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STUDENT PERCEPTION OF TUTORIAL ACTION AND ODRACIR VARIABLES IN UNIVERSITY LEARNING: A STUDY AT FCA-UABJO

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ABSTRACT

This study analyzes the perceptions of first-year students in the Faculty of Accounting and Administration at UABJO regarding the institutional tutoring program and its relationship with variables associated with quality learning: organization, availability, responsibility, attention, fulfilment, importance, and reality (ODRACIR). A mixed-methods design was used, combining documentary review and a cross-sectional quantitative study applied to 116 tutees through a survey. Based on the operationalization of the variables, indicators were constructed and examined using descriptive statistics and principal component factor analysis. Results show that more than 90% of students report knowing what tutoring is, its benefits and the relevance of having a tutor, as well as the need to organize their activities, devote time to study and comply with academic tasks in order to achieve quality learning. Factor analysis grouped the items into four components linked to knowledge of the program, attitudes toward tutoring, self-regulation of study and the appraisal of one's academic trajectory. The study concludes that, although students assign a high value to tutoring and

recognize the importance of the ODRACIR variables for their training, there are still challenges concerning the institutional consolidation of the program and the systematic monitoring of its impact on retention and academic performance.

KEYWORDS: University Tutoring, Higher Education, Institutional Tutoring Program, Student Retention, Quality Learning, Self-Regulated Learning, ODRACIR Variables.

1. INTRODUCTION

One of the main problems in Higher Education is school dropout and dropout, in addition to high failure rates. Faced with this situation, in 2000 the National Association of Universities and Institutions of Higher Education (ANUIES) implemented the Institutional Tutoring Program at the university level, with the purpose of strengthening the comprehensive education of the student and reducing the factors that affect dropout.

Academic tutorials are conceived as a systematic process of accompaniment that guides the student in their academic, personal and professional development, through continuous interaction with a tutor teacher. According to ANUIES (2000), tutoring is "an educational strategy focused on personalized accompaniment of the student, in order to support their school career, promote their autonomy and promote their integration into university life". In a complementary way, Aguilar and Sánchez (2016) define tutoring as "a space for communication and academic guidance that allows for the timely detection of learning problems and the channeling of comprehensive support strategies".

However, to date, few results have been documented as a systematic pattern to analyze the efficiency of the tutorial plan on student performance. In the case of the "Benito Juárez" Autonomous University of Oaxaca, the University Tutoring Program has been implemented in a particular way in each Academic Unit, and in the Faculty of Accounting and Administration through the General Coordination of Tutorials and Consultancies.

The results of the Tutorial Action Program in this faculty are mainly evident in terms of coverage: of 217 professors, 37 are full-time professors and 180 are subject professors, of which only 31 work as tutors. There are 28 full-time teachers and 6 full-time teachers incorporated as tutors. To strengthen the tutorial action, integration and personal development activities have been promoted, such as the Bicicletón and courses on stress management, study techniques, mental mapping, resilience, and channeling of psychological, family, legal or academic problems.

However, there are still no studies that analyze the relevance and efficiency of the tutorial model in terms of continuous improvement. Therefore, this study analyzes the characteristics that should be observed in the tutor —organization, availability, responsibility, attention, compliance, importance and reality— as variables that allow defining a procedure to evaluate the effectiveness of the tutoring program in a higher education institution.

2. METHODOLOGY

For this research, a mixed analysis method was proposed in which a documentary analysis of the research background of tutoring in Mexico was considered in order to define the indicators of the variables Organization, Availability, Responsibility, Attention, Compliance, Importance and Reality and measure the presence in the tutors of the tutoring program of the Faculty of Accounting and Administration of the Autonomous University "Benito Juárez" of Oaxaca.

2.1. Population and Sample

The population was defined by the total number of new students of the Faculty of Accounting and Administration of the Autonomous University "Benito Juárez" of Oaxaca, who are enrolled in the tutoring program during the period 2018 – 2019. The sample was probabilistic and was obtained by means of a survey and consisted of 116 tutors.

2.2. Defining Variables

The variables that were considered for this study and based on the advances observed in the proposal of Quiroz (2007) and the empirical bases of Martínez (n.d.) and are defined below:

The organization for the study is the first characteristic and for this study as the variable that should define the actions of the tutor as a response to the tutoring action. The organization must be manifested in the student, but it must be characteristic of the tutor in the day-to-day life as a student and in his or her daily life.

The willingness that the tutor must show to want to learn, want to be and want to transcend by developing the activities entrusted in their study for each of their subjects such as homework, study of readings, research of topics of the subjects under study, punctuality, participation in class, elaboration of contents of their subjects and that can strengthen the competencies that they need to develop at the university and in their professional life.

The responsibility that the tutor must show in their studies that allows them to obtain the necessary competencies, this will require a change of mentality that must define, their commitment as a student so that when they go out into the labor field they can meet the requirements that the public and private sectors require.

Attention as a fundamental part in obtaining knowledge, the tutor needs to respond to their own educational demands, which allow them to retain the

knowledge that will strengthen their competencies, it is not enough to attend the classroom, conference, courses, etc. They will achieve this as long as there are two factors to consider: emotional stability and wanting to be. In the presentation of the contents of their syllabus by their professors, the tutor will have a better understanding, comprehension, feedback, more important skills for their journey in the university and in the professional field.

The compliance by the tutor in this proposal requires constant and clear, considering the challenges of higher education today, it will allow him to develop communication skills, teamwork, adaptation to change of environment, university change and sufficient strategies to maintain good academic performance.

