

University Orientation and Tutorials: Student's Notion about IT

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ABSTRACT---*The objective of the work is to analyze the notion of first-year students of the careers taught at the Faculty of Humanistic and Social Sciences of the Universidad Técnica de Manabí, on the orientation and tutoring at the level of higher education. The work offers an analysis of the functioning of the university tutoring space, based on the criterion that students have of new income on the relevance of the tutorial care process, viewed from the institutional part and the criterion of the students themselves. To do this, a bibliographic consultation was carried out that allowed analyzing theoretically the tutorial spaces from its emergence until the present date. It shows the results of a survey carried out on the students, where you could check the high concept that they have the realization of the tutorial spaces, as well as some difficulties that exist for the fulfillment of the activity by the teachers who perform it.*

Keywords---*academic orientation, college student, consultation, teacher, tutorial accompaniment.*

I. INTRODUCTION

It can be ensured that university tutoring is a tool for student guidance, to provide support in the interest of improving academic performance and guiding them in solving the difficulties presented in the to-do college life. Hence its importance for the proper performance of higher education. Another important element that needs to be analyzed is that, despite the process occurring in the university, the skills acquired have an impact on career paths. So, in a broad sense, tutoring is a socio-pedagogical link between students and teachers, focused on personalizing the academic experience of tutors (Lobato & Ilvento, 2013).

In the university context, tutoring is a key aspect of the quality of higher education. There are several universities worldwide that implement the tutorial action to enhance the integral development of students, as a training element par excellence, promoting thoughtful processes and decision-making on different aspects that concern the personal, academic and socio-professional development of students, both inside and outside the university institution (Capelari, 2016).

Tutoring is conceived as a pedagogical construct that makes it possible, the impulse of learning teaching processes and energizes university life is by what is understood as an integral resource to carry out accompanying processes, where the accompanying does not be a mere receiver, but protagonist of its action in daily life in the face of society (Coronado & Gómez, 2015). Understanding the particularity of the student as a tutor, it is essential to profile the work at the higher level, since the studies that deal with the conceptions of these on the university

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tutorial spaces in Ecuador and especially in the province of Manabí, where work has also been done directing the tutorials to sustainable development (Vázquez *et al.*, 2019). All this will allow to know their conceptions and enter new paths and questions that contribute to reflect to improve the tutorial action. At the same time, it is important to sharpen the focus on students of the first year of university careers, since it is where the biggest problems associated with academic exploitation occur, with a rate of school abandonment that is worrying, corresponding to the moment when a complex transition is experienced, because they face new situations and ruptures, at which point you may need greater accompaniment (Enrique, 2010).

Analyzing the above, the importance of researching, on the tutorial exercise and the notion of freshmen in this regard, has been considered, emphasizing the functioning of university tutoring in one of the centers of the province of Manabí, especially in the perceptions about the tutorial space that students have (Djahimo *et al.*, 2018; Alcivar & Ormaza, 2018; Billaiya *et al.*, 2017).

II. METHODOLOGY

The research is exploratory-descriptive, as it has been intended to know and explore the action of university tutoring, studying the characteristics of its operation, emphasizing the notion that students have the first year of his career at the Technical University of Manabí (Hernández, Fernández-Collado and Baptista, 2010).

The cases that are studied are of both their uniqueness and what they have in common. Its importance is that the data provided were obtained from primary and secondary sources of information, according to the quantitative or qualitative approach concerned (Stake, 1999). The research was carried out considering a population of 451 students of the first year of the careers offered at the Faculty of Humanistic and Social Sciences of the Technical University of Manabí, calculating a sample of 81 students, which was determined applying equation 1 (Murray & Larry, 2002).

$$n = \frac{(Z^2)(P)(Q)(N)}{(Z^2)(P)(Q) + (N)(e^2)} \quad (1)$$

$$n = \frac{(441,98)}{(5,49)}$$

$$n = 81$$

Where:

Population or Universe

Sample size

Z- Confidence Level 1.96

P- Probability of occurrence - 0.5

Q- Probability of non-occurrence - 0.5

e- Acceptable limit of sample error 0.01

As a basic technique, the direct questionnaire was used that allowed us to investigate, analyze and conclude the real situation presented by the exercise of university tutoring. The specially developed structured survey was also used to obtain statistical data that allowed to estimate the perception of the students of the first year of the

careers at the Technical University of Manabí, about the process of accompaniment and tutoring carried out by the professors.

