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Scientific articles

La tutoría como una herramienta de acompañamiento al estudiante universitario

Tutoring as a tool to support university students

A tutoria como ferramenta de apoio ao estudante universitário

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Resumen

Fundamento:

La tutoría es considerada una estrategia que brinda distintas formas de apoyo para los estudiantes mediante la orientación, procurando que el estudiantado alcance el máximo desarrollo en el ámbito cognitivo, personal, académico y profesional. En este estudio se identifica que los estudiantes consideran la tutoría una herramienta de apoyo y dirección hacia el éxito académico, de tal manera que los docentes contribuyen mediante su participación en la impartición de tutorías. La tutoría se consolida como una herramienta que favorece el desarrollo académico y personal del estudiantado a través del acompañamiento sistemático mediante la obtención de beneficios significativos que contribuyen a la formación integral.

Objetivo:

Observar la participación de los estudiantes y docentes en el programa de tutorías.

Desarrollo:



La investigación se realizó bajo un enfoque descriptivo de corte evaluativo, a través de la sistematización de datos, la cual permitió conocer la participación de estudiantes y tutores, ambos de la Licenciatura en Trabajo Social de la Universidad Autónoma del Estado de Hidalgo, así como la satisfacción de cincuenta estudiantes, respecto a las tutorías lo que puede contribuir a una mayor claridad en la eficiencia del programa.

Conclusiones:

Se considera la tutoría forma parte del apoyo al desarrollo integral de los estudiantes durante su formación académica, tras las experiencias que comparten los estudiantes se observa que la participación y satisfacción han sido favorable en los aspectos relacionados con la comunicación y orientación.

Palabras clave: Estudiantes, acompañamiento, tutoría, guía, acción tutorial.

Abstract

Background:

Tutoring is considered a strategy that provides various forms of support to students through guidance, ensuring that students achieve maximum development in cognitive, personal, academic, and professional settings. This study identifies that students view tutoring as a tool for support and guidance toward academic success, such that teachers contribute through their participation in tutoring. Tutoring is established as a tool that promotes students' academic and personal development through systematic support, achieving significant benefits that contribute to their comprehensive education.

Objective:

Observe the participation of students and teachers in the tutoring program.

Development:

The research was conducted using a descriptive, evaluative approach, through data systematization. This allowed us to understand the participation of students and tutors, both from the Bachelor's Program in Social Work at the Autonomous University of the State of Hidalgo, as well as the satisfaction of fifty students regarding the tutoring sessions, which may contribute to greater clarity in the program's efficiency.

Conclusions:

Tutoring is considered part of the support for the comprehensive development of students during their academic training. Based on the experiences shared by students, it is observed

that participation and satisfaction have been favorable in aspects related to communication and guidance.

Keywords: Students, academic support, tutoring, guidance, tutorial action.

Resumo

Contexto:

A tutoria é considerada uma estratégia que oferece diversas formas de apoio aos alunos por meio de orientação, garantindo que eles alcancem o máximo desenvolvimento nos âmbitos cognitivo, pessoal, acadêmico e profissional. Este estudo identifica que os alunos veem a tutoria como uma ferramenta de apoio e orientação para o sucesso acadêmico, de forma que os professores contribuem por meio de sua participação na tutoria. A tutoria se consolida como uma ferramenta que promove o desenvolvimento acadêmico e pessoal dos alunos por meio de apoio sistemático, alcançando benefícios significativos que contribuem para sua formação integral.

Objetivo:

Observar a participação de alunos e professores no programa de tutoria.

Desenvolvimento:

A pesquisa foi conduzida com uma abordagem descritiva e avaliativa, utilizando a sistematização de dados. Isso nos permitiu compreender a participação de alunos e tutores, ambos do Programa de Bacharelado em Serviço Social da Universidade Autônoma do Estado de Hidalgo, bem como a satisfação de cinquenta alunos em relação à tutoria, o que pode contribuir para uma maior clareza quanto à eficácia do programa.

Conclusões:

A tutoria é considerada parte do apoio ao desenvolvimento integral dos alunos ao longo de sua formação acadêmica. Com base nas experiências compartilhadas pelos alunos, observa-se que a participação e a satisfação têm sido favoráveis nos aspectos relacionados à comunicação e à orientação.

