ABSTRACT

The impact of COVID 19 on university higher education has been noticeable in the transformation of the operating system from face-to-face education to distance education. This mixed-approach research sought to determine the relationship between university academic tutoring and vocational training, as well as to describe and analyze the work conducted in academic tutoring at a public university in the Faculty of Business Sciences, Agrarian Sciences and Engineering to know the strategies they execute and elaborate proposals. A survey was administered to a random sample of 227 tutors. Then, 25 tutors and 25 tutors were selected, applying a semi-structured interview. The results indicate that there is a high positive correlation between academic tutoring and vocational training (0.728) and between academic tutoring and the dimensions: personal (0.712); professional (0.671) and academic (0.679). It is concluded that this should follow an organizational process that allows individual and group orientation activities, as well as co-referral when specialized help is required. The tutors must meet certain qualities that allow an empathic approach with the tutors; and academic management should provide continuous training for tutors to improve their strategies.

Keywords: Academic Tutoring; Professional Training; Personal Dimension; Academic Dimension.

RESUMEN

El impacto del COVID 19 en la educación superior universitaria ha sido notorio en la transformación del sistema de funcionamiento de la educación presencial a la educación a distancia. Esta investigación de enfoque mixto buscó determinar la relación entre la tutoría académica universitaria y la formación profesional, así como describir y analizar el trabajo realizado en tutoría académica en una universidad pública de la Facultad de Ciencias Empresariales, Ciencias Agrarias e Ingeniería para conocer las estrategias que ejecutan y elaborar propuestas. Se aplicó una encuesta a una muestra aleatoria de 227 tutores. Luego, se seleccionaron 25 tutores y 25 tutores, aplicando una entrevista semiestructurada. Los resultados indican que existe una alta correlación positiva entre la tutoría académica y la formación profesional (0.728) y entre la tutoría académica y las dimensiones: personal (0.712); profesional (0.671) y académica (0.679). Se concluye que ésta debe seguir un proceso organizativo que permita actividades de orientación individual y grupal, así como la co-refencia cuando se requiera ayuda especializada. Los tutores deben reunir ciertas cualidades que permitan un acercamiento empático con los tutorados; y la gestión académica debe proporcionar formación continua a los tutores para mejorar sus estrategias.

Palabras clave: Tutoría Académica; Formación Profesional; Dimensión Personal; Dimensión Académica.
INTRODUCTION

In December 2019, a new outbreak of pneumonia emerged in China, identified as SARS-CoV-2\(^1,2\) and changes were experienced in the education system, implementing regulations that established the closure of educational institutions in order to protect students and stop the outbreak of spread, marking a significant gap in education.\(^3,4,5\) Faced with this situation, the most affected have been the students, who have experienced alterations in mental health, identifying diverse symptoms such as those associated with anxiety, stress, fear and depression,\(^6\) that is, social, economic and emotional problems that would become barriers to the achievement of institutional objectives in the various university cloisters, where the personal, family and academic dimensions of a tutor were disrupted to such an extent that university tutoring became essential to appease such violations. Faced with this, the processes of attention were reinforced through academic tutoring, understood as a process of action and formative orientation that, according to \(^7\) marks a change in higher education institutions that, if carried out responsibly, comes to enhance the integral development of the student both in its academic dimension, as personal and professional\(^8\) and, to achieve this end, requires an academic organization where the tutor represents an essential element.\(^9\)

These last years have been relevant because the needs of students have been greater when following the sanitary measures and restrictions due to the COVID 19 pandemic. This situation says \(^10\) affected all educational agents and generated changes in their processes. On the other hand, there are the socio-emotional effects generated by isolation, even more so in those with pre-existing problems \(^11\) highlighting among adolescents the cases of anxiety and sadness,\(^12\) which can be attended by the psychological department, but in a direct scope through tutoring programs.\(^13\) Hence, its relevance in this pandemic period, precisely because they allow a more direct contact between teachers and students, in a different approach from that allowed by the configuration of the class or subject.\(^14\) This topic also receives, on the part of the specific literature, distinctions between those academic tutorials and those disciplinary, where the need arises to distinguish between tutors who accompany the student during his career and those that require tutorials where he has expertise in one or more disciplinary areas.\(^15\)

Faced with the above, this study begins by determining the relationship that exists between university academic tutoring and professional training, followed by the description of the different actions conducted by the tutor teacher in attention to the personal, professional, and academic dimension of the tutor. It is concluded by analyzing the data collected from the perspective of the tutor teacher and the tutored, for the establishment of proposals.

