

Tutoring and Training of University Students

La Tutoría y la Formación de los Estudiantes Universitarios
Tutoria e Formação de Estudantes Universitários

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Abstract: University tutoring is a process of accompaniment during the training of students that takes place through personalized attention and social coexistence. University Training is a set of formal approaches to didactic processes that enable the training, preparation or improvement of the student for their professional development and improvement from the beginning of their career. This initial training can be complemented with subsequent courses. The purpose of this research is to determine the relationship between University Tutoring and University Training of Students. The research is of a non-experimental applied type where the study of the already existing phenomenon is observed and described in its natural environment. It is concluded that, There is a direct and significant relationship between the

development of tutoring and the university education of students. The participation of teachers as it has a direct relationship in the university education of students and there is a relationship between tutoring and the development of the professional profile of students, this being a non-cognitive area, which contributes to human development, it is of utmost importance its study as it will allow us to establish the dimensions and impact that this service has on student care.

Key words: University Tutoring, University Training, Personality Development and Higher Education.

Resumen: La tutoría universitaria es un proceso de acompañamiento durante la formación de los estudiantes que se concreta mediante la atención personalizada y convivencia social. La Formación Universitaria es un conjunto de planteamientos formales de procesos didácticos que posibilitan la capacitación, preparación o perfeccionamiento del estudiante para su desarrollo y mejora profesional desde el inicio de su carrera. Esta formación inicial puede verse complementada con cursos posteriores. El propósito de la presente investigación es determinar la relación existente entre la Tutoría Universitaria y la Formación Universitaria de los Estudiantes. La investigación es de tipo aplicada no experimental donde el estudio del fenómeno ya existente se observa y describe en su ambiente natural. Se concluye que, Existe una relación directa y significativa entre el desarrollo de la tutoría y la formación universitaria de los alumnos. La participación de los docentes como tiene relación directa en la formación universitaria de los alumnos y existe una relación entre la tutoría y el desarrollo del perfil profesional de los alumnos, siendo este un área no cognoscitiva, que contribuye al desarrollo humano, resulta de suma importancia su estudio ya

que nos permitirá establecer las dimensiones e impacto que tiene este servicio en atención a los alumnos.

Palabras clave: Tutoría Universitaria, Formación Universitaria, Desarrollo de la personalidad y Educación Superior.

Resumo: A tutoria universitária é um processo de acompanhamento durante a formação dos estudantes que toma forma através de atenção personalizada e coexistência social. A formação universitária é um conjunto de abordagens formais de processos didáticos que permitem a formação, preparação ou aperfeiçoamento do estudante para o seu desenvolvimento e aperfeiçoamento profissional desde o início da sua carreira. Esta formação inicial pode ser complementada com cursos subsequentes. O objectivo da presente investigação é determinar a relação existente entre a Tutela Universitária e a Formação Universitária dos Estudantes. A investigação é de um tipo não experimental aplicado onde o estudo do fenómeno já existente é observado e descrito no seu ambiente natural. Conclui-se que existe uma relação directa e significativa entre o desenvolvimento da tutoria e a formação universitária dos estudantes. A participação dos docentes, por ter relação directa na formação universitária dos estudantes e por haver uma relação entre a tutoria e o desenvolvimento do perfil profissional dos estudantes, sendo esta uma área não cognitiva, que contribui para o desenvolvimento humano, é de grande importância o seu estudo, uma vez que nos permitirá estabelecer as dimensões e o impacto que este serviço tem na atenção aos estudantes.

Palavras-chave: Tutoria Universitária, Formação Universitária, Desenvolvimento da Personalidade e Ensino Superior.

INTRODUCTION

Understanding that, in today's world, it is a world of permanent changes and especially in the field of knowledge, therefore, in the Universities and especially in the formation of the university student in general. The professional training of students, in this case of the students of the Universidad Nacional Federico Villarreal, is not only based on general and specialized training, but is accompanied by a set of factors that make the student successfully complete his profession. In this sense, the support provided by the Academic and Personal Guidance Office (DOTAP) is an important axis in the integral formation of university studies, such as orientation and counseling.

Have a comprehensive university education in accordance with the requirements of the current labor market demanded by society, since their training is responsible for transmitting knowledge, contributing to the integration of concepts, to establish and ensure quality relationships of the teaching-learning process and learning strategies. Therefore, university professional training, par excellence, prepares the individual for the requirements of the immediate future. Galindo et al., (2015)

At present, higher education must introduce methods that contribute to develop in the university student the aptitudes and habits that propitiate a permanent formative process, with evident capacities for self-learning, with a gradual tendency to personalized education, which means considering the characteristics of each student, and that he/she ceases to be the object of an informative-reproductive teaching to become the subject of a creative-productive learning. This constitutes the introduction of learning strategies for the achievement of improving the academic performance of university students.

