University Tutoring as A Catalyst in the Training Process of Students in A Peruvian University

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Abstract

The purpose of this research was to determine the influence of university tutoring on the educational process of students at a Peruvian university. A model was used that seeks to identify key areas of university tutoring, such as personal development, academic guidance, and career counseling to promote the adoption of positive practices, reduce disparities, and increase effectiveness in the educational process. A study with a quantitative approach, applied, explanatory, was developed with a population of 131 enrolled students and a sample of 100 students, to whom a survey questionnaire of 18 items measured on a Likert-type scale was applied and the data analysis was developed. using partial least squares (PLS) regression. The study determined that university tutoring is explained in 57.7% based on the components academic orientation, personal development and professional advice (R2=0.577) and the student's training process is explained in 95.8% based on tutoring. university (R2=0.958). Additionally, the personal development and professional advice component significantly influences university tutoring, and this significantly influences the student's educational process, for the development of their professional skills. However, the statistical test showed that academic orientation is not significant in university tutoring, but not exclusive either. In this context, tutoring is constituted as an essential component of the training process, transcending the simple transmission of knowledge and focusing mainly on actions that promote the personal development and preparation for the student's professional life.

Keywords: *Tutoring, Individualized Teaching, Corrective Teaching, Mutual Teaching, Training.*

Introduction

University tutoring is an educational practice implemented in different countries with the aim of supporting university students in their training process. In this regard, there are high rates of university students with academic problems, countries such as Spain have the highest university dropout rate in Europe (33%), generating a high cost to the government of 978 million euros per year and this is due to poor guidance in high school and the rapid changes in the professional field due to digitization or new market needs (Varea, 2023), in Colombia between 2000 and 2021 there was evidence of a university dropout rate of 10% due to factors such as vocational, economic and learning aspects, in addition to other problems that aggravate the situation such as family environment, support network, socioeconomic status, personal well-being and the industrial revolution 4. 0 (Cuartas, 2023).

The changes that have occurred worldwide in the political, socio-cultural and economic spheres oblige academic institutions at all levels to adapt to a disruptive environment of political, economic and social transformation in order to promote a new proposal for academic offerings that meet the needs of the population and address the new context (Klug & Peralta, 2019), accompanying students through a guidance programme that seeks to contribute to the comprehensive training of students, which motivates them to continue their studies (Lopez, 2016).

These student accompaniment actions are part of university tutoring, which fulfils a guiding function for students throughout the learning process and the development of competences at a personal and professional level (Álvarez-Pérez & López-Aguilar, 2022). However, tutoring not only encompasses learning but also socioemotional development and attention to the needs of each student, who need to

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interpret diverse experiences, perspectives and give meaning to their lives, therefore, tutors become referents with a great challenge to empower students with new perspectives of self-regulation and self-determination in their daily lives (Lobato & Ilvento, 2013) in order to avoid university dropout, which is the cost that interrupts the chain of productive life of a country.

Therefore, university tutoring represents a space of great relevance for the student, circumscribing it as an area responsible for fostering support and constant accompaniment for the student, in different aspects of their lives, involving the socio-affective, academic and spiritual stage through the accompaniment of a tutor (Escuza, 2016).

In Peru, applicants for university places come from different educational institutions, both public and private, located in rural or urban areas, and in some cases from dysfunctional homes with a social condition that hinders their personal and professional development, a need that must be covered in part by the university in order to provide students with the necessary tools to enter university life and later serve society, starting by confirming their vocation.

During the pandemic, the university dropout rate reached 18.3% and by 2021 it had dropped to 11.5%, with the regions of Loreto (16.7%), Callao (14.2%), Ancash (13.9%), Ayacucho (12.8%) and Lima (12.4%) identified as having the highest percentage of academic dropouts (El Peruano, 2021). The main reasons are linked to socio-emotional and cognitive challenges, as well as welfare problems faced by students, along with economic difficulties, among other factors. These aspects alert educational institutions to establish a detailed support plan that benefits students from the beginning of their studies to advanced stages in order to prevent academic and emotional dropout in the university student community. In this regard, the Ministry of Education (MINEDU) in 2020 allocated a budget of 520 million soles to public and private universities to develop actions to ensure the continuity of studies, making tutoring an educational strategy that can enhance success in the academic, personal and professional training of all students.

