

## **Tutoría en la educación superior: análisis de la percepción de profesionales y estudiantes en una universidad pública**

*Tutoring in Higher Education: Analysis of the Perception of Professionals and Students in a Public University*

*Tutoria no ensino superior: análise da percepção de profissionais e estudantes em uma universidade pública*

**Silvia Estela Yon Guzmán**

Universidad Autónoma del Carmen, Campeche, México

[syon@pampano.unacar.mx](mailto:syon@pampano.unacar.mx)

<https://orcid.org/0000-0001-7105-5293>

**Gloria del Jesús Hernández Marín**

Universidad Autónoma del Carmen, Campeche, México

[gjhernandez@pampano.unacar.mx](mailto:gjhernandez@pampano.unacar.mx)

<http://orcid.org/0000-0001-8035-5220>

### **Resumen**

Este estudio descriptivo analiza los significados de experiencias relacionadas al proceso de atención tutorial de una universidad pública de Costa Rica. Esto a partir de una muestra no probabilística integrada por participantes voluntarios: especialistas, profesores, y estudiantes. Se utilizó el estudio de caso y la técnica de entrevista semiestructurada: el instrumento se diseñó con un guion preestablecido de 10 preguntas abiertas diferenciadas. Se procesó la información organizada en unidades de análisis, derivadas de cada pregunta guía, a partir de las cuales se generaron los significados, categorías, temas y relaciones; para el análisis descriptivo se utilizaron las frecuencias y porcentajes de las respuestas ofrecidas por los participantes.

Como parte de los resultados, entre las funciones del profesor consejero se destaca la orientación académica y personal, con alto predominio de la académica, que se intensifica en el proceso de matrícula. Dentro de las principales necesidades se externan las académicas, en menor medida las económicas y familiares. Por otro lado, si bien se resalta el papel del profesor consejero por el apoyo que ofrece, los estudiantes demandan mayor atención en el área personal, comunicación e interacción y permanencia del tutor.

Los resultados aquí obtenidos permiten conocer más de cerca la labor tutorial a través de las percepciones que tienen los estudiantes y el profesorado. Los datos alcanzados pueden servir de referencia para desarrollar una propuesta de mejora en el contexto estudiado, así como para contrastar con otras experiencias.

**Palabras claves:** educación superior, estudiante universitario, percepción, profesores, tutoría.

## Abstract

This descriptive study analyzes the experiences' meanings related to the process of tutorial attention of a public university in Costa Rica. The study was done throuout a non-probabilistic sample conformed of volunteers as participants: specialists on the topic, profesors and students. A case study and a semi-structured interview was used: the instrument was designed with a predetermined script of 10 open differentiated questions. The information was organized into units of analysis derived from each guided question, from which the meanings, categories and topics were generated; the relationship between them was also generated. For the descriptive analysis, frequencies and percentages of the responses from the participants were used.

As part of the results, the academic and personal guidance stands with a high prevalence among the functions of the faculty advisor and which intensifies in the registration process. Within the main needs, the academic ones are highly shown, economic and family needs are lesser presented. On the other hand, although the role of the faculty advisor is highlighted due to the support offered, the students demand more personalized attention as well as communication, interaction and tutor's permanence. The results obtained from this restudy allow us to know more about the tutor's job through the perceptions of students and

faculty staff. The collected data can function as a reference to develop a proposal for the improvement of this studied context, as well as to contrast it with other experiences.

**Keywords:** higher education, college student, perception, professors, tutoring.

## Resumo

Este estudo descritivo analisa os significados das experiências relacionadas ao processo de atenção tutorial de uma universidade pública da Costa Rica. Isto é baseado em uma amostra não probabilística composta de participantes voluntários: especialistas, professores e estudantes. Utilizou-se o estudo de caso e a técnica de entrevista semiestruturada: o instrumento foi elaborado com um roteiro pré-estabelecido de 10 questões abertas diferenciadas. A informação organizada foi processada em unidades de análise, derivadas de cada questão norteadora, a partir da qual os significados, categorias, temas e relacionamentos foram gerados; para a análise descritiva, foram utilizadas as frequências e percentuais das respostas oferecidas pelos participantes.

Como parte dos resultados, dentre as funções do professor orientador, destaca-se a orientação acadêmica e pessoal, com alto predomínio do acadêmico, que se intensifica no processo de matrícula. Entre as principais necessidades estão o acadêmico, em menor medida econômico e familiar. Por outro lado, ao destacar o papel do orientador pedagógico para o apoio oferecido, os alunos demandam mais atenção na área pessoal, comunicação e interação e permanência do tutor.

Os resultados aqui obtidos nos permitem aprender mais sobre o trabalho tutorial através das percepções dos alunos e do corpo docente. Os dados obtidos podem servir de referência para desenvolver uma proposta de melhoria no contexto estudado, bem como contrastar com outras experiências.

**Palavras-chave:** ensino superior, universitário, percepção, professores, tutoria.

**Fecha Recepción:** Junio 2018

**Fecha Aceptación:** Noviembre 2018

## Introduction

The present research was developed in a university in Costa Rica. However, it should be noted that due to confidentiality issues, the real name of the institution is not mentioned and has been replaced by the Public University of Costa Rica (UPC) - there is no such university in the country. The UPC has a wide educational offer that covers baccalaureate, undergraduate and graduate. And it offers orientation services with tutors, in attention to the students for the improvement of the educational quality.

Regarding the latter, a central issue here, different researchers have conducted studies on tutoring in the university context, including the work undertaken by Sebastián and Sánchez (1999), Arbizu, Lobato and Del Castillo (2005), García, Asensio, Carballo, García y Guardia (2005), Pérez (2006), García (2010), Gómez (2012), Aguilar (2015), Álvarez, López and Pérez (2016), De la Cruz (2017) and Carrillo y Ruiz (2017). In these the needs are mentioned and the importance of tutoring is highlighted as a strategy to help improve the performance of students, in the academic, professional and personal.

Regarding the concept of university tutoring, for the purposes of this study the following definition has been considered primarily:

It is a training process carried out by the teachers that involves various actions that take into account the specificity of the university education, as well as the needs of the student and is developed through a guidance system of comprehensive personal support, with the aim of informing, support, advise and guide on the academic, personal-social and professional dimensions (López, 2015, p. 74).

