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*Artículos científicos*

## La incorporación de la tutoría en una institución formadora de docentes

*The incorporation of tutoring in a teacher training school*

*Incorporação da tutoria em instituição de formação de professores*

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### Resumen

En este artículo se presentan los resultados de un ejercicio investigativo de tipo cualitativo apoyado en el análisis de contenido que buscó diagnosticar de forma participativa la pertinencia de crear de manera formal un programa de tutorías académicas en una escuela normal en el norte de México. Los resultados dan cuenta de la importancia y existencia no formal de las tutorías, así como de la delimitación de algunas orientaciones para el diseño de un programa oficial. De igual forma, se detecta una valoración positiva por parte de los participantes sobre la importancia de la colegiación con los actores para el diseño de este tipo de estrategias. Las conclusiones apuntan a la pertinencia de la incorporación de las tutorías



académicas en la escuela normal dada la trascendencia de la formación de los estudiantes y el desarrollo de los docentes.

**Palabras clave:** educación superior, escuela Normal, tutoría.

### **Abstract**

The results of a qualitative research exercise supported by content analysis are presented, which sought to diagnose in a participatory way the relevance of formally creating a tutoring program in a teacher training school in Northern Mexico. The results show the importance and non-formal existence of the tutorials, as well as the delimitation of some guidelines for the design of an official program. In the same way, a positive assessment is detected by the participants on the importance of collegiality with the actors for the development of this type of strategies. The conclusions point to the relevance of the incorporation of tutoring in the teacher training school given the importance of the training of students and the development of teachers.

**Keywords:** Higher education, Teacher training school, Tutoring.

### **Resumo**

Este artigo apresenta os resultados de um exercício de pesquisa qualitativa apoiado na análise de conteúdo que buscou diagnosticar de forma participativa a relevância da criação formal de um programa de tutoria acadêmica em uma escola normal do norte do México. Os resultados mostram a importância e a existência não formal de tutoriais, bem como a delimitação de algumas orientações para a concepção de um programa oficial. Da mesma forma, é detectada uma avaliação positiva pelos participantes sobre a importância da associação com os atores para o desenho deste tipo de estratégias. As conclusões apontam para a relevância da incorporação dos tutoriais acadêmicos na escola normal dada a importância da formação dos alunos e do desenvolvimento dos professores.

**Palavras-chave:** ensino superior, escola normal, tutoria.

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## Introduction

This document describes stage one of a research project designed with the aim of creating an academic tutoring program for a normal school.<sup>1</sup> in northern Mexico. The project was structured in three stages based on the methodology of Castillo and Cabrerizo (2011). In the initial phase, the diagnosis was applied; In the second phase, called execution, the proposal for a mentoring program was designed and implemented, and, in the last stage, called evaluation, the results of the proposal were evaluated.

In this article, the development of stage one (diagnosis) is presented, which sought to integrate the opinions of three groups of users of a normal school (students, teachers and directors) on the importance of the instrumentation, in their campus, of a mentoring program.

The main justification for the development of the investigative exercise was that the study institution did not have a tutoring program, before which some questions arose that were guiding the work:

1. Is tutoring important for students, professors and directors of the institution?
2. Is there a history of tutorial support to the students of the institution?
3. What should a tutoring program look like from the perspective of its actors: students, teachers and managers?

In the first part of the article, a reference and contextual framework on the subject of academic tutorials is presented. Then, the methodology is described and, finally, the results that contribute to the development of the conclusions.

## Academic tutoring background

Tutoring, as an accompaniment to students, formally began in Anglo-Saxon universities (in England, it is called tutoring or supervising; in the United States, it was called mentoring, advising), where an individualized education was sought that would reduce working hours of the teacher in front of the group (Fresán and Romo, 2011).

In Canada, the United States and some European countries, since the 1930s, guidance centers have been in charge of having a relationship with the teacher to guide him in

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<sup>1</sup> Las escuelas normales en México son un tipo de Instituciones de Educación Superior dedicadas a la formación de profesores.

counseling activities, paying special attention to the academic, social and personal needs of the teacher. student body (Fresán and Romo, 2011).

In the United Kingdom - at the Open University, which started in 1971 - an individualized model of tutoring was created. Being a distance university, students study independently. Therefore, their model suggests that, at certain times, they meet with their tutors, who guide them for their next stages and help them resolve doubts that have arisen among students (Fresán and Romo, 2011).

In Spain, with the Law of General Organization of the Educational System (LOGSE), based on the White Book for the Reform of the Educational System, it is pointed out that tutoring is a fundamental part of the teacher's function, as guidance for the student. It is mentioned that the role of the tutor is to form a personalized relationship with the student to contribute to their academic life and to achieve their autonomy, as well as their development of skills and attitudes for decision-making in their education and social life (Government of Spain, 1989).

In Argentina, in 1997, at the National University of Rosario, through the coordinators, the doubts that arose for new students were cleared up in the face of various situations, such as procedures or general questions about the school environment. (Torres y Luchéis, 2000, citado por Serna, 2010).

