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PROFILE OF THE TUTOR IN HIGHER EDUCATION INSTITUTIONS AS A STRATEGY IN ACADEMIC DEVELOPMENT

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Abstract: Today, globalization, the knowledge society, and industry require higher education institutions (HEIs) and professionals with skills for the development of science and technology on the one hand, and on the other, skills that enhance and determine the actions of professionals with a sense of ethics, social responsibility, and humanity. The Instituto Tecnológico Superior de Pátzcuaro, as a higher education institution, responds to the demands of the context through its mission, strengthening the comprehensive training of professionals with the skills that are in demand. The development of tutoring at TecNM Campus Pátzcuaro has been transformed in accordance with the state of the art of tutoring and its needs. That is why, when considering the municipalities in the Institute's area of influence, it is essential to identify the students' training and work expectations and their graduate profile. The purpose of the study is to analyze the tutoring program implemented at a public higher education institution in the state of Michoacán de Ocampo, based on the opinions of students from different semesters currently enrolled in the Institutional Tutoring Program of the Engineering in Administration Educational Program.

Keywords: Profile, Tutor, Competencies, Higher Education Institutions, Competencies, Students.

INTRODUCTION

Today, through various population registration and statistics agencies, the estimated enrollment in higher education is 4,030,616 students, of whom 48% are male and 62% are female (INEGI, 2021). In the state of Michoacán, higher education is made up of 115,919 students in formal education, of whom 55,090 are male and 60,829 are female, while 14,174 students are enrolled in non-school-based programs, of which 7,949 are male and 6,225 are female. This means that approximately

3.23% of young people in comprehensive vocational training are concentrated in the state of Michoacán.

These figures indicate the importance of implementing and developing academic strategies that contribute to the monitoring and retention of students in HEIs and, consequently, to increasing terminal efficiency in these institutions, with course planning and management in the different elementary educational programs being essential to addressing these strategies. (Reyes, 2023).

Thus, institutional tutoring becomes the academic component that supports students' university and professional training, consisting of support and guidance in specific areas of their development (personal-social, academic-professional, and vocational-work).

Tutoring programs consist of three stages in the student's academic life: initial tutoring, follow-up or generational tutoring, and graduation tutoring.

As we can see, HEIs set their academic and administrative objectives and scope based on quality standards and regulations that guarantee our students and graduates the development of skills and competencies that allow them to enter the labor market, thus fulfilling society's expectations that its members receive a comprehensive education that develops their ability to understand a collaborative and comprehensive social dynamic. (Reyes, 2020)

METHOD

Through an experimental analysis, we will study the results obtained in the diagnostics carried out on the students of the Instituto Tecnológico Superior de Pátzcuaro, noting that it provides higher academic education in the area of influence comprising the municipalities of Erongarícuaro, Huiramba, Lagunillas, Pátzcuaro, Quiroga, Salvador Escalante, and Tzintzuntzan.

The research was conducted through an exploratory descriptive study (Hernández, R., 2014), whose objective is to gather information about students' perceptions of the teaching-tutorial experience as a factor in the implementation and development of the Tutorial Program and, therefore, in their academic development. The information was collected using a 20-item questionnaire, with the participation of 154 students (64 men and 90 women) out of a total of 167 students enrolled in the Engineering in Administration Educational Program, representing a reliability in its application of 92.21%, distributed as follows: 42 students in the 2nd semester, 29 students in the 4th semester, 22 students in the 6th semester, 38 students in the 8th semester, and 23 students in the 10th semester.

A random sample was used (Ochoa, 2019), as the students enrolled in the Engineering in Administration Educational Program were taken as a niche for research on certain aspects of a data set, in which the quality of the information collected is representative, adequately showing the characteristics of the population under investigation.

Using the information obtained as a reference, Cronbach's Alpha Reliability Analysis (Lee Joseph Cronbach, 1951) was applied, obtaining a reliability score of 0.96 in its internal consistency. Therefore, we can consider that the results obtained show the impact of the items applied in the research under study.