Academic Tutoring

Tutoring is a process that leads to a service of institutional quality because it promotes changes in teaching-learning that guarantee innovation actions that improve teaching practice and guarantee the gradual advance of the tutorial function.\(^16\) Likewise, it alludes to the action of tutoring the higher education teacher to the students of his subject, starting from basic functions such as diagnosing, guiding, controlling, and mediating.\(^17,18\) University tutoring focuses on the student and their professional training, for this it uses comprehensive training models, emphasizes the reduction of the dropout rate, guides the follow-up for the professional career and the scope of transversal competences.\(^19\) Universities recognize its importance for the achievement of their institutional objectives, hence the increase in research that addresses this issue, taking into account the solution of problems in its context.\(^19\)

Hence, the tutorial action plan covers various levels of intervention; the first refers to subject tutoring, in which the tutor emphasizes the disciplinary contents. For this, it is required that it be from the professional career chosen by the tutor. Their knowledge and experience will allow them to channel the concerns and interests of students focused on topics related to their area of domain. We can affirm that, the entrants and those who reach the last cycles require this type of advice. During the first cycles there is a dilemma in students about the chosen professional career and the work of the tutor is essential to clarify, reorient and clarify the entry profile required for their professional training. The same happens at the end of the Career when the work exercise through their professional practices occurs and they find a gap between the professional skills and the profile of the worker of the assigned company.

The second is academic tutoring, whose function is oriented to curricular itineraries. It is the tutor who will be able to provide a detailed explanation of the curricular plans and meshes, as well as the credits of the courses and the provisions of the regulations in force. Here an essential function is fulfilled for the insertion of the student into university life. This level of intervention allows an improvement in academic performance because it accompanies their work the advice towards study techniques, the organization of time, the strategies assumed to the changes. The third of these, personal counseling tutoring, requires an empathetic and assertive tutor. It is important that the dialogue between tutors and tutors is horizontal, which guarantees the reliability of the information and the management of the solution to the problems detected.

All these aspects are rethought by the processes of changes that arise from the Covid 19 pandemic, which
has required greater training towards distance education, a self-regulated and self-training learner. In this panorama, the tutor is a central figure for his experience and skills to accompany his tutors in the formation of their professional careers, where tutoring takes on a greater role than in previous processes because the migration that sustained the academic processes from face-to-face to virtual required a companion or guide and, not only to understand the process but also because of the effects that the pandemic caused such as pain, fear, uncertainty and stress in students, this becoming an emotional support that required new work strategies from tutors.

Vocational Training

The development of skills and competencies was affected by the suspension of face-to-face activities, Covid 19 required a rapid reaction and response capacity, ending in a distance learning offer, where the internet was paramount and with it the need to train teachers to assume a different role, being trainers through virtual forms, thus a strong demand for digital skills and a new core task for those who design and approve university training policies that lead to providing a state of bilateral teacher-student impaction, it is thus, that the active role of the teacher focuses on strengthening the academic development of students under the relationship of tutoring and teaching, seeking academic results, learning of greater solidity and the use of training through the thorough knowledge of a curricular itinerary.

The foregoing responds to a formative process that allows the educator to accompany the adolescent in the construction of a life project, which includes the deepening of the relations between education, work, and society. We must not lower our guard to always promote reflection for the improvement of personal aspects that includes insertion and commitment in the context not only social, but also economic and labor. Professional and academic guidance in all age groups will be improved with professionalized and appropriate tutoring. For this, it is necessary that specific training courses are conducted for these tutors, as well as that there is a real coordination between the two areas: education and work, this must be aimed at certain objectives that strengthen the cognitive, the affective and the psychomotor, emphasize certain factors such as knowledge or the field of knowledge, knowledge, and knowledge, related to personal commitment. If we analyze these aspects, they guarantee professional ethics.

The tutored must apply skills developed in three fields: academic, professional and personal, use what has been learned to provide solutions to the problems and challenges that arise and, for this, the tutor plays an important role, his role is protagonist and dynamic in the conceptual, procedural and attitudinal formation of student performance, that is, form it in an integral way; for this, universities must rethink their processes and promote competency training, where the professional not only recognizes the problems, but also propose the solution and develop a critical, open and creative attitude.

