Satisfaction and contribution of the institutional tutoring program on the formation process, opinions from students and teaching personal

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ABSTRACT

The objective was to identify the perception of students and teachers, about the tutoring program of the University of Guerrero and to implement strategies that promote quality tutoring. The satisfaction and contribution in the training process to students and teachers’ opinion about the program was studied. The applied instrument was from the National Association of Universities and Institutions of Higher Education. The result showed that 58% of the students do not understand the objectives and benefits of the program, 78% said that the tutoring in their training process did not contribute anything, while 70% think that teachers do not have the capacity to help them in their problems and 79% of young people were dissatisfied with the program. 53% of teachers do not have clarity regarding the tutorial action, 37% are convinced that the program contributes to raising the academic quality, while 57% think that there is confusion about the program and product of the poor communication with the individual in charge of the program.

Key words: Mentoring, accompaniment, educational guidance, tutoring program at the university.

INTRODUCTION

The trend accelerated by the exploitation of knowledge, are demanding the various institutions of higher education to be integrated as a substantive part of national innovation systems and to articulate coherently with the various changes that an uncertain society demands (OECD, 2000). Among the main changes are the economic and social changes that have become an organized phenomenon that defines relationships, offers and demands the characteristics of jobs and working conditions. Faced with this change is the uncertainty and the need to prepare to anticipate to deal with the changing situations that, although we do not know what they will be, if it is known that they will occur. As well as, the economic and social changes, new students also entering a university career experience the transition of the high school, in which they face diverse ruptures and the challenge of adapting to new situations, including the need to ratify or rectify decisions that can be transcendental in your lives. In fact, it is when the highest proportion of career change or student desertion occurs (Ezcurra, 2007).

Given this set of needs, university institutions have been forced to revise their policies and study plans, channeling them towards the establishment of strategic objectives and indicators that also affect teaching, training and student learning outcomes with the intention to achieve the academic and professional competences that shape their graduation profile at the end of a certain university degree.

To work on these needs, Monge (2009) specifies that the tutor is vitally important, since it must be the link to articulate the new student-centered teaching model in order to promote and encourage trained, autonomous and capable citizens to critically analyze the problems that surround it, as well as, managing, solving and transforming conflicts, capable of finding solutions and assuming responsibilities "It is necessary to attend to the student in their personal, social and affective dimension" (Monge, 2009: 120; Delgado, 2005).

To respond to these changes the Autonomous University of Guerrero, has proposed to channel its students academically, reduce the disapproval, the lag, the desertion, as well as, raise the terminal efficiency. To achieve this, he promoted the Institutional Tutoring Program that is
developed in all institutions of higher and upper secondary education. Nursing No. 1 as part of this institution as of March, 2008 has implemented the program, which is developed with tutors (full-time and part-time teachers) in order to support them in their comprehensive academic training.

**CONCEPTUALIZATION OF MENTORING**

The fact that there are inaccuracies and clarity regarding antecedents, results, characteristics and mediators defining tutoring is complex (Bey, 1995). Peyton (2001) emphasizes that there is no universal definition since individuals define tutoring depending on the context in which it is used, and it seems that it is different for each discipline (Perry, 2000). Despite the discrepancies were considered the most important.

With the intention of improving learning, developing the potential of the students of UNESCO (Arnaiz and Isús, 1998): "tutoring comprises a set of activities that foster learning situations and support the good development of the academic process, in order that oriented and motivated students automatically develop their own process."

In Mexico, the National Association of Universities and Institutions of Higher Education ANUIES (2011: 34), with the purpose that the student develops knowledge and behaviors during the training process indicates that the tutoring "provide systematic guidance to the student deployed throughout the training process; develop a great capacity to enrich the educational practice and stimulate the potentialities for learning and performance."

Starting from the analysis of diverse definitions De la Cruz et al. (2011: 196-198), grouped some definitions by attributes, purposes, functions and activities.

1) **Attributes:** a) Relationship throughout life (lifelong). It is a cyclical process since the tutor becomes eventually a tutor and supports the development of other tutors (Young and Wright, 2001); b) Relationship that occurs between an expert and a novice within an organization or profession. The expert guides, models, teaches, sponsors, encourages, advises, offers friendship, provides information and support to increase the student's academic success and facilitate their progress (Ehrich and Tennet, 2003; Kerka, 1998; Mullen, 1998).