DEVELOPMENT

At the beginning of the 21st century and after the process of alternation in the Presidency of the Republic, our country found itself in need of changing its approach to training and education, thus transforming its educational system and giving rise to tutoring as a mechanism to encourage education based on life skills, which aim to train critical, analytical, reflective, inclusive, and democratic citizens.

This diversity of reforms has brought with it the need to debate the role that teachers and tutoring play in higher education.

More than 12 years ago, the National Association of Universities and Institutions of Higher Education (ANUIES) unveiled its proposal for the organization, implementation, and operation of institutional tutoring programs in institutions of higher education (IES) as a result of the causes detected for falling behind or dropping out of school, viewing tutoring as a viable strategy to promote the improvement of the quality of higher education.

Compared to the rest of the country, the state of Michoacán ranks sixth in terms of illiteracy among the population aged 15 and over (with 8 out of every 100 inhabitants in this condition), (INEGI 2015). Michoacán also has the fourth lowest level of schooling in the country (taking into account the population aged 15 and over) with only 7.9 years.

Additionally, the state ranked 31st out of 32 entities evaluated by the educational responsibility compliance index (which evaluates the performance of local educational authorities), (Mexicanos Primero, 2018); and it also ranked 31st out of 32 in the inclusive educational performance index (which evaluates the performance of those involved in education in six dimensions: learning, effectiveness, permanence, professionalization, supervision, and participation) (Mexicanos Primero, 2014).

TUTOR PROFILE

With regard to the tutor profile as a determining factor in academic development, the tutor is defined as "the individual who guides, advises, and accompanies the student during the teaching-learning process, with a view to providing a comprehensive education" (TecNM Tutor Manual, 2013). Therefore, they become one of the main actors in the program and must be aware of the commitment that is implicit in student development.

That said, in order to establish the profile of the tutor, it is necessary to consider three aspects:

1.- Human qualities: these refer to the definition of the teacher-tutor as a person. They include all those attitudes that enable a deep, rich, and effective relationship with others, focusing on qualities such as empathy, authenticity, maturity, responsibility or commitment, and sociability.

- Scientific qualities: these refer to the KNOWLEDGE of the teacher-tutor.
- Technical qualities: these define the KNOW-HOW of the teacher-tutor.

Quality

As the tutor profile is a determining factor in academic training processes, exploring this element is considered relevant for the implementation of tutoring in universities, based on the views of those involved.

TUTORING

Tutoring, as pointed out by UNESCO (1998), comprises a set of activities that promote learning situations and support the proper development of the academic, personal, and professional process by guiding and motivating students so that they, in turn, advance and effectively complete their own training process.

For its part, ANUIES (2000) states that: "Tutoring is personal and academic support throughout the educational process to improve academic performance, help students solve their school problems, and develop study, work, reflection, and social coexistence habits."

The concept of university academic tutoring is considered a formative, guiding, and comprehensive process (Echeverría, 2004).

Meanwhile, Castellanos A. R., cited by Romo (2011), warns that: Tutoring should not be considered an "add-on," but rather an es-

sential aspect of the teaching function. The programs designed for its operation are proactive and aimed at developing students' potential, helping them make decisions about the academic options they encounter as professionals in training.

In 2013, TecNM proposed to capitalize on the efforts made by the Federal and Decentralized Technological Institutes, in their different modalities in favor of tutoring, thus resulting in a Manual that establishes the general provisions to guide tutorial action in the campuses, without being limiting, given that it recognizes the progress made in the different Technological Institutes of the country.

For the National Technological Institute of Mexico, tutoring is a process of group or individual support that a tutor provides to students during their time at the institute, with the aim of contributing to their professional training and influencing institutional goals related to educational quality, raising graduation rates, and reducing failure and dropout rates (Tutor Manual, 2013).

In this way, tutoring is taken as a reference as part of the Institutional Program implemented by the Higher Technological Institute of Pátzcuaro, aimed at providing higher education students with academic support that allows them to develop in the university environment, optimizing their academic career.