METHODS

This study of mixed approach, quantitative and qualitative, sought to determine the relationship between university academic tutoring and professional training, as well as to describe and analyze the work conducted in academic tutoring in a public university in the Faculty of Business Sciences, Agricultural Sciences and Engineering to know the strategies they execute and elaborate proposals. The sequence responds to the formulation of certain questions:

- What is the relationship between university academic tutoring and vocational training?
- What are the strategies that the tutors assume in the personal dimension, during times of Covid 19?
- What are the strategies that tutoring assumes in the academic dimension, during times of Covid 19?
- What are the strategies that tutoring assumes in the professional dimension, during times of Covid 19?
- What would be the proposed strategies for university tutoring?

The information collection technique was the survey and interview, accompanied by two questionnaires and a semi-structured interview guide. The validity of the instrument was conducted by expert judgment. They evaluated under certain indicators: clarity, objectivity, timeliness, organization, sufficiency, intentionality, consistency, coherence, methodology and relevance. At the end they considered its applicability. The reliability of the instrument was also performed by applying Cronbach’s Alpha, which resulted in an extremely high reliability, obtaining 0.902 in the professional training instrument and 0.789 in university academic tutoring. Each questionnaire consisted of 10 items, the first for the academic tutoring variable and the second for the vocational training variable, establishing 3 dimensions: personal, academic, and professional. The Likert scale was used at the usual levels, always, sometimes, almost never or never. The questionnaires were applied to 227 tutors of the Faculty of Business Sciences, Agricultural Sciences and Engineering of the National University of Cañete, selected through a random sample. The interview guide consisted of 10 guiding questions applied to 25 tutors and 25 tutors.

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RESULTS

Questionnaire applying to tutors

Next, we present the frequency analysis in the low, medium, or high ranges established for processing. In figure 1, the variable university academic tutoring is considered at an elevated level (59.47%); 33.48% place it at a medium level and 7.05% at a low level. These results were obtained by consolidating information regarding whether individual academic tutoring and group tutoring were executed. Likewise, only the co-reference of the cases that required specialized help was conducted. This first information allowed us to know the frequency of the student’s follow-up through scheduled periodic interviews and the strategies used.

![Figure 1. University academic tutoring](image1)

In the professional training, 3 dimensions were established: In the personal dimension, it was investigated if the tutor developed issues of self-esteem, self-worth, values, strategies for conflict management in the classroom, intrinsic and extrinsic motivation. In the academic dimension, the questions were oriented to know the process of adaptation to the university work system and the autonomous learning strategies that guarantee academic success, and, in the professional dimension, they were oriented to the analysis of permanent evaluation for the improvement of academic performance and knowledge of related regulations. The results of figure 2 show that in the face of these questions, the tutors place it at an elevated level (64.32%), an average level of 28.63% and a low level of 7.05%.

![Figure 2. Vocational training](image2)

https://doi.org/10.56294/dm2023165
Table 1. Personal dimension

<table>
<thead>
<tr>
<th></th>
<th>Q1</th>
<th>Q2</th>
<th>Q3</th>
<th>Q4</th>
<th>Q5</th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>227</td>
<td>227</td>
<td>227</td>
<td>227</td>
<td>227</td>
</tr>
<tr>
<td>Lost</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Stocking</td>
<td>4,06</td>
<td>4,55</td>
<td>4,26</td>
<td>4,15</td>
<td>4,80</td>
</tr>
<tr>
<td>Median</td>
<td>4,00</td>
<td>5,00</td>
<td>5,00</td>
<td>4,00</td>
<td>5,00</td>
</tr>
<tr>
<td>Fashion</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Desv. Deviation</td>
<td>9,962</td>
<td>8,52</td>
<td>1,214</td>
<td>9,52</td>
<td>7,35</td>
</tr>
<tr>
<td>Variance</td>
<td>925</td>
<td>726</td>
<td>1,474</td>
<td>907</td>
<td>540</td>
</tr>
<tr>
<td>Rank</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Minimal</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Maximum</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Sum</td>
<td>922</td>
<td>1033</td>
<td>966</td>
<td>942</td>
<td>1090</td>
</tr>
</tbody>
</table>

