

Handbook T-II

Resilience from the practice of mentoring
to contribute to the permanence of students

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Prologue

Tutoring represents an important strategy to achieve the permanence of students in the various educational programs, it has been shown that from the monitoring done by teachers (tutors) it is possible to identify academic, personal and family problems that impact on the performance and permanence of students, which is why in this work various works are reflected, from different experiences, areas, modalities and educational institutions that show the work done and the actions implemented during and after the pandemic in relation to tutoring.

It is known that the transition from face-to-face to virtual generated an impact on students and teachers during the voluntary confinement by COVID 19, however, overcoming challenges allowed strengthening resilience and improving the management of tutoring. Although there are some successes, there are also areas of opportunity for improvement, which is why in this book the agents of change themselves and those involved in these processes present their considerations, analysis, perspectives, proposals and relevant questions for the management of tutoring, as well as the results of research they have carried out in their fields of study.

Undoubtedly, works such as the one presented here are of interest to students, teachers and society in general, since tutoring has an impact on the academic performance and training of students who will be part of the professionals who will meet the needs of our society, solve the problems in our local, state, national and international environment, hence the importance of strengthening tutoring in all institutions and this material serves to support that great work.

Reyes-Monjaras, María Elena

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Chapter 1 Analysis of academic risk in students of the Faculty of Accounting and Administration, Coatzacoalcos campus of the Universidad Veracruzana

Capítulo 1 Análisis del riesgo académico en estudiantes de la Facultad de Contaduría y Administración, campus Coatzacoalcos de la Universidad Veracruzana

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Abstract

The objective of this study is to identify the disciplinary EE, of the Terminal Training Area and the General Basic Training Area (AFBG) in second enrollment in students of the Accounting and Administration Faculty, Coatzacoalcos campus of the Universidad Veracruzana, enrolled in the period February-July 2022 in order to establish strategies that contribute to the strengthening of the academic trajectory of the student who is at academic risk and thereby reduces lag and school dropout. From a population of 1253 students, 141 subjects were analyzed from institutional reports. Among the results, it is found that 17 students of the Educational Program (PE) of Management and Business Administration are studying Learning Experiences (EE), *Experiencia Educativa* in Spanish, of initiation to the discipline in second enrollment, taking second place in the PE of Administration plan 2019 with 16 students. Regarding the AFBG, the EE with the highest demand in second enrollment are English I and II/Language I and II.

Academic risk, School lag, School dropout

1.1 Introduction

Higher Education Institutions (HEIs) are a fundamental pillar in the economic and social development of a country since from them future professionals are trained with knowledge, skills, and attitudes in a specific area that will face the social problems of their environment. In Mexico, there is an educational issue because not all students who enter at the basic level complete their studies at the higher level, as the National Association of Universities and Institutions of Higher Education (ANIUES, 2021) mentions: " Out of every 100 students who enter primary education, eight will not continue to secondary school; of these, only 72 will graduate and be ready to enter high school, and of these, only 46 will complete it. In the end, 24 out of every 100 will reach higher education level." (para. 6). One of the challenges faced by HEIs is related to the academic risk presented by their students resulting from low academic performance or educational achievement which, in most cases, leads to non-accreditation and consequently to educational lag, this occurs when the student does not complete a level of education within the expected time, thereby delaying their educational progress (National Council for the Evaluation of Social Development Policy [CONEVAL], 2022).

One of the main causes of the educational lag is the social inequality that remains in the country, in addition to this the coronavirus pandemic of 2019 has deepened the gap that already existed. Since in the educational field the HEIs were forced to close their facilities, giving access to the virtual modality which involved the use of technological equipment, digital platforms, as well as access to the internet, among others. The aforementioned resulted in limitations both in the acquisition and use of technological equipment, which influenced the increase in school lag and dropout, it serves as an indicator that represents the number or percentage of students who leave their studies before finishing their academic degree or educational level; it is worth mentioning that dropout is divided into three categories: the first refers to intra-curricular dropout, which occurs during the school year; the second is the intercurricular dropout that occurs when the student leaves their studies at the end of a school period, whether or not they have passed it, and finally, the total dropout that combines the previous two (Secretariat of Public Education [SEP], n.d.).

1.2 Development

COVID-19 has spread throughout the world, triggering health, economic and social problems, where companies, government and the population have been affected. In the education sector, there was a prolonged closure of schools at all educational levels, a situation that generated distance learning and consequently the use of Information and Communication Technologies (ICT) as a pressing need for the development of students' academic activities, with the limitations that this involves affecting their academic performance.

According to the National Institute of Statistics, Geography and Informatics (INEGI, 2021), out of the 33.6 million students between the ages of 3 and 29 who were enrolled in the 2019-2020 school year, 740,000 did not continue or dropped out of the educational system in the 2020-2021 cycle due to the COVID-19 pandemic or the lack of economic resources, mostly from public educational institutions.

Among the specific factors derived from COVID-19 why the school period was not completed were the lack of students to teachers interaction or the tasks were not carried out with 28.8%, a member of the house was unemployed or reduced their income represented by 22.4%, other reasons are that the educational institution closed definitively with 20.2% and finally the lack of a computer equipment, other kind of device or internet connection (17.7%).

In the Faculty of Accounting and Administration (FCA), Coatzacoalcos campus of the Universidad Veracruzana, four PEs are offered in the school system such as the Bachelor's Degrees in Administration, Accounting, Management and Business Management and Software Engineering; from the beginning of the pandemic, strategies were established to continue with academic activities, among which the training of teachers in pedagogical, disciplinary and technological matters stands out, emphasizing the final due to the need for the use of digital platforms, since the classes were taught virtually. In the period February-July 2022, 1,253 students were active in the second, fourth, sixth and eighth semesters, represented by matriculations S210, S200, S190 and S180 respectively, as well as matriculations that are in the maximum period of permanence of the EP such as S170 and S160 (Institutional Tutoring System [SIT], 2022). It is important to note that the Accounting and Administration EPs were updated, in this context from matriculation S190 they correspond to the 2019 Study Plan and prior to the 2011 Plan.

Academic tutoring is the ideal and fundamental means to monitor the student's teaching-learning process through its dimensions such as Academic-oriented, focused on the development of the student's academic trajectory, Professional-oriented as support and guidance for their professional objectives and the development of an ethical attitude, Personal-oriented, aiming to contribute to the development of values, as well as strengthen decision-making in an autonomous and responsible way, finally integration and permanence focused on strengthening the sense of belonging to the institution and fostering their commitment to their academic training (Universidad Veracruzana [UV], 2022). As part of the Faculty of Accounting and Administration (FCA) tutorial activity, this analysis was carried out to benefit students who are at academic risk, allowing them to identify the Learning Experiences (EE) with the highest incidence in second enrollment and with this establish strategies to reduce both academic lag and school dropout.

Therefore, this study has as a general objective to identify the Disciplinary EE, of the Terminal Training Area and of the AFBG in second enrollment in students of the Faculty of Accounting and Administration, Coatzacoalcos campus of the Universidad Veracruzana, enrolled in the period February-July 2022.

As specific objectives, the following were defined:

Identify the disciplinary EEs, of the Terminal Training Area and of the AFBG that are being studied in second enrollment in the February-July 2022 school period by the students of the EPs of Administration, Accounting, Management and Business Management and Software Engineering of the Faculty of Accounting and Administration, Coatzacoalcos campus of the Universidad Veracruzana. Identify the EEs that have the highest participation under the second registration modality of the February-July 2022 period of the EPs of Administration, Accounting, Management and Business Management and Software Engineering and Faculty of Accounting and Administration, Coatzacoalcos campus of the Universidad Veracruzana.

1.3 Methodology

This study has a descriptive and cross-sectional quantitative approach, the analysis of the data was generated from the "Report of Students in Second Enrollment" and the "Report of Students with Failed Courses" of the Institutional System of the Universidad Veracruzana. The active student population during the February-July 2022 period is 1,253, which 141 students at academic risk were studied. Table 1.1 shows the distribution by plan and PE.

Table 1.1 Distribution of total students at academic risk

Educational Program	Plan	PE Content	At-Risk Students
Management	2011	Disciplinary Training Area	13
		Basic Formation Area	1
	2019	Disciplinary Training Area	27
		Basic Formation Area	10
Accounting	2011	Disciplinary Training Area	15
		Basic Formation Area	1
	2019	Disciplinary Training Area	12
		Basic Formation Area	8
Business Management and Direction	2018	Disciplinary Training Area	33
		Basic Formation Area	8
Software Engineering	2014	Disciplinary Training Area	9
		Basic Formation Area	4
Total			141

Note. Prepared from the reports of the Institutional System of the Universidad Veracruzana, 2022.

