

Academic tutoring as a tool for Social Responsibility in Higher Education

Tutoría académica como herramienta de Responsabilidad Social en Educación Superior

IRIGOYEN-ARROYO, Luis Ernesto^{†*}, SOTO-RIVAS, Soledad and ARROYO-RUIZ, Armando

Tecnológico Nacional de México, campus San Martín Texmelucan Puebla, División de Licenciatura en Contaduría, Mexico.

ID 1st Author: *Luis Ernesto, Irigoyen-Arroyo* / ORC ID: 0000-0002-2037-1621, Researcher ID Thomson: ABC-1173-2021, CVU CONACYT ID: 472901

ID 1st Co-author: *Soledad, Soto-Rivas* / ORC ID: 0000-0003-3730-7586, CVU CONACYT ID: 329347

ID 2nd Co-author: *Armando, Arroyo-Ruiz* / ORC ID: 0000-0003-1054-1209, Researcher ID Thomson: S-5913-2018, CVU CONACYT ID: 497813

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Abstract

This article is part of a research whose general objective is focused on Identifying the impact of tutoring actions, for the improvement of the Social Responsibility activities of Accounting students in a campus of the National Technology of Mexico, they are also among the objectives carry out actions that strengthen mentoring to improve its efficiency

It is an exploratory investigation, a case study, where the current situation of students is investigated, who in a pandemic modified all their behavior when they stopped attending face-to-face classes and migrated to a life with a high degree of sedentary lifestyle, in which there have been cases of depression and they require the pertinent attention.

Anyone who has worked in education for some years knows that new generations of students have another way of perceiving the world, on the one hand they are more critical and analytical, but on the other they are less committed to activities that require effort, which is reflected with Jobs downloaded from the internet for example, or with great aspirations but requiring the least effort, because before children were interested in being a doctor, engineer, astronaut, etc., now they want to be youtuber, influencer...

Tutoring, Social responsibility, Student development

Resumen

El presente artículo es parte de una investigación cuyo objetivo general se centra en Identificar el impacto de las acciones de tutoría, para el mejoramiento de las actividades de Responsabilidad Social de los estudiantes de Contaduría en un campus del Tecnológico Nacional de México, también están entre los objetivos realizar acciones que fortalezcan la tutoría para mejorar su eficiencia.

Se trata de una investigación exploratoria, estudio de caso, donde se indaga sobre la situación actual de los estudiantes, quienes en pandemia modificaron todo su comportamiento al dejar de asistir a clases presenciales y migrar a una vida con alto grado de sedentarismo, en la cual se han dado casos de depresión y que requieren de la atención pertinente.

Quien ha trabajado algunos años en educación, sabe que las nuevas generaciones de estudiantes tienen otra forma de percibir al mundo, por una parte son más críticos y analíticos, pero por otra son menos comprometidos con las actividades que requieren esfuerzo, lo cual se refleja con trabajos bajados de internet por ejemplo, o bien con grandes aspiraciones pero que requieran del menor esfuerzo, pues antes a los niños les llamaba la atención ser médico, ingeniero, astronauta, etc., ahora quieren ser youtuber, influencer...

Tutoría, Responsabilidad social, Desarrollo de estudiante

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* Correspondence of the Author (E-mail: luisernesto.irigoyen@smartin.tecnm.mx)

† Researcher contributing as first author.

Introduction

Academic tutoring is the means by which educational institutions have personalized contact with their students, which, beyond the teaching that is given in the classrooms, seeks to identify personal needs and be able to attend to them in the medical, psychological and academic aspects they come forward. The foregoing, seeking a comprehensive training, as well as a full development of the student.

For its part, Social Responsibility (SR) is a projection of the actions that organizations (according to their scope and application, there is Corporate or Business SR, Government SR, University SR, among others) carry out as part of the environment, to contribute to well-being; For this reason, through the Tutorials, in the academic context that purpose is applied (contribute to the well-being, in this case of the student community of the institution) by serving as accompaniment in their training stage.