In Mexico, around the 1940s, the first contacts with a tutoring system and with the image of a tutor were already being experienced. In the National Autonomous University of Mexico (UNAM), in the Faculties of Chemistry and Political and Social Sciences, in 1970, the tutor was defined as the student's guide and it was formalized in the study plans, which became the first indications of the tutorial action (Fresán and Romo, 2011).

Starting in the 21st century, Mexico has seen the manifestation of academic tutorials within Higher Education Institutions (IES). All this derived from the proposal of the Institutional Tutoring Programs (PIT), raised by the National Association of Universities and Institutions of Higher Education (ANUIES) (Fresán y Romo, 2011).

## **Tutoring as an actor in the student's educational journey**

Mentoring is a complex task that involves various areas so that it is exercised in a relevant and effective way (García et al., 2016). Therefore, it is necessary to analyze these areas that provide meaning to the work of tutoring, which may include the tutorial action, the objectives of the tutoring, the profile of the tutor, the skills and characteristics of the tutor and the functions of the tutor, among others.

According to Pantoja (2013), the tutorial action is one that favors the characterization of education and gives the importance of knowing individually the characteristics of the students, providing them with academic support that adapts to their abilities, strengths and motivations in order to offer them an appropriate counseling that is focused on the educational and professional field of young people.

In the same sense, for Quintanal and García (2012) the tutorial action is a work that is carried out in conjunction with other colleagues and with a series of strategies, so it must be assumed as a cooperative task; In addition, the aforementioned authors emphasize that the tutorial action must be comparative, which means that everyone, in a coordinated manner, must have commitments in the actions and consequences that arise from the agreed organization. Finally, they mention that it is a dynamic action, where this educational relationship is strengthened, since the tasks that must be implemented for the specific conditions that are presented in the students begin there.

On the other hand, García, Trejo, Flores and Rabadán (2010) title the tutorial action as tutoring, and define it as the exercise of tutoring, in the support of guiding and communicating for the academic and professional training of their tutors, in a personalized or group form. Said action must be specified in collaboration with the institution itself and the personnel involved in the student's tutorial or academic work.

## **Academic tutoring in the context of normal schools**

Tutoring in normal schools has its origins in 2009, when these were considered as European Education Institutions (IES) in the Teacher Improvement Program (Promep), today the Program for the Professional Development of Teachers for the Superior Type (Prodep), from which the full-time teachers had the responsibility of also carrying out management, research and tutoring activities (General Directorate of Higher University Education [DGESU], nd).



In recent years, a large part of HEIs have established tutorials as a strategy to support students during their training process, with the aim of reducing backwardness and school dropouts, as well as increasing terminal efficiency.

To achieve this, it is important that normal schools implement and publicize the tutorial action within their campuses, since they also belong to the higher level. Therefore, they have the responsibility of assigning a tutor to their students to achieve an adequate school trajectory and obtain a greater number of graduated and graduate trainers.

In accordance with what is established in the curricula and programs of normal schools, tutoring is the accompaniment that is provided to the student as a support to their training process, providing them with the necessary tools to increase their academic experiences and guide them to solve problems presented to him. Consequently, this accompaniment activity is carried out by trained teaching personnel who provide the service individually and / or in small groups (Official Gazette of the Federation, 2018).

In this sense, tutoring is understood as the process of accompanying students throughout their training journey, in order to guide them to find their skills and strengths, and that they use them to solve problems that arise in their lifetime. The purpose is to make you autonomous so that you can promote your own learning and personal and professional growth, thereby increasing the chances that you will achieve a satisfactory educational stay and complete your studies. In the words of Tejada (2016), tutoring in normal schools has the following purpose:

Guiding and accompanying students during their training process either individually, which is rarely done in normal school, or in a group, which is the most common in normal school, to stimulate their potentials through complementary actions, from the knowledge of their academic needs, concerns and professional aspirations (p. 885).

In this vein, group tutoring in normal schools is related to the training of students who will be future teachers. Therefore, the qualities of these groups are used to enrich the work of group tutoring. Tejada (2016) defines academic group tutoring in this way:

It allows rescuing the essence of training teachers, whose main characteristic is associated with the didactic and pedagogical processes that underlie this training. You have the opportunity to promote work and learning, which allows the individual and collective performance of the members, as well as

observing their skills in the training process. In addition, it is the space where doubts are planned for their collective analysis and resolution, an aspect that favors reflection on decision-making and encourages the training and socialization of students through teamwork (p. 886).

### **Academic tutoring studies in normal schools**

There is a significant amount and variety of studies regarding tutorial action in HEIs. However, in normal schools, such inquiries are still incipient, mainly due to the recent formal incorporation of this strategy in the latter institutions.

Even so, we can mention an investigation carried out in the Regional Center for Normal Education of Aguascalientes, which had the objective of analyzing the academic status of the students in order to know the areas of opportunity for the tutor. The data were obtained through an interview that expressed the student's life of the participant. The study showed that there are different types of tutoring and that - with the proper use of each variant, depending on the situation that arises - satisfactory results are obtained in students by intertwining the tutor's interventions with the actions of the Institutional Tutoring Plan (PIT) and what is established in the study plans and programs of the Reform of Normal Schools (Ramírez, Campos and Rodríguez, 2013).

