents and students rate tutor service quality across behavioural, instructional, and outcome dimensions?
- Which service aspects are most strongly associated with higher overall satisfaction and recommendation intentions?
- To what extent do current ratings support continued parental engagement with the academy?

Conceptual Framework

Drawing on service-quality and parental-satisfaction literature, the framework proposes that tutor competence, reliability (punctuality), responsiveness (doubt-solving and concept clarity), and personalization (behaviour and support) influence perceived benefits (performance improvement, confidence, homework completion). These perceptions in turn shape overall satisfaction and trust, which support continued engagement (indicated here by recommendation intentions). Parents' cost-benefit considerations and, as Entrich (2024) suggests for German families, their own prior school experiences may further condition investment decisions. The framework is used here to organize the survey items. Because the data were collected at a single time point and only item-level distributions were available, the study does not test the proposed pathways.

Research Methodology

A quantitative case-study design was employed. Data were obtained from The Swami Academy's existing "about Tutor" feedback form ($n = 48$: 41 parents, 4 students, 3 other respondents). Respondents rated 13 items on a 5-point Likert-type scale (1 = lowest, 5 = best): behaviour and communication, friendliness and support, punctuality and regularity, overall tutor rating, doubt solving, concept clarity and explanation, teaching quality, recommendation to other parents, how well the tutor explains concepts, overall learning experience, motivation and confidence boost, practice, homework and revision, and improvement in the child's performance. Descriptive statistics, standard deviations, 95% confidence intervals for means, and the percentages of positive (ratings 4–5) and negative (ratings 1–2) responses were computed, and one-sample proportion tests examined whether the share of positive ratings differed from 50%.

Individual-level responses were not available. Item-level frequency distributions were therefore reconstructed from the percentage labels in Figure 1 and the reported item means, assuming $n = 48$ for every item. The resulting integer counts reproduced all 13 reported means to two decimal places and agreed with all 50 segment labels shown in the figure; they were used to calculate standard deviations, confidence intervals (t distribution, $df = 47$), and proportions. This approach yields usable estimates while remaining transparent about its limits: it recovers the distribution of each item but not the joint distribution of responses across items. The primary analytic focus was therefore descriptive and comparative, not inferential modelling of latent constructs.

Variable Measurement and Hypotheses

Service quality was operationalized through items on tutor behaviour, friendliness, punctuality, teaching quality, concept clarity and explanation, and doubt-solving. Perceived benefits were captured by motivation/confidence, practice/homework, and improvement in performance. Satisfaction and engagement were reflected in the overall tutor rating, the overall learning experience, and recommendation to other parents. In the hypotheses below, interpersonal items are behaviour & communication and friendliness & support, and outcome-related items are the three perceived-benefit items.

- **H1:** Interpersonal service-quality items will receive significantly higher mean ratings than outcome-related items.
- **H2:** The proportion of positive ratings (4 or 5) will significantly exceed 50% for the majority of service-quality items.
- **H3:** Higher ratings on behavioural and communication dimensions will co-occur with higher overall satisfaction and recommendation scores.

Data Analysis

Analyses followed the quantitative protocol outlined above. Means, percentage distributions, standard deviations, and confidence intervals were calculated from the reconstructed frequency distributions, and items were ranked by mean score to identify relative strengths and weaknesses. Non-overlapping confidence intervals were used as a rough indication of differences between item means, and one-sample z-tests against 50% were used for the proportion of positive ratings; the latter were not adjusted for multiple comparisons unless stated. Because respondent-level data were not available, associations among items (H3) could not be estimated. Individual-level data simulated from the observed percentage distributions cannot provide independent evidence and were not used for inference, so all inferences rest on the aggregate results in Tables 1 and 2 and Figure 1.

Table 1 presents means, 95% confidence intervals, and positive response shares for eight selected items. Table 2 ranks all 13 aspects by mean rating and gives their positive and negative response shares.