The instrument used was the structured questionnaire for the survey, which focused on the study of students' notion of institutional dynamics linked to mentoring; a theoretical framework that supports it; the methodology used; the figure of tutor staff; and the use of tutorial space by students. Finally, a quantitative analysis was carried out based on the survey data carried out, using descriptive statistical processing that made it possible to calculate response and percentile frequencies that represent these.

Each question in the survey has four possible answers, rated 1 to 4 points, where 1 is the lowest rating and 4 is the highest. According to the results, each question is graded based on the number of students who answered with the grade chosen by them and in the end, you get a percentile. The largest percentile possible to obtain is equivalent to 0.4 and the lowest 0.1.

First, the obtained data was debugged to further define the variables involved in the objective of the survey conducted. The answers were then codified and the matrix was constructed. Subsequently, the different aspects of the perceptions that the students have about the space of tutoring were analyzed quantitatively. Finally, the possible relationships between the perceptions of the students about the space and the functioning of the space were analyzed.

III. ANALYSIS AND DISCUSSION

A historical and conceptual approach to the tutorial field

The university activity is carried out in a specific and temporarily specific physical space, aimed at human beings transiting a potentially important experiential period. The educational work in higher education requires a constant process of updating and adapting to the real conditions of social development, nuanced in recent years by the dynamics experienced in technological and scientific-technical progress, to temper activities to the new social challenges that are emerging (García, 2007; Alcívar *et al.*, 2019; Widiartini & Sudirtha, 2019).

Universities of the 21st century must find the right path to take on the challenge of being the right training space for students to graduate with a well-defined personal and professional life project, relying on necessary supplies that allow him to face his life projects (Lobato & Ilvento, 2013; Akpomedaye, 2019; Palacios *et al.*, 2019). The tutorial activity is a living workspace where you can establish strategies that allow higher education to take on the challenge of achieving comprehensive training of students.

It is important to recognize that the tutorial phenomenon is not new. Tutoring is a natural orientation fact that has always been present in all cultures and has been necessary throughout history to inform people or help them develop and integrate socially and professionally. That is why it can be said that the orientation is as old as mankind (Bisquerra, 1998). The most remote background of what is now known as orientation has a mythical-religious character and relates to the astrology and action of the Shamans, whose job was to predict behaviors, classify people, dictate guidelines of deciding the professional future of subjects; it could be said that the functions of the counselor were assumed by the religious authorities, to maintain the established order and survival of the group (Lledó, 2007; Nyandra *et al.*, 2018; Grant *et al.*, 2017).

Man has always sought the help of others and has strived to assist his fellowmen. From the magical and religious forms used in ancient times, to the more sophisticated techniques and programs used in so-called developed countries, human beings have strived to create forms of help to deal with problems, to free tensions and decision-making; at each stage, it was the historical circumstances that determined the different ways of carrying out such assistance (González, 1973).

It is known about the management of tutorial spaces in ancient Greece. Socrates (470-399 BC) defended from his philosophical thinking one of the priority objectives of orientation as is self-knowledge; and Aristotle (384-322 BC) advocated the development of rationality to choose an activity in line with the interests of the subjects (Bisquerra, 1998; Estevez *et al.*, 2018; Suryasa 2018). The figure of Paracelso (1493-1541) was also instrumental in understanding the concept of orientation. He studied personality and age factors and bequeathed seven rules for guiding life, based on improving health through optimism fortifying the brain and spirit, doing good by forgetting all offense and not fearing tomorrow. A famous phrase of Paracelso, closely related to self-orientation, states: "As soon as man comes to know himself, he no longer needs any help from others" (Sanchíz, 2008).

Another important moment in the historical development of the orientation constitutes it, the beginning of contemporary pedagogy in the eighteenth century since it involved a series of changes in the conception of education and which has had a strong impact on the concept of modern educational orientation. Other prominent authors who contributed were J.J Rousseau (1712–1778); J. Pestalozzi (1746-1827) and F. Fr.bel (1782-1852), as key elements in the development of Psychopedagogy (Bisquerra, 1996).

