

Tutoring in higher education: Students assessment of their tutors

Tutorías universitarias: Evaluación de los alumnos a sus tutores

Duarte-Ubaldo, Ivonne Esmeralda* ^a, Méndez-Ortíz, Francisco Alejandro ^b, Vargas-Magaña, Juan José ^c and Suárez-Suárez, Lady Yesenia ^d.

^a  Autonomous University of Campeche, •  KPY-5755-2024 •  0000-0001-9683-1594

^b  Autonomous University of Campeche, •  ADV-7256-2022 •  0000-0001-5686-5204 •  226871

^c  Autonomous University of Campeche, •  ACK-2443-2022 •  0000-0002-9218-3259 •  101455

^d  University of Pamplona •  KPY-5842-2024 •  0009-0003-4520-3573

CONAHCYT classification:

Area: Social Sciences

Field: Education sciences

Discipline: Education

Subdiscipline: Comparative education

DOI: <https://doi.org/10.35429/H.2024.5.110.129>

Key Handbooks

One of the most relevant phenomena of the contemporary world is the unusual value that knowledge has acquired, as an indispensable condition for the development of people. Currently, the knowledge society is characterized because the basis of production is data, images, symbols, ideology, values, culture, science and technology. The most precious asset is not infrastructure, machines and equipment, but the capabilities of individuals to acquire, create, distribute and apply creatively, responsibly and critically (with wisdom) knowledge, in a context where the rapid pace of Scientific and technological innovation quickly makes them obsolete. Tutorship is an important resource in current education, therefore knowing how it is carried out and identifying the problems it faces allows us to identify the key areas to work on and therefore it is intended with this work to contribute to advances in this area which, being humanistic must evolve with the society it serves. Tutoring is a right of students, however, in this study it was observed that this right is not exercised by students, often due to mistrust or lack of interest. Tutorials contribute to a better teaching-learning process, guidance, advice, training and development of students individually and in groups. New strategies in addition to the induction course should be considered to promote the importance of tutoring and improve student engagement. The fact that students show little interest is an indicator that they appreciate the program less and less, so it is necessary to make changes in order to make the tutoring program more interesting for students.

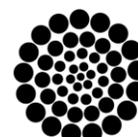
Citation: Duarte-Ubaldo, Ivonne Esmeralda, Méndez-Ortíz, Francisco Alejandro, Vargas-Magaña, Juan José and Suárez-Suárez, Lady Yesenia. 2024. Tutoring in higher education: Students assessment of their tutors. 110-129. ECORFAN.

*  ieduarte@uacam.mx



ISBN 978-607-8948-25-3/©2009 The Authors. Published by ECORFAN-Mexico, S.C. for its Holding Mexico on behalf of Handbook HESPCU. This is an open access chapter under the CC BY-NC-ND license [<http://creativecommons.org/licenses/by-nc-nd/4.0/>]

Peer Review under the responsibility of the Scientific Committee **MARVID**[®] in contribution to the scientific, technological and innovation Peer Review Process by training Human Resources for the continuity in the Critical Analysis of International Research.



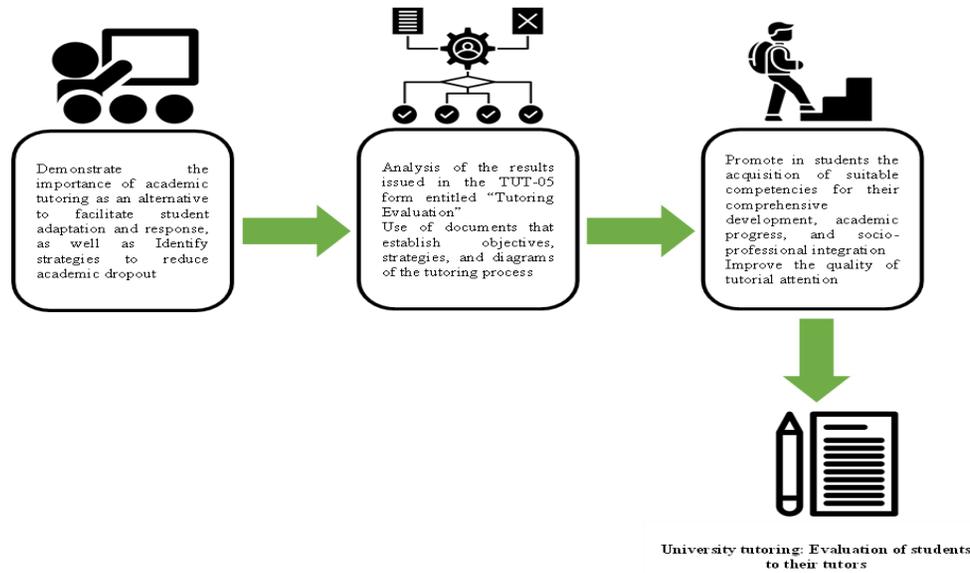
RENIECYT

Registro Nacional de Instituciones y
Empresas Científicas y Tecnológicas

1702902 CONAHCYT

Abstract

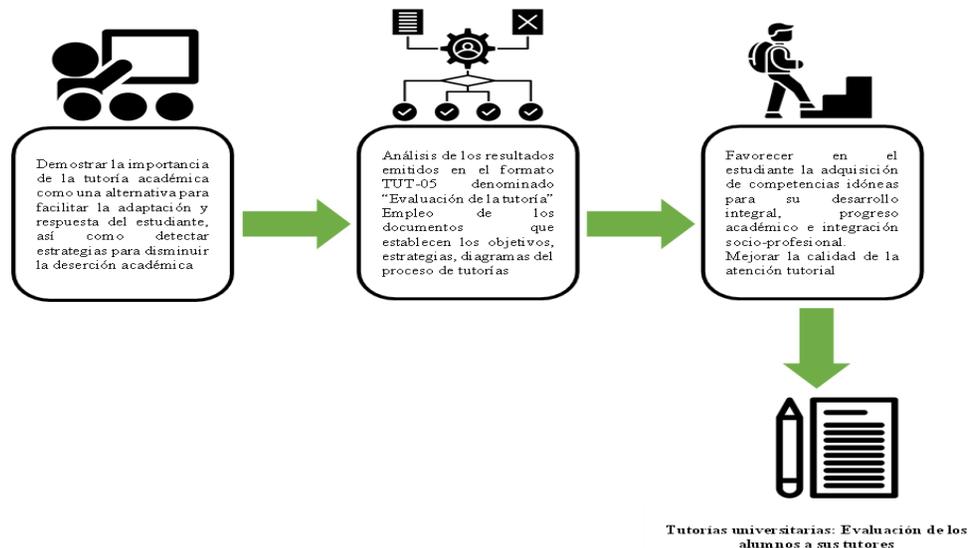
Since 2000, tutoring programmes have been initiated in higher education institutions, with the aim of improving the quality of education, due to the low academic performance reached in the indicators and which made it necessary to develop strategies to address the problem. This led to the design of tutorial action programs, with the participation of directors, teachers, and students, among others. Therefore, it is important to evaluate programs to determine their effectiveness. The present study is of a descriptive statistical type, whose objective is to analyze the opinion of the tutored (students) regarding the tutorial attention provided by their tutors (teachers). The survey was used as an evaluation instrument called R-AGC-tut 05, used for the evaluation of the institutional tutoring program of the Autonomous University of Campeche. The section analyzed in this work consists of 15 questions in total, the first section dedicated to the identification of the student, followed by six questions on a Likert scale (Totally agree, agree, disagree, strongly disagree and I have not required) which are the ones that evaluate the performance of the tutor in terms of the support given to the assigned student (normativity, paperwork, guidance and academic trajectory, study techniques, active listening, channelling and other services).



Attrition, Academic Tutoring, Quality

Resumen

Desde el año 2000 se han iniciado programas de tutoría en instituciones de educación superior, con el objetivo de mejorar la calidad de la educación, debido al bajo rendimiento académico alcanzado en los indicadores y que hizo necesario el desarrollo de estrategias para abordar el problema. Esto llevó al diseño de programas de acción tutorial, con la participación de directivos, docentes y estudiantes, entre otros. Por lo tanto, es importante evaluar los programas para determinar su efectividad. El presente estudio es de tipo estadístico descriptivo, cuyo objetivo es analizar la opinión de los tutorizados (estudiantes) respecto a la atención tutorial brindada por sus tutores (docentes). La encuesta se utilizó como instrumento de evaluación denominado R-AGC-tut 05, utilizado para la evaluación del programa de tutoría institucional de la Universidad Autónoma de Campeche. El apartado analizado en este trabajo consta de 15 preguntas en total, el primer apartado dedicado a la identificación del alumno, seguido de seis preguntas en escala Likert (Totalmente de acuerdo, de acuerdo, en desacuerdo, totalmente en desacuerdo y no he exigido) que son las que evalúan el desempeño del tutor en cuanto al apoyo dado al alumno asignado (normatividad, trámites, orientación y trayectoria académica, técnicas de estudio, escucha activa, canalización y otros servicios).