INSTITUTIONAL TUTORING PROGRAM

The PIT responds to a set of objectives related to integration, feedback on the educational process, student motivation, the development of study and work skills, academic support, and guidance. The PIT is responsible for coordinating the Tutoring Action Plan, from the definition of tutoring to the Institute's resources and infrastructure, tutoring sessions, and tutor training, among other things.

RESULTS

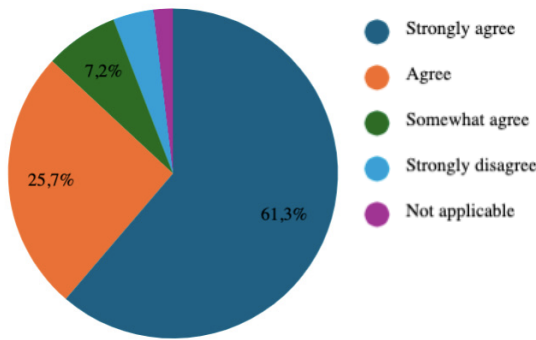


Fig. 1 Tutor layout

Source: own elaboration

60.4% responded that the tutor shows complete willingness when giving them attention, 25.3% said they agreed with the willingness shown by the tutor when attending to them, and 7.1% of students said they more or less agreed with the attention given to them by the tutor. 3.9% said they totally disagreed with the attention given by the tutor, while 1.9% did not answer the question.

a climate of trust, 3.2% of students said they totally disagree that the tutor manages to create a climate of trust, while 2.6% of students did not answer that question.

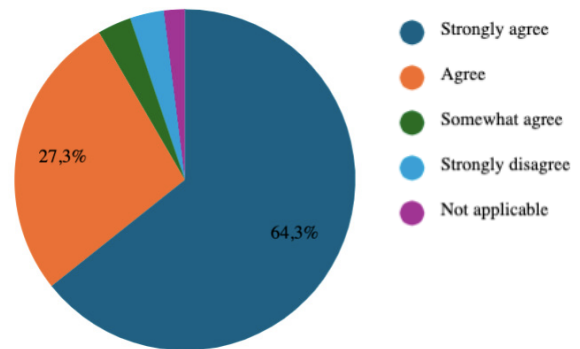


Fig. 3 Treating students with respect and attention

Source: own elaboration

64.3% of students strongly agree that the tutor treats them with respect and gives them the necessary attention, 27.3% of students agree that the tutor treats them with respect and gives them the necessary attention, 3.2% of students somewhat agree that the tutor treats them with respect and gives attention to their needs, while 3.2% strongly disagree with the attention the tutor gives them in terms of their needs and the respect shown towards them.

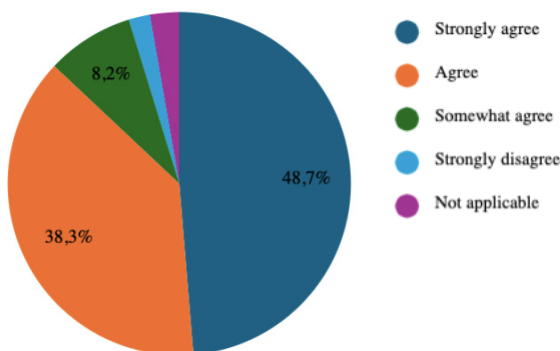


Fig. 2 Ability to create a climate of trust

Source: own elaboration

46.10% of students strongly agreed that the tutor was able to create a climate of trust in which they could discuss their problems, 36.3% of students agreed that the tutor was able to create a climate of trust, 7.8% of students said they somewhat agree that the tutor creates a climate of trust, 1.9% of students said they disagree that the tutor manages to create

