

MENDIVE



Translated from the original in Spanish

Psycho pedagogical tutoring process. An approach to State Technical University of Quevedo, Ecuador

Proceso de tutoría psicopedagógica. Acercamiento a la Universidad Técnica Estatal de Quevedo, Ecuador

Processo de tutoria psicopedagógica. Abordagem à Universidade Técnica Estadual de Quevedo, Equador

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ABSTRACT

The improvement of the process of psycho pedagogical tutoring, at the State Technical University of Quevedo,

constitutes one of the fundamental purposes that can certainly contribute to the development of its educational model, since it favorably affects the results of the integral training of university students. To achieve these purposes, it is necessary to determine the initial state of this process, so the research was carried out with the objective of characterizing the current situation of the psycho-pedagogical tutoring process at the State Technical University of Quevedo, Ecuador. It starts with a theoretical study of the research object, which allowed taking advantage of the main characteristics to be taken into account in the operational definition of the variable, on which six dimensions were determined, related to the types of tutoring; its programming; tutor preparation; use of techniques and instruments; motivation and satisfaction of those, involved. A student survey, interview for teachers-tutors and analysis of documents was applied to a sample of the population universe, made up of 350 students and 64 teachers who agreed to participate. The tabulation and analysis of the surveys was carried out using the Statistical Package for the Social Sciences (SPSS) program. The aim was to generate alternatives that identify university institutional circumstances, with similar situations that occur in the country and in Latin America.

Key words: improvement; psycho pedagogical tutoring; strategies; teacher-tutor.

RESUMEN

El perfeccionamiento del proceso de tutoría psicopedagógica, en la Universidad Técnica Estatal de Quevedo, se constituye en uno de los propósitos fundamentales que certeramente puede aportar al desarrollo de su modelo educativo, pues incide favorablemente en los resultados de la formación integral de los estudiantes universitarios. Para alcanzar tales propósitos, es necesario partir de la determinación del estado

inicial de este proceso, por lo que la investigación se realizó con el objetivo de caracterizar la situación actual del proceso de tutoría psicopedagógica en la Universidad Técnica Estatal de Quevedo, Ecuador. Parte de un estudio teórico del objeto de investigación, que permitió tomar partido acerca de las principales características a tener en cuenta en la definición operacional de la variable, sobre la que se determinaron seis dimensiones, relacionadas con los tipos de tutoría: su programación, preparación de los tutores, uso de técnicas e instrumentos, motivación y satisfacción de los implicados. Se aplicó encuesta a estudiantes, entrevista a docentes-tutores y análisis de documentos, a una muestra del universo poblacional integrada por 350 estudiantes y 64 docentes que accedieron a participar. La tabulación y análisis de las encuestas se realizó utilizando el programa Statistical Package for the Social Sciences (SPSS). Se buscó generar alternativas que identificaran las circunstancias institucionales universitarias, con situaciones similares que se presentan en el país y en Latinoamérica.

Palabras clave: docente-tutor; estrategias; perfeccionamiento; tutoría psicopedagógica.

RESUMO

A melhoria do processo de tutoria psicopedagógica na Universidade Técnica do Estado de Quevedo é um dos propósitos fundamentais que certamente pode contribuir para o desenvolvimento do seu modelo educativo, já que tem um impacto favorável nos resultados da formação integral dos estudantes universitários. Para alcançar tais fins, é necessário partir da determinação do estado inicial deste processo, mesmo assim a investigação foi realizada com o objetivo de caracterizar a situação atual do processo de tutoria psicopedagógica na Universidade Técnica Estadual de Quevedo, Equador. Parte de um estudo teórico do objecto de investigação, que

nos permitiu tomar posição sobre as principais características a ter em conta na definição operacional da variável, sobre a qual foram determinadas seis dimensões, relacionadas com os tipos de tutoria: a sua programação, preparação dos tutores, utilização de técnicas e instrumentos, motivação e satisfação dos envolvidos. Um inquérito aos alunos, entrevistas com professores e análise documental foram aplicados a uma amostra da população composta por 350 alunos e 64 professores que concordaram em participar. O apuramento e análise dos inquéritos foi efectuado utilizando o pacote estatístico para o programa das Ciências Sociais (SPSS). O objectivo era gerar alternativas que identificassem as circunstâncias institucionais universitárias, com situações semelhantes no país e na América Latina.