Table 1. Mean Ratings, Approximate 95% Confidence Intervals, and Percentage Positive (Selected Items)

Aspect	Mean	95% CI	% Positive (4–5)
Behaviour & Communication	4.08	3.72–4.44	75%
Friendliness & Support	4.02	3.66–4.38	75%
Punctuality & Regularity	3.88	3.50–4.25	65%
Tutor overall rating	3.88	3.54–4.21	71%
Teaching Quality	3.83	3.48–4.18	69%
Recommendation to Others	3.79	3.40–4.18	73%
Overall Learning Experience	3.71	3.32–4.10	69%
Improvement in Performance	3.35	3.00–3.71	48%

Table 2. Ranking of Aspects by Mean Rating with Positive and Negative Response Shares

Rank	Aspect	Mean	% Positive	% Negative
1	Behaviour & Communication	4.08	75%	10%
2	Friendliness & Support	4.02	75%	15%
3	Punctuality & Regularity	3.88	65%	17%
4	Tutor overall rating	3.88	71%	15%
5	Doubt Solving by Tutor	3.85	69%	17%
6	Concept Clarity & Explanation	3.85	69%	17%
7	Teaching Quality	3.83	69%	19%
8	Recommendation to Others	3.79	73%	19%
9	How well tutor explains concepts	3.73	69%	21%
10	Overall Learning Experience	3.71	69%	19%
11	Motivation & Confidence Boost	3.65	58%	21%
12	Practice, Homework & Revision	3.62	56%	23%
13	Improvement in Performance	3.35	48%	21%

Note. Negative = ratings 1–2; Positive = ratings 4–5. Percentages were calculated from the reconstructed frequency counts ($n = 48$) and rounded to whole numbers; neutral ratings (3) account for the remainder. Items with identical means (Punctuality & Regularity and Tutor overall rating; Doubt Solving and Concept Clarity) appear in the order shown in Figure 1. Source: Academy feedback form.

Figure 1 shows the response distributions for all 13 items as a diverging stacked bar chart. Bars to the left of zero represent ratings of 1–2 (negative), the grey segment centred on zero represents rating 3 (neutral), and bars to the right represent ratings of 4–5 (positive); item means are shown on the right. The figure is consistent with Tables 1 and 2: Behaviour & Communication and Friendliness & Support have the longest positive segments, whereas Improvement in Child's Performance has the shortest positive segment and the largest neutral share (31%).

