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TUTORING IN THE EDUCATIONAL MODEL FOR THE 21ST CENTURY TO IMPROVE STUDY HABITS

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Abstract: Tutoring today in the Technological Institutes plays an interesting role, it is the matrix program where a large number of both adverse and positive circumstances are detected, but most of them are situations that affect students in their academic, emotional, psychological and health performance, all this set of devices conspire to make the student present a high rate of failure, constant absences, school dropout and desertion from the first semester. In the Educational Model for the XXI Century of the Technological Institutes, mutual respect, trust, honesty, responsibility, cordiality and empathy are privileged as the basis for creating the necessary environment in the learning process, during which the ideal conditions for tutoring and student counseling are generated. That is why some strategies are being designed and implemented to strengthen the student's sense of institutional belonging, thus allowing the strengthening of all their skills that are not yet potentialized, such as values, responsibility, mainly their self-esteem and above all happiness as a human being, knowing that they are valued, respected, loved and with sufficient intellectual potential to achieve their personal, professional and family goals.

Keywords: Mentoring, belonging, performance, self-esteem.

INTRODUCTION

Words are the beginning of creation, and through their repetition mental programs are created and through these mental programs thoughts are generated and we do it in images and sounds, thoughts generate feelings and these are children of thought, conduct, attitude and behavior, behavior is the product of thought animated by feelings, habits, repeated behaviors form habits we all live according to our habits, the character is the sum of your habits if the habits are good the character is positive, it is strong if not it will be weak; if your character is positive, your destiny will be temporary and if it is negative, your destiny will be uncertain (ANUIES, 2000).

Today's students lack good study habits, reading, proactive attitudes, are dependent on technology and immersed in time-consuming social networks and lack the sense to improve their personal and social relationships, but above all to improve their academic quality and education.

But a habit is the product of repetitive behavior. If you want to incorporate a new one into your behavior, you must persist until it becomes just another automatic reflex. A wonderful characteristic of habits is that they are acquired, so you can reprogram them whenever you decide to, if you are willing to pay the price of sacrifice. The transcendental thing to incorporate a new habit is that there should never be exceptions. In other words, if you are committed to it, you must work on it every day, without exception or postponement (ANUIES, 2000).

The 8 steps Words: mental programs, thoughts, feelings, behavior, attitudes, habits, character and destiny. These are the ones that will help students to strengthen their sense of belonging and will give them the opportunity to be a human "Being" that adapts easily to the environment in which they will work as future professionals, considering and strengthening this with the 4 Pillars of education dictated by UNESCO:

- **Learning to know:** Learning to know involves, first of all, learning to learn, exercising attention, memory and thinking. Exercising attention.

- **Learning to do:** Learning to know and learning to do are, to a large extent, inseparable. But the latter is more closely linked to the question of vocational training: how to teach students to put their knowledge into practice and, at the same time, how to adapt teaching

to the future labor market, whose evolution is not entirely foreseeable? Influencing the environment.

- **Learning to live together:** Participating and cooperating with others.

- **Learning to Be:** Since its first meeting, the commission has strongly reaffirmed a fundamental principle: education must contribute to the overall development of each person: body and mind, intelligence, sensitivity, aesthetic sense, individual responsibility, spirituality. Development of one's own personality.

Tutoring and its control to improve study habits and eliminate risk factors, is designed to create the ideal conditions and processes that contribute to the optimal functioning of the person (student), to his or her excellence as an individual and to the achievement of a full and meaningful life (belonging). The positive trinity of PsPos (Positive Psychology) focuses, in order to achieve this mission, on the study and cultivation of positive emotions, positive individual traits or characteristics (character strengths or virtues) and positive institutions.

The role of the teacher lies, in this regard, in the art of accompaniment and guidance, knowing how to guide him to cultivate positive affectivity regarding the past, present and future, guiding him in the academic aspect during his stay in the institution, enabling the enjoyment of positive feelings coming from the gratifications and pleasures of the achievements reached during his preparation, being able to obtain numerous gratifications from the characteristic strengths he possesses, and enabling him to use these in the service of something suprapersonal that can give meaning to existence.

Professor *Agustín Caruana Vañó* has brought together a series of contributions provided by teachers committed to bringing out the best in man. It is a set of aspects and processes that allow to obtain a valuable psychological capital to learn to enjoy life in this life, to generate strengths and personal resources that strengthen the affective capacities (joy, fluency, self-esteem), capacities to establish interpersonal bonds (sense of humor, prosocial behavior, communication, empathy, personal and social intelligence, problem solving, teamwork, loyalty, loyalty, communication, empathy, personal and social intelligence, problem solving, teamwork, loyalty, optimism, personal integrity), civic skills (leadership), cognitive competencies for the acquisition and use of knowledge (adaptability, curiosity, wisdom, creativity, critical thinking), and others related, for example, to the value system (capacity for forgiveness, self-values, etc.).). These are aspects that the student has been losing over time and that we intend to work on again in this sense.