Along the same lines, Mapén, Pérez and López (2015) carried out a descriptive study, with a mixed approach, on 60 new students. They applied two instruments: a survey of 18 items with a Likert-type scale and a structured interview with two open questions in order to identify the aspects that help to improve the PIT. The results allowed distinguishing elements according to the perspective of the young normalistas, such as the hours of attention, effectiveness of the tutoring and that it is more personalized.

Similarly, at the Lic. Benito Juárez Rural School, in the municipality of Panotla, Tlaxcala, a PIT inquiry was conducted in search of improvements. Mino, Castellanos and Gómez (2016) refer that it is very important to know the areas of opportunity for a good application of the PIT, since most of the students of their institution are of limited resources and the school has the internship modality. The authors mention that, due to the great changes that normal schools are experiencing, the incorporation of tutorials is essential to achieve the tasks.

On the other hand, Sariñana and Sariñana (2016) carried out an interpretive investigation at the J. Guadalupe Aguilera Normal School, where they applied interviews and surveys aimed at students and tutors for data collection. He focused on subgroup tutoring in order to develop collaborative work and the wealth of activities and strategies that occur in it. They concluded that this type of tutoring is a pertinent strategy to strengthen the comprehensive development of the tutor, although not all teachers have the time to do it.

Ahumada and Obregón (2015) carried out an investigation a little different from the previous ones in San Luis Potosí, in the Benemérita and Centenaria Normal School, without losing sight of providing quality tutoring. The participants were students of the degree in Primary Education and the qualitative method with a descriptive scope was used. Their data collection techniques were an identification card and interview, whose questionnaire was made up of 40 items for the evaluation of self-esteem. The results showed that young people with lower self-esteem are more likely to fail or drop out of school, so the tutor should place greater importance on the tutors with these characteristics.

In the normal school Jaime Torres Bodet Institute, an investigation was carried out with the purpose of identifying the performance of the teacher-tutor and evaluating the benefits and obstacles of the tutoring process, taking into account that future teachers are being trained. Using a mixed method, techniques such as the survey and a focus group with the tutors and tutored were used. It was obtained as a result that the main obstacle to carry out an efficient academic tutoring is the lack of time due to academic overload, as well as the lack of economic and human resources (Tejada, 2016).

Soto, Tequida and Chávez (2017) carried out a qualitative investigation at the Escuela Normal del Estado de Sonora. They used the focus group technique by means of a semi-structured interview with students of the Pre-school Education degree. The purpose was to know their perception of their work as future teachers and the role of tutor that they should perform. The results indicate that young people have knowledge of what the tutorial function is, since they express that it is part of their training to be the guides of their students for their integral development, so it is a great responsibility as teachers; emphasize that this responsibility is important to develop collaboratively to receive constructive criticism for its improvement.

Martínez, Cortés and Contreras (2017), from the Benemérita Escuela Normal Veracruzana, focused on analyzing how tutoring is carried out and the impact it has on the



competencies that students must develop as future education professionals. This research was carried out through a qualitative methodology, ethnographic type, by means of two semi-structured interviews: one directed to the teachers and the other to the students. The main findings indicate that it is necessary to implement an institutional instrument with certain parameters, guidelines and scopes of the tutoring function as a support tool, to ensure that students develop the ideal competencies when entering the professional field.

Likewise, in Mérida, Yucatán, an investigation was carried out in the three state normal schools that operate in that city. This made it possible to identify the areas of opportunity regarding the implementation of the tutorials. They were supported by semi-structured interviews with teachers and tutors from the three institutions. The results showed the lack of coordinators and administrators to support the tutoring exercise, as well as the need for technological tools that facilitate tutors to carry out the tutorial action. In addition, it was identified that each of the schools has particular needs before the development of tutorials (González, 2017).

## **Methodology**

The type of study was qualitative, exploratory and descriptive (Hernández, Fernández & Baptista, 2014). Its objective was to identify the needs in a normal school about the importance of an academic tutoring program, as well as the possibilities of its implementation from the perspective of its actors: students, teachers and directors.

## **Participants**

It was attended by 47 students, 20 teachers and the 3 directors of the campus. The number of participants was due to the fact that it was a voluntary invitation, both for students and teachers.

## **Procedure and materials**

The fieldwork process was developed in two stages for each of the groups of participants. First, three workshops were held for students, teachers and managers on the academic tutoring program in higher education institutions. This, with the intention of contextualizing this type of strategies within the institution. Each workshop lasted six hours.



In a second stage, three group interviews were conducted: one with the students, another with the teaching staff, and the last with the directors. These were supported by a semi-structured interview guide made up of four dimensions: the importance of tutoring, history of tutoring in the institution, tutoring currently within the institution (unofficial) and instrumentation of tutoring. Table 1 illustrates the fieldwork process.

**Tabla 1.** Proceso de trabajo de campo

Etapa	Estrategia	Objetivo	Cantidad	Participantes	Materiales
1	Taller	Contextualizar la tutoría académica dentro de la institución.	3	Alumnos Docentes Directivos	Presentación en diapositivas y formatos.
2	Entrevista grupal	Identificar la importancia de la tutoría, así como los antecedentes, acciones y posible instrumentación en la institución.	3	Alumnos Docentes Directivos	Guía de entrevista semiestructurada, grabadora.

