

Online Piano Tutors' Motivation, Roles, and Challenges in China

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Abstract

Online piano tutorials are increasingly common in online music teaching in China. Due to limited research addressing the experiences of online piano tutors in China, this study examined the motivations, roles, and challenges of online piano tutors through semi-structured interviews with 11 Chinese online piano tutors. The results revealed that based on the self-determination theory, tutors showed both intrinsic motivations and extrinsic motivations that propelled them into the line of work. They acted as instructional guides and facilitators, supporting practice and communication. Key challenges included technical issues, limited physical intervention, difficulty keeping students focused, and low parental trust. The study offers insights in digital music instruction. These findings highlight the necessity of tutor development, improved platform support, and stronger home–tutor collaboration.

Keywords: Online piano tutor, motivation, roles, challenges

Introduction

With the rapid development of information technology, online learning has expanded worldwide, broadening access to music education (Chen-Edmund et al., 2024). Digital transformation presents both opportunities and challenges for music education (Sularso et al., 2023). Compared to traditional face-to-face lessons, online lessons offer greater temporal and spatial flexibility, enabling students to learn at their own pace and receive diverse digital feedback (Yamagata-Lynch, 2014).

In line with the broader shift toward Education 4.0, music education has increasingly integrated digital tools and flexible formats (Octaviani, 2021; Terzieva et al., 2022). This transformation not only broadens access but also reshapes teacher-student interaction, requiring tutors to maintain students' motivation and engagement, and effective practice in online contexts (Morreale et al., 2021; Su et al., 2021). However, synchronous online lessons cannot fully replicate the physical presence and tactile feedback essential in face-to-face instruction (Baran et al., 2011; Li & Timmers, 2021; Løkke Jakobsen et al., 2023). They also face challenges related to digital tool use, sustaining student engagement, and coordinating parental involvement (Khaled et al., 2022; Rasheed et al., 2020).

In this context, online piano tutorials have emerged to support students' independent home practice outside formal private lessons. Unlike private teachers, online tutors primarily guide students during practice, serving as a bridge between students' independent practice and formal instruction (Cai, 2019). This distinction is important because extracurricular practice is critical for developing piano skills (Karahan, 2015). Personalized after-class tutoring supplements private lessons, helping students consolidate in-class knowledge and improve practice efficiency (Bonneville-Roussy & Bouffard, 2015; Karahan, 2015). Tutors can tailor practice strategies to student progress and individual needs (Hardt et al., 2023).

Online tutorials can be divided into technology-driven platforms, such as Skoove, Simply Piano, and Soft Mozart (Lei, 2023; Ruan, 2024), and one-to-one real-time online tutoring (Xu, 2022). While technology-driven platforms assist beginner practice, they are limited in music expression, emotional guidance, and advanced skill development (Yan &

Yu, 2023). Real-time online tutorials provide personalized feedback, adaptive practice strategies, and student support (Andreou, 2022). However, they are still affected by technical delays and camera limitations, resulting in lower multi-sensory interaction than face-to-face lessons (Dammers, 2009).

These challenges highlight the need to understand how online tutors adapt their roles within this instructional format (Ayachi-Ghanouchi et al., 2013), as well as their motivations and the challenges they encounter. Current research focuses on teachers' online instructional behaviors and strategies (Mazlan et al., 2021; Pike, 2020). However, there is still a lack of research on the motivations, roles, and challenges faced by online piano tutors. Addressing this gap is significant because tutors play a key role in translating digital transformation into meaningful learning practices. By examining Chinese tutors' motivations, role perceptions, and the challenges they encounter, this study provides insights not only for tutor development, platform support, and home-tutor collaboration, but also for sustaining human interaction in online music education within the broader context of digital transformation and Education 4.0.

Literature Review

The rapid development of online lessons has attracted attention. However, research focusing specifically on online piano tutorials from the perspective of online piano tutors remains limited. This section addresses this gap by examining three key constructs: motivations, roles, and challenges of the Chinese online piano tutors. Reviewing the relevant literature in each of these areas provides a conceptual foundation for analyzing tutors' experiences in this context.

i. Motivations of Teaching

Motivation is one of the important factors influencing human behavior (Tohidi & Jabbari, 2012). In online teaching, teachers' teaching motivation not only affects the quality and stability of courses but also impacts students' learning outcomes and willingness to continue participation (Bardach & Klassen, 2021).