This article is developed from a case study of an institution that belongs to the Tecnológico Nacional de México (TecNM), located in the state of Puebla in the Mexican Republic, and that in its short time of existence (18 years) has achieved national and international recognition for the work performed. Currently it has several certifications (ISO 9001: 2015, ISO 14001: 2015, ISO 50001: 2018 and under the norm of gender equality and non-discrimination).

It can be seen that directly in the area of SR, the institution does not have activities carried out, because the ISO 26000 standard has not been adopted, which is the one that corresponds to this issue, however, through 14001 and 50001 several points are touched that impact matter.

As an institution of Higher Education, when seeking well-being in the training of its students, several situations arise that, in the complexity of human relationships, must be overcome in order to be more successful in achieving the goals embodied in the institutional mission.

This article is made up of the sections that are exposed: Introduction, development, methodology, partial results, recommendations.

Development

Theoretical framework

Diaz (2017), comments that:

The accompaniment through tutoring is essential for the student to achieve the construction of their own knowledge and acquire skills and abilities that allow them to feel more comfortable with their learning process, it is worth mentioning that one of the fundamental factors for the student to achieve Building your own knowledge is the support that the tutor provides and the way in which it generates new and diverse forms of teaching where innovative strategies and activities are created that motivate the student.

González (2005), cited by Diaz: proposes that tutoring should be aimed at strengthening and enabling the learning process from different aspects, that is, tutoring should legitimize a relationship at a professional, personal and academic level between the tutor and the student In this way, facilitating the construction of self-knowledge, it is important to mention that one of the key elements for tutoring in distance education to be a success is fluid and timely communication, this allows the accompaniment process to be more efficient. The educational orientation comprises a series of elements that are essential for the student to strengthen their integral development and acquire the competencies that allow them to prepare to face their personal, professional and academic life.

López, cited by Yon and Hernández (2015, p. 74), defines mentoring as:

It is a training process carried out by the teaching staff that involves various actions that take into account the specificity of university training, as well as the needs of the student and is developed through a comprehensive personal support guidance system, with the aim of informing, support, advise and guide on the academic, personal-social and professional dimensions.

As mentioned by Arbizu et al. (2005), tutoring models contribute to university education. However, according to these same researchers, Spanish universities are essentially bureaucratic in nature, where teachers do not assume as their own some of the functions of orientation to students, functions that are claimed by students.

In addition to the above, Arbizu et al. (2005) refer to three tutoring models: the comprehensive model, *peer-tutoring* or *tutoria entre iguales*, and the academic tutoring model. And they clarify that there must be wills or possibilities of application and development, in addition to choosing the one that is strategically feasible to apply in each context.

1. The comprehensive tutoring model addresses the academic, professional and personal dimensions, promoting the comprehensive development of the student; It requires dedication, preparation and training of teachers regarding the roles to be played, a network of support services and a very small number of students: a maximum of 10 tutors. The role of the tutor is guidance / counseling, ranging from preparation for university integration, educational skills, helping to identify their learning difficulties to self-awareness and guidance during their school career. The student must develop an active role in the whole process, while the tutor teacher guides and helps (Arbizu et al., 2005).
2. The peer-tutoring model “arose in the Anglo-Saxon world” (p. 13), “(...), aims to offer advice and support for integration and success in university education for students. first cycle students” (Arbizu et al., 2005, p. 14).
3. Finally, the academic tutoring model, according to their own, is a teaching activity to guide and advise the student in each of the subjects; the teacher must design, plan, as part of his teaching function. (Arbizu et al., 2005)

A very important current characteristic of Higher Education Institutions (IES) in Mexico are increasingly showing greater interest in training people, so that they can meet current demands. Against this background, pedagogical processes must contribute to a formation that is capable of innovating, transforming, and forming competent individuals, prepared for life, autonomous and capable of being socially responsible citizens. (Guzmán, 2018).

