



## The Profile of the Tutor Teacher in Higher Education: A Qualitative Analysis

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### **Abstract**

Currently, society demands from higher education young graduates capable of entering the world of work possessing skills that allow them to develop fully in professional life, the university will therefore be responsible for preserving personal integrity, motivation, orientation towards improvement, permanence and academic perseverance of young people who enter the university, in which the tutor teacher plays a fundamental role as long as the established tutoring is action-oriented and this can be known by analyzing the qualitative aspects of tutoring, the framework of communication, empathy and collaboration that the tutor teacher develops in his daily work, which will allow the academic quality of the students to be raised through this process of group and personalized accompaniment. To prepare the state of the matter, various materials were consulted such as theses, research, refereed articles and presentations, all by Mexican and foreign authors, publications were found that will serve to prepare the state and cited authors and others were consulted in a more superfluous manner. publications that were discarded due to their lack of relevance to the project. This information will be presented by the author emphasizing the relevance for the research, with criteria such as social relevance, academic relevance, conceptualization and theoretical support.

**Keywords:** *Mentoring; University; Teacher; Qualitative Analysis*

### **Introduction///The Meaning of Being a Tutor**

Tutoring has been an object of study and a topic of discussion in current higher education, however Villamil (2011) makes a historical overview of tutoring from its origins in the Middle Ages where knowledge was absolute and ultimately elitist to the present day. passing through education as a transmission of knowledge where the tutor assumed ethical conduct in which he had to lead his students along the path of good oral communication, through the establishment of an academic model based on the humanist university, through elitist and creative English education. . of the personal development model, where the university is considered the optimal stage for the achievement of adequately moral students and

good citizens. However, because the author of the thesis is interested in knowing social representations, a large part of her work is discarded, taking only the historical perspective as a reference - she criticizes the role of the tutor, tutoring and the evolution of the university. . . , the study is done with quantitative instruments such as the questionnaire that was wonderfully prepared and the contrast of this through semantic networks where the author relies on Albric to achieve this with these two instruments she interprets the representations and imaginary constructions that those involved have. . . in the study, where they come from, through the analysis of several research categories such as the characterization of tutoring and the elements that are required for the process. With the above, we agree with the author and only those significant for the topic we intend to work on are recovered, the creative way of approaching social representations, although her description reads exhaustive and tedious, the results allow them to be contrasted with the questionnaire, that is an excellent and interesting study of social representations and how university students construct their representations of tutoring.

This evolution may have triggered the loss of the purpose of university tutoring since ANUIES (2001) established the enormous need for tutoring for the comprehensive training of the university student, giving a series of objectives that had to be met. This proposal for a renewing educational practice that develops comprehensive training in the university student suggests the need for a personalized tutorial development, qualifying the above with the growing increase in enrollment in public universities and granting the tutor an enormous social responsibility, but ANUIES itself points out that the student, as well as the implementation of a university tutorial system, will have the support and advice of a properly prepared teacher throughout their training; what would be questioned in this sense would be the optimal profiles that the tutor must possess to meet the competencies. required and that must be developed for the integral development of the student, this tutorial system requires group tutoring with a maximum of 20 students, when in contrast to reality in some cases the tutor teacher must work with up to 60 students, personalization is then ruled out. of tutoring, however, it is necessary that the tutor providing personalized attention to the university student can favor the student's performance, as long as he or she perceives the student as a recipient and producer of his or her knowledge, and if the tutor's role is developed as a facilitator and not as a learning dispenser (Lacruz 2002 in García et al, 2012).

It is necessary to recover the competencies that the tutor teacher needs to carry out the tutoring process. Cruz Flores and Abreu Hernández (2006) discuss them and classify them by relevance for higher education into formative, socializing and intrapersonal, initially making a description of the context. current situation of higher education in Mexico and the impact it has on the tutoring process, continues with the use of the competency-based education model in HEIs.

The presentation allows us to identify tutoring not only as a process of support or advice, which is the big problem - the terms continue to be confused - and tutoring is reduced to analyzing problems of an academic nature, leaving aside the state of well-being of university students. during its first year, which is considered critical due to the high dropout rate that occurs. Furthermore, the presentation proposes a series of competencies that the tutor teacher must possess to exercise the role as such, and it is incredibly contrasting with reality since I am a tutor, only two aspects are met at most, including personalized treatment of the student and support. psychosocial of the students that are part of the tutor's socializing skills, leaving aside the aspects of training and interpersonal skills; that will serve as theoretical support in the project because they address the skills that the tutor must possess at the higher level.

