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**PERCEPTION OF  
ACADEMIC, PERSONAL  
AND PROFESIONAL  
DEVELOPMENT OF THE  
STUDENT FROM THE  
FACULTY OF BIOLOGY,  
THROUGH THE  
TUTORING PROGRAM**

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**Abstract:** The Faculty of Biology, aware of the need to offer its students comprehensive attention, adopted the Tutoring Program through the Institutional Tutoring Program of the Universidad Michoacana de San Nicolás de Hidalgo. The tutorial action requires that the university professor with tutor training has skills specific to the tutorial activity, which differ from the teaching practice that is carried out within the classroom. It implies a commitment to the quality of university teaching, through the individualized attention that a tutor provides to a student or a group of students. To know the performance of the Tutoring Program of the Faculty of Biology, a questionnaire was applied, in the form of a survey, to students enrolled in the degree program in Biology of the Michoacana University of San Nicolás de Hidalgo, with the objective of knowing the perception of students who received attention from the Program tutors, about their academic, personal and professional development, in a school year. From this perspective, within the framework of the accreditation of the degree in Biology, an evaluation was carried out on students enrolled in the tutoring program of the Faculty of Biology. The evaluation consisted of applying a survey regarding the satisfaction that the tutor perceives according to: a) the activities carried out in the tutoring program, b) the benefits derived from their participation in the program and c) the attention to emotional aspects. The research was a qualitative study with a descriptive non-experimental design, through the aforementioned survey, answered by a total of 39 students enrolled in the Tutoring Program. The categories were: I) institution services, II) support in training aspects of the participants and III) attention to emotional aspects. Of the total number of students who responded to this survey, 79% expressed that the Tutoring Program of the Faculty of Biology has allowed

them to improve their academic performance, 61.41% of the responses are among the categories of extremely satisfied, 28.57% very satisfied and 9.17% satisfied. Particularly, the level of satisfaction is high in terms of motivation to continue with their studies, the development of values related to physical and mental well-being and the willingness to integrate and commit to their educational process (80.56%). Through the instrument that included three categories and thirteen items, it was determined that the students expressed some degree of satisfaction in their academic, personal and professional development, through the attention received in the Tutoring Program of the Faculty of Biology. In general, it is possible to conclude that the tutorial activity of the Tutoring Program of the Faculty of Biology carried out by its tutors, promoted satisfaction in their respective tutors.

## INTRODUCTION

The Institutional Tutoring Program in Mexico was adopted by Higher Education Institutions (IES) starting in 2000 (UNESCO, 2006). In this, some of the challenges that Mexican universities have to face to promote the development of the professional profiles demanded by today's society are exposed. From this perspective, the universities have carried out the implementation of the Tutorial Action Plans (PAT), in accordance with the situations and available human and administrative resources. From the University, the tutorial activity is conceived as a paradigm that promotes the personal, academic and professional development of students. That is, tutoring is a modality of support for teaching activity that consists of a systematic process of academic and personal guidance and support for students. It implies a commitment to the academic, humanistic and social values that are promoted by the universities..." (Díaz-

Barriga and Hernández Rojas, 2001).

In this context, the Faculty of Biology of the Universidad Michoacana de San Nicolás de Hidalgo, committed to the quality of university teaching, through its PAT, offers the individualized attention of a tutor to a student or a group of students to promote, in addition to the relevant academic orientation, the acquisition of these other skills of knowing how to be and knowing how to be, thereby promoting their critical and creative capacity, in order to promote their comprehensive training. At the same time, it guides students who require it to the instances in which they can receive specialized attention. From this perspective, within the framework of the accreditation of the degree in Biology, an evaluation was carried out on students enrolled in the Tutoring Program of the Faculty of Biology, during the 2019-2019 school year.

The evaluation, according to Salinas and Martínez (2008), consisted of applying a survey to the students enrolled in the Tutoring Program during the aforementioned period, regarding the perceived satisfaction in the following aspects: a) the activities that are carried out in the mentoring program, b) the benefits derived from their participation in the program and c) the attention to emotional aspects. The term "satisfaction" was defined by Kotler (2001) as the level or degree of well-being experienced by the student, with respect to the tutoring program, based on the expectations they have of the program" (p. 12), as well as the degree of compliance with expectations in the university context (Mejías, 2009). The objective was to establish the perception of the students who received attention in the Tutoring Program, regarding their academic, personal and professional development, to generate proposals that allow strengthening the Tutorial Action Plan of the Faculty of Biology.