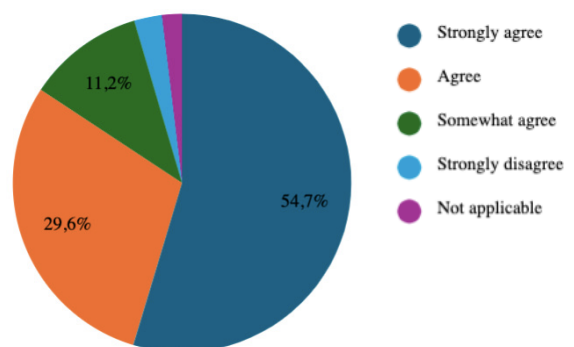


Fig. 4 Interest in academic and personal problems that affect the student's academic development

Source: own elaboration

53.9% of students said they strongly agree that the tutor shows interest in their academic and personal problems that affect their performance, 29.2% of students said they agree that the tutor shows interest, 11% of students said they somewhat agreed that the tutor shows interest in their academic and personal problems that affect their performance, 2.6% of students said they totally agreed that the tutor shows interest in their academic and personal problems that affect their performance, while 1.9% of students did not answer this question.

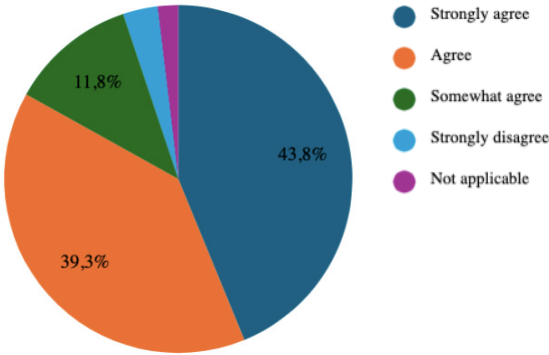


Fig. 6 Willingness to communicate permanently e
Source: own elaboration

43.5% of students strongly agree that the tutor is fully willing to maintain constant communication with students, 39% agree that the tutor shows willingness, 11.7% somewhat agree that the tutor shows willingness to communicate, 3.2% strongly disagree, as they believe that the tutor has no interest in maintaining constant communication with them, while 1.9% of students did not answer this question.

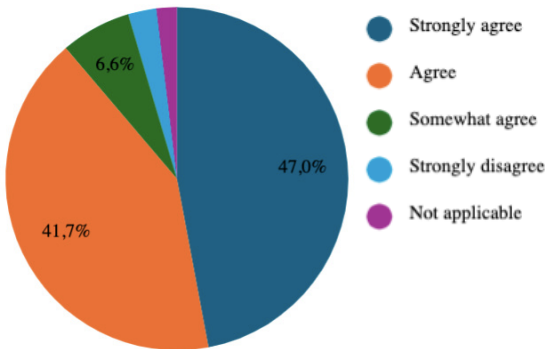


Fig. 5 Ability to listen to problems
Source: own elaboration

46.1% of students strongly agree that the tutor is fully available to listen to their problems, 40.9% said they agree that the tutor is available, 6.5% of students said they more or less agree that the tutor is available to listen to their problems, 2.6% of students consider that the tutor shows no willingness to listen to their problems, while 1.9% of students did not answer this question.

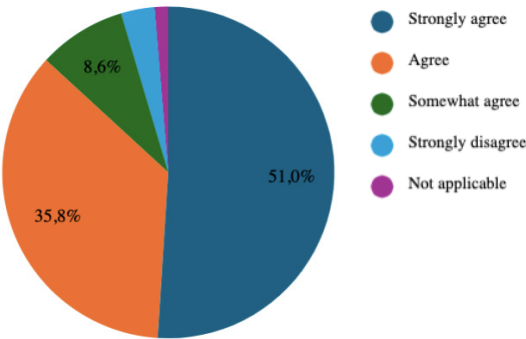


Fig. 7 Tutor's ability to resolve academic questions
Source: own elaboration

50% of students strongly agree that their tutors can resolve their academic questions, 35.10% of students agree that their tutors can resolve their questions, 8.4% somewhat agree that their academic questions can be resolved through their tutors, 1.3% of students disagree that the tutor can resolve their academic questions, 3.2% strongly disagree that the tutor can address their academic questions, while 1.3% of students did not answer this question.

