

PERCEPTION ASSESSMENT OF A TUTORIAL PROGRAM AIMED AT INLAND STUDENTS AT A LIMA UNIVERSITY

EVALUACIÓN DE LA PERCEPCIÓN DE UN PROGRAMA TUTORIAL DIRIGIDO A ESTUDIANTES DE PROVINCIA EN UNA UNIVERSIDAD DE LIMA

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ABSTRACT

Tutorial support has become more relevant in recent years because of its implications on the socio-emotional and academic performance of students. Consequently, many universities are implementing institutional plans designed to enable students to strengthen their skills and abilities. In that sense, the study seeks to examine the perception of a group of 30 inland students, between the ages of 15 and 18, with respect to the activities developed during the 2014-1 tutorial program. A qualitative phenomenological design was used, as well as focus groups and projective techniques for the data collection process. The results indicate that students view the tutorial program as a space for support and attention, which contributes to the college-life adjustment process; however, they indicate that it should be adapted to the group's ever-changing needs.

Keywords: tutoring, adjustment, tutorial support.

RESUMEN

El acompañamiento tutorial, en los últimos años, ha venido cobrando relevancia debido a la implicancia que tiene en el desempeño socioemocional y académico de los estudiantes, es por ello que muchas universidades diseñan planes institucionales que permiten a sus estudiantes fortalecer habilidades y capacidades. En ese sentido, el presente estudio pretende conocer cuáles son las percepciones que tiene un grupo de 30 estudiantes, entre 15 y 18 años, provenientes del interior del país, respecto a las actividades desarrolladas en el programa tutorial del semestre 2014-1. Se empleó un diseño cualitativo de tipo fenomenológico, y para la recolección de datos se emplearon grupos focales y técnicas proyectivas. Los resultados indican que el programa tutorial es concebido por los estudiantes como un espacio de apoyo, escucha que favorece al proceso de adaptación a la vida universitaria, aunque, también, señalan que éste debe ajustarse de acuerdo a las constantes necesidades del grupo.

Palabras clave: tutoría, adaptación, acompañamiento tutorial.

INTRODUCTION

Currently, university tutoring is considered an important tool in a student's education, since it involves activities aimed at educating the students on personal, social and professional aspects. (Ferrer, 2003). For Crockett, tutoring is a space where systematic orientation is provided all throughout the academic period; assuming the student (and the professor) the responsibility in the process of clarifying the professional program and life's objectives, decision making and conflict resolution (as cited in Upcraft, Gardner & Barefoot, 2005).

This entails a process of change in higher education institutions, at an academic and organizational level, since universities shall draft plans and strategies involving a group of economic, material and personal resources that turn students into one of the most important pillars of change, which translates into an improvement in the educational experience, provided it is based on the students' needs (Romo, 2011).

This importance stems from the different changes being experienced by our society, where education, specifically at college level, shall respond to different social demands, which is done through a comprehensive education of students, contributing to the transfer of culture, science and research (Álvarez González, 2004; Amor, 2012; Bausela, 2006; Bisquerra, 1998; Echeverría, 1997; García Nieto, 2008; Lázaro, 1997; Pantoja & Campoy, 2009; Repetto, 2002; Rodríguez Espinar, 2004; Rodríguez Moreno, 2002; Zabalza, 2003).

Since the tutorial action is a process of continuous monitoring/accompaniment, it is present throughout the entire academic life and the college stage is no exception. Consequently, several studies show the need and importance of

establishing institutional guidelines that allow for guidance and counseling of the student body (Amor, 2012; Apodaca & Lobato, 1997; Colvin, 2007; González López & Martín Izard, 2004; Pino & Ricoy, 2006; Sanz Oro, 2001; Watts & Van Esbroeck, 1998).

In line with this, some research shows that university students are more aware and committed to their professional education, so they expect the university to let them live experiences where they can develop new abilities, acquire maturity, i.e., obtain a training –not only professional but also personal– that will enable them to cope with the series of situations they may face in life (Álvarez Pérez, Alegre de la Rosa & López-Aguilar, 2012; Bishop, 1990; Castellano, 1995; Castellano & Sanz, 1990; Coriat, 2002; Coriat & Sanz, 2005; Michavila & García, 2003; Saíz & Román, 2011; Stone & Archer, 1990).