Palavras-chave: Alunos, acompanhamento, tutoria, orientação, ação tutorial.

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Introduction

Tutoring at the university level contributes to academic development as a strategy to improve training . comprehensive development of students. In turn, retention, approval, and efficiency are indicators of the quality of educational programs. According to (Céspedes et al., 2020) , tutoring is a process in which teachers and students participate, which seeks to develop a work plan that gives the student the necessary tools to obtain analytical thinking .

The research seeks to understand the participation of teachers in the Institutional Tutoring Program (PIT), as well as the perception of students regarding their participation and satisfaction. Regarding the (PIT) of the Autonomous University of the State of Hidalgo (UAEH). For the purposes of the project , the statistics reported in the tutoring report corresponding to the January-June and July-December 2024 semesters are considered .

The study population to identify the perceptions of students was made up of students who were in the first and seventh semesters of the Bachelor's Degree in Social Work at the Institute of Social Sciences and Humanities (ICSHU). With the aim of comparing the perceptions of those who are beginning their university education and those who, after completing their studies, several semesters completed, have acquired greater academic experience, for this purpose ten closed questions were applied, from which the result is that tutoring is a favorable process for students in the school environment, however, students point out that an area of opportunity would be to prioritize individual tutoring .

From the perspective of the Institutional Tutoring Program, it is noted that a differentiated intervention is necessary for each student, since different needs arise after the educational experience they acquire. (UAEH 2023 , as cited in R omo , 2011) the needs are related to their physical, cognitive, psychosocial, psychosexual, and moral development.

In this sense and according to Chan et al., (2024) , the tutoring action will continue to be crucial to face various situations that put school permanence at risk, since through the tutor's accompaniment, the motivation of the students is sought. This proposal is supported by Pérez et al., (2022) who mentions that the tutor is interested in enforcing, strengthening and promoting values, skills and abilities , as well as communication and leadership skills, for assertive decision-making for professional and work life.

UAEH PIT institutional tutoring program

This article shows the participation and perception of students of the Bachelor of Social Work during the year 2024, which covers two semesters: from January to June and from June to December . This is part of the Institute of Social Sciences and Humanities (ICSH U), which has 23 educational programs, 11 undergraduate and 12 postgraduate.

At the university, a redesign of the program was carried out in 2017 with the purpose of offering the student systemic support , incorporating tutoring as a necessary strategy , in which the tutor teacher encourages the acquisition of skills that allow students to develop competencies , such as planning , time management, decision-making, problem-solving, leadership and communication under reflective and critical thinking. (Pineda et al., 2022) .

Since 2018, the UAEH has implemented the university student support program, which has as its main objective to support students from a personal, family, and social orientation perspective, as well as to resolve their doubts, that is, it contributes to developing skills throughout the training process , giving meaning, purpose, and guidance to it. (Autonomous University of the State of Hidalgo, 2025) .

The support program is made up of five institutional programs, of which three apply to the undergraduate level: the Institutional Tutoring Program (PIT), the Institutional Advisory Program academic (PIAA) and the Psychological Care Program (PIAP), it should be noted that these are independent and are related to each other through the tutoring program; the institutional educational guidance programs (PIOE), the Institutional Vocational Guidance Program (PIOV), apply to the upper secondary level, according to Pineda and García (2021) .

The Institutional Tutoring Program aims to contribute to the comprehensive training of students through the support of tutor teachers, generating actions and strategies throughout their academic career to assist in their permanence and terminal efficiency. (*Institutional Tutoring Program* , 2023, p.28) .

Tutoring within the UAEH

There are two types of tutoring offered by UAEH : in - person tutoring , in which the tutor and student meet face-to-face in a classroom ; and distance or online tutoring , using an electronic device , which facilitates time and distance for both parties (*UAEH Institutional Tutoring Program* , 2023) .



group tutoring is aimed at a group of students who share the same or similar interests to address similar content in a subject, so that the student develops self-confidence, as well as the power of reflection and analysis, and strengthening their self-esteem and autonomy .