In the nineteenth century, other pioneers of the time were: E. Hazen, who proposed to include a course on professions in schools; G. Merrill, who made the first systematic attempt to establish student orientation services and finally J. Sydney Stoddard who describes to schoolchildren the advantages of certain professions (Vélaz, 1998; Reina, 2019; Amen *et al.*, 2019). During this nineteenth century, the current philosophy, scientific advances, and social and economic movements prepared the breeding ground for the birth of orientation as a formal discipline, initially applied to the vocational and professional field; among the most relevant progress are the following (Rodríguez, 1993):

- The romantic spirit of the time, with its defense of individuality, managed to objectify that individuality and the unity of the human being.
- From the evolutionary theory of Charles Darwin (1809-1882) instruments were developed for measuring individual and resource differences to facilitate the adaptation of subjects to different environments and situations.
- Advances in neurology and psychiatry allowed the explanation of some mental disorders, their classification, and assessment, as well as the use of anamnesis and the formalization of the structured interview.
- Advances in mathematics and application to the study of human behavior led to the emergence of psychometrics and experimental pedagogy.
- The growing need to raise the cultural level of citizens and to monetize work led to the development of techniques to know the capacities of schoolchildren and workers and the adaptation to them of the educational offer and the type of work.
- With the founding of Wilhelm Wundt's first laboratory of experimental psychology (1832-1920) in Leipzig, the foundations of scientific guidance were laid.

- From this moment, research emerges on the most diverse problems: experimentation, intellectual and physical fatigue, movement, learning and work, aptitude and work profiles and psychotechnical problems.

At the beginning of the twentieth century, the orientation began as a formal, professional and scientifically applied activity, which between 1900 and 1920 was consolidating both in Europe and in the United States. In both sectors, it was born with an educational vocation, but its scope is outside the school and for quite some time it is understood as an extracurricular activity.

Guidance understood as an institutionalized professional activity aimed at helping people to face difficulties arises in developed countries in the early twentieth century as a result of movements for social reform. This coincides, on the one hand, with the foundation in Boston by Frank Parsons (1854-1908) of the first office to help young people who were looking for work and publish his work "Choose a Vocation" (Choosing a Vocation) and on the other, with the impulse of psychotechnics and selection (Bisquerra, 1998; Sadiyani, 2018; Wartawan, 2017).

Since 1999, with the formation of the European Higher Education Area (EEES), transformations in the field of higher education are promoted that approximate the educational model proposed in the Bologna and Prague declarations (EEES, 1999; Corcuera, 2002). From that moment on, strategic lines of development began to be located in the emphasis on learning and no longer only in teaching. At the same time, important reforms are focused on the role of teachers and students, such as in the forms of transmission and assessment of knowledge. It is in these transformations that many of the existing tutorial spaces are anchored.

It is important to recognize that despite this the path taken by the tutorial action in higher education has not been deserted with difficulties and confusion. In some texts, tutoring is considered as a set of guiding actions and parallel to instructional practice and others conceptualize it as an action that is part of the actions of the teaching staff themselves and is therefore inherent in the function (Rodríguez, 2004). But despite the differences, it can be considered that there is a coincidence between most of the revised studies, which share that the tutorial action contains at least four dimensions: academic, personal, vocational and professional.

Some authors recognize that one of the great risks is that mentoring is adopted with the sole objective of formalizing an institutional requirement and not for a real conviction of its importance. Most of the revised work agree that it is important that the tutorial actions are integrated into a university project, interdisciplinary, endorsed and institutionally valued, that is, it becomes a systematic activity, intentionally, properly articulated and programmed (Garcia, 2007).

It can be said that tutoring is a continuous, systematic, interdisciplinary, comprehensive, and comprehensive pedagogical strategy, whose overall objective relates to the contribution to the full development of the personality of the tutored person, with the improvement of his academic performance, as well as advice on their career guidance; in addition to stimulate and facilitate their participation in university life, promote the link dimension and collaborate in their cultural and human formation (Ferrer, 2003; Suryasa *et al.*, 2020; Widana *et al.*, 2020).

The tutor importance

Overtime in the tutorial function has been presented with the activities of the tutor, who is understood as that person who protects, guides, assists, supports and helps a person through guidance and advice. The origin of the term tutor is based on the verb *tueor*, whose etymology is related to: -look for-, - represent (García, 2007).

In recent years there has been a boom in the inclusion of the tutorial figure within university institutions, falling within emerging educational policies at the international level (Capelari, 2010).

The figure of the tutor has a great challenge, to stop being a protagonist as a possessor of the knowledge, to become the one who accompanies, builds spaces of learning, promotes learning to learn, with the idea of a comprehensive training of students, stimulating the ability to make him responsible for his learning and training (Badillo, 2007; Left Over, 2007; Alvarez and González, 2008; García *et al.*, 2012).

Sometimes the figure of the tutor is confused with a simple mediation activity between teachers and students, however, it should be borne in mind that this role corresponds to an institutional figure that must modulate the efforts of the team of teachers, and other institutional levels concerning student guidance and accompaniment (Campelo *et al.*, 2009).