The importance in this regard is that they state that they were accepted to study the career for which they took an admission exam, feel fortunate and take into account that more than half of those who participated in this selection exam did not have the opportunity to study the career they wanted and that they express themselves against studying the career for mere formalism or to comply with a family requirement. Give the importance of wanting to be, of wanting to transcend, of wanting to acquire knowledge, tools, and strengthen the competencies to be a successful professional.

The Reality The indicators observed require special reflection, since they are related to the intention of increasing the good acquisition of knowledge, communication, adaptation to the university environment and the new social environment, positive attitudes, empathy, which allows them to timely identify problems and show knowledge of the reality of their university career and whether to evaluate whether they consider that they are obtaining the necessary competencies so that in the labor field he is a successful professional.

2.3. Operational Definition of Variables

Table 1: Operationalization of Variables.

Variable	Indicators
Organization	Schedule Management Agenda SICE Notes
Availability	Learning Wanting to be a Studio Teamwork Research
Liability	Punctuality Homework Assistance Jobs Commissions
Attention	Emotional stability Wanting to be Reflection Results
Compliance	Tasks Research Papers
Importance	Of the Faculty Career From the University of Labor Of the Family
Reality	Acceptance Information Transcendence
Source: Own elaboration	

The organization variable was defined as a numerical variable that was measured by means of an index of the indicators Schedule Management, Agenda Management, SICE Consultations, and Note Management.

For the variable Availability, the following indicators were considered: Willingness to Learn, Willingness to Want to Be, Availability to Study, Availability to Teamwork, and Willingness to Carry Out Research Activities.

The Responsibility variable was also considered numerical and was measured with the indicators Punctuality in activities, Class Attendance, Task Fulfillment, Presentation of Work and Commission Compliance.

For the variable Attention, the following indicators were considered: Emotional stability. Wanting to be, Reflection on the topics covered in class and analysis of the results.

In Compliance, the following indicators were analyzed: timely completion of the Tasks, compliance with the Assignments and compliance with extra-class Research activities.

Importance was also measured as a numerical

variable with the indicators: importance given to the career studied, importance given to the Faculty, importance shown by the University, importance shown by Work and importance shown by the Family.

Finally, in relation to the Reality variable, it was measured through the following indicators: Acceptance as a person, Information and update on the situation of the university, Information and update on the situation of the career and job opportunity, importance of studies at work and current situation.

3. RESULTS

3.1. Analysis of ODRACIR Variables

According to the question Do you know what tutoring consists of?, of the 100% of the surveyed population, 93.1% answered that they do know what the tutoring system consists of; 4.3% mention that they do not know this system and only 2.6% omitted to answer this question.

Table 2: Percentage of the Target Population That Knows the Tutoring System.

			Frequency	Percentage	Valid percentage	Cumulative percentage
Valid		Yes	108	93.1	93.1	93.1
		I don't know	3	2.6	2.6	95.7
		No	5	4.3	4.3	100.0
		Total	116	100.0	100.0	
Source: Data obtained from the survey and processed in the SPSS 24 program						

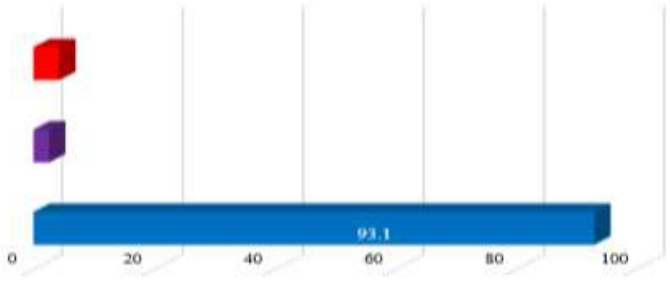


Figure 1: Percentage of the Target Population That Knows the Tutoring System.

- Azul: Yes
- Morado: I don't know
- Rojo: No

Source: Data obtained from the survey and processed in the SPSS 24 program

Regarding question number two, do you know the benefits of receiving Tutoring? The surveyed population responded that they do know these benefits (82.8%), 12.9% answered that they do not know them, 3.4% nor knows of these benefits and .9% did not answer the question.

Table 3: Percentage of the Target Population That Knows the Benefits of Tutoring.

		Frequency	Percentage	Percentage and Valid	Cumulative percentage
Valid	Yes	96	82.8	82.8	82.8
	I don't know	4	3.4	3.4	86.2
	He did not answer	1	.9	.9	87.1
	No	15	12.9	12.9	100.0
	Total	116	100.0	100.0	
	Source: Data obtained from the survey and processed in the SPSS 24 program				

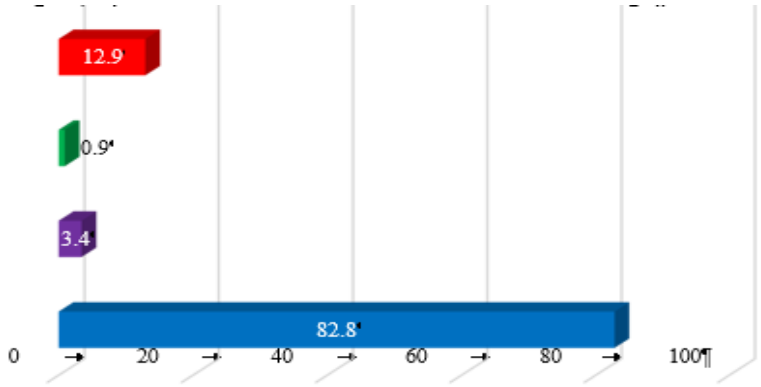


Figure 2: Percentage of the Target Population That Knows the Benefits of Tutoring.