2) **Purposes:** a) Relationship that socializes. It is a commonly recommended strategy to promote socialization and understood as the process by which the values, norms, identity, forms of work of a group are acquired. The newbie is socialized through an expert person, learns the traditions, practices, values of a profession, association or organization, in order to assume a role and participate in the field, it also facilitates professional development and expands job opportunities (Brow et al., 1999; Douglas et al., 1998; Lindbo and Schultz, 1998).

3) **Functions and activities:** a) Tutoring programs are used as a prevention strategy to increase the social supports and skills of higher education students. It includes financial aid, job placement, research projects, instruction and emotional support, etc. In the academy, it is related to higher rates of retention, graduation and to raise the positive perceptions of students about educational institutions (Grant-Vallone and Ensher, 2000); b) Tutoring represents a cooperative effort where the tutor helps plan the academic life of the tutor; it guides you in obtaining financing for your research; outline how to collect data and write; it provides a certain sense of security by reducing anxiety and apprehension; motivates, socializes and guides in the acquisition of knowledge of the field (Perna and Lerner, 1995; Peyton, 2001); c) tutoring is assumed as a support that contributes to learning. The processes of tutoring are a series of progressive and interdependent actions, facilitated by the tutor, which leads to the development of the expertise of the tutor (Conley, 2001); d) tutoring is defined as a coaching process that facilitates the acquisition of certain intellectual and pragmatic skills (Hadden, 1997; Krazmien and Berger, 1997; Young and Wright, 2001).

For all these reasons, Castellanos (2006) warns that tutoring should be subject to adequate planning and organization that requires the participation of diverse actors to achieve it. Understanding tutoring as a complex and necessarily cooperative task is the greatest importance such that this, in fact, can occupy the place that the university wants to grant it.

**Conceptualization of tutors and tutors**

Tutors: This is a counselor who advises and accompanies the student during the learning process from the perspective of leading him towards his integral formation, which means to stimulate. The role of mentoring in the integral formation of the university student is to achieve in him the ability to take responsibility for his learning and his training as a simple, wise, cultured, good and happy individual; able to commit to improving the quality of life of their peers (Garcia et al., 2001: 13).

Tutoring: "It is a student who is responsible for identifying their academic and personal needs and responds to the tutorial action that supports them in meeting these needs" (IPN, 2012).

**Objectives of mentoring**

The objectives to be considered here are of different categories namely:

Integration objectives: This will allow the student to assume responsibilities, promote values, attitudes and integration
skills in the academic field.

**Feedback objectives of the educational process:** The tutoring will identify the difficulties or possible improvements in the academic field and propose modifications or different alternatives to solve the problems detected.

**Motivation objectives:** This strengthens the motivational processes of the student that favor their integration and commitment to the educational process.

**Aims of the development of skills:** This encourages analysis, interpretation and reflection in the student through the development of a study methodology and work that is appropriate to the demands of his/her career. Motivate self-learning for independent development in their professional life, as well as, promoting human relationships for proper integration into society.

**Academic support objectives:** This offers support in subjects of greater difficulty in the various subjects, teach the use of new technologies and encourage the student interest in cutting-edge knowledge.

**Orientation objectives:** This supports the student in school and / or personal problems that arise during their stay at the university (ANUIES, 2001: 46).

**Difference between tutoring and counseling**

Counseling is a daily practice practiced by all teachers outside of what is considered their teaching time, to resolve questions or questions to a student or group of students on specific topics such as thesis counseling, or for social service that dominates (ANUIES, 2011).

Tutoring is the help rendered to the student based on the recognition of their abilities, interests, motivations, values and aptitudes before their academic and social situation; offers diverse educational services that address aspects related to the prevention of school failure, failure and desertion.

Mentoring supports students in the planning of a life project that allows them to make autonomous and responsible decisions based on their personal characteristics and expectations, their requirements of the academic and work options that the context offers. Academic tutoring is not an action that is developed in isolation by the tutor, but an educational activity that must be carried out in a coordinated manner involving teachers and the structure and instances of the educational institution as a whole (Castellanos, 2006).