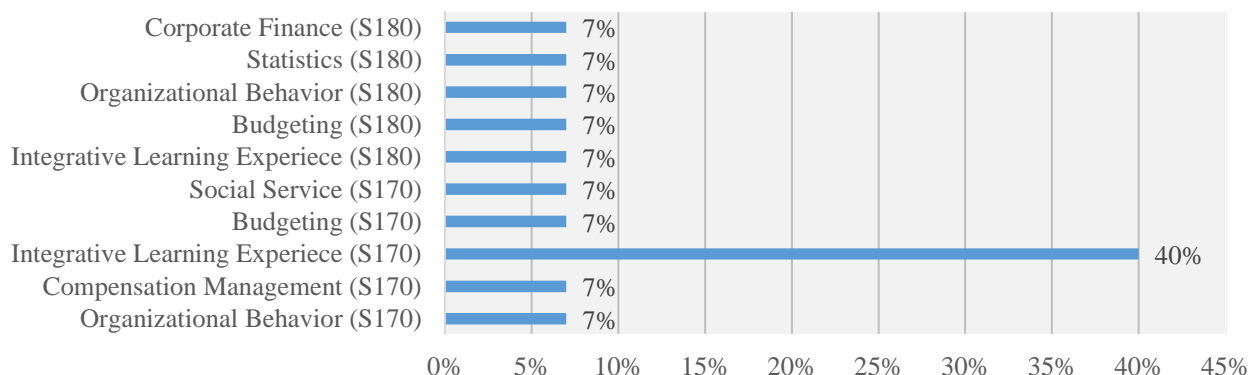
1.4 Results

Regarding the EP of Plan 2011 Administration, Table 1.2 shows that out of the total of 13 students who are taking disciplinary EEs in second enrollment, 40% corresponds to the EE of Integrative Learning Experience (ILE), it is important to mention that if they do not accredit ILE EE, the students would have as their last option of accreditation to present and accredit the General Graduate Examination of Bachelor's Degree (EGEL); with respect to the other EEs, the risk they present is that if they do not accredit them, their last option is the Last Opportunity (UO) exam as long as it is only one EE in this modality; if they are taking two EEs in second enrollment and do not accredit them, it would cause to leave the university permanently, in the same way not to accredit the UO exam. In this sense, 2 of the 13 students mentioned above are studying two EEs in second enrollment.

Table 1.2 Disciplinary EE and the area of terminal training in second enrollment PE of Administration plan 2011

Matriculation number	Learning experience	Percentage	Frequency
S180	Corporate Finance	7%	1
S180	Statistics	7%	1
S180	Organizational Behavior	7%	1
S180	Budgeting	7%	1
S180	Integrative Learning Experience	7%	1
s170	Social service	7%	1
s170	Budgeting	7%	1
s170	Integrative Learning Experience	40%	6
s170	Compensation Administration	7%	1
s170	Organizational Behavior	7%	1

Note. "Report of PE students of Administration 2011 in second enrollment" period Feb-July 2022.

Figure 1.1 Disciplinary EE and the area of terminal training in second enrollment PE of Administration plan 2011

Note. Prepared from the "Report of PE students of Administration 2011 in second enrollment" period Feb-July 2022.

According to the AFBG EEs for the PE, only one student with matriculation S180 is studying the English II EE in second enrollment. If the student passes the Educational Experience (EE), they will continue in the Educational Program (PE) within the prescribed time frame, as they will not be able to graduate within the academic period according to the standard duration of study due to non-compliance with the English language accreditation; if the student does not pass the Educational Experience (EE), they would need to take and pass the UO exam to continue with their academic trajectory. Therefore, students with matriculation S180 in the February-July 2022 period are studying the eighth semester according to the standard duration of study and they should have passed the English II EE before having covered 50% of their credits because this is an AFBG EE.

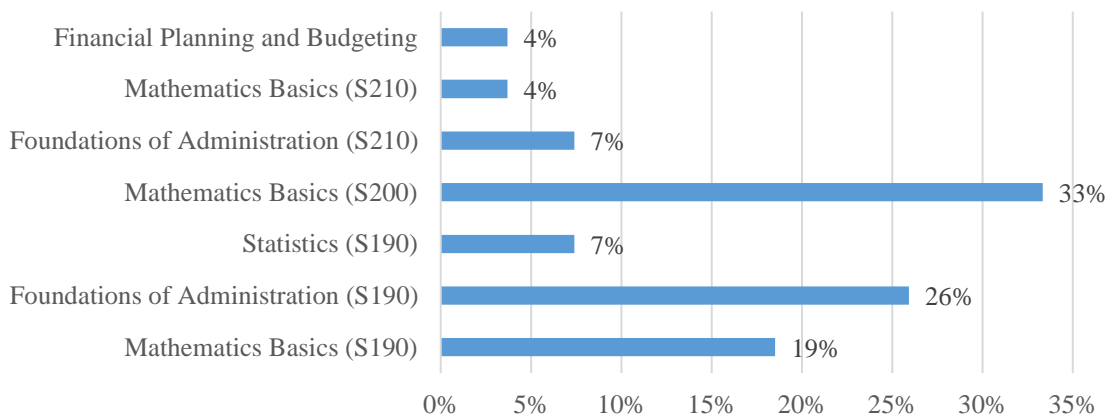
For the Educational Program in Administration, 2019 Plan, the number of students currently taking disciplinary EE in the second enrollment period is 27, Figure 1.2 shows that 56% are studying the Basic Mathematics EE where 33% corresponds to matriculation S200 and 19% to matriculation S190 and 4% to matriculation S210, Furthermore, another Educational Experience with significant impact was 'Fundamentals of Administration,' accounting for 33%. Of this, 26% is represented by enrollment S190, and the remaining portion corresponds to enrollment S210, it is worth mentioning that both EEs belong to the area of initiation to the discipline, so it is necessary that they be completed by students, These are the ones that contribute the minimum learnings that every professional must have in accordance with their discipline.; finally, the remaining 11% is made up of the Financial Planning and Budgeting and Statistics EEs. If the student does not pass these Educational Experiences, they have the right to take the UO exam, with the risk of facing academic dropout.

Table 1.3 Disciplinary EE in second enrollment PE of Administration plan 2019

Matriculation number	Learning experience	Percentage	Frequency
S210.	Financial Planning and Budgeting	4%	1
S210.	Basic Math	4%	1
S210.	Fundamentals of Administration	7%	2
S200	Basic Math	33%	9
S190	Statistics	7%	2
S190	Fundamentals of Administration	26%	7
S190	Basic Math	19%	5

Note. "Report of PE students of Administration 2019 in second enrollment" period Feb-July 2022.

Figure 1.2 EE disciplinary in second enrollment PE of Administration plan 2019



Note. Prepared from the "Report of PE students of Administration 2019 in second enrollment" period Feb-July 2022.

In Figure 1.3 of the EEs in the second enrollment of the AFBG, the Language II EE is represented by 36%, Language I by 27%, the same as the Digital Literacy EE and with 9% Critical Thinking for Problem Solving, In this regard, it is important to note that a graduation requirement for the Educational Programs at the Faculty of Accounting and Administration is the accreditation of the English language, achieved through a 4-level course in the language.

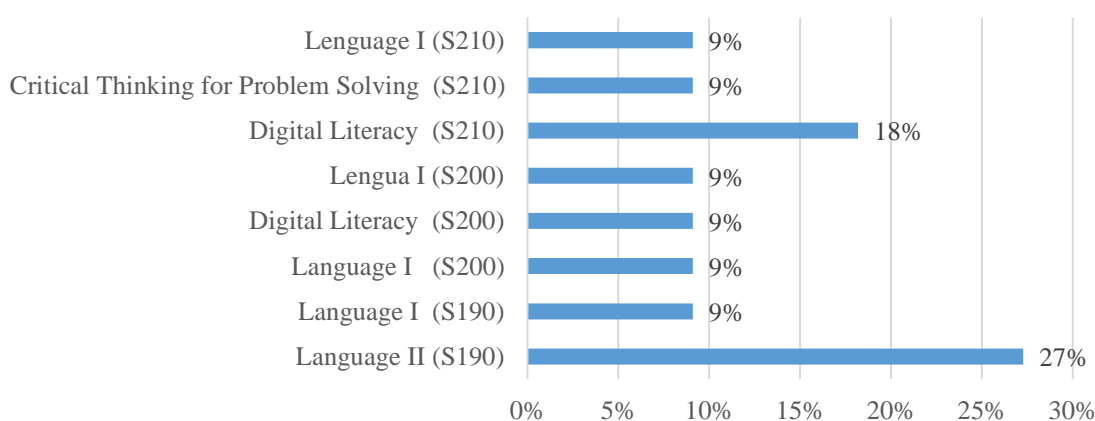
In this context, it is concerning that 70% corresponds to EE related to acquiring knowledge of another language; to obtain accreditation for Intermediate English I, the student must successfully complete English I, II, and III, because of these are sequential EE; on the other hand, it is important to mention that out of 10 students currently enrolled in these Educational Experiences, one is taking 2 of them. Therefore, failing to pass these courses would result in permanent withdrawal from the Educational Program.

Table 1.4 EE AFBG in second enrollment PE of Administration plan 2019

Matriculation number	Learning experience	Percentage	Frequency
S210.	Language I	9%	1
S210.	Critical Thinking for Problem Solving	9%	1
S210.	Digital Literacy	18%	2
S200	Language I	9%	1
S200	Digital Literacy	9%	1
S200	Language II	9%	1
S190	Language I	9%	1
S190	Language II	27%	3

Note. "Report of students with failed courses PE Administration" period Feb-July 2022

Figure 1.3 EE AFBG in second enrollment PE of Administration 2019



Note. Prepared from the "Report of students with failed courses PE Administration" period Feb-July 2022.

