# Tutorial Action in the Formation of Nicolaita College Student

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**Abstract:** The Tutorial action in the academic formation Nicolaita college student is an aspect that we wish to share, once it has conducted a research involving 116 students out of a population of 1088 subjects, who responded to a questionnaire of 96 items of closed-ended questions (90) and open response (6). The criteria taken into account to include the subjects in the study were: being formally assigned a mentor for at least one school cycle and participating in mentoring activities, such as personal interviews or group meetings with their mentor or activities promoted by the tutoring program.

**Key words:** mentoring; tutoring; academic

**JEL codes:** I23, I21

## 1. Introduction

The adoption of a new paradigm in higher education places the student at the center of the teaching-learning process, and it stands in the same shape and therefore the responsibility of managing the knowledge that come in different ways, to convert in meaningful learning and functional. The student acquires prominence that relegates to the background the teacher, who becomes a guide, a resource and scenarios facilitator for students to develop their full cognitive potential, but also affective, emotional, social, in short to achieve the full development of the student.

In this context there are many needs that the university system has to respond (García Nieto, 2008). Some of these requirements relate to the overcrowding of classrooms in some degree examinations, the complexity of the institution, the openness and diversification of the curriculum, the academic failure rate, level of maturity and independence required of the student, etc.

All these changes point to the need that the college student has the appropriate the resources and services to make his time in college a productive time at the academic level, but also on a personal level, so as to achieve the target that appears collected in the Delors Report (1996), the development of the whole person.

And this is where the mentoring is primordial to harmonize the process, advising, guiding and encouraging the student, serving as a guide and humanizing relationships in college. Here, Garcia Nieto (2010) believes that the orientation function and tutorial must transmit values, attitudes, develop criteria, develop and debug styles and modes of behavior, and this implies that it is not possible to separate the information from the training.

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## 2. Background

Today in Mexico the college counseling and mentoring have become a widespread practice, so we see that has been the focus of discussion of many of the conferences held in recent years[1] in the Mexican university, considered in all as a key aspect to consider in university education. Nationally Higher Education Institutions (HEIs) in México are seeing the emergence of accreditation processes and evaluation initiatives as important means in the pursuit of educational quality. Mexico, like many other countries, is committed to continuously improve the quality of its higher education system to be able to compete in a globalized and changing world that presents many challenges. Therefore, the umbrella organization of Higher Education Institutions (HEIs) and the National Association of Universities and Institutions of Higher Education (ANUIES), have prompted institutions to conduct processes of institutional self-study and evaluation academics (ANUIES, 1979).

The university tutoring is an important element to consider when talking about quality in higher education, and the National Autonomous University of Mexico, is considered key to solving some of the problems that most affect its university system, desertion, studies abandonment, the lag and low completion rate, mainly (ANUIES, 2000).

The Universidad Michoacana de San Nicolás de Hidalgo (Nicolaita) in 2000, established the Institutional Program of Tutorial Action (UMSNH. 2009), in order to define the guidelines, objectives, services and evaluation mechanisms Tutorial Action Plans of each academic unit to support students in their integral formation through personalized attention and monitoring of teachers, which, in addition to providing guidance and information on the organization and institutional procedures, attend cognitive and affective aspects of learning so students develop basic or disciplinary, technical, scientific, social and cultural skills that their formation demands and abilities that allow to complete their education or go on to another level of training and redefine or confirm attitudes, skills and values that determine them as members of society.

The Faculty of Architecture, in the 2001-2002 academic years begins a related experience tutoring students that start from a needs assessment, as a result of this evaluation, the following needs are identified:

- Guidance for the optimization of teaching skills.
- Supporting innovation in the provision of teaching and learning.
- Advice for the professionalization of the contents, according to the National Association of Universities and Institutions of Higher Education (ANUIES), and teaching processes.
- Help to design and develop a mentoring system for learning.

In short, the role of university teachers currently involves a different way of teaching and individualizes instruction requiring different process design, new scenarios and working patterns that promote and facilitate the student's intellectual development and the acquisition of competencies of the profession that will play in the future, but also their personal and social development. Based on the results of that evaluation, a mentoring program for the School of Architecture students UMSNH Nicolitas is designed, with the following objectives:

(1) Strengthen students' attention during training process.

(2) Actively involve teachers in supporting life plan and career of students.

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[1] First national meeting of Tutoring: Accompanying Learning, 23-25 June 2004, Colima, Mexico; I Tutors Institutional Meeting, 5-6 June 2003, UMSNH, Morelia, Mich, Mexico; II Tutors Institutional Meeting, 26-27 May, 2004, UMSNH, Morelia, Mich, Mexico; III Tutors Institutional Meeting, 11-12 May 2005, UMSNH, Morelia, Mich, Mexico; IV Tutors Institutional Meeting, 1-2 June 2006, UMSNH, Morelia, Mich, Mexico; V Tutors Institutional Meeting, 7-8 June 2007, UMSNH, Morelia, Mich, Mexico; VI Tutors Institutional Meeting, Evaluating Built, 5-6 June 2008, UMSNH, Morelia, Mich, Mexico; VIII International Conference "Challenges and Expectations of the University", University Guadalajara, July 26, 2005.

(3) Help improve academic performance and increase the likelihood of successful outcomes.

(4) Promote the development of methods of study and self-learning.

(5) Feedback system teaching - learning.

(6) Promote the retention of students in their career choices.

(7) To promote increased terminal efficiency index.

(8) Stimulate student's interest in his own career.

(9) Raising the quality of the educational process.

(10) Encourage the formation of the student.