Table 1 allowed to collect information regarding the personal dimension from the perspective of the tutor. The information was used in a range of 1 to 5, whose intervals oscillated on a scale of never, never, sometimes, almost always or always. Thus, we obtained an average ranging from 4.06 to 4.80. The items that stand out are: P5: if the tutor promotes values that the tutor must put into practice in his personal and professional life (4,80); P2: if he speaks to him of respect for oneself and others (4,55); P3: whether to provide strategies on conflict management in the classroom (4,26); P4: if within the panorama that is lived by the effects of Covid 19 is motivated to continue studies (4,15) and P1: if it is oriented on the theme of self-esteem and self-assessment (4,06). The results indicate that the tutors perform actions that satisfy the tutors, establishing a fashion of 5, however, in each of the actions under study we find a minimum of 1 and a maximum of 5, which are coincident in all aspects contemplated.

Table 2. Academic dimension

<table>
<thead>
<tr>
<th></th>
<th>Q6</th>
<th>Q7</th>
<th>Q8</th>
<th>Q9</th>
<th>Q10</th>
<th>Q11</th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>227</td>
<td>227</td>
<td>227</td>
<td>227</td>
<td>227</td>
<td>227</td>
</tr>
<tr>
<td>Lost</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Stocking</td>
<td>4,25</td>
<td>4,79</td>
<td>4,13</td>
<td>4,63</td>
<td>4,52</td>
<td>4,25</td>
</tr>
<tr>
<td>Median</td>
<td>5,00</td>
<td>5,00</td>
<td>4,00</td>
<td>5,00</td>
<td>5,00</td>
<td>5,00</td>
</tr>
<tr>
<td>Fashion</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Desv. Deviation</td>
<td>938</td>
<td>740</td>
<td>1,013</td>
<td>874</td>
<td>822</td>
<td>938</td>
</tr>
<tr>
<td>Variance</td>
<td>879</td>
<td>548</td>
<td>1,027</td>
<td>764</td>
<td>675</td>
<td>879</td>
</tr>
<tr>
<td>Rank</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Minimal</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Maximum</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Sum</td>
<td>965</td>
<td>1087</td>
<td>938</td>
<td>1052</td>
<td>1026</td>
<td>965</td>
</tr>
</tbody>
</table>

In the results of the academic dimension (table 2) highlights the average of 4.79 in P7: Proposes strategies to manage time for study and work; followed by P9: Develops autonomous learning strategies to succeed academically (4,63); P10: Encourages research to support academic work (4,52); P6 and P11 with 4,25, referring to whether the tutor supports adaptation to the university's work system or helps analyze the results of evaluations to improve academic performance and, finally, P8: Provides recommendations for health care, especially in times of pandemic (4,13). We can conclude that the level of this dimension is in a minimum range of (1) and maximum (5), reflecting that a considerable number of indicators are being met.

Table 3 organizes information on the professional dimension, here we observe that the answers to P12: Guides the development of skills and abilities in the professional career you have chosen presents an average of 4.79; P14: If the tutor provides guidelines on the process of obtaining the Degree and the Degree is represented by 4,63; P15: if you provide guidance on the labor field where you will develop, by 4,52 and P13: If you analyze the University Law specifically in relation to students with 4,13. The results show a fashion of 5 in all indicators reflecting that the work of the tutor is recognized.

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Correlational analysis of variables and dimensions

To verify the hypotheses raised in the research, Pearson’s correlation coefficient was applied, through the SPSS program, considering for the decision criterion Yes, p-value <0,05 Ho or If rejected, p-value> 0,05 Ho is accepted.

According to Table 4, the results of the general hypothesis, whose Pearson value is 0,728, are shown, showing a high correlation; also, with a p_value of 0,00 <0,05, which is statistically significant. Therefore, the null hypothesis was rejected, this means that: There is a meaningful relationship between university academic tutoring and the professional training of the students of the faculty is.

Table 4. Academic tutoring and professional training

<table>
<thead>
<tr>
<th>Academic tutoring</th>
<th>Professional training</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pearson's correlation</td>
<td>1  (,728^*)</td>
</tr>
<tr>
<td>Sig. (bilateral)</td>
<td>,000</td>
</tr>
<tr>
<td>N</td>
<td>227  227</td>
</tr>
</tbody>
</table>

**. The correlation is significant at level 0,01 (bilateral).

Table 5 shows that the Pearson value is 0,712 and a p_value of 0,00 <0,05, which is statistically significant. There is a high correlation between university academic tutoring and the personal dimension of students of the Faculty of Business Sciences and the Faculty of Engineering. From them we can conclude that if universities strengthen academic tutoring, this has an impact on the personal strengthening of tutors.