According to the research of Dr. Martin Seligman, the human being has certain strengths that enhance the achievement of their goals and are those that must be worked continuously and that today's students have overlooked with the excessive use of the internet and social networks. This is an interesting reason for the loss of values, study habits and positive results in the approval of their subjects at the end of the semester, the strengths to mention some are the following:

WISDOM AND KNOWLEDGE

- Curiosity, interest in the world.

- Love for knowledge and learning

- Judgment, critical thinking, open mind

- Ingenuity, originality, practical intelligence.

- Perspective.

COURAGE

- Courage
- Perseverance and diligence
- Integrity, honesty, authenticity
- Vitality and passion for things

Abraham Maslow, an American psychologist known as one of the founders and main exponents of humanistic psychology, a psychological current of self-actualization, Maslow used the term "metamotivation" to describe self-actualized people who act driven by innate forces that are beyond their basic needs, so that they can explore and reach their full human potential (Grant-Vallone, 2000).

From the aspect of the tutoring program, from the moment the student enters the Instituto Tecnológico in the first semester, he/she is assigned a tutor who will accompany him/her during this time with one hour a week, 4 hours a month during the 16 weeks that the semester lasts, in this process the tutor will guide him/her in all the aspects that the student requires and will make the corresponding channeling according to the needs that he/she presents. These orientations can be from an administrative procedure, solution of professor-student conflicts, information about tutors for specific subjects, etc. All of the above are solved with the help of the tutor and if necessary are channeled to third parties or departments, as in the case of psychological support and / or applications for internal scholarships (food and scholarships for single parents) or external (Maintenance, PRONABES, Proyecta 10,000, Excellence, Social Service, etc.).

METHODOLOGY

For the development, follow-up and control of this project, it is important to be familiar with the tutoring program, how it is carried out, what are the benefits that this program provides to students at the local level, however, also at the national level it is being given a relevant scope.

According to the data presented by the Institutional Innovation and Development Program 2013-2018

The demand for undergraduate admission was 74.9 percent, that is, of the 161,827 applicants, 121,260 were accepted; while during the same period, the number of graduates was 56,940, of whom 41,151 received their degrees. This resulted in a graduation rate of 66.7 percent, a graduation rate of 72.8 percent, and a completion rate of 54.33 percent.

During the 2011-2012 school year, the National Higher Education Scholarship Program (PRONABES) benefited 93,538 students, representing 982.9 million pesos. In the 2012-2013 school year, the Scholarship Strengthening Program (Special Scholarships), in its four modalities (excellence scholarship, professional social service scholarship, linkage scholarship and degree scholarship), supported 14,048 students. The University Scholarship Program, created to promote access and permanence of young students with socioeconomic disadvantages, benefited 72,330 students in 2012. Thus, overall, 179,916 students were supported, which represented 38.65 percent of the undergraduate enrollment of the technological institutes and centers. Accordingly, the problem and challenge presented below was detected.

Problem: High dropout rates that affect students' possibilities for social mobility; the **Challenge:** Increase terminal efficiency rates, and increase undergraduate enrollment.

In order to strengthen the above, the following was proposed as part of the PIID:

Comprehensive training In order to strengthen comprehensive professional training, as of the 2009-2010 school year, given its new design with a focus on professional competencies, the assignment of 5 accumulative credits for the performance of different activities during the course of study was included in the curricula. These credits cover the so-called Complementary Activities, which include the following: *tutoring, extracurricular activities, research projects, technological innovation, construction of prototypes and technological development, participation in publications, sustainable development programs* and those proposed by each institute.

Within the **Strategies**: Ensure student access, permanence and graduation*, Strategy 2.2* contemplates the following **Lines of Action**:

1. To disseminate undergraduate and graduate educational offerings.

2. **To** promote linkages with higher education institutions in order to continuously improve the profile of applicants.

3. **To** disseminate, guide and manage in a timely manner the calls for scholarships and educational financing to ensure the permanence of students.

4. **To** strengthen the National Tutoring Program.

5. **To** establish lines of educational research in order to learn about and solve the problems of student failure and desertion.

6. **To** update the academic regulations to ensure partial recognition of studies, lateral departures and student mobility.

7. Promote mechanisms to improve the degree process in undergraduate and graduate degree programs.

8. To ensure the follow-up of the academic trajectory of TecNM students, based on an ICT-supported system.

Promote the integral formation of students Integral formation in education is oriented to the full development of all the potentialities of the human being; that is to say, together with the academic cultivation, the harmonious growth of the person is promoted from his inner richness, the health of his body and his coexistence with others.

To this end, cultural, artistic and civic activities are an essential formative component for human development, as they constitute a fundamental axis for strengthening the sense of belonging, while promoting social articulation and peace. Likewise, sports and recreational activities promote, in addition to health, discipline and human values that contribute to healthy social coexistence. In this context, strategies are established to adopt and strengthen the cultures of prevention, safety, solidarity and sustainability.