**Purpose of tutoring**

The purpose is to help students help themselves, and to assist or guide them to the point where they are independent and successful in their learning (analysis of their possibilities and limitations). Other purpose include: 1) What your personal goals achieve; 2) Improve study skills and "career management"; 3) Expand the "universe" of learning (academic and non-academic); 4) Learn to communicate with others; 5) Encourage personal potential; 6) The academic social integration of the student; encouraging both formal and informal relationships (Fernández et al., 2001).

**Importance of tutoring in students’ school performance**

Academic performance is a factor closely related to students' school learning and is a fundamental product of instruction. Learning is a change in behavior, which is relatively permanent over time, the result of experience (Feldman, 2006; Santrock, 2004). Because learning cannot be observed directly, the student is required to demonstrate the competency learned which is evaluated according to a rubric and is translated into grades that measure their academic performance.

Performance shows that the universities are not failing, since it observed the drama of how the graduates receive their degrees but do not have sufficient training to respond to the needs of the environment, as well as, creating illusory expectations in the people who are trained with the idea of playing a certain role in society, but at the end of their academic process they find that they either do not have the skills and abilities necessary to perform in that particular field, or there is not enough market for the people who work in that area. There are factors that have led to the implementation of mentoring, as a fundamental process in the training of university students (Narro and Arredondo, 2013), where tutors can identify the orientation needs in the educational, personal, cultural and social fields that impact the academic performance of the student, to propitiate their adaptation to the university environment and the training process, as well as, to motivate them to plan their career according to their vocation, abilities, interests and attitudes (Aguirre et al., 2018).

These challenges made the Autonomous University of Guerrero (UAGro), among its substantive programs, the Institutional System of Tutorials, whose objective is to raise the quality of the educational process through the accompaniment and personalized attention of the problems that influence the performance and student academic performance, to improve learning and development of values, attitudes and habits that contribute to the integrity of their professional and human training (PIT, 2011). Here, tutoring is recognized as a right of the student, who must appropriate tutoring as an experience of personal growth that, together with other supports, contributes to raising school achievement in subjects with high failure rates and to decrease the attrition (Dgose, 2010).

The School of Nursing No. 1, as part of the UAGro, seeks to understand the changes, needs, deficiency, inadequacies...
of students in their personal and professional development, to implement the tutorial action as a strategy that can respond to different situations that students find in their formative process, with teachers who become the guide and model of their students to create in them enthusiasm and passion for the learning process with the intention of improving school achievement through the development of following functions:

**The process of student learning:** Mentoring has a fundamental role as facilitator of the learning processes of students, so that it is increasingly autonomous in their learning. It is about guiding you in the development of your learning strategies to improve your performance.

a) **Learning difficulties:** The tutorial as a tool diagnoses the difficulties that students may have in their learning, and put the means to overcome them. Academic tutoring must be present at those critical moments of learning where students demand a greater presence of the tutor, encouraging and motivating them to avoid discouragement and difficulties that may arise.

b) **The methodology of work of the subjects:** Tutoring is a guide for the most appropriate work methodology for the subjects. This must be a diverse, active and collaborative investigation work. The tutorial as academic support to research or course work has two objectives: a) to know how to work as a team; and b) to develop an adequate research work.

c) **The search for documentary sources:** Tutoring as a facilitator of the documentary search and the management of new technologies makes students more autonomous in their learning process. Learning is linked to the personal development of the subject, becoming the main agent of learning and building knowledge, skills and attitudes in their interaction with the environment.

d) **The professional dimension of the subjects:** The tutorial is seen as empowerment of the professional dimension of the subjects. The students must see in each subject not only the academic dimension (curricular) but also the professional dimension.

e) **The coordination of subjects:** In the words of Paricio (2005), "the fact is that most of our students assume the succession of subjects as something given by obligation without understanding the meaning of them in their training or its importance for the professional future."

f) **The resolution of conflicts:** The tutor will play the role of a mediator and facilitator of good understanding among the students.