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

In addition to the above, Arbizu et al. (2005) refer to three models of tutoring: the integral model, the peer-tutoring or peer tutoring and the model of academic tutoring. And they clarify that there must be wills or possibilities for application and development, as well

as choosing the one that is strategically feasible to apply in each context (Arbizu et al., 2005). The model of integral tutoría attends the academic, professional and personal dimensions promoting the integral development of the student; it requires dedication, preparation and training of the teaching staff 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 / advice, from the preparation for integration into the university, educational skills, help 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 tutor the guide and help.

The model of peer tutoring or "peer-tutoring" is emerging in the Anglo-Saxon world "(p.13)," (...), aims to offer advice and support for the integration and success of university education for students of the first cycle "(p.14). (Arbizu et al., (2005) .Finally, the model of academic tutoring, according to Arbizu et al. (2005) itself, is a teaching activity of guidance and advice to the student in each of the subjects; design, plan, as part of their teaching function.

Among the studies developed about the perception of tutorials are that of Sebastián and Sánchez (1999), the aforementioned by Arbizu et al. (2005) and the one conducted by García (2010), who investigated about the tutoring services in Spanish universities, the importance and realization of tutoring as a component of the university teaching function.

García (2010), in his exploratory and descriptive study, applied questionnaires to professors and students, who gave great importance to professional guidance and academic aspects, with less relevance to personal guidance; the students impute their low attendance to external factors such as schedule problems or lack of time, the teachers attribute it to the attitude of the students. They agree that the use of technological tools in tutorial work facilitates communication, as a complement and never a substitute for face-to-face tutoring.

Gómez (2012), For its part, it applied as part of its descriptive and longitudinal study three surveys to students belonging to the Autonomous University of the State of Mexico. The obtained results express that in the program of tutorials of this institution they attend mainly academic questions, and that in spite of the fact that the tutors prefer to maintain communication with their tutors personally, the latter communicate through the Intelligent

System of Academic Tutoring or through emails commercial electronics, considering it suitable. In general, the tutoring program is not responding to students' expectations, so a change is urgently needed, adjustments made or reoriented (Gómez, 2012).

The previous studies confirm the need to deepen the subject to know the satisfactions and dissatisfactions of those who are part of these models, with the aim that the negative aspects are reversed and thus effective tutoring programs are achieved, which really satisfy the integral formation of the student and that they contribute to diminish the scholastic desertion and to increase the academic yield, without a doubt present problems in the institutions of superior education.

To understand and understand the perception of the main protagonists in this process, professionals and students regarding tutoring, this descriptive study was developed in a Costa Rican university as part of the research stay of the project "Inclusive Tutorial Attention Model, for the improvement of academic achievements of the university student "of the Autonomous University of Carmen, whose headquarters are located in Campeche, Mexico (Hernández, 2017).

The Faculty of Education was selected for the research intentionally because it was related to the researcher's origin, to have a tutoring program, similar careers and where the facilities for the stay and execution of the study with the staff of the School were given. Orientation and Special Education.

## **Material and method**

### **Design**

The study carried out had a phenomenological approach. According to Álvarez-Gayou, (2012), "it focuses on the ways in which different phenomena are experienced, and on the way of perceiving them". In short, the meanings of the experiences in the process of tutorial attention in the context of the UPC of the Faculty of Education were analyzed. To this end, a semi-structured interview with the same characteristics was applied to each of the groups formed. The strategy used was the case study: a research process focused on the

description and thorough, systematic, in-depth exploration of a defined case, be it a particular event, phenomenon, event or situation (Durán, 2012).

As already mentioned, the study was part of a 15-day research stay at the UPC, where the facilities were given to invite the participants of the Faculty of Education to collaborate to obtain the information. In short, this work does not seek to generalize its results: the data collected correspond to this particular context, to the experiences and meaning of the group of people interviewed, so that its evaluation is unique in order to serve for the improvement of the tutorial action at the UPC.

### **Participants**

The UPC is a public university with a wide educational offer that covers baccalaureate, undergraduate and postgraduate. It has more than 43,000 students. Organized in faculties of different areas, the schools offer a hundred races. In particular, the Faculty of Education is made up of five schools, including the School of Counseling and Special Education that was born in the 70s.

Likewise, the UPC has policies and institutional regulations that regulate student orientation processes in three dimensions: 1) academic, 2) personal, 3) accessibility and vocational. In addition, it has training programs for teachers on topics related to tutoring. And it has a network of guidance services governed by the guidance office of the Vice Presidency of Student Life, with operational units called Student Advisory Centers (CASE), which are responsible for designing, organizing, offering and evaluating services and projects to accompany the student during his university education; They have an interdisciplinary team in close coordination with academic units and student organizations. The Center for Counseling and Services for Students with Disabilities (Cased) promotes support to guarantee access and equal opportunities for the student population with disabilities; the University Children's Home (CIU), for students who are mothers and fathers of the UPC with a family, social or economic situation that makes it difficult for them to attend to their children while doing academic activities. The Vocational-Occupational Orientation Center (COVO) offers services and develops projects aimed at students who are in a position to choose a career, change careers and enter the world of work for the first time.

For the purposes of this study, a non-probabilistic sample composed of volunteer participants from the Faculty of Education was used, without distinction of gender. In total: 40 students, with ages between 17 and 19 years, 10% men and the rest women. The majority (65%) students of the Education Sciences career with emphasis in Special Education (bachelor degree) and the rest (35%) of Special Education with emphasis in Special Educational Needs (undergraduate degree). In addition to these 40 students, 5 professors of specialties who, in addition to teaching, provide services in the CASE and the Cased; plus 7 advisory professors (PC) that teach in the faculty, of which 3 correspond to the School of Education Administration and 4 to the School of Guidance and Special Education, with an average age of 50 years, mostly of sex female (6 females and 1 male), all with a master's degree, with an average of 14 years teaching; finally, the experience in attending to students like PC was 11 years.

### **Instrument and procedures**

Taking into account the objective of the research, the semi-structured interview technique was used to collect the data. The instrument was designed based on a pre-established script of 10 open questions differentiated according to the categories to which they were addressed: the tutorial action, functions of the teacher counselor, assignment, modalities of attention, frequent needs, tutor-student interaction, strategies and their contribution to the students and aspects of improvement for the tutorial action.

The interviewees were made aware of the objectives of the study, the corresponding appointments were agreed at times that did not interfere with their activities, for the recording they gave their consent, guaranteeing their anonymity and confidentiality. The interview was conducted individually, for 8 days, with a duration of approximately 1 hour and 30 minutes.

The information was processed and organized into units of analysis. For Hernández, Fernández and Baptista (2010) these constitute segments of the content of the comments and contributions of the participants of the study (paragraphs, sentences or phrases) derived from each guiding question, from which are generated meanings, categories, themes and relations.