Azul: Yes
Morado: I Don't Know
Rojo: No
Verde: He Did Not Answer

Source: Data obtained from the survey and processed in the SPSS 24 program.

On the other hand, in question number three, Would you be interested in having a tutor?, 90.5% of the surveyed population mentioned yes, however, 9.5% do not know or are not interested in having a tutor.

Table 4: Percentage of the Target Population That Is Interested in a Tutor.

		Frequency	Percentage	Valid percentage	Cumulative percentage
Valid	Yes	105	90.5	90.5	90.5
	I don't know	11	9.5	9.5	100.0
	Total	116	100.0	100.0	

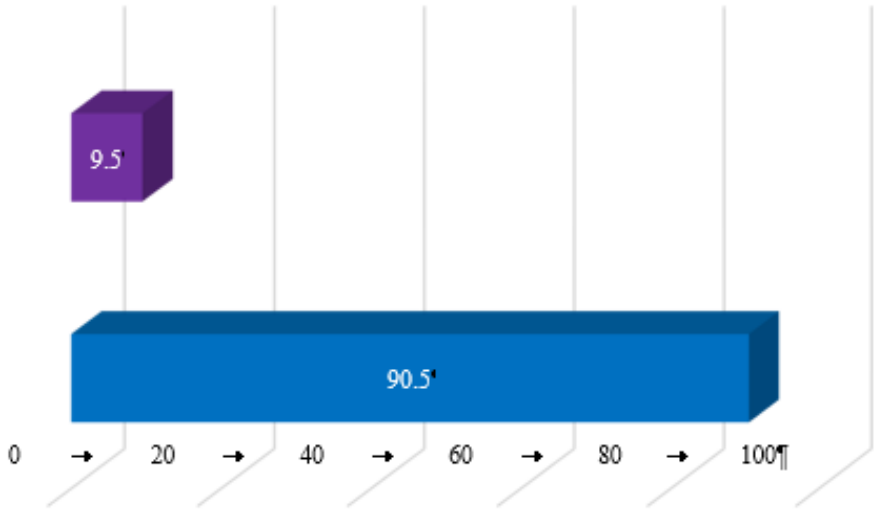


Figure 3: Percentage of the Target Population That Is Interested in a Tutor.

Azul: Yes
Morado: I don't know

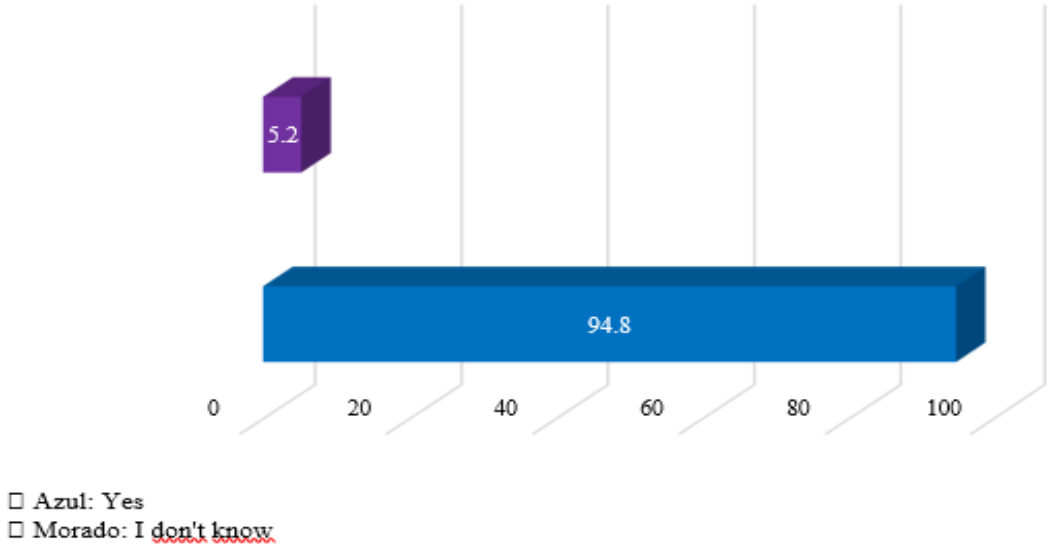
Source: Data obtained from the survey and processed in the SPSS 24 program

Regarding question number four, Do you consider that in order to carry out a correct study

methodology you must organize your different activities to obtain quality learning?, 94.8% of people answered yes, while 5.2% said they do not know.

Table 5: Percentage of the Target Population That Considers That They Have Organization in Their Activities.

		Frequency	Percentage	Valid percentage	Cumulative percentage
Valid	Yes	110	94.8	94.8	94.8
	I don't know	6	5.2	5.2	100.0
	Total	116	100.0	100.0	
	Source: Data obtained from the survey and processed in the SPSS 24 program				



Source: Data obtained from the survey and processed in the SPSS 24 program

Figure 4: Percentage of the Target Population That Considers That They Have Organization in Their Activities.