Tutoring, therefore, is a continuous, systematic, interdisciplinary, interdisciplinary, integral, and comprehensive pedagogical strategy whose general objective is related to the contribution to the full development of the student's personality, with the improvement of their academic performance, as well as with the advice in their professional orientation; also to stimulate and facilitate their participation in university life, promote the bonding dimension and collaborate in their cultural and human formation Quiroga & Padilla, (2014), Moreira, (2002).

University tutoring, according to Fàbregas, (2016) is a function of accompaniment, guidance and support to the student, in their process of personalization of learning and development of competencies, both at personal and professional level; it adopts different models depending on the contexts, university culture, educational policies and standards, available resources and student needs.

University tutoring is part of the teaching responsibility. Among the different functions entrusted to the university and to the university professor, that of "training professionals" is where we see the university professor's tutorial function perfectly and inevitably intertwined. We can define then, university tutoring, according to Gamboa et al. "University tutoring consists of supporting and guiding the student in his integral formation process, favoring the integration of the entering student in the university, (...) identifying the difficulties that are presented to him in the studies and analyzing the possible solutions." (2019, p. 62). It is a formative activity that affects the integral development of university students in their intellectual, academic, professional and personal dimensions.

Peer tutoring is an educational modality that consists of mutual support among peers who share the same educational level. It is based on the proposal of cooperative learning for the construction of collective knowledge among

students, and seeks to influence the academic achievement of their peers, reduce the rates of failure and dropout and favor the adaptation of young people (especially new entrants) to the school context.

Tutorial care is developed in various ways, being increasingly important the teamwork of teachers. Fernández "Indeed, it is necessary to plan actions that provide answers to the needs of the student and their families, resolve conflicts, make decisions, learn from each other and feel supported and part of a team." (2018, p. 3). For the development of tutorial care it is necessary to plan.

Tutorial care is of great importance within the training of the future professional and of concern for higher education institutions. For the purpose of recognizing some of them, we will briefly expose the central characteristics and operations strategies, Urbanetto et al., (2016) that they propose:

In Anglo-Saxon universities, professors offer personalized, face-to-face attention sessions, which are called tutoring or supervising in England; academy advising, mentoring or coinsenling, depending on their nature. In the United States, together with the distribution of teaching hours in front of a group and participation in seminars with a small number of students. As far as students are concerned, their main activities are attending course sessions, studying in the library, participating in seminars and discussing work with their tutor. In the United Kingdom, Australia and the United States, the tutor is a professor who informs undergraduates and maintains the standards of a discipline. The central activity of the English total system, tutoring, is the written work, essay, which the tutor proposes to the student.

Counseling Centers, Counseling Centers, and even Academia Advising Centers, have existed since the 1930s and bring together specialists in pedagogy and psycho-pedagogy, in close relationship with regular teachers.

b. One of the best known tutorial models is the one implemented for three decades by the Open University. It is a model of academic and personalized tutoring, very widespread in the United Kingdom. Students study the materials prepared for each program independently and meet with their tutors in the local teaching centers and summer schools to solve learning problems and receive suggestions for subsequent phases.

In more recent times, what has been called electronic tutoring (also called virtual or telematic tutoring) has been developed in different educational institutions, whose particularity is tutoring assisted or mediated by the new information technologies, especially the computer and the Internet. These technologies can be a fundamental support for learning activities in general and for tutoring-related objectives in particular. Tutorial activities with multiple contents and educational purposes can be developed, with the intention that the student can learn how to learn.

In several universities, personalized tutorials are developed, which allow students to receive a more complete orientation, which will enrich their professional training, because the tutor will have more time to be attended to by the student.

The integral tutoring model addresses the academic, professional and personal dimensions of the student in a comprehensive manner. It is possibly the most complete model since it promotes the integral development of the student, in its facets: intellectual, affective and professional Vallese & Roa, (2006), Moreira, (2002). However, it is a model that has numerous requirements: teacher training in guidance actions, support teams (guidance offices...).

The university institution has the challenge of being a training space so that those who enter it can graduate with a more defined personal and professional project, and with the necessary tools to face the construction process that extends throughout life Zaragoza et al., (2016). In response to this, these educational institutions begin to implement different forms of application of tutorial spaces as a comprehensive education strategy.

This 21st century needs future professionals whose training is based on the development of intellectual and emotional skills Benítez-Burraco et al., (2016), Zaragoza et al., (2016), which allows them to learn to manage the information produced and acquired in their academic training and at the same time, present an emotional balance with a high level of tolerance to face changes without letting themselves fall into frustration.

Currently, training does not only take place in formal systems, but can be achieved through a wide variety of sources and agents. University education, which is based on models based on a conception of knowledge and content as the primary objectives of learning, is being modified due to the accelerated change of knowledge, access and the way in which it flows and, consequently, the provisionality of knowledge.