The audio of each interview was reviewed, transcribed, a process of reading, reflection, writing, rewriting and analysis of the texts was performed to identify the words or phrases that describe the particularities of the experience, to then synthesize and summarize (Álvarez, 2012 ). In the analysis of the texts, codes were assigned: the P to identify the answers of the professionals and the E for that of the students; the n, finally, for the participant number.

In the descriptive analysis frequencies and percentages of the answers offered by the participants were used. And the triangulation of data was performed. According to Stake (2005), this is defined as "a process of using multiple perceptions to clarify meanings, verifying the ability to repeat an observation or interpretation" (p.454).

Table 1 shows the categories accompanied by the definitions that have been used for the analysis, defined by the comments and contributions of the professionals and students interviewed in the interview.

**Tabla 1.** Categorías para el análisis

Categorías y subcategorías	Definición
Opinión de los profesionales	Predeterminada por el investigador
<b>1.1 Funciones del PC.</b>	Pregunta formulada
1,1,1. Orientación académica	Proceso de revisar, analizar, en forma conjunta el profesor consejero y el estudiante, para fijar la carga académica más aconsejable para el ciclo lectivo en el período de matrícula. Aspectos del desarrollo personal del estudiante:
1.1.2. Orientación personal	económicos, emocionales, motivacionales, relaciones, integración, solución de problemas.
<b>1.2. Experiencia en la atención tutorial</b>	Pregunta formulada
1.2.1 Orientación académica	Atender consultas específicas al estudiantado sobre carga académica, matrícula, aspectos relacionados con la carrera, sobre el plan de estudios que está cursando.
1.2.2. Las tecnologías en la orientación académica	Orientación a través de la plataforma de la UPC en el periodo de matrícula y la inconformidad con los motivos que la explican.

1.2.3. Preocupación por baja asistencia en horas de atención estudiantil	Referencia a la baja asistencia de los estudiantes en relación con las horas de atención estudiantil y las causas que lo explican.
1.2.4. Orientación personal	Aclaraciones y guía al estudiante sobre temas o de situaciones personales para que busque la instancia que le puede colaborar, o se canaliza por medio de la coordinación de la carrera, previo conocimiento del estudiante.
1.2.5. Criterios para la asignación de estudiantes a los PC	Referencia al procedimiento de cómo son asignados los estudiantes para recibir la consejería y los motivos de insatisfacción.
<b>1.3. Interacción PC-estudiante</b>	Pregunta formulada
1.3.1 Comunicación o vínculo entre el PC y el estudiante	A la relación que establecen profesionales y estudiantes en el proceso de orientación, desde su asignación por la coordinación académica.
<b>1.4. Necesidades de los alumnos</b>	Pregunta formulada
1.4.1 Académicas y de desorientación en los procesos de matrícula	De ampliar, explicar procesos, rutas para trabajar y desconocimiento sobre aspectos relacionados con la carrera carga académica y matrícula.
1.4.2. Personales	Desconocimiento o insuficiente conocimiento de temas sobre control de emociones, motivacionales y solución de problemas.
<b>1.5. Estrategias para la atención a estudiantes</b>	Pregunta formulada
1.5.1 Modo que son atendidas las necesidades emocional-motivacional	Acciones y procedimientos para la atención de las necesidades emocional-motivacional de los estudiantes.
1.5.2 Modo que son atendidas las necesidades de orientación académica	Acciones y procedimientos para la atención de las necesidades de orientación académica.
1.5.3. Resultados en los estudiantes	Contribución de las estrategias implementadas en los estudiantes.
<b>1.6. Áreas de oportunidad en la acción tutorial</b>	Pregunta formulada
1.6.1. Propuestas de aspectos a atender	Sugerencias de mejora para la acción tutorial.
<hr/>	
Categorías y subcategorías	Definición
<hr/>	
2. Opinión de estudiantes	Predeterminada por el investigador
<b>2.1. Funciones del PC</b>	Pregunta formulada

- 2.1.1. Orientación académica  
Proceso académico para conocer el avance en la carrera y de esta forma permitir la matrícula de las materias.
- 2.1.2. Tutoría integral  
Guiar y acompañamiento por el PC en situaciones personales, de asignaturas y necesidades futuras.
- 2.1.3. Orientación personal  
Apoyo en situaciones personales, económicos, familiares, laborales.
- 2.2. Experiencia en la atención tutorial**  
Pregunta formulada
- 2.2.1. Orientación académica  
Revisión del proceso de matrícula, consejería y acompañamiento de acuerdo con las necesidades o situaciones inmediatas o de acceso en la carrera.
- 2.2.2. Las tecnologías en la orientación académica.  
De manera virtual en el proceso de matrícula fundamentalmente.
- 2.2.3. Orientación personal  
Aclaraciones de dudas sobre temas o de situaciones personales para que busque la instancia que le puede colaborar.
- 2.2.4. Motivos de no acudir a tutoría presencial con el PC.  
Causas que explican el insuficiente uso de la tutoría presencial.
- 2.3. Interacción estudiante-PC.**  
Pregunta formulada
- 2.3.1 Comunicación o vínculo entre el estudiante y PC.  
A la relación que establecen profesionales y estudiantes en el proceso de orientación, desde su asignación por la coordinación académica.
- 2.4. Necesidades.**  
Pregunta formulada
- 2.4.1. Académicas y desorientación en los procesos de matrícula  
De ampliar, explicar procesos, procedimientos, rutas para trabajar y desconocimiento sobre aspectos relacionados con del plan de estudio, carga académica y matrícula.
- 2.4.2. Personales.  
Situaciones personales que interfieran con el estudio.
- 2.5. Estrategias para la atención a estudiantes.**  
Pregunta formulada
- 2.5.1. Modo que son atendidas las necesidades emocional-motivacional  
Acciones y procedimientos para la atención de las necesidades emocional-motivacional de los estudiantes.
- 2.5.2. Modo que son atendidas las necesidades de orientación académica.  
Acciones y procedimientos para la atención de las necesidades de orientación académica de los estudiantes.
- 2.5.3. Resultados en los estudiantes.  
Contribución de las estrategias implementadas en los estudiantes.
- 2.6. Áreas de oportunidad en la acción tutorial**  
Pregunta formulada

---

Fuente: Elaboración propia con base en Arbizu *et al.* (2005)

## Results and analysis

This section describes the analysis of the results, divided into two sections: the first corresponds to the opinions of the professionals, followed by the opinions of the students. Table 2 shows the frequency of the units of analysis and the percentage they represent within each subcategory.