Fuente: Elaboración propia

Finally, the information obtained in the interviews with the MaxQDA the arts of data analysis program, in its 2018 version, was analyzed to identify the generation of the categories illustrated in Table 2.

## Results

The content analysis of the three group interviews allowed the generation of categories within each of the dimensions raised at the beginning in the interview guide. Table 2 shows the dimensions and their respective categories, which are described in this section of results, structured according to the four dimensions.

**Tabla 2.** Esquema general de dimensiones y categorías

Dimensiones	Categorías
Importancia de la tutoría	<ul style="list-style-type: none"> <li>• Desarrollo del docente</li> <li>• Desarrollo del alumno</li> <li>• Guía para el alumno</li> <li>• Medidas precautorias</li> </ul>
Antecedentes de la tutoría	<ul style="list-style-type: none"> <li>• Solicitudes para su consolidación</li> <li>• Razones por las que no se consolida</li> <li>• Acciones realizadas</li> </ul>
Tutoría no oficial	<ul style="list-style-type: none"> <li>• Actores</li> <li>• Lugares</li> <li>• Modalidades</li> <li>• Funciones</li> <li>• Actividades</li> <li>• Limitaciones</li> </ul>
Instrumentación de la tutoría	<ul style="list-style-type: none"> <li>• Actores</li> <li>• Perfil</li> <li>• Funciones</li> <li>• Estructura</li> <li>• Condiciones de operación</li> </ul>

Fuente: Elaboración propia

### **Importance of mentoring**

Regarding the first dimension, the importance of tutoring, the participants state that this is essential in HEIs, and point out four areas that support it (see figure 1). The first is the importance of tutoring for the development of teachers, since they can achieve an ideal profile as higher education teachers and in this way can participate in academic bodies, as explained by participant 1 in the interview with professors: "It is basic in our superior profile, since without it a full-time teacher cannot have the desirable profile, to participate in academic bodies, it is a mandatory requirement, that is why it is important."

The second item is the importance it has for the development of the student in different areas such as academics, as mentioned by participant 9 of the teacher interview:

And each of the undergraduate plans requires that the student have to develop an graduation profile and if we are not complying with these principles and with those graduation profiles of our students, we are somehow not doing well with society. where they will go to work, especially with the children and young people who will attend.

Likewise, they express the importance of consolidating areas of opportunity that are identified in students; especially, their integral development.

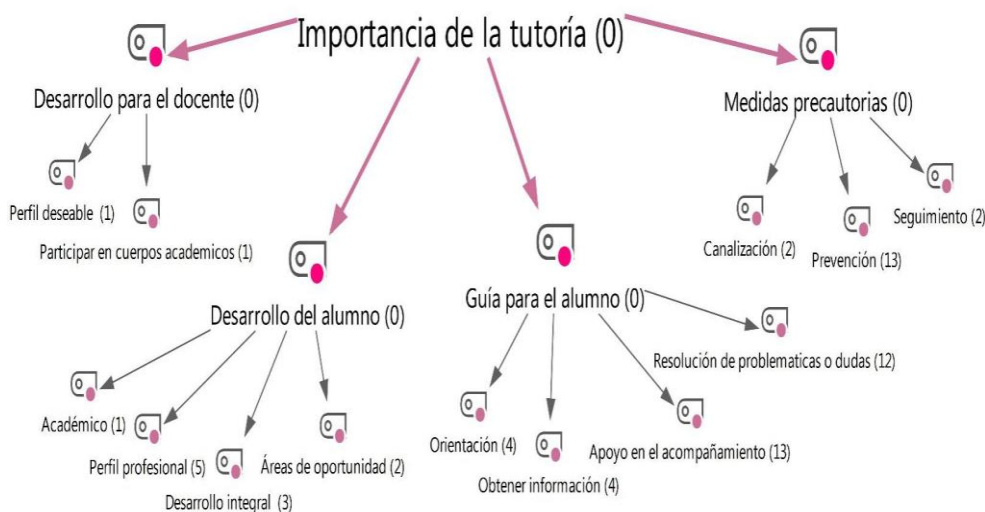
In the third item, the participants mention the importance of guiding the student in their course within the institution, obtaining guidance and support in the accompaniment, as mentioned by participant 2 of the second semester student interview: "In addition how important it is that someone goes with you by the hand, because yes, sometimes you get overwhelmed by many things you have to do".

Likewise, they mention that it is important because different problems or doubts about any situation are resolved and they obtain information through their tutors on various issues that are handled in the institution, as mentioned by participant 2 of the second semester student interview: " And if it is a person, a teacher, it is easier for them to have information because most of them have already passed through here, as they are teachers they already know how the school is run, they can give you more specific, more appropriate information".

In the last aspect, they point out the importance of tutoring in matters of precautionary measures, since different situations can be avoided, such as school dropout, educational lag, among others, that influence the integral development of the student. In this regard, participant 2 of the interview with managers indicates: "Try to prevent the situation from becoming a problem, if they are family or economic situations, see how the student can approach the person who has to do it accordingly. ". They also mention the channeling with experts who can attend to the situation and the follow-up that the tutor provides to the student throughout its entire trajectory.