According to self-determination theory (SDT), motivation can be divided into intrinsic motivation and extrinsic motivation (Ryan & Deci, 2000). Teachers' motivation is not only related to personal needs and self-awareness, but their self-efficacy and interest are also important factors influencing teaching engagement (Khomenko et al., 2021; Lazarides & Schiefele, 2021). In music teaching, intrinsic motivation is reflected in the teacher's love for music teaching and the satisfaction gained from students' progress (Asmus, 2021). Teacher interest, positive feedback, autonomous levels, and supportive environment are linked better instructional quality and higher motivation (Ahmad et al., 2023; Iridayanti et al., 2020; Lazarides & Schiefele, 2021; Osman & Warner, 2020).

Asmus (2021) points out that teachers' extrinsic motivation stimulated by the supportive environment and recognition provided by educational leaders. In online contexts, feedback from students, parents, or platforms also improves motivation for teacher engagement (Lazarides & Schiefele, 2021). According to SDT, extrinsic motivation can be further classified into four types: external regulation, introjected regulation, identified regulation, and integrated regulation (Ryan & Deci, 2022). These represent a continuum of autonomy, from actions driven by external rewards or pressure to behaviors aligned with personal goals and values (Ryan & Deci, 2020).

Existing studies have mainly examined teacher motivation through the SDT, with little attention to the motivations of online piano tutors. In the Chinese context, academic research on the motivations of online piano tutors is rare. Some studies only note that university students take tutoring as part-time work, without further analysis of their underlying motivations (Xu, 2022). This gap is important, as understanding tutor motivation is crucial for explaining their commitment, instructional strategies, and long-term role in online piano tutorials.

ii. Tutors' Role in Online Teaching

The development of online education has reshaped the role of tutors from traditional assistants to learning facilitators who provide instructional guidance, emotional support, and home-school communication (Ayachi-

Ghanouchi et al., 2013). Early research defined tutoring as a multi-functional task. Research on tutors' roles has shown a clear trajectory of development. Berge (1995) was among the first to propose that tutors in distance education must fulfill multiple functions to promote student learning, a view that has been widely cited and expanded. With the development of online education, Peters (2002) pointed out the need to redefine the core functions of tutors, with emphasis on guiding and facilitating learning. Vlachopoulos and McAleese (2004) further highlighted the support of tutors in learning and strategy. Bates (2005) analyzed feedback provisions in early distance education. Ayachi-Ghanouchi et al. (2013) summarized six key functions of the tutor: pedagogical, technical, assessment, socio-motivational, organizational, and meta-cognitive. In situations where students lack self-regulation, tutors are expected to shift between these roles and offer timely, targeted interventions (Bowden, 2019).

In piano teaching, tutorials have become a supplement to private lessons (Bonneville-Roussy & Bouffard, 2015; Karahan, 2015). They support personalized learning, maintain continuity in student practice, and allow for targeted correction (Andreou, 2022; Hang, 2021; Hardt et al., 2023; Karahan, 2015). This format requires tutors to provide instruction, motivation, and emotional support in a more autonomous and student-driven environment (Pudaruth, 2022). In the Chinese context, current research on online piano tutorials tends to portray tutors mainly as babysitters for at-home practice, providing basic support for students' practice rather than deeper aspects of musical expressiveness (Xu, 2022). However, few studies have examined how this role differs from broader online teaching.

Recent research explored how teachers adapt their roles in digital settings, and portraying them as guides, regulators, or emotional supporters (El-Soussi, 2022; Foreman-Brown et al., 2023; Li & Yu, 2022). However, these studies focus on formal lesson settings. Research on tutor roles in one-to-one online piano tutorials remains scarce, pointing to the need for further investigation.

iii. Challenges of Online Teaching and Tutoring

With the popularity of online instruction, teachers and students must adapt to these new modes (Ferri et al., 2020). This transition has introduced technical and instructional challenges.

Technical issues such as network latency, audio distortion, and video lag often disrupt online instruction (Rasheed et al., 2020; Wang & Liu, 2020). In the context of Chinese piano tutorial practice, study have also noted that such technical problems disrupt practice quality, delay tutors' feedback, and reduce the efficiency of online tutorials (Xu, 2022). These problems are important in online piano tutorials, where tutors depend on audiovisual clarity for effective feedback (Hang, 2021). Teachers also need to master digital tools, but many lack training in educational technology, reducing teaching quality and student learning experiences (Daubney & Fautley, 2020).