The university formative process should provide students not only with the traditional knowledge of their specific area of performance, but at the same time, and as an integral part of their formative process, should include in the curricula those contents and achievements that allow students to develop individual and collective competencies and skills that contribute to their integral formation.

It would be, in short, to train a person for the exercise of his or her professional work. The function of teaching, the contents developed in it, the presence of universities in society and the role assigned to teachers.

It is necessary to situate teacher education policy and programs within the social, political and ideological context in which they are produced. Teacher education is a subsystem within education and reflects the problems that affect it. The integral formation of the university student is the center of attention and concern of the universities. This process not only includes the formation of knowledge and skills that allow the young person to enter the complex world of science and technology, but also the formation of a professional with life projects based on values and articulated with the social project, which have their maximum expression in solidarity, social justice and human improvement.

In this sense, the new tendencies of Higher Education, tinged with a considerable increase in enrollment, since the implementation of the Universalization of Higher Education, call for a new approach in the conception of educational work in our universities in which the guiding teacher or tutor is called to play an essential role in order to lead the professional training of the future university graduate.

A true educational policy in the field of higher education must include integral formation as the articulating axis of university functions in the fields of teaching, research and extension, in order to achieve a true social relevance that makes the University a true educational and cultural project.

It is necessary to situate teacher education policy and programs within the social, political and ideological context in which they are produced. Teacher education is a subsystem within education and reflects the problems that affect it.

Educational systems represent realities that are not independent of the social, economic and political system, so it is logical to think of multiple dependencies between these previous external realities, the institutionalization of university education, the definition of the teacher's role and teacher training. In the educational discourse, a kind of image has taken root that makes teachers responsible for educational results and processes, but teachers work in an educational system in which they are socialized personally and professionally, which they interpret, but which does not define their origin. Their professional independence is an aspiration rather than a starting point. The institutions, curricula, methodology and conceptualization of the existence and functioning of this entire training subsystem concretize and express in some way the institutionalized reality of the job to be performed, in coherence with the social function that the educational system itself fulfills.

It is always mentioned that schools and universities do not respond to the demands and needs of our time. It would be unrealistic, deterministic and pessimistic to conceive of a system of perfect correspondences, without contradictions, where each level of reality (social system, educational system, school institutions, universities, teacher training, specific teachers, pedagogical practice, etc.) mechanically and inexorably reproduces the most immediate structures in which it is inserted.

It is necessary to incorporate a discourse of educational thought and teacher's action considering their moral and ethical criteria. Such as justice and equality. These components will make possible the emergence of a broader perspective from which to judge the value and meaning of teacher education programs while becoming aware of the extent to which teacher practices cannot be separated from teaching institutions. Raising political and ideological issues as a fundamental part of teacher education will mean the beginning of the process of analyzing and evaluating teacher education programs and policies in terms of their ethical and political justification, rather than exclusively in terms of their pedagogical efficacy or didactic utility.

MATERIALS AND METHODS

The present research is of a quantitative paradigm of a non-experimental applied type where the study of the already existing phenomenon is observed and described in its natural environment. The present research is of a non-experimental transversal correlational design; because its objective is to evaluate, analyze and measure the degree of relationship that may exist between two variables. Where the existing relationship between tutoring and the formation of the students of the Faculty of Education of the Universidad

Nacional Federico Villarreal is determined. Studies of already existing phenomena or situations that are observed and described in their natural environment. It is of a correlational applied type, because, for the development of the research, data collection instruments are applied to identify the relationship between the variables.

Data collection instruments are the material means used by the researcher to collect and store information. The instruments are the material means used by the researcher to collect and store the information. The technique used for data collection is the questionnaire-type survey technique directed to the students of the Faculty of Education, which consists of a printed form to obtain the desired information, the survey allows obtaining data in a more systematic way than other observation procedures. It makes possible the detailed recording of data, the study of a population through samples with guarantees of representativeness, the generalization of conclusions with knowledge of the margins of error and the control of some factors that affect the phenomenon to be observed, such as the ways of asking questions and the content in which these are formulated and answered.

The instrument developed for data collection is a 21-question questionnaire, which will be applied to the 222 students of the Faculty of Education of the Universidad Nacional Federico Villarreal, who are part of the sample.

The questionnaire is an instrument for the collection of data used to test hypotheses. In its structure, the questionnaire consists of a set of questions, where the name of questionnaire comes from, which, when answered by the interviewees, allow to obtain information to test the hypothesis of the research.

RESULTS

After collecting the information by means of the survey technique, the interpretation and analysis of each item was carried out in order to fulfill the development of the research objectives. The percentage analysis of the results is represented graphically and computerized, using circular and bar diagrams and the technique used was based on the percentage calculation of each item. Spearman's rho coefficient is used to test the hypotheses. They are coefficient used to statistically relate Likert-type scale, which is used to measure the degree of relationship between ordinal variables. This statistic, sometimes called rho, is a measure of association that requires both variables to be measured at least on an ordinal scale, so that the objects or individuals under study can be placed in two ordered series.