Deserción, Tutoría Académica, Calidad

Introduction

The tutoring process is not something new and throughout history we find great personalities who used tutoring as a strategy to guide their students, (Confucius, Socrates, Plato, Quintilian, Bell and Lancaster); enhancing the talent of their disciples, based to a large extent on individual and personalized training, thus constituting the essence of mentoring as a relationship between a novice or in the process of training and an expert or consolidated person in the profession or discipline (De la Cruz Flores et. al, 2011). For the 21st century, universities face challenges with the characteristics of the society in which they are inserted within a volatile and uncertain environment, where stability and certainty have lost meaning, as well as personal, professional and scientific development; Universities must be able to offer diverse and flexible responses to the training needs that arise (Rodríguez-Espinar, 2018).

It is important to reflect on and modify traditional teaching methods in higher education, focusing efforts on responding to the learning needs of students (Pérez, Quijano y Muñoz, 2018). In this way, academic tutoring emerges as an alternative to facilitate the adaptation of the student to the school environment and improve their study and work skills, increasing the probability of success in their studies so as to reduce school dropout and increase terminal efficiency -TE- (ANUIES 2000), which by 2016 reached 66% in Mexico.

This indicator is important for Higher Education Institutions (HEIs) because it allows to evaluate part of the functioning, achievement and participation of an institution in the performance as a member of an educational system, in addition to being a reference for the particular study of the student's school behavior (Gómez, 2021); since according to Toscano de la Torre (2016) "Research on this topic has identified a variety of factors that influence a student's achievement of TE, such as: the educational model, the student's profile, failure, responsibility, obsolete curricula, place of residence, lack of English proficiency, economic, psychological and physiological factors, family, academic trajectory, attachment to the institution, among others."

The purpose of university tutoring is to offer personalized attention to university students and promote their comprehensive development in terms of academic, personal, and professional progress (Martínez-Clares et al., 2020; Álvarez González, 2017). It thus becomes one of the differentiating elements that advocates for the quality and equity of training (Álvarez y Álvarez, 2015; Cano, 2009; Lobato y Guerra, 2016; Martínez, Pérez y Martínez, 2014) and that responds to the different needs of guidance, support and accompaniment of students through its different modalities and areas of action. Understood as a process, tutoring facilitates academic development in a complex context in which university activities have diversified exponentially (electives, itineraries, internships, final projects, etc.), along with a fundamental change in teaching methodologies, which require students to use more elaborate learning strategies and a higher level of prominence compared to those used in previous levels.

Mentoring can facilitate the acquisition of transversal skills, which stand as one of the essential pillars for both the personal development and future employability of graduates (Martínez y González, 2018). Studies show, in general terms, a problematic development of tutoring in educational practice, as it is usually relegated to an academic issue, ignoring the professional and especially the personal part.

For this reason, it is necessary to develop a comprehensive tutoring model that addresses the multiple needs of guidance and tutoring of students, as well as different methodological (group, individual, virtual) and organizational approaches to it, from the centers themselves in coordination with the other services or guidance units, so that a designed and coordinated response is offered to the need for comprehensive training of university students (López-Gómez, 2017).

In this way, the process of university tutoring has become an aspect of great relevance for the quality of education in institutions. There are many universities in the world that are implementing tutorial action procedures to favor and enhance the integral development of their students as part of their training, promoting reflection and decision-making on different aspects that affect their personal, academic and socio-professional development, inside and outside the university institution itself (Klug y Peralta, 2019).

The antecedents of tutorial models can be traced throughout history in most nations. For example, in Anglo-Saxon universities, individualized education is pursued, seeking depth and not so much breadth of knowledge, in North America and in some European countries, orientation centers in universities are instances of great importance in the tutorial process.

Computer-assisted tutoring has even been implemented through the use of tutorials that encourage self-study ([Universidad de Guadalajara, 2004](#)). In general, there are three models of tutorial care (Robles, 2017):

1. The German mentoring model; focused on academic training. Also known as Humboldtian, its essential objective is scientific training. Under this model, the training of people with sound scientific knowledge would be sufficient to achieve social development. The tutor in this model is a teacher who guides the student on the path of scientific research and academic development. The fundamental axis of this approach focuses on the development of academic tutorials, that is, the interest of the whole process lies in offering, on the part of the person who carries out the action (tutor), support and help in the teaching-learning process of the student. In short, the role of the tutor is to guide and accompany their student throughout all the learning processes
2. The French mentoring model: Its main objective is training for the profession. Universities, as a state institution, have the mission of training the professionals that the State needs. It is related to the so-called professional development model. The tutor collaborates with the student's professional training. For this university model, the tutor is the professor who accompanies the student in their professional training, adjusting it to the demands indicated by the labor market.
3. The Anglo-Saxon mentoring model: Its essential objective is human development. In this model, universities assume the mission of training ethical citizens, with a broad culture, who manage to insert themselves responsibly into society. The role of the tutor in this model is to guide their students assigned for tutoring, in aspects that influence their personal trajectory as a student at the university.

The latter is the model that is currently sought to be consolidated in the Mexican territory, since it is the one that allows the development of the three types of knowledge in the current educational model of competency-based learning ([Torrecilla et.al., 2013](#))

Institutional Tutoring Programs in Mexico

Mexican higher education institutions have taken as their basis and main reference the proposal to implement an Institutional Tutoring Program, published at the beginning of the 21st century by the ANUIES, and each educational institution has made adjustments to implement and operate in accordance with its philosophy and educational model through a Tutorial Action Plan (TAP), which is the instrument through which the content and execution of the program is designed. Tutoring in Higher Education ([Romo, 2011](#)).

The TAP is a script that establishes the lines of action and guidelines that teachers must follow in their day-to-day work. In this way, the tutoring is managed, planned and all the actions and processes to be carried out during the development of the training action are specified (Figure 1).

The development of a TAP in institutions has the limitation that the time and dedication required for tutoring to be carried out effectively is not usually contemplated in the teaching management plans of university centers ([Sobrado, 2008](#)).

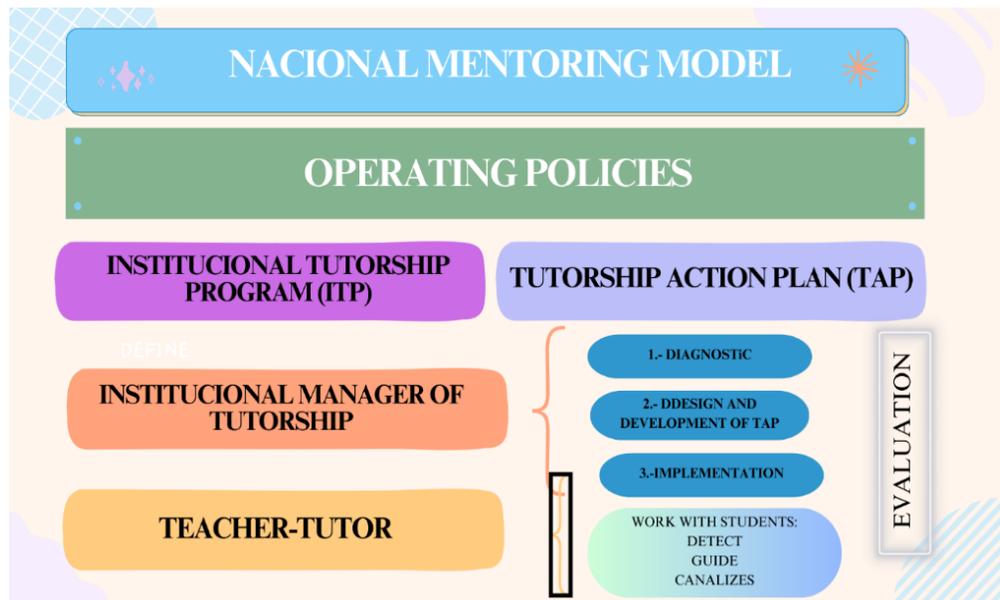
Box 1**Figure 1**

Diagram of the tutoring model proposed by ANUIES.