Monitoring student performance is another challenge. Teachers cannot physically guide students' posture or hand position, which is a significant factor in piano instruction (Biasutti et al., 2022; Dammers, 2009). Limited camera angles make it difficult to observe technical details, and the lack of body language reduces feedback quality (Dammers, 2009; Mazlan et al., 2021; Pike & Shoemaker, 2013). Teachers must rely on verbal instruction and limited visual feedback to maintain teaching presence and momentum (Gruber & Henriksen, 2024; McKerlich et al., 2011; Zhang et al., 2016). This challenge also exists for the tutors as well, who provide supplementary guidance outside private lessons and depend on camera-mediated observation to help improve students' playing (Hang, 2021).

The online environment also affects student engagement. Without face-to-face interaction, students may distract (Gedera et al., 2015; Mazlan et al., 2021). In the context of piano tutorial in China, this challenge appears more pronounced. Xu (2022) noted that online tutors often encounter difficulties arising from students' distraction by tablet use and the absence of effective strategies to sustain their attention. Meanwhile, online learning places higher demands on students' self-discipline and self-regulation (Rasheed et al., 2020). Online teaching provides necessary support for cognitive and skill development, but the lack of emotional support is also a challenge (Pudaruth, 2022). Research points to emotional support as a key factor in sustaining motivation and reducing isolation,

which is difficult to provide through distance interactions (Pudaruth, 2022; Ruzek et al., 2016). This is because it is difficult for teachers to recognize emotional states or identify students in difficulties (Cross & Pollk, 2018; Duggal et al., 2021; Khaled et al., 2022). Therefore, online teachers need to use flexible instructional design and platform features to adapt to these limitations (Wang & Liu, 2020).

Most studies focus on challenges in formal online lessons, not in one-to-one tutorials. However, online tutorials involve more personalized support and closer tutor-parent-student dynamics. These specific challenges remain under-explored and deserve further study.

Aims and Research Questions

This study explores the experiences of Chinese online piano tutors by examining their motivations, roles, and challenges they encounter. While existing literature has addressed general online teaching, technological issues, and emotional support in digital education, little attention has been given to piano tutors in one-to-one online tutorials. To address this gap, this study analyzes of online piano tutors' perspectives on their motivations, roles, and the challenges they face. The primary research question is: What are Chinese online piano tutors' perceptions of their motivations, roles, and challenges in online piano tutorials?

Research Method

This study used semi-structured interviews to collect data from Chinese online piano tutors. The research begins by explores the motivations driving tutors to engage in online tutorials, then examines the multiple roles they assume and the challenges they encounter. By focusing on these three aspects, the study aims to provide a comprehensive understanding of the online piano tutorial, from the perspective of the tutors.

i. Participants Sampling

11 Chinese online piano tutors, who conducted tutorials in Chinese, participated in this study. Participants' ages ranged from 21 to 28 years (mean age = 22.9 years; SD = 6.8). Among them, 5 participants were university students, the others worked in music-related professions. Snowball sampling was used to recruit participants (Browne, 2005). Study details were posted on social media. Interested individuals contacted the researchers and completed a contact form to provide basic information. Subsequently, qualified individuals were invited to individual interviews. All participants had at least three months of online piano tutoring experience and were proficient in using online tutoring tools and platforms, which are briefly introduced in the following section. Participants were based in different provinces across China. To protect participants' identities, each was assigned a code (T1–T11) according to the interview sequence (see Table 1).

ii. Tutoring Platforms

Participants used several platforms for online piano tutoring, including VIP Peilian, Xiaoyezi, WeChat, and Tencent Meeting. These platforms offered real-time video and audio communication, screen sharing, and digital score display. Basic interactive tools such as emojis and “like” buttons supported student engagement.