The above coincides with what Ramona García et al. Returning to Duart and Sangrá (2012) in that the academic success of the student depends largely on the efficiency of the tutor and his ability to motivate the university student, attending to the different needs identified in both the group and individual tutoring. The result of these actions will necessarily influence the results of the students' academic performance. The ANUIES highlights some indicators necessary to evaluate the impact of tutoring on the academic performance of students, such as: the pace of student progress based on what is established in

the study plan, the behavior of dropout rates, demand and use of the courses, the workshops in support of the tutoring program, as well as the behavior of the lag indices and grade averages (ANUIES, 2000), in short quantitative indicators.

With the competencies and indicators analyzed above, it is clear that the tutor teacher can be shown as a reference for the student during his first year of university training, a reference that allows him to test forms of socialization (Ayala Aguirre, 2010) generating spaces of conditions similar to reality for the student to practice their communication skills. This process in which the tutor becomes a reference is critical during their first year of university training, the year in which they achieve the academic, social and personal adaptation necessary to successfully complete their professional training, since Silva Laya (2011) studies that The difficulties that respond to factors external to the university in conjunction with the variables of the institutional environment can be modified to create a favorable environment for the IES student, which is why it proposes a diagnosis of the students during their first university year, which will allow the institution establish or increase support programs and strategies that improve the classroom experience, Silva Laya proposes an excellent method that is considered can be used by and for the tutor, this first approach to the student's reality will allow the identification of academic and personal problems. or social of the students by the first actor who contrasts their university experience with the institution, problems that will allow prompt intervention and/or channeling to the appropriate instances of the IES, so that the student then achieves a comprehensive university training and an education of quality, according to Silva Laya this strategy may allow good retention of enrollment during the first year of university, however enrollment retention cannot be considered as a fundamental indicator for measuring the performance of the tutor teacher, it is necessary to propose qualitative indicators that allow a deep analysis of the communicative, personal and interpersonal aspects that tutors carry out with their students.

The article proposes a cascade of authors that can be integrated into the collection for the development of the preliminary project, their recovery and reflections are fantastic as it makes a historical comparison of how student dropout from the first year of university has been treated methodologically and that it has only shown interest in the United States, where the greatest theory that it addresses comes from, from Gardner, Tinto and Miller, from whom the methodological contributions they make to the treatment and approach of this problem are taken up in different quotes. It should be noted that what is most interesting about this article It is the first year of university and the theories that problematize and explain it.

What Silva Laya proposes is not to follow recipes, but to look critically at the reality and context of the IES. De la Cruz and Abreu (2006) propose a comprehensive tutoring model which was built based on the functional analysis of tasks, that is, the authors start from an exhaustive review of bibliography related to tutoring, more specifically in the conceptions that various authors have of it and it can be classified as a good documentary investigation, which yields good and impressive results regarding postgraduate tutoring, from here we can rescue the concepts developed based on the comparisons of role by author that researchers make, such as the eight-role model that arises based on the interpretation and subsidiary roles, as well as the promotion they do. of the tutor as a promoter of professional practice supported by the best scientific evidence.

Regarding the qualitative aspects of tutoring which are intended to be analyzed, it is considered pertinent to establish the concept of tutorial action taken up by Gairin (2004) in which he proposes it as a guiding process that is developed jointly by teacher and student, in academic aspects. , professional and personal, with the purpose of establishing a work program that favors the preparation and design of the most appropriate trajectory for the chosen university career, the author encompasses two fundamental aspects of the tutor's performance: academic aspects that are taken as quantitative, and could include enrollment retention, the student's academic results and aspects that allow them to integrate into the

professional world.<sup>1</sup> Regarding the qualitative scope, the personal aspects would be the key to the study, these can be communication, empathy, treatment and the experiences that arise in the process of accompaniment by the tutor teacher, the qualitative aspects can allow the student university student the reflection and analysis of the problems that arise in their university life, such as integration, academic training, in addition to allowing autonomy, competence and criticality in the work environment (Gairin et al, 2004).

### Tutoring and Educational Quality

In Mexico, higher education institutions have been affected by factors that make up globalization. If you consider the country, you cannot lose sight of its historical trajectory - as well as the genesis of the HEIs - the current economic model, national policies. -especially educational ones- and on the other hand the institutional factors that govern them, among which are the social mission of the institution, its policy, vision and philosophy, the prestige earned, the degree of support it obtains from the state - above all its stability, we cannot forget the budget cuts and the direct impact that these represent on the HEIs - these factors determine the way in which the HEIs and the teaching staff provide, create and transmit knowledge, these changes that in many Sometimes they can only be integrated into the complex educational process, they mainly affect the teaching staff, a term that the reader can debate between existing or mythical.

Related to this, the quality in higher education institutions as well as poor enrollment retention is in decline. In addition to these external factors, other internal factors such as teacher unrest arise, Latapí had already analyzed the conviction that the teacher tutor and the student must have. when carrying out the tutoring process since as long as non-compliance and impunity continue...