Source [Modified from <https://www.uttehuacan.edu.mx/web/seccion.php?id=435>]

In general, the institutions' TAPs are divided into four phases (see Figure 2):

1. The first phase is the analysis or diagnosis of existing needs and starting conditions in order to adapt the process to them. Various studies propose differentiated moments during the course of the career, and that propose these three essential times (incorporation into the university, permanence and completion of studies), which entail different needs for accompaniment (Bausela, 2004; O'Delly y Eisenberg, 1989) and therefore to a different analysis and needs for each phase of the student's school career.
2. The second phase refers to the design and elaboration of the action plan and in which the objectives and actions to be carried out, methodologies and evaluation criteria are defined. The time and resources to be used are allocated and the action plan and consensus are shared for approval. It is in this phase where various interpretations have arisen that have a lot to do with purposes or "urgencies", due to a frequent omission of an adequate planning and organization framework, generating the proliferation of modalities, without great support, of medium quality and unclear, especially for those who exercise it: the tutors; and for its users: the students (Romo, 2011).
3. The third phase consists of the implementation of the action plan. The tutorial intervention model is closely linked to the potential of human and material resources that each of the institutions has for the attention of its students (Lopez, 2004). In general, tutoring at the undergraduate level has been implemented as comprehensive support for students aimed at:
 - a) Adapt and integrate the student to the University and the school environment.
 - b) Face difficulties in learning and academic performance.
 - c) Evaluate the student and channel them appropriately
1. The fourth phase, an evaluation of the quality of the process that allows us to know how the action plan has been developed, satisfaction of the agents involved, registration of incidents. The evaluation of the TAP is for the continuous improvement of the program.

Box 2

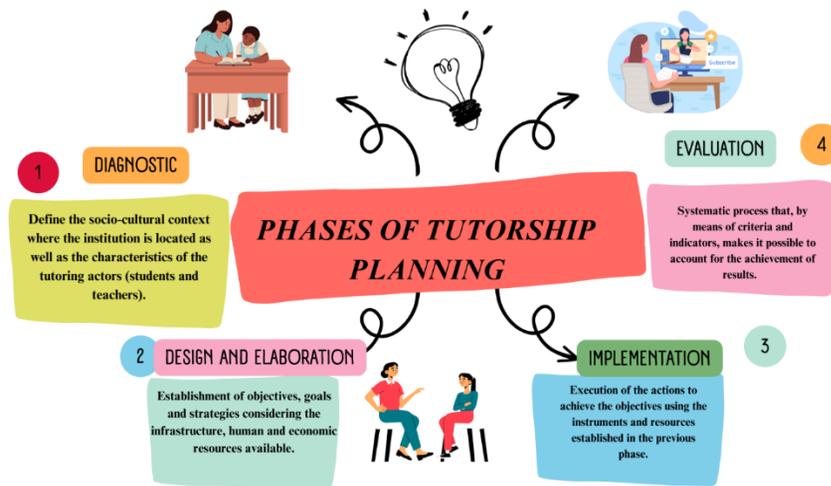


Figure 2

Phases of the implementation of a Tutorial Action Plan (PAT) carried out by an Institutional Tutoring Program (PIT).

Source [Own]

Evaluation of Institutional Tutoring Programs

La ANUIES points out the need to “evaluate with critical judgment” the results of said intervention in such a way that a significant improvement in the quality of education can be verified through attention to lag and dropout in higher education. There are various instances that evaluate the IES in all its components, including tutoring; Such is the case of the Interinstitutional Committees for the Evaluation of Higher Education (CIEES) and the Council for the Accreditation of Higher Education (Copaes). The latter, for example, has specific criteria that allow evaluating the operation of the Institutional Tutoring Program (Ceballos, et.al. 2016).

The evaluation of a mentoring program, designed for the bachelor's level, requires methodologies and instruments to determine its effectiveness (Universidad de Guadalajara, 2004). It is important to assess the needs for tutoring in the university environment from the perspective of the students, the teacher and the school (Álvarez y Álvarez 2015), This will allow a better knowledge of the reality and needs of the students and will offer better feedback on the teaching-learning processes that are carried out. The tutorial action therefore has three elements to evaluate (Torrecilla; et.al., 2013):

1. Evaluation of the tutoring process from the point of view of the student and the tutor. From the universities, tutoring has not been considered as a necessity or as a substantial resource of the same, although it has been considered as a teaching function (Torrecilla; et al., 2013), hence the importance of the evaluation of the process through all those involved, including the administrative part of the institution.
2. The tutor's assessment (from the student's point of view and from the tutor's self-assessment). Evaluating tutors is not only a fundamental step in the planning of an academic process such as tutoring, but also a starting point to understand its development, its scope and limitations (Ponce et. al., 2022). However; The evidence of the evaluation of the role of tutors is still limited, which forces us to think about the design of new mechanisms for assessing those who exercise it (Ponce et.al., 2022), In addition, the mentoring function is complex, and not all teachers are in a desirable position to do so or have the skills to do so (Sobrado, 2008) hence, in all LAPs, the continuous training of the tutor is one of its strategies of action, since the tutor must be a competent person in different aspects: "Personality with the ability to positively influence others; sensitivity to grasp and understand youth problems, ability to establish affectionate and cordial relationships with others" (Torrecilla; et al., 2013). On the other hand, it is necessary to consider the student's point of view to assess the extent to which the actions taken have a sufficient impact on their perception and school performance (Torrecilla et. al., 2013)

3. Evaluation of the institutional mentoring program in terms of impact (achievement of indicators). As mentioned above, one of the objectives for which ANUIES implemented the tutoring programmes at the national level is that "a high proportion of them complete their studies within the expected time frame by achieving the training objectives established in the study plans and programmes" (García-López et al., 2012) therefore the impact can be measured with the significant improvement of the indicators of school dropout and terminal efficiency and even academic performance (García-López et al., 2012b). However, there are no concrete results from the implementation of tutoring programs in Mexico in terms of their impact on improving the quality of education (Sánchez, Vales y Galván, 2005): In 2013, despite the title of the work by Rosas Chávez et al., (2013) called "The Impact of Tutorials", the scope of the work is only of the descriptive type, just like a bachelor's thesis carried out in 2017 at the Benemérita Universidad Autónoma de Puebla (Gallegos, 2017); however, the bibliographic research work of Paredes (2023) stands out, with 20 recent articles where the selected authors highlight the effectiveness of academic tutoring as a tool to improve student performance in higher education.

In recent years, interesting research experiences have been developed around Institutional Tutoring Programs, even so, it is necessary to delve into the perceptions of those involved in the tutoring processes, teachers and students (López-Gómez, 2017). It is from this need for feedback and to have the vision of those involved that the following objective is proposed, to know the evaluation of students towards their tutors in favor of an improvement of the tutorial action.

Tutoring at the Faculty of Agricultural Sciences of the Autonomous University of Campeche

By belonging to the ANUIES; The University Autonomous of Campeche (UAC) has its Institutional Tutorship Program (ITP) which presents an organizational chart as shown in figure 3. The ITP of the UAC began in 2003 and has undergone several changes over time to adapt to the various socio-cultural and educational contexts, in addition to the recent problems due to the COVID-19 pandemic.

Box 3

ORGANIGRAMME ITP-UAC

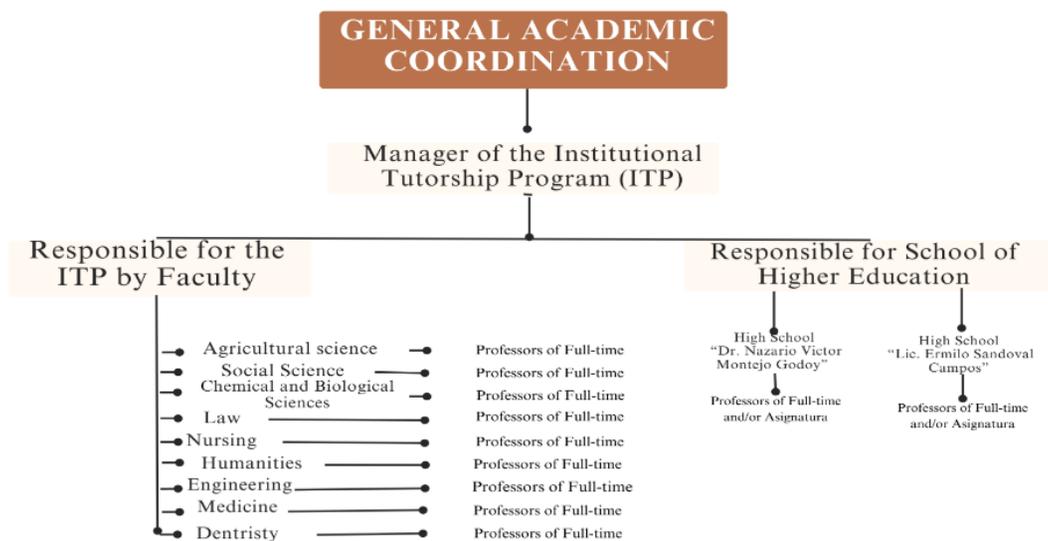


Figure 3

Organizational chart of the Institutional Tutoring Program (PIT) at the University Autonomous of Campeche (UAC)

Source [Own]

Currently, the ITP at the UAC works under the approach of a comprehensive tutoring model in which the tutoring procedure for all faculties/schools of the UAC is as follows:

1. Each school phase: the head of the ITP by school or faculty asks the academic secretary for the list of current enrolled students for the semester.
2. For new students, each of the current tutors is randomly assigned.