Recognizing that all these functions are going to require a change in the role of teachers more focused on student learning and that will suppose a need for training of academics for the development of their own skills (Castaño and Blanco, 2012: 199).

**Strategies to develop the mentoring program**

"The strategies are like shoes made to measure the model can be the same but each person makes it according to their needs" (Flores, 2015: 23). In the same way, although the tutoring programs have the same purpose in higher education institutions IES, each one adjusts it to their needs. In the same way each strategy can be adapted in a flexible way and depending on the tutoring needs of a particular group of students, the strategies can be organized using the technological tools to have a greater impact on the training of the students.

Argüés et al. (2001) states that among the most important strategies are:

- **Individual tutoring:** This is called personal advice by some individuals (or personal intimate), in which the teacher-tutor seeks to know the situation of each student, personally helps and guides in the planning and execution of their school tasks. One of the strengths of individual tutoring is to work self-esteem of students, facilitating and assuming their responsibilities and new challenges with enthusiasm and let her emotions show. This tutorial assumes an institutional deeper commitment from both the tutor and by the student because it covers intellectual, emotional, social, academic and professional topics etc.

- **Group tutoring:** Here, the teacher-tutor assists the students in the orientation of the curriculum and in the active participation in the educational center. He collaborates with teachers involved in the student group and brings to each group of teachers the necessary information about each student and group.

- **Technical tutoring:** This is performed by teachers who have not been designated as tutors of any group of students. This tutoring is also known as academic advice, in which the student requests the collaboration of a teacher with certain expertise in a certain area.

- **Mentoring diversity:** This assumes that the tutor takes into account each student with their abilities and rhythms of specific learning. This tutoring is one of the great pedagogical challenges because it requires communication devices and specific pedagogical methods to help students.

- **Tutoring of internships in companies:** This is where the tutors are responsible for the control and monitoring of the practices in the entities under the agreement. These are the ones made by teachers when they supervise the students' professional practices.
Table 1: Mentoring moments, actions and strategies.

<table>
<thead>
<tr>
<th>Moments or particular circumstances</th>
<th>Suggested actions</th>
<th>Strategies</th>
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</thead>
<tbody>
<tr>
<td>Upon entry</td>
<td>Welcome program for adequate integration</td>
<td>1) Information about services offered by the institution; 2) Participation in the governing bodies; 3) Characteristics of the curriculum; 4) Conformation of the academic itinerary; 5) Functioning of the subjects; 6) Information about scholarships and study aids; 7) Receive of support for the subjects; 8) Services or questions related to the future labor insertion.</td>
</tr>
<tr>
<td>During the studies</td>
<td>Induction courses; 2) Deepening aspects of academic development.</td>
<td>1) Basic concepts of essential subjects; 2) Orientation on relevant transversal aspects of the subjects such as management of computer tools, internet, study techniques, use of bibliography, how to make and present works; 3) Complete the curriculum; 4) Consider aspects related to the passage of the cycle and the investigation; 5) Preparation of your future decision making.</td>
</tr>
<tr>
<td>Upon completion of studies</td>
<td>Orientation</td>
<td>1) Importance and relevant aspects of the practices; 2) Postgraduate training; 3) Techniques for job search (job interview, preparation and presentation of a curriculum; 4) Basic aspects of the working world; 5) Access to employment or resources for professional integration (internet, press, network of personal contacts, placement agencies); 6) Practice in company and training centers in services related to employment; 7) Regulation scholarships and studies abroad.</td>
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Planning for tutoring by the teacher

This is basically to potentiate the knowledge, abilities, capacities in the educational practice during the process of formation of the students. The tutoring should be done through a schedule of activities, which considers observation techniques for their specific attention and to design strategies that allow the achievement of purposes and objectives of the tutoring. The dimensions of observation have to serve to understand school background, personal-family, cultural practices and study conditions. De Garay (2001, 2004) and ANUIES (2011): 80) points out that they can be: i) Social origin and material conditions of study in homes; ii) Factors that intervene in the choice of career; iii) The academic and social system of the University; iv) Study habits and school practices; v) Teaching practices of teachers; vi) Extra-university cultural processes; vii) Integration processes to the university community; viii) The institutional and disciplinary integration; ix) Prospects for future development; x) Infrastructure and institutional services. Thus, after the teacher develops a good work plan, considering the moments, actions and convenient strategies becomes a necessity (Table 1).