Likewise, Peruvian legislation states that teachers are responsible for tutoring students in order to support them in their professional and/or academic training (Ley Universitaria, 2014), who must focus their attention on the identification and prevention of risk cases beyond academic matters through talks, workshops or other actions in order to refer them to university welfare services (Sistema Nacional de Evaluación, Acreditación y Certificación de Calidad Educativa [SINEACE], 2020), workshops or other actions in order to refer them to university welfare services (SINEACE, 2020) within an annual planning of activities and actions in which university teachers are also involved according to their functions.

However, tutoring is not something new, but its application in some higher education institutions in Peru is new, a situation that has become a problem and a relevant issue that must be addressed by the competent authorities in order to strengthen student accompaniment strategies to ensure the quality of education. Therefore, university tutoring is an activity that provides students with tools to help them improve their academic, personal and professional results when they enter university.

University tutoring is not isolated from learning theories, on the contrary it is based on them as proposed by Bandura (1977) in his theory of social learning, he argues that the person achieves learning through observation and imitation of role models, in this regard, university tutoring seeks to consider the tutor as a reference for the student and who will be responsible for showing soft skills, communication and problem solving. On the other hand, Kolb (1984) with his experiential learning theory states that the person learns through experience and reflection of the same and used by the tutor as a way by which students are given real situations to put into practice what they have learned in class, favoring the improvement in their learning.

Similarly, another theory that is linked to university tutoring is that proposed by Piaget (1985) and his cognitive learning, who also argues that learning occurs through adaptation, assimilation and accommodation and where the tutor has the ability to help students assimilate new information according to previously acquired knowledge, promoting understanding and retention of information. Likewise, the

tutor is a transmitter of opportunities for accommodation, which means that the student needs to adjust his or her previous knowledge in order to develop new skills.

Likewise, Vigotsky (1978), proposed the constructivist learning theory, which occurs through social interaction and collaboration. In university tutoring, the tutor can act as a facilitator of the student's construction of knowledge and skills, providing guidance and support to help the student construct his or her own knowledge. In addition, the tutor can create learning situations in which the student can interact with other students, in order to facilitate collaboration and social learning, even more so by taking advantage of technologies and other means of virtual learning that nowadays native students are much more proficient in the use of applications and networks.

Thus, tutoring becomes a key element in the comprehensive training of students not only in the cognitive aspect but also in personal and professional aspects and is key to educational quality, since it adds value for students. In this sense, the university needs to understand the requirements regarding guidance and tutoring to comply with the tutorial model (Martínez et al., 2017), which attends to the comprehensive development of students, in an organized, structured and integrated manner by different types of academic, personal, degree, peer, practice and research tutoring, among others, which provide the possibility of responding in a coordinated manner (Lobato & Guerra, 2016).

Reflection and critique are important components in tutoring, since during the development of academic actions, reflective practices are the most important for them to contribute to their professional environment, leading to significant and productive changes (García-Vila, 2022).

The tourism and hospitality academic programme at a Peruvian university has 135 students enrolled during the 2023-II semester. However, a weakening in the training of these students has been observed in certain aspects, such as the increase in the drop-out rate as they advance in their careers due to a variety of factors such as economic, psychological, physical and family problems, lack of vocation for service, among others. In addition, the tutor teachers do not have professional training in psychology or psych pedagogy, which, together with the insufficient training programme in these subjects, means that the tutor teachers plan their activities at their own discretion, lacking institutional guidelines for coordinated work in tutoring. On the other hand, the curriculum does not include courses or workshops related to emotional development, leadership, teamwork, and soft skills to complement student learning. Finally, the medical and psychological areas are not fully taken advantage of by students due to the lack of socialisation of their timetable.

As a result, obstacles to the implementation and evaluation of the programme's tutorial action have been recognised and need to be addressed so that it can become an effective tool to enrich university education. This needs a proper approach, which not only considers the academic part, but also the emotional and professional part, duly implemented and evaluated.

In this regard, all universities have the responsibility to be at the forefront of the permanent change that is taking place in the academic environment related to their organizational and functional structure. In this sense, a series of management instruments must be developed, such as institutional plans with strategic content that favour the student community throughout their stay at the university and prepare them to face a complex professional and personal reality (Cano, 2009). University tutoring provides support to students during their learning process (Lobato & Ilvento, 2013), and becomes a preparation mechanism whose result is reflected in an adequate personal, professional and/or professional development.