3. Students from the 2nd to the 9th semester (or more if they are irregular) are only verified for their validity since each tutor is assigned throughout the student's academic career. At the same time, students can make changes of tutor up to two times during their academic life by means of a letter of reasons to the head of the ITP and prior authorization of the new tutor to avoid overloading students.
4. In the Faculty of Agricultural Sciences (FACIA) a presentation is made with the students of the first semester so that they get to know the tutor and start working with him. Until today, each tutor has freedom in their tutorial work with the premise of having at least three interviews with each mentee as recommended by Can-Valle et.al (2016), in the case of FACIA one of them is the option of carrying out a group tutoring called "Café tutor" which has served as an icebreaker strategy in some situations and in others to promote tutor-mentee trust (Duarte-Ubaldo et. al. 2015).
5. As part of the UAC, the tutoring process at FACIA is supported by workshops or courses to train teachers-tutors in tutorial work, these courses or workshops are offered by the General Academic Coordination of the UAC each semester. On the other hand, the ITP has several useful formats for the fulfilment of the tutorial activities (figure 4) that include the tutor's report, the report of the tutor manager and a questionnaire made to the students, which have been used for the evaluation part of the ITP in the UAC including the measurement of the impact. Until before the pandemic, these documents were answered manually; but because of the 2020 pandemic, the formats were digitized using the Google platform through transcription and adaptation to forms, which makes it easier to obtain results and analyze them.

Box 4



Figure 4

Documents that support the Tutorial Action Plan in the Faculty of Agricultural Sciences as an institution belonging to the Autonomous University of Campeche

Source [Own]

The pandemic changed the tutorial work at UAC, migrating towards virtual tutoring, which in FACIA increased the number of students served; however, this returned to its historical records of less than 40% of attention in the semesters after the pandemic, so that in order to provide alternatives and know the factors that may be influencing the tutorial process of the faculty, it was considered to make an analysis of the results issued in the TUT-05 format called "Evaluation of tutoring" with the aim of knowing the evaluation of students towards their tutors in favor of the students. of an improvement of the tutorial action for this faculty.

Methodology

An exploratory descriptive study was carried out to identify trends and the results are provided through frequencies and percentages obtained from the institutional form used for the evaluation of the institutional tutoring program of the Autonomous University of Campeche named R-AGC-tut 05 put into operation since the COVID-19 pandemic.

Instrument

The support instrument is the institutional form R-AGC-tut 05, constituted of 30 questions, some of which have four items on a Likert scale and others are open-ended. These questions are arranged in four sections: 1) with the first section dedicated to the identification of the student; 2) followed by the section on the evaluation of the tutor, 3) another section on the perception of the institutional tutoring program and 4) finally the section that tries to know the impact on the academic trajectory of the student. This form is completed every six months online in the days following the final exam and closes after the referral exams. The section analysed in this work consists of 15 questions in total, with six of them on a Likert scale (Strongly agree, agree, disagree, strongly disagree and I have not required) which are the ones that evaluate the performance of the tutor in terms of the support given to the assigned student.

Procedure

The data presented cover from January 2021 to December 2023 (6 schooling periods: 20-2, 21-1, 21-2, 22-1, 22-2, and 23-1) and the section of the format that includes the level of satisfaction of the tutored with their tutors, therefore a numerical scale from 6 to 10 is considered. The results of the evaluated tutors were: a low ranking (rating 6 and 7). Similarly, on the Likert scale used, the answers "strongly agree and agree" are considered to indicate that the tutor performed his or her job correctly, and the answers "strongly disagree and disagree" indicate that the student did not receive this type of support from the tutor. Additionally, it was reviewed that the students who evaluated with 6 and 7 were students who attended at least once with their tutor and their free answer explaining why the grade is awarded.

Results

At the Autonomous University of Campeche the entire student population is enrolled in the tutoring program and has the opportunity to be attended by a tutor individually or collectively, so the questionnaire should be answered by all students, however, only a proportional part of the total number of students answers the form since the answer is not mandatory. For this reason, there are fewer and fewer students who answer this form when analyzing it over time and there is the possibility that these answers are not completely with the necessary honesty and are only answered for the fact of fulfilling a task.

Box 5

Table 1

Data on the student population in terms of total enrollment, total respondents by gender, and their change before and after the pandemic at the Faculty of Agricultural Sciences of the Autonomous University of Campeche.

	Pre-pandemic			Post-pandemic		
	20-2	21-1	21-2	22-1	22-2	23-1
Total student	172	205	185	226	212	264
Surveyed	97	90	88	78	68	73
Women %	59,8	63,7	61,4	70,5	67,6	64,8
Men %	40,2	36,7	38,6	29,5	30,9	35,2
Other %					1,5	

Source [Own]

During the last few years in the career of Veterinary Medicine of FACIA-UACAM the number of women in the enrollment has increased, so it can be observed that the female gender is the one who answers the form in the highest percentage, in this survey inclusion is sought because the response in gender of another is considered, However, it is not yet important how many respondents consider this answer. It is observed that the number of students who responded before the pandemic was higher and that this event apparently influenced the number of people interested in tutoring and answering the form Figure 5.

Box 6

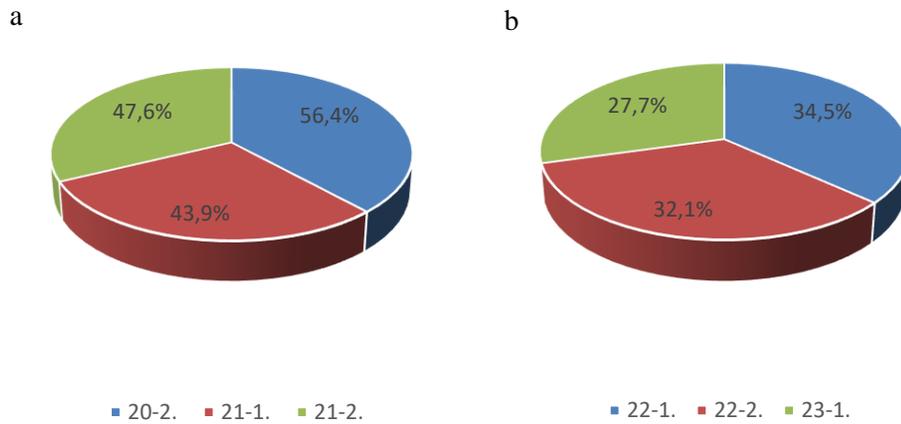


Figure 5
Percentage of (a) pre-pandemic and (b) post-pandemic students who answered of the total enrolled by semester cycle.

Source [Own]

Regarding the grade that students give for tutorial care, it can be seen in figure 6 that the percentage of tutors evaluated positively (grade from 8 to 10) is similar in the pre-pandemic school cycles and the percentage of tutors with this grade increased after the pandemic. Likewise, the tutors who were evaluated with unsatisfactory grades (6 and 7) do not exceed 10% in all school cycles, even so, we proceeded to identify the possible failures of the tutors who received these grades.

Box 7

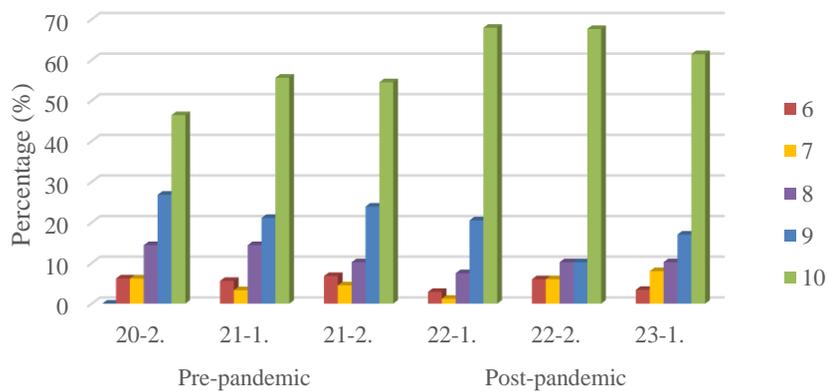


Figure 6
Pre-pandemic and post-pandemic score assigned to the tutor per semester cycle.

Source [Own]

In relation to tutors with a grade of less than 8; It can be seen that most of the responses are concentrated on the answer of "I have not required the service", as can be seen in figure 7 in the purple columns, this factor being greater at the beginning of the pandemic when the modality of teaching was changed from face-to-face to virtual. In the same way, it can be observed that in the results of the 22-1 school year, which was the resumption of face-to-face classes, the survey shows a good performance of the tutors when the students answered that the tutor supports them with various tasks (answers "agree" and "totally agree") and there are no answers considered as poor performance of the tutor (disagree and totally disagree).