Based on the above, it is important to define a tutorial model aligned with the university's mission and vision which responds to the demands posed by students, the institution and society (Porta, as cited in Rodríguez Espinar, 2004); these models will define the professor's functions and the three large areas to be worked under the tutorial system:

- Vocational tutoring (transit from high school to college)

This service is about training in making decisions that are valid and coherent, that allow for identifying their profile and how this adjusts to their professional career's requirements. While this activity shall be developed during the regular basic education, in practice it is not always so. This implies that students start college with a serious confusion regarding their professional activity. Thus, activities that allow

students to clear up and guide their vocation are important; this is done through the design and application of brief academic and vocational orientation programs.

- Academic-university tutoring (instructor and counselor)

The main objective is to provide academic, personal and professional support to students throughout their study years; in conclusion, it seeks to contribute to the holistic development of people who transit through the university, strengthening the positive aspects and working on the weak points, maintaining a teaching-learning vision focused on the development of knowledge, skills and attitudes (competencies), aimed at the effective attainment of goals.

For this reason, it is important that the work focuses on a personalized and deep attention, working in small groups that allow for the creation of links resulting from a trust and intimacy-filled environment.

- Professional-occupational tutoring (workforce insertion)

The objective is to strengthen the professional training of students and insert them into the work market.

The establishment of a model, in the tutoring practice, allows institutions to separate the initial conception, subject to purely academic orientation, to assign a new meaning to the student's monitoring provided at several levels where there is a space to guide learning and future practice (Michavila & García, 2003; Rué, 2004).

Consequently, as proposed by several authors, a comprehensive tutoring model is the one that addresses a student's academic, professional and personal aspects, since it allows the strengthening the student's different facets: intellectual, affective and professional

(Álvarez Pérez, et al., 2012; García & Gálvez, 1996; Marín & Rodríguez Espinar, 2001).

As indicated by Castro (2012), this model requires a great dedication and training from the faculty (or from the teacher in charge of tutoring), since they are to play several complex roles so that an optimal monitoring can be performed, which, in turn, generates the need to have a network of support services.

Also, diverse studies indicate varied benefits, attributed to this model: 1) it fosters the integral development of students, to the extent that it extends to fundamental dimensions in its education (intellectual, personal, affective and social); 2) it allows for an individualized attention; 3) it provides information to the students that makes possible their integration into the university community and its education process (administrative, curriculum, academic activities, orientation activities, service development, etc.); 4) it improves the teaching and learning contexts, since cozy and (intellectually and affectively) challenging spaces; 5) it promotes student participation in the institution (Álvarez Pérez & Jiménez, 2003; Alvarez Perez, et al., 2012; Alvarez Rojo, García, Gil and Romero, 2000; Castro, 2012; Haya, Calvo & Rodriguez-Hoyos, 2013; Lobato & Echevarría, 2004; Rodriguez Espinar, 2004).

Due to the above, it is important to have professionals with proven academic, emotional, psychological and social competencies to work with students in their training process.

Castro (2012) and Gallego (as cited in Gairín, Feixas, Guillamón & Quinquer, 2004) refer that the tutor shall have certain characteristics that define him or her for the functions to be performed:

The faculty are expected to develop competencies on four levels:

1.- Cognitive: To know the institution's policies, the university's projects, to identify with the organization's mission and vision, to recognize the administrative processes concerning the students, the processes of academic, social, emotional and psychological development that the students go through.

2.- Technical: To know and handle techniques used in the tutorial work (interview, observation, group dynamics, follow-up strategies and monitoring, etc.). To have effective communication, conflict resolution, reflexive thinking, negotiation skills, among others. To maintain contact with the diverse areas of Orientation and well-being of the student, in order to make timely referrals.

3.- Affective: Self-knowledge, self-acceptance, ability to express needs, tolerance to frustration and stress, respect towards individuality and academic, cultural and socioeconomic diversity, showing empathy, consideration for own

and other's limitations, capacity for assertive communication, ethical and deontological codes, valuing the individual's dignity.

4.- Social: Know how to laugh at the right time, keep calm in difficult situations and project a mood that's in tune with the circumstances.

In summary, this study seeks to know, from the protagonist's point of view, in this case the student body, the perceptions they have regarding the tutorial program. Consequently, besides gathering the contributions from students, this paper seeks to incorporate them into the area of design and the implementation of activities that respond impartially to their needs.