In this sense , individual tutoring is established as a personalized support guide. (*UAEH Institutional Tutoring Program* , 2023) . In this sense, individual tutoring, the tutor teacher and the tutee maintain active communication through which the purposes initially defined are achieved. According to Sánchez and Fonz (2021), they consider personalized guidance as a better strategy where the student makes the teacher aware in a specific and comfortable way of their concerns and difficulties they face, achieving autonomy that will result in the achievement of goals.

From the UAEH perspective, the tutorial action is oriented towards three major moments, the first when the university student is considered as a new student, also known as “I, university heron ” .

a second when the student advances in his semester academic journey, “Me with you heron . ”

Finally , in the “Me and my life project” graduation when you are in the final stage of your university career (*UAEH Institutional Tutoring Program* , 2023) .

Now , the student who receives tutoring must assume the responsibility to attend on time. required and take advantage of the session, as well as communicate needs and concerns that are causing some type of conflict or confusion, according to what was mentioned by Yana et al., (2024) who takes up the ideas of Garvanzo where it is pointed out that academic performance has to do with different factors such as personal and institutional, the student in the face of this can put his permanence at the university at risk.

Method

This research It has been developed under the descriptive approach, of evaluative nature, through the systematization of data from the Comprehensive System of Attention to University Students (SIAEU), being part of the general report prepared by the Tutoring Coordination of the ICSHU, specifically regarding the students tutored in the degree in social work.

Likewise, a statistical analysis is carried out to evaluate the participation of both students and teachers in the tutoring program. In this context and with the aim of knowing the perception of students regarding tutoring, a questionnaire has been applied to 50 students



who attended the first semester and to 37 in the seventh semester, both in the period January-June and July-December 2024.

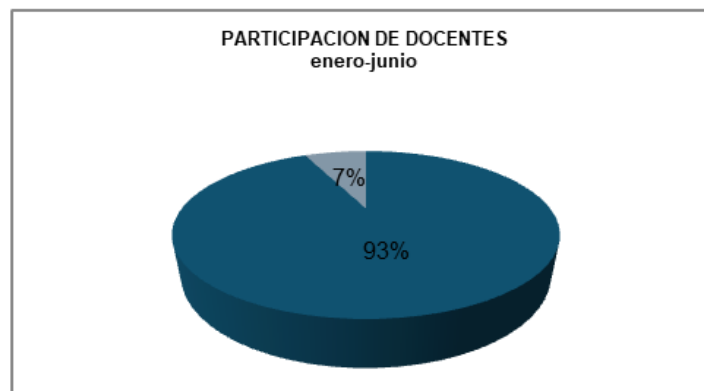
This has been designed and built based on the statistical data obtained from the SIAEU, taking into account content validity criteria, which allows the items included to represent an adequate dimension of the phenomenon studied .

Based on this, previous studies were reviewed, and expert opinions on the subject were sought , contributing to the strengthening of the process for each item. Furthermore, we ensured that the questions were understandable to the target population, which enhances the instrument's reliability.

Analysis of Results and Discussion

Result Student Participation in Tutoring, January-June Semester

Figure 1. Percentage of students who received tutoring in the Social Work degree during the period January-June 2024 .



Note. Source: Prepared by the authors with information obtained from the report of the General Coordination of Tutoring 2024, ICSH u

Based on the data from the tutoring coordination report, the graph shows the results of participation in the January-June semester, which were attended to 252 students out of 276 enrolled students from the first to the eighth semesters. This represents a high participation rate, with 91% of students participating, reflected in 77 group tutoring sessions and 82 individual tutoring sessions. This means that only 24 students did not receive tutoring, making it important to encourage their participation throughout their educational process.

Result Student Participation in Tutoring, July-December Semester

Figure 2. Percentage of students who received tutoring in the Social Work degree during the period July-December 2024 .