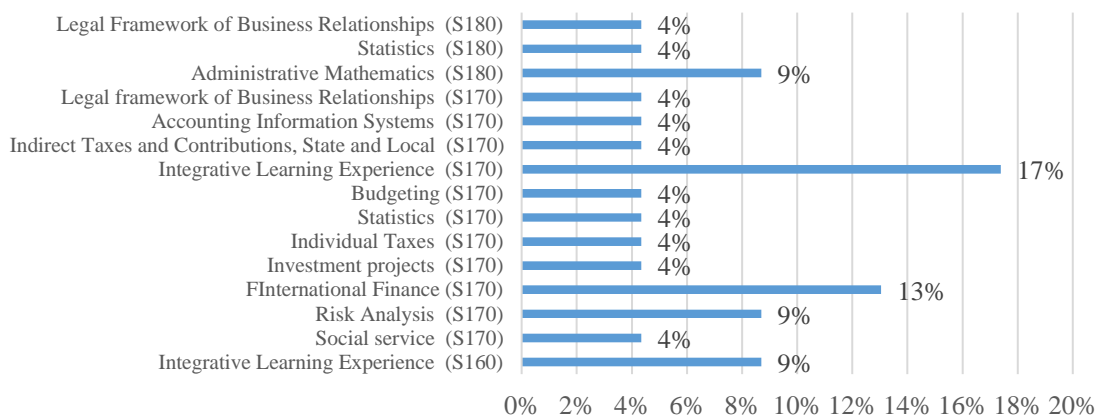
For the Accounting Educational Program, 2011 Plan, out of the 15 students currently enrolled in second-term Educational Experiences, as depicted in Figure 1.4, the Integrative Learning Experience holds the highest participation with 26%, followed by International Finance with 13%, Administrative Mathematics and Risk Analysis with 9%, Legal Framework of Business Relations with 8%, and the remaining courses each contributing 4%. Among the students involved in this category, four of them are currently studying 3 Educational Experiences in this mode. Therefore, their academic risk is higher, as failing to pass 2 of them would lead to dropout from the PE.

This Educational Program is in the same situation as the Administration 2011 PE. Therefore, students with matriculations S170 and S160 have extended their stay since they should have graduated according to the standard duration of stay in the school periods of Feb-Jul 2021 and Feb-Jul 2020, respectively, in terms of matriculation S180 in relation to the aforementioned period of stay, for these students their period of graduation is Feb-July 2022; however, if these EEs are not passed, they are candidates for the UO exam, thus increasing their academic risk and in the worst-case scenario their school dropout. Just one student corresponds to matriculation S180 who is enrolling in the second enrollment of English EE I, which is part of the AFBG, if the EE is a passed, the student will not be able to graduate in the standard period of stay since he/she has 3 levels of English pending.

Table 1.5 Disciplinary EE and the area of terminal training in second registration PE of Accounting plan 2011

Matriculation number	Learning experience	Percentage	Frequency
S180	Legal Framework of Business Relationships	4%	1
S180	Statistics	4%	1
S180	Administrative Mathematics	9%	2
s170	Legal framework of Business Relationships	4%	1
s170	Accounting Information Systems	4%	1
s170	Indirect Taxes and Contributions, State and Local	4%	1
s170	Integrative Learning Experience	17%	4
s170	Budgets	4%	1
s170	Statistics	4%	1
s170	Individual Taxes	4%	1
s170	Investment projects	4%	1
s170	International Finance	13%	3
s170	Risk Analysis	9%	2
s170	Social service	4%	1
s160	Integrative Learning Experience	9%	2

Note. "Report of PE students of Accounting plan 2011 in second enrollment" period Feb-July 2022.

Figure 1.4 Disciplinary EE and the area of terminal training in second registration PE of Accounting plan 2011

Note. Prepared from the "Report of PE Accounting students 2011 in second enrollment" period Feb-July 2022.

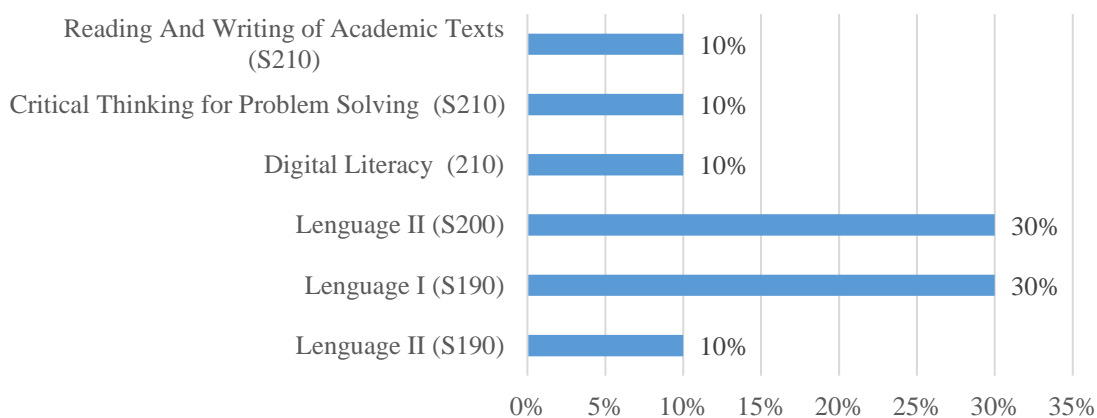
In relation to the Accounting PE, 2019 Plan, only two students are currently enrolled in second-term disciplinary Educational Experiences. These include Intermediate Accounting I and Research Methodology, and both belong to matriculation S200, these students are at academic risk, as not passing these experiences would make them eligible to take the UO exam. As previously mentioned, failing to pass this exam would result in their academic dropout from the Educational Program.

As for the General Basic Formation Area (AFBG) EE in second enrollment, 8 students are currently enrolled. 40% are taking Language II, 30% Language I, and the remainder is distributed among Digital Literacy, Critical Thinking for Problem Solving, as well as Reading and Writing of Academic Texts with 10% each, as shown in Figure 1.5, one student out of the eight is at a higher academic risk, as they are enrolled in 3 Educational Experiences in the second enrollment.

Table 1.6 EE AFBG in second EP enrollment of Accounting 2019

Matriculation number	Learning experience	Percentage	Frequency
S210.	Reading And Writing of Academic Texts	10%	1
S210.	Critical Thinking for Problem Solving	10%	1
S210.	Digital Literacy	10%	1
S200	Language II	30%	3
S190	Language I	30%	3
S190	Language II	10%	1

Note: Prepared from the "report of students with failed Accounting PE courses" period Feb-July 2022.

Figure 1.5 EE AFBG in second EP registration of accounting 2019

Note. Prepared from the "report of students with failed Accounting PE courses" period Feb-July 2022.

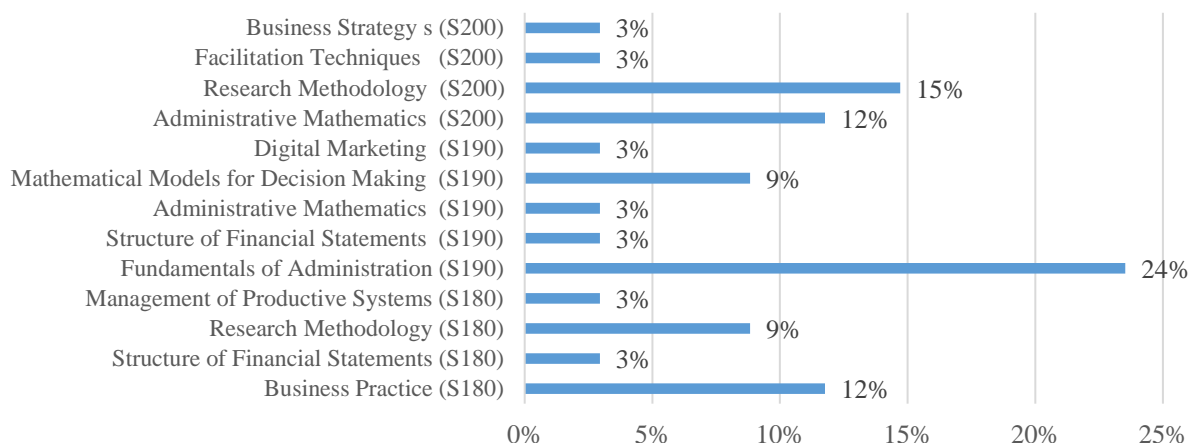
According to the Educational Program in Business Management and Leadership, 33 students are enrolled in EE for a second time. Figure 1.6 shows that 48% are distributed among the Research Methodology and Fundamentals of Administration EE, each with 24%. This is followed by Administrative Mathematics with 15%, Business Practice with 12%, Financial Statements Structure with 9%, Mathematical Models for Decision Making with 6%, and the EEs Organizational Techniques, Commercial Strategies, Digital Marketing, and Management of Productive Systems, each represented by 3%.

Students with matriculation S180 are eighth semester students who in the present school period according to the standard stay time would be graduating in this period; however, the non-accreditation of the last EE will not allow them the corresponding graduation and, in addition, like matriculations S190 and S200 would be placing them as candidates for the UO exam. In this PE, only one student is studying 2 EE in second enrollment with the risk of causing permanent dropout if he does not accredit both.

Table 1.7 Disciplinary EE in second PE enrollment of Business Management and Direction

Matriculation number	Learning experience	Percentage	Frequency
S200	Business Strategy	3%	1
S200	Facilitation Techniques	3%	1
S200	Research Methodology	15%	5
S200	Administrative Mathematics	12%	4
S190	Digital Marketing	3%	1
S190	Mathematical Models for Decision Making	9%	3
S190	Administrative Mathematics	3%	1
S190	Structure Of Financial Statements	3%	1
S190	Fundamentals Of Administration	24%	8
S180	Management Of Productive Systems	3%	1
S180	Research Methodology	9%	3
S180	Structure Of Financial Statements	3%	1
S180	Business Practice	12%	4

Note. "Report of PE students of Management and Business Management in second registration" period Feb-July 2022.