Table 1: Participants demographic information.

| No. | Tutor Participants | Age | Major | Piano Study Time | Job | Online Tutoring Length |
|-----|--------------------|-----|-------|------------------|--------------------|------------------------|
| 1 | T1 | 28 | Piano | 24 years | University teacher | 4 years |

| | | | | | | |
|----|-----|----|---|----------|--|-----------|
| 2 | T2 | 28 | Konghou, Western Music History | 22 years | University teacher | 4 years |
| 3 | T3 | 23 | Musicology | 5 years | Teacher of piano training institution | 6 months |
| 4 | T4 | 23 | Musicology | 4 years | Elementary school music teacher | 10 months |
| 5 | T5 | 23 | Musicology | 5 years | Elementary school music teacher | 10 months |
| 6 | T6 | 21 | Music Performance | 18 years | University student | 3 years |
| 7 | T7 | 20 | Musicology | 5 years | University student | 1 year |
| 8 | T8 | 23 | Musicology | 10 years | Teacher of training institution | 1 year |
| 9 | T9 | 21 | Musical Education | 8 years | University student | 2 years |
| 10 | T10 | 21 | Musicology | 4 years | University student | 1 year |
| 11 | T11 | 21 | Musicology | 5 years | University student | 1 year |

iii. Data Collection and Analysis

Semi-structured interviews on online tutoring emphasized participants' experiences and their views on motivations and challenges in participating in online piano tutorials. The interviews guide included questions about their practices, and motivation of and challenges encountered during their work. The semi-structured interviews were conducted one-to-one via WeChat, each lasted 30 to 60 minutes. All interviews were recorded with participants' consent and transcribed. To improve data accuracy and validity, participants were allowed to review their interview transcripts to ensure the accuracy and clarify their responses. Thematic analysis was used to analyze the data and coded with NVivo 14.

Findings

Table 2 shows all the themes and codes that appeared in the analysis.

Table 2: Themes and codes analyzed through semi-structured interviews.

| Themes | Codes |
|---------------|--|
| Motivation | Intrinsic Motivation Extrinsic Motivation |
| Roles | Guide Facilitator |
| Challenges | Technical issues Tutoring Intervention |

| | |
|--|--------------------|
| | Students Attention |
| | Parental Trust |

i. Motivations Among Online Piano Tutors

Understanding online piano tutors’ motivation requires an exploration of both their initial reasons for engaging in tutoring and how those motivations evolve. Many tutors begin with clear goals, including intrinsic interests such as personal passion and extrinsic drivers like income. However, their motivation changes with their needs, the tutoring environment, and personal development.

Intrinsic motivation is the core factor for long-term engagement. Most tutors expressed a strong interest in piano instruction, viewing it as both a personal passion and a long-term professional pursuit. Although online tutoring differs from piano teaching, many tutors saw it as a meaningful extension of their teaching aspirations. As T11 noted, “Piano is my major, and I really love it. I want to share my teaching expertise and continue doing this work in the long term.”

Tutors found emotional satisfaction in their students’ progress, which deepened their motivation. T1 mentioned, “Seeing students make progress gives me a strong sense of accomplishment.” This sense of achievement stimulates them to greater engagement. T4 stated, “When a student performs well in a tutorial, I proactively spend more of my spare time interacting with her to further expand her knowledge.” Additionally, the emotional connection and interaction between tutor and student are also important drivers. T4 shared that students reached out to her sharing their thoughts about piano learning or even personal matters, which motivated her to stay engaged.

There are extrinsic motivations as well. Many tutors viewed online tutoring as a way to supplement their income. T2 stated, “As a student, due to lack of income, I chose to work in online tutoring. Now that I am employed, I treat it as a side job to earn extra income.” Flexible scheduling

was another factor. T3 said, “The scheduling is flexible, I can do this job in my spare time to earn living expenses.”

Some tutors used online tutorials to explore career paths. Their expectations for experience accumulation and future career planning reflect clear extrinsic motivation. T11 stated, “As a piano major student, I hope to work in a related field after graduation, so I grab this opportunity to gain more experience.”

Higher degree of autonomy also contributes to extrinsic motivations. Several tutors view online tutorials as an opportunity that promotes self-improvement and skill building, especially for participants who are still students or in the early stages of their careers. T2, T7 and T9 pointed out that working with diverse students helped them develop professional and communication skills. T2 mentioned that these skills helped in her current job. Similarly, T7 said, “I learned how to pay attention to children’s feelings and find ways to stimulate their interest in practice.” T9 shared that working with students and parents from diverse backgrounds fosters her professional development and enhances her tutoring abilities.

ii. The Multiple Roles of Online Piano Tutors

In online piano tutorials, the tutor’s role has gradually evolved from a traditional instructor to guide and facilitator. Different from the teacher’s guiding role in face-to-face teaching, online tutors operate within an instructional framework set by the private teacher and take on a more active guiding role. As T10 noted, “I mainly play a guiding role.” Tutors mainly identify weak areas and develop targeted practice strategies. T2 explained:

During tutoring, I follow the private teacher’s requirements, but I also use various strategies to help the student practice more effectively. By listening to the student’s performance, I can identify weak points and focus on guiding them to practice in a targeted manner and lead to progress.