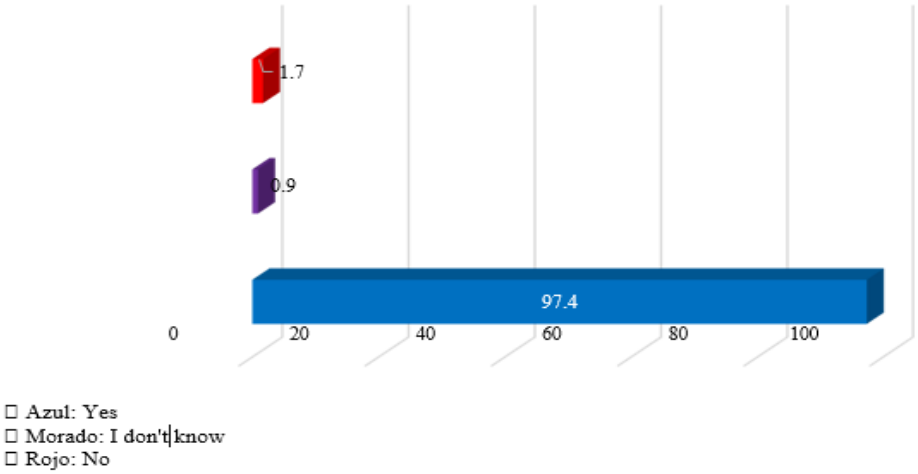
When questioning the population about whether do you consider that the availability to study, read and research will give them quality learning?, 97.4% responded that they do consider that in order to achieve quality learning it is necessary to have availability in terms of studies and research in their charge; 1.7% mentioned that such availability is not essential and 0.9% do not know.

Table 6: Percentage of the Target Population That Believes That the Availability of Their Time Will Help Them Achieve the Expected Learning.

Source: Data obtained from the survey and processed in the SPSS 24 program.

		Frequency	Percentage	Valid percentage	Cumulative percentage
Valid	Yes	113	97.4	97.4	97.4
	I don't know	1	.9	.9	98.3
	No	2	1.7	1.7	100.0
	Total	116	100.0	100.0	

Responsibility as a student, do you consider that it will allow you to obtain a quality education?, in this item, the surveyed population is asked about the responsibility they should exercise in their education, to which; 93.1% considered that their responsibility does influence to a large extent, 6% do not know if this responsibility influences or not, and only 0.9% mention that responsibility does not influence their education.



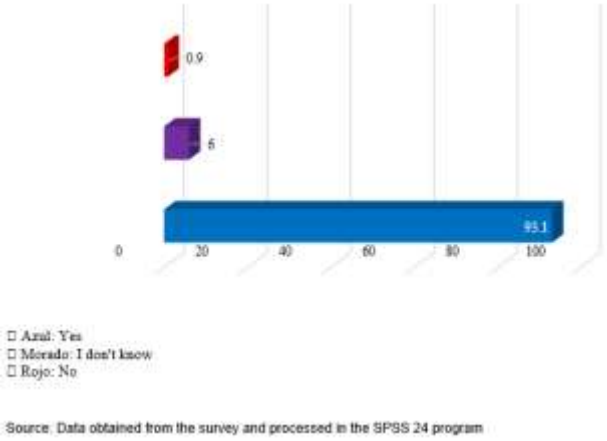
Source: Data obtained from the survey and processed in the SPSS 24 program

Figure 5: Percentage of the Target Population That Believes That the Availability of Their Time Will Help Them Achieve the Expected Learning.

Table 7: Percentage of the Target Population That Considers Responsibility to Be a Primary Factor in Their Learning.

Source: Data obtained from the survey and processed in the SPSS 24 program

		Frequency	Percentage	Valid percentage	Cumulative percentage
Valid	Yes	108	93.1	93.1	93.1
	I don't know	7	6.0	6.0	99.1
	No	1	.9	.9	100.0
	Total	116	100.0	100.0	



Source: Data obtained from the survey and processed in the SPSS 24 program

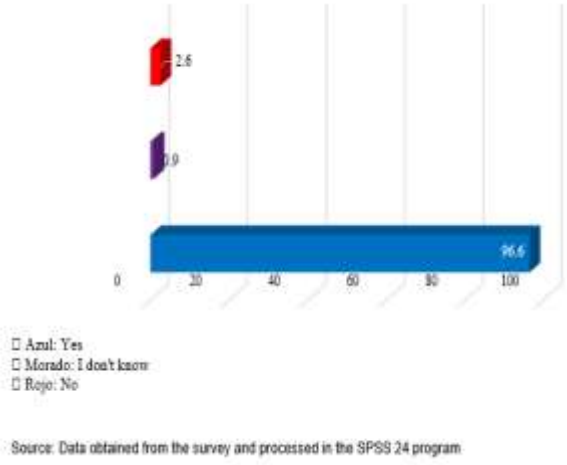
Figure 6: Percentage of the Target Population That Considers Responsibility to Be a Primary Factor in Their Learning.

According to the perception of those involved in the survey, 96.6% mention that attention is pertinent and necessary in the lessons that will reinforce their learning; 2.6% responded that it is not necessary to pay attention and 0.9% said that they do not know to what degree attention influences their learning.

Table 8: Percentage of the target population that considers that paying attention to their activities is essential in their learning.

Source: Data obtained from the survey and processed in the SPSS 24 program

		Frequency	Percentage	Valid percentage	Cumulative percentage
Valid	Yes	112	96.6	96.6	96.6
	I don't know	1	.9	.9	97.4
	No	3	2.6	2.6	100.0
	Total	116	100.0	100.0	



Source: Data obtained from the survey and processed in the SPSS 24 program

Figure 7: Percentage of the Target Population That Considers That Paying Attention to Their Activities Is Essential in Their Learning.

Regarding the fulfillment of tasks and various activities carried out by the population under study to achieve quality learning, 91.4% mention that, if it is very necessary to comply with these activities, 5.2% mention that it is not essential and 3.4% do not know whether or not it is essential to comply with the tasks in order to achieve quality learning.