H1. There is a direct and significant relationship between the development of tutoring and the university education of the students of the Faculty of Education of the Universidad Nacional Federico Villarreal.

Ho. There is no direct and significant relationship between the development of tutoring and the university education of the students of the Faculty of Education of the Universidad Nacional Federico Villarreal.

Table. 1 *Variables*

Variables			University Training	Tutoring
Spearman's Rho	University	Correlation	1,000	,202**
	Training	coefficient		
		Sig. (bilateral)	.	,003
		N		

Tutoring	Correlation coefficient	,202**	1,000
	Sig. (bilateral)	,003	.
	N		

Correlation is significant at the 0.01 level (bilateral).

According to Spearman's coefficient, university education and tutoring received are directly and significantly correlated at the 0.01 level ($0.003 < 0.01$). Therefore, we reject H_0 , that is to say that there is a direct and significant relationship between the development of tutoring and the university education of the students of the Faculty of Education of the Universidad Nacional Federico Villarreal.

The participation of teachers as tutors is directly related to the university education of the students of the Faculty of Education of the Universidad Nacional Federico Villarreal.

H_0 . The participation of teachers as tutors is not directly related to the university education of the students of the Faculty of Education of the Universidad Nacional Federico Villarreal.

Table 2. *Variable*

Variables			University Training	Teacher participation in tutoring
Spearman's Rho	University Training	Correlation coefficient	1,000	,216**

		Sig. (bilateral)	.	,001
		N		
	Teacher participation in tutoring	Correlation coefficient	,216**	1,000
		Sig. (bilateral)	,001	.
		N		

Correlation is significant at the 0.01 level (bilateral).

According to Spearman's coefficient, university education and teacher participation in tutoring are directly and significantly correlated at the 0.01 level ($0.001 < 0.01$). Therefore, we reject H_0 , that is to say that the participation of teachers as tutors is directly related to the university education of the students of the Faculty of Education of the Universidad Nacional Federico Villarreal.

H1. There is a direct relationship between tutoring and the development of the professional profile of the students of the Faculty of Education of the Universidad Nacional Federico Villarreal.

H_0 . There is no direct relationship between tutoring and the development of the professional profile of the students of the Faculty of Education of the Universidad Nacional Federico Villarreal.

Table 3. *Variable*

Variables		Professional Profile Development	Tutoring
Spearman's Rho	Professional Profile Development	Correlation coefficient	1,000
		Sig. (bilateral)	,231**
	Tutoring	Correlation coefficient	,231**
		Sig. (bilateral)	,001

Correlation is significant at the 0.01 level (bilateral).

According to Spearman's coefficient, the development of the professional profile and tutoring are directly and significantly correlated at the 0.01 level ($0.001 < 0.01$). Therefore, we reject H_0 , that is to say that there is a direct relationship between tutoring and the development of the professional profile of the students of the Faculty of Education of the Universidad Nacional Federico Villarreal.

At present, university education is going through a series of changes that make us reflect and look for tools that allow us to guarantee a quality university education, being tutoring important in the university education of students.

As for the general hypothesis found in this research, according to Spearman's coefficient, university education and tutoring received are directly and significantly correlated at the 0.01 level ($0.003 < 0.01$). Therefore, we reject H_0 , that is to say that there is a direct and significant relationship between the development of tutoring and the university education of the students of the Faculty of Education of the Universidad Nacional Federico Villarreal. It is concluded from the different authors cited in the research that there is a deficiency in the education of university students.

According to Spearman's coefficient, university education and teacher participation in tutoring are directly and significantly correlated at the 0.01 level ($0.001 < 0.01$). Therefore, we reject H_0 , that is to say that the participation of teachers as tutors is directly related to the university education of the students of the Faculty of Education of the Universidad Nacional Federico Villarreal.

According to Spearman's coefficient, the development of the professional profile and tutoring are directly and significantly correlated at the 0.01 level ($0.001 < 0.01$). Therefore, we reject H_0 , that is to say that there is a direct relationship between tutoring and the development of the professional profile of the students of the Faculty of Education of the Universidad Nacional Federico Villarreal.

CONCLUSIONS

In the research work it can be evidenced that there is a direct and significant relationship between the development of tutoring and the university education of the students of the Faculty of Education of the Universidad Nacional Federico Villarreal. The participation of teachers as tutors is important because it has a direct relationship with the university education of the students of the Faculty of Education of the Universidad Nacional Federico Villarreal. Tutoring is important in university education because there is a direct relationship between tutoring and the development of the professional profile of the students of the Faculty of Education of the Universidad Nacional Federico Villarreal.

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