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## **BENEFITS OF TUTORING SERVICE IN STUDENTS WITH ARTICLES 33 AND 34. JAMAY REGIONAL HIGH SCHOOL CASE**

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**Abstract:** This paper attempts to show the effects and benefits that the tutoring service has generated in both students and parents of the Jamay Regional Preparatory School of the University of Guadalajara, making an analysis and systematization of experiences in the area of tutoring in the 2014-A and 2014-B calendars. Likewise, considering the Comprehensive Reform of Higher Secondary Education (RIEMS), the importance of having the tutoring service in all educational establishments for the generation of competencies is made known, highlighting the participation of the tutor, students and parents, a triad that strengthens the work of tutoring and necessary elements to consider it as a successful service. These elements directly support the achievement of the graduation profile of high school graduates and the comprehensive development of students enrolled in the educational establishment. In the same way, photographs are presented that show the work of families.

**Keywords:** Tutorials and article 33, tutoring and article 35, benefits of tutorial work, benefits of tutoring, failure and tutoring.

## INTRODUCTION

With the Comprehensive Reform of Higher Secondary Education (RIEMS), the tutoring service was reinforced and positioned as a key piece for the integral development of the baccalaureate and terminal efficiency; given that, its importance to achieve the goals of the Educational Reform in the Upper Secondary Education System was highlighted. The tutor is placed as a strategic figure for the student's academic performance, contributing with his systematized and planned intervention in the reduction of the rates of failure and school dropout; as well as for the achievement of the graduation profile of the high school student. Attention to high school graduates is proposed within the framework of diversity, by being able to provide more personalized

attention to students with special educational needs, derived from family, personal, social, cultural issues; among others.

For its part, the University of Guadalajara, in the Institutional Program of Academic Tutoring ("Academic Tutoring and the Quality of Education"), states that tutoring consists of a process of accompaniment during the training of students, which materializes through the personalized attention of a student or a small group of students. competent academics who are trained for this function and who conceptually rely on learning theories rather than teaching theories. The aim of tutoring is to accompany the development of the pupils and to support them in the cognitive and affective aspects of learning. The aim is to promote their critical and creative To promote their capacity and academic performance, as well as to perfect

Their social and personal development. You must always pay attention to the improvement of learning conditions and, if necessary, alert the student to those cases in which he can receive special attention to solve problems that can affect his intellectual and emotional growth, a fact that supposes the interaction between the tutor and the mentee. This, in turn, presupposes that there is a fruitful dialogue between teachers and tutors and between the tutors themselves.

## SUPPORT

- Secretariat Contract 442, published by the Ministry of Public Education in 2008; establishes the National Baccalaureate System within a framework of diversity and specifies, among other things:
- That the educational development of the country has motivated multiple federal and state, public and private initiatives, which make up the very varied offer of curricula and programs that characterize upper secondary education.

- That although this fact has allowed attention to a growing number of students, it is also a reality that today we have a panorama lacking criteria that provide order, articulation and systematicity to the type of education that will have the greatest expansion and growth in the coming years.

- That the National Development Plan 2007-2012, in its Axis 3. -Equal Opportunities||, Goal 9 -Raise the quality of education||, Strategy 9.3 establishes that a profound renovation of the national education system cannot be postponed, so that the new generations are trained with skills and competencies that allow them to get ahead in an increasingly competitive world, obtain better jobs and successfully contribute to a more equitable Mexico with better opportunities for development. It also points out that as far as upper secondary education is concerned, the curricula will be redesigned so that students have a minimum of the skills required in this type of education, and allow them to transition from one modality to another.

- That in line with the foregoing, the Sectoral Education Program 2007-2012, in its Objective 1 -To raise the quality of education so that students improve their level of educational achievement, have the means to have access to greater well-being and contribute to national development||, paragraph 1.6 indicates that it is necessary to reach the essential agreements between the different subsystems and with the institutions of higher education that operate upper secondary education services at the national level, with the aim of integrating a national baccalaureate system in a framework of respect for diversity, which allows these studies to be relevant and relevant, as well as achieving

the free movement of students between subsystems and having a national certification of upper secondary education.

- That the General Education Law establishes the concurrent attribution of the Federal and local educational authorities to promote and provide educational services of the upper secondary type, as well as to determine the corresponding plans and programs of study, being able to enter into agreements to coordinate or unify such educational activities.

- That upper secondary education faces challenges that can only be met if this type of education is developed with a defined identity that provides its different actors with the possibility of advancing in an orderly manner towards the proposed objectives.

- That for the creation of the National Baccalaureate System in a framework of diversity, the Ministry of Public Education considered it essential to invite the state educational authorities and the institutions represented in the National Association of Universities and Institutions of Higher Education (ANUIES) to contribute their experiences and proposals, with the purpose of generating consensus to provide the baccalaureate with an identity and an articulating axis that guarantees greater relevance and quality in a framework of diversity.