Table 5. Academic tutoring and personal dimension

<table>
<thead>
<tr>
<th>Academic tutoring</th>
<th>Physical dimension</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pearson's correlation</td>
<td>1  (,712^*)</td>
</tr>
<tr>
<td>Sig. (bilateral)</td>
<td>,000</td>
</tr>
<tr>
<td>N</td>
<td>227  227</td>
</tr>
</tbody>
</table>

**. The correlation is significant at level 0,01 (bilateral).

Note: Coefficient of correlation between academic tutoring and personal dimension, according to Pearson

According to table 6, Pearson's value is shown to be 0,671, showing a high correlation; Also, with a p_value
of 0.00 <0.05, which is statistically significant. Therefore, the null hypothesis is rejected, this means that: There is a meaningful relationship between university academic tutoring and the professional dimension of students of the Faculty of Business Sciences and the Faculty of Engineering.

According to table 7, Pearson’s value is shown to be 0.679, showing a high correlation; also, with a p_value of 0.00 <0.05, which is statistically significant. Therefore, the null hypothesis is rejected, this means that: There is a meaningful relationship between university academic tutoring and the academic dimension of students of the Faculty of Business Sciences and the Faculty of Engineering.

In-depth interview applied to tutors and tutors

The qualitative analysis was conducted based on the careful reading of the interviews, a first axial coding of the answers and the creation of open codes. This process conducted by the ATLAS TI refers to the fact that the tutors emphasize the academic, professional, and personal dimensions in the work done, highlighting that the third is the one that requires the most support the tutored. It was possible to obtain data such as that the majority complied with the quarantine ordered by the Peruvian government while a minority did so partially because they had to seek economic resources to support their family. Among the activities most felt by students during the quarantine, is the impossibility of attending face-to-face classes of their educational institutions due to the loss of social relationships.

In figure 3 the word cloud highlights the codes that are most frequently presented, and the student is the central figure of the tutorial activity. Likewise, they highlight terms such as problems, support, implement, interviews, academic, trust, tutoring, support, improvement, topics, academics, among others that give relevance to this permanent process that starts from the solution of difficulties through precise strategies that achieve an environment of trust between tutor and tutor.

In the interview with the tutor and tutor regarding the strategies he suggests improving the work of academic tutoring in universities, the answers obtained were diverse, the same as can be seen in table 8, organized by coinciding aspects of the informants.

From all the above, we can deduce that tutoring allows greater identification with the tutored, hence the study sample agree on the importance of communication to establish a better relationship between tutor tutored. In this regard, (32) highlighted that this complex processes of communication and interaction and requires personalized attention that allows them to know their problems, needs and specific interests. We add that this must comply with an orientation process, and according to (33) aimed not only at the development of the career but also at their academic or personal work. (34) note that personal conception translates into an explicit interest in diagnosing, exploring, and knowing from the reports of the tutor diverse factors that affect him directly or indirectly. Considering for this, their potentialities, allowing to characterize their learning styles, distinction of talents and identification from learning problems to giftedness in students. (35)

https://doi.org/10.56294/dm2023165
Figure 3. Word cloud of codes most often evidenced in college tutoring