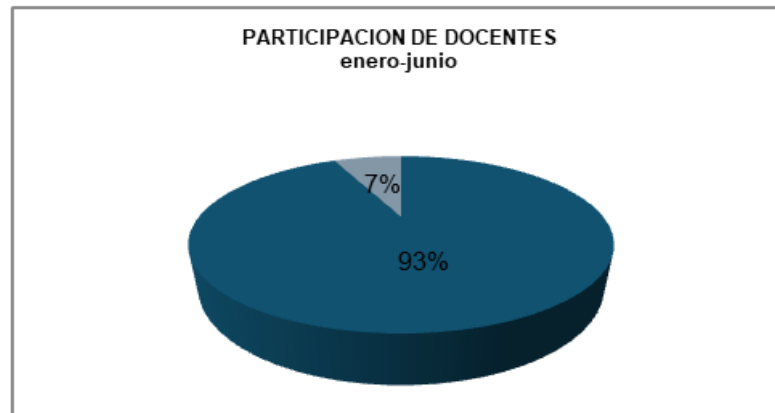


Note. Source: Prepared by the author with information obtained from the report of the General Coordination of Tutoring 2024, ICSHu .

The results of tutoring during the July-December semester correspond to 258 students out of 281 enrolled from the first to eighth semesters. They received 68 group tutoring sessions and 89 individual tutoring sessions, while 23 students did not receive tutoring support. Therefore, 92% of students participated through tutoring, while only 8% did not. This shows that participation rates were considerably higher in both semesters, due to the increase observed in the July-December semester compared to the January-June semester.

Result of Teacher Participation in Tutoring, January-June Semester

Figure 3. Participation of teachers who provide tutoring in the Bachelor 's Degree in Work Social , semester January-June 2024 .

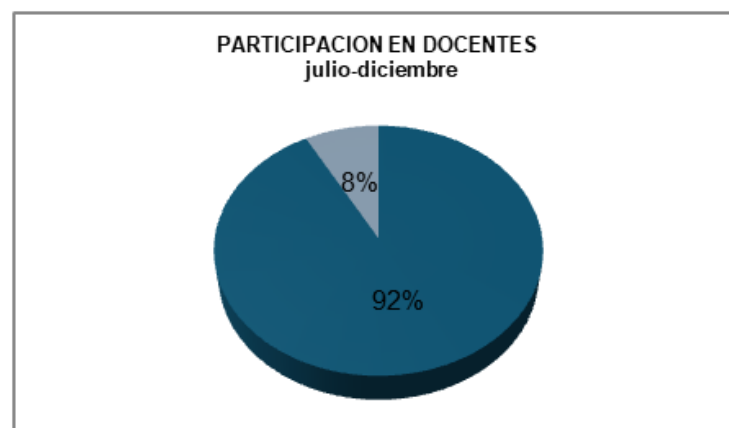


Note. Source: Prepared by the author with information obtained from the 2024 General Tutoring Coordination report, ICSHu .

Based on records from the Comprehensive University Student Support System for the January-June semester, of the 29 professors assigned to provide tutoring, only 27 participated as tutors, representing 93%. This means that professors express interest in the role of students.

Result of Teacher Participation in Tutoring, July-December Semester

Figure 4. Participation of teachers who provide tutoring in the Bachelor 's Degree in Work Social , semester July-December 2024.



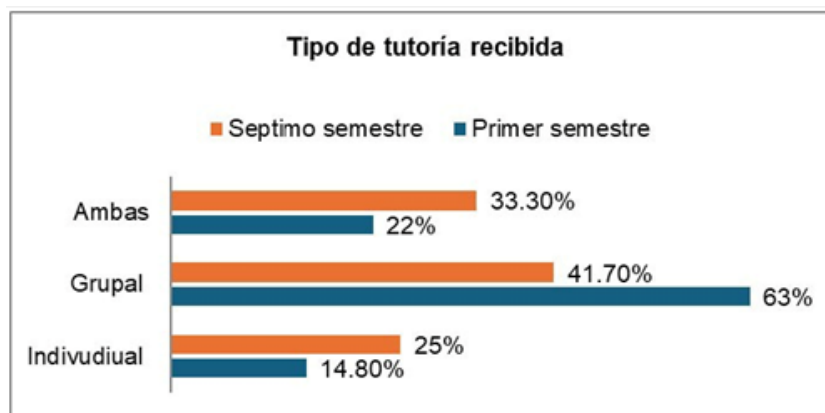
Note. Source: Prepared by the author with information obtained from the 2024 General Tutoring Coordination report, ICSHu .

Through the Comprehensive System of Support for University Students, It identifies the participation of 22 tutors out of the 24 assigned to provide tutoring , thus representing 92%. In July-December, therefore, a decrease is recorded in relation to the January-June period .