It should be borne in mind that every tutor is a teacher; but not all teachers are tutors, which means that the teacher who performs the tutorial activity must have specialized training, concentrating the efforts on three main functions: as a transmitter; as a facilitator and as a counselor, all aimed at promoting the reflection of students along with their ability to solve their problems at the expense of their efforts (González, 2006). Some investigators (Sobrado, 2007) managed to synthesize the main characteristics of the tutor in higher education, where his professional training is highlighted, the ability to understand the problems presented by students, their knowledge of academic aspects and their willingness for listening and collaborative work.

Other researchers (Badillo, 2007) have studied mentoring as a strategy to improve the quality of education, concluding that the personalized attention provided to the student through the tutorial space is a resource of academic value, that contributes to the student's adaptation to institutional culture, enhances work, reflexive criticism and contributes to prevent career abandonment, concluding that the tutor's functions are to guide, advise and accompany students during the learning-teaching process, with the prospect of comprehensive training.

There are researchers (Bausela, 2004; Oliver and Alvarez, 2000) that visualize three important and differentiated levels that give rise to special treatment in the tutorial activity: incorporation to the university, stay in it and the completion of studies. In this sense, (O'Deelly & Eisenberg, 1989) propose that the levels are characterized by being moments when changes predominate, uncertainty and the need to adapt to them, the university being responsible for accompanying students on this journey through various activities, among which are considered tutoring.

Related to the above, (Martínez *et al.*, 2014) studied the perception of the student on university tutoring, concluding that the majority considers the tutorial action necessary for academic training; however, they were able to verify that almost half do not have information on that activity. At the same time, they verified that in all cases students consider that it benefits them in academic development and professional development.

When looking at the tutorial activity aimed at new-entry students, it is vital to keep in mind that they are immersed in a process of key change: access to a new world and the transition from a lower education system to education which means that the orientation processes by the educational community are carried out in a differentiated way,

especially during the first year of university studies, which represents a whole year of transition involving new learning in different aspects (Enrique, 2010; Hague *et al.*, 2013).

The above is important when it is analyzed that the higher proportion of student dropout is visualized during the first year of university education (Ezcurra, 2007), being necessary to recognize that students they need to learn the profession of student, that is, they must learn and sometimes unlearn, not only the disciplinary knowledge associated with a future professional and academic task but, to be students of the university level (Enrique, 2010).

The tutorial action at the Technical University of Manabí

The Universidad Técnica de Manabí (UTM), is a superior educational institution, which was founded in 1954 and since that time has experienced a constant development of academic life, especially in recent years, which has allowed it to besiege at the forefront of universities that are in the province. The regulation of tutoring of Dechas University in its article 1 expresses that tutoring is an inherent function of the activity of the teacher, its mission is to guide, support the integral development of the students, identify their weaknesses and strengths; as well as, pose through a plan Institucional de *titrias*, it is treatments that assist in decision-making and ensuring success in their academic career.

One of the activities that have boomed is the tutorial action, as a result of the search for answers to the specific problem that is identified in higher education. The tutorials have become relevant because of their direct relationship with the learning processes, within the framework of the debates that take place in the university fields concerning democratization, inclusion and educational quality, becoming a fertile field of research and reflection (Capelari, 2009).

It is important to note that the tutorial modality varies in each space that exists because it relates to the type of training of the staff who provide it, the theoretical basis that underpins their practices and the conception of the teaching-learning process that is assumed (Gonzalez, 2006) these issues govern the objective and methodology with which it is pursued. One issue that has been taken into account is related to the definition of potential areas that have a close relationship with the teaching-learning process such as attention to diversity, academic and professional orientation, prevention, personal development and reception of entrance students (Bausela, 2004).

Given the relevance of tutoring to the stability of the educational teaching process, it has deepened the generation of strategies that increase awareness among students about the true meaning of tutoring, so that these can be an active space that positively influences academic processes (Alvarez & González, 2008), including the processes of linking as a substantive activity of the university (Rodríguez *et al.*, 2019). Table 1 shows the statistical results of the survey.

Table 1: Statistical results of the survey

Questions	It has no relevance	Least relevant	Relevant	Very relevant	Percentile
	1	2	3	4	
How do you value that the university management should consider tutoring			26	55	0,37

How do you consider that the management of the university is valuing the exercise of tutoring	9	18	28	26	0,29
How do you think tutors value tutoring activity	15	29	29	8	0,24
As a student that assessment you would give to tutoring activity at the university	7	23	30	21	0,28
How do you value the activities that the tutor performs with you	11	31	28	11	0,25
How do you consider your results after you have received tutoring	7	20	28	26	0,29

Figure 1 shows the graphical behavior of the percentiles obtained by each question in the survey.