Palavras-chave: professor-tutor; estratégias; aperfeiçoamento; tutoria psicopedagógica.

INTRODUCTION

Up to 2019, eleven years of application of the Pedagogical Model by Competencies, adopted by the Quevedo State Technical University (UTEQ), Ecuador, have elapsed, with the aim of developing an innovative and participatory education, where the university teacher had a role of permanent guide, counselor significant academic and axiological advisor within the Psicopedagógica Tutoring process (PTP), a condition that must be maintained from the beginning to the end of university studies and professional training, through different times and spaces academic interaction.

Frequent changes in the academic address to inside the institution as well as new provisions of the Higher

Education in the country were creating ambiguous and improvised situations that disrupted the original proposal of the educational model initiated in 2008 to make it a hybrid structure. Regulations and normative emphasized as monitoring and control without holistic interpretation of the educational model.

This generated an inadequate interpretation of the tutorial role of the university teacher, losing the initial vision on which the educational process was based. The tutoring is a pedagogical relationship where the teacher assumes the role of a counselor or "major partner", in a cozy linkage; varying according to the purposes pursued in the training process at each level or program (Lara, 2012).

"Tutoring as a training intervention aimed at the academic monitoring of students is a pedagogical strategy that different universities around the world have been developing" (Guerra, 2015, p.2). The author states that the role of tutors in universities is becoming increasingly important, constituting now a subject of high interest for this type of education that responds to the need to provide to the students new learning opportunities.

The tutorial action plan constituted as a psycho pedagogical tutorial process seeks that the university student develops with autonomy, self-confidence, assertive personality, clarification of one's goals in life, optimal interpersonal relationships. It is about achieving practical skills to organize the time, deal with bureaucratic aspects and solve academic problems; with the ability to develop critical thinking, examine different points of view, extrapolate learning in different areas, reorient themselves in front of different perspectives. All this is based on his acquired academic skills, the ability to study and research, the strengthening of social ties and axiological principles that

allow him to function in his social and work environment.

The action by the teacher to the play of Psycho pedagogical Tutoring (TP), should provide a personalizing and committed attention to orient and, guide, inform and form the student at different times of his academic, psycho pedagogical, motivational and personal support trajectory.

From this perspective it is that the implementation of the Educational Model by Competences has been promoted in the UTEQ, in the sense that tutoring has a significant role in the process of comprehensive training of students, an important quality in the conceptions of the university as Social institution. This comprehensive training expresses the intention of the world's universities "to focus their work on the formation of values in professionals in a more complete way, equipping them with qualities of high human meaning, capable of understanding the need to put their knowledge at the service of society" (Horruitiner, 2006, p.7).

Similarly, the experience gained through said model, with the implementation of the tutorial plan of action, has had the courage to follow the marked route through the four pillars of education defined by Jackes Delors: "learning to know, to do, to be and to live together" (Delors, 2010, p. 34).

Programs of tutoring and mentoring are alternatives that can bring favorable results in the fight against abandonment and lack of motivation that seems to plague the early years of the institutions of Higher Education internationally. Its importance lies in the fact that students need to promote their education based on support strategies, not only for their academic training, but also in their personal and social condition (Garcia, Ordaz and Márquez, 2015). These authors consider

mentoring as a more personalized and stable way of attention, which should be done as part of the guiding role that corresponds to educators in institutions of Higher Education.

Every university professor should assume tutoring functions as part of their teaching performance. Aguilera (2019) refers to the pedagogical link that he must achieve with his students, establishing high-quality interpersonal ties, with specific meanings, which will vary depending on the training purposes. All this, articulated in a coherent way and with concrete strategies, or using a series of resources, with responsibility, with mutual commitments, with personalized attention that strengthens the purpose of comprehensive training for the university student.