On the other hand, figure 7 shows that for the recently concluded school year (phase 23-1) the support in terms of study techniques was much lower than in the previous phases, including those carried out during the pandemic. It highlights that there is a large percentage of "agree" responses, indicating that students perceive that there is support in the different areas that the tutor is responsible for and that contrasts with the low grade given by the tutored student towards his tutor.

Box 8

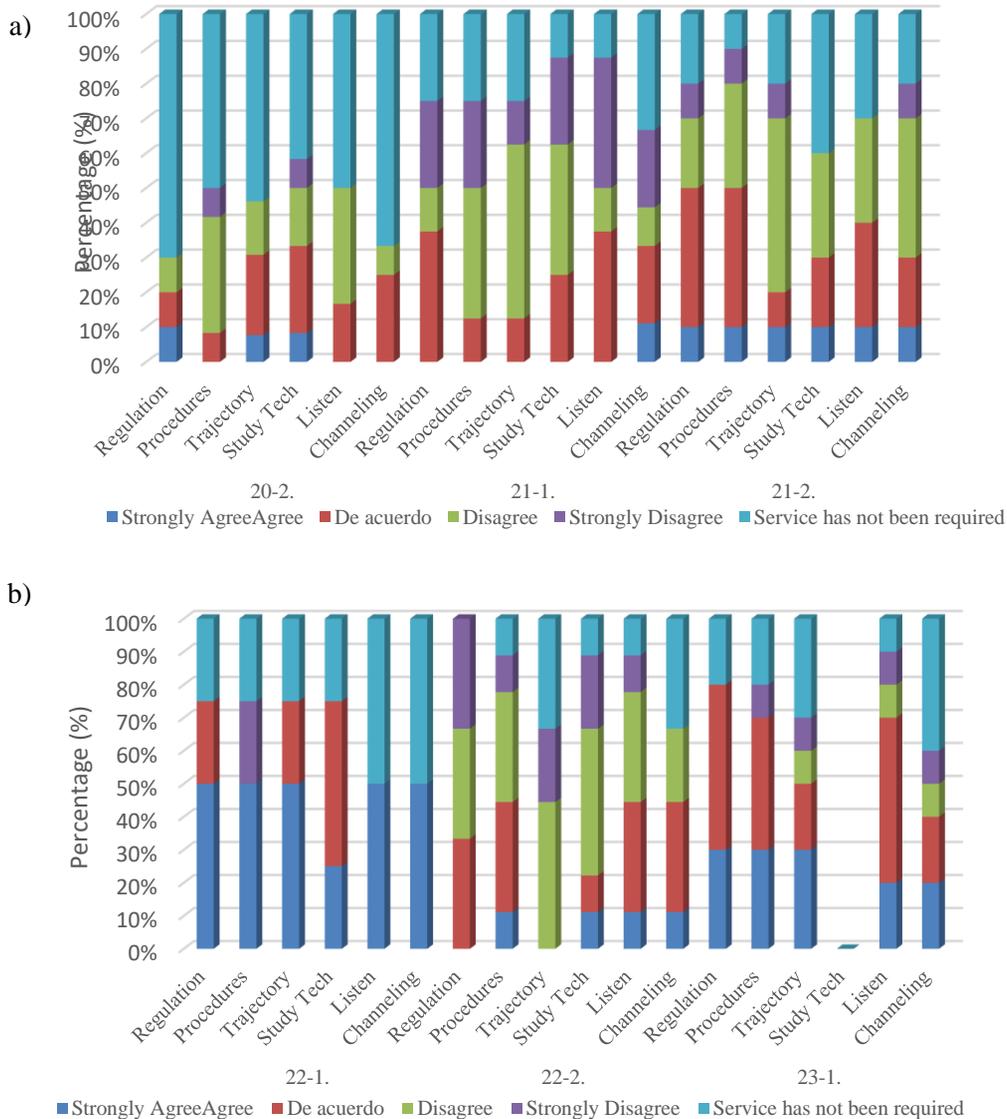


Figure 7

Students' perception a) pre-pandemic and b) post-pandemic, in relation to the guidance provided by tutors with results of 6 and 7 in their evaluation.

Regulation=Know the institutional regulations; Procedures= Teach and support in the elaboration of academic procedures; Trajectory =Academic trajectory; Study tech =Teach study techniques; Listen=Attend actively and with full awareness and interest in what the tutor comes to express verbally, Channelling = Refer to different organizations or experts according to the needs of the tutor (vocational guidance, psychological counselling, external psychology, academic counselling, etc.)

Source [Own]

It is important to mention that of the total number of responses in Figure 5 (n=52), only 32% have attended tutorials. Of these 52 free responses, 9.6% were unanswered, plus 15% referred to little or no need for tutoring, 5.7% with problems of lack of trust with the assigned tutor. The 13.4% whose answer speaks well of their tutor is striking, so there is no consistency with the grade awarded.

The remaining 56% indicate the absence of tutorial work or that it is only done once at the end of the semester and, on the other hand, the need of students to be attended to virtually and the lack of trust with the assigned tutor.

Box 9**Table 2**

Free answers in relation to the reason for the grade of 6 or 7 awarded to the tutors.

Semester cycle	In relation to your previous answer, please explain why:
2020-2	Because I haven't required much of your help
	I haven't spoken to him
	I didn't require
	There is only attention to the student at the end of the semester as well as counselling, and since the semester is over, something can no longer be solved if it is required.
	We haven't had a session with him and since the semester is over, he asks us if we had any doubts or any problems with any teacher or subject
	I've had almost no contact
	There has been no counselling in this last semester that was taken, nor did he give information about the academic mobility that was presented through the angel doctor
	Well, I wish I could be more informed
	Good person
	I haven't had a single class with my tutor, he never answers my questions
	I haven't been able to establish a good tutor-mentee relationship.
2021-1	Cause he doesn't seem to like to explain
	because he usually answers late and, in his subject, he almost doesn't explain what oceanic tasks are as he wants them and because of the following it goes wrong
	He has not given me specific information about the procedures I have had to carry out
	Why did he never hold a meeting to explain certain doubts to us?
	...
	I didn't require the tutoring service
	Because since the beginning of the pandemic, when he most needed the tutor for academic and other issues, he almost never connected or was not at the service. Only recently in 2021, two sessions were held, of which for my doubts and questions, were already resolved by movements (calls, emails,) that I made.
	The teacher doesn't even answer the messages, doesn't read them, and doesn't give us any information
2021-2	We have not received from you so much advice regarding issues of registrations and communications.
	He is a very bad teacher, he should listen to complaints, we don't care about our future and he has made it too difficult
	I would like us to have more meetings in a row to clarify doubts at the moment and not at the end
	because we only had one consultancy, maybe it's busy
	Absent
	Because it has helped me.
	Because I haven't had any meetings with him since he became my tutor.
	.
	There is no good relationship, doubts or intrigues remain.
Because sometimes he doesn't send us important information	
2022-1	I haven't had the opportunity to talk and get my bearings
	It's the best
	Maintains contact with their mentees.
	Well, I haven't required most of the things, so I don't know if my tutor will do all of that above in case I need anything
2022-2	For how little I've required it
	Very attentive
	The teacher is very closed and doesn't inspire me with enough confidence to tell her about the problems I have at school and other situations
	I don't even seem to have a tutor
	When I have required certain services, I do not give you continuation
	I don't get that
	I haven't applied for tutoring
	Many times, it is not explained well or simply scolds us
	The doctor totally ignores my messages, only paying attention to me when I physically look for him
2023-1	Respond instead of leaving in sight.
	He hasn't given any tutor coffee and the doubts I've expressed to him haven't helped me
	Yes
	Because it solves my doubts
	It has instructed me in the race
	Why did I ask him for support on one occasion about a problem with a teacher who gave me unexcused absences and only helped me to get my percentage of absences and told me that it did pass and not to worry but in the end it was no use
	I have not required advice
	I haven't had much contact with him

Source [Own]

Discussion

According to Vela (2023), in order to achieve the comprehensive training that a mentoring program implies; This, in addition to being planned and executed, must be evaluated. These evaluations have been carried out from different perspectives: of the directors, teachers and/or students depending on the needs of the institution. This work covers only the perspective of the students since there is an institutional tool that allows such analysis and because the FACIA tutor staff recognizes their interest in the realization of the tutoring. In this work, it is clearly observed that at the beginning of the pandemic there was a higher percentage of participation in tutorial evaluation, this is explained by the virtual attention that students demanded in response to the confinement due to COVID-19, since this generated a great deterioration of the physical and mental health of students (Del Carpio Toia, et. al., 2024) coupled with the concern of health sciences students about not being able to develop the practical part of their courses normally in laboratories, amphitheatres, hospitals (Reyes-Ruiz et. al., 2024) and the presentation of low personal fulfillment, exhaustion and depersonalization in students (Sandoval-Caraveo et-. al., 2024).