Figure 1.6 Disciplinary EE in second PE enrollment of Business Management and Direction

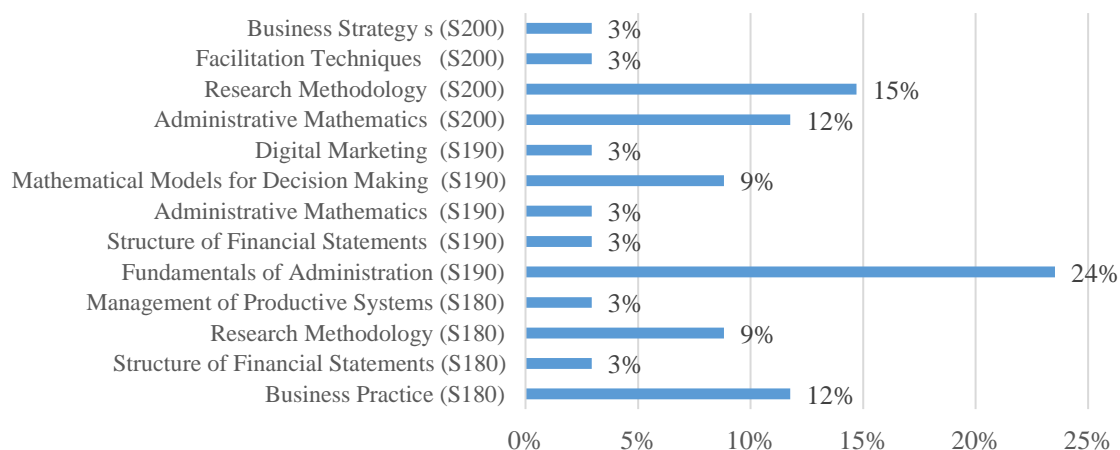
Note. Prepared from the "Report of PE students of Business Management and Direction in second enrollment" period Feb-July 2022.

On the other hand, the AFBG SEs of the 8 GDN students who are studying in second enrollment, Figure 1.7 shows that 54% are represented by the Language I and II EEs, followed by the Digital Literacy, Reading and Writing of Academic Texts EEs represented by 18% each, finally the Critical Thinking SEs for Problem Solving with 9%. In this area, students with matriculation S180 that corresponds to them being studying the eighth semester and those with S190 sixth semester matriculation, in a standard period of permanence these should have already accredited this area before covering 50% of the credits of the PE. Of the 8 students, one is studying 2 EE in second enrollment, and another is studying 3 EE in the same modality.

Table 1.8 EE AFBG in second PE enrollment of Management and Business Management

Matriculation number	Learning experience	Percentage	Frequency
S210.	Reading And Writing of Academic Texts	18%	2
S210.	Critical Thinking for Problem Solving	9%	1
S210.	Digital Literacy	18%	2
S200	Language II	9%	1
S190	Language I	18%	2
S190	Language II	9%	1
S180	Language II	9%	1
S180	Language I	9%	1

Note. "report of students with failed PE courses in Business Management and Direction" period Feb-July 2022

Figure 1.7 EE AFBG in second PE enrollment of Business Management and Direction

Note. Prepared from the "report of students with failed PE courses in Business Management and Direction" period Feb-July 2022.

In the Software Engineering PE, out of the 9 students who are studying EES in second enrollment, according to Figure 8, the Discrete Mathematics EE is distinguished by a 50% participation, followed by Programming with 30%; in relation to the User Interface Design and Networks EE they each have a 10% participation, where a student is studying 2 of these experiences, so he is at a higher academic risk."

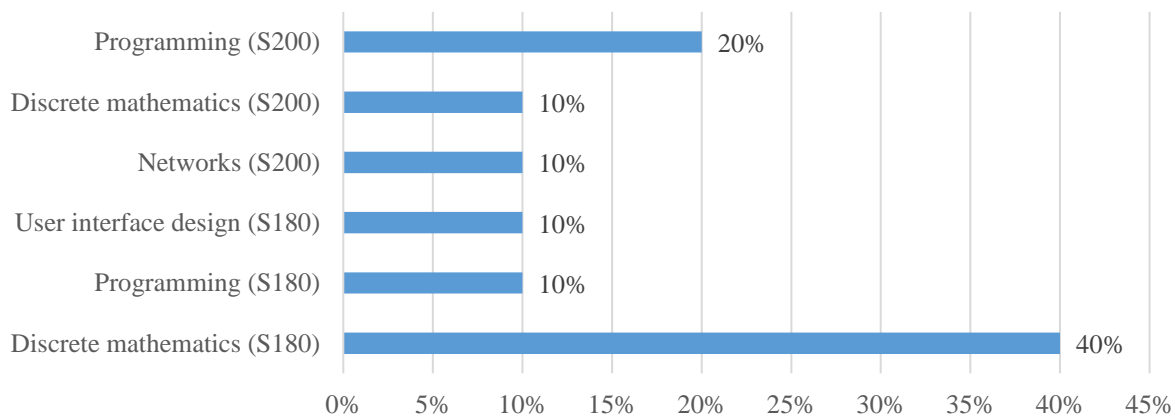
As it can be seen in Table 1.8, the Discrete Mathematics experience has a greater participation among students with matriculation number S180. These students, if they successfully complete all their experiences, should be close to finishing their degree according to the standard duration of stay. However, if they fail to do so, they would have the right to take the UO exam. Failure to pass this exam would result in their permanent withdrawal from the program.

Table 1.9 Disciplinary EEs in second enrollment PE of Software Engineering

Matriculation number	Learning experience	Percentage	Frequency
S200	Programming	20%	2
S200	Discrete mathematics	10%	1
S200	Network	10%	1
S180	User interface design	10%	1
S180	Programming	10%	1
S180	Discrete mathematics	40%	4

Note. "Report of PE students of Software Engineering in second enrollment" period Feb-July 2022.

Figure 1.8 Disciplinary EEs in second registration PE of Software Engineering



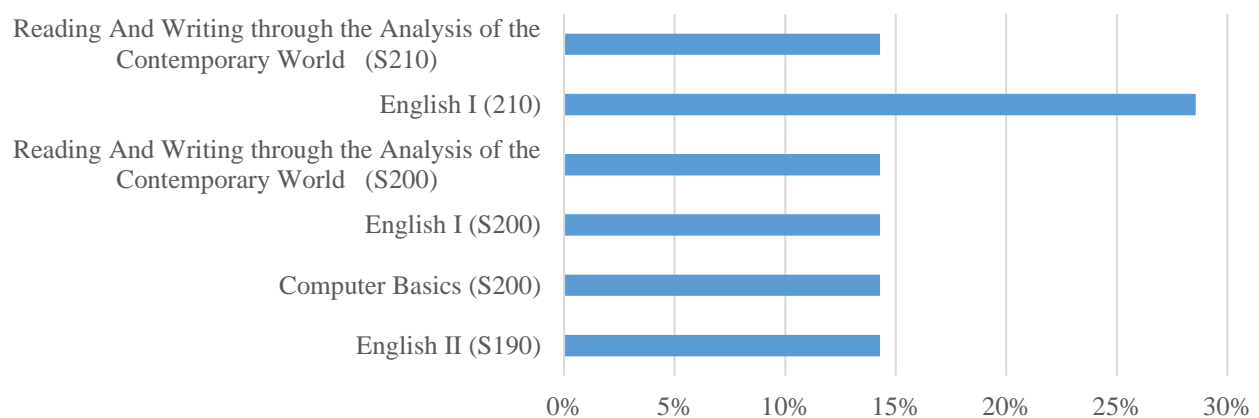
Note. Prepared from the "Report of PE students of Software Engineering in second enrollment" period Feb-July 2022.

In relation to the General Basic Training Experiences (AFBG), only four students are enrolled in second-registration experiences. Figure 1.9 shows that English I has a participation rate of 43%, Reading and Writing through the Analysis of the Contemporary World is represented by 28%, and Computer Basics and English II each have a 14%. Among these experiences, one student is taking three, and others are taking two experiences in this mode, with the same risk of permanent dropout mentioned in previous paragraphs for students who do not pass 2 experiences in the second enrollment.

Table 1.10 EE AFBG in second Software Engineering PE enrollment

Matriculation number	Learning Experience	Percentage	Frequency
S210.	Reading And Writing through the Analysis of The Contemporary World	14%	1
S210.	English I	29%	2
S200	Reading And Writing through the Analysis of the Contemporary World	14%	1
S200	English I	14%	1
S200	Computer Basics	14%	1
S190	English II	14%	1

Note. "Report of students with failed Software Engineering PE courses" period Feb-July 2022.

Figure 1.9 EE AFBG in second Software Engineering PE enrollment

Note. Prepared from the "report of students with failed PE courses in Software Engineering" period Feb-July 2022.

1.5 Conclusions

Education is considered one of the elementary pillars for the integral development of society by allowing to achieve a better level of social, cultural, and economic well-being; However, in this sector, educational lag and dropout rates have been challenges faced by educational institutions. In this regard, the Universidad Veracruzana is no exception across its various educational programmes.

According to the results of the present analysis of the Faculty of Accounting and Administration, Coatzacoalcos campus, those subjects from the disciplinary, terminal, and general basic formation areas that students are taking in their second enrollment were identified, along with their respective levels of participation, here students are in an academic risk situation, where there is a possibility that these students may become candidates for the UO exam or face definitive dropout from their academic program, provided they do not pass these subjects according to the Student Statute. Additionally, this analysis allowed us to understand the number of students who are taking one or more subjects in this modality.

