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Training of academic tutors in the higher level

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Abstract

Today tutoring systems play a fundamental role in improving the quality of education in universities, which is why it is necessary to have their teachers highly trained to carry out tutorial actions for the benefit of students for their integral development. This work aims to create a diagnosis of training needs for Tutors in a Higher Education institution where tutoring is a process of individual or group accompaniment to students, provided by the teaching staff who must be highly Trained and trained to influence the development of learning factors. This study will be carried out in an educational institution raising a questionnaire to 80% of its staff of tutors. The analysis of results seeks to know the training needs for tutors with the purpose of creating programs and training plans for the improvement of the tutoring program in the institution.

Academic Tutors, Diagnosis of Training Needs, Training Plans and Programs

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1. Introduction

The present work has the purpose of showing the reader a research work related to a Public Institute of Higher Education, where the central theme of the mimo was to determine the training needs of the academic tutors of the same. The above in order to generate a proposal according to the needs identified.

1.1 Justification

The constant training of academic tutors is imperative to better serve the students who serve as tutors and in the tutor the tutor carries the substantial task of giving to this student during his academic career.

1.2 Objectives

1.2.1 General objective

Generate a proposal for improvement in academic tutoring through training for academic tutors.

1.2.2 Specific objectives

- Particular objective:
- Create a diagnosis of training needs that allows knowing the perception of academic tutoring by academic tutors.

2. Theoretical framework

According to ANUIES (2001), tutoring is a process of individual or group accompaniment to students, provided by trained and trained teachers to influence the development of learning factors. This means that teachers have the task of providing exceptional support to students in order to successfully complete their studies, as well as reduce the rate of failure and school dropout, this, being reflected in the activities in their academic life and professional.

Employee training is an important activity for the Human Resources area, if an employee requires a change, therefore, their skills and competencies will change, the area of human capital management and managers are responsible for deciding what type of training require employees and how they will be carried out., training focuses on interpersonal skills as a high priority (Robbins and Coulter 2013)

The training consists of an activity that is planned based on the needs presented in an Organization and is oriented to make a change in the knowledge, skills and attitudes of employees (Siliceo, 2004). Training as a tool seeks a positive change in the Organization, that is why the implementation of a training program is demanded in any type of company, institution or organization, regardless of the size or number of employees it is important that it develops (Rodríguez and Morales, 2008).

Importance of Training

Training in an organization or institution is an opportunity to acquire the ability to develop skills and / or skills in their employees to improve the objectives that are to be achieved, so it is essential that a training process is carried out that defines needs and that the resources are used for the relevant goals of training programs. It is important to take into account that learning is acquired through practice, since a theoretical course becomes only information acquisition.

On the other hand, the practice leads the employee to the experience that leads him to do what he has learned and at the same time generating results, allowing the employee to recognize his mistakes and improve them over time. Regarding teaching techniques, it should be considered that individuals learn by means of words, sensations using the mind, images, the body, etc.

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Training is not only the accumulation of technical knowledge, but training must be integrated by a set of ethical, humanistic, cultural, social and family factors. In this way, the training must focus on the needs identified in work situations, the company, its products, services, transmission of innovative knowledge, etc., everything that impacts and needs its employees according to the detention needs in the organization. (Rodríguez and Morales 2008) The importance that a tutor is trained is with the purpose that I managed to influence the academic life of the student, for the fulfillment of the objectives of the academic tutoring, besides defining the role that an academic tutor should assume.

Training plans and programs

For (Robbins and Coulter, 1999), some training methods have greater acceptance such as: rotation of positions where employees constantly exchange activities and are placed in different positions, lectures in the classroom that serve to provide specific information, clear and useful for the development of technical skills for the contribution of problem solving and decision making.

According to (Robbins, 2013) In the past, the word training meant "formal training", planned in a structured format, however, at present the recent evidence of the acquisition of learning in a job is carried out through Informal training that is unstructured, unplanned and adaptable to the needs of employees in order to keep them updated and informed. Even informal training means that employees help each other, share information and solve problems related to their jobs together.

On-the-job training methods include job rotation, that is, having employees trained to be multi-skilled in different jobs, as well as programs to train substitute staff and formal tutoring programs in an organization.