Based on the above, students, teachers and managers consider the importance of academic tutoring, since what was mentioned by the participants impacts on various issues of the educational development of students within the institution.

**Figura 1. Importancia de la tutoría**



Fuente: Elaboración propia

## Mentoring Background

In the background dimension of the tutoring, the participants show three headings about events that have occurred in relation to the academic tutoring within the institution: actions already carried out around the tutoring, reasons why the tutoring is not consolidated and requests made for its consolidation (see figure 2).

Regarding the first factor, the participants indicate that it was implemented as a subject for a long time, so a schedule was set for it. In this sense, participant 11 of the interview with eighth semester students comments: “They came to give us; well, pretend to be a subject, but it was tutoring and it was a teacher who was giving us, but I never really saw that they were giving it the focus or had the true end of the tutoring”.

Coinciding with what was said by the previous participant, number 23 of the interview with teachers comments: “Let's say, the students we have today in sixth semester were the last to have tutorials in second and they are now in practice; however, that was the last moment when it was organized, that is, not five years ago, two years ago and something”. In other words, the attempt to carry out academic tutorials is confirmed, although it seems that it was implemented - perhaps due to the fact that it is a training institution for trainers - as a tutoring subject similar to basic education.

In addition, they refer to the existence of a tutoring coordinator, which coincides with the actions on the attempts to consolidate academic tutorials in the institution. For this, participant 1 of the interview with managers expresses: "There was a project to install the tutoring project, some teachers were there in the area of psychopedagogy and they did establish some lines."

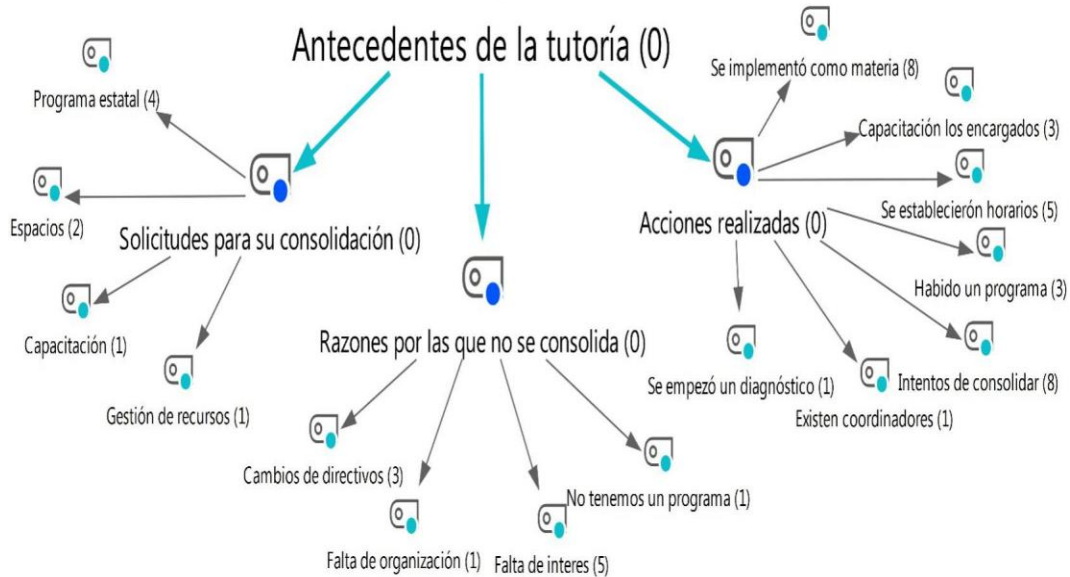
In addition to this, in the documents provided by the institution, a diagnosis made by the tutoring coordinator is reflected, which was based on questionnaires applied to students and teachers with one purpose: "To lay the foundations that can be generating new paths and that each one of us can commit ourselves to the part that corresponds to us". Responding to the diagnosis, the coordination generates a tutorial project as a pilot, where the actions that must be carried out are marked, in a general way.

For the second item, the reasons why academic tutorials have not been consolidated within the institution are mentioned. The participants consider that the causes are related to the lack of an established program with guidelines to guide the work as tutors, little interest on the part of some professors and directors of the institution, as well as changes of directors, which do not give continuity to the processes started.

Regarding the lack of interest, participant 1 of the managers' interview indicates: "But at least I, who was a tutor, never did tutoring and I know the case of other colleagues who were elected tutors, we did not perform that function as such". On the other hand, participant 17 of the teachers' interview says: "Sometimes because teachers do not want to participate due to different circumstances." This reaffirms what was mentioned in the category of lack of interest, since the participants themselves express it.

Finally, in the category requests for consolidation, four codes are established: state program (that is, a tutoring program for normal schools in the state), spaces (the actors indicate that environments have been requested to carry out the service academic tutoring), training and resource management.