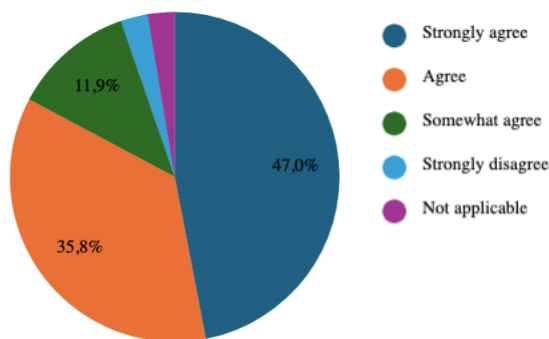


Fig. 8 Guidance on study methods and techniques

Source: own elaboration

46.10% of students strongly agree that their tutor is interested in guiding them in terms of study techniques, 35.10% agree that their tutor is interested in guiding them, 11.7% somewhat agree that the tutor is interested in providing guidance, 2.6% believe that the tutor has no interest in providing guidance on study techniques, while 2.6% of students did not answer this question.

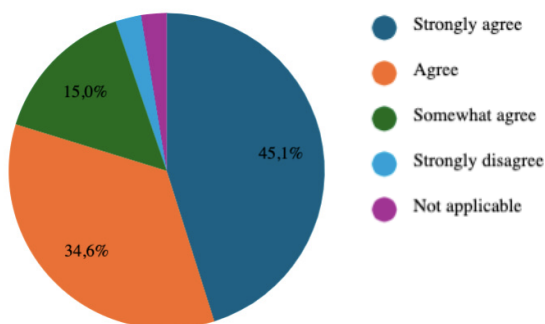


Fig. 9 Interest in identifying problems and implementing actions to resolve them on the part of the tutor

Source: own elaboration

44.8% strongly agree that the Tutor is interested in identifying their main difficulties and implementing actions to help them resolve them, 34.4% agree that the tutor shows interest, 14.9% somewhat agree that the tutor shows interest, 2.6% strongly disagree that the tutor is interested in identifying their main difficulties and implementing actions to help them resolve them, while 2.6% of the students

surveyed did not answer this question.

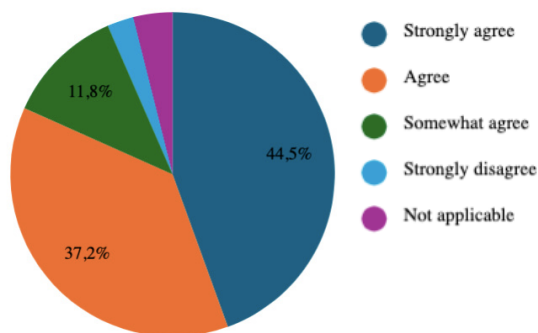


Fig. 10 Encouragement of independent study by the tutor

Source: own elaboration

44.2% of students said they strongly agree that their tutor seeks to encourage them to study independently, 37% of students said they agree that their tutor seeks to encourage them to study independently, 11.7% said they somewhat agreed that their tutor encourages independent study, 2.6% of students said they strongly disagreed, as they felt that their tutor showed no interest in encouraging them to study independently, while 3.9% of students did not answer this question.

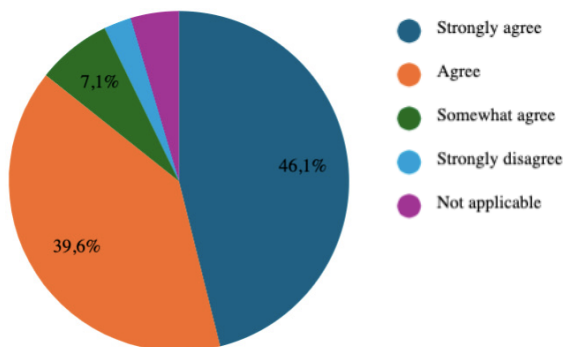


Fig. 11 Professional training of the tutor in the student's specialty

Source: own elaboration

46.10% of students said they totally agree that Tutors have professional training in their specialty, 39.6% of students said they agree that Tutors have professional training in their specialty, 7.10% of students said they totally

disagree that Tutors have professional training in their specialty, while 2.6% of the students surveyed did not answer this question.