The author quoted also argues that the tutor must contribute to a better development of the students' training itineraries, understanding this development adjusted to the purposes of the university and to a better use of the educational period. It is an essential resource for transforming individuals and raising the quality of training processes, which must simultaneously address the design of the types of aid and support to be used in each case, while monitoring to the psychological transformations that occur in the protagonists, as a consequence of their participation in this process (Márquez and Ordaz, 2018). It is that there is a close relationship between tutoring and psycho-pedagogical orientation, which is implicit in the role of the university teacher.

The academic tutor must possess a basic knowledge of the discipline, organization, institutional regulations of the curriculum of the career of the most common academic difficulties, academic adjustment and school performance. He must be a responsible person, with a clear vocation for teaching, generous in

contributing to academic improvement and with an ethical code in his actions. They must also arrange and organize their time, showing genuine interest in interacting with students, without violating the limits of their academic competence (Fuente *et al.*, 2010).

The practice of tutoring requires teacher preparation, with methods based on teamwork dynamics, in such a way that the tutorial action does not become routine or insignificant stereotypes. They must include, in their improvement programs, content that prepares and qualifies teachers to discover and apply the transversal dimension of the treatment of training content integrated into the curriculum (Junta de Andalucía, Ministry of Education and Science, Ministry of Education and Science and General Management for Educational Promotion and Evaluation, 2014).

The increase in students, the complexity of the university institution in terms of its organization and structures, the variety and novelty of the degrees offered, the opening of the university curriculum, the susceptibility of alternative training itineraries, the high university failure, the immaturity of the students, the requirement to the university of effectiveness, efficiency and functionality, together with the conception of the teaching-learning process with autonomous work of students make up a wide and sufficient space that justifies the strengthening of the university tutorial system. When the teacher identifies clearly the objectives of student terminal learning is able to reflect systematically and powerful on their teaching. Training plans are institutional, implying a permanent link and empowerment of the task as part of the universities Mission and Vision.

University students find themselves in a new institutional and academic setting. It is imperative to facilitate the process of

integration into university life, clarifying the objectives and tasks. A student cannot be autonomous if he does not know what he has to achieve from his own effort, as well as the tasks and processes necessary to undertake. Reflection, dialogue, autonomy, academic criticism, strategies and learning resources are elements that cannot arise without the assistance provided by the teacher-tutor. The information on study resources, technologies, instruments and working methods allow correcting certain deficiencies and personalizing the working system, according to the peculiarities of each student.

The person, feeling a lack of autonomy, needs to be accompanied; and it that must be understood as an educational practice of Socialized individualization, which makes it possible to build, develop, implement and evaluate their personal project and professional in all its dimensions and in its entirety, in a context of complexity, change and uncertainty (Lorbato, 2014).

Mentoring can be used to promote equity and educational justice. There should not only be tutoring as an educational or normative policy, but articulating the tutorial action as a compensatory educational activity (Cruz, 2017).

The present research focuses on the University of Quevedo in Ecuador, which requires raising the level of educational psychology training in university teaching; that they transform them from professionals who illustrate about a certain area of knowledge, to teachers with a clear psycho-pedagogical structure whose epistemological, methodological, pedagogical, and didactic knowledge converge in their vocational abilities of teaching and motivational transmission of knowledge.

A substantive change is proclaimed in the university paradigms in relation to learning, collaborative work and

autonomous tasks for students; But, taking as a reference what has happened in the last eight years, where the UTEQ adopted the educational model by competences and, therefore, the tutorials became a new attitude on the part of the teacher, to guide, guide and strengthen their functions, seeking to find a link of prosperous and efficient utility; there are various limitations, which have not yet been overcome (Parra, P., Cerezo, Parra, D. and Flores, 2018).

The UTEQ has a growing teaching staff, with heterogeneous academic and professional characteristics, with limited psycho-pedagogical training, which requires timely training and updating, as well as ongoing performance evaluation, to initiate awareness of the important role of teachers in comprehensive training of students.

The external manifestations that can be seen of the TPs in the UTEQ suggest that they have not been understood in their real dimension and that, on the contrary, their effective operation has been destabilized, to become a series of mechanical actions that are interested in justify questions of administrative control, but which in some way depart from the psycho-pedagogical value of the process.