Results of students' perceptions of tutoring.

As part of the objective of this research , we also sought to understand students' perceptions of satisfaction with the tutoring program. In this regard, the results from students' responses allowed for analytical and constructive criticism of their participation in tutoring for teachers.

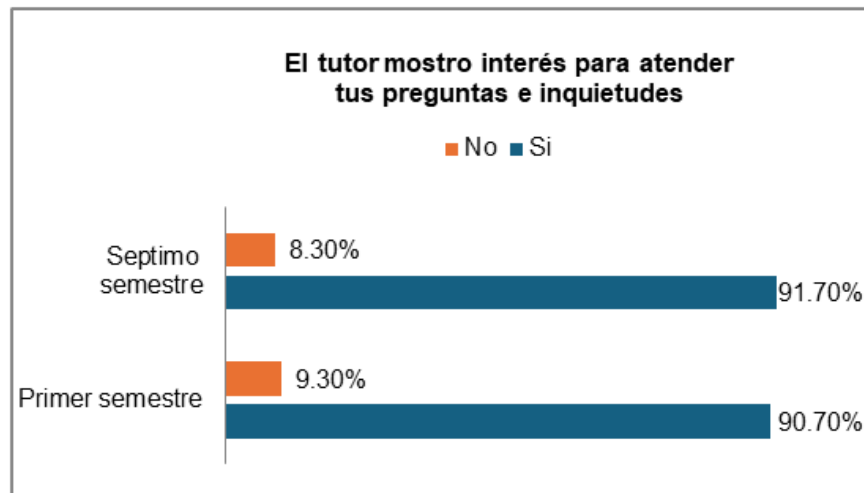
Figure 5. Type of tutoring received by first and seventh semester students in 2024



Note. Source: Own elaboration

Students reported receiving group tutoring in the first semester, while in the seventh semester there was an increase in individual tutoring and a combination of both . Which implies Seventh-semester students require personalized guidance and orientation to make informed decisions regarding internships, community service, and job placement preparation. Furthermore, the results show that mentoring for first-semester students responds to the need to familiarize themselves with the institution, thus facilitating their adaptation process.

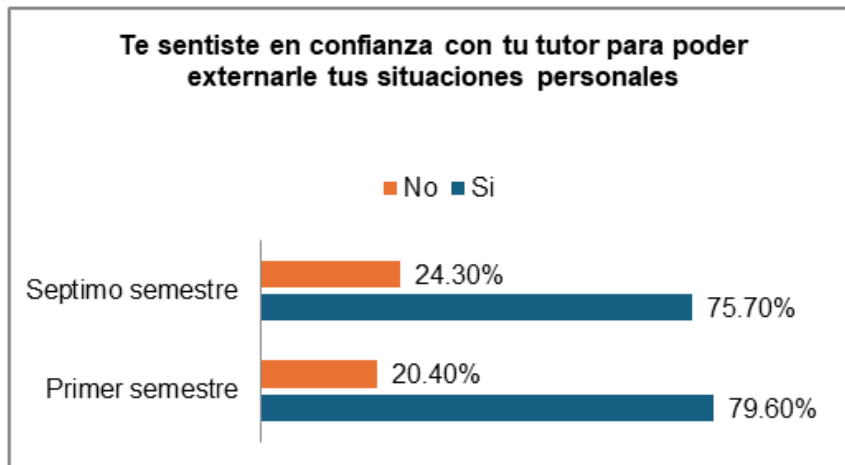
Figure 6. Results Interest shown by the tutor in addressing questions and concerns



Note: Source: Prepared by the authors.

Tutors demonstrate a consistent commitment to participating in tutoring sessions. Data indicates that more than 90% of tutors respond effectively and in a timely manner to students' needs and concerns.