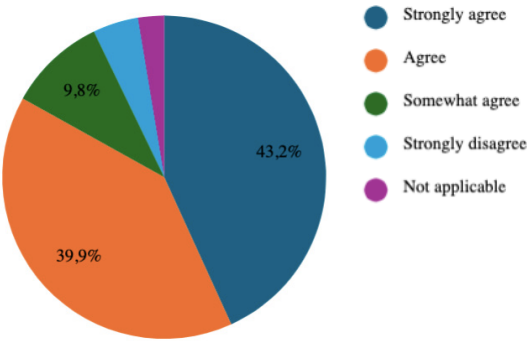


Fig. 12 Tutor’s mastery of teaching methods
Source: own elaboration

42.9% of students strongly agree that tutors have the necessary pedagogical knowledge to provide personalized and group attention, 39.6% agree that tutors have the necessary pedagogical knowledge to provide personalized and group attention, 9.7% of students somewhat agree that the tutor has the necessary pedagogical knowledge to provide personalized and group attention, 4.5% of students consider that the tutor does not have the necessary pedagogical knowledge to provide personalized and group attention, while 2.6% of students did not answer this question.

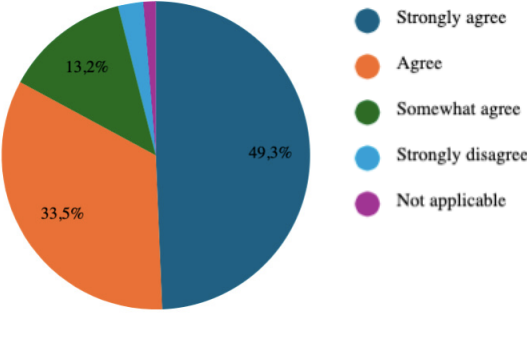


Fig. 13 Ease of locating the tutor
Source: own elaboration

48.7% of students strongly agree that it is easy to locate the tutor, 33.10% of students agree that it is easy to find the tutor, 13% of

students agree somewhat that it is easy to locate the tutor, 2.6% believe that it is not easy to locate the tutor, while 1.3% of students did not answer this question.

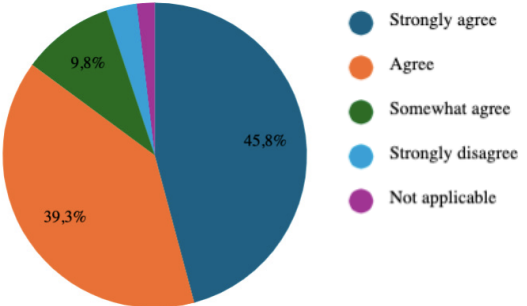


Fig. 14 Knowledge of the Tutor in institutional regulations
Source: own elaboration

45.5% completely agree that the tutor has the necessary knowledge of the institution’s regulations to carry out any procedure. 39% of students agree that the tutor has the necessary knowledge of the institution’s regulations to carry out any procedure. 9.7% of the students surveyed somewhat agree that the tutor has the necessary knowledge regarding the institution’s regulations to carry out any procedure, 3.2% consider that the tutor is completely unaware of the institution’s regulations, while 1.9% of the students surveyed did not answer this question.

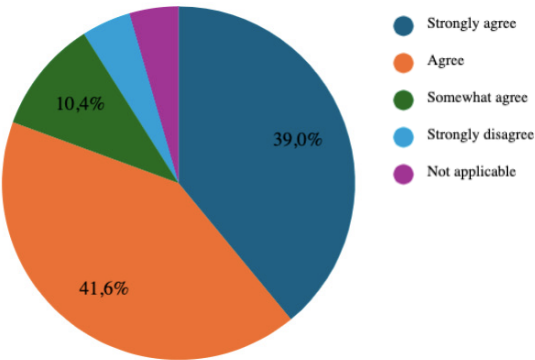


Fig. 15 Guidance from the tutor on choosing courses and credits
Source: own elaboration

39% of students strongly agree that the tutor's guidance has enabled them to choose the right courses and credits.