**Figura 2.** Antecedentes de la tutoría



Fuente: Elaboración propia

## Unofficial tutoring

In the unofficial tutoring dimension, six categories emerged, linked to the actions carried out in the institution, identified as tasks of academic tutoring (see figure 3). From one of these categories (the actors) seven codes emerge, which show the agents who currently carry out the unofficial tutoring within the institution, that is, thesis advisor, directors, professors of the practice, teachers, prefects, psychopedagogues and coordinators. Participants indicate that each of these supports or accompanies them throughout the school.

The second category (places) refers to those spaces where tutoring is given, so two subcategories are born: formal and informal places. Within the formal ones, the classroom and the office-cubicle are coded. The informal ones are linked to the parking lot, the corridors, the cafeteria, the green areas and the spontaneous places. On this last site, one of the students expresses: "Where you find them, see them and you can approach them is where they give you guidance to help you."

Regarding the modalities category, the participants show four codes: group tutoring (to a greater extent), individual tutoring, face-to-face tutoring and virtual tutoring (to a lesser extent). In this regard, it can be inferred that, due to the fact that there are more group tutorials, teachers usually give an orientation to young people when they attend to them

during a class, as indicated by participant 27 of the teacher's interview: "Normally in groups we detect needs and we attend to them precisely sometimes leaving or complementing, even if they do not go to the content or the program".

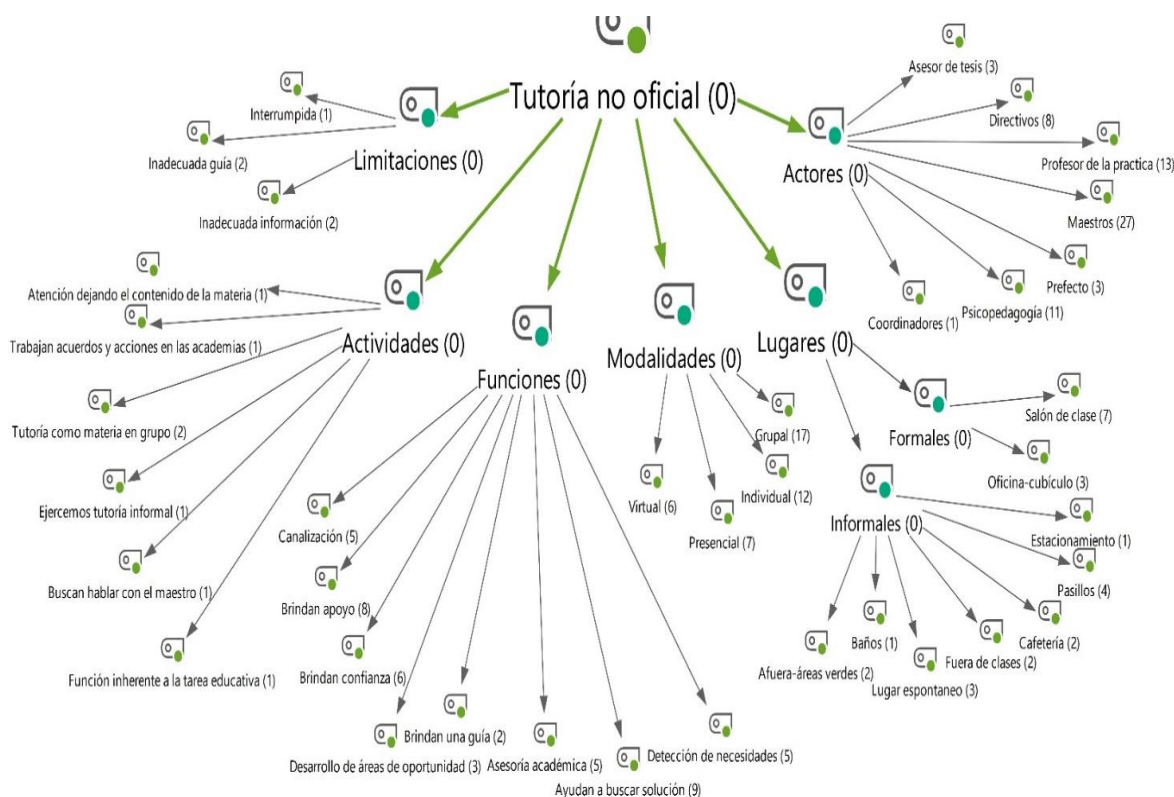
In the category functions, eight codes are identified, all referring to the actions carried out by teachers in a matter of tutorials, that is to say: channeling to the area of psychopedagogy when some cases are detected; support in various situations when required; the actors who carry out the tutoring actions provide confidence; provide a guide; academic advising; help to find solutions to the problems presented; detect needs, and help address areas of opportunity for students.

The penultimate category refers to the activities developed around tutoring, which, sometimes, must be carried out leaving aside the content of the subject. In this regard, participant 27 of the teachers' interview indicates: "Normally in groups we detect needs and we attend to them precisely, sometimes leaving or complementing, even if they do not go to the content or the program." This shows the actions that teachers carry out in terms of tutoring and the modalities in which they are carried out.

Finally, the category of limitations is associated with the obstacles that unofficial tutoring has faced, which, because it is not official, is interrupted or carried out in an inadequate way and with inappropriate information. Therefore, in this dimension it is visualized that, despite the fact that there is no formal program or structure, teachers fulfill this service, which is inherent to the vocation of being a teacher, as explained by participant 27 of the teacher interview: "I also consider that it is a natural function of the teacher".