Objectives

This study's objective was to "Assess the perceptions regarding the tutorial program in a private university in Lima," with the following specific goals:

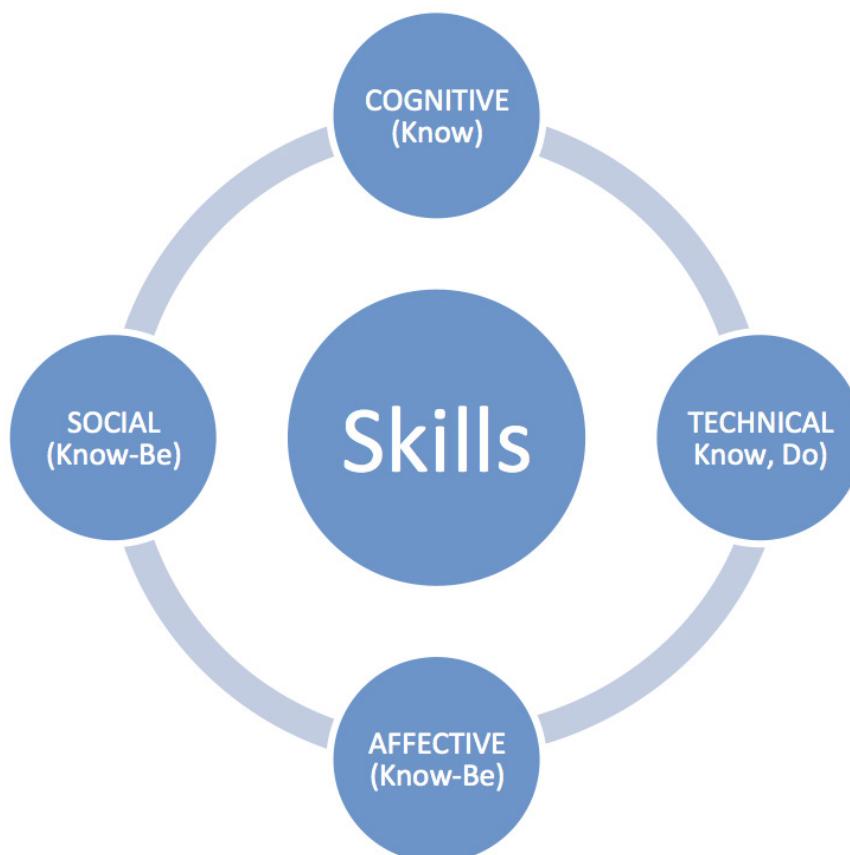


Image 1. Teacher-tutor competencies

- To understand the process of adapting to college life.
- To interpret the strengths and weaknesses of the tutoring program.
- To identify the suggestions regarding the methodology that shall be used in the tutoring program.

TEACHING METHODS

Design

The methodology used was qualitative, exploratory and interpretative type, since it allows to know the student's perception individually and profoundly. Regarding the design, it is phenomenological (Creswell, Hanson, Clark & Morales, 2007).

Participants

The assessed group was comprised of young individuals from the province, between 15 and 18 years of age, from different programs at the university.

A total of 30 students, from two campuses, were evaluated; three 10-student groups were organized with them. From the total of students, 20 are still in the tutorial program and 10 abandoned the service.

Data collection techniques

For the data collection, the focal group technique was used, supported on a semi structured interview. This activity was directed and recorded by the interviewer aimed at obtaining information (opinions and feelings) that respond to the study objective. Additionally, projective group dynamic techniques and *collage* were used in order to identify emotions and hidden perceptions.

Procedure

The study was performed in the university classrooms by a specialist with ample experience in this type of research.

Furthermore, the ethical principles of confidentiality, anonymity and absolute data reserve were observed, and the participants were told that the results obtained would only be used for this study aimed at proposing improvements. For this, an informed consent was signed in order to ensure their voluntary participation in this research.

The transcriptions were performed and then the contents of their comments were analyzed, as well as the observation of the images in the *collage*.

RESULTS AND DISCUSSION

The results are shown based on three specific aspects that were researched: adaptation to college, strengths and weaknesses of the program and, finally, suggestions proposed.

Adapting to college life

This aspect allowed us to know the process that the students had to go through in order to make themselves part of college life and whether the activities included in the tutorial program were conducive to strengthening certain skills to cope with this situation.