Strategy 3.4. Strengthen human development, with its **Lines of Action:**

1. **To** promote the practice of universal and institutional values.

2. **To** promote the values of respect and tolerance to foster healthy coexistence and the eradication of antisocial behaviors.

3. **To** develop students' interpersonal and citizenship competencies.

This research process called "Tutoring and its Control to Improve Study Habits and Eliminate Risk Factors" is observational, it is direct and experiential according to the work and constant treatment with the student as a tutor, where you can detect a wide variety of problems that young people present, some of these risk factors may be: low self-esteem, anguish, lack of empathy with others, difficulty in establishing social relationships, unwanted pregnancies, bullying, health problems, drug addiction or alcoholism, delinquency, suicide or homicide, among others.

All these situations influence in a great way in a low academic performance, and through the tutoring, taking an adequate control and using an adequate empathy and assertive communication between the tutor and the student, these factors can be detected in time and if possible channeled properly and avoid failure and dropout. When the student expresses his ideas, thoughts, feelings, needs, preferences and even his opinions in a clear, direct and honest way, the tutor teacher must pay special attention to those red spots through which he can detect problems from the simplest to those that are not within his reach to solve, but he can guide.

That is why the goals, objectives and strategies established in the PIID, are aimed at remedying through tutoring many of these factors mentioned above, so the tutor must be prepared to guide the student to apply new strategies to modify their behavior, strengthen their self-esteem and potentializing skills that allow them to improve their poor study habits and eliminate risk factors that minimize school failure.

With the firm commitment of both parties to be constant in the adoption of these new routines, because their daily use requires personal choice and resolution as well as self-control and self-regulation, personal motivation is an incentive that will be the future success of a successful professional satisfied with his personal and professional achievements. As Mario Borgino says "Success is not an accident but a personal choice".

RESULTS AND DISCUSSION

In every institution of higher education it is essential the joint work done by the authorities and all the actors involved in the development, implementation, monitoring and control of the tutoring program, but even more important is the participation of students in the process of providing real and truthful information about their weaknesses, deficiencies, shortcomings, lack of opportunities, illness, family situations that affect their academic performance, etc., and on the other hand, positive information about skills, attitudes or qualities that with the help of the tutoring program, its different activities and channeling, can be developed and fructified to obtain a balance between their weaknesses and strengths that eliminate the risk factors.

In each school period, tutors are assigned to incoming students who are in charge of detecting the most common problems or risk factors nowadays, as well as channeling them according to the problems presented. The most frequent risks are: low self-esteem, lack of empathy, unwanted pregnancies, bullying, health and economic problems, drug or alcohol addiction, delinquency, apathy, inadequate career selection, lack of study habits and little interest in their personal growth.

For all these reasons, the concern is born to implement strategies so that the tutor becomes aware that his work is very important in the personal, emotional and professional growth of every student, positive emotions lead to a series of positive actions, improve relationships and strengthen the achievements that is what is really sought in the process of tutorial action. The work of the tutor is not simply a complement of a schedule, but a continuous task of detecting problems to give them a correct follow-up and to potentiate all their abilities, the tutor will be the bridge between the student and the Institution which provides all the tools to be able to solve them as

for example (psychology office, scholarships, programs for detection of innovators, etc.). These actions with the support of senior management help to improve study habits and eliminate risk factors.

CONCLUSIONS

The effectiveness of the Tutoring Program will depend on the correct selection of tutors in the first semester, as well as their availability to attend training courses that should be implemented to improve the program. Courses that could be on methods of approaches with students, group psychology that will help the tutor to know how to BE, that is, so that tutors are prepared to listen and support the different situations of the student or group and at no time minimize it. It is established from the first moment their disposition and frank openness to the student, as well as the schedule of attention together with the use of new technologies in case of situations that require immediate response, that is to say, that the hour of "Tutoring" does not create a barrier once finished, between the tutor and the tutored. Many times the student feels more comfortable when a cordial and even informal atmosphere is created, but limitations must be taken into account, that is why it is important to implement a course on the Ethics of the tutorial function that helps the tutor to know how to take care and make good use of the student's intimate and privileged information, that is to say, to apply confidentiality, but also to know the limits of tutoring and in this way easily identify when he/she starts to assume roles that do not correspond to him/her.

On the other hand, the tutor must be involved in all the departments of the Instituto Tecnológico in order to be well informed about the procedures of complementary activities, social service, residences, degrees, artistic, scientific and sports activities that it offers, since one of its functions is to communicate to the student in time and form of everything that concerns them.

The tutor is the guide that the student will have throughout his career, to guide him in his doubts and conflicts, which is why the tutor must be well informed about the various topics mentioned above. So that together tutor-tutored achieve a significant improvement in their academic development through correct study habits and thus eliminate risk factors.

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