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THE ROLE OF THE TEACHER IN THE TUTORING PROCESS AS AN ELEMENT OF QUALITY IN UNIVERSITIES

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Abstract: The higher education system in Mexico requires teaching focused on achieving the professional profile that society requires of the university graduation. It demands an organization of teaching based on learning, an improvement and adaptation of the methodologies that have been carried forward since ancient times, these must be more reflective, with a clear vision of achieving the learning expected at the end of their academic training. To do this, a teacher is required capable of accompanying the student in their educational path, guiding them, providing them with the necessary information, supporting them with academic tutoring and monitoring their learning process. Therefore, the tutor becomes a fundamental pillar that enhances learning and, without a doubt, becomes an important quality element in higher education. The project focuses on describing the tutoring process that is carried out in higher education institutions as a resource that contributes to the learning of students at the Technological Universities of the State of Durango, in this context the profile of the tutor is indicated as fundamental element for the delivery of academic tutoring in a satisfactory and competent manner that responds to the needs of the university student.

Keywords: Tutor, Teaching skills, educational quality, academic tutoring.

AIM

The objective is to know the students' opinion on the conception they have of a good teacher/tutor, to express their assessment criteria on the teaching profile and the role played as professionals. The aim is to use a quantitative methodology, which collects relevant information on issues related to knowledge and the basic tools that the teacher/tutor must have, to optimally contribute to the level of educational quality of university students.

INTRODUCTION

Higher education in Mexico has undergone changes in the educational model in recent years that have revealed the need to continue transforming and adopting a renewed vision, a new paradigm, that allows the formation of university students who are truly competent in their academic, social and academic performance. personnel who meet the profile of the citizen who wants to be trained and who respond competently to the demands that the productive sector demands. To achieve this, it is extremely necessary to provide the student with the personalized attention they require, accompany them throughout their entire training journey and implement in this process the necessary actions that enable students to enhance their learning so that the dropout and dropout rates do not increase., academic lag and failure, but rather improve and increase the percentages of terminal efficiency that are currently presented at the higher level.

This document describes the problems that arise in higher education in our country, specifically in the sector of technological universities in the state of Durango, which they have been adopting in recent years. A tutoring system, which aims to reduce the problems that students face in their academic career and that in some way can hinder the achievement of their goals, if they do not have adequate support and the accompaniment of a competent teacher to guide them in their journey through higher education. Therefore, the tutor must be a teacher with a large number of skills and competencies that facilitates the development processes of his students, with the openness to establish relationships of trust and horizontal communication with a willingness to trust in the potential of his students and in one's own, carry out this task with the capacity to socially and effectively serve the tutored groups considering their diversity, marginalization and levels of

different competencies.

The teacher-tutor must be an important element so that better levels of quality are achieved in higher education, the expected learning is achieved and, consequently, the rates of dropout, dropout, lag, and increasing the percentages of terminal efficiency are significantly reduced.

PROBLEM STATEMENT

Dropping out of school at the higher level has been a permanent concern, since half of the students fail to complete their studies. Various research suggests a wide variety of possible causes, from personal factors to institutional characteristics. The dropout of university students has been a concern for decades, giving rise to numerous studies and proposals for improvement (Tinto, 1987; Anuies, 2000; González, 2006). However, despite multiple proposals and policies, the problem seems insurmountable.

Virtually all studies proceed to compare data on first admission with figures on graduation or graduation five years later, to conclude that few young people manage to finish their studies in a timely manner. Those who do not achieve it are considered failures or dropouts, hence a certain uncertainty can be observed in new students regarding the procedures they must carry out at the university, from registration, location of the different departments, services provided by the university and even whether or not they may be candidates for a scholarship, they do not know the curricular map of the subjects that make up the educational program they are taking and the level of performance they must achieve.

They appear restless, insecure and afraid of not having the prior knowledge that they will require for each of the subjects they take. They arrive with a clear lack of study habits, low self-esteem, problems with bullying,

violence, and serious disintegration problems. family problems, unplanned pregnancies, serious problems in their economy and very low averages in their achievement, which is reflected in the first evaluations, and the feeling of frustration is very marked in the new students, so that is when A significant percentage decides to withdraw at the first failure, without discussing it with their teachers or classmates, without asking for academic guidance or tutoring, coupled with all the problems mentioned above.