Some tutors also highlighted the need to guide parents or even intervene them when they affect students' practice. T10 said, "Parents sometimes show extreme behavior, and I need to intervene and communicate promptly."

Online piano tutors also assume the role of facilitators. They align online tutorials with private lessons and facilitate effective communication between parents, students, and the private teacher. T2 highlighted, "Parents act as a communication bridge, helping to connect online and offline lessons, preventing students from being caught in dilemmas due to different opinions from the private teacher and the tutor." T2 further noted, "We must follow the private teacher's lead, minimize our own subjective ideas, and remind students or parents to confirm with the private teacher when issues arise." However, "When I disagree with the private teacher's explanations or views, I communicate with the parents." said by T8.

While online tutors take on multiple roles, many regard it as a temporary or part-time engagement shaped by external circumstances. T6 shared, "I joined during the pandemic to pass time and earn money." Similarly, T1 stated, "I was studying abroad and wanted to earn extra money." These responses show that some tutors perceived the work as a short-term and utilitarian engagement rather than a professional commitment.

Despite this, many tutors demonstrate role adaptation in actual tutoring. They gradually shift from initial task executors to proactive guides, taking on responsibilities such as tutorial design, pacing, and communication with parents. Although their professional identities remain fluid, practical experience broaden their instructional approaches. T9 noted, "Online tutoring exposed me to many different students, and their diversity has benefited me greatly. I began adjusting instructional strategies based on students' characteristics." T1 added, "I have gained considerable experience and can identify and address students' problems more quickly."

iii. Challenges in Online Piano Tutoring

Online piano tutors encountered several challenges such as unstable technical support, limited intervention, difficulty maintaining student

attention, and lack of parental trust. While some of these challenges are typical of online teaching in general, others are specific to one-to-one online piano tutorials.

Technical issues are the most common challenge. Almost all tutors mentioned that unstable internet affects tutorial quality. T11 stated, “If one party’s network is poor, the video lags, directly delaying the tutoring progress.” The audio-visual desynchronization caused by network latency affected the accuracy of tutors’ assessment of students’ performance. T6 said, “Audio and video desynchronization makes it difficult for me to judge whether the student’s performance is accurate.” Additionally, the online environment limits tutors’ ability to guide students’ musical expression. T1 said, “I cannot clearly hear the contrasts in dynamics, making it hard to guide musical expression.”

Limited physical intervention was another concern. Tutors could not offer physical demonstrations or corrections. T6 noted, “In face-to-face teaching, students can touch my hand to understand the proper hand shape, which is impossible online.” T1, T3, T6, T8, and T9 stated that it was hard to adjust hand positions, posture, or cultivate relaxation through verbal instruction alone. T8 said, “Offline, I can adjust directly; online, I can explain verbally, but I do not know if students understand.”

Maintaining students’ attention was difficult, especially in the absence of parental involvement. T11 stated, “I was explaining, but the student had already left the camera to play.” T10 emphasized, “Students are very focused when parents are present, but once they leave, the students do whatever they want.” T2 pointed out, “Some students chat during practice, and that made the session inefficient.” Maintaining students’ attention becomes an additional burden for tutors. T8 summarized, “Online tutorials are not suitable for students with poor self-control unless parents are involved.” However, some tutors believed that students performed better without the pressure of face-to-face supervision. T10 said, “Without face-to-face supervision, students are less nervous and play better.”

Parent-tutor trust was also an issue. Some parents question the professionalism and effectiveness of online tutoring. T2 pointed out, “Many parents think online tutors lack of professionalism.” T10 added, “Parents who do not understand music doubt my tutoring.” T1 described,

“Parents sometimes monitored tutorials and blamed tutors when students lost focus.” These experiences create stress for tutors and hinder the tutor-parent relationship.

Discussion

This study examined the perspectives of online piano tutors regarding their motivation, roles, and the challenges. It was found that tutors were motivated by both intrinsic and extrinsic factors, assumed multifaceted roles as instructional guides and facilitators, and encountered various challenges, including unstable technology, limited ability to intervene, difficulties in maintaining student attention, and a lack of parental trust.