*It is important to highlight this, given that the drop in the purchasing power of academic salaries has had as an explainable consequence in some university environments the justification of non-compliance by career professors ("I pretend that I work because you pretend that I you pay, and the institution pretends that it works"). The teacher does not comply because he feels underpaid, the authorities justify their lack of demands because salaries are low, and the institution is deteriorating. Thus the triangle of non-compliance-impunity-academic deterioration is closed (Latapí, 1988).*

In this way, it is necessary to know "what is not seen" the qualitative performance of the tutor teacher in the training, integration and socialization of the student in his first year of university training, how he manages to integrate the student into the educational model, how communicates, it is necessary to get rid of the quantitative trappings in tutoring, of the indicators for measuring the functioning of a tutor, such as enrollment retention, terminal efficiency or academic level, "what is lost from sight" is whether It manages to promote creativity, how does it do it? If the tutor teacher is capable of understanding the reflection, analysis and resolution of critical situations that students go through, knowing how they perform their functions is not objective.

Ayala Aguirre (2010) explains the functions that a tutor teacher must have in higher education, among which his role as a reference with whom the university student can rehearse forms of socialization, stimulate the social and professional commitment of the student during his training, the facilitation of the student's integration initially into academic life and secondly into productive life, bringing him closer to reality, so tutoring should have a procedural nature - in which there does seem to be a general consensus -

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<sup>1</sup> In the case of the Metropolitan Polytechnic University of Hidalgo, the first approach to the professional field is obtained by students by completing stays in various companies consistent with their training, stays in which they have an academic advisor whose profile matches their training and the support by part of the tutor.

because the university stage is an essential moment in the lives of students, an important process of personal development and maturation takes place, a situation that argues for the commitment that the university must acquire in terms of the new social functions to which it must give answer.

### ***Conclusions? Dialectic Tutor and Teacher***

*“The dialectic of what the teacher is/should be is part of the dialectic between social demands, the functions of the university, the needs of this professional and the real possibilities of combining different perspectives.” (Gairín 2004).*

The institutional tutoring program of the Universidad Polytechnic Metropolitan de Hidalgo was implemented with the General Law of Education and the ANUIES proposal as its legal framework regarding its tutoring program at a higher level. This program has 30 tutors, of which 15 are part of the full-time staff as a research professor, and tutoring is within their functions, seven work as a subject teacher and one more as an administrator, the program has only objective evaluations in terms of a survey of perception of the scope of the same by the students, in addition to indicators such as the evaluation of the tutor, which indicates his punctuality, compliance with the objectives in the tutoring plan, and the preparation of the quarterly tutoring plan which must integrate activities per group session and individual, the objective of the activity and if the objective was achieved, the tutor also has among his functions to prepare a report of the monthly work plan on the institutional Intranet, which represents nothing other than the transfer of the written plan to digital format by activity.

Of the 25 tutors, only one meets the desirable profile that enables true support for the university student. The rest, although they are continuously trained, show serious fractures between what they call technique and application – that is, they master the curricular contents but do not know how to transmit them. - the need for listening, guidance and channeling that the students require is zero, through a very informal observation in a training course for the implementation of the institutional tutoring plan, it was possible to detect that the tutor's greatest concern lies in waiting obtain teaching tools from the course that they can transmit to the students, they also present discomfort due to the lack of time to carry out the tutoring, due to the inadequate infrastructure to provide it to the student, and due to the low remuneration. They are unaware of the institutional tutoring plan, they do not apply the available resources and materials and in some cases they “believe” that tutoring is a moment of recreation or to continue the class and, in the worst case, they place tutoring as a space for the student can express all his complaints and academic disagreements, with these impressions it is inevitable to put in view the subjective performance of the tutor teacher, because it cannot be denied that although in some cases the profile is not met, they do an excellent job which translates into objective results, but the qualitative treatment, empathy and communication with the students is lost from sight, and cannot be analyzed in a simple evaluation of the tutor, due to its indicators they only place the administrative aspect –compliance-.

According to Gairin, 2004, the tutorial action integrated into the teaching action should serve to enable, through adequate feedback, students to learn from their mistakes, provide them with possible remedies for their difficulties, motivate them and help them focus on their achievements; consolidate their learning, help them apply abstract principles in practical contexts; estimate their potential to progress to other levels and guide them in choosing alternatives, a premise that tends to fracture if the tutor teacher does not have an adequate profile or training, education for life and the competency-based model require professionalization and teaching competitiveness for adequate training and orientation of university students, tutoring and its qualitative aspects thus acquire an essential role in this context.

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