Therefore, in relation to the PE of Administration plan 2011, the most recurring EE in second enrollment was Integrative Learning Experience with 40% participation, also the PE of Accounting plan 2019 shows a participation of 26%; it is worth mentioning that this EE can be accredited through written work such as: thesis, dissertation, monograph or technical practical work as appropriate or through the General Examination for Graduation of the Bachelor's Degree (EGEL), for this reason possible reasons why students are taking the subject in a second enrollment could be that they have not successfully completed their capstone project or that they have not achieved the established score in the EGEL for accreditation. In the case of the 2019 Administration Program, the subjects with the highest incidence were Basic Mathematics and Fundamentals of Administration, accounting for 52% and 33%, respectively, both EEs are from the area of initiation to the discipline, which provide the students with the introductory bases and skills of their profession and that is where the importance lies that the student accredits them in such a way that they have the previous knowledge to make satisfactory progress in their academic trajectory. Similarly, for GDN and Software Engineering PEs, the most requested EEs in second enrollment correspond to the area of initiation to the discipline, which are Research Methodology and Fundamentals of Administration with 24% each for GDN and Discrete Mathematics with 50% for Software Engineering.

Regarding the EEs in second enrollment of the AFBG, the EEs that are most in demand are the English/ Language I and II EEs with a participation range of 30% to 40%, so it is considered that these students are presenting difficulties to develop competencies in another language, in that sense there is a high possibility that these difficulties occur with the English III and Intermediate I EEs.

Based on the results obtained, it is necessary to monitor students at academic risk and establish strategies through collaborative work involving the Directorate, Faculty Secretary, Tutoring Coordination, and Tutors. This collaborative effort aims to reduce academic lag and ensure the successful graduation of these students.

It is important to note that the strategies proposed below are not only aimed at the subjects of this analysis, but also support those students who may fall into a possible academic risk in order to reduce this condition.

1.6 Recommendations

- The Tutoring Coordination must continue promoting and developing Comprehensive Training Support Programs in order to increase student performance as stated in Article 14, Section VIII of the Institutional Tutorship Regulation of UV (2009).
- Tutors should conduct a diagnosis of the needs presented by their tutees related to EE in which they need support in order to guide the follow-up. Based on this diagnosis, an individualized report on the monitoring of students with support needs should be developed.
- Through the Directorate, request support from members of the Academies by the area of knowledge to provide guidance according to their professional profile to those students who need to strengthen a specific content of a subject.
- Suggest to the Language Center Coordination to provide greater facilities to offer English III and Intermediate I EE during the mid-term period, so that students experiencing academic lags in these subjects can take them during that period and not extend their stay in the academic program.

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Chapter 2 Academic tutoring in times of crisis: reinforcement strategies for the training of students in Communication Sciences

Capítulo 2 La tutoría académica en tiempos de crisis: estrategias de reforzamiento para la formación del alumnado en Ciencias de la Comunicación

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M. Reyes, Y. Rejón and D. González (AA. VV.) Resilience from the practice of mentoring to contribute to the permanence of students T-II. Handbooks-©ECORFAN-México, Campeche, 2023.

Abstract

This research addresses the tutorial practice in crisis situations and exhibits the data collected among the student population of the Faculty of Communication Sciences and Techniques of the Universidad Veracruzana (UV). Commonly, the tutorial function in universities is linked to an educational practice that aims to accompany students in a comprehensive manner, guiding them not only in the field of school but also in the professional and, in some cases, the personal. In August 2022, the Rector of the UV declared that between five and six thousand students of this institution could abandon or have already left their higher education studies for economic reasons. Hence the importance of this qualitative research that presents the perceptions of the students of the faculty that concern us. The results show the need to support academic tutoring between teachers and students.

Academic tutoring, Science, Crisis, Pedagogical methods, Technology and innovation

2.1 Introduction

The year 2020 will be considered by the new generations of university students as a year full of uncertainty, challenges, and trials. The health contingency generated by COVID-19 burst into the daily life of the world, to such an extent that the social, political, economic, educational, and cultural dynamics disrupted the existence of millions of people globally, creating chaos in health services and rethinking the possibility of a new normality in various areas of human endeavor. Prior to the SARS-CoV-2 pandemic, the university authorities implemented emergency action plans that allowed, firstly, to continue with academic activities; secondly, how to work during the confinement in which we remained for about a year and a half; and then the strategies for the return to the classroom in a staggered manner. However, in the disciplinary field of Communication Sciences, undergraduate students are trained to plan strategically how to communicate in a vulnerable situation and even what to do when risks arise caused by various circumstances or events. Therefore, it was necessary to investigate the strategies followed by academic tutors in the Faculty of Communication Sciences and Techniques of the Universidad Veracruzana through the perceptions of the student community. It should be noted that this research is the product of financial resources from the study carried out as a member of the National System of Researchers (SNI).

2.2 Development

In 2022, after two years of living in social chaos, there is reflection on the new paths we should follow in an emergency situation and what strategies should be implemented in the training of communication professionals. Although the health contingency originated from a pandemic that brought with it in many cases the desertion of university students due to problems such as the lack of economic resources, the lack of infrastructure by not having a computer or any device such as a tablet or smartphone, coupled with the precarious development of digital skills, it required at best the implementation of strategies by the authorities, faculty, and tutors to stimulate and provide educational continuity in the face of an emerging situation, i.e.

The services of protection, welfare, and formal, non-formal, and informal learning that boost, strengthen, or facilitate educational systems in order to ensure opportunities for comprehensive development and equitable, inclusive, and quality learning for all in spaces that are safe and healthy when schools and other educational institutions are closed (Renna, 2020, p. 14)

In this sense, it is necessary to determine what a crisis situation refers to and, above all, what it implies for plans and programs at the higher education level, in the understanding that:

It is magnified by the media's interest in crises, with the appearance of good guys and bad guys, which attract the public's attention and keep the attention alive, aggravating the processes of deterioration. And the same thing happens in the face of a natural catastrophe, a serious functional failure, a crisis of honorability, an economic threat, or an internal crisis (Villafañe, 1993, p. 300).

In this case, a pandemic caused by the presence of COVID-19 unleashed a series of crises in various fields and at a global level, including education.

For authors such as Piñuel, the notion of crisis is aimed at:

Responding to a sudden change between two situations, a change that endangers the image and natural balance of an organization, is necessary because between the two situations (the situation before and the situation after the crisis), there is a sudden (unexpected or extraordinary) event to which an organization has to react by compromising its image and its internal balance (as an organization) and external balance (as an institution) before its public. (1997, p. 167).

And as the various faculties belonging to the Universidad Veracruzana are organizations, in order to exercise academic continuity and comply with their programmatic plans, they undertook various actions to seek strategies to level the chaos caused by a health contingency.

2.3 Literature review

For a theoretical approach to academic tutoring, it is necessary to know the previous studies on the concept. Hernández Rojas (1998), in his work "Paradigms in Educational Psychology," points out that within the field of educational psychology, two types of paradigms can be examined: the general ones of psychology: behaviorism, cognitivism, humanism, constructivism, etc., and those that he considers psychoeducational, which have been developed from the analysis of educational situations to understand them and intervene directly on them. And it is precisely among these paradigms that academic tutoring can be located, with the purpose of intervening in the given situation of the tutor teacher to the subject who receives these psychoeducational processes. Other authors, such as Lázaro and Asensi (1989), (2003), have pointed out what tutorial action implies.

Meanwhile, Ferrer (2003) points out that "tutoring is a formative activity that affects the integral development of university students in their intellectual, academic, professional, and personal dimensions.", Therefore, it is a priority in the formation of students who face the encounter with what will be their professional future. The task is not easy because it requires dedication and knowledge of the various substantive functions of the university, as well as the implications of the educational model that prevails in the various institutions of higher education.

According to López and Oliveros (1999) and Almajano (2002), cited by Álvarez and González (2005, p. 2)

Tutoring is a continuous process of proactive nature, of listening, understanding, counseling, and permanent orientation; therefore, it is a pedagogical strategy with which it is intended to support and advise students in their process of integration, development, and training. It aims to enhance the capabilities of each student, helping them to overcome the difficulties that appear throughout the educational process.

Within the university context, tutoring, in the words of Martínez, Pérez, González, et al. (2020, p. 56),

It re-emerges as a process capable of responding to the reality of the university of the 21st century and, therefore, to the needs of the student body, becoming one of the central debates in the Bologna Process and also an important current research topic that has focused the efforts of numerous researchers who have developed a multitude of studies in recent years.

2.4 The tutoring program at the Universidad Veracruzana

The Universidad Veracruzana establishes through the regulations of the institutional tutoring system the objective of providing support to students and solving academic problems in order to promote their autonomy and comprehensive training, and also seeks to contribute to academic performance based on personalized or group attention. The regulations include seven chapters: general provisions, coordinators of the tutoring system, academic tutors, tutor teachers, monitors, students, as well as transitory attention modalities.

These regulations establish that there are two types of tutoring: academic tutoring and tutorial teaching.