Likewise, the rating given to the return from the pandemic stands out, being the highest of all the periods studied, which is explained by the fact that during the pandemic social integration changed due to the restrictions on meetings between people (Del Carpio Toia, et. al., 2024; Reyes-Ruiz et. al., 2024), so the need to socialize made that semester the students were more involved in tutoring since in addition to the physical sequelae of the disease that some suffered (Jiménez et. al., 2024), in the post-COVID-19 period, it is accepted that there were several sequelae in mental health, as a result of the confinement and the tension generated by the pandemic (Aguirre et. al., 2024), and it is also explained by the fact that in the following post-covid phases, participation in tutorial assessment decreases since "as the pandemic is extinguished and school returns to the conventional way of working, the demands on the psychological system of the students decrease and they undergo a rebalancing" (Aguirre et. al., 2024).

As in other studies (Bautista Valdivia et.al. 2022; Almedina 2016, Montes, et.al., 2015, Martínez Clares et. al., 2016), attendance at tutorials is scarce and does not exceed 50%, in addition in these studies it was observed that they only attend for consultation and information needs and almost never on a periodic basis as recommended for the institutional tutoring program of the UAC in the work of Can-Valle et. al., (2016). This low attendance may be due to the fact that tutorials are not considered mandatory despite the fact that student regulations mention it as such (Martínez Clares et. al., 2016, FMVZ UNAM 2007).

In this regard, in the PIT Committee at the UAC, representatives have proposed that tutoring be part of the student's curricular map, such as at the Technological Institute of Hermosillo, where the first two semesters constitute a subject within the curriculum (Ángulo and Urbina, 2021) or at the National Autonomous University of Mexico; where tutoring is integrated as a mandatory extracurricular requirement to enroll at a certain level in the Study Plan but without value in credits and for example in the Faculty of Veterinary Medicine of the National Autonomous University of Mexico in its regulations establishes that "In the event that the tutor has taken the subjects from the first to the fourth semester and did not participate in the mandatory tutoring, will not be able to enroll subjects from the fifth semester of the Study Plan (FMVZ-UNAM, 2007). Likewise, in studies on the perception of tutors about the tutoring process, strategies are proposed such as encouraging mentees and even evaluating participation in the PIT by awarding a grade (Santes, 2010).

As in this work, the studies of Bautista Valdivia et.al. (2022), Cruz-Nuñez. (2018); Almedina (2016), Montes, et. al., (2015) and Gómez-Collado (2012); women are the ones who participate in the highest proportion of the tutorial assessment. In this regard, Montes et. al. (2015) proposes that male students, for idiosyncratic or cultural reasons, do not accept accompaniment by tutors as easily, as doing so could seem a weakness. However; It is also explained by the reason that female enrollment in the Faculty of Agricultural Sciences of the UAC has increased in the last decade, as in other countries that have reached up to 80% of women in their enrollment (Gordon et-al-. 2023: Lepé-López et.al. 2018).

It is interesting the good rating in general that is given to tutorial work in all school cycles, which on the one hand indicates the good conception that students have regarding tutoring, results similar to the work of Bautista Valdivia et.al. (2022) which makes a compilation of several studies where it is observed that in general tutorials are well rated and with a high degree of satisfaction on the part of students of each institution.

In the case of tutorials at FACIA, it may be due to the fact that the Institutional Tutoring Program and the Autonomous University of Campeche in general have an "Institutional Program of Pedagogical and Disciplinary Training of the UAC" in which it offers semester courses and curricular diplomas on pedagogical and specific aspects for tutorial work. since tutors must acquire skills to facilitate the support, monitoring and comprehensive and professional training of students still felt training needs on the part of the teacher-tutors that must be evaluated and considered in the tutoring project. Specifically for FACIA, which has the limitation of being far from the headquarters where the Faculty of Psychology is located, limiting itself to emotional support through psychological first aid - a diploma that was not specified by the tutor staff - and the support of virtual assistance by counseling that has worked for some, but not for all.

Regarding the analysis carried out with respect to the tutors evaluated with 6 and 7, that is, with a score considered negative, there is an ambiguity as to the reason for this rating. In this regard, it is shown that some students did not understand the question because their answers are positive for the tutor. It also highlights that a large percentage of these students did not attend tutorials, however; rate the tutor and do so negatively, which may be due to the fact that in the evaluations made by the students; the variables or criteria to determine the effectiveness of teachers are related to the process, omen (treatment) and scarcely with the learning results or products, with the omen criteria being those associated with the perceived quality of the teachers' interaction, interest and motivation to teach (García-Garduño et.al., 2014).

Based on this, it would be interesting to investigate whether, in these cases, the student is evaluating the relationship with the teacher and even if there is an evaluative relationship of the course involved and the student has lost objectivity, which is also in agreement with what is expressed in the work of [Ángulo \(2021\)](#) "students respond to university tutoring based on the learning principles that they themselves identify, and build their appreciation of what really happens in the tutorials based on their experience and what they do or do not achieve in them", or evaluate them according to how they did in the course ([Petra Micu et. al., 2010](#));

In addition, students argue that they do not go to tutors because they do not need it ([Yon-Guzman et. al., 2019](#)), so students continue to recognize tutorials as a space for resolving doubts and difficulties about the subjects of study; but at the same time they do not see the possible usefulness that this space can have as an opportunity to better learn about both the academic and professional options of the degree. as well as a possible help to promote their personal development ([Giménez-Costa et-al., 2018](#)) and; in the case of students in FACIA, it has been observed that several students attend only when due to their academic performance they are in the situation of being withdrawn due to the scope of the plan or because it is their third recourse, academic moments in which it is impossible for the tutor to have tools to support them.

Another of the problems that students mention to give negative grades to tutors is the scant attention given because they only have one session a semester and, even worse, it is at the end of it, however, similar studies indicate that it is one of the problems with more tradition in the relationship between teachers and students at the university ([Martínez-Clares et. al., 2016](#)).

In this regard, [Gómez and Palomo \(2013\)](#) argue that "For teachers, the task of tutoring their students sometimes and in many cases involves a bureaucratic procedure, a schedule to be covered that, in most cases, is dedicated to resolving exam complaints or advising individual or group work", in addition to this it can also be mentioned that the scarce provision of tutorials is related to tutor-mentee time incompatibility ([Martínez-Clares et. al., 2020](#)).

Both explanations are adequate for the case of FACIA-UAC tutors, which also implies the absence of a culture of tutorial action in both actors of the process, as mentioned in his work by [Solaguren-Beascoa, et.al. \(2016\)](#). In this regard, the National Autonomous University of Mexico emphasizes that in order for the tutor to be able to perform the functions that the tutoring process requires, it is essential that, among the different conditions that must be satisfied, he or she uses various techniques and instruments to know and understand the characteristics of the students, their performance throughout the academic process and their results in the educational institution ([Orduño and Velasco, 2009](#)), which is a complex task that requires offering continuous training in different topics to teachers-tutors and never forgetting that tutoring must be personalized to meet the specific needs of each student.

For example, a student who is struggling academically may need support in a specific area, while a student who is struggling social-emotionally may need support in developing their communication skills (Zamata et al., 2024). Therefore, "this task cannot be just a function and an objective of each individual teacher [or an isolated element]. In this sense, tutorial action establishes new responsibilities and ways of doing things that require the involvement of the university institution at all levels (Venegas-Ramos & Gairin, 2020)

Another aspect that is talked about is the lack of virtual communication, which seems to be an important aspect nowadays since the use of socio-formative virtual platforms can be used to generate motivation in students and, in this way, contribute to the implementation of new educational methodologies (in this case tutorials) congruent with our temporality (Mounkoro, 2024), so that tutorials are not taking advantage of the available communication channels that can make the process more fluid and use non-face-to-face systems that are more comfortable, accessible and faster, both for teachers and students and that students are demanding (Martínez-Clares et al., 2020). In this regard, scheduling rules should also be established because, at least in the FACIA-UAC, there have been cases of communication at late hours of the night and that resembles what happened during the pandemic where the teaching working day increased by up to more than 5 hours (López et al., 2021)

Another aspect evaluated is "active listening", which refers to the tutor's willingness to listen to their mentees, which is largely explained by the fact that "not all mentees feel confident in expressing private situations to their tutor and stay on the sidelines" (Gómez-Collado et al, 2012), a problem also observed in the study by Martínez-Clares et al. (2020) and Rubio and Martínez (2012). Although this aspect in some studies remains in last place in the importance for mentees (Napa et al., 2019); the figure of the tutor must exude a human spirit that inspires confidence and invites students to participate in tutoring, considering it a space that can help them throughout their time at the university (Martínez-Clares et al., 2020).