The general purpose of tutoring comprises the integral development of all facets in which university students intervene through a holistic way of working, where it intervenes as a support during their academic and personal formative stage (Gezuraga, 2015).

In Peru, the university tutoring system has been implemented as a support strategy for university students in their training process and includes academic-professional counselling and personal guidance included in the teaching work (Cano, 2009) within the framework of a conceptual approach aimed at addressing the desideratum of the tutorial vocation as a promoter of professional training. The tutoring model of the

university under study is based on the theoretical foundation of three thinkers such as the philosopher Walter Peñaloza, who expresses the comprehensive training of the learner through the comprehensive curriculum with six (6) components: General training knowledge, vocational training, pre-professional practice, non-cognitive activities, research and guidance-counselling.

It is also based on the scientific thinking of Edgar Morin, who conceptualizes education as part of social responsibility oriented towards solving real problems in a multidisciplinary way; therefore, the university must train thinking, active, reflective, competitive, enterprising and rational students who are prepared for community development. Finally, the Model assumes what was proposed by the mathematician Edward Deming, oriented under the perspective of total quality and continuous improvement, where the student is the end and the basis of service, with the monitoring of results to evaluate the continuous improvement that leads to permanent and sustainable changes. The aforementioned theories are basic components that guide students' academic success and ensure quality (Gonzáles & Galarza, 2019). Therefore, UNE's tutoring model works in an integral way involving three areas: personal, academic and professional during the whole formative process of the student-tutored.

Although research is always oriented towards teachers about the academic needs of students in order to strengthen their professional development and competences, a study is needed to interpret the student's position on tutoring and its benefits for them (Mauri, 2024).

Materials and Methods

A quantitative approach study was developed, applied, explanatory type, with a population of 131 students and a sample of 100 students, to whom a survey questionnaire of 18 items was applied corresponding to the observable variables of 5 latent variables: career counselling, personal development, academic guidance, university tutoring, student formative process, which were measured on a Likert-type value scale from Strongly disagree (1), disagree (2), neither disagree nor agree (3), agree (4) and strongly agree (5), which went through a validation and reliability of the mean model with the coefficients of internal validity, individual reliability, construct reliability, convergent validity and discriminant validity, where positive results were obtained to give continuity to the study with the assessment of the structural model. Finally, the structural model was evaluated using the Smart PLS (Partial Least Squares) software, which allowed us to find the path coefficient and bootstrapping for hypothesis testing.

Results

El Partial Least Square (PLS) valora un modelo causal que involucra diferentes variables latentes (VL) con ítems conocido como variables observables (VO), las que se valoran simultáneamente sobre el modelo estructural que determina la causalidad entre constructos independientes y dependientes y sobre el modelo de medida, que corresponde a carga de los ítems observados con sus respectivos constructos.

La metodología se basa en tres fases: (i) Descripción del modelo, (ii) validez y fiabilidad del modelo de medida, (iii) Valoración del modelo estructura (Ramírez et al., 2014). Como primera fase se diseñó el Modelo de tutoría universitaria en el proceso formativo del estudiante en función al Modelo de tutoría de la UNE (ver fig.1).