Perhaps the fastest growing training medium is based on computers or electronic training. Electronic training systems allow apprentices to participate actively in questionnaires, exercises, and questionnaires, which is more effective than traditional methods. Recent research indicates that improving the efficiency of training is based on computers, sending constant warnings to establish learning goals and evaluating the progress of those goals. Electronic training is flexible, fast and efficient. The efficiency of a training program is measured through the degree of student satisfaction, the amount of information retained, the appropriate material for training, as well as the management of the financial resource for training (Robbins, 2013).

3. Research Methodology

Qualitative Qualitative research prevents quantification. The qualitative methodology, as indicated by its own name, has as its objective the description of the qualities of a phenomenon. Qualitative researchers make narrative records of phenomena that are studied through techniques such as participant observation and unstructured interviews (Sampieri, 2003)

Quantitative In the analysis of quantitative methods we can find the emphasis on the precision of the procedures for measurement. Another predominant feature of quantitative methods is the subjective and intersubjective selection of indicators (through concepts and variables) of certain elements of processes, events, structures and people. These elements do not conform in their entirety, processes or people because they are sets of particles of phenomena related to observation (Sampieri, 2003).

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Information gathering techniques

The survey or the questionnaire. The survey is the collection technique most often used by social science researchers. It consists of designing a questionnaire of questions as an instrument for recording opinions that would serve to verify hypotheses. It is called an interview card if the interviewer asks and writes the person's response. On the other hand, if the person himself writes his answers in the instrument, then a questionnaire will be spoken (Reza, 1997).

Sample and population:
No. of surveys Educational program
5 International Commerce
5 Industrial Relations
3 Public accountant
3 Tourist Resource Administration
2 Information Systems
2 Economy
1 Administration of Quality and Productivity
21 Total
21 questionnaires were applied to teachers-tutors of a population of 92 to know the training needs and the sample was integrated with teachers - tutors of different educational programs.

4. Results

Questions Results

- Programming Activities Tutorials 100% Schedule Tutorial Sessions.
- 76.2% tutorial work plan twice a year.
- Means of contact for tutoring sessions 81% E-mail.
- Adequate training to carry out the tutorial activity 52.4% of agreement and 42.9% Totalemtente of agreement.
- Sessions scheduled for the semester 57.1% agree on which program sessions and 28.6% agree completely.
- Average of Sessions scheduled to the semester 3 sessions to the semester.
- Student assistance to tutorial sessions 30% attendance.
- Tutorial work plan with objectives and goals according to the needs of the students 52.4% of agreement and 33.3% totally in agreement.
- Timely guidance to students 61.9% agreement and 33.3% totally agree.
- Knowledge of the Curriculum of the Academic Programs 52.4% of agreement and 42.9% Totalemtente of agreement.
- Knowledge of the process of Professional Social Service 57.1% of agreement.
- Knowledge of the guidelines of the Practicum 52.4% according.
- Knowledge of the requirements of Titling 71.4% of agreement.
- Academic Statute 47.6% totally agree.
- Knowledge of support services 52.4% according.
- Use of the Tutor's Electronic Folder 52.4% agreement.

5. Conclusions

Like any process in an Organization, training is a fundamental tool for most of them through the actors involved (tutors). Training as such must be renewed and adapted to the demands of the environment and those involved. Reason why the tutors must strengthen their capacities and skills of attention and response to the tutors through continuous training.

Within the most significant areas of opportunity that were identified once the diagnosis was made with the teachers-tutors ensure that their tutorial activity is based on the follow-up of the Tutorial Plan carried out on a semi-annual or annual basis by themselves. They also consider that email is the most effective way to contact their students. They consider that the scheduling of sessions by tutorial is important and that they are programmed at least three times a semester.

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From the foregoing, it is important to note that students consider semiannual meetings with their academic tutors to be held once a semester. It is important to design the strategy that allows registering and establishing the real number of meetings that students have with their tutors throughout the semester.

The training in an Organization or institution is an opportunity to acquire the capacity and the improvement of the objectives that you want to reach, for this reason it is fundamental that a training process is carried out that defines needs and that the resources are used for the relevant goals of training programs.

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