**Tabla 2.** Unidades de análisis

Unidades de análisis	#	%
1. Opinión de los profesionales (profesores, profesionales de los CASE y Cased)	<b>82</b>	
<b>1.1 Funciones del PC</b>	<b>19</b>	<b>23.1</b>
1.1.1. Orientación académica	14	73.6
1.1.2. Orientación personal	5	26.3
<b>1.2. Experiencia en la atención tutorial</b>	<b>32</b>	<b>39</b>
1.2.1. Orientación académica	13	40.6
1.2.2. Las tecnologías en la orientación académica	6	18.7
1.2.3. Orientación personal	6	18.7
1.2.4. Criterios para la asignación de estudiantes a los PC	5	15.6
1.2.5. Preocupación por baja asistencia en horas de atención estudiantil	2	6.2
<b>1.3. Interacción PC-estudiante</b>	<b>5</b>	<b>4.8</b>
Comunicación o vínculo entre el PC y el estudiante	5	41.6
<b>1.4. Necesidades de los estudiantes</b>	<b>7</b>	<b>8.5</b>
1.4.1 Académicas y de desorientación en los procesos de matrícula	6	85.7
1.4.2. Personales	1	14.2
<b>1.5. Estrategias para la atención a estudiantes</b>	<b>12</b>	<b>14.6</b>
1.5.1 Modo que son atendidas las necesidades emocional-motivacional	5	45.4
1.5.2 Modo que son atendidas las necesidades de orientación académica	5	45.4
1.5.3. Resultados en los estudiantes	2	16.6
<b>1.6. Áreas de oportunidad en la acción tutorial</b>	<b>8</b>	<b>9.7</b>
1.6.1. Propuestas de aspectos a atender	8	66.6
Unidades de análisis		%
2. Opinión alumnado	<b>340</b>	
<b>2.1. Funciones del PC</b>	<b>56</b>	<b>16.4</b>
2.1.1. Orientación académica	40	71.4
2.1.2. Orientación personal	16	28.5
<b>2.2. Experiencia en la atención tutorial</b>	<b>87</b>	<b>26.3</b>
2.2.1. Orientación académica	40	45.9
2.2.2. Motivos de no acudir a tutoría presencial con el PC.	31	35.6
2.2.3. Orientación personal	11	12.6

2.2.4. Las tecnologías en la orientación académica.	4	4.5
2.2.5. Asignación de PC	1	1.1
<b>2.3. Interacción estudiante-PC</b>	<b>40</b>	<b>12.2</b>
2.3.1 Comunicación o vínculo entre el estudiante y PC.	40	100
<b>2.4. Necesidades</b>	<b>42</b>	<b>12.7</b>
2.4.1. Académicas y desorientación en los procesos de matrícula	40	95.2
2.4.3. Personales	2	4.7
<b>2.5. Estrategias para la atención a estudiantes</b>	<b>78</b>	<b>23.6</b>
2.5.1. Modo que son atendidas las necesidades	33	42.3
2.5.2. Resultados en los estudiantes	35	44.8
<b>2.6. Áreas de oportunidad en la acción tutorial</b>	<b>37</b>	<b>11.2</b>
2.6.1. Propuestas de aspectos a atender	37	92.2

Fuente: Elaboración propia con base en Arbizu *et al.* (2005)

### Result of the opinion of the professionals

Next, the opinions of the professionals are described considering the categories that emerged from the questions in the interview.

### PC functions

The academic orientation occupies the first order, it represents the highest percentage of the units of analysis (73.6%): the guidance to the students in the enrollment process, that is, reviewing the academic record, guiding students with curricular adaptation, offering advice academic study plan, guide the student since his admission and follow-up during his university education. Some expressions in this sense were the following: "It is a great responsibility if we are talking about the enrollment process" (P1); "If they have curricular adaptation, (...) guide them in the selection of the subjects they enroll" (P3); "Review the academic performance of the student body" (P9); "Specific queries on academic load" (P10).

Among the terms used are guide, guide, academic advising, accompaniment to the student; they conceive the academic orientation as a process that is carried out in conjunction with the student, fundamentally during the enrollment period.

Whereas with 26.3% reference is made to personal orientation as part of the PC function, understood as a more personal link, in which students are guided and oriented in different topics of interest and need: as a career choice, tastes and preferences. The terms accompaniment and guidance are used. They relate it when there are personal problems, academic and emotional performance, which leads to channeling services that are organized from the Guidance Office. Next, one of the fragments of the speech of the professionals interviewed:

It should not only involve the academic part, but establish another link with the student body (...). Orient about your career choice, if you stay comfortable, and if it meets your needs (...). Support should be encouraged in case of problems, or academic performance that will affect the process (P4).

In this opinion, an orientation is included beyond the orientation in the enrollment process, a more personal link that guides the student during the training process. Other expressions that are linked to personal orientation were the following: "Concerns that may be personal, or economic, indicating the university must go" (P5); "Situations that may occur at the emotional level" (P9). These professionals emphasize the need for personal guidance, however, it is a complex task that requires training in different topics for PCs.

### **Experience in the tutorial attention**

In relation to the experience in tutorial attention, 40.6% of the fragments of texts refer to the academic orientation as the registration process. They attribute an administrative process: "Mechanical work enrollment (...). It is simply fulfilled with an administrative function "(P7). It is highlighted in the opinions that each semester different numbers of students are assigned for the approval of the enrollment through a platform, in which the proposal of load of courses is sent and approved or corrected by the PC. He is very active in this period; the communication is through messages. The P9 expressed that "this process is more active during enrollment and course loads". Only two of the professionals make reference to establish an appointment with the student when it becomes necessary; Other opinions related to the experience are addressed in the following categories.

When describing the use of technologies in academic guidance, 18.7% of the fragments of texts agree that the orientation has been digitized: the registration process is managed using the platform of the orientation services of the UPC. It is a virtual meeting in which the student is guided on the courses that he must load in the semester according to his progress in the study plan, as well as to arrange appointments to meet the needs that arise in the students. It is described as a blind moment. In this regard, the P1 expresses that "it is something impersonal, but it facilitates the process for both the teacher and the student, among the advantages that can be attributed to it at any time and at different times". The P3, on the other hand, mentions that "the PC disappears, it went with the technology". And the one that P5 that "has evolved as far as the technological system". Finally, P11 mentions that "however, the process is still very similar to face-to-face because the assistance remains the same". The low attendance of the students has not changed with the use of the digital route.