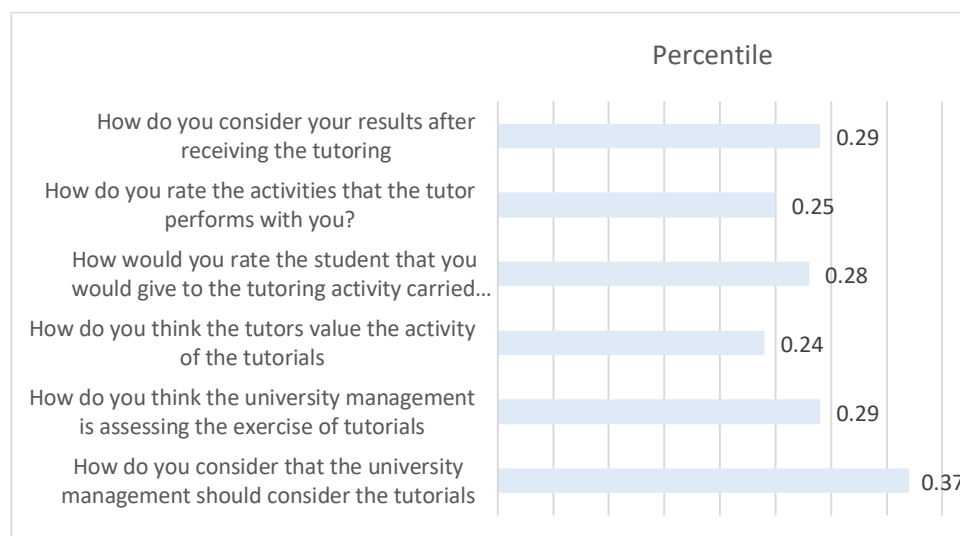


Figure 1: The behavior of the percentiles obtained by each question in the survey

It can be seen in the results of the survey, that students have a high assessment of tutoring, as they rate with 0.37 of 0.4 possible, the assessment that the management of the university should have on the realization of this task.

It is noted that the consideration that students have about the assessment that the management of the university has on the exercise of tutoring does not exceed 0.29 points of 0.4 possible, falling far below the criterion that they have the same regarding the assessment that the institution should have on tutoring. Students believe that after receiving tutoring they have overall improved, rating a score of 0.29 out of 0.4 possible. This shows that they recognize in the tutorials the potential to obtain an adequate orientation that allows them to face university life and obtain good results. They realize an assessment similar to the previous one, concerning the assessment they have of the exercise of tutoring by university professors.

The lowest grades correspond to the assessment of the tutorial activity performed by the tutor, which qualifies with 0.25 points and on the tutors' assessments of the tutorial activity that qualifies with 0.24 points of 0.4 possible. For tutoring to become true active spaces with a positive influence on the academic process, it is necessary that from the institutional function it is aware that it is not enough to participate the student that constitutes the object

of the work, requiring the conscious participation of those teachers who have the task of carrying out the tutorial orientation, taking into account that it must be integral and directed to the training of the student for life.

Students must identify in the tutorials, a concept of integral training, where it is emphasized that the humanistic sense of the tutorial program, with significant value for training from the human and team. In turn, identify that both actors, tutor and student staff, benefit each other in academic terms through interaction. For the university process, tutoring cannot represent a simple activity of the teaching content, which is supported in the monitoring and support of the student learning process. The tutorial activity goes beyond the teaching content when it becomes a function of support and accompaniment of the student in the development of their social life.

Students consider the tutorial spaces to be useful to guide the subject and its evaluation. In turn, they manage to identify that tutoring is not carried out taking into account the schedules and the difficulty of establishing a friendly relationship between the teacher and the student. It is important to emphasize that there are potential areas of work for the tutorial work, which should be given special attention, including the reception and adaptation of new-entry students; the personal development of students; the focus on respect for diversity; academic and professional orientation and prevention, among other tasks.

IV. CONCLUSION

The results of the research reveal the notion that the first-year students of the Faculty of Humanism and Social Sciences of the Technical University of Manabí, regarding the tutorial activity that takes place in the institution, where the importance of such a process for students, especially when it comes to those who first face a completely different level of education than they were used to. In the results, it can be seen that students perceive a degree of difficulty in the development of tutoring by factors such as, the non-matching of schedules with the teachers and the management activities that they must perform, which subtracts quality and objectivity to the task. Teachers in charge of tutoring will need to receive training on the topics related to tutorial guidance, especially for those students of the first year of careers, who are the ones who need the help the most to adapt to the new student life involved in incorporating them into university studies.

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