- That the Ministry of Public Education, through the Undersecretariat of Higher Secondary Education, has promoted the creation of the National Baccalaureate System that is the object of this Agreement, integrating the contributions of the bodies mentioned in the foregoing Recital, and

- That as part of the tasks of global planning of the national education system

and the coordination of educational activities, the participatory and co-responsible construction of the National Baccalaureate System constitutes an important step towards the modernization of upper secondary education, with the fundamental purpose of improving students' level of educational achievement, have the means to have access to greater well-being and contribute to national development.

In this regard, ANUIES (s/a), defines tutoring as a process of accompaniment of students, which is materialized through personalized attention to a student or a small group of students. ANUIES (2010) considers tutoring as a modality of teaching activity, which comprises a systematized set of student-centered academic actions, different and at the same time complementary to teaching in front of the group -but not replacing it-, which involves different levels and models of intervention; it is also offered in different spaces and times than those of the study programs.

To achieve the above, the Ministry of Public Education established management mechanisms; which are an indispensable component for the RIEMS since they define the common standards and processes that guarantee adherence to the MCC under the conditions specified in the SNB; among which is the generation of spaces dedicated to meeting the needs of students, such as the Tutoring service, taking into account the characteristics of the population of high school age.

In 2012, the Higher Secondary Education System of the University of Guadalajara issued both electronically and physically a tutor's guide; which sets the guidelines that a tutor can follow when implementing them in an assigned group. Along with the issuance of this guide, a course-workshop was launched to prepare the teachers of the educational establishment, so that they would have the accreditation to perform their role as tutors.

In this guide, tutoring is considered as a complementary action to teaching, which focuses on the accompaniment of students during their transition in high school, in order to contribute to their comprehensive training, for which it uses the strategies generated in the five lines of work of educational guidance. through orientation, advice or support activities.

The objective of the tutoring is to address both academic and socio-psycho-affective aspects; therefore, its primary objective is to promote the achievement of the graduation profile of the General Baccalaureate by Competencies (BGC). Through support strategies that promote the development of academic and psychosocial skills, as well as positive habits and attitudes.

Upper secondary education should be defined as an educational type that is articulated with the types of basic and higher education, but that in itself has its own educational objectives. Its purposes must consider that the users of the service are basically young people between 15 and 19 years of age, with specific educational needs, related to their psychosocial and cognitive development.

On average, young people in Mexico have their first job at age 16.4, leave their parents' house for the first time at age 18.7, and have their first sexual intercourse at age 17.5. This type of event reveals that it is a decisive stage in life and personal development. It is very important to consider the vulnerability to which the person is exposed, the changes that take place in them and the importance of the decisions that the young person assumes throughout those years. All this requires special attention to students, which must include various meanings. Of course, it should be added that at the age of 18 young people acquire the age of majority and with it the rights and obligations granted by full citizenship. Therefore, in this type of education, the foundations for informed and responsible decision-making must be strengthened. SEP (2008).

To achieve the above, the tutoring service emerges as a key element that collaborates with the integral development of the student; the implementation of the RIEMS; and the achievement of the graduation profile. Given that tutoring has an impact on the reduction of dropout and failure rates, thus increasing school permanence and terminal efficiency; terminal efficiency that is frequently affected by articles 33 and 34 of the general regulations for the evaluation and promotion of students of the University of Guadalajara UdeG (2002); which dictate:

Article 33. The student who, for any reason, does not achieve a passing grade in the extraordinary period, must repeat the subject in the immediately following school year in which it is offered, having the opportunity to accredit it during the ordinary evaluation process or in the extraordinary period, except for graduate students. In the event that the student is not able to accredit the subject under the terms of this article, he/she will be withdrawn.

Article 34. A student who has been withdrawn in accordance with article 33 of this law may request in writing to the Education Committee of the School or School Council, before the beginning of the immediately following cycle in which he or she has been withdrawn, a new opportunity to accredit the subject or subjects that he or she owes. The Education Committee of the School or School Council may authorise a new opportunity to accredit the subject or subjects owed by the student in the following cycle in which the subject or subjects are offered. taking into account the arguments expressed by the student in his writing, his academic history and observed conduct, as well as the provisions of article 36 of this ordinance. If such request is authorized, the student will have the opportunity to accredit the subjects he/she owes, only in the ordinary evaluation period, in case of not showing up for the course and not achieving a passing grade, in each and every one of the

subjects he/she owes, he/she will be automatically and definitively withdrawn.

At the Regional Preparatory School of Jamay, thanks to the implementation of tutoring, it has been possible to increase the comprehensive attention of high school graduates, always in order to achieve the graduation profile promoted by the RIEMS; as well as increasing terminal efficiency. To this end, one tutor was assigned per group, with a minimum of one hour per week to the assigned group; Care can be group (including the whole group, or only part of it) and individual according to the needs of the group itself. The teachers designated as tutors have previously accredited the "Tutoring" course, offered by the Higher Secondary Education System of the University of Guadalajara. In addition, work is carried out in conjunction with directors and the school's educational guidance service; to implement tutorial actions derived from the needs of the student-tutored as well as the school itself.