**Figura 3. Tutoría no oficial**



Fuente: Elaboración propia

### Tutoring instrumentation

In the instrumentation dimension of tutoring, five categories are established: the actors that are considered for the development of the already established tutoring; the profiles that these actors must have; the functions they must perform; the structure that the implementation of the tutoring service must have and, finally, all the conditions that must be taken into account for its operation (see figure 4).

Regarding actors, five codes emerge: new teachers (this refers to the fact that the functions of the tutor must be carried out by teachers who do not know the students and, therefore, who do not have a negative predisposition towards them). The following codes are teachers in front of the group and teachers not in front of the group (there is a contradiction here, since there are participants who mention that the tutor should not be in front of the group to attend the tutorials, but they also mention that the teacher should be in front of the group. group to meet their mentees). Similarly, it was indicated that practice teachers can also teach tutoring because of their knowledge of the practical field. Likewise, it was

mentioned that non-base teachers can also serve as tutors, since they know the students, regardless of whether they do not have as much information about the institution as base or full-time teachers.

In the category profile of the actors, there are codes related to the vocation of the teacher: will (referring to the fact that the tutor must be voluntary, and not imposed); responsible guardian; empathic; ethical; engaged; that they have availability to attend to their tutors; that he be a person who inspires confidence; that he is a prepared tutor, through training, and that he has experience in accompanying the students.

The participants express that, for the operation of the tutorials, different aspects are needed, which are codified in the following: commitment of the directors; starting from a diagnosis; organization; collegiate work (referring to teamwork by the teachers and directors of the institution); building a program; carry out planning of the tutorial work; make the tutoring official; make it mandatory; that their agents be made aware of the importance of the mentoring service; train and define the teachers who will be tutors; that there is communication between the agents, and that the mentoring process is given continuity. Regarding the above, participant 45 of the eighth semester student interview expresses:

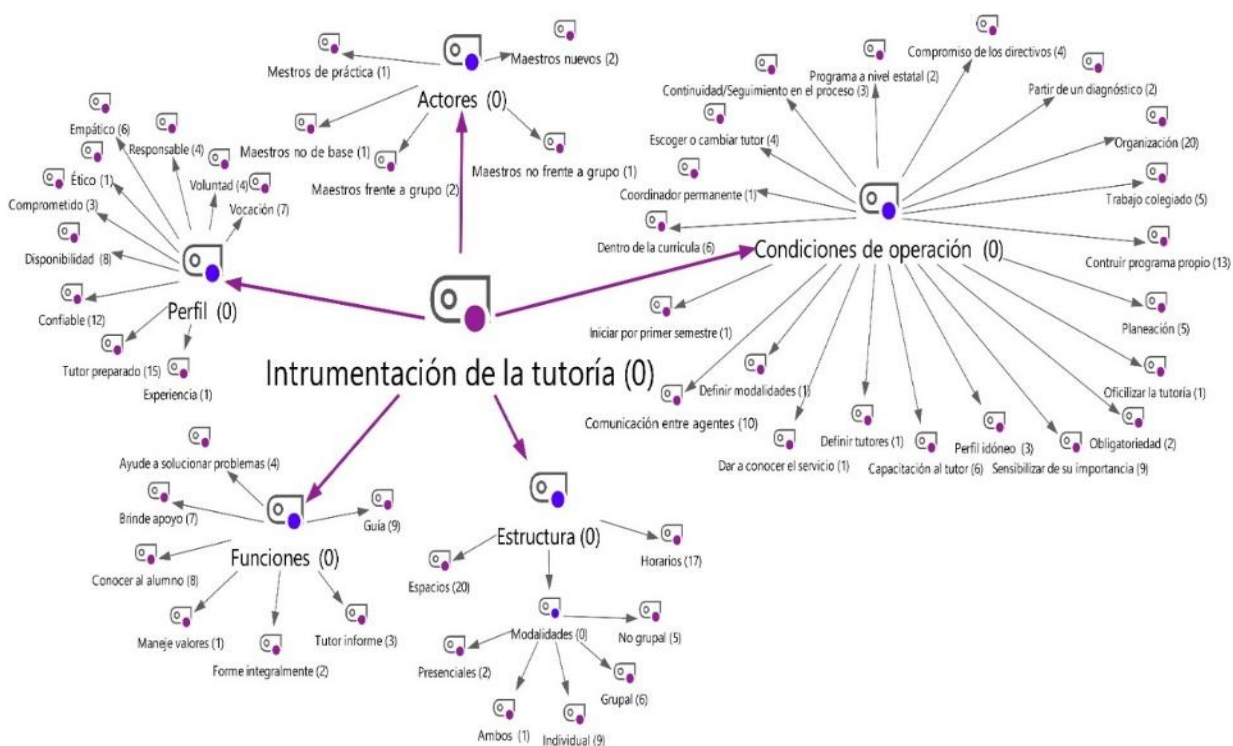
If not that the tutoring is, it is specialized for each student, for the different problems that occur in their context. So that an instance or a place with tutors is really implemented here in the institution, with specific tutors, possibly they are teachers in front of the group, but they have the role of tutor, not tutor in one semester, tutor in the other, tutor here , tutor there, but really this tutoring space, those tutoring cubicles, those tutoring places, that tutoring information or support.