The study found that online piano tutors exhibit both intrinsic and extrinsic motivation. In terms of intrinsic motivation, tutors expressed a passion for tutoring and found satisfaction in students’ progress, which aligns with Asmus (2021), who noted that music teachers are driven by their passion for teaching itself.

In terms of extrinsic motivation, this study analyzed tutors’ extrinsic motivation using the self-determination theory (SDT) framework. Some tutors clearly stated that financial income from tutoring was their main motivation (Richter et al., 2019). Others viewed tutoring as a means of gaining experience and skills for the future, enhancing self-development or career exploration. This reflects the characteristics of identified regulation, where individuals are externally driven but have personally accepted the value of these goals (Ryan & Deci, 2020). Some tutors also integrate online tutoring with personal values and educational beliefs. For them, online tutoring is a way to realize self-worth, which shows a more internalized form of integrated regulation. Few tutors in this study taught out of guilt or obligation, which are features of introjected regulation (Ryan & Deci, 2020). Overall, most extrinsic motivations demonstrated high autonomy, which support their sustained engagement.

The role of online piano tutors is increasingly diversified. They served as learning guides and facilitators, adjusting content based on student needs and providing feedback. This aligns with Baran et al. (2011), who argued that online teachers need to play multiple roles. However, the online piano tutors in this study mainly supplemented the private lessons

content, maintaining instructional alignment with private teachers while maintaining some autonomy.

Tutors also provided emotional support, offering guidance to both students and parents. This reflects Ayachi-Ghanouchi et al.'s (2013) framework of tutors providing both cognitive regulation and emotional support. Online tutors not only guide students but also intervene in parents' emotions. This finding aligns with Nyanjom and Naylor (2021), who emphasized the emotional labor on teaching interactions. Online tutors further acted as communication intermediaries, coordinating learning information and expectations among students, parents, and private teachers. Effective communication skills are crucial for ensuring teaching continuity (Fyhn & Berntsen, 2023).

Regarding challenges, technical barriers remain the most common issue. Unstable audio-visual quality and network latency directly affect the judgment of performance details in piano teaching (Rasheed et al., 2020; Wang & Liu, 2020). In addition, the lack of nonverbal guidance limits tutors to guide physical aspects such as hand posture, where verbal expression often proves insufficient (Li & Timmers, 2021; Zhang et al., 2022).

Students' attention is another key challenge. Some studies attribute this to insufficient interaction, limited teacher supervision, or the monotony of the learning process in the online context (Fatoni et al., 2020; Kaya & Akgül, 2022; Mukhtar et al., 2020). This study further confirms that student attention deficit in online piano tutorials is related to limitations of the camera angle and relaxed atmosphere of online tutorials. On one hand, as Farr and Riordan (2024) noted, the online environment can reduce students' face-to-face anxiety; on the other hand, it may lead to students becoming too relaxed and less engaged.

Finally, parental trust influenced tutor effectiveness. Although previous studies have shown that parental involvement helps improve student performance and maintain lesson discipline (Aziz et al., 2024; Kaya & Akgül, 2022). When parents question the tutor's professionalism, it disrupts the tutorial and increases tutors' emotional burdens. At the same time, the lack of direct communication between tutors and private teachers limits teaching continuity and the possibility of personalized adjustments,

pushing tutors to adopt conservative strategies to avoid conflicts (García-Martínez et al., 2022).

Conclusion

This study provides a deeper understanding of online piano tutors' role and the motivations that drive their work. It is evident that online tutor's function not only as knowledge providers but also as pivotal conduits among students, parents, and private teachers. These insights serve references in improving online tutoring practices, particularly in the areas of tutor motivation and professional identity development.

The scope of this research was limited to Chinese online piano tutors as participants. This focus may restrict the generalizability of the findings, since tutors from different cultural or educational contexts might experience online tutorials differently. In addition, the relatively small sample size also constrains the broader applicability of the results.

It is recommended that future research investigate the interaction mechanisms among tutors, students and parents in other subject disciplines. In addition, the dynamic changes and developmental trajectories of tutor motivation across different platforms, systems and cultural contexts should be examined.

Ethics Approval and Consent to Participate

This study was approved by the Universiti Malaya Research Ethics Committee (UMREC), with approval number UM.TNC2/UMREC_2844.

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