The first refers to the follow-up performed by an academic, called Academic Tutor, of the academic trajectory of one or more tutorees during their permanence in the corresponding educational program in order to guide them in the decisions related to the construction of their professional profile; and tutorial teaching refers to the personalized attention performed by an academic, called Tutor Professor, aimed at supporting the tutorees who so require it in problems related to the thematic contents of the educational experiences or who have an interest in a broader disciplinary formation through the development of Programs of Support to the Integral Formation. (Chap. 1, Art. 7, 2009, p. 8)

2.5 Academic tutoring in times of crisis

Viel (2014) points out that tutoring is a form of accompaniment, guidance, and support for students; tutoring is presented as an improvement strategy that, together with the revision of teaching practices and the institutional management model, could weaken the aforementioned problem and increase the quantity and quality of graduates.

In this context, at the Faculty of Communication Sciences and Techniques and at the Universidad Veracruzana in general, academic tutoring played a prominent role during this time as various pedagogical methods were implemented. For this higher education institution:

Academic tutoring consists of the follow-up given by an academic tutor to the scholastic trajectory of students during their permanence in the educational program in order to guide them in the decisions related to the construction of their professional profile, taking as a basis the study plan. Academic tutoring is characterized by developing a personal character and being a continuous, coherent, and cumulative process (online).

Academic tutoring involves the generation of spaces to promote interaction and to give guidelines for reflection on the different ways of facing the conflicts that students face during their time at the university. A tutoring program helps to strengthen the permanence of students within the institution, help them face the challenges they face, maintain a constant dialogue with their teachers, and avoid dropping out of school. Castro, Prats, and Aránega (2013) define it as "a continuous process of guidance and personalized accompaniment whose purpose is to contribute to the construction of knowledge and the integral formation of the student".

Prior to the appearance of COVID-19, the communicator in training received from the teacher-tutor the necessary scaffolding with which the students should develop their critical thinking, manage their self-learning, and strengthen their academic trajectory within the institution. This scaffolding made it possible for tutoring to establish interactions between a tutor and a student. The tutor offered sufficient support so that the student could progress through some process (Bruner, 1975). This scaffolding, in the words of Reiser (in Peñalosa, 2007, p. 26):

Sketches help to: 1) structure the task for problem solving through presenting the structured knowledge, breaking down the tasks, focusing the effort, and allowing monitoring; and 2) problematize the topic to cause learners to attend to aspects of the task that they had not noticed but that help to find the solution through encouraging the learner to articulate the required knowledge or to identify gaps and disagreements in the arguments.

These actions were carried out individually or in groups during at least three sessions during the semester. However, due to the crisis caused by the pandemic, students faced several problems that, in some cases, caused them to drop out and postpone their studies.

For this reason and in the face of this crisis, the teachers and authorities of the institution opted to generate strategies through innovative pedagogical methods in order to reinforce the academic trajectories. This interaction between teachers and the student community implied mutual knowledge about the training of future professionals and their emerging labor field in the face of a health contingency that resulted in a social crisis. As Weisberg (2006, p. 156) states:

If one of the school's priority objectives is to form autonomous individuals who are responsible for their actions, it is important to provide instances of participation where it is possible to elaborate and design strategies that favor reflection and position-taking regarding situations that make up the coexistence and daily life of the institution; an approach to conflicts that recognizes them as learning opportunities; and the protagonism of students in the resolution of conflicts through forms that facilitate agreements.

2.6 Strategies implemented in response to the pandemic crisis situation. Tutoring in the face of the pandemic

During the health crisis, the reinforcement of university education was strengthened by the role played by tutors, although it should be noted that several students temporarily withdrew due not only to the health crisis, we were facing but also to other types of economic problems. Although it should be noted that several students left temporarily due not only to the health crisis we were facing but also to other economic, labor, technological, emotional, and educational problems, the teachers continued with their tutoring sessions through the implementation of pedagogical methods that made use of socio-digital tools, such as video calls, WhatsApp messages, and the use of e-mail, among other options.

Among the actions undertaken by the tutoring teachers was to carry out a closer accompaniment with the students in order to avoid school dropout and, on the other hand, to guide them in the choice of their educational experiences in such a way that the school trajectories would be followed and an educational backwardness would be avoided. Tutoring, in this sense, had relevance within the formative processes of higher education, not only as an institutional program but also as a figure of moral authority and emotional support for young people.

2.7 Methodology

For the purposes of the research, a quantitative study was chosen among students from different semesters. The quantitative methodology "has a clear and precise process on how it is investigated; it starts in the first instance from a theoretical framework that has been accepted by the scientific community, and from there, a series of hypotheses arise on the possible expected relationships between the variables that are part of the problem being studied" (Chaves, 2018, p. 169).

To obtain the data, a questionnaire of the "non-probabilistic sample by convenience" type was applied to 64 students of the Faculty of Communication Sciences, with the purpose of creating samples according to the ease of access and the availability of the research subjects to be part of the sample in a given period of time.

The application of this instrument was carried out through a form created in the Forms Office. The students who participated are from different semesters and opted to be part of the study.

2.8 Results

The findings obtained were the product of a quantitative-approach study since information was collected on the perceptions of the students and the tutoring program. The results are described by means of a descriptive analysis consisting of the use of measures of central tendency and frequencies to classify the data. This research uses a questionnaire-based data collection instrument, which was shared and applied virtually to undergraduate students who received continuous tutoring sessions.

The first question was of a general nature and refers to the way students experienced the contingency period.

Table 2.1 Contingency crisis

During the pandemic ;how did you experience the health contingency crisis?	
56.3%	With uncertainty and stress
31.3 %	With all kinds of problems
12.5%	With tranquility

Source: Own elaboration

56.3% consider that the COVID-19 pandemic was a period in which students lived with uncertainty and stress, not only in their daily activities but also in the reception of their classes. Barraza (2020: 19 and 20)

Comments that the measures of social distancing, confinement, fear of contagion, and the suspension of social, labor, and recreational activities have generated high levels of stress in the Mexican population. He explains that this syndrome is an adaptive mechanism of human beings, constituted by three moments: perception, reaction, and action as a response.

- a) The beginning of this process occurs when the human being perceives situations that represent a risk, a threat, or a danger to his personal integrity.
- b) Before this potentially dangerous situation, a series of reactions occur in the human being that serve as an alarm of the imminent danger that looms over him.
- c) Once the potentially dangerous situation is identified and the body is prepared to act, action occurs to preserve his personal integrity.

This confirms that undergraduate students have not been the exception and that stress and uncertainty have left a strong emotional crisis among university students.

Of these 64 students, they considered that academic tutoring was undoubtedly important in the pandemic period, and although not all of them had the same opinion, they gave a glimpse of the importance that this educational program has for university life.

Within the convenience research sample and in response to the question, "Do you receive academic tutoring? The data obtained were as follows:

Table 2.2 Percentage of students who received tutoring

During this time of crisis, did you receive tutoring from your assigned professor?	
70.3%	Yes received
29.7%	did not receive

Source: Own elaboration

29.7% responded that they did not receive tutoring (in virtual mode) from their assigned teacher, which is a pending issue to consider, due to the characteristics of the educational model that prevails in the institution, it is a priority to accompany the student in his academic career, from the beginning to the end of his professional career. The fact that for two years they did not receive either group or individual counseling only served to create more doubts in that percentage of the population that did not receive this academic support.

Table 2.3 Role of the mentor-teacher

During this time of crisis, the teacher-tutor helped you to:	
Resolve doubts regarding the career	79.7%
Guide my academic career and my self-learning	51.6%
Stimulate my independent study through pedagogical techniques	18.8%
Making an appropriate selection of courses and credits	53.1%
Maintain permanent communication with me	37.5%

Source: Own elaboration

Regarding the role of the teacher-tutor, 79% said that resolving doubts about the career was essential, especially in the two generations that practically began their studies and did not have the opportunity to receive orientation in person. Similarly, for students in advanced semesters, it was essential to have the support of their assigned tutor, since this allowed them to make an adequate selection of courses and credits on the one hand and, on the other, to strengthen their cognitive and socioemotional skills. This is demonstrated in the following graph:

Table 2.4 Scaffolding by tutors

Do you consider that the educational scaffolding provided by tutors was:	
Inadequate	9.4%
Average	25
Adequate	32.8%
Very adequate	31.3%

Source: Own elaboration

Educational scaffolding by tutors ranged from very adequate (31.3%) to adequate (32.8%). Only 25% thought that this scaffolding was normal. This shows that tutoring in times of crisis contributed to the strengthening of school trajectories. In the following cloud of descriptor phrases, we can glimpse the phrases alluding to scaffolding on the part of the tutors. As for the way in which the communicators in training received the tutorials, it was through messaging services such as WhatsApp.

Table 2.5 Resources and technological tools used

Technological resources and tools used in tutorials in times of health contingencies	
Eminus 3 or 4	37.5%
WhatsApp	82.8%
Social networks	32.8%
Video call	48.4%
Cell phone	20.3%

Source: Own elaboration

To conclude, we can point out that the students of the Faculty of Communication, in their return to classes, asked to shore up the academic tutoring program due to the lack of orientation that, in some cases, was given, the presence of a pandemic crisis, anxiety, stress, and uncertainty, which made the emotional health of the university students sore.

2.9 Conclusions

Tutoring is a modality within higher education institutions, as it is at the Universidad Veracruzana. It allows personalized attention to the student to foster in him the knowledge and skills of critical and creative thinking within the formation of future professionals, in this case, of communication.

The academic tutor is directly responsible for this action; "it is the person who serves as a guide or facilitator and as the initial contact for the identification of problems and their signaling, as well as their appropriate channeling to the support instances within and outside the institution". (Sanchez, 2002)

The tutor becomes an agent of transformation and orients and supports the undergraduate student to be adequately trained, together with the assurance of a quality of life within the university.