On the other hand, 18.7% of the texts reflect that the personal orientation depends on the need and particular situation of each of the students, which is guided to seek the instance that can help, or is channeled through of the coordination of the previous race knowledge and approval of the student.

Regarding the criteria for the assignment of students to PCs, 15.6% agree that it is carried out by the management each semester without a specific criterion or profile; they do not know if there are established procedures. One of the interviewees assumes that it is assigned to those teachers who have continuity and a day that exceeds the quarter of time in the university. They express dissatisfaction with the non-permanence of students assigned for more than one semester, there is no continuity and does not favor their follow-up. "They are assigned on a regular basis each beginning of semester according to the experience that is had as PC, it depends on each academic unit and the specific needs that refer to the student" (P6).

In addition, different criteria for the assignment of students are collected. The interviewees state aspects such as experience, student needs, number of teachers available, thematic relevance, the teacher's permanence in the day, by career and is carried out by the school's management, specifically the principal, that is, the criterion is variable to take into account according to the needs of schools and students.



Finally, the concern for the low attendance in hours of student attendance represents 6.2% of the fragments of texts: "Lack of presence of the students to the activities, could be topics that are not of interest or have other demands" ( P8). There is little attendance at programmed virtual activities.

### **PC-student interaction**

Regarding this aspect, 41.6% represents the link that develops during the tutorial action. It is fundamentally associated with the specific moment of enrollment that is done through the institutional platform mediated by a computer, in which the student and the PC exchange schedules for approval. One of the interviewees expresses: "The attendance system for virtual enrollment makes the interaction between teacher and student somewhat difficult" (P5). In their majority they say that it is adequate, however, they show discontent with the poor communication that is established.

### **Needs of the students**

The needs identified in the students by professionals are shown in hierarchical order:

□ The highest percentage is related to disorientation in enrollment processes for first-year students: confusions to register the curriculum, doubts about the number of courses or credits they can take, the requirements of the courses, alert situations under academic performance, irregular study plan, which causes the occurrence of clashes of subjects and fall behind to finish their studies, clarifications on topics or academic situations (85.7%)

□ Other needs refer to those of a personal nature, mainly to economic problems (14.2%)

In summary, the situations that occur most frequently are related to the academic load and enrollment, as expressed by the interviewees.

### **Strategies for student service**

If it is an academic orientation, 45.4% of the texts include that it is intervened according to the current regulations, with clarifications and arguments for the students to cancel or modify the load; guide them so that they can receive consultancies in the students and tutors as an academic support modality based on independent study with the accompaniment of advanced university students who act as facilitators; Recommend texts, sites and other spaces within the university that address the needs raised by the student.

In addition, 45.4% of the fragments refer that to meet the emotional-motivational needs, students are guided and advised to look for the appropriate instance that can provide them with help or are channeled through the coordination of the career, prior knowledge of the student towards guidance services, CASE or Cased, in addition to permanent workshops offered in two periods, with topics for personal development, conversations, listening, communication via email to follow up during the semester and messages of encouragement or support for. Regarding the individual plan: "They are not adjustments, it is negotiation by semester between the student and the teacher of the course, commitments are established" (P11). Motivational needs are mainly presented, according to the P3, "when they want to drop out in their courses or final graduation work".

The economic problems have been channeled satisfactorily for the services of the guidance office. Each semester begins workshops are given to first-time students with topics of entry into university life and career, university career, organized by the coordination of the career and with the guidance of the professor advisor.

The strategies they implement are aimed at the academic, motivational and emotional areas; however, following the comments of the majority, there is no follow-up to the students because each semester is assigned different students and it is difficult to know if a implemented strategy has been successful.

Predominance of the concern for academic guidance, attention to students with delays through personalized interventions. However, as already anticipated above, there is no tangible evidence that demonstrates the contribution of strategies in the care and monitoring of students (16.6 %).

### **Areas of opportunity in the tutorial action of the UPC**

However, 66.6% of the texts correspond to the improvement of orientation services and dynamic approach towards students, without bureaucracy for timely attention; assignment of students from entry to completion of the race to develop follow-up and prevention actions; permanence of the platform for the registration process in the attention of any eventuality of the students during the semester; more dissemination and information to the student body of CASE and Cased services, preventing failure and desertion; place a visible photograph on the platform of the registration process to identify the student; and a private physical space to attend the student and encourage, through coordination, students to go to their counselors and support them in solving problems.

The professionals demand improvements in services and processes, no proposals for actions that the PCs themselves develop. They also disagree with the process of attention of students mediated by a computer: it is argued that it affects the closest relationship between teacher and student.

Among the fragments can be cited: "A closer approach to certain services that the university has and that are so bureaucratic that sometimes it is better to give up and look for solutions elsewhere" (P1). Similarly: "That the UPC system remained open during the semester" (P2). And that "a group of students be assigned from the first year of admission to at least the baccalaureate, in order to be able to know the student better and to follow it up" (P5). In addition to the following requirements: "A photo in the academic profile" (P7); "Incentive from the coordination to the student body so that they look for the teacher who was assigned to them as a counselor in specific situations they would like to solve" (P10); "There is a bit of bureaucracy when students are processed to CASE services, it must be more fluid, to meet the needs of the student" (P11); and finally: "A more private space to serve them" (P12).

## **Results of interviews with students**

### **PC functions**

Regarding the academic orientation, 71.4% of the texts of both 4th and 2nd year coincide in that the PCs support and resolve doubts of the enrollment process, review of the study plan, of its academic process and the advance in the career, the approval of the subjects that will be taken during the semester, provide information about the career and regarding administrative procedures for its registration, which coincides with the opinion of professors. The vast majority referred to enrollment as the primary activity. The high school students added: "addressing doubts" (E3) and "academic issues" (E6), which also coincides with the responses of the 2nd year undergraduate group.

The students used terms as accompaniment to attend the needs or immediate situations or access in the race; clarification of doubts, solution of emergent situations, guide in the process, support in personal situations, tutorials, life stories, experience, decision making, the university-personal life relationship. These fragments are grouped into actions of integral mentoring, which assumes the attention of the individual as accompaniment - it was also mentioned by the professionals. For example: "Counseling and accompaniment according to immediate needs or situations or access in the career" (E25); and "guide in the process" (E28).

Personal orientation corresponds to 28.5% of the texts in both groups of students. They expressed that only the academic is attended; a few felt that labor issues, or personal and economic situations. As it shows: "I have had the opportunity to consult, converse and request advice on labor issues" (E4). Another said: "In economic and family situations" (E10), described in the functions and duties that the UPC has established for the PC.