Table 9: Percentage of the Target Population That Considers That Fulfilling Their Activities Is Essential in Their Learning.

Source: Data obtained from the survey and processed in the SPSS 24 program

		Frequency	Percentage	Valid percentage	Cumulative percentage
Valid	Yes	106	91.4	91.4	91.4
	I don't know	4	3.4	3.4	94.8
	No	6	5.2	5.2	100.0
	Total	116	100.0	100.0	

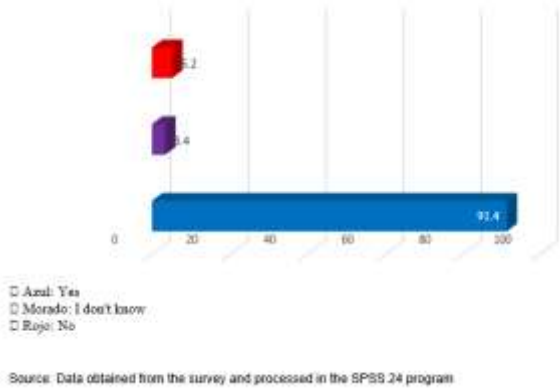


Figure 8: Percentage of the Target Population That Considers That Fulfilling Their Activities Is Essential in Their Learning.

For this item, 92.2% of the population indicated that if it is necessary to obtain quality learning, it is essential to address the various topics of study that each of the subjects of their curriculum raise, while 4.3% do not know how important the contents are, finally, 1.7% mention that it is not important, and in the same percentage did not answer the question.

Table 10: Percentage of the Target Population That Considers It Essential to Address the Topics of Study in the Subjects.

Source: Data obtained from the survey and processed in the SPSS 24 program

		Frequency	Percentage	Valid percentage	Cumulative percentage
Valid	Yes	107	92.2	92.2	92.2
	I don't know	5	4.3	4.3	96.6
	He did not answer	2	1.7	1.7	98.3
	No	2	1.7	1.7	100.0
	Total	116	100.0	100.0	

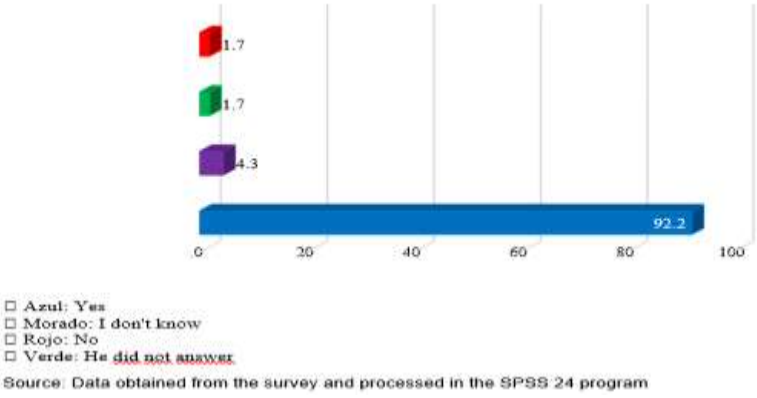


Figure 9: Percentage of the Target Population That Considers It Essential to Address the Topics of Study in the Subjects.

When asked if you would consider redirecting your study methodology to improve your learning and make it of quality, 88.6% indicated that they would consider changing the methodology for better use, 8.6% indicated that they did not know, and 2.6% indicated that it is not necessary.

Table 11: Percentage of the Target Population That Considers Redirecting Their Study Methodology.

Source: Data obtained from the survey and processed in the SPSS 24 program.

		Frequency	Percentage	Valid percentage	Cumulative percentage
Valid	Yes	103	88.8	88.8	88.8
	I don't know	10	8.6	8.6	97.4
	No	3	2.6	2.6	100.0
	Total	116	100.0	100.0	

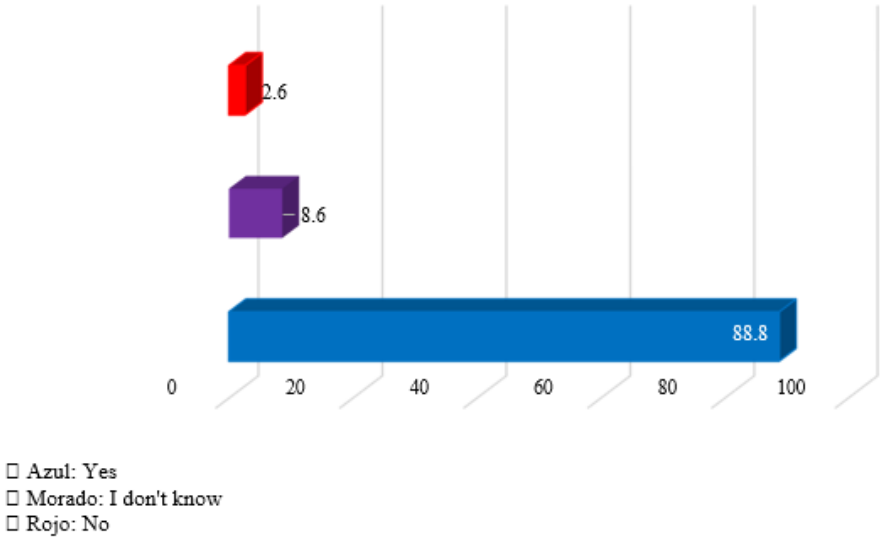


Figure 10: Percentage of the Target Population That Considers Redirecting Their Study Methodology.
Source: Data obtained from the survey and processed in the SPSS 24 program

3.2. Operationalization of Variables

Table 12: Operationalization of the Study Variables.