This impression has been corroborated by some studies carried out, in 2014 and 2016. It can glimpse the deterioration of the educational model parallel to the distancing adopted by teachers to a state of comfort that is far from true educational philosophy and Higher Teaching compared to contemporary requirements.

At present, the TP continue to show weaknesses that have not been studied in depth through the scientific method, making it difficult to design and implement proposed solutions corresponding to the specific problematic of the process.

It is necessary to make the diagnosis of the phenomenon studied on an operationalized methodological basis in a coherent and objective way, determining its potentialities, knowing its deficiencies and errors, interpreting the subjective aspects of the context that, starting from the acting condition, allows to elaborate at a later time research a strategy of improvement and transformation, together with educational agents and seeking to be a participatory process.

In other words, it is necessary to characterize the current state of the PTP and determine with certainty the main weaknesses, which will allow, in the future, the design and application of effective strategies that contribute to its improvement. In this regard, the research was conducted, with the aim of characterizing the current situation of the process of tutoring psychology at the State technical University of Quevedo.

MATERIALS AND METHODS

It was performed a descriptive and transversal study that using the historical-logical method determined theoretical references that address the TP in the Higher Education, as background to the characterization of the initial situation of the process. The definition of the research object for further operationalization and study was established.

The TP was conceived as a process that is managed by the educational institution and involves carrying out actions between the teacher-tutor (duly prepared and equipped with the relevant pedagogical tools) and the student (actively and motivated involved), to achieve favorable modifications that contribute to their comprehensive training.

Seeking to obtain diagnostic information through reliable indicators that revealed more accurately, the main dimensions were established:

I. Types of tutoring activities

II. Programming of mentoring activities

III. Preparation of the tutors for the realization of the tutoring

IV. Motivation of those involved in tutoring (teachers-students)

V. Use of techniques and instruments to carry out the tutoring

VI. Satisfaction of those involved with the tutoring carried out at the UTEQ

For each dimension, the respective indicators were determined.

A system of instruments, structured from the six dimensions proposed and their respective indicators, was developed to characterize the research object. These were:

- Students Survey (appendix 1)
- Individual interview structured for teachers-tutors (appendix 2)
- Document analysis (appendix 3)

The population at the Quevedo State Technical University is 8,648 students and 372 professors. The subgroup of the population surveyed what constitutes three hundred and fifty students, representing all careers, who were randomly selected during mass gathering events on university campus.

Regarding the teachers interviewed, the subgroup achieved was made up of teachers who agreed to participate in this study, sixty-four in total, who answered the questions contained in the interview.

The tabulation and survey analysis was performed using the Statistical Package for the Social Sciences (SPSS) program that allowed to organize and issue a clear and precise information regarding the indicators provided.

RESULTS

The results obtained with respect to the university tutorial actions are outlined from the six clearly determined dimensions. Firstly, the types of tutoring reveal that the modalities carried out at the UTEQ are diverse. Over the past three years, one of these arrangements, mentoring of project elaboration degree (1.6), has been suspended by the Unit of Academic Planning (UPA), citing the emerging application of the so - called "completive examination" as an approved graduation formula.

This modality of "completive examination" was a supposedly temporary mechanism to evacuate the damming of students who had not managed to graduate, despite having completed their academic stage; meet the demands of evaluation of institutions of Higher Education, which should highlight the achievements. The measure was to solve with the complex exam, which nullified the execution of research projects for graduation. Therefore, this item is not shown in the data, as its value was zero.

As there are no relevant theoretical information, nor the regulatory supports that support these decisions and changes in academic management, a series of methodological modifications are triggered which, added to the so-called redesign and updating of university degrees, combine in that the new educational model "disappeared" the realization of the semester research projects, during

the first three modules of the careers, which served as training support for the students, with a view to their degree. The consequences are a loss of academic demand and a marked disinterest due to the lack of accurate information, both for teachers and students.

However, the Educational Model for Competences applied since 2008 has this methodological instrument and academic complementation as a well-achieved strategy, which allows the student to learn the research methodology, deepen their reading and reflective skills and competences, and allow efficient cooperative teamwork, directing the task to integrate theoretical knowledge, developing a project that should be supported by the teachers-tutors themselves, as a formula for practical participation and learning as a learner, allowing them to be competent in their curricular development.