González, cited by Diaz (2017): proposes that tutoring should be aimed at strengthening and enabling the learning process from different aspects, that is, tutoring should legitimize a relationship at a professional, personal and academic level between the tutor and the student. In this way, facilitating the construction of self-knowledge, it is important to mention that one of the key elements for tutoring in distance education to be a success is fluid and timely communication, this allows the accompaniment process to be more efficient.

On the other hand, SR is a trend that occurs worldwide and that seeks to express the commitment of organizations towards their stakeholders, and its main standard is ISO 26000, which has seven fundamental subjects, and they can be seen in the figure 1.



Figure 1 Social responsibility: 7 core subjects
Source: ISO (2010)

Vallaey (2014) uses the term University Social Responsibility (RSU) where he establishes the concept of a socially responsible university based on the management of the four impacts that an HEI always generates when it exists: the impacts that come from the organization itself, from its campus and its personnel (labor and environmental impacts); the impacts that come from the training it imparts to students; the impacts that come from the knowledge that it builds from its research centers and its epistemological assumptions, underlying its academic decisions, and finally, the impacts that arise from its relationships with the social environment, its networks, hiring, extension relationships and neighborhood, social, economic and political participation, territorial anchoring; HEIs must ensure that these impacts do not become negative for society and the environment. Figure 2 shows the relationship of the impacts of HEIs.

What is University Social Responsibility? It is the fair and sustainable management of university impacts

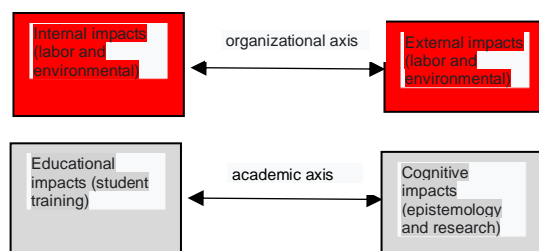


Figure 2 Impacts of HEIs according to the axes
Source: Vayaells (2014)

Reference framework

El Tecnológico Nacional de México, created on July 23, 2014, has its antecedents in the first Technological Institutes (IT), which emerged in Mexico in 1948, and Durango and Chihuahua were the states in which they settled, with the purpose of promoting regional science and technology. Shortly afterwards, those of Saltillo (1951) and Ciudad Madero (1954) were founded. As TecNM has only existed for 7 years, but as can be seen, its history is more than 70 years old, it is made up of 254 institutions, of which 126 are Federal Technological Institutes, 122 Decentralized Technological Institutes, four Regional Optimization and Development Centers Team (CRODE), an Interdisciplinary Center for Research and Teaching in Technical Education (CIIDET) and a National Center for Research and Technological Development (CENIDET).

El Tecnológico Nacional de México (TecNM) covers the 32 federal entities through the Technological Institutes, as can be seen in figure 3.



Figure 3 TecNM Coverage Map
Source: TecNM (2020)

The following information is presented through the Tecnológico Nacional de México (2015) portal: TecNM has a fruitful and solid tradition, built over more than 70 years providing superior technological education of excellence throughout the country. During that time the educational offer has grown, being at present, by educational level:

- Bachelor's degree
41 Educational Programs
- Specialization
7 Educational Programs
- Master's degree
50 Educational Programs
- PhD
15 Educational Programs

The campus where the investigation is carried out, the reason for this article, was founded in 2002, due to the allocation of its budget, is a Decentralized Technological (half of its resource is of federal origin and the other half is state), due to its geographic location is located in the state of Puebla, has an enrollment of approximately 2000 students distributed in 7 professional careers, and so far in its 18 years of existence has evaluated its academic programs in engineering areas through the CIIES, and has obtained the accreditation through CACECA of the career of the economic-administrative area; On the other hand, it is certified under the ISO 9001: 2015, ISO 14001: 2015 and ISO 50001: 2018 standards, as well as the gender equality and non-discrimination standard. From these certifications, the work and commitment of the technological community towards the environment can be appreciated, since as is known, the 9001 standards are for quality management, the 14001 aimed at caring for the environment, the 50001 towards energy management, with the above, there is a perspective in two aspects: that the structure of the institute seeks to comply with international standards that speak of institutional commitment and the second and most important, the training of future professionals in an environment of international regulations where they are immersed and that at the end of their training they will not be oblivious to these certifications, with which their employers will invest less in awareness, training and adoption of said schemes.