### **Experience in the tutorial attention**

They have been supported in the process of introduction to the race, the requirements, with the documentation for admission, as well as a willingness to talk and request advice on specific topics of the courses, schedule situations, complete course work, recommendations and observations about of the curriculum. In general, academic issues of the enrollment process, fundamentally, represented by 45.9% of the units of texts.

While among the reasons for not attending face-to-face tutoring with the PC (35.6% of students do not attend face-to-face tutoring): most do not offer explanations or express no need because they have solved the enrollment process virtually.

When referring to the personal orientation, 12.6% of the opinions state that the respondents have received support in personal situations, in decision-making, on economic and family issues, guidance for scholarship, in the transmission of the counselor's experiences, services and supports, enrollment process, more approach with the students. Some state that the counselors understand, support, there is openness, assertiveness, kindness and availability, for example, "could improve extending it to not only academic services" (E40).

On the use of technology in orientation, students link it with the enrollment process: 4.5% express they are attended in a virtual way, which does not favor the relationship between both. In that tenor: "I never knew who he is, he only sent the registration and I waited for him to send approval" (E13); "The interaction is very impersonal and only exists in the enrollment process" (E18). However, contrary positions express the following: "Very individualized, allows the student to express their complaints" (E20); "Being virtual becomes more accessible" (E29); "However, the interaction is small, but the times I have requested support, I have received it" (E40). As can be seen, there are contrary opinions according to the experience lived.

The PC allocation corresponds to the academic unit: 1.1% expresses the need to be more effective and a greater number of PCs to attend satisfactorily.

### **Student-PC interaction**

All of the fragments referred to the interaction. Both groups of students affirmed that it is adequate; Only a few people said that it is not adequate. As positive aspects referred to the monitoring in their educational project, assertive listening, availability, accessibility by the PC, resolutivos in the solution of the problems of schedules, opening. However, some agree that "there is not much interaction, but because there are no spaces in the UPC" (E10). In addition, they specified that in the registration process the accompaniment is virtual and there is not always good communication. In this regard: "They do not accept the reasons or

courses that are requested even if they meet the requirements" (E2); "I only communicated through the registration platform" (E6); "There is not much personal contact, although there are established spaces" (E12); "It could improve by extending it to not only academic services" (E15); "The times that I have requested support more directly, have been effective and we have been able to solve the problems" (E32); and finally "It does not affect, but it does not strengthen" (E35).

With respect to the face-to-face meeting with the PC, five students answered that they had it for enrollment and follow-up during their academic career. Some expressed the following: "Never, I have not sought nor needed" (E15); "I have not had the need to meet" (E17). The answers are inclined to that the attention they receive by the PC is virtual for enrollment, fundamentally. Even with this, they value their role in their training as very important.

### **Needs**

Regarding this point, 95.2% of the students surveyed exposed issues related to their academic process, performance, enrollment, administrative processes, talks, doubts about courses, academic opportunities, in addition to those that are necessary for the academic field. The topics that were suggested coincide in the totality of the students, and are related to the functions that the PC has in the UPC and the opinions of the professionals.

In personal aspects, 4.7% referred to situations that interfere with the study, opportunities for improvement, scholarships, support, motivation issues, recommendations that benefit the university journey and information about the services offered at the UPC.

### **Strategies for student service**

Regarding the way in which the needs are met, 42.3% of the students said that there is clarity in explaining the process for enrollment by the PC, as well as providing observations, understanding and dialogue. As a sample of the above: "It always resolves very well and quickly (E21)"; "It approves courses that I need and is aware of the curriculum that I must fulfill" (E24). And in contrary opinion, a few refer that there are no physical spaces for attention, that there is incomprehension when approving or disapproving schedules and lack of concern for the student. For example: "There are no spaces to do it" (E32); "Many times

they refuse enrollment and reasons" (E36), and "Sometimes they do not care about the students" (E38).

In spite of the above, most of the students feel satisfied with the attention of the PCs and their solutions in the enrollment process, a process that they refer to as the main activity. Some testimonies from those who value the role of the PC of both groups of students as very important: "It is an important role, I believe that, in my personal case, it has been of great support" (E10); "It is essential that it is present" (E13); "Let there be more approach" (E15); "Be a person who knows himself and is helpful in clarifying doubts" (E29). Others added comments such as the following: "There should not be one per race, if not per career level" (E33); "It is fundamental to explain to the new students the role of the PC, so that they are clear about how it can be useful in later years" (E40).

Finally, 44.8% of the answers speak in favor of the effective solution of their needs by the counselor, which have been specific aspects and of quick solution, emphasize that they are problems of enrollment, they have clarity to explain what has to be done, the teacher He is attentive and active. Few others think that they have not had situations to solve. It is worth noting that five of the high school students and eight of the baccalaureate students were channeled through the PC to other departments to solve their situation.

### **Areas of opportunity in the tutorial action**

In this section, 92.2% of the texts refer to improving the PC-student relationship, the need for spaces for more interaction, a better relationship, knowing more about the student's situation, more information about consultation times and support in different areas. And as personal development, permanence of the same tutor for his accompaniment and a larger number of PCs. One of the fragments refers to a greater interest on the part of the students with the PCs, because the counselors are willing to help.

Here are some sentences related to what is mentioned here: "More integral of the university experience" (E11); "Empathy, communication" (E14); "My relationship improved when it was time to meet her in person" (E16); "Know more about the student's situation" (E18); "Send the introductory mail of who will be the advising professor" (E19).

In the perception about tutoring, the interviewees show similarities with the process of tutoring or academic guidance referred to by Arbizu et al. (2005), specifically when considering the essentially bureaucratic character, where the teachers do not assume as their own some of the functions of orientation to students and that are claimed by it. In spite of this, in general they see the work of the PC in the university as very important to receive support during their academic career.

## Discussion

Taking into account the results obtained, the tutorial action of the UPC is located within the model of integral tutoring, described by Álvarez and Álvarez (2015) and by Arbizu et al. (2005). This is: the academic, professional and personal dimensions of the student are attended to by the guidance of the PC and the guidance services network and include peer tutoring.

However, the function performed by the PC is basically limited to supporting the student in the enrollment period; in very few cases they orient the student on other aspects. In short, the accompaniment is perceived as insufficient by students and PCs. The vast majority is virtually only in the enrollment period, mediated by technology. Similar results are found in the study by García (2010): the interviewees attach great importance to professional guidance and academic aspects, with less relevance to personal guidance.