There was a predominance of tutoring in semester academic activities, which corresponds to tendencies to prioritize in this activity the issues related to teaching and academics. Dopico (2013) states: "the daily reality seems to indicate that, at the different educational levels, the tutorial model is based, essentially, on agreed meetings between teachers and students to resolve issues related to subjects" (p.3).

Another significant result is that, just 5.1 % of respondents said that participate in mentoring activities in the career; that is, when the same teacher assumes this role from the beginning of the career and goes to the student along the teaching-learning process.

Is the existence of different tutorials forms as required, undoubtedly, the effectiveness of a plan of action tutorial properly planned, structured, monitored

and evaluated throughout the educational process of college students.

The second dimension refers to the scheduling of tutoring activities, based on information and knowledge of documents on academic regulations. Few students and few teachers are updated in relation to the new version of the educational model. At the moment, a tutorial plan of action tutorial that will allow proper management and the precise understanding of the functions and activities of the teacher-tutor and student intervention from his role is structuring.

This tutorial activity came to be known hours of "collaborative work", activity which is part of the personal monthly reports of each teacher in each course and subject to charge. 32.9 % of the students indicate that they do not have tutoring hours; however, the collaborative work consists of the semester academic distribution and in the schedule of each teacher. Likewise, many teachers, when consulted, are also unaware of being tutors. 56 % of students acknowledge receiving tutoring during class time, but very few teachers understand it in the same way. Some teachers, in this aspect, make remarks totally remote from the academic reality, despite the fact that every month they must submit reports related to the tutorial activity. In this sense, there is no fulfillment of a pedagogical relationship, with a cozy connection, that Lara (2012) proposes; still less, with the contribution to the integral formation of the student raised by Horruitiner.

The third dimension studied focuses on the preparation of tutors to carry out this activity. Students point out that 75.1 % of teachers have little pedagogical training. Only 7.1 % of students consider that their teachers have high pedagogical training. The teachers themselves in the interview hint at this reality when they refer to the so-called curriculum week,

where certain general information is projected, but there is no conceived of a comprehensive training process for the teacher. 89 % are professionals without pedagogical training and develop tutoring for which they have not been trained. The support strategies suggested by García, Ordaz and Márquez (2015) could not be implemented in these conditions of marked indifference of the teacher job.

The interrelation between teacher-tutor and student-tutored reaches a highly significant correspondence, when in the background it implies the contribution in the comprehensive training of the university professional. Establishing that there are never difficulties in fulfilling the tutorial role, in just 15.7 %, reflects the inappropriate attitude of both the teacher and the student, since it has not been possible to establish a pattern of linking quality, assertiveness, maintenance of values, will spontaneous for communication, where there is a clear commitment from the parties to obtain significant results.

Similar results are presented by Álvarez, Marín and Torres (2012), who found that tutors do not always show sufficient interest in the influence they can exert through positive interaction with their students to achieve mutual enrichment. Also, that the interactions that take place between the two do not always manifest in their content the necessary unity between the instructional and educational aspects. This element limits the possibilities of carrying out personalized educational work, as well as enhancing the role of students in the training process.

This is in contrast to the high level of difficulties in fulfilling the tutorial role. If a tutorial relationship is based on its difficulties, demands, demotivation, or compensation for a grade or grade, the principles underlying the university tutorial action would not be being

complied with. The tutorial action should motivate interest and empathy between the teacher and the student, preparing to put into practice active methodologies to build the expected learning.

A fourth dimension is related to the motivation of those involved in tutoring. The percentage of 81.7 % is surprising, which indicates that teachers always comply with this motivation. In the UTEQ, 90 % of the teaching and contract teachers have a physical, personal and logistically conditioned space for the execution of their tutorial actions, in any modality. However, only 12 % of those surveyed confirm the existence of constant encounters with the teacher-guide-tutor in these cubicles.

The meetings are very sporadic. However, in the month-end reports, the teacher delivers the results of their work, including the signatures of 100 % of the students in their respective course. It is an evident sign that the UTEQ university unit must make a deeply reflective self-criticism, regarding its operation as an institution of higher education.