No.	Variable	Variable Opinion
1.	It consists of	Do you know what tutoring consists of?
2.	Benefit	Do you know the benefits of receiving Tutoring?
3.	Tutor	Would you be interested in having a Tutor?
4.	Organized by	Do you consider that in order to carry out a correct study methodology you must organize your different activities? to obtain quality learning?
5.	Availability	Do you think that the availability to study, read and Will research give you quality learning?
6.	Liability	The responsibility as a student, do you consider that will allow you to get a quality education?
7.	Attention	To achieve quality learning is it necessary to pay attention?
8.	Compliance	Does the fulfillment of tasks, as well as the different activities allow you to obtain a learning of quality?
9.	Importance	When addressing the different topics of study of each of your subjects, do you need to give importance to your content for quality learning?
10.	Reality	When you receive your partial results, do you consider yourself to be direct your study methodology to improve your learning and make it of quality?

3.3. KMO Bartlett Test

Bartlett's sphericity test tests the hypothesis that the elements outside the main diagonal (the correlations) of the correlation matrix are zero. In this case, the value of the statistic is 180.983 with a p-value p=0.000, close to significance, which indicates that it is feasible to apply factor analysis.

Table 13: KMO Analysis and Bartlett Test.
Source: Results of the SPSS 24 Program.

Kaiser-Meyer-Olkin Measure of Sampling Adequacy		.477
Bartlett's sphericity test	Approx. Chi-square	180.983
	Good luck	45
	Sig.	.000

On the other hand, according to the results obtained, the Kaiser-Meyer-Olkin measure takes into account the correlations and partial correlations between variables, it is advisable to obtain large values (more than 0.60) so that the factor analysis can be carried out with guarantees; In the case of this research, we find a value of 0.477, considered a mediocre value.

3.4. Communalities

The table of communalities shows that the best explained variables are the one conceptualized as Benefic with 79.5%, followed by the variable Consists with 78.4% and the variable Tutor with 77.7%; which indicates that the population object of the research knows the benefits of tutoring, knows what the program consists of and would be willing to have a Tutor. While the variable in which the model reproduces its variability on a smaller scale is the organization of the activities of the target population with 46.4%.

Table 14: Communalities.
Source: Results obtained from the SPSS 24 Program. Extraction method: principal component analysis.

	Initial	Extraction
It consists of	1.000	.784
Benefit	1.000	.795
Tutor	1.000	.777
Organized by	1.000	.464
Available	1.000	.608
Responsa	1.000	.453
Attention	1.000	.632
Comply	1.000	.508
They matter	1.000	.683
Reality	1.000	.567

3.5. Total Variance Explained

As shown in Table 16, to explain the variability contained in the data, four factors must be extracted, since the total variance explains the sum of saturations squared; therefore, for the first factor there is 20.856%, the second factor explains 16.082%, the third factor 14.112%, the fourth 11.655%, the fifth 9.619%, the sixth 8.157%, the seventh 6.548%, the eighth 6.245%, the ninth 3.888% and the tenth 2.840; which explains that the first four factors together add up to 62,705% of the total variance.

Under the assumption and considering the other percentages of variability explained by each component not chosen for the model, the decision could be made to allow the inclusion of some more component if it is intended to achieve a representation of the total activity greater than that achieved with four or more components.

Table 15: Total Variance Explained.
Source: Results obtained from the SPSS 24 Program. Extraction method: principal component analysis.

Component	Initial eigenvalues			Sums of load extraction at the square			Load rotation sums at square		
	Total	% variance	% Accumulated	Total	% variance	Cumulative %	Total	% variance	Cumulative %
1	2.086	20.856	20.856	2.086	20.856	20.856	1.669	16.692	16.692
2	1.608	16.082	36.938	1.608	16.082	36.938	1.596	15.961	32.653
3	1.411	14.112	51.051	1.411	14.112	51.051	1.524	15.235	47.888
4	1.165	11.655	62.705	1.165	11.655	62.705	1.482	14.817	62.705
5	.962	9.619	72.324						
6	.816	8.157	80.480						
7	.655	6.548	87.028						
8	.624	6.245	93.273						
9	.389	3.888	97.160						
10	.284	2.840	100.000						