41.6% of students agree that the tutor's guidance has enabled them to choose the right courses and credits, 10.4% of students more or less agree that the tutor's guidance has enabled them to choose the right courses and credits, 4.5% of students consider that they have not received the necessary guidance from the tutor to choose the right courses and credits, while 4.5% of the students surveyed did not answer this question.

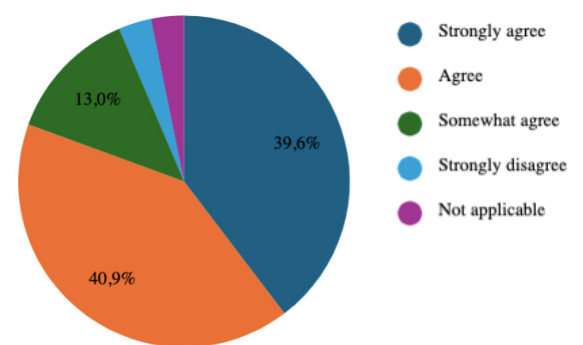


Fig. 16 Tutor guidance toward appropriate placements
Source: own elaboration

39.6% of students completely agree that the tutor has referred them to the appropriate authorities to address their problems, 40.9% of students agree that the tutor has referred them to the appropriate authorities to address their problems, 13% of students say they somewhat agree that the tutor has referred them to the appropriate authorities to address their problems, 3.2% of students consider that the tutor has never referred them to the appropriate authorities to address their problems, while 3.2% of the students surveyed did not answer this question.

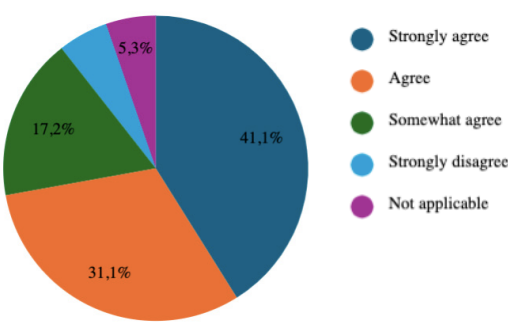


Fig. 17 Improvement in academic performance through the support of the Tutoring Program
Source: own elaboration

40.3% of students strongly agree that belonging to a tutoring program has contributed to the improvement of their academic performance, 30.5% of students agree that belonging to a tutoring program has contributed to the improvement of their academic performance, 16.9% of students somewhat agree that belonging to a tutoring program has contributed to improving their academic performance, 5.2% of students consider that their participation in the tutoring program has not contributed to improving their academic performance, 1.9% of students strongly disagree that belonging to a tutoring program has helped them improve their academic performance, while 5.2% of the students surveyed did not answer this question.

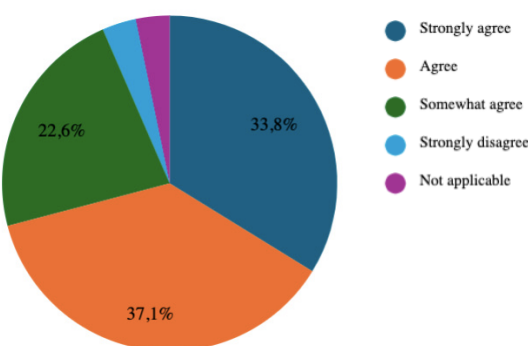


Fig. 18 Improvement in institutional integration with the support of the Tutoring Program
Source: own elaboration

33.10% of the students surveyed strongly agree that with the help of tutoring they have been able to integrate better into the institution, 36.4% of the students surveyed agree that with the help of tutoring they have been able to integrate better into the institution, 22.10% of students somewhat agree that with the help of tutoring they have been able to integrate better into the institution, 3.2% of students surveyed disagree that with the help of tutoring they have been able to integrate better into the institution, while 3.2% of students surveyed did not answer this question.