In this sense, moving from the province to the capital meant a drastic change since they had to assume cultural differences, learn how to be independent, responsible and autonomous in their decisions and actions. They experienced a feeling of alienation and longing, and additionally had to establish new friendships with different people which generated some degree of anxiety.

"Well, for me it was a very drastic change, from knowing that you have to take care of the money, of yourself, studying, tests, many times you have to be on top of all so you don't ruin things."

(Student continuing in the Tutorial Program – Chorrillos Site)

“Well, the truth is that going away from my family was very complicated because for most of my life I have lived with my family; it has to do also with the study method at this university, which has been hard for me.”

(Student continuing in the Tutorial Program – Chorrillos Site)

“A person, I mean, when I got here everything seemed very strange because I had to meet new people; the expression is amazing to find people who think differently or who are like you.”

(Student who abandoned the Tutorial Program – Chorrillos Site)

“...meeting new people was not that easy for me, not as I would have expected; each person was as talented as me, or maybe even more...”

(Student who abandoned the Tutorial Program – Chorrillos Site)

These feelings were evident through the drawings made by the students:

“I drew my entire body as if I was mutilated, because at that moment many positive and negative feelings came to mind.”

(Student who abandoned the Tutorial Program – Chorrillos Site)

“I drew a person with question marks.”

(Student who abandoned the Tutorial Program – Chorrillos Site)

“An environment with new people, a new environment with strangers, I mean, since you just start you don’t know them well.”

(Student who abandoned the Tutorial Program – Chorrillos Site)

It is important to point out that this group feels more integrated with students that come also from inland; a great number of students feel estranged from the students that are from Lima.

As indicated by Álvarez Pérez & González Alfonso (2007), personal and social adaptation difficulties of the new admittees (in this case also immigrants) are a result of the lack of social skills, loneliness, integration problems, separation from their families, defenselessness, poor autonomy, etc., which expose a lack of emotional balance.

Perception of the university

Regarding the strengths that they recognize at the university, both the students who continue in the tutorial program and those who abandoned the service, mention the modern infrastructure, technology and the opportunity offered to them to learn new things, have a staff of qualified professionals, good organization, professional opportunities and accessibility to professional advancement abroad.

“When I’m here I feel that I am learning or getting to know new things.”

(Student continuing in the Tutorial Program – Chorrillos Site)

“The university helps you mature and all that, but it also exerts pressure on you, it eats you up.”

(Student continuing in the Tutorial Program – Chorrillos Site)

“I thought of the brainless, because they say you go crazy in college; many study activities, many things that you go through at the university so you have to

mature faster, you have to be more and more responsible.”

(Student continuing in the Tutorial Program – Chorrillos Site)

“An environment with new people, a new environment, with strangers, and because you are just starting you don’t know them very well but little by little you will get to know them and they will probably become your friends.”

(Student who abandoned the Tutorial Program – Chorrillos Site)

“It has a good, modern infrastructure; good professionals.”

(Student who abandoned the Tutorial Program – Surco Site)

“It is well organized, it offers professional opportunities and training offerings.”

(Student who abandoned the Tutorial Program – Surco Site)

However, some students also single out some weaknesses as regards to the quality of the teaching and they do not consider it even, some of the teachers are perceived as “good.” They complain about some services, such as the cubicles being too small, too many students, the library does not have the required space for all the students.

“Quality of the faculty; there are good teachers but there are some other who are very lazy.”

(Student who abandoned the Tutorial Program – Surco Site)

Family communication

A vast majority of the students have a fluid communication with their family, they maintain a bond of trust and they talk to their parents

about their difficulties they have and the activities they participate in; however, some of the students mention that they do not mention their worries to their parents so as not to worry them or make them angry.

A small group of students who abandoned the tutoring program has a more distant communication, once a month, they are more independent; in general they don’t talk often with their parents about their setbacks and hurdles they may have experienced.

“Normally, my mom calls me often.”

(Student continuing in the Tutorial Program – Chorrillos Site)

“Yes, I have always talked to my dad, I call or they call me every day. I think that leaving my problems aside for a moment and find out how he is doing and have some relax time, not being sad all the time.”

(Student continuing in the Tutorial Program – Chorrillos Site)

“Once a month, depending on the circumstances.”

