



Research Paper

Tutorial Action As A Strategy For The Identification Of Psycho-Emotional Factors In Higher Education Students

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ABSTRACT

The tutorial action represents an opportunity to know, identify and respond to the psychosocial needs of higher education students. In this sense, emotional regulation is a vitally important factor to recognize because it predisposes to academic performance, student integration and the teacher-student relationship. Therefore, the objective of this article is to reflect on the importance of the tutorial action in higher education, through the application of a tool that allowed the recognition of these emotions to design tutorial strategies for the benefit of the student. In conclusion, the tutorial action should be oriented more towards work and collaborative action; and go to administrative liquidation.

KEYWORDS: tutorial action, psychosocial factors, higher education.

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I. INTRODUCTION

Currently, the tasks and actions of the tutor help to work on self-esteem, which allows them to imagine a general life project that affects their feelings. However, the impact of tutors on university students is of great importance, because variables such as the support and accompaniment of the tutor help in the behavior and development of study habits, which provide attention to personal situations, identification of problems and in the integration of participation in activities in the institution. For this reason, the ability to act positively allows students to achieve high goals in short, medium and long periods of time. That is why it is important to identify the emotions of the students, to facilitate the learning process.

According to, Martinez, (2020, p. 1) mention that university tutoring is one of the key actions in the process of integrating universities into the common European space, assuming it as a key quality factor. Its purpose is to offer personalized attention to university students and promote their comprehensive development in terms of both academic and personal and professional progress. It thus becomes one of the differentiating elements that advocates for the quality and equity of training and that responds to the different needs for guidance, support and accompaniment of students through its different modalities and fields of action. Even though there is a more or less generalized agreement around the need for tutoring, it is currently necessary to think about what its contributions may be in higher education students.

On the contrary, from the point of view of Hernández & Guárate (2017, p. 30) they express that the tutoring is the support to the student in the cognitive, affective and social area making use of the personalized attention on the part of the tutor in the environment of their personal and professional training. In addition, the tutor has the responsibility of guiding him in detecting and coping with the difficulties that affect academic performance in order to solve them and achieve his permanence satisfactorily until the end of his professional career (Carhuas, 2022, p.30).

Therefore, through tutoring, the formative development of students is improved and the intellectual development of necessary skills is stimulated to improve the learning results of the students, the increase in the final performance indicators and the improvement of emotions, Being so, that the tutoring becomes relevant and justification since it helps the tutor to carry out a complete training, contribute to the improvement of knowledge and the environment in the classroom, so that it promotes professional maturity, as well as the development of learning skills and strategies. This implies that the teaching aims to influence their values, norms, attitudes and emotions.

In this sense, Cepeda, Villarreal, Ramos & Delgado (2020 p. 4) refer that there are 5 important factors for the identification of emotions in young university students who are part of the tutoring, 1. Emotions, 2. Tutoring, 3. Tutor, 4. Interpersonal Skills, 5. Exploration of emotions. In this way, students with self-esteem refer to the principles that allow them to interact and behave in an appropriate manner, which impacts the management of their emotions and the recognition of their abilities.

Therefore, it is denoted that the functions and actions of the tutor oriented towards the student help him to work on his self-esteem, which allows him to visualize a comprehensive life project that impacts his emotions. In the same way, the accompaniment by the tutor that the student has has an impact on their intrapersonal skills, in addition to recognizing the importance of their academic training. In turn, students have the ability to relate positively achieving their goals. Likewise, it is argued that students with emotional self-control have a greater facility for opening up their learning.

On the other hand, citing Calderón, Cáceres & Zamora (2019, p.5) emphasizes that the reason for tutoring has a lot to do with the vulnerabilities and risks that young people face today. It is necessary to emphasize that fragile social and family ties, fragmented communities and violence, among others, make tutoring a good instrument to mediate and strengthen relationships. In turn, this tutoring manifests itself as a form of accompaniment at a precise moment of developmental transition, establishing a relationship to help build confidence in young people that said transition can be successful.

In this way, the tutor is a guide in the orientation and accompaniment of the student as an element of the educational process, guides the learning activities, that is, the dialogue and control of the student's learning, the use of techniques that strengthen cognitive abilities, including those that adapt the student to the educational environment in order to improve their learning abilities, improving their academic performance and their emotions. In the same way, taking into account Calderón, Cáceres & Zamora (2019, p.5) they consider that academic tutorials seek the development of the student's abilities, also enriching their educational practice, allowing them to detect and take advantage of their potential, developing their capacity. Critical and innovative, improving their student performance and supporting their daily life. Thus, universities must offer tutorial programs in face-to-face, collaborative, virtual modalities and/or a combination of these, supporting the student in their training process.

Taking into account Cepeda, Villarreal, Ramos & Delgado (2020 p. 4) states that the accompaniment by the tutor that the student has has an impact on their inter-intra personal skills, in addition to recognizing the importance of their academic training. At the same time, that when students have the ability to relate positively, they achieve their goals. It is argued that students with emotional self-control have a greater facility for opening up their learning.

Table 1.
Items to identify psycho-emotional factors in tutors

Words that describe how I feel
Things I would like to do when I finish my degree
how does my face look
What am I grateful for

Source: own elaboration (2023)

In conclusion: it is necessary for tutors to be trained in psychology to deal with the emotions of the tutored. In the same way, the design of multidisciplinary strategies for the optimal approach to academic situations that could involve said emotions.

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