DESCRIPTION OF THE METHOD

The research method used was quantitative and descriptive; cross cutting design. The population was 743 undergraduate students in nursing from the 3rd to the 8th semesters. The sample was 35% of the students, both morning and afternoon shifts were randomly drawn. The 1st and 2nd semesters were not considered because they did not have a tutor assigned to that date. The teaching population included 40 members; the conventional sample was integrated 75%. The variables studied were: satisfaction and contribution of the program in the process of student training and the perception of teachers about the institutional program of tutoring. The instruments applied were those of the National Association of Universities and Institutions of Higher Education (ANUIES, 2011).

RESULTS AND DISCUSSION

Results of the students

Perception of students

It was found that 51% of students have not had any interviews with the tutor, only 24% have tutoring that they consider adequate and pleasant. Regarding the attention time that the tutor dedicated in the first interview, 72% considered it insufficient. Regarding the selection of learning units that must be attended, 71% think that the support is deficient and only reflected in the 16% that was sufficient. The result coincides with 76% of students who appreciated that tutors do not have enough knowledge about the curricular map to guide them in the selection of
learning units. 84% of students agreed that there was no programming of the next interviews. Regarding the means available to communicate with their tutor, 62% mentioned that they do not maintain any type of communication, 30% communicated in person and 16% maintained communication by telephone. Regarding the number of sessions they have during the semester, 87% mentioned that they have one session of tutoring.

Of the few tutorials that tutors provide, 73% of students totally disagree with the attention provided by tutors. In terms of satisfaction with the tutoring program, 59% strongly disagree unifying the 20% that responds to disagree; 79% of students were dissatisfied with the institutional tutoring program.

Regarding the ability of tutors to solve problems of young people, 70% perceived that teachers do not have the capacity to help students solve their different problems. About the tutoring program, 58% of students do not know the objectives and benefits of the program. Regarding the contribution of mentoring in the training process, 78% said that they have not contributed anything.

Results of teachers

Teachers who teach tutoring

It was found that 77% have a Master's degree, 17% had PhD while 77% of teachers had between 0 to 10 tutorates. On the perception they have of the institutional program of tutoring, 53% think that they have regular clarity of the tutorial action; 47% of them mentioned that they have a hard time addressing certain problems with students: (sexuality, maladaptation, psychomotor disorders and dyslexia, among others). On the allocation of mentoring 53%, qualifies the process as inadequate. Regarding the motivation of being a tutor, 47% have regular motivation, while 40% are fully motivated to do so.

Regarding the process of tutorials developed in school, 37% of the tutors answered that the planning of the tutorial activities is regular, for 27% it does not exist. About the time to carry out the tutorial activities, 70% replied that the time is short. Regarding if institutional tutoring program contributes to raising academic quality, 70% is regularly convinced. Concerning the programming of tutoring activities, 60% answered that there is no programming for students to attend courses or workshops to improve their performance.

CONCLUSIONS

The following conclusions were drawn from the research carried out:

- Mentoring must be visible in the tutorate to achieve comprehensive training, collaborate in vocational maturity, develop skills and learning strategies. This involves teachers aiming to influence their values, norms and attitudes.

- Provide courses to the tutors on the flexibility offered by the school’s curriculum to study the race through different routes such as during the training through planning in their academic career.

- Identify the differences between the counselor and tutor, and the evaluation of tutors by the students as a strategy to improve tutoring.

- The continuous application of the PIT is necessary and is convenient to carry out three evaluations in three different moments: at the beginning of the process, in the development and at the end of it with the purpose of reorienting its objectives so that they really respond to the needs of the tutors (Gómez, 2012).

- High percentage of student dissatisfaction was identified and coincidence with the teachers when they indicate that the tutorials within the institution have not been adequately developed.

It is concluded that there is a lack of organization by school directors and tutors, as well as, training to offer a program of quality tutoring.

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