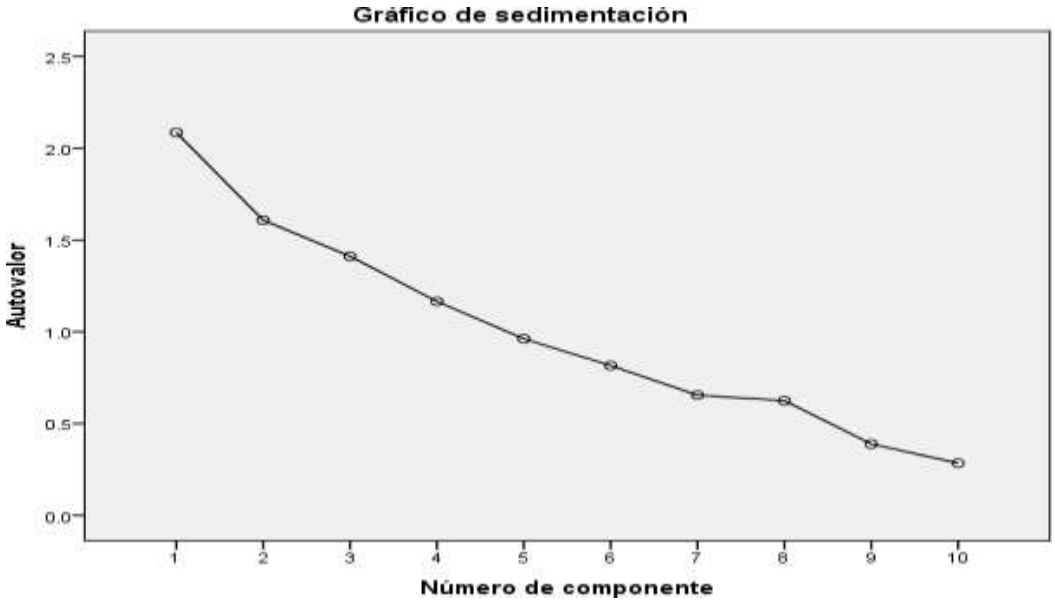


Figure 11: Sedimentation Graph.
Source: Results obtained from the SPSS 24 Program.

According to the representation shown in graph 11, the selection of the four factors is justified, since the objective of the same is to look for the turning point in the graph, which usually produces values below 1.

3.6. Component Matrix

The matrix of components shows the saturations of each variable in each of the four components, it is observed that the first component is largely related to the variables Tutor (.705), Organize (.509), Attention (.490), Comply (.650) and Reality (.504); the second component is related to the variables Consiste (.818) and Benefic (.809); the third component is made up of the Disponib (.650) and Importan (.645) variables; and finally, the fourth component is formed by the variables Organize (.442) and Attention (.606).

Table 16: Component Matrix.

Source: Results obtained from the SPSS 24 Program. Extraction method: principal component analysis. a. 4 components extracted.

	Components			
	1	**2**	**3**	**4**
It consists of	.121	.818	.312	.052
Benefits	.220	.809	.298	-.062
Tutor	.705	.039	-.425	-.313
Organization	.509	-.063	.076	.442
Availability	.283	-.315	.650	.079
Liability	.377	.202	-.334	.397
Attention	.490	-.141	-.073	.606
Compliance	.650	-.191	.070	-.209
Importance	.357	-.281	.645	-.245
Reality	.504	.066	-.280	-.480

Then, although at first glance it is possible to observe what seems to be a clear relationship between each of the components with the respective variables, a matrix of rotated components is also carried out, in order to corroborate what was previously reflected by the matrix of components; which gives us the following, the variables Tutor, Compliance and Reality, are highly related to the first component; while the variables Consist and Benefit are related to the second component; Availability variables.

e Importance, with The Third y, finally the variables

Organization, Responsibility and Attention are related to the fourth component.

Table 17: Rotated Component Matrix[to].

Source: Results obtained from the SPSS 24 Program. Extraction method: principal component analysis. Rotation method: Varimax with Kaiser normalization. a. The rotation has converged in 5 iterations.

	Components			
	1	**2**	**3**	**4**
It consists of	-.053	.883	-.019	.039
Benefit	.089	.887	.023	.008
Tutor	.851	.005	-.076	.216
Organization	.074	.046	.212	.642
Availability	-.104	-.015	.758	.149
Liability	.170	.123	-.276	.576
Attention	.022	-.085	.088	.785
Compliance	.554	-.042	.394	.208

Importance	.141	.032	.811	-.068
Reality	.749	.051	-.015	-.056

Table 18: Component Transformation Matrix.
Source: Results obtained from the SPSS 24 Program. Extraction method: principal component analysis. Rotation method: Varimax with Kaiser normalization.

Component	1	2	3	4
1	.712	.163	.359	.581
2	.015	.921	-.388	-.037
3	-.391	.354	.838	-.138
4	-.583	-.015	-.134	.801

3.7. Correlation Matrix

Table 19: Correlation Matrix[a].
a. Determinant = .195
Source: Results obtained from the SPSS 24 Program.

		It consists of	Beneficial	Tutor	Organized by	Available	Responsa	Attention	Comply	They matter	Reality
Correlation	It consists of	1.000	.580	-.003	.045	-.039	.076	-.046	.037	-.029	-.051
	Beneficial	.580	1.000	.083	.047	.007	.087	-.008	-.043	.055	.127
	Tutor	-.003	.083	1.000	.190	-.050	.157	.186	.469	-.037	.443
	Organized by	.045	.047	.190	1.000	.137	.099	.280	.212	.073	.051
	Available	-.039	.007	-.050	.137	1.000	-.041	.131	.139	.364	.011
	Responsa	.076	.087	.157	.099	-.041	1.000	.247	.093	-.073	.151
	Attention	-.046	-.008	.186	.280	.131	.247	1.000	.119	.077	.059
	Comply	.037	-.043	.469	.212	.139	.093	.119	1.000	.285	.075
	They matter	-.029	.055	-.037	.073	.364	-.073	.077	.285	1.000	.138
	Reality	-.051	.127	.443	.051	.011	.151	.059	.075	.138	1.000

As can be seen in table 19, there is a very high correlation between the variables Consists and Benefit, likewise, other variables can also be observed that correlate with each other in a moderate way, that is, above 0.30 and are: Tutor-Compliance, Tutor-Reality and Availability-Importance; the rest of the correlations are very low. Therefore, the determinant of the matrix has a value of 0.195, which shows the index of dimension of the correlations; since when its value is high, the correlations within the matrix are low, while a low determinant indicates that there are some high correlations in the matrix.