In this regard, Rubio and Martínez (2020) emphasize the importance of induction work, which allows students to be informed about what tutoring is, how it can be carried out and what it is for; however; In the Tutoring Program of the Autonomous University of Campeche, an induction course is held at the beginning of the 1st semester in which there is a space to explain the tutorial process and what it involves. Therefore, other different strategies should be considered to promote the importance of tutoring and, above all, the participation of the mentees. In this regard, it stands out that the answers "I have not required" are the ones with the highest proportion, which according to the work of Giménez Costa et al., (2018) indicates that the tutors appreciate the program less and less and there is an urgent need to make changes, so that it does not only remain in good intentions on the part of the university authorities.

Conclusions

Finally, citing Napa et al. (2019); It must be recognized that "tutorial action is essential, otherwise social skills are not properly developed and are vital for professional performance". Tutoring as a response to today's university is a right of students that gives quality to higher education, contributing to a better teaching-learning process, guidance, advice, training and development both individually and in groups, favoring the comprehensive and autonomous development of students (Martínez-Clares et al (2020), For this reason, in the FACIA-UAC tutoring program, other actions must be implemented that allow a better understanding of the tutorial action for teachers and students, where both managers and administrators must be involved for the continuous improvement of this process.

Declarations

Conflict of interest

The authors declare no interest conflict. They have no known competing financial interests or personal relationships that could have appeared to influence in this chapter.

Author contribution

Duarte-Ubaldo, Ivonne: Investigation, Methodology, Writing – review & editing, Supervision.

Vargas-Magaña, Juan: Conceptualisation, Writing – review & editing
 Méndez-Ortiz, Francisco: Investigation- Writing – review & editing, Supervision
 Suárez-Suárez, Lady: Review & editing.

Availability of data and materials

Data are available with Ivonne Esmeralda Duarte Ubaldo upon reasonable request.

Funding

The authors declare not to receive any funding.

Acknowledgements

Thanks to the Autonomous University of Campeche for allowing us to develop this study with the tutoring area of the Faculty of Agricultural Sciences.

Abbreviations

CIEES = Interinstitutional Committees for the Evaluation of Higher Education

COPAES = Council for the Accreditation of Higher Education

FACIA = Faculty of Agricultural Sciences

HEIs = Higher Education Institutions

PIT = Institutional Tutoring Program

TAP = Tutorial Action Plan

UAC = University Autonomous of Campeche

References

Antecedents

ANUIES (2000). [Programas Institucionales de Tutoría. Una propuesta de la ANUIES para su organización y funcionamiento en las instituciones de educación superior](#), México, Colección Biblioteca de la Educación Superior, Serie Investigaciones, ANUIES.

Álvarez, M. y Álvarez, J. (2015). [La tutoría universitaria: Del modelo actual a un modelo integral](#). *Revista Electrónica Interuniversitaria de Formación Del Profesorado*, 18(2), 125-142.

Álvarez González, M. (2017). [Hacia un modelo integrador de la tutoría en los diferentes niveles educativos](#). *Educación Siglo XXI*, 35(2), 21-42.

Bausela, E. (2004). [La función orientadora en el marco de la universidad](#). *EduPsykhé*, 3(1), 109-120.

Cano, R. (2009). [Tutoría universitaria y aprendizaje por competencias: ¿Cómo lograrlo?](#) *Revista Electrónica Interuniversitaria de Formación Del Profesorado*, 12(1), 181-204.

De la Cruz Flores, G., Chehaybar y Kuri, E. y Abreu Hernández, L.F. (2011). [Tutoría en la educación superior: una revisión analítica de la literatura](#). *Revista de la Educación Superior*. XL(1):157, 189-209.

García López, R. I., Cuevas Salazar, O., Vales García, J. J., & Cruz Medina, I. R. (2012). [Impacto de la tutoría presencial y virtual en el desempeño académico de alumnos universitarios](#). *Revista Iberoamericana de Educación*. 58(2): 1-11.

García López, Ramona Imelda, Cuevas Salazar, Omar, Vales García, Javier José, & Cruz Medina, Isidro Roberto. (2012b). [Impacto del Programa de Tutoría en el desempeño académico de los alumnos del Instituto Tecnológico de Sonora](#). *Revista electrónica de investigación educativa*, 14(1), 106-121.

Klug, M. A., & Peralta, N. S. (2019). [Tutorías universitarias. Percepciones de estudiantes y personal tutor sobre su uso y funcionamiento](#). *Revista Electrónica Educare*, 23(1), 319-341.

- Lobato, C. y Guerra, N. (2016). *La tutoría en la educación superior en Iberoamérica: Avances y desafíos. Educar*, 52(2).
- López A. R. (2004). *La incorporación de los programas de tutoría en las instituciones de educación superior*. Colección Documentos. ANUIES. México.
- López-Gómez, E. (2017). *El concepto y las finalidades de la tutoría universitaria. Una consulta a expertos. Revista Española de Orientación y Psicopedagogía*, 28(2),61-78.
- Martínez, P. y González, N. (2018). *Las competencias transversales en la universidad: propiedades psicométricas de un cuestionario. Educación XXI*, 21(1), 231-262.
- Martínez, P., Martínez, M. y Pérez, J. (2014). *Tutoría Universitaria: entorno emergente en la Universidad Europea. Un estudio en la Facultad de Educación de la Universidad de Murcia. Revista de investigación educativa*, 32(1), 111-138.
- O'Delly, F. y Eisenberg, G. S. (1989). *Helping students make important transitions. The school comiseher*, 36, 286-292.
- Pérez, M., Quijano, R. y Muñoz, I. (2018). *Transición de Secundaria a la Universidad en estudiantes de los títulos de maestro de Educación Infantil y Primaria de la Universidad de Jaén. Aula Abierta*, 47(2), 167-176.
- Ponce Ceballos, S., García Cabrero, B., Romo López, A. M., & Aviña Camacho, I. (2022). *Caracterización de los instrumentos de evaluación de tutores universitarios en México. Perfiles Educativos*, XLIV(176), 45-64.
- Robles, R. (2017). *Acción tutorial y educación personalizada*. En M. Bertella, F. Daura, M. Grebe, M. Montserrat, J. Nubiola, & R. Robles, *El asesoramiento académico personalizado en la universidad*, Universidad Austral. Buenos Aires 13-29.
- Romo-López, A. (2011). *La tutoría: una estrategia innovadora en el marco de los programas de atención a estudiantes*. Colección Cuadernos Casa. ANUIES. México.
- Rodríguez Espinar, S. (2018). *La Universidad: una visión desde “fuera” orientada al futuro. Revista de investigación educativa*, 36(1), 15-38.
- Sánchez, P., Vales, J. y Galván, L. (2005). *Necesidades de orientación en estudiantes de licenciatura. Diferencias regionales. Revista de Orientación Educativa*, 4, 7-11.
- Sobrado Fernández, L., (2008). *Plan de acción tutorial en los centros docentes universitarios: el rol del profesor tutor. Revista Interuniversitaria de Formación del Profesorado*, 22(1), 89-107.
- Torrecilla Sánchez, E. M., Rodríguez Conde, M. J., Herrera García, M. E., & Martín Izard, J. F. (2013). *Evaluación de calidad de un proceso de tutoría de titulación universitaria: la perspectiva del estudiante de nuevo ingreso en educación. Revista Española de Orientación y Psicopedagogía*, 24(2), 79-99.
- Toscano de la Torre, Beatriz. (2016). *La Eficiencia Terminal como un Indicador de la Calidad en la Educación Superior en México*.
- Universidad Autónoma de Guadalajara. (2004). *La tutoría académica y la calidad de la educación*. UDEG México. UNAM.

Basic

- Almedina, M. I. A. (2016). *Evaluación de la orientación y la tutoría en la Facultad de Ciencias de la Educación de la Universidad de Córdoba. Educatio Siglo XXI*, 34(1 Marzo), 93-112.

Ángulo Moreno, Angel de Jesús. (2021). [Indicadores de la tutoría integral desde la percepción de los estudiantes de universidades públicas de México](#). Dilemas contemporáneos: educación, política y valores, 8(2), 00004.

Can-Valle R., Mass-Ortegón L.M. y Rosales-Raya M. (2016). [Trayectoria académica como estrategia para abatir la deserción escolar en dos licenciaturas de la UACAM](#). Memorias 7o encuentro Nacional de Tutorías. Universidad de Guanajuato. Guanajuato.

Ceballos, S. P., Cabrero, B. G., Soto, Y. M., Cervantes, D. I., Villanueva, Y. A., & Garduño, C. M. (2016). [Aproximaciones sobre la evaluación de las tutorías en Educación Superior: experiencias y reflexiones](#). Revista Intercontinental de Psicología y Educación, 18(1-2), 229-246.

Cruz-Núñez, F. (2018). [Percepción de los estudiantes de enfermería sobre las tutorías académicas](#). UVserva,(3).

García-Garduño, J. M., & Shej, A. M. (2014). [Los criterios que emplean los estudiantes universitarios para evaluar la ineficacia docente de sus profesores](#). Perfiles educativos, 36(143), 124-139.