Figure 1. Model of University Tutoring in the Formative Process of A Peruvian University Student
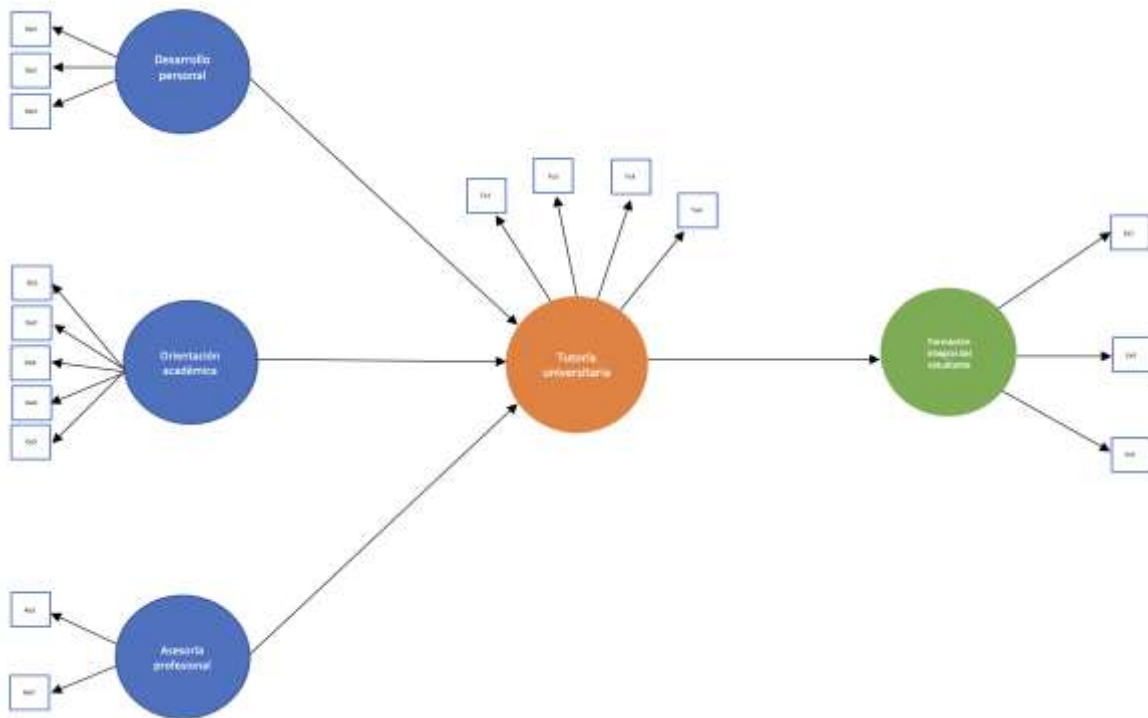

Table 1. Validity And Reliability of the Model for Measuring University Tutoring and the Student Learning Process

	Alpha de Cronbach	Rho_A	Composite reliability	AVE
Professional advice (Ap)	0.926	0.926	0.964	0.931
Personal development (Dp)	0.850	0.850	0.875	0.640
Comprehensive training (Fi)	0.892	0.892	0.912	0.776
Academic guidance (Oa)	0.972	0.972	0.977	0.894
University tutoring (Tu)	0.959	0.959	0.970	0.889

Note. Table 1 shows the validity and reliability of the measurement model of university tutoring and the student's formative process, where the construct reliability of the latent variables was obtained as a Cronbach's alpha greater than 0.7. Also, as convergent validity, we obtained an AVE of all the VL greater than 0.5, which means that more than 64% of the variance of the construct is due to its indicators, demonstrating that the adjustment of the indicators is significant and highly correlated.

At this stage, the structural model was assessed to determine how the variance of the endogenous variable is explained by the constructs it predicts using the explained variance value (R2), which must have a value ≥ 0.1. In addition, the fit of the model was calculated using the global fit index (GoF), whose value, which checks the reliability and fit of the model, must be ≥ 0.5.

Figure 2. Structural Model of University Tutoring in the Student's Formative Process
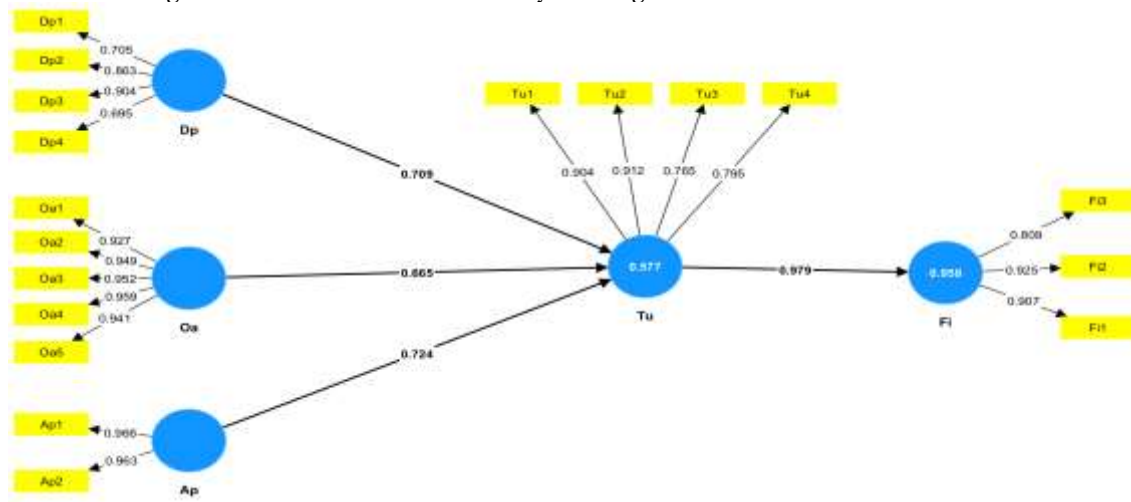
Note. Figure 2 shows the R2 of university tutoring represented by a value of 0.577 and the R2 of comprehensive student formation with a value of 0.958, thus explaining that personal development, academic guidance and career counselling explain university tutoring and university tutoring determines the formative process of the student. Also, the path coefficient values (ß), which represent the standardised regression weights in this case are significant, as they are ≥ 0.3.