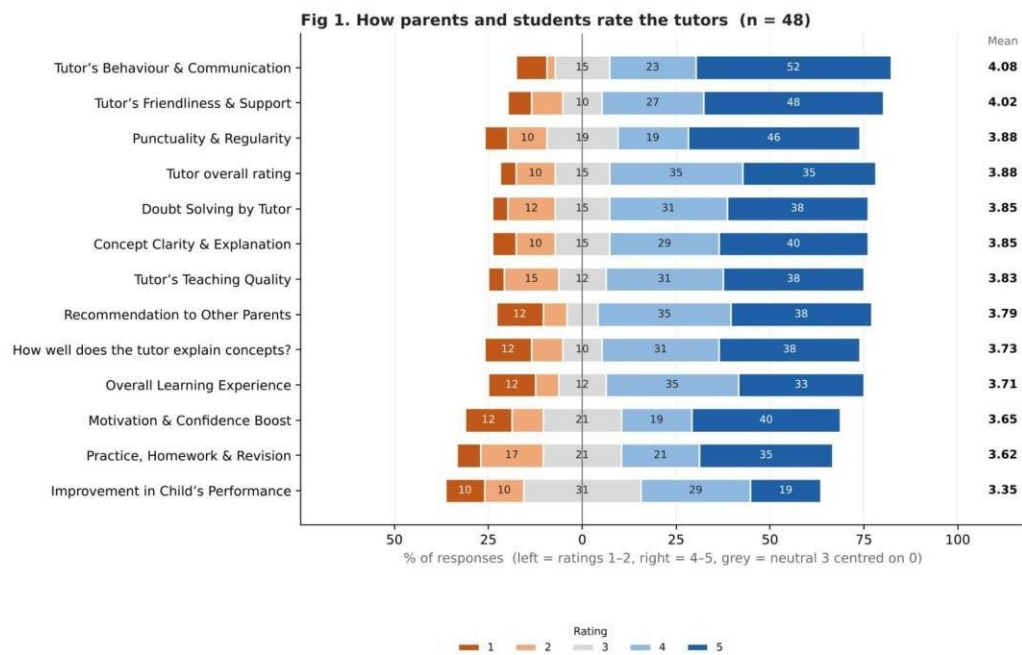


Figure 1. How parents and students rate the tutors (n = 48).

Results

Tables 1 and 2 and Figure 1 (see Data Analysis) show a gradient from strong interpersonal ratings to more moderate outcome-related ratings. Mean ratings ranged from 3.35 to 4.08, with an overall average of approximately 3.79 across the 13 items. The highest-rated aspects were Tutor's Behaviour & Communication ($M = 4.08$) and Tutor's Friendliness & Support ($M = 4.02$), and the lowest-rated item was Improvement in Child's Performance ($M = 3.35$). Standard deviations ranged from 1.14 to

1.41. The 95% confidence intervals for twelve item means lay well above the scale midpoint of 3.0, whereas the interval for Improvement in Child's Performance (3.00–3.71) only just excluded it ($t(47)$

$= 2.03$, $p = .049$). The interval for the top-rated item (3.72–4.44) did not overlap with that of the lowest-rated item, although the margin was narrow, which supports H1 for that contrast. The differences between the two interpersonal items and the Motivation and Practice items were smaller (0.38–0.46 points), and an approximate independent-samples comparison did not separate them ($p =$

.08–.17); a paired comparison would require respondent-level data. H1 is therefore considered partially supported. Positive ratings (4 or 5) were given by 75% of respondents for behaviour and communication and for friendliness and support, 71% for the overall tutor rating, and 73% for recommendation to other parents. Improvement in Child's Performance was the only item for which fewer than half of respondents (48%) gave a positive rating. One-sample z-tests against 50%, calculated from the reconstructed counts, showed that the positive proportion exceeded 50% for 10 of the 13 items ($p <$

.05), the weakest case being Punctuality & Regularity (65%, $p = .043$; exact binomial $p = .06$). The exceptions were Motivation & Confidence Boost (58%), Practice, Homework & Revision (56%), and Improvement in Child's Performance (48%). H2 is therefore supported on its stated criterion, but not robustly: after a Holm adjustment for 13 tests, only four items remained significant (Behaviour & Communication, Friendliness & Support, Recommendation to Other Parents, and Tutor overall rating). H3 could not be tested, because it concerns co-occurrence of ratings within respondents and only item-level distributions were available; it is classified as untested, and the associative part of RQ2 can be addressed only descriptively through the rankings in Table 2.

Discussion

The results are consistent with prior literature that emphasizes teacher–student relationships and personalized service as influences on satisfaction in private tutoring (Shi et al., 2025). The high ratings for behaviour, communication, and friendliness suggest that tutors at The Swami Academy are succeeding in an interpersonal domain that parents are likely to prioritize. The more moderate ratings for practice and homework support and, especially, for perceived performance improvement parallel Indian meta-analytic evidence of only small positive achievement effects (Misra & Trivedi, 2026) and international findings that effects vary with study conditions (Zhang & Liu, 2022; Zhang et al., 2021). The comparison is indirect, however, because the present study measures perceptions, not achievement. Parents may value process quality highly even when outcome evidence is less conclusive.

The organizational context described by Gupta (2022) is also relevant. Tutoring providers that map onto school structures, offer temporal advantages, and adapt support across the year may be able to sustain parental engagement even when measurable gains are modest. The non-overlapping confidence intervals for the strongest and weakest items suggest genuine differentiation rather than uniform positivity, although the margin is narrow. Recommendation to other parents ($M = 3.79$) and overall learning experience ($M = 3.71$) were rated moderately positively, which suggests a basis for continued engagement; the lower rating for performance improvement marks an area for targeted attention.