(Student who abandoned the Tutorial Program – Chorrillos Site)

“Once in a while only, once or twice a month.”

(Student who abandoned the Tutorial Program – Surco Site)

“I have RPM (private call network) and I call 5 or 6 times a week, I talk to my Dad more than to my Mom because when I talk to my mom I feel like she is going to cry. She is very emotional and I don’t like to hear that so I hang up quick... but I talk to my Dad more often.”

(Student who abandoned the Tutorial Program – Surco Site)

The student's characteristics will determine the emotional needs to be satisfied. While the student shows a greater autonomy, dialogue capacity and forming links, the adaptation process will be progressive and positive (Castro, 2012).

Family plays a key role in the student's adaptation process because it allows them to connect to their culture, traditions, customs, etc. When they insert themselves into a new context, students must face this fact and adopt a new posture that will allow them to feel as part of new group, with new behavior codes, new habits and, even, a different value system. Thus, maintaining a constant communication with their family allows them to go through this process in a systematic way (Díaz, Tarragona & Trejos, 2007).

Strengths and weaknesses of the tutoring program

Current situation

Most participants think that studying at the university is a source of personal satisfaction and a way to attain success, which is done through a lot of effort and sacrifice. Finishing their studies translates into an improvement in the students' and their families' financial situation.

The students expressed their feelings through the drawings they made; additionally, they explained what these represented:

"The arrow going up: Self-improvement, it helps us to be better both intellectually and psychologically as individuals."

(Student continuing in the Tutorial Program – Chorrillos Site)

"The green illustration that represents a triangle of people: That is you who decide where you are, it tells us that it is up to us."

(Student continuing in the Tutorial Program – Chorrillos Site)

"The Satellite Antenna: We are always accompanied by the technology provided."

(Student continuing in the Tutorial Program – Chorrillos Site)

"A boxer: The students represent the boxers, i.e., we all know where we come from, to put it somehow, and where we are meant to go."

(Student who abandoned the Tutorial Program – Surco Site)

"TUTU Dreams: representing the dreams we can make true."

(Student who abandoned the Tutorial Program – Surco Site)

"Bicycle: means moving forward with our dreams is a sign of courage, the strength and effort is visible, always going up."

(Student who abandoned the Tutorial Program – Surco Site)

"Building: The infrastructure, the modern university makes you feel like moving on, I mean, if you come from other universities, not all of them have these things, not the technology we have here and that motivates to keep on studying, the environment itself."

(Student who abandoned the Tutorial Program – Surco Site)

"Man with hard-hat: Our goal is to be engineers."

(Student who abandoned the Tutorial Program – Surco Site)

"A girl sticking out her tongue, in other words, making the best out of any"

situation, in a way it helps you move on and give it a chance.”

(Student who abandoned the Tutorial Program – Chorrillos Site)

Strengths of the program

The students who tend to have a positive outlook about the program, are those who attend regularly their sessions, they express that they provide them the chance to learn and feel listened to. Also, they express that it has helped them adapt to college life, becoming a space for emotional support and orientation that gives them the chance to express their concerns freely.

Among the strengths identified by the students assessed, are:

“Development of tools and techniques that allow them to move forward-self-improve, a space to tell about their difficulties/problems, it is motivating / inspiring.”

“Tutoring provides support and benefits the adaptation process of inland students. A place where they can express themselves freely.”

Even the students who abandoned the program are able to single out strengths in it:

“The programs/academic tutoring sessions are necessary.

The program allowed getting organized (minority). It provides vocational orientation.”

Several research studies show that the students value the direct or indirect actions implemented by the institutions to foster the students’ adaptation process during the first academic year. Additionally, there is a greater

preference for the instructors (tutors that tend to foster relationships based on proximity and openness) (Amor, 2012; Haya, et al., 2013).

Weaknesses of the program

Ultimately, students who abandoned the tutorial program have mostly a negative perception of it. Because they consider it routine, invasive, extended (session time) and not so useful. It is worth noting that a great deal of students who decided to abandon the service are enrolled in higher semesters (II/III) and show a different profile, since they tend to be self-sufficient and independent, reserved regarding their personal issues and, in some cases, somehow secretive. Others reflect being questioning, critical and closed-minded.

“The tutorial should not be mandatory, rather voluntary for the people who need it, but the academic tutoring, that should be at least once a week.”