(11) Make the student responsible for their own training.

The two figures with greater involvement in tutorial interaction are: the tutor, teacher who performs this complementary activity, and tutored, student who is a beneficiary of this service. Therefore, it is essential to know how they are living the process and how they perceive the impact of the mentoring program.

## 3. Methodological Design and Development

### 3.1 Objective

The aim of the work presented is to dotain information about the perception of senior students on the impact that institutionalized mentoring as in human and integral development of the student, in the various fields that guide counseling intervention: school professional and academic, personal and social development of students.

### 3.2 Methodology

Given the characteristics of the object of study, that don´t allow to control the direct and indirect effects of some variables over others, a non-experimental or ex post facto research methodology has been chosen (Bernardo & Calderero, 2000).

### 3.3 Displays

From a population of 1088 students, we selected a representative sample of 116 subjects. The criteria taken into account to include the subjects in the study were: being formally assigned a mentor for at least one school cycle and participating in mentoring activities, such as personal interviews or group meetings with their mentor or activities promoted by the tutoring program.

Most people who have participated in our research were male (74%), aged between 18 and 23 years (84%) are enrolled in the third semester of the Bachelor of Architecture (39%), followed by students in the tenth semester (25%) or are in the first (13%) or in the second semester (14%). This has allowed us to spread the vision of both students beginning, and those who are already finishing their studies. They have chosen this career by willing (94%), and all (100%) have participated in the mentoring program, usually group (77%), for one semester (58%). Students are mostly single (91%), living with their parents or other relatives (39%) or with other students (27%), because they come from the Morelia region (25%) and Patzcuaro (32%). Most do not do any paid work (76%) and has no economic dependents (68%).

Students of the sample responded to a questionnaire developed for this research that consists of 96 items, (90) simple question Likert (arranged according to the scale: 1-Strongly Agree, 2-Agree, 3- and 4-disagree strongly disagree) to obtain quantitative data and (6) open-ended questions that allow students to express their opinions freely. We will present the results corresponding to items 62 to 86 which will be described in detail below, and which were answered by 104 subjects. To determine the quality of the measurement (McMillan & Schumacher,

2005, p. 215), we verified that the constructed instrument counted with the requirements of validity, reliability, and objectivity (Hernández et al., 2007). Quantitative data obtained were processed and analyzed with the Statistical Package for Social Sciences "Statistical Package for Social Sciences" (IBM-SPSS-19.0), which has allowed us to perform basic descriptive analyzes (frequencies, percentages) and get their graphical representations and contingency analysis.

### 3.4 Dimensions and Study Variables

The variables in the global work were grouped into four dimensions: Dimension I: Socio-demographic characteristics of the sample; Dimension II: Information received by students through tutorial activity; Dimension III: Perception of the training received by the student through the tutorial; Dimension IV: Assessment of students tutorial activity. In this work we will only aboard the dimension III, in this dimension Nicolaita student perception of the impact of the tutorial action is studied on an axis of influence (Table 1).

**Table 1    Dimension III and Corresponding Variables**

| Dimension III. Perception of training acquired by the student through tutorial activity. |
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| Includes variables: Feeling the institution; take advantage of programs and services offered by the institution; Participating in sports, cultural and recreational needs of the institution; join the group, class or various academic groups, to assess the consequences of one's career decision, recognize the importance of building a life plan; improve teamwork skills or academic working groups; recognize their own strengths and weaknesses as a student, improve academic achievement, develop or improve study skills and learning strategies, leverage useful information sources for professional development; communicate ideas in a clear and safe; communicate feelings constructively, be responsible with academic commitments, develop an ethical attitude in training, ability to relate and resolve conflicts with others; argue and defend your interests, make decisions independently and grounded; planning school activities clearly defined goals for your own life plan, develop values and attitudes favorable to stay healthy (a) physically and mentally adapt to the environment the institution. |

## 4. Result

Most Nicolaita students surveyed report that mentoring activities have had a positive effect on their education both academic and personal, facilitating the exploitation of the resources and services of the institution and active integration into university life. Thus, 77.9% of students surveyed felt that he has relied on his training to feel part of the institution. However, 22.1% disagree with the statement. This percentage represents almost a quarter of the study subjects, must be taken into account, it means that some of the students are not receiving the positive effects of tutoring in their training. A variable that accumulates a significant percentage of positive responses is one that has to do with the effects it tutoring has had in student engagement with their training (83.7% agree). We also found a high percentage of agreement on other variables related to the student's professional development: Assessing the consequences of one's vocational choice (72.4% agree); develop an ethical attitude in my training (76.2% agree) clearly define goals for own lives (77.7% agree). Also, students are mostly agree, with scores above 70%, in that tutoring has been beneficial to their training in the strategies and skills they have to develop and apply their academic work, and the skills to work in equipment (77.1% agree), study habits and learning strategies (72.9% agree), ability to communicate ideas in a clear and safe way (71.4%), plan school activities (73.1% agree). Importantly, participation in mentoring activities has positive effects, or at least I perceive most students in their training as individuals, be responsible in different life situations that arise (79.8% according). However, we have to mention those variables where disagreement percentages exceed 25% and are related to issues pertaining to the development of the whole person. In this sense, some variables that could be analyzed more thoroughly would: Develop values and attitudes favorable to stay healthy (a) physically and mentally (31.1% disagreement), make

decisions independently and founded (30.8% disagreement). That is, more than a quarter of the study subjects did not perceive that mentoring has improved its training on these issues, which are important if we want a person to develop their full potential in a harmonious way.

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