It should be understood that the students are demanding a greater contribution and dedication to the task of teaching and learning, which is not represented only by the bureaucratic compliance and reporting fictitious monthly, when the need for strengthen and developing the academy is much higher. De la Fuente (2010) highlights the need to have a clear vocation for teaching, to have and organize time, to show genuine interest, without violating their academic competences.

Theoretically, in this research, the need for an encounter with the professional identity of future graduates is sustained. It is the teacher-tutor who is taxed with social responsibility, ethics, commitment, cooperation and citizenship, for holistic and

comprehensive university training. This innovation of the teacher implies the integral vision of his training.

The fifth dimension is related to the use of techniques and instruments to carry out the tutorial actions. In relation to this topic, six out of ten teachers would be presenting assertive pedagogical proposals for university training. The 40 % do so occasionally or never played. There is no doubt that the training of the university professor is as a professional in different specialties; however, its main weakness is the absence of pedagogical knowledge for the role of teacher and of techniques for the role of tutor.

Regarding the development of methodologies during the tutorial meetings, there seems to be a 62 % inability or ignorance in the use of techniques and methods for the participation and bonding of the tutor with the student, in collaborative or meeting moments.

Finally, the sixth dimension related to the satisfaction of those involved with the tutoring that is carried out at the UTEQ, seeks to establish a degree of qualification given by the students to the tutorial role of the teacher, showing low qualification for the action of the tutors. When establishing a measurable pattern that qualifies the contribution of the teacher, on a scale of 1 to 5, the two with the lowest conditions on the scale are those that add up to 57.4 %. This evaluative characteristic is the reflection of the entire survey. The student does not see in the teacher a subject committed to his tutorial task and who contributes significantly. 88.3 % of the surveyed students believe that the TP process should be strengthened.

DISCUSSION

In short, the PTP in UTEQ is done through different types of activities: tutoring of the integration project, Pre professional practices; of social link; Research Graduation projects along the career.

The programming of the PTP- UTEQ is limited, with no connotation in the syllabi of different subjects, attendance records and only one a light heading in the monthly reports. Tutoring is not scheduled at regular times.

The PTP-UTEQ is carried out by teacher- tutors with a weak psycho-pedagogical preparation.

It can be inferred that the teacher-tutors feel a certain rejection of the PTP, considering it a bureaucratic, control task. Students are not very motivated; they do not feel attractive because of a call that is improvised and demanding, without reporting benefits for their progress.

The use of techniques and instruments to carry out the PTP in the UTEQ is practically zero; in most cases, tutoring is confused with academic activity, with a review of classes.

In general sense, dissatisfaction involved with PTP of UTEQ both of teachers and students is appreciated.

These institutional characteristics must be carefully modified, trying to achieve the commitment of meaningful participation of the teacher and the student, at all times of the psycho pedagogical tutorial process. This particular research exercise should be taken up in any university academic forum that requires critical evaluations of the role of the university professor in current education.

The information obtained from this research should promote a process of training and improvement of the tutorial task of university teachers, in such a way that systematic and coherent activities are carried out, contributing effectively to the comprehensive training of students.

Psycho pedagogic tutoring involves, in addition, a clear vocational commitment in academic and professional action of teachers. Without that human condition, any form of training would be insufficient and sterile.

The research allows detecting the importance of continuing to strengthen the theoretical foundations of the teacher's tutorial role, as a basis for the application of initiatives that contribute to its strengthening and effectiveness. The current conditions of technological instrumentation, virtual communication, use of time, speed of processes, should be additional elements that promote a greater deepening and updating of this subject, which probably transcend the limits of the University of Quevedo and constitute challenges from other University institutional spaces of the country and Latin America.

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P5. Do you have tutoring activities advised by a teacher during regular class work hours?

Yes He has tutorials within school hours

No He does not have tutoring hours

He has not been informed about it

Occasionally receives tutoring from a teacher

Appendixes

Appendix 1. STUDENT SURVEY GUIDE

P1. FACULTY TO WHICH IT BELONGS: _____

P2. CAREER IN WHICH YOU ARE ENROLLED: _____

P3. TYPE OF TUTORING THAT YOU RECEIVE FROM YOUR TEACHERS:

Tutoring the Projects integrators (TPI)

Tutoring of semiannual Academics activities (OTT)

Tutoring Pre professional practices (TPPP)

Tutoring activities of Social Links (TVS)

Tutoring of following career (TSC)

Tutoring of Graduation Investigation project (TPIG)

No kind of tutoring.