The situation caused by a health contingency revealed weaknesses in the educational system and its teaching staff, which made it possible to recognize and chart a course towards new directions and face educational problems in crisis situations. However, the use of innovative pedagogical methods made it possible to create bonds of common good in the student-tutor interaction, as well as the use of technological programs that facilitated the reduction of the uncertainty generated with a view to a renewal of educational practices and the strengthening of the actors in the teaching-learning process.

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Chapter 3 Open teaching system, Veracruz region, accompaniment in the school trajectory

Capítulo 3 Sistema de enseñanza abierta, región Veracruz, acompañamiento en la trayectoria escolar

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Abstract

Tutoring is a relevant process in which a reciprocal action or relationship is exercised by two or more people, we are talking about a teacher and a student of the three educational programs offered by the Open Education System in the Veracruz Region, Mexico, of the Veracruzana University. Over the years, teaching-learning processes have been changing in search of better quality in education, which is why new ideas emerged to place students as a fundamental part of educational institutions and with the purpose of train professionals who have a critical sense and are capable of analyzing society's problems, assuming responsibilities. That is why Tutoring emerged as an innovative strategy, as a guide in the teaching-learning processes and academic support of teachers towards students throughout their school career, enriching knowledge during their academic training and promoting empathy, resilience, tolerance and respect.

Teaching-learning, Tutoring, Empathy

3.1 Introduction

Mexico is immersed in a process of innovation in education, which is why upon admission students are assigned a tutor who guides and advises them until the end of their studies. The designated tutor must guide them in all school and academic areas and the teachers are also responsible for guiding the students, supporting them in avoiding the difficulties that arise during their academic progress and at the same time they must support them with the academic programming (Planea) where the student is suggested the educational experiences that he can request for his career and academic progress. The tutorial action is an educational activity that meets the objectives set out in the new educational model. That is why a series of questions was designed for the students of the three educational programs: Administration, Accounting and Law of the Open Education System, Veracruz Region, to know, analyze and evaluate the effects produced by the tutorial model implemented by the University Veracruz. This educational institution implemented tutoring, so that future professionals can achieve academic success, with the support of teachers during their transition from student to professional, to improve learning and academic performance, resulting in increasing graduation rates and lowering school dropout.

In order to understand the importance of accompaniment in the school career, it is necessary to address the different elements that make it up through the sections of this chapter. These elements are the Teaching-Learning Strategy, the innovation that is tutoring in the branch of education, the importance of empathy and resilience in tutoring, the methodology used in SEA tutoring, and of course, the conclusions of those involved in the preparation of this chapter.

3.2 Teaching-Learning Strategy

The teaching-learning process is the interaction between students and teachers, who must relate appropriately with their students, in order to know each other well and be part of a communication system based on strategies aimed at learning. A transcendental strategy is the acceptance of tutoring and this entails a new approach to teaching - learning, which is identified with a system of learning and tutoring of students. This is why the importance of Tutoring for the success of the teaching-learning process has been developed through reflection.

According to (Álvarez Pérez, 2002) It tells us that the tutor is a teaching professional who helps students on their journey through the educational system: Forming favorable attitudes towards knowledge, towards study, provides the map so that the route is traveled appropriately, removes some stones of the path that makes said journey difficult, encourages creativity, autonomy, responsibility, among others.

Education is a very significant factor in the evolution and humanization of students, the teaching-learning process begins with the participation of the teacher directing and guiding the students. The process is always dependent on changes in the world, according to the needs that its environment demands. Teaching is the work through which the teacher supports students to learn and also motivates them to positive change, resulting in the achievement of objectives, in relation to programs, teaching techniques and monitoring and control mechanisms.

To build meaningful learning in students, teachers must answer three key questions: ¿who learns? how do you learn? and what, ¿when and how to evaluate? An adequate teaching-learning process will help us respond and act in the face of these educational challenges. (e-Learning Master, 2017).

Tutoring is an educational strategy of teaching - learning, which will allow students to improve their success, and will also allow them to strengthen their integral development of the academic and integral condition as a human being, related to the cognitive dimension of their being.

As stated (Benoit et al.) The teaching-learning process requires the active participation of students in different instances of their academic work and their adaptation to the demands of the system. Faced with these challenges, educational institutions promote the use of different strategies. One of them corresponds to peer tutoring, a pedagogical strategy based on collaborative work between the tutor and the tutees. (2018, págs. 89-113).

Currently we know that educating is more than arousing students' interest in knowledge and strengthening intellectual skills. Emotional skills should also be stimulated, forming students who are respectful, responsible and collaborative, this will allow them to acquire high values and important skills to live those values in their daily lives.

They tell us that, in accordance with current guidelines in education, it is essential to “offer an academic program with a flexible and efficient educational approach, based on learning and attentive to comprehensive human development, training in values and the intellectual discipline of students.” (pág. 2).

When students enter Universities they have some difficulties, one of these is academic performance, because the purpose of the tutorial strategy is to contribute to the performance throughout the students' training process. This is why in the relationship between the teacher and the student there is sometimes indifference on both sides; a primary factor of tutoring is precisely to facilitate the training processes in a climate of mutual collaboration.

From the point of view of (Seoane et al.) In the accompaniment process, the tutors carry out various actions to motivate the tutees and make them participate in their learning; among them, guidance actions, from their own previous experience in the course, and support aimed at improving their academic performance, such as consulting, feedback and formative evaluation. (2012, págs. 1-11).

The educational interventions carried out by teachers, monitoring and developing students, will facilitate learning and also their credit progress. A radical change to the teaching-learning processes is one where the interaction of the teacher and student makes them live a new form of relationship based on the rules that govern the tutorial system.

Tells us (González, 2009) that one of the fundamental concerns among those of us who dedicate ourselves to teaching is the need to resolve the insufficiencies in the learning of our students and that we attribute among other things but importantly to an absence at the level of development of cognitive motivations, for what we constantly ask ourselves: ¿how to motivate our students? What role does motivation play as a driving force or incentive in the learning process? What theoretical and methodological tools can we use to achieve motivation?

Within the tutoring strategies at the Universidad Veracruzana where the personalized attention that the teacher must provide is defined, supporting students who require it and strengthening the learning processes, related to the theoretical, heuristic and axiological knowledge of educational experiences. (EE), is where the Comprehensive Training Support Program (PAFI) is perfected.

Based on what is stipulated in the Operational Guidelines for Tutorial Teaching of the UV, (DAFIE) It tells us that this is the starting point for addressing the academic needs of students; an accurate diagnosis will allow us to define the relevant support strategies that the academics of the educational program can execute. The diagnosis requires the participation of different figures in the institution: Members of academies by area of knowledge, Tutoring Coordinator, Academic tutors, Students, Head teachers of the educational experiences, Tutor teachers, as well as authorities: Secretary and Director of the faculty. The diagnosis can be enriched with various sources that will provide valuable information, for example: Interview with the student or students who present difficulties, an exam or some other source of information, such as reports of their school career, reports from academic tutors, information generated in the academy meetings, information on failure rates, an interview with the head professor of the EE, among others. (2021, p. 4).

3.3 Tutoring, innovation in education

The challenges faced by educational institutions mean that they require new innovative educational methods that favor the training of students.

As it says (Demuner Flores, Ibarra Cisneros, & Nava Rogel) Derived from the contingency, universities assumed their role as trainers of future professionals and became aware of meeting the needs of the online teaching-learning process. To this end, they offered training to teachers, reinforced mentoring programs, streamlined online communication mechanisms, made technological platforms available, and provided support. (2023, p. 15).

Innovation in education is currently a primary process so that all areas of a globalized world are providing designs for an accurate and meaningful education that responds to the needs that society requires, which is why it is necessary for education to implement innovation in the Tutoring programs, developing activities focused on students supporting in their training process. The teachers being responsible for the educational processes and the interrelationship with the students.

(Herrera et al.) they tell us that the purpose of guidance and tutorial action, like teaching, is to contribute to the full development of students, in such a way that students learn to learn, learn to do and learn to be. Therefore, tutoring is a right of students that will provide quality teaching and will contribute to their education, their advice and training, and their development. (Innovation Project in Tutoring).

In order to innovate in tutoring, it is necessary to promote the motivation and empathy of the student with the teacher within the school environment and also carry out programs that allow advice and thus achieve the objectives set at the beginning of each semester.

That is why (Novoa Palacios & Pirela Morillo) They tell us that, to achieve its purposes, tutorial support must be organized, according to structures and dynamics that position it as a strategic action in higher education, in which a series of factors and variables interact (2021, pp. 1123-1142).

Likewise (Capelari, 2021) indicates that currently the teacher's tutorial function has been institutionalized, highlighting the years 2000 and 2001 as the beginning of these processes in different Latin American universities. One of the main challenges that the tutorial action faces at this time is the necessary transition that must be made from a vertical activity, in which only the figure of the tutor stands as the most important for building knowledge, to understand the tutoring process as an accompaniment action that is assumed as pedagogical and social mediation, from which communities of practice and collaborative environments for the construction of new meanings have very clear meanings.

The Open Education System, Veracruz region, planned three sessions during each semester in person, starting with COVID 19, technology took a fundamental role in the development of education and also tutoring, in this period of contagion, communication was carried out through digital platforms, institutional emails and WhatsApp, they are currently carried out in person, to meet the objectives that the UV requires to support students and strengthen the teaching-learning processes.