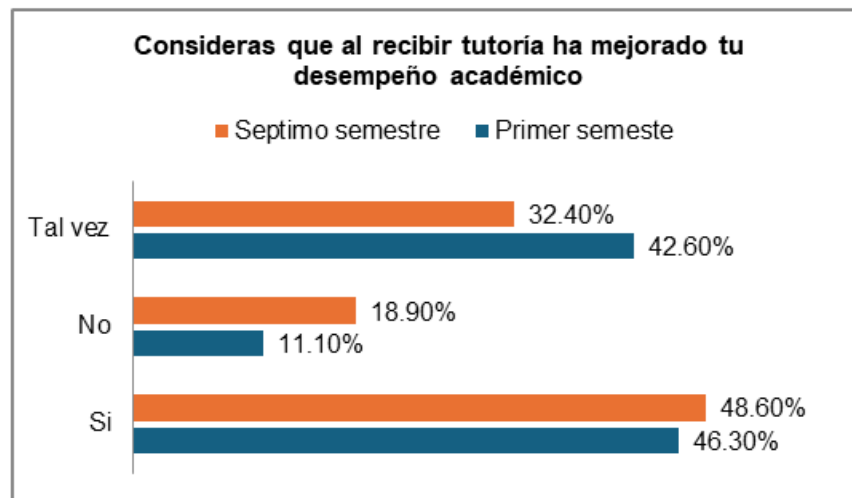
Figure 7 . The student felt confident with his tutor.



Note. Source: Own elaboration

Students' perceptions of trust in their tutors in both semesters were negative, exceeding 20% in both cases. This indicates that for some students, tutoring does not appear to have a positive effect.

Figure 8. Students' perspective on noticing whether their academic performance improved



Note: Source: Prepared by the authors.

Seventh and first semester students on average 47% consider that their academic performance improves when receiving tutoring, however, 38% of students state that they are not clear about the impact of tutoring on their academic performance.

Discussion

The UAEH Institutional Tutoring Program represents a resource of guidance and support for students in the process of their academic experience. The results of this research are considered relevant, since they allow us to identify the participation of students of the Bachelor's Degree in Social Work who received tutoring, which represents that a large majority have the tutoring and response to their needs for a favorable adaptation and adequate decision-making, upon entering, during and upon graduation from the program.

In these same results, student satisfaction is evident through their responses to the open-ended question. They agree that the tutor's follow-up is an important element in the student's educational growth, as it is considered an alternative guide to solving their problems. Based on the results, it is clear that the tutors have made a commitment to providing tutoring to students, demonstrating empathy.

However, it is considered appropriate to prioritize individual tutoring in order to provide personalized attention based on the needs of each student. However, when discussing personalized attention, the time factor plays an important role for teachers, so it is important to analyze their position in future research.

The results of the study indicate that tutoring is part of the integral training of students, since the relationship between tutor and tutee is reflected in their participation, in the research of González et al., (2024) agrees that the tutor is a guide in the student's training .

Likewise , in this and other studies, it is possible to identify that the tutoring program in academic institutions is fundamental to the educational model, in which it is possible to observe a decrease in the failure and dropout rates. Likewise, the role that teachers play as role models for students is recognized; their work is formative and supervises students when they present educational challenges (López & Meza, 2023) .

Based on what was observed in this study and in the words of Martínez et al., (2021) , student apathy and lack of organization can constitute factors that represent challenges and challenges that hinder activities such as tutoring.

Conclusion

Tutoring has been a clear tool for accompaniment , based on the experiences shared by students of this degree about participation in the Tutoring Program and as previously observed in the results, the commitment shown by the tutors in the face of personal, family, social and academic situations. It builds a key element to strengthen the bond between tutor and student ; hence , throughout their academic career , students require individual tutoring to resolve questions about the degree process, professional internships , or community service.

It should be noted that tutoring contributes significantly In the comprehensive training of the university student in this sense, through the accompaniment program he finds a source of academic and emotional support that contributes to strengthening its trajectory academic during the four years of university education .

Future lines of research

Based on the results obtained in this study, potential lines of research are identified that could be relevant to the topic of tutoring as a tool for supporting university students . While it is true that key aspects have been addressed, such as the participation of students and teachers in tutoring in the aforementioned degree; However, the breadth of this topic calls for further research into specific aspects of the subject.

In this sense, a future line could focus on knowing the satisfaction of tutor teachers when giving tutoring sessions . It is also important to analyze whether tutors' time between classes and extracurricular activities is a factor that hinders the provision of personalized tutoring to students. This research will expand current understanding with novel contributions to the analysis of the topic.

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