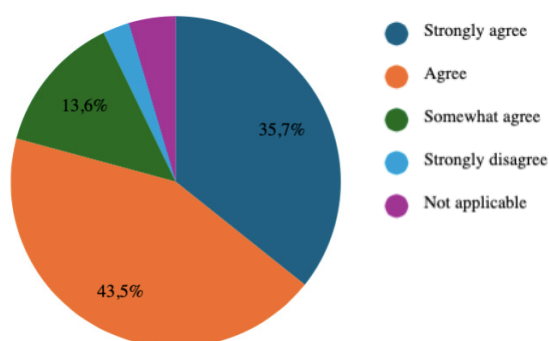


Fig. 19 Level of satisfaction obtained in the Tutoring program

Source: own elaboration

35.7% of the students surveyed strongly agree that the institutional tutoring program has been satisfactory, 43.5% of the students surveyed agree that the institutional tutoring program has been satisfactory, 13.6% of the students surveyed somewhat agree that the institutional tutoring program has been satisfactory, while 2.6% of the students surveyed strongly disagree that the institutional tutoring program has been satisfactory.

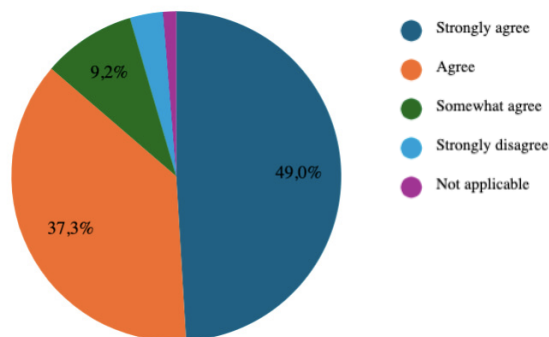


Fig. 20 Satisfaction with tutor assignment

Source: own elaboration

48.7% of students strongly agree with the tutor they have been assigned, 37% of students agree with the tutor assigned to them, 9.1% of students are somewhat in agreement with the tutor assigned to them, 3.2% of students strongly disagree with the tutor assigned to them, while 1.3% of students surveyed did not answer this question.

CONCLUSIONS

The results of the research carried out on students at the Pátzcuaro Higher Technological Institute enrolled in the Engineering in Administration Educational Program have revealed their perception of the impact they believe the Tutor Profile has on their academic development, through the support and guidance provided by the tutoring program.

Among the most significant results are: 1) most students consider the institutional tutoring program to be an important support for their academic development at the institution; 2) most students consider that the tutor's ability to develop a climate of trust, respect, and attention is fundamental to ensuring success in academic support; 3) the tutor's knowledge of the academic and personal problems affecting our students is a fundamental starting point for helping to reduce failure and dropout rates; 4) The tutor's mastery of study methods and techniques is considered a determining factor in the tutorial support process.

5) With regard to the tutor's knowledge of the regulations governing academic and/or administrative activities, our students consider this to be an important element in the academic support they receive.

Based on the results obtained, the importance of following up on this research has been considered in order to develop a series of training activities for group tutors, seeking to develop specific skills and competencies in the field of tutoring. Likewise, the ongoing training of tutors should be strengthened and the institutional program for such training should be reinforced.

Thus, we can observe that students are unaware of the main function of academic tutoring, so for them, success in tutorial work

depends on the affinity they develop with the tutor, with the result that tutorial assignment is not carried out based on the results of an evaluation that supports the activities carried out by the tutor in the classroom in search of comprehensive professional training that helps reduce dropout and failure rates among students.

It is important to note that although tutoring work covers different biopsychosocial spheres, the most important aspect is academic support, which has an impact on learning and improves performance through the use of different cognitive skills in students. It should not be confused with a paternalistic or emotional counseling role.

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