In Mexico, the National Association of Universities and Higher Education Institutions (Anuies) reports an average terminal efficiency of 67.8% for 2003-2004 (Anuies, 2006: 236-237) with a rate of 73.8% for women and 62.2% for men. Thus, Anuies (2000) mentions a terminal efficiency of 39% for 2000, which turns out to be a lower rate than that reported in previous years: the OECD (1997: 119), based on data from the Ministry of Public Education (SEP), reports an average terminal efficiency of around 54% for the 1980s. The reported rates are also very changing: from 51.2% (1981-82) to 62% (1990-91), returning to 49.4% (1993-94) and 39% in 2000.

The calculations by “real cohorts” paint an even darker picture. Anuies (2000: 53) cites a study that indicates “of 100 students who enter the bachelor’s degree, 60 finish the subjects of the curriculum five years later and, of these, 20 graduate. Of those who receive it, only 10% do so at the age of 24 or 25; The rest do it between 27 and 60 years old.” “Based on these data, the need arises to promote and implement curricular support programs, such as tutoring and academic support that strengthen the student’s school career and their projects in other institutional settings” (Moreno, 2005:9).

The context where this research is carried out is in the Technological Universities of the state of Durango, an educational model that emerged in Mexico in 1991 as decentralized

public organizations of state governments. The educational model is based on six attributes, which frame and guide curricular development and its application; as in the link function. In which each of the elements related to the educational process are periodically examined: study plans and programs, teaching methods, educational materials, teaching staff, infrastructure and equipment, school achievement and administrative performance, which are evaluated with national criteria. and international and with the participation of peers, through collegiate, objective and transparent evaluation.

Pedagogical processes are established for the development of the University-Business alternation system.

- The comprehensive training of students is promoted through learning a second language, practicing cultural and sports activities.
- A tutoring program is established, with universal coverage that serves students from the beginning of their career until their graduation in any modality.
- Open and flexible student mobility is allowed, approving lateral entries and exits between educational programs.
- Academic exchange is encouraged with other national and international Higher Education Institutions.

Based on what was described above, it is stated that in our country the National Association of Universities and Higher Education Institutions (ANUIES), encourages Higher Education Institutions (IES), particularly those of a public nature, to implement tutoring systems, through which students have throughout their training with the advice and support of a properly prepared teacher, in accordance with the guidelines established by ANUIES, “to consolidate a quality educational offer, new forms have been

devised that constitute an important strategy to support the learning process; one of them is the educational flexibility model, which focuses on personalized attention to students” (Díaz et al., 2002:11). From this educational model arises tutoring that promotes student autonomy, the development of skills and comprehensive training from three aspects of development: academic, personal and professional.

All this means for the student a more active role in their own learning process. (Blanco, Alba, & Navarro, 2008) Therefore, in this educational context, “tutoring” begins to occupy a key place in the student’s learning process. And universities must assume that they must respond to this new situation by influencing the new role of the student and, in particular, the teacher.

Tutoring is framed in the field of Educational Guidance, constituting one of its modalities. Specialized literature shows us that it has a long history worldwide, as well as different ways of understanding its role within education (Molina, 2004).

Educating with a focus on competencies means creating learning experiences so that students develop skills that allow them to mobilize, in a comprehensive manner, resources that are considered essential to satisfactorily carry out the demanded activities.

TEACHER COMPETENCES

The articulation of updating processes around a competency-based profile recognizes that teaching development is a process of continuous improvement that has no end. The profile of the teacher-tutor refers to the set of personal and professional characteristics that must be considered as the ideal ones to be covered by the teacher as an additional function of the Tutorial Action.

Competency-based education offers the

possibility of responding expeditiously, a situation that is required in the world of work. Since “competition is the set of schemes that allow us to combine reasoning, knowledge and skills safely and quickly, with few errors, doubts and anguish.” It is from competencies that effective routines can be generated, which are necessary in the exercise of a profession, where it is possible to improvise, although it is normally required to respond quickly and well.

For (Perrenoud 2013) the ten competencies that a teacher requires to teach are: 1) organize and animate learning situations; 2) manage learning progress; 3) design and evolve differentiation devices; 4) engage students in their learning and work; 5) work as a team; 6) participate in the management of the school; 7) inform and involve parents; 8) use new technologies; 9) confront the duties and ethical dilemmas of the profession; and 10) manage your own continuing education.

Perrenoud emphasized that “the teacher’s job consists of designing, structuring, and animating activities that promote didactic situations,” that give meaning to learning to learn so that education is thoroughly understood. As it was shown in table 1.

Competencies and abilities of the teacher/tutor
Plan, manage, supervise and evaluate the entire training process
Promote self-learning
Know the methodologies and teaching techniques
Know the programs of the course being taken
Manage evaluation criteria and techniques
Handle motivation and people management techniques...
Interview techniques
Plan conduct and evaluation of the tutoring process
Communication skills
Technological skills
Pedagogical skills

Table 1: The tutor’s competencies and abilities.