Comparison with earlier work shows both continuity and a limit of the present data. Respondents rated tutors moderately to highly on explanation and support. Longitudinal studies such as Zhang et al. (2021) measure achievement directly, whereas the present data cannot test achievement change. They do show that respondents continue to endorse the service even though performance gains are rated more cautiously. This pattern is consistent with the multidimensional character of satisfaction and with Entrich's (2024) emphasis on parents' own educational experiences in tutoring investment, although that study concerned German families and the present data do not address parental background.

Implications

For The Swami Academy, the findings suggest (a) maintaining and reinforcing strengths in tutor behaviour, communication, and support through ongoing training and recognition; (b) strengthening structured practice, homework guidance, and progress-tracking mechanisms so that perceived performance gains more closely match interpersonal satisfaction; and (c) communicating progress

evidence more transparently to parents to build trust and support retention and referral. These steps are consistent with the cautious reading of achievement effects by Misra and Trivedi (2026), which implies that expectations about the size of achievement gains should be realistic while relational strengths are retained. More broadly, the study illustrates how routine feedback forms can be analysed to generate actionable service-quality insights for home-tuition providers in India's expanding shadow-education sector (Gupta, 2022).

Operationally, the academy could introduce brief monthly progress summaries for parents, pair experienced tutors with newer colleagues for peer observation focused on concept clarity and homework routines, and periodically re-administer the feedback form to track whether outcome ratings improve. Such steps could turn the present descriptive evidence into a continuous quality-improvement cycle.

Limitations and Future Research

The study is limited by its cross-sectional design, modest sample size ($n = 48$), reliance on a single institutional feedback form, and the absence of objective academic-outcome measures linked to individual students. Only item-level distributions were available, so associations between items (H3 and the associative part of RQ2) could not be tested. Standard deviations, confidence intervals, and proportions were calculated from distributions reconstructed from the figure labels and reported means, and should be confirmed against the original form export. The 13 proportion tests were not adjusted for multiple comparisons, and H2 does not hold for most items after a Holm adjustment. Ratings were treated as interval-level data when calculating means and t-based intervals, although Likert-type responses are ordinal. The feedback form was not designed as a research instrument, its reliability and validity were not assessed, and the response rate and respondent selection are not documented here, so non-response and satisfaction bias cannot be excluded. Respondents were mainly parents (41 of 48), and subgroup differences were not analysed. Future research should incorporate longitudinal designs, link survey responses to student progress records, expand the sample, and test the proposed pathways among service quality, satisfaction, trust, and continued engagement with respondent-level data. Replication across additional Indian academies would strengthen external validity and permit comparison with the temporal and organizational dynamics documented by Gupta (2022).

Conclusion

Academy is viewed positively in several important aspects of its home-tuition service. Respondents gave the strongest ratings to tutor behaviour and communication (mean = 4.08 out of 5) and friendliness and support (mean = 4.02 out of 5). In addition, 73% of respondents rated their willingness to recommend the academy positively. These results indicate that respectful communication, approachable tutors, and supportive interactions are notable strengths of the academy's learning environment.

At the same time, respondents' ratings point to an area where further progress may be valuable. Perceived improvement in students' academic performance received a mean rating of 3.35 out of 5, with 48% positive ratings. This result should be treated as feedback about respondents' perceptions, rather than a direct measure of students' actual academic progress. The academy could use this feedback to strengthen regular practice, homework and revision support, individual progress reviews, and communication with parents about learning goals.

positive ratings for tutor interaction and support provide a sound foundation on which the academy can continue to build, while the feedback on perceived performance improvement offers a practical direction for development. By maintaining its strengths in personal attention and communication and continuing to refine its academic support practices, The Swami Academy can work towards an increasingly effective learning experience for students. Such a commitment to listening, improvement, and student development can help sustain parents' confidence and support the academy's continued growth.

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