3.8. Correlations

With respect to correlations, we can express the following: a small p-value (sig) indicates that the r=0 hypothesis is rejected, that is, there is no linear relationship between the variables; and, therefore, there is a relationship between the variables, such is the case of the variables Tutor and Organization (r = 0.190 and p-value = 0.041 < 0.05), Tutor and Attention (r = 0.186 and p-value = 0.046 < 0.05), Organization and Compliance (r = 0.212 and p-value = 0.023 < 0.05) (see Table 21).

4. DISCUSSION

The discussion of the results should be placed within the framework of the tutoring policy in Latin American higher education. Since the ANUIES proposal on institutional tutoring programs (PIT), the tutorial action is conceived as a systematic accompaniment to improve performance, prevent lag and favor the comprehensive education of the student (ANUIES, 2000). Along the same lines, the work of Moreno (2003) and Sánchez López, Vidal Vázquez and Solís Rodríguez (2016) show that the success of the ITPs depends both on the regulatory design and on academic coordination and the active participation of students.

The findings of this study indicate a high level of knowledge and appreciation of the tutoring program by FCA-UABJO students, which contrasts with previous diagnoses in the same institution where partial ignorance of the PIT and weaknesses in its dissemination were reported (Castro et al., 2017).

The positive perception found is similar to that reported in other Ibero-American universities, where tutoring is considered a right of students and a resource that provides quality and a sense of belonging to university life (Klug & Peralta, 2019; Martínez Clares et al., 2020).

The ODRACIR variables allow us to delve into the formative dimension of tutoring. The organization, availability and responsibility of the tutor are linked to the notion of competency-based learning and self-regulation of study described by Cano González (2009), who stresses that university tutoring should promote habits of planning, monitoring and evaluation of one's own learning. Our results show that mentees recognize the need to organize their time, complete tasks, and heed the tutor's recommendations to achieve quality learning, which coincides with recent studies where participation in tutorials is associated with better averages and lower failure rates (Cisneros Cisneros et al., 2025; Moreno, 2024).

Likewise, the assessment of tutoring as a strategic support for academic trajectory converges with international evidence on the effects of student support programs. Research in Anglo-Saxon contexts has shown that students who receive tutoring have higher success and retention rates than those who do not use these services (Reinheimer & McKenzie, 2011; San Bernardino Valley College, 2016; Johnson et al., 2022). In Latin America, studies of institutional programs and academic tutoring report similar effects on performance and retention (Sánchez López et al., 2016; Saucedo, 2025; Cisneros Cisneros et al., 2025).

Another relevant aspect is the collaborative dimension of the tutorial action. The literature on peer tutoring documents that the participation of advanced students as tutors favors collaborative learning, a sense of community, and the acquisition of social and academic competencies (Cardozo-Ortiz, 2011; Medina Lozano, 2025).

Although the present study focuses on teacher tutoring, the factors of attention, compliance and importance identified dialogue with these works by highlighting the need for horizontal supportive relationships and a climate of trust in tutorial interactions.

The relational dimension has also gained relevance in recent research, which underlines the role of tutoring as a space for personal and socio-emotional accompaniment, especially after the pandemic (Orozco, 2023; Esquivel-Grados, 2024).

Our results, showing a high valuation of the attention and perceived reality of tutoring, indicate that students expect from the tutor not only academic guidance, but also support in decision-making and in the construction of their professional life project. To this end, it is necessary to strengthen the pedagogical, communicative, and socio-emotional competencies of the tutor teachers, as indicated by studies on profiles and soft competencies in this role (Sandoval-Acosta et al., 2025).

Finally, the components identified through factor analysis suggest that the FCA-UABJO tutoring program articulates at least four dimensions: knowledge of the program, attitudes towards tutoring, self-regulation of the study and assessment of the academic trajectory. This finding opens the possibility of designing finer evaluation instruments that allow monitoring the impact of tutorial actions in each dimension, in line with the recommendations for evaluation of tutoring programs formulated in the region (Villescas, 2020; Cruz Sánchez, 2016; Saucedo, 2025).

Among the main lines of improvement are: reinforcing the dissemination of the program, expanding coverage to all students, consolidating strategies for continuous training of tutors and deepening hybrid schemes that integrate teacher tutoring, peer tutoring and complementary academic support.

5. CONCLUSION

The results of the study allow us to conclude that the tutorial action constitutes a fundamental element for the academic training of university students, particularly in the first semesters, where the habits, attitudes and competencies necessary for the school career are consolidated. Most of the new students of the Faculty of Accounting and Administration of the UABJO state that they know the structure, purposes and benefits of the Institutional Tutoring Program, which shows a positive appropriation of the model and a favorable assessment of its contribution to learning.

The analysis of the ODRACIR variables confirms that the organization, availability and responsibility of the tutor are central factors in the construction of autonomous learning and academic self-regulation. Likewise, the dimensions of attention, compliance, importance, and reality are related to the perception of usefulness and relevance of tutoring as academic accompaniment. These findings are consistent with previous research that indicates that tutoring strengthens study planning, improves content comprehension, and promotes student academic engagement.

The factor analysis allowed us to identify four relevant components: knowledge of the program, attitudes towards tutoring, self-regulation of the study and assessment of the academic trajectory. This structure suggests the need to design strategies for continuous evaluation of the program, aimed at measuring the impact of the tutorials in each of these dimensions.

Finally, although the student perception of tutoring is mostly positive, institutional challenges remain, such as the consolidation of the program, the permanent training of tutors, the integration of hybrid modalities of accompaniment, and the systematic monitoring of the impact of the PIT on student retention and performance. Strengthening these areas will allow us to move towards a more comprehensive, pertinent and articulated tutoring model with the educational quality objectives of the institution.

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