CONCLUSIONS

The institutional tutoring program is an essential element to maintain and increase academic quality and retention because the tutors are trainers and contribute to the comprehensive training of the student, so it must be clear what the goals are to be achieved in the programs. of study, that is, what is the desirable profile that must be pursued with university students.

It is important to develop a methodology so that the student assumes their responsibilities in the field of their professional training, train the tutors in relation to the difficulties or possible improvements, identified in the tutorial process, strengthen the motivation processes in order to improve the attitude of the student towards learning that favor their integration and commitment to the educational process and finally promote the development of the capacity for self-learning so that students improve their performance in the educational process and in their future professional practice.

Because the tutors have direct contact with the students, one of the main functions will be to guide, advise and guide the students in the school and/or personal problems that arise during the training process and, where appropriate, channel it to specialized instances for your attention.

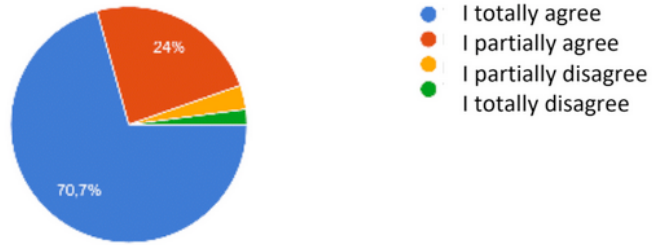
Graphs 1 and 2 presented below show a preview of the sampling carried out on 334 students from the Technological University of Durango.

The application of the information collection instrument of this research is in process, so the results presented in this document are partial, among which it can be observed that:

- They consider that tutoring affects the student’s permanence and performance.
- That the time allocated to this task is little.

Did the tutor follow up on the activities or suggestions they provided you?

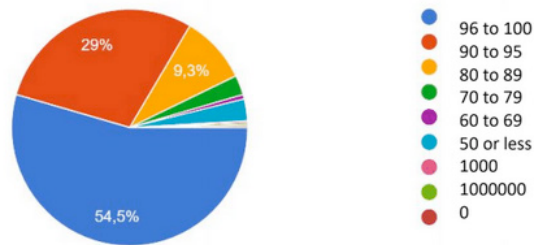
334 responses



Graph 1. Tutor monitoring of tutoring activities

The performance of the tutor is between this numerical data (evaluate from 0 to 100)

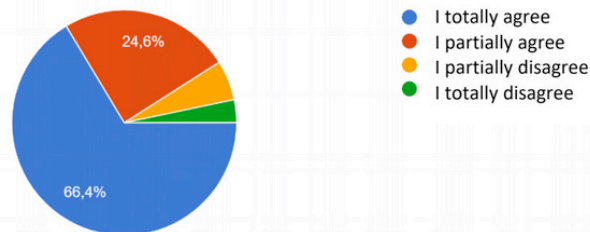
334 answers



Graph 2. Results of tutor performance item.

The tutor keeps a personal record of the tutees, such as identity, information needs, problematic situation.

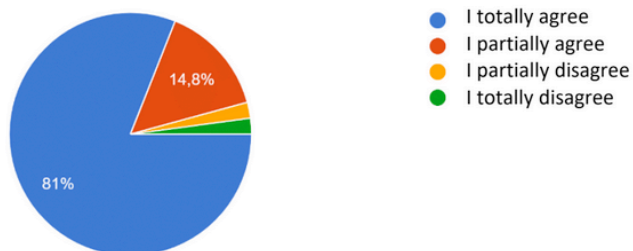
333 responses



Graph 3. Results of tutor performance item.

Is the tutor well aware of the administrative processes, university regulations and actions to suggest different solutions?

332 responses



Graph 4. Results of item information from the tutor about administrative processes

- Not all tutors have the necessary information about the tutoring program.
- They give little follow-up to group tutoring, since its impact occurs in the aspect of failure, absence and in the academic field.
- Tutors do not feel competent to carry out their tutoring work.
- There is no continuous training in this aspect.
- Students mention that tutors require more tools to perform their role.
- That the time given to them for tutoring is little and the conditions are not generated.
- They mention that some tutors must not perform this function just as others do it very well.

The implementation of the tutoring program must be a commitment on the part of all the actors that participate in the comprehensive training of the student. The impact of this research is to know the conditions under which the tutoring program is implemented in the Technological Universities and its impact in student training.

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