P4. Are you aware of the existence of the Academic and Methodological Work Regulations of the Educational Model of the Quevedo State Technical University?

Know unknown

P6. Did you fully attend the tutoring activities at the times established for this purpose?

Always Occasionally Never

Q7. Have your teachers complied with the planning of the semester tutorial meetings?

Always Occasionally Never

Q8. Do you run any kind of final report regarding tutorial activities with your teachers?

Always Occasionally Never

Q9. Do your teachers- tutors show clear psycho-pedagogical training and updating of knowledge for the performance of your academic task?

No pedagogical training

Little pedagogical training

High pedagogical training

Q10. Do you know of any regulations that determine the selection and appointment of teacher-tutors at the UTEQ?

Known

Not known

Q11. What valuation would you give to your teachers in relation to the preparation as psycho pedagogical tutors? (5, the best score)

___ One ___ Two ___ Three ___ Four ___ Five

P12. Have you had any kind of difficulty related to fulfilling the role of your teacher-tutor and your responsibilities?

___ Always ___ Occasionally ___ Never

P13. Do your teachers demonstrate readiness to motivate you to develop academic and personal skills?

___ Always ___ Occasionally ___ Never

Q14. How often do you visit your teacher-tutor in the cubicle assigned for academic and supervisory meetings?

___ there are constantly meetings

___ At least once a week

___ Once every month

___ Only once in the semester

___ Never

Q15. Do you think that teachers' knowledge levels should be strengthened, in relation to their tutorial functions?

___ Always ___ Occasionally ___ Never

P16. Do you and your colleagues ask for more contributions from teachers in the tutorial process?

___ Always ___ Occasionally ___ Never

Q17. Did your teachers fully comply with the psycho pedagogical tutoring activities?

___ Always ___ Occasionally ___ Never

Q18. Have psycho pedagogical tutoring actions contributed to your academic performance and comprehensive training as a person?

___ Always ___ Occasionally ___ Never

P19. What is your level of satisfaction with the tutorial actions carried out by your teachers? (5, the best score)

___ One ___ Two ___ Three ___ Four ___ Five

P20. Do the teacher-tutors use psycho-pedagogical techniques and instruments in the tutorial process they are in charge of?

___ Always ___ Occasionally ___ Never

P21. Are there adequate methodological and logistical conditions for conducting tutorial meetings with teachers?

___ Always ___ Occasionally ___ Never

P22. Does the teacher-tutor promote the search for information and use didactic tools to carry out the tutorials?

___ Always ___ Occasionally ___ Never

P23. What would be the grade of qualification for your teacher-tutors, on a scale of 1 to 5, in relation to the tutorial activities? (5 the best score)

___ One ___ Two ___ Three ___ Four ___ Five

P24. Are you motivated, grateful and satisfied with the psycho pedagogical tutoring activities that you have received in the current semester?

___ Yes ___ No

P25. Are you satisfied with the teacher-tutor assigned to you?

Yes No

The collaboration provided by the students is appreciated. The results will be socialized once the investigation is completed.

Appendix 2. STRUCTURED INDIVIDUAL INTERVIEW FOR TEACHERS-GUARDIANS

DIAGNOSTIC ACTIVITY THAT SEEKS CRITERIA FROM THE UNIVERSITY TEACHERS, IN RELATION TO THE TUTORIAL ACTION PROCESS, OF THE PRESENT SEMESTER

P1. FACULTY TO WHICH IT BELONGS: _____

P2. CAREER: _____

P3. WHAT TYPE OF TUTORING ARE YOU PREFERREDLY ASSIGNED IN YOUR ACADEMIC DISTRIBUTIVE?

Tutoring the Integrated Projects (TPI)

Semester Academic Activities Tutoring (OTT)

Tutoring Practices Pre professionals (TPPP)

Tutoring activities of Social Links(TVS)

Tutoring Career following (TSC)

Tutoring of research for Graduation project (TPIG)

No tutoring

P4. Are you aware of the existence of the Academic and Methodological Work Regulations of the Educational Model of the Quevedo State Technical University?