Methodology

Methodologically, this research is exploratory, and according to the scientific method corresponds to a deductive research, which aims to serve as a diagnosis in decision-making related to tutoring as well as social responsibility applied in a higher education institution technology, due to the impact it has on society, since the first of their responsibilities of Higher Education Institutions is the training of professionals, in addition to other activities that directly impact society such as: consulting to individuals and companies (institutions offering careers in the economic-administrative area), health care (in institutions where careers such as medicine, dentistry, nursing, nutrition or other related careers are offered), legal advice (training schools for law graduates), process improvement productive and / or systems development (careers in the area of engineering s), among others.

For the development of the research, the scientific method is applied, with the sequence shown in figure 4. Three moments of activity are observed: 1 the carrying out of preliminary activities such as the definition of the scope; 2 the development of work; 3 the interpretation of information and conclusions.

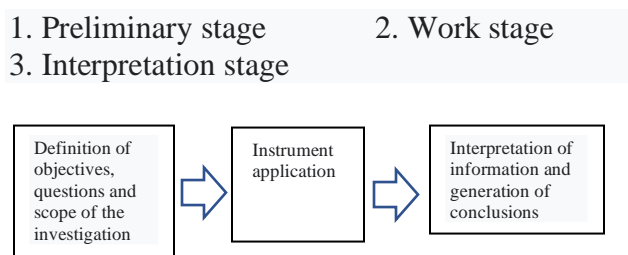
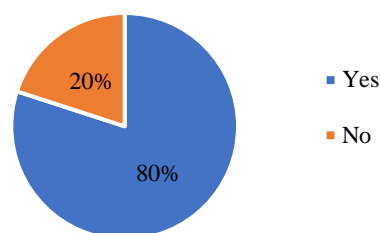


Figure 4 Stages of the methodology developed
Source: Own elaboration, based on the scientific method

Results

As has already been established, the study was carried out on the student community, which is made up of a population of more than 1800 students, of which a survey was applied to 5%, in the results obtained it is perceived that 80% of the students that make up the sample have heard about social responsibility (graphic 1), however, they do not know its scope.

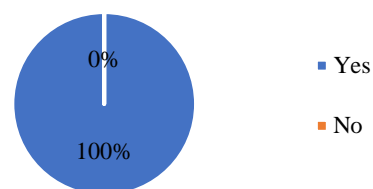
Have you heard about social responsibility?



Graphic 1. Knowledge of the existence of SR
Source: Own elaboration

Graphic 2 shows the perception of the respondents on whether they consider that it should be applied in the Institution.

Do you think it is important to apply social responsibility in the institution?



Graphic 2 Students' perception of applying SR in the institution
Source: Own elaboration

As can be seen in figure six, all of the respondents consider that Social Responsibility should be applied in the Institution, which is favorable, since it allows to identify as an area of attention this issue that is not yet well known by the bulk of the population.

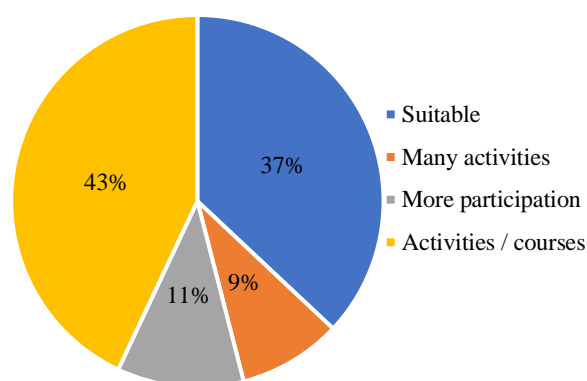
Another item, inquires about the knowledge that students have about companies that are currently recognized as Socially Responsible, of which it is appreciated that there are not many (only 25 percent) of the total of respondents who answered affirmatively; However, those who did it did recognize companies such as Coca-Cola Femsa, HP, Cemex, among others, which are a source of study and analysis for the success of the programs they apply inside and outside the organization.