Regarding the functions of tutors, there was a coincidence when indicating that tutors should carry out a set of activities typical of tutoring, from the approach of accompanying students and not confusing them with other types of activities. You must know the students, that is, carry out their work according to a particular profile; They also mentioned the importance of guiding and supporting during the training process, either from the level of offering information on certain processes and activities, to the guidance for solving problems that arise during the training process, they are also manifested by a tutor to guide them to comprehensive training and to conduct themselves with values.

Regarding the structure for the formality of a tutoring program, the participants first distinguish the importance of the function being formalized in the tutors' schedules, that is, that it is part of a recognized activity in its various functions, as well as that there are spaces physical (cubicles, for example) for the attention of students and finally that the modalities or typologies in which the program will be developed are defined: face-to-face, individual and group.

In summary, it can be ensured that the different agents involved in the interviews have an interest in the development of academic tutorials within the institution, but emphasizing that it is their own program, based on their needs.

**Figura 4. Instrumentación de la tutoría**



Fuente: Elaboración propia

## Discussion

The present study was characterized by three relevant aspects: gathering the opinion of teachers, students and managers on the importance of academic tutorials for the institution, finding the coincidences of the opinions of these three groups and contributing to the collegiate delimitation on the possible instrumentation of this type of strategies.

In this sense, the fulfillment of the objective of the study stands out, which sought to develop a diagnosis to guide the development of a tutoring program, a work that was characterized by the membership of the different actors involved. In this regard, it is important to highlight three significant findings about tutorials in the selected institution: the first consists of a general consensus on the importance of tutorials and the need to design a formal program; the second has to do with the antecedents of this type of program in the institution, which, for different reasons, was not developed; and the third reveals that said tutoring service is being carried out, albeit informally, that is, without established guidelines and without having exclusive spaces or personnel for this purpose.

For this reason, and as in other normal schools, the need for a formalized tutoring service that allows promoting its implementation is evident, which would reduce its lack of clarity (Ponce, Aceves and Boroel, 2020). Indeed, having adequate institutional conditions to implement mentoring will allow the development of the strategy and, gradually, its improvement (Romo, 2014).

It is expected that this work will be a contribution to the field of academic tutoring in the context of normal schools, both in clarifying the development of this type of strategies and in the methodological contribution for research and development of diagnoses to undertake this type of study. processes.

Finally, the main limitation of the study was in its particular character for a normal school, so the use of these results is invited as a precedent to undertake broader and more comprehensive projects.

## Conclusions

Tutoring has fostered various developments and advances in the HEIs where it has been implemented; in particular, those that, since the birth of the ANUIES proposal, have followed its progress. However, in the case of normal schools, there is still no ample evidence to document the development and its results. However, there are some studies that show that this strategy has favored, especially, the training of students, even though its implementation has been heterogeneous, slow and with various difficulties.

Therefore, the main conclusions of this work are oriented to the importance of normal schools having a tutoring program. According to the results obtained, its importance lies in four essential aspects: "student development" and "student guide". These first two refer to the benefits that underlie the support provided to students for their academic process and for their integral development. The third aspect would be the "development of teachers", since tutoring can become a stimulus to try to achieve the desirable profile. Finally, the element "precautionary measures" emphasizes that through tutoring it is possible to prevent, channel and / or address problems that could affect or hinder the student's training process.

In this sense, it is considered essential for the development of a program of this nature to have the participation of the different actors-users of this type of strategies, as well as to assess the context of application based on the possibilities and realities of each campus, of course respecting what is established in the curricula and programs of normal schools.

Regarding the second question posed at the beginning of the study, it was concluded that there is a history of a tutoring program, which existed for years, although it was not implemented. On the other hand, it is concluded that currently the tutoring service is offered by the teachers to the students, although informally, since there are no guidelines that specify the conditions of its operation. This, therefore, represents a future line of work.

Responding to the third question that guided this study, it is concluded that the implementation of a tutoring program, from the users' point of view, requires aspects such as commitment by managers, collegiate work, making tutoring official (defining modalities, spaces and functions of the tutor), sensitivity and training of the tutors, as well as monitoring the tutoring process. These aspects will support the program and allow its implementation and continuity.

Finally, regarding the ideal profile to be a tutor of the normal school selected in this work, the participants consider that the teacher must be characterized by his vocation,



responsibility, empathy, commitment, training and interest to perform this function voluntarily. All these conclusions offered allow to support and guide the creation of the academic tutoring program for the normal school given its importance for the training of students.

### **Future lines of research**

In principle, work should be done on evaluating the impact of tutoring programs in HEIs (in general), as well as in normal schools, in particular, since there are few studies in this area. Likewise, the way to implement tutorials in the different institutions must be rethought, which must take into account changes in training scenarios. Likewise, it is important to explore the incorporation of this type of strategies in the diversity of HEIs, especially in those where there is limited evidence on their development.

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