(Student who abandoned the Tutorial Program – Chorrillos Site)

“Did not help in the day to day tasks.”

(Student who abandoned the Tutorial Program – Surco Site)

“Provides mostly emotional support.”

(Student who abandoned the Tutorial Program – Surco Site)

“People who go or who we think should go are those who don’t feel safe, those who feel sad, insecure or lonely, and those who are at risk.”

(Student who abandoned the Tutorial Program – Surco Site)

“They switched tutor again, so they ask everything because they don’t know about you... it is repetitive.”

(Student who abandoned the Tutorial Program – Surco Site)

“It is an exploratory and evaluative program. They ask too much/ they ask about personal issues. It is routine.”

(Student who abandoned the Tutorial Program – Surco Site)

“Having a one-hour session is too long.”

(Student continuing in the Tutorial Program – Chorrillos Site)

A constant problem experienced currently by the institutions is the lack of participation of college students in tutorial programs; thus, it is important that the students are made aware of their real purpose. These spaces should be strengthened so that they become fundamental elements that have an influence in learning and maturity of the students; this way, make them understand that the educational process goes beyond learning contents (Álvarez Pérez & González Alfonso, 2007; Amor, 2012; Jiménez, 2010).

Tutor's perception

Among the strengths of the tutor, most participants who attend tutoring sessions perceive them as a psychologist, because they have skills to listen to the students when they have problems or difficulties; at the same time, the tutor as a motivating person, provides emotional support and encouragement, orienting and providing advice for the student's better performance.

However, this connotation tutor-psychologist bothers the students who do not attend tutoring anymore, to the extent that they may feel evaluated or that they are troubled youth.

“My tutor cheers me up; we can talk about any subject.”

(Student continuing in the Tutorial Program – Chorrillos Site)

“‘The game of life’: Talking to my tutor is receiving always good advice on how to go on and gather courage to continue along this process.”

(Student continuing in the Tutorial Program – Chorrillos Site)

“The tutor helps you get ahead in your study, and teaches you how to manage time, use tools that improve your learning.”

(Student who abandoned the Tutorial Program – Chorrillos Site)

“When you are feeling down because of a test or anything else, she provides you with personal motivation.”

(Student continuing in the Tutorial Program – Chorrillos Site)

“To be honest, it did help me to talk about my problems, it was not that important, but it helped me know what to do and what not to do.”

(Student who abandoned the Tutorial Program – Chorrillos Site)

“I did have an excellent experience with my previous tutor because she accommodated her schedule according to my availability. For example, if we were missing a session, she would ask me what time I was available or give me window of time because sometimes I had to make up for some class time and I would say, No I can't at this time or I can at this time and we agreed.”

(Student who abandoned the Tutorial Program – Surco Site)

To sum up, the tutors strengths, identified by the students are: active listening

skills, receptivity to problems and difficulties, motivation/encouragement to improve, provides emotional support, provides orientation and advice, generates confidence for dialogue, provides tools to improve academic performance, provides guidelines to strengthen social skills.

It is important that college students learn, during their different stages of academic and professional development, how to interpret the different experiences that they go through, consider different perspectives and find a sense to their lives. Thus, tutors must accept the challenge and foster student empowering through the strengthening of their decision-making, self-regulation, leadership and other abilities. (Adame Obrador, 2012; Castro, 2012; Lobato & Ilvento, 2013).

Regarding the weaknesses perceived in tutors, the most critical opinions were found in students who abandoned the tutoring sessions. These participants perceive the tutor as an evaluating person regarding their personal life, wishing to know more than what the students want to say, such as their emotional state, problems, family, performance, trying to have them seek relief by expressing their hurdles. This exploration is made repeatedly during the sessions so they become boring and make the students stop attending.

“Yes, a little bit more of confidence, but I don’t like it, my tutor is too young, a kid, an older person has much more experience, I see that; it is difficult for a young person to think maturely and be able to give you good advice.”

(Student continuing in the Tutorial Program – Chorrillos Site)

“I think that they should look for interesting topics to discuss. That they should talk about topics like social skills or leadership.”

(Student continuing in the Tutorial Program – Chorrillos Site)

“This means that the tutor delves into things.”