In this regard, Mazzotti, Aguilar and Vargas (2016) expose various aspects that are worthy of imitation by other companies, as they are precursors of support to society, for example, the mining company with Canadian capital Goldcorp Inc., concessionaire of 67% of the Mining projects in Mexico, as reported on its page has, in Peñasquito, Zacatecas, offers scholarships to students for their first job, support for resident students and many others that have been awarded for six consecutive years the award of "Corporate Social Responsibility" that awarded by the Mexican Center for Philanthropy (CEMEFI).

In relation to the section of the instrument that relates to tutorials and their impact on SR, it was possible to obtain that those who participated in the study are in a moment of tension, because at this time of pandemic, with uncertainty about the There is still time to return to normality, without having the vaccination scheme to be able to have a greater degree of confidence in their social interaction, because many have lost relatives and / or acquaintances in this time, which at the beginning of this quarantine was said that only elderly people became ill, and today it has been seen that this is not the case; Likewise, the vaccine does not ensure that one cannot be infected, since many vaccinated later have contracted the disease, among other points of said uncertainty.

Regarding the activities that are considered in the tutoring program, Graphic 3 presents the perception in this regard.

Perception about activities in tutoring



Graphic 3 Perception of tutorial activities
Source: Own elaboration

The figure shows that 9% mention that there are many activities, 11% indicate that there should be more participation in tutorials by students and tutors, 37% consider it adequate and the remaining 43% indicate that there should be more activities, workshops or courses that discuss issues of improvement such as: leadership, motivation, life plan, conflict management, employability, entrepreneurship and SR.

Conclusions

As already mentioned, there is still no final conclusion, because the work has not been carried out to completion, but it does coincide with Martínez (2017), who states that: Tutoring is not restricted to training, Rather, it extends further, monitoring the training process and stimulating personal and professional maturity, with a clear projection towards autonomous learning, inquiry and professional performance. The ideal is a comprehensive, formative, commitment and mutual responsibility tutoring.

Clerici and Da Re (2019) point out that: The word "tutor" is of Latin origin and is derived from the noun "tutor", the adjective "tutus" and the verb "tutari", that is, "the one who cares, who supports, protects, giving security", if it refers to the noun, and if it refers to the verb "protect", "defend"; with a sense of care, protection and / or vigilance.

Arraiz, Berbegal and Sabirón (2018) detail that: "Academic tutoring is included among the practices with the greatest prominence and potential in university guidance from the benchmark of lifelong learning."

Similarly, as the CSR survey describes, among the multiple benefits of adopting a SR scheme, the main 8 perspectives revolve around:

- Financial-economic (cost reduction, business improvement and competitiveness).
- Improvement at the internal level of the company (general well-being of employees, job security, benefits for employees, etc.).
- Ethics and development of internal values (feeling of identity, belonging, motivation and cultural change).

- Orientation to interest groups (benefit and satisfaction of clients, suppliers, shareholders, etc.).
- Environmental projection (reduction of sources of pollution, energy saving, recycling, initiatives in general in favor of the environment).
- Social projection (support for communities, vulnerable populations and well-being of the country in general).
- Business sustainability (Continuity and strengthening of the business hand in hand with practices, policies and initiatives in CSR).
- Recognition and strengthening of image (positive brand image, attraction of human talent, etc.).

Of these points, the following stand out as applicable to the impact of this research: ethics and the development of internal values, orientation with interest groups (considering that, in education, the client is the student), environmental projections and social, because through them the care of the environment and the applicable legislation is sought in the first place, and the activities carried out towards the population where the institution is immersed.

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