The convergence space between the PC and student is done through the computer and mainly in the periods assigned for enrollment, with the advantage that it can occur at any time, according to the interviewees, focusing on specific aspects: clarify or support in the loading of courses. According to Calle y Saavedra (2009), tutoring allows establishing a balance between the autonomous development of the student and their professional training, which makes them a protagonist of their own reality, with the possibility of meeting the goals of teaching processes - Learning given in the classroom. Consequently, it is not limited to just directing the course load.

Now, the students demand more guidance and follow-up by the PCs and the PCs ask to stay for more than one semester with the same assigned tutorates. The latter explain that the assignment of different students each semester does not favor the follow-up of their



academic trajectory. According to Álvarez and Álvarez (2015), the intervention levels of tutoring (which begin with the teacher or subject tutoring with the class group), continue with career or accompaniment tutoring with a small group of students as length of a course, cycle or throughout the degree or postgraduate) to achieve improvements in student training can not be limited to certain periods; there must be interaction in different areas of action.

On the other hand, the professionals express dissatisfaction with the low attendance of the students with the counselor, consider that it is due to their lack of interest and that the attendance is concentrated on the dates of enrollment load for the support of the counselors, all of which it coincides with the results of the study by Arbizu and Lobato (2003), which in this case intensifies during the examination periods. The students, for their part, argue that they do not go with the tutors because they do not need it, due to the lack of physical spaces and when they do it is fundamentally in the enrollment period. In this sense, the study García (2010) concludes that the perception of teachers and students differs significantly: the students impute their low attendance to external factors such as scheduling problems or lack of time, the teachers attributed to the attitude of the students.

The results also show that the orientation is carried out in a virtual way, the physical space is not limited at all. However, both students and PC consider mostly that this modality does not favor interpersonal interaction, although the time and agility of the system allows it to be fast. Of course, the academic orientation goes beyond the assignment of courses in the enrollment period. According to Martínez (2009), tutors and students have to maintain a dynamic and dialectical relationship to make it possible throughout this journey, that students build their own knowledge and their personal project through the contrast between academic content and the problems of real life and everyday life.

Angulo and Jaramillo (2009) and Martínez, Conejo and Rodríguez (2017) agree that tutoring is a process of individual and academic accompaniment to improve academic performance, solve school problems, develop study habits and social coexistence. The strategies used are aimed at the academic, student follow-up is scarce, some have been channeled to specialized areas for their attention (13 students), orientation services are offered where students can go and request supports, and they are taught workshops that can attend voluntarily, as well as the attention from the students and teachers with the support

between peers, who have contributed to decrease the disapproval, according to the interviewees.

In the interviews with the PCs, it was obtained that the procedure for the attention in the CASE or Cased is a bureaucratic process, which must be more fluid and dynamic, with greater diffusion to the students.

The demands of students' attention are presented in academic and emotional-motivational areas, as well as personal and economic, so it requires an orientation that covers all areas, with different actors and services in a comprehensive manner .

Similarly, teachers demand encouragement of academic coordination, the attendance of students with their PC, demand similar to that presented in the study of Arbizu and Lobato (2003).

Undoubtedly the openness to the inclusion of people with special educational needs to the university is a merit to highlight. For this they have organized the procedures and spaces that offer specialized support to these students through the Cased.

## **Conclusions**

The study allowed to understand and know the perception of the main protagonists, professionals and students, as well as to analyze their experiences and the meaning that the tutorial attention offered at the UPC has for them. Thanks to this, the following conclusions were reached:

Both when referring to experience and functions, there is a predominance of academic guidance, to a lesser extent personal orientation appears, in the opinion of professionals and students.

To describe the tutorial action, terms are used as a guide, accompaniment, in tune with the model of comprehensive tutoring. However, the faculty is not the one who takes the initiative to approach the students, on the contrary, it is the student who approaches the counselor and this in turn establishes strategies to attend to these needs.

The interaction between professionals and students is fundamentally concrete during the enrollment process through the institutional platform, which, although it speeds up the

process, limits the most personal exchange and communication: according to 41.6% of the texts in the professionals and 100% of the students.

Likewise, 15.6% of the professionals expressed their opinion about the assignment of students, although in the texts it is stated that it does not favor the accompaniment, follow-up and school trajectory of the student, due to the fact that strategies or actions that can be implemented can not be continued. the percentage in students (1.1%) was not relevant.

The needs described in the judgments issued by the students are centralized in those of an academic nature, especially during the course load, and of the professional type of the career. With 85.7% in professionals and 92.2% in students, they are identified during the enrollment process or when they come for help with the counselor, they are oriented and solve the needs when they are demanded by the students.

Among the strategies used in orientation by the PC are conversation, listening, recommending texts, sites and other spaces within the university, personal email to follow them up during the semester, messages of encouragement or support, workshops for new income, individual plan from the request of the student in CASE and Cased respectively. Those with the highest achievements correspond to the services provided by CASE and Cased in the reduction of failure in the courses with the highest rate of failures, according to most interviewees.

There is demand by the students for more communication and monitoring by the PC. In addition, it is necessary to organize spaces and schedules that are accessible to all during the entire school year.

The students state that the use of information and communication technologies and flexibility are present in the orientation. In fact, it is the space in which they converge with the PC to receive orientation in the load of courses, described as an administrative and impersonal process, with low representativeness in the texts by both groups.

It is noteworthy that the perception of the students gives satisfaction for the attention offered and value the importance of the PC.

The contributions for improvement in both students and professionals coincide in the demand to remain with the same counselor throughout his career. Students request to receive support in different areas of personal development, they also assume the need to show greater

interest with PCs. However, teachers demand that they be supported through academic coordination so that students can go to the counselors and delegate responsibility to other departments.

Finally, it is suggested to review in future investigations the correspondence of the tutorial actions with the academic results of the students to verify the benefit in the scholastic trajectory of the tutors.

The sample used allowed to know the perception that professionals of CASE, Cased, teachers and students have regarding the tutorials in the institution. It constitutes an exploratory study that can be deepened and contrasted with other research on the subject.