## EXPERIENCING PART

The research was a qualitative study with a non-experimental descriptive design (Hernández-Sampieri, Fernández Collado and Baptista Lucio, 2010). A survey was used aimed at a total of 39 students enrolled in the Tutoring Program in the 2019-2019 school year. The data was collected with the instrument called perception surveys to measure the satisfaction of the tutors in the Tutoring Program of the Faculty of Biology, which was sent to the active tutors of the Faculty, of which 13 of these sent them to their students.

The instrument consists of three categories: I) aspects related to the institution's services according to the way in which student services function; II) basic conditions of the institution for the adequate development of the professional training process and III) emotional aspects for a balanced development of personality, teaching and learning processes and personal achievements. The instrument was made up of 13 items included in the aforementioned categories and were answered according to the Likert scale with values ranging from 1 to 5, where 1 is not at all satisfied, 4 is not very satisfied, 3 is satisfied, 4 is very satisfied and 5 is extremely satisfied (González and Pazmiño, 2015).

Category I. Items related to the services established in the institution. Provides the information that the tutor obtains through the tutorial activity.

- Í1. Knowledge of the degree curriculum.
- Í2. Knowledge of important administrative procedures for students.
- Í3. Knowledge, access and management of the services offered by the institution (medical, scholarships, guidance, psychological, health).
- Í4. Knowledge of the conditions to

comply with the SS, internships, professional residencies or any other academic activity, a requirement for graduation.

Category II. Items related to information about the basic conditions of the institution for the adequate development of the vocational training process.

Í5. Willingness to integrate and commit to their educational process.

Í6. Knowledge of the disciplinary field of the career.

Í7. Knowledge of different sources of information and use of ICTs for the teaching-learning process within their disciplinary field.

Category III. Items related to emotional and training aspects for balanced personality development, teaching and learning processes and personal achievements.

Í8. Ability to organize and plan time.

Í9. Willingness and responsibility to face challenges and difficulties in your personal and social life.

Í10. Ability for communication, interpersonal relationships and conflict resolution.

Í11. Ability to relate to your teachers and classmates.

Í12. Motivation to continue with your studies.

Í13. Development of values related to physical and mental well-being.

## RESULTS

Table 1 presents the results of the descriptive statistics for each of the items (questions) used. Items 1 to 13 are shown as Í1 to Í13, which were included in the described categories, with the 5-point Likert scale. The Statistical Program (Statistica 13.3) was used.

According to the statistical output values, indicated in Table 1, it can be seen that there is excess kurtosis in all items, because the responses are mostly at the maximum value of the scale, except in I4. Likewise, it is possible to observe that the average values for the same items are greater than 4, that is, the range of responses is between extremely satisfied and very satisfied, on the Likert scale.

To calculate the percentage of each item, distributed in each category, we worked with the Excel program. The percentages are shown in Table 2, Table 3 and Table 4.

The values shown in Table 2 show that the tutees stated that they were extremely satisfied by 67.6 percent, very satisfied by 29.7 percent, and satisfied by 2 percent. The Í1 knowledge of the degree curriculum. It is posed in a general way, that is, the answer may be in relation to the information that the tutors have received from their tutors, with the information that is displayed in the Faculty building and, surely with the information available on the website. the same.

In the Í2 knowledge of the important administrative procedures for the students, it was found that the tutees responded to be extremely satisfied in a higher percentage, progressively decreasing to the case of those who were slightly satisfied. The responses to the item could indicate that the tutors should be informed in a timely manner about the important procedures that they should know and avoid delays in administrative aspects such as registration, dates or payments.

In the case of Í3 knowledge, access and management of the services offered by the institution (medical, scholarships, guidance, psychological, health), the tutors stated that they were extremely satisfied, very satisfied and satisfied. That is, according to the percentages, the tutors know the services that are at their disposal because they are enrolled in the University.