The proposed study model presents the following hypotheses:

H1: Personal development positively and significantly influences students' university tutoring at a Peruvian university.

H2: Academic orientation positively and significantly influences students' university tutoring at a Peruvian university.

H3: Career counselling positively and significantly influences students' university tutoring at a Peruvian university.

H4: University tutoring has a positive and significant influence on the formative process of students at a Peruvian university.

Table 2. Validity of Coefficients of Relationships Between Variables and Constructs

	Original sample	Sample average	Standard deviation	T statistical	Pvalor
Ap -> Tu	0.461	0.457	0.140	3.285	0.001
Dp -> Tu	0.385	0.398	0.182	2.116	0.035
Oa -> Tu	-0.045	-0.054	0.222	0.202	**0.840**
Tu -> Fi	0.979	0.980	0.003	292.780	0.000

Note. Table 2 shows highly significant values, in the relationships of variables and constructs, with Student's t-test values greater than 1.96 and a p-value of less than 0.05, showing that they are significant, with the exception of the construct academic orientation and university tutoring which obtained a Student's t-value of 0.202 and a p-value of 0.840.

Table 3. Hypothesis Testing

Hypothesis	Independent variable	Dependent variable	Results
H1	Personal development	University tutoring	Accepted
H2	Academic guidance	University tutoring	Not accepted
H3	Professional advice	University tutoring	Accepted
H4	University tutoring	Comprehensive training	Accepted

Note. Table 3 shows the hypothesis test, determining that personal development and career counselling have a positive and significant influence on university tutoring. Likewise, university tutoring positively and significantly influences the student's formative process. However, the statistical test shows that academic guidance does not significantly influence university tutoring, which means that academic reinforcement actions and study techniques that help to improve students' academic performance are not being developed.

Discussion

The proposed model refers to the Tutoring Model of a Peruvian university, which has been proposed and developed in the Academic Programme of Tourism and Hotel Management, considering three relevant areas linked to tutoring, such as personal development, academic guidance and professional counselling, strengthening general and specific competences.

University tutoring provides guidance to the student on aspects related to study habits and techniques, preservation of physical and mental health, leadership, creativity, entrepreneurship, reflective and creative thinking among peers, links with the workplace through internships, pre-professional practices, volunteering, all with the aim of training successful professionals (Gonzáles & Galarza, 2019).

The results obtained in the present study highlight the relevance of university tutoring in various crucial aspects for the development and well-being of students. In this regard, it was shown that the professional advice provided by the tutor teacher has a positive and significant influence on university tutoring, having obtained a Student's t-value of 3.285 and a p-value of 0.001, then, the previous professional advice circumscribed in internships in public and private organizations, pre-professional practices, academic stays, voluntary actions play an important role in the quality of the tutorial action, highlighting the importance of continuing with the aforementioned actions in a holistic context that involves academia and society.

In addition, the influence between personal development and university tutoring is positive and significant, with a Student's t-value of 2.116 and a p-value of 0.035, highlighting the great contribution that university tutoring has on the personal and emotional growth of students. This result strengthens the knowledge on tutorial action and the notion that tutoring can be a facilitator to strengthen the soft skills of the student, promoting a healthy lifestyle, so important nowadays due to the different contexts of family dysfunction, citizen insecurity, social and economic crisis at the level of places of origin and/or vulnerable housing of the students.