## References

- Aguilar, M. F. (2015). University Tutoring and the Use of Digital Pen: Analysis of the Experience. *Investigación Educativa*, 17(1), 130-145. Recuperado de [http://www.scielo.org.mx/scielo.php?script=sci\\_arttext&pid=S1607-40412015000100009&lng=es&tlng=en](http://www.scielo.org.mx/scielo.php?script=sci_arttext&pid=S1607-40412015000100009&lng=es&tlng=en).
- Álvarez, J. L. (2012). *Cómo hacer investigación cualitativa. Fundamentos y metodología*. (5.ª ed.). Barcelona, España: Paidós Ibérica.
- 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. Recuperado de <http://dx.doi.org/10.6018/reifop.18.2.21967>.
- Álvarez P, P., López A, D. y Pérez J. D. (2016). Programa de Tutoría Universitaria Formativa y Desarrollo del Proyecto Personal del Alumnado, *Pedagogía*, 37(100), 67-89.
- Angulo, M. F y Jaramillo, C. (2009). Caracterización de las tutorías de la Licenciatura en Lengua castellana, inglés y francés de la universidad de La Salle. *Actualidades Pedagógicas*, 54, 175-185.
- Arbizu, F., Lobato, C., Del Castillo, L. (2005). Algunos modelos de abordaje de la tutoría universitaria. *Revista de Psicodidáctica*, 10(1), 7-21.
- Arbizu, F., Lobato, C. (2003). Percepciones del profesorado universitario respecto a las tareas de la función docente en el proceso de enseñanza-aprendizaje. *Campo Abierto*, 23, 69-89.
- Calle, Ma. G y Saavedra, L. R. (2009). La tutoría como mediación para el desarrollo autónomo del estudiante. *Tabula Rasa* 11, 309-328. Recuperado de <http://www.redalyc.org/articulo.oa?id=39617332013>
- Carrillo, D. y Ruiz, M. I. (2017). La tutoría: Una herramienta indispensable para el estudiante universitario. *Salud y Administración*, 4(10), 41-51. Recuperado de [http://www.unsis.edu.mx/revista/doc/vol4num10/5\\_La\\_Tutoria.pdf](http://www.unsis.edu.mx/revista/doc/vol4num10/5_La_Tutoria.pdf).
- De la Cruz, G. (2017). Tutoría en educación superior: análisis desde diferentes corrientes psicológicas e implicaciones prácticas. *Revista de Investigación Educativa*, (25), 34-59.

- Durán, M. (2012). El estudio de caso en la investigación cualitativa. *Revista Nacional de Administración*, 3(1), 128. Recuperado de <https://investiga.uned.ac.cr/revistas/index.php/rna/article/download/477/372>.
- García, A. A. (2010). *La tutoría en la Universidad de Santiago de Compostela: percepción y valoración de alumnado y profesorado*. (tesis doctoral inédita). Universidad de Santiago de Compostela, España. Recuperado de <https://minerva.usc.es/xmlui/bitstream/handle/10347/2840/:jsessionid=23C306A1C2E416CCC2CC226674A7D7A5?sequence=1>.
- García, N., Asensio, I., Carballo, R., García, M. y Guardia, S. (2005). La tutoría universitaria ante el proceso de armonización europeo. *Revista de Educación*, 337, 189-210.
- Gómez, M. E. (2012). La percepción de los estudiantes sobre el Programa de Tutoría Académica. *Convergencia*, 19(58), 209-233. Recuperado de [http://www.scielo.org.mx/scielo.php?script=sci\\_arttext&pid=S1405-14352012000100009&lng=es&tlng=pt](http://www.scielo.org.mx/scielo.php?script=sci_arttext&pid=S1405-14352012000100009&lng=es&tlng=pt).
- Hernández, G. (2017). Modelo de Atención Tutorial Inclusivo, alineado al currículo, para la mejora de los logros académicos del estudiante universitario. (proyecto de investigación). CAIPI/2017/09
- Hernández, R., Fernández, C. y Baptista, M. (2010). *Metodología de la investigación. Diseños del proceso de investigación cualitativa* (5.ª ed.). Ciudad de México, México: McGraw-Hill.
- López, 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, L., Conejo, F. y Rodríguez, A. (2017) La acción tutorial como experiencia educativa para la formación integral de los estudiantes de Medicina. *Revista Electrónica "Actualidades Investigativas en Educación"*, 17(3), 1-123. Recuperado de <http://www.scielo.sa.cr/pdf/aie/v17n3/1409-4703-aie-17-03-00565.pdf>.
- Martínez, M. (2009). La orientación y la tutoría en la universidad en el marco del Espacio Europeo de Educación Superior (EEES). *Revista Fuentes*, 9, 78-97. Recuperado de [http://institucional.us.es/revistas/fuente/9/art\\_4.pdf](http://institucional.us.es/revistas/fuente/9/art_4.pdf).

- Pérez, A. (2006). Percepciones sobre la tutoría en profesores y alumnos de la Universidad. Síntesis de una investigación. *Educación, Desarrollo y Diversidad*, 9(2), 5-20.
- Sebastián, A. y Sánchez, M. F. (1999). La función tutorial en la Universidad y la demanda de atención personalizada en la orientación. *Educación XXI: Revista de la Facultad de Educación*, 2, 245-264.

Rol de Contribución	Autor (es)
Conceptualización	Silvia Estela Yon Guzmán
Metodología	Silvia Estela Yon Guzmán
Software	NO APLICA
Validación	Silvia Estela Yon Guzmán y Gloria del Jesús Hernández Marín
Análisis Formal	Silvia Estela Yon Guzmán
Investigación	Silvia Estela Yon Guzmán
Recursos	Silvia Estela Yon Guzmán y Gloria del Jesús Hernández Marín
Curación de datos	Silvia Estela Yon Guzmán y Gloria del Jesús Hernández Marín
Escritura - Preparación del borrador original	Silvia Estela Yon Guzmán
Escritura - Revisión y edición	Silvia Estela Yon Guzmán y Gloria del Jesús Hernández Marín
Visualización	Silvia Estela Yon Guzmán y Gloria del Jesús Hernández Marín
Supervisión	Silvia Estela Yon Guzmán y Gloria del Jesús Hernández Marín
Administración de Proyectos	Silvia Estela Yon Guzmán y Gloria del Jesús Hernández Marín
Adquisición de fondos	Adquisición del apoyo financiero para el proyecto que conduce a esta publicación. (Silvia Estela Yon Guzmán con el apoyo del Programa Fortalecimiento de la Calidad Educativa (PFCE), 2018, de la Secretaría de Educación Pública, (SEP), otorgado a la Universidad Autónoma del Carmen, en Campeche, México. Gloria del Jesús Hernández Marín como responsable del Proyecto registrado “Modelo de Atención Tutorial Inclusivo, para la mejora de logros académicos del estudiante universitario” de la Universidad Autónoma del Carmen. Con apoyo de los recursos asignados en la convocatoria para desarrollar proyectos de investigación CAIPI, departamento de investigación y posgrados de la Universidad Autónoma del Carmen.