Table 8. Tutors and students. Tutoring strategies

<table>
<thead>
<tr>
<th>Tutored</th>
<th>Tutors</th>
</tr>
</thead>
<tbody>
<tr>
<td>ADM_VIII_22: &quot;That teachers dialogue more with us so that they know our situation, for what we are going through, has affected us a lot these years with the quarantine, losing many acquaintances (...)&quot;.</td>
<td>ATH_X_1: &quot;The strategy that the tutor should use to have confidence with the students is communication, the tutor must be very communicative. In Cycle X the orientation should be on their final degree project and the procedures for obtaining the degree, labor field and proficiency in soft skills (...)&quot;.</td>
</tr>
<tr>
<td>CONT_I_19: &quot;Make it more didactic, so that everyone participates in class, students need our teachers, starting a career fills me with many questions and doubts (...)&quot;.</td>
<td>ATH_IV_2: &quot;The best strategy the tutor should use to have students’ confidence is to be transparent. The topics that should guide the IV cycle is everything related to their formation (...)&quot;.</td>
</tr>
<tr>
<td>ATH_IV_3: &quot;That seeks to dialogue and understand students about the problems that occur between peers or personal problems by providing them with solutions (...)&quot;.</td>
<td>CONT_I_7: &quot;Gain the trust of your students in class, be empathetic, select topics of affective relationships and values (...) it is important to change new strategies to counteract the consequences that the Covid 19 panorama is leaving. Our students require more attention. We cannot act the same as before (...)&quot;.</td>
</tr>
<tr>
<td>ADM_I_5: &quot;The tutor is open to the issues we have, encourage the union between classmates, who gives us advice, not only for studies, but for life, even more so now that we all feel nervous about everything that the circumstances demand of us, sanitary measures, care, protocols, plus academic demands (...)&quot;.</td>
<td>IS_IV_24: Academic compliance, in the case of the systems career, some do not have the specialized tool to conduct their work, therefore, the tutor must communicate with empathy towards the student to build trust and provide help, especially now that they require more support to concentrate on their academic activities. Its context and the global problem are affecting everyone (...)&quot;.</td>
</tr>
<tr>
<td>ADM_I_7: &quot;I would recommend that more issues be implemented regarding what we are experiencing and the psychological problems that have caused the radical changes we have faced when moving to university.&quot;</td>
<td>ATH_I_16: &quot;Manifest the topics with transparency, realism and objectivity, that the tutors are more didactic in their classes and achieve significant learning (...)&quot;.</td>
</tr>
<tr>
<td>AGRO_VI_4: &quot;I believe that tutors should have frequent open and frank communication, which allows us to feel confident to tell them what we think and how we feel. Young people need to be heard. (...)&quot;.</td>
<td>CONT_X_17: &quot;Dialogue with the student, the tutor must be empathetic, keep discretion of the problems they trust. It is important to prepare them for the labor market, to look for strategies to overcome the shyness of public speaking, to strengthen their security (...)&quot;.</td>
</tr>
</tbody>
</table>
The student is a teaching figure recognized in the university environment for his ability to develop reflective and critical thinking in students and have certain basic characteristics. The tutors must comply with the profile established in the institutional regulations and must know the functions they will perform before their acceptance because their composition is paramount. The “ideal” tutor must be honest, ethical, and convinced of the great responsibility he assumes; he must emphasize in him his understanding, openness, initiative, coherence, sensitivity, respect, honesty, responsibility that entails knowledge, interest, and commitment. Likewise, the tutor must direct his work with an assertive communication, apply his social skills, emotional skills, and be highly creative to give solutions to Various problems.

It is important that the tutor is prepared to assume this role. However, point out that one of the obstacles that arises at the national and international level for the success of the tutorial action is the lack of training and preparation. Universities must ensure that tutor teachers are prepared for this purpose and for this, they must contemplate permanent training, because it is not only to prepare them to attend to the student in his personal dimension, but also academic and professional.

Proposals for strategies for university tutoring

Next, we organize activities as proposals to include them in the university academic tutoring, which emerges from the application of the instruments of information collection and the revision of the theoretical bases related to the topic of study:

Institutional tutorial diagnostic strategies:
- Implement a situational diagnosis of the tutorial work conducted in the previous semesters and cycles, evaluating the results according to the graduation profile and tutor profile proposed in the Curricula.
- Establish the profile of teacher tutor of the institution, including the guidelines of their training, training, and specialization as such to achieve the academic objectives.

Strategies for implementing tutorial actions:
- Implement the guidelines for the processes of appointment of tutors by specialty and on a permanent basis (years that includes their academic training).
- Establish the guidelines for the execution and control of the individual and group tutoring conducted by the tutor, until the treatment of cases that includes the co-reference, through specialized help.
- Implement comprehensive student support services that establish coordinated lines of action with tutoring services.
- Implement a virtual permanent access tutorial platform that responds to the needs of the tutors and disseminates the institutional tutorial procedures.
- Train teachers in didactic skills and university tutoring strategies, identified in the situational diagnosis of entrants, student permanence and monitoring of teaching performance.
- Promote permanent stimuli for the recognition of the work of the tutor teacher and have the dissemination of successful tutorial experiences.