The background studies on the research variables provide other perspectives, as shown in the study by Espinoza (2023), who found a positive but low relationship between tutoring and student socio-affective development, highlighting the need to strengthen tutors' skills based on their professional experience in order to develop a tutoring action that involves actions in the personal and professional aspect (Mauricio Maurinoza). This requires systemic and comprehensive teacher training, which makes it necessary to develop a teaching profile with requirements in accordance with the competences of each profession with planned activities during and after class sessions (Mauri, 2024). On the other hand, the study did not show a significant influence between academic guidance and university tutoring with a Student's T-value of 0.202 and a p-value of 0.840, suggesting that academic guidance and tutoring operate independently or that other

factors not explored in this study could be influencing this relationship, however, their use in specific academic subjects cannot be excluded.

This result is similar to the finding of Chacón-Vargas (2022), who concluded in his study that the academic guidance (levelling) programme provided to students did not lead to significant changes in the distribution of grades of participants who received and those who did not receive academic guidance. However, this is contradicted by Guerrero-Ramírez et al. (2019), who showed that 67% of students perceive adequate tutorial action, highlighting academic development as the dimension with the highest predominance with an odds ratio value <Exp(B)> greater than 1.

Likewise, a positive and significant influence was demonstrated between university tutoring and the student's formative process, with a Student's T of 292.780 and a p-value of 0.000, which confirms the importance of tutoring in the integral formative process of university students. This result suggests that tutoring goes beyond simple academic guidance, contributing significantly to the comprehensive and multifaceted training of students, even more so considering that current students belong to the centennial or Z generation with their own characteristics of technological development and prioritising themselves as people.

In this regard, Álvarez (2018) highlights the positive influence of the tutor's personal characteristics and professional training on tutorial performance, while the tutor's experience seems to have a limited impact. Furthermore, Pantoja et al. (2022) highlight students' interest in the value of the Tutorial Action Plan and the use of ICT in tutoring sessions. In the same vein, Amor et al. (2021) reinforce the importance of tutoring by demonstrating the high value students place on tutorial action and the personal and professional competences of the tutor. These collective contributions provide a more complete and nuanced understanding of university tutoring and suggest key areas for future research and improvements in tutoring practices. In addition, tutoring would be conducted more dynamically in a synchronous and asynchronous way if possible as a development or complement, especially in a context where students' time is scarce due to personal or work activities, they are also engaged in.

Conclusions

A significant influence of university tutoring on the student's training process was determined. In this respect, tutoring is a key element of the student's training process that not only involves the transmission of knowledge but also covers the personal, emotional and professional field, promoting a close relationship between tutor and student, which helps to develop the students' competences that are relevant in a social and work context.

Regarding the construct of personal development, the study found a marked influence of university tutoring, a result that helps to create a suitable environment to work on different aspects that promote the improvement of lifestyle, skills management, emotions and decision making. Thus, university tutoring would not only contribute to academic development, but would also foster the integral development of the student, helping him/her to face personal and professional challenges.

According to the career counselling construct, the study found a significant influence on university tutoring, since this action provides guidance to students in making decisions related to their professional career and personal development. In this respect, the tutor is perceived as a reference that provides valuable information, guides the student and proposes effective strategies to achieve their professional goals. Such counselling within university tutoring will not only support students in learning about and identifying academic and career options, but will also provide useful tools to build an advantageous future, aligned with their interests and skills.

Finally, from the students' perspective, the academic guidance construct does not have a significant impact on university tutoring. This indicates that academic reinforcement actions and study habits that could improve students' academic performance are not being adequately implemented. The lack of focus on academic guidance suggests an opportunity to review and strengthen this aspect of tutoring, ensuring that

students receive the necessary support to reach their maximum potential in all areas of their training, especially in topics that require reinforcement for success in professional development in a globalized context of permanent change in which graduate students not only compete with nationals but also with professionals from various international study centres with a higher or equal level of preparation but with the development of a better self-esteem in general.

The authorities and administrative staff of the universities must design tutoring programmes as part of the actions that allow the permanence of students until the end of their training, guaranteeing the psycho-pedagogical support they need for a sustainable development of professional skills and competences, this means investing in internal or external updates (Rosado, CES,2024).

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