Know unknown

P5. Does your academic distribution have a specific schedule for tutoring?

Yes it has tutorials within school hours

It does not have tutoring hours

It has not been informed about it

Occasionally it gives tutoring to the students

P6. Do you consider that you have complied with and controlled the scheduled times for the tutorial meetings?

Always Occasionally Never

Q7. Are the planned actions for the tutorial meetings carried out?

Always Occasionally Never

Q8. Are you required to submit a final report on the results of the tutorial activities?

Always Occasionally Never

Q9. During this semester, have you been psycho pedagogically trained to carry out your tutorial role as part of your academic assignment?

No pedagogical training

Little pedagogical training

High pedagogical training

Q10. Do you know about the regulations for the selection and appointment of teacher-tutors at the University?

Know unknown

Q11. What would be your assessment index regarding your preparation as a university psychology tutor? (5, the best score)

One Two Three Four Five

P12. Are there difficulties regarding the fulfillment of the tutor's role and responsibilities?

Always Occasionally Never

P13. How often do you use your cubicle for conducting tutorial meetings?

There are constantly meetings

At least once a week

Once every month

Only once in the semester

Never

Q14. Do you think that teachers' knowledge levels should be strengthened, in relation to their tutorial functions?

Very important

It is moderately important

It's not important

Q15. Do you consider that it is necessary to improve the actions related to the psycho pedagogical tutorial process at the UTEQ?

Always Occasionally Never

P16. Have you welcomed your tutorial role and are you happy with its performance?

High acceptance

It is quite motivated

Medium motivated

It is little motivated

It does not accept this tutorial role

Q17. Do you maintain that the tutorial activities are a contribution to the integral development of university students?

Always Occasionally Never

Q18. Do you use psycho-pedagogical techniques and instruments in the tutorial process you are in charge of?

Always Occasionally Never

P19. Do you have adequate methodological and logistical conditions for conducting tutorial meetings with students?

Always Occasionally Never

P20. On a scale of 1 to 5, how would you rate your tutorial activity with students? (5, the best score)

One Two Three Four Five

P21. Would you accept again being appointed to the psycho-pedagogical tutorial performance, as a university professor?

Yes No If so provide

Teacher's suggestions regarding this interview:

Appendix 3. DOCUMENT ANALYSIS GUIDE

- Presence of Tutoring actions in Integral Projects (TPI).
- Presence of tutoring actions in the semester academic activities of the Module (OTT).
- Presence of actions of tutoring in Preprofesional Practices of the career (TPPP).
- Presence of actions Tutoring in activities of Social Links (TVS).
- Presence of actions of Tutoring of following of the career (TSC).
- Presence of actions of Tutoring in projects of Graduation Research (TPIG).
- Does not carry out or participate in any type of university tutoring.
- Information on regulations of the teacher's tutorial work.
- Inclusion of tutoring actions in teaching hours, as part of the academic distribution.
- Compliance and control of the schedules scheduled for tutoring meetings.
- Compliance with the planned actions for tutoring meetings.
- Final information on the results of the tutorial activities.
- Psycho pedagogical training and updating to teacher-tutors.
- Regulations for the selection and appointment of teacher-tutors.
- Assessment of the tutors about their preparation for the tutoring.
- Difficulties in relation to fulfilling the role of tutor and their responsibilities.
- Importance they attach to tutoring.
- Cognitive needs linked to tutoring.
- Demands related to the improvement of tutoring processes.
- Conformity and acceptance of teachers with the role of tutor.
- Contribution of tutorials to the integral development of students.
- Student satisfaction with the tutoring activities.
- Evidence of techniques or instruments applied to the tutored students.
- Methodological and logistical preparation of the tutoring meetings.
- Search for information and instruments for tutoring.
- Testimonials of application of instruments and tutoring tools by the teachers-tutors.

Conflict of interest:

Authors declare not to have any conflict of interest.

Authors' Contribution:

Authors participated in the writing process of this article and in the analysis of documents.



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