To carry out this research, qualitative methodology was used, specifically oral history for the case study of the tutored students selected for this research. The selected students were personally and verbally invited to participate in the research, whose personal data are protected under confidentiality and anonymity. The criteria for selecting the participants was that they were or had at some point in their school career Article 33 or 34 and also that the group tutor they had at that time had contributed to their transition from regular students. In total, 6 students were interviewed.

## RESULTS

According to the analysis and systematization of successful experiences in the tutoring service of the Regional Preparatory School of Jamay, based on the reports of the interviewed students, it was found that the group tutor is fundamental for the achievement of terminal efficiency in the sense of transition of the status of the tutors from irregular to regular. eli-



minating the presence in articles 33 and 34 of the academic career of the student-tutors.

It is worth mentioning that in the area of tutorials there are didactic and bibliographic materials, to work on various topics that address both aspects of the student's own development during their transit in high school, as well as the generic competencies indicated in secretarial agreement 444. As well as strategies to avoid failure and desertion. If necessary, referral is made to the educational guidance service. In this service, the student is attended to, or referred to the institution that can offer the attention that the student requires. Or, arrange for workshops, conferences, visits, etc. to be carried out. In order to work in collaboration with the tutors.

Likewise, and as a result of the hard work of the tutorial activities in which tutored students are sensitized about the importance of continuing their studies on a regular basis in the General Baccalaureate by Competencies, it has been successful to reduce school dropout by 5.96%, comparing the percentages provided by the school control area through the Data Analysis System (SAD) of the University of Guadalajara. The way to motivate them is through the implementation of extracurricular activities of a cultural and sports nature, with which they obtain points for obtaining the awarded places. In addition, they must invest part of the time assigned to tutoring in the regularization of work and academic activities that they need to deliver in the learning units they are studying.

Another strategy implemented in the time allocated to tutoring is the implementation of group integration dynamics, especially those that involve physical activity outside the classroom. With them, it has been possible to strengthen the relationships between the members of the group. With what is achieved, in an added way, solidarity to support each other in academic activities, in the preparation

of homework and participation in classes.

In addition to working with students, it is of utmost importance to work collaboratively with parents, based on participation in general and group meetings. There has been an increase of 2.82% in the participation of parents in the meetings convened by the tutoring area, considering the 2014-A and 2014-B calendars.

In addition to these results, we had the opportunity to assign an adequate and private space to carry out the individual tutoring. This is of great importance, given the importance of tutorial work. In addition to having space to safeguard the group and individual files of the tutors, as well as the evidence derived from the various attentions provided by the tutors throughout the various calendars in which the service has been put into practice. Evidence of the successes and benefits that the Tutoring service has brought to the Jamay Regional High School is presented.

## CONCLUSIONS

It is of utmost importance to recognize that tutorial work is not a simple activity, much less an easy one. It requires both human and professional quality, in addition to wanting to help, guide another human being to grow, to commit to their future, and provide them with strategies to plan their future. Nor is it an exclusive activity of tutors with an assignment office, on the part of the educational establishment; or teachers who have a certain professional profile, the important thing is the vocation, willingness and ability to be a tutor. This tutorial activity is up to all teachers who have work in front of a group. Sometimes he even appears in the corridors, when answering students' questions, offering them information to carry out certain procedures. Etc.

Tutoring is based on several essential elements for it to become successful and effective, which would obtain beneficial results for

the student community in general. Which in turn benefits the school, and impacts both the social and labor spheres. The basic thing is to work with a triad made up of school, students and parents; thus nurturing the biopsychosocial and educational aspects that the tutored student presents. Knowing that parents have valuable influence in the decisions of their children, high school students. And that they are the most interested in them achieving the maximum results in their journey through high school.

Given the benefits of mentoring observed in the 2014 calendars. At the Jamay Regional High School, in the 2015-A and 2015-B school calendars. Work is being done to achieve one more success, now betting on the reduction of failure rates. Given the various factors that influence this phenomenon, which in many cases, turn out to be factors external to the school environment. Therefore, it is not an easy task, but being committed and doing collaborative work between tutors, teachers, management staff, students and parents, this and other challenges can be met.

Always trying to have the necessary evidence of the work carried out in the area of Tutorials, evidence that can later serve as a guide for future tutorial work plans, as well as to carry out evaluations that allow it to be

enriched. In addition to being prepared to compete in the subsequent evaluation, to be part of the National Baccalaureate System. And with this increase the educational quality of the educational staff.

The positive effects of tutoring are largely due to the willingness for this work on the part of the teachers of the educational establishment. Work that requires preparation time, planning of sessions, skills for managing groups, skills for dealing with adolescents, especially when it comes to students who present challenging behaviors, low interest and lack of motivation to study.

And definitely, the support of the school administration is decisive, starting with the management, because it depends on whether actions for tutorial work are approved or rejected, that the tutor teacher is motivated or demotivated, to continue carrying out the tutoring with the quality that is required. As well as the constant training of teachers to improve their work, training that always requires mediation and approval by the school directors. Although tutoring is time invested, but not paid by the tutors. The award of a certificate of curricular value can be gratifying, as can the recognition and recognition of such work in front of the student community by the directors.

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