(Student who abandoned the Tutorial Program – Chorrillos Site)

For the above reasons, the students (both those who continue in the tutorial service and those who abandoned the tutoring) express expectations regarding an ideal tutor. In that sense, students indicate that tutors should be more dynamic; active; that they should motivate others; be more fun, so that the activities are more relaxed. Should be empathic, I mean, that they can put themselves in other people’s shoes; that creates trust and allows to become friends; that they are not perceived as psychologist that are evaluating you all the time.

In other words, the new role of the college instructors implies taking on the challenge of coping with the students’ diversity, walking alongside the student in their learning/teaching process and foster their comprehensive development so as to acquire tools that will prepare them for life (Álvarez González, 2008; Amor, 2012).

Tutors must propose innovative and new topics, so that they generate curiosity and interest towards the activities; they must also have the ability to help students organize themselves in the development of their study habits.

“They must teach us how to learn in an easier and faster way.”

“More-advanced techniques.”

(Student continuing in the Tutorial Program – Chorrillos Site)

“They don’t have a good method; they should motivate us so it becomes more attractive.”

(Student who abandoned the Tutorial Program – Surco Site)

“It should not be boring; they must make us feel at ease, like an icebreaker.”

(Student who abandoned the Tutorial Program – Surco Site)

“It should be more dynamic, ludic.”

(Student who abandoned the Tutorial Program – Surco Site)

“Should be more of a friend and less of a psychologist’, ‘should play with us’, ‘go to lunch with us’”

(Student who abandoned the Tutorial Program – Surco Site)

“Should propose new things, provide workshops like speed reading, self-expression, and speech.”

(Student continuing in the Tutorial Program – Chorrillos Site)

Regarding the tutor’s age, there is no consensus among participants considering that some look for:

- A more mature person, with more experience to be able to give them advice and guidance.
- Other participants consider that they should be younger, closer to their interests and their styles.

Assessment of permanence in the tutorial program

Among the main reasons to attend and stay in the tutorial program, is appreciation and satisfaction with the program, emotional support for adapting, positive bond with the tutor, feeling stressed or pressured (latent).

Regarding the reasons to abandon, are the undervaluation of the tutorial program, considering it not useful and repetitive; perceiving oneself as self-sufficient and independent: “I don’t need it; that is for people with problems.” Because they are so secretive (closed-up in some cases), they are bothered by being questioned about their personal lives, and also, the tutoring sessions are too lengthy.

When asked if they would return to the tutorial program, most of them answer “no”, because it is not necessary or useful for them.

“Tutoring sessions should be optional; when a person needs them, yes it’s ok to go, the tutor should be willing to listen. Because if you have nothing to tell them, what is the point of going.”

(Student who abandoned the Tutorial Program – Surco Site)

“I think that some people do need it. People who need it are those who have problems, and those who don’t need it I don’t know, I have problems but I find a solution to them.”

(Student who abandoned the Tutorial Program – Chorrillos Site)

“No, because it consumes your time.”

(Student who abandoned the Tutorial Program – Surco Site)

CONCLUSIONS

Tutoring is extremely important in the student's adaptation to college life, but this should be in response to academic, social, emotional, cultural and development needs and demands of students. Thus, it is necessary to create a space where the tutor can present practical strategies that can be applied to daily situations; that will allow learning not only on the academic front but also that provide tools applicable to life.

The adaptation process has been a difficult and complicated experience for most of the participants due to the estrangement from their families, their habitat and their lifestyle. Studying in Lima has meant a change in their life and undertaking new responsibilities not only regarding education, but also in their personal sustenance that generates anxiety episodes that the tutor should help control. The tutorial program is, in part, an emotional regulator and a space where students can express their problems or difficulties.

In that sense, students are aware that tutoring fosters adaptation and contributes to the process of assimilating the new life they have and the demands imposed by it; provides them with guidance and advice on emotional, social and even academic issues; fosters freedom of expression and, finally, is a medium that helps them become better individuals and handle any obstacles in their way.

In spite of that, it is important to reformulate the proposal and insist on the approach style used by the tutor, since this is characterized as invasive and evaluative because it digs too deep into personal issues. A differentiation between therapeutic and tutorial assistance should be stressed.

For this reason, a methodology involving a ludic and dynamic system is proposed,

preferably with group work and where the topic is presented based on a participatory diagnosis.

An important aspect would be to monitor students' perception through short surveys that enable making the necessary adjustments regarding the tutor, their work style and the topics covered.

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