Questions	Average	Intervalo de confianza	Variance	Asimetría	Kurtosis centered at 0
Í1	4.461	(4.14 4.77)	0.939	-2.537	7.029
Í2	4.358	(4.14 4.73)	0.831	-2.105	5.038
Í3	4.205	(3.86 4.54)	1.114	-1.565	2.495
Í4	4.0	(3.66 4.34)	1.105	-1.002	0.532
Í5	4.564	(4.25 4.86)	0.883	-2.998	9.553
Í6	4.358	(4.05 4.67)	0.920	-2.307	6.273
Í7	4.128	(3.81 4.45)	0.956	-1.157	1.374
Í8	4.205	(3.89 4.52)	0.956	-1.325	1.779
Í9	4.461	(4.17 4.75)	0.781	-2.046	5.043
Í10	4.410	(4.12 4.69)	0.775	-1.909	4.667
Í11	4.436	(4.14 4.72)	0.779	-1.975	4.838
Í12	4.667	(4.41 4.93)	0.649	-3.123	11.197
Í13	4.564	(4.31 4.82)	0.621	-2.774	10.296

Tabla 1. Análisis univariado de los ítems (preguntas) estimado en escala de Likert 1 a 5.

Source: own elaboration based on the data obtained.

Item	Extremely satisfied	Very satisfied	Satisfied	A little satisfied	Not satisfied
Í1. Knowledge of the degree's Study Plan	67.6	29.7	2.7	0	0
Í2. Knowledge of important administrative procedures for students	63.9	27.78	5.56	2.8	0
Í3. Knowledge, access and management of the services offered by the institution (medical, scholarships, orientation, psychological, health)	52.78	30.56	16.67	0	0
Í4 Knowledge of the conditions to comply with the SS, internships, professional residencies or any other academic activity, requirement for graduation	38.89	38.89	13.89	8.33	0

Table 2. Percentage analysis of the responses for each item according to the category: services of the institution about the information that the tutor obtains through the tutorial activity, on the Likert scale, where extremely satisfied is 5 and not at all. satisfied is 1.

Source: own elaboration based on data from student surveys.

The Í4 knowledge of the conditions to comply with the SS, internships, professional residencies or any other academic activity, a requirement for graduation, must be presented with another wording. In the case of students of the Faculty of Biology, they must comply with social service as a requirement to graduate and be able to obtain a degree. Probably for this reason there was greater dispersion in the responses since the percentages were relatively low for extremely satisfied and very satisfied and low for satisfied and slightly satisfied.

In the case of this category regarding the institution's services, it is important that the tutors receive accurate and timely information. Based on the knowledge that the tutors have about the institution, in this case the Faculty of Biology, it is likely that the degree of satisfaction will increase and, with it, the confidence of each one to carry out their procedures at the right time and in an appropriate manner. before the corresponding authorities.

The category related to the basic conditions of the institution for the adequate development of the vocational training process, Í5, which deals with the willingness to integrate and commit to its educational process in its disciplinary field, showed a high percentage of satisfaction in the case from extremely satisfied, decreasing to very satisfied and satisfied. That is, the majority of the tutees responded that they were willing and committed to their disciplinary educational process.

The Í6 knowledge of the disciplinary field of the career also showed a distribution between extremely satisfied, very satisfied and satisfied. In this case, the majority of the tutors stated that they knew the disciplinary field of the degree, which could ensure that they were perfectly integrated into their studies, without the risk of dropping out or lagging behind.

The Í7 knowledge of different sources of information and use of ICTs for the teaching-learning process within their disciplinary field, showed that the tutors, although they are extremely satisfied, very satisfied and satisfied, expressed less knowledge about the availability of the management of information and communication technologies, which should be an aspect to which more attention must be paid so that the tutees develop this type of skills.

Table 4 shows the results of the category that relates training and emotional aspects for the balanced development of personality. Í8, on the ability to organize and plan time, was answered with a relatively high percentage of extremely satisfied followed by very satisfied and satisfied by the tutors. In this sense, it is evident that there was adequate guidance from the tutors for the organization of the different activities that they carry out.