Control, monitoring and evaluation strategies of tutorial activities:
- Evaluate the results obtained from the execution of tutorials, personalized academic advice and the enabling of special classrooms for the attention of cases identified in a situation of lag.
- Analyze the results of the process of the student accompaniment system, through the formulation of indicators of efficiency and effectiveness.
- Evaluate the system of accompaniment, monitoring and tutorials executed through Virtual platforms.

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DISCUSSION

University tutoring and vocational training

The study concludes that there is a positive and significant correlation between university academic tutoring and professional training, results that coincide with the findings of (42) when stating that university tutoring is significantly related to professional training in the Faculty of Industrial Engineering of a private university in Lima, unlike the results of (43) who points out that it does not influence training academic and humanistic students of a Professional School of Law. Likewise, (44) determines that, to improve the professional situation, the tutorial action should be considered in each professional career and the university administrative authorities should exercise greater emphasis on the training of tutors. (44) highlights the importance of the tutorial function in vocational training and induces to continue deepening their study and not to minimize it by placing them as a need only at an early age.

Tutoring and personal dimension

The results obtained indicate that there is a high correlation between university academic tutoring and the personal dimension of the students of the Faculty of Business Sciences and the Faculty of Engineering, data opposite to those obtained by (43), who points out that tutoring at a personal level does not influence the humanistic training of students since it does not contribute to affective and communicative development; on the other hand, (45) concludes that this allows to develop in the tutored a critical sense in their role of formation to assume protagonist in society, preparing them to act with sincerity and honesty that allows their personal and community transformation. Meanwhile, (46) affirm that university tutoring does not contribute to the development of personal needs, not because of the incidence it has but because of the disagreement in the strategies assumed, both in aspects of motivational development, integration or strengthening of self-esteem, considered weak points in the actions conducted so far.

Tutoring and academic dimension

The results indicate that there is a meaningful relationship between tutoring and the academic dimension of students of the Faculty of Business Sciences and the Faculty of Engineering. In this regard, (47) showed that this improves the academic performance of students by obtaining in their results a probability of improvement of 19 % with assisted accompaniment, through individual tutoring, aimed at achieving academic and generic skills. These data are consistent with the results obtained by (48) who states that one of the functions of the tutor teacher is to guide academic difficulties by instilling in the student responsibility and academic awareness that leads to quality training processes.

Mentoring and professional dimension

We conclude that there is a significant relationship between university academic tutoring and the professional dimension of the students of the Faculty of Business Sciences and the Faculty of Engineering, findings that contradict what was presented by (42) who bases the non-influence on his representative sample by not finding actions that promote identity with the profession, decision-making, strengthening the professional profile and developing skills for job placement. On the other hand, (47) concludes that during the context of Covid 19 and in the virtual education modality that was generated, tutoring is presented as an indispensable element in the strengthening of the university professional profile contributing to the development of competences. In this context, the figure of the tutor is paramount, it is the fundamental axis because it consolidates professional training. (29)

CONCLUSIONS

Academic tutoring must follow an organizational process that allows guidance activities to be conducted, especially in contexts of COVID-19, where the mental health of adolescents is affected. The treatment of cases must respond to a predetermined documentation: Individual academic tutoring registration forms, which includes the motive or personal, academic or family matter; Group academic tutoring registration form, which includes a diagnosis of student needs, treatment and support in topics such as remediation of detected problems; Reference sheet that allows you to request specialized help (doctor, social worker, psychologist …) and the counter-referral form to monitor the derived cases. It is important to have a record of information.

Tutors must meet certain qualities that allow an empathic approach with their tutors. The study program must consider that not every teacher can be a tutor, since this requires a special charisma that allows him to generate a climate of trust to provide help necessary in a specific aspect, identified with the help of the tutored. Consequently, it is important that you determine a profile of the tutor teacher that allows you to meet your objective.

The program must have the continuous training of the tutor teacher to improve their case treatment strategies and allow them to provide a better service. Tutoring not only takes place in the tutor-tutored
context but transcends such limits. To achieve successful counseling, you must know the particularities of your students, both from the social and family point of view, their academic performance, work situation, that is, their situational context. The management of strategies for the treatment of the personal, academic, and professional dimension is relevant and will support their work.

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