Paredes, C.I. (2023). [Evaluación del impacto de programas de tutoría académica en el desempeño estudiantil en educación superior](#). Revista Boaciencia. Educación y Ciencias Sociales, 3(1): 85-100.

Petra Micu, I., Talayero Uriarte, J. A., & Aguilar García, M. L. (2010). [Eficacia del profesor: Actitudes y opiniones de los alumnos del curso de formación de profesores de psicología médica y psicología médica clínica](#). Revista de la Facultad de Medicina, 4(4):241-248.

Supports

Aguirre, E. I., Lizárraga, E. I., & Guzmán, Y. L. S. (2024). [Cansancio emocional y rendimiento académico en estudiantes universitarios durante el retorno a clases presenciales](#). IE Revista de Investigación Educativa de la REDIECH.

Ángulo Moreno, Á. D. J., & Urbina Barrera, F. (2021). [Implementation and challenges of comprehensive tutoring: Indicators and students' perception in three universities in northern Mexico](#). Revista latinoamericana de estudios educativos, 51(3), 201-229.

Del Carpio Toia, A. M., Ankass, L. A., Guillen, C. S., Huanqui, M. G., Zegarra, J. S., Puma, M. C., & Vargas, L. F. R. (2024). [Salud Mental en estudiantes universitarios en aislamiento social durante la Pandemia COVID-19](#). Arequipa, Perú. Medicina Clínica y Social, 8(1), 11-19.

Duarte Ubaldo I. E, García Ramírez M-J., Vargas-Magaña J.J. (2015). [El café-tutor como estrategia rompe-hielo en la relación tutor-tutorado](#). Impactos y retos de la tutoría. Universidad Autónoma de Yucatán, México. 1086-1094.

Encalada, M. L. S. (2016). [Formación de tutores como estrategia para mejorar el rendimiento académico de los estudiantes universitarios](#). Integración Académica en Psicología., 4(12).

FMVZ-UNAM. (2017). [Reglamento del programa de tutoría para la licenciatura de la facultad de medicina veterinaria y zootecnia de la Universidad Nacional Autónoma de México](#). México.

Giménez Costa, J.A., Cortés Tomás, M.T., y Motos Sellés, P. (2018). [¿Cómo valoran los estudiantes los procesos de tutoría universitaria?](#) REDINE (Ed.), Innovative strategies for Higher Education in Spain. (pp. 27-38). Eindhoven, NL: Adaya Press.

Gordon, S.; Parkinson, T.; Byers, S.; Nigito, K.; Rodriguez, A.; Werners-Butler, C.; Haynes, J.; Guttin, T. (2023). [The Changing Face of Veterinary Professionalism Implications for Veterinary Education](#). Educ. Sci. 13(2): 182.

Gómez E. B. (2021). [Estudio de la eficiencia terminal de los alumnos a partir de la visión docente desde la teoría de sistemas: el caso de la Universidad Autónoma Metropolitana](#). Tesis Maestría en Políticas Públicas Comparadas. Facultad latinoamericana de Ciencias Sociales (FLACSO). México.

- Gómez, M. C. A., & Palomo, M. M. (2013). Evaluación de la tutoría en la Universidad de Huelva desde la perspectiva del alumnado de psicopedagogía: propuestas de mejora. *Tendencias pedagógicas*, (21), 163-176.
- Jiménez, Y. L., González, M. E. C., & Olivé, K. I. (2024). Post-covid-19 en jóvenes universitarios. *Medicina e Investigación. Universidad Autónoma del Estado de México*, 12(1): 23-27.
- Lepe-López, M. A., Franco, G., Lepe, P., García, F., Dávila-Hidalgo, A., Villeda-Retolaza, L., & Arenales, E. (2018). Incremento del número de estudiantes del género femenino egresados de la carrera de medicina veterinaria en Guatemala. *Ciencias Sociales y Humanidades*, 5(2), 31-38.
- López, G. G., Vásquez, A., Caviativa, Y. P., Ospina, P. A., Chaves, V. T., Carreño, L. M., & Vera, V. J. (2021). Tensiones y realidades de los docentes universitarios frente a la pandemia Covid-19. *European Journal of Health Research*, 7(1): 1-13.
- Martínez-Clares, Pilar, Pérez-Cusó, Javier, González-Morga, Natalia, González-Lorente, Cristina, & Martínez-Juárez, Mirian. (2020). La Tutoría universitaria vista por sus alumnos: Propuestas de mejora. *Revista de la educación superior*, 49(195), 55-72.
- Montes, J. F. C., Alcántar, M. D. R. C., Padilla, A. A. J., & Pulido, I. P. (2015). Actitudes de los estudiantes universitarios ante la tutoría. Diseño de una escala de medición. *Revista de la educación superior*, 44(173), 103-124.
- Moukoro, I. (2024). Las plataformas Virtuales Socioformativas como Herramientas de innovación en las Prácticas Educativas. *Ciencia Latina Revista Científica Multidisciplinar*, 8(1), 4598-4615.
- Napa J, Anthony Johnson, Santa María Relaiza, Héctor Raúl, Norabuena Figueroa, Roger Pedro, & Jara Jara, Nolan. (2019). Tutorial Action for the Development of Social Skills in University Students. *Propósitos y Representaciones*, 7(1), 185-192.
- Reyes-Ruiz, L., Andrade-Mariano, Y., Baldovino-Leon, C. A., Rodriguez-Parra, Y. N., Carmona-Alvarado, F. A., Yaneth, R. (2024). Impacto del Covid-19 en los Estudiantes Universitarios. *Tejidos Sociales*, 6(1): 1-11.
- Sandoval-Caraveo, M. del C., Surdez-Pérez, E. G., & Pérez-Sandoval, A. G. (2024). Burnout por covid-19 durante las clases en línea en estudiantes universitarios. *RIDE Revista Iberoamericana para la investigación y el desarrollo educativo*, 14(28).
- Rosas-Chávez, P., & Ramírez-Martínez, M. A. (2013). El impacto de la tutoría en las instituciones de la Región Centro Occidente de la ANUIES. Guadalajara, Jalisco. Universidad de Guadalajara.
- Santes, J. (2010). La pertinencia de la tutoría académica en la facultad de pedagogía de la Universidad Veracruzana, región Xalapa. Tesis Maestría. Facultad de estadística e informática. Universidad Veracruzana.
- Venegas-Ramos, Luis, Gairín Sallán, Joaquín. (2020). Aproximación al estado de la acción tutorial en universidades chilenas. *Perfiles educativos*, 42(167), 103-118.
- Zamata, F. R., Miranda, M. A. L., Ramos, J. V. O., & Huari, M. Y. A. (2024). Prácticas innovadoras de tutoría en la Unidad Académica de Estudios Generales de una Universidad Privada. *South Florida Journal of Development*, 5(1), 43-55.

Differences

- Gómez-Collado, Martha Esthela. (2012). La percepción de los estudiantes sobre el Programa de Tutoría Académica. *Convergencia*, 19(58), 209-233.
- Rubio, P. P., & Martínez, J. F. (2012). La acción tutorial desde la perspectiva de los alumnos de la Universidad Autónoma de San Luis Potosí. *Perfiles educativos*, 34(138), 28-45.

Solaguren-Beascoa Fernández, M. y Moreno Delgado, L. (2016). [Escala de actitudes de los estudiantes universitarios hacia las tutorías académicas](#). *Educación XX1*, 19(1), 247-266.

Discussions

Bautista Valdivia, J., Ramos Zuñiga, B., Ortega Torres, N. I., Morales Villegas, R., & Suarez Rodriguez, C. del P. (2022). [El programa de tutorías: un reto educativo post-pandemia](#). *Ciencia Latina Revista Científica Multidisciplinar*, 6(4), 1307-1333.

Gallegos, A. A. (2017). [El impacto de la tutoría académica en el nivel superior](#). Tesis de maestría. Benemérita Universidad Autónoma de Puebla.

Martínez Clares, P., Martínez Juárez, M., & Pérez Cusó, J. (2016). [¿Cómo avanzar en la tutoría universitaria? Estrategias de acción: los estudiantes tienen la palabra](#). *Revista Española de Orientación y Psicopedagogía (REOP)*, 27(2), 80-98.

Orduño, E., & Velazco, F. (2009). [Evaluación de la efectividad del programa tutorías en una institución de educación superior en México](#). X Congreso Nacional de Investigación Educativa. 10:1-9.

Vela, W. B. C., & Tafur, R. S. (2023). [Programa de tutoría para la formación integral de estudiantes universitarios](#). *Revista Science Evolution*, 1(5):117-122.

Yon Guzmán, Silvia Estela, Hernández Marín, Gloria del Jesús. (2019). [Tutoría en la educación superior: análisis de la percepción de profesionales y estudiantes en una universidad pública](#). *RIDE. Revista Iberoamericana para la Investigación y el Desarrollo Educativo*, 9(18), 717-747.