The Í9 is particularly interesting, since it deals with the willingness and responsibility to face challenges and difficulties in your personal and social life. In this sense, the tutees responded with a relatively higher percentage of extremely satisfied and a relatively lower percentage of satisfied. It is likely that the willingness of the tutees to acquire responsibility is one of the aspects that must be cultivated to a greater degree, as it represents a quality that they forge during their stay at the University.

The capacity for communication, interpersonal relationships and conflict resolution integrated into the Í10 was also responded to as extremely satisfied by a relatively high percentage, in addition to being very satisfied and satisfied. In this case, it is important that the tutees have shown good communication, interpersonal relations and conflict resolution skills. The above could mean that the majority of tutees show a good degree of personal and emotional maturity.



<i>Item</i>	<i>Extremely satisfied</i>	<i>Very satisfied</i>	<i>Satisfied</i>	<i>A little satisfied</i>	<i>Not satisfied</i>
<i>Í5. Willingness to integrate and commit to your educational process in your disciplinary field</i>	72.22	25	2.78	0	0
<i>Í6. Knowledge of the disciplinary field of the career</i>	55.55	38.89	5.56	0	0
<i>Í7. Knowledge of different sources of information and use of ICTs for the teaching-learning process within their disciplinary field</i>	44.44	36.11	19.44	0	0

Table 3. Percentage analysis of the responses for each item according to the category: basic conditions of the institution for the adequate development of the professional training process, on the Likert scale, where extremely satisfied is 5 and not at all satisfied is 1.

Source: own elaboration based on data from student surveys.

<i>Item</i>	<i>Extremely satisfied</i>	<i>Very satisfied</i>	<i>Satisfied</i>	<i>Not very satisfied</i>	<i>Not satisfied at all</i>
<i>Í8. Ability to organize and plan time</i>	52.78	30.56	16.67	0	0
<i>Í9. Willingness and responsibility to face challenges and difficulties in your personal and social life</i>	69.44	22.22	8.33	0	0
<i>Í10. Ability for communication, interpersonal relationships and conflict resolution</i>	63.89	25	11.11	0	0
<i>Í11. Capacidad para relacionarte con tus maestros y compañeros</i>	63.89	27.78	8.33	0	0
<i>Í12. Motivation to continue with your studies</i>	80.56	13.89	5.56	0	0
<i>Í13. Development of values related to physical and mental well-being</i>	72.22	25	2.78	0	0

Table 4. Percentage analysis of the responses for each item according to the category: related to emotional and formative aspects for a balanced development of personality, teaching and learning processes and personal achievements, on the Likert scale, where extremely satisfied is 5 and nothing satisfied is 1.

Source: own elaboration based on data from student surveys.

In relation to I11, which deals with the ability to relate to your teachers and classmates, the tutees stated that they were extremely satisfied, very satisfied and satisfied, which could indicate that, although no one responded with low values on the scale, it should be placed Pay attention to encouraging them to change both their perception and their attitude. This means that tutors must encourage tutees to improve their confidence in dealing with their teachers and their classmates.

I12, motivation to continue with your studies, had both the highest percentage of all the items on the scale of extremely satisfied, followed by very satisfied and satisfied. In the case of the tutors who participated in the survey, it would mean that 80 percent of them are motivated to continue with their studies and, at the same time, it could be ensured that they would avoid falling behind or dropping out. Likewise, both the average and the kurtosis were the highest of all the items.

Item Í13, development of values related to physical and mental well-being, was answered by the tutors in high percentages on the scale of extremely satisfied and relatively high percentages in very satisfied, followed by satisfied. The topic of this item is of utmost importance so that tutors continue to promote the well-being of their tutees during their career at the University, to promote their comprehensive training through the exercise of their profession.

## CONCLUSIONS

All items of the instrument used obtained values that exceed the theoretical mean.

The tutees expressed responses that ranged from extremely satisfied to satisfied.

There was excess kurtosis in all items except item Í4, because the responses are mostly at the maximum value of the scale.

In general, the perception of satisfaction of the tutees is described as the level or degree of

well-being experienced by them.

In the case of the category on the services of the institution, in general, the tutors received accurate and timely information from their tutors.

The tutors received information from their tutors regarding the basic conditions of the institution for the adequate development of the professional training process.

The tutorial activity of the Faculty of Biology Tutoring Program carried out by its tutors, promoted satisfaction in their respective tutors.



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