Background of the Tutoring: (Depto de apoyo a la formac integral del estudiante, s.f.) For twenty years the Universidad Veracruzana (UV), attending to international and national educational policies, as well as the needs of Higher Education in the State of Veracruz, began a transition towards a student-centered educational model, to promote their autonomy and comprehensive training, through the implementation of a competency-based approach and the flexibility of study plans, establishing tutoring as a key strategy for the support and accompaniment of students in their academic life.

Another contribution for tutorial support is found in (De la Cruz Flores, Díaz Barriga, & Abreu) who point out that one of the aspects that could ensure the success of tutoring is the mastery of training-socializing competencies, which are required to evaluate the quality of the tutorial action, going so far as to specify seven types of domains: Research training, Professional training , Teaching, academic counseling, socialization, academic sponsorship and psychosocial support. This idea of accompaniment is fundamental to focus on the process not only from the cognitive perspective, but, above all, from the psycho-social and emotional aspects, crucial elements to understand in all its richness and complexity. (2014, págs. 83-102).

Since the appearance of the COVID 19 virus, education underwent a change, producing impacts on the teaching-learning of educational institutions, which is why they had to innovate and through tutoring, an empathetic affinity was created between teachers and students with the purpose of cultivating hope and care through communication, validating knowledge and supporting students in resilience derived from the spread of the virus and isolation. This strategy is a challenge for university teachers, since they must offer teaching-learning experiences that facilitate the comprehensive training of students.

(Corredor et al.) They tell us that the teacher who intends to offer an integrative classroom must be interested in knowing his students so that he can detect their motivations, interests, cultural and social context, level of cognitive development and the potential that has not yet been realized. developed, to offer relevant learning experiences and base a pedagogical discourse, which allows it to develop university teaching aimed at promoting a better education for the students in the classroom. The teacher has the great task of knowing, understanding and transforming his pedagogical practice so that he can eliminate those obstacles that prevent the comprehensive training and meaningful learning of his students. (2009, p. 17).

3.4 Importance of empathy and resilience in mentoring.

Tutoring is understood as the personal accompaniment of an individual with the objective of growth, both in their academic performance and in their career during their stay at the University. In general, students perceive tutoring as a positive resource, they recognize the tutor as a valid advisor on their educational path, available and friendly. Teachers identify themselves as resource figures and seek to respond to the needs of students. The main problems of the students emerge: adaptation to the pace and management of academic tasks. From the teachers' perspective, mentoring brought benefits. (Sim Benefit et al., 2013).

In México, the implementation of tutoring programs at the higher level addresses the need to promote the comprehensive training of students and one of its main challenges is to ensure that a high proportion of students reach favorable levels of academic performance to successfully complete their studies. within the expected deadlines. At the same time, correct problems presented throughout their stay in a higher-level institution and thus strengthen educational quality, promoting activities to support teaching, especially from a perspective of greater emphasis on learning. (Romo López, 2011).

In the case of tutors, many times they do not usually approach only with school problems, which is why it is essential to form a bilateral and empathetic relationship with the young people. The Open Education System, unlike the school system, has the fact that the majority of students have already integrated into the world of work. It is one of the main reasons why they choose this system.

Using the words of (Serrano et al., 2017) The tutor performs two very important functions: on the one hand, he/she advises the students in a personalized way on the subject matter, on the other hand, he/she advises on the organization and planning of the job.

The students who approach the teacher do not do so because they have problems with the use of information technologies; They do it because they want help with a problem that arises from work life or in their daily life, seeking empathy and explaining why they have not been able to attend classes, hoping that these absences do not affect their academic progress.

It is important for students to know how to use the Eminus 3 or 4 platform and how to upload an assignment or how to respond to an institutional email, but it is more important for them to be listened to and supported. Establishing a dialogue, with trust, where they can share the problems that afflict them and that the tutors can help them. In this way, avoiding school dropouts and providing them with the tools to have better professional development.

Some of them ask questions that they can ask after finishing their degree, others wonder what is the best way to get a degree. It is important that we as tutors understand their apprehensions, that we can remember our years as students and show that genuine interest in guiding them, so that they can make the best decisions for their professional future. Our role as academic tutors is to know our students, not just their academic career, that is important, of course, but it is not what they need, they want us to be their friends, to accompany them in the crisis situations that they face, school presents them.

It is important to note that during the COVID 19 pandemic, many students expressed fear of changing from blended sessions to online sessions. In the Open Education System we meet on Saturdays with a schedule of an educational experience that runs from 9:00 am to 2:00 pm with a duration of 6 sessions giving a total of 30 hours per educational experience and with an afternoon shift in the same period with a schedule from 4:00 p.m. to 9:00 p.m. The system is a bit complex to adapt in person, tutoring allows the student to understand this way of studying and advance; Therefore, our work as tutors in this accompaniment is very important.

The design of the teaching-learning process is a primary factor for the gearing of change, (García Aretio, 2003) tells us that, therefore, in a situation of so much uncertainty, the development of the digital competence of teachers and students is considered essential, as well as the formulation of possible scenarios and support for students also in the emotional part, which can influence their learning results.

The COVID 19 pandemic made the student feel insecure in the face of such a situation and despite this we all adapted to this change, we evolved together in the new era of online sessions through different means, where we accompanied them in their doubts regarding this change, learning together about the use of TIC'S. Regarding Teams, they point out that when there are many students, even if they have their cameras on, the facilitator cannot see them, thus cooling empathy, therefore, the ideal digital platform is Zoom and also the platforms managed by the University. Veracruzana like Eminus 3 and 4. The first months of Covid we went through a very difficult period of fear and uncertainty in many aspects of daily life (home, family, school, work, hobbies, etc.), the confinement caused anxiety, depression, etc., with the media being an important factor in social impact. The majority of students had the ability to adapt to the change and evolved to online education accompanied by the empathy of the tutor.

The author (Bernard) proposes that there are keys to creating a positive school environment that helps students develop their potentials: caring relationships, high and positive expectations, purposeful support, and meaningful participation in the community in which they are immersed. It is through resilience research, studies of effective schools (Applications of resilience, 1999).

The emergence of the COVID 19 pandemic generally affected everyone, regardless of their nationality, educational level, income or gender.

This is why (OECD, 2020) tells us that education is no exception. Those from privileged backgrounds were able to access, beyond the closed doors of schools, alternative learning opportunities, with the support of their parents and with the desire and ability to learn. Those from disadvantaged backgrounds were often left out when schools closed. This crisis exposed the multiple shortcomings and inequalities of our education systems: from the broadband and computers required for online education, to the supportive environments needed to focus on learning, to the poor match between resources and needs.

It is pertinent that teachers and students are friends, that we accompany them in the crisis situations that the educational institution presents to them; In addition, we are also able to work with others to solve their problems in various activities. Although it is true that the purpose of tutoring is not the absolute resolution of all students' problems, what is desired is the reduction of school dropouts. That at higher levels it is known that only a percentage of young people who start university manage to finish it. A figure that undoubtedly must have increased with the pandemic that hit us.

The COVID-19 pandemic forced schools to teach their classes remotely, however, the majority of students and teachers were not prepared for this given the unprecedented and sudden nature of the situation. Just over 1.6 million teachers were faced with preparing classes and materials to be able to continue teaching from a virtual environment, and for this the SEP created the “Emerging teacher training workshops” in 2020. Itineraries for the reunion” with the purpose of training teachers for distance teaching and for the gradual return to the so-called “new normal” (Pósgrados Anahuac, 2021).

Some of the skills that academic tutors should have are: A genuine interest in their tutors, having ease of communication in various aspects, such as family, social, cultural, and etc. It is important that the teacher also has knowledge in pedagogy, to be an excellent motivator for students. Something that cannot be left aside and that is also of utmost importance, respecting your students while respecting ourselves.

According to (García Antelo & Casal Otero) the use of technologies to monitor students' work and carry out tutoring is being consolidated in recent years. The possibility of generating scenarios in which space-time rupture, flexibility and the ability to communicate ubiquitously, among others, facilitate tutoring processes. (2020, p. 12).

Resilience can be explained as the process of adaptation to adversity. These adversities can be presented as physical or psychological trauma, tragedies, threats, family problems and personal relationships, these could also be health problems, work situations and even financial ones. This resilience does not mean that people do not face problems or that these problems are unimportant, but that, when the time comes to begin the busy path of coping with crises, they will be able to move forward successfully and thus overcome the bitter pills that can come, life.

Dr. Rafaela Santos talks about the concept of resilience, the human capacity to flexibly assume extreme situations, overcome them and come out stronger on an individual level. We want to ask you how the current crisis situation would change if we were a largely "resilient" society. (Santos, 2018).

One of the fundamental points is that the young people tutored learn to live with the continuous change that they will face when they finish their studies. It is expected that they can adapt to the adversities they may encounter in their daily lives, with this resilience. For example, in the best of cases, it is the adaptation of the change from high school to University, regularly the students of the Open System live in areas in which there is no access to opportunities to complete bachelor's levels and therefore they face a new life in the city for those who come from outside the municipality.

In more serious matters, there are those who deal with the loss of a loved one, a mother or father, becoming the breadwinner of the house or the caregivers of siblings. In other cases, kids struggling with illnesses that prevent them from leading a normal life. There are many cases of these who approach me with their problems, saying that because of work they want to leave their career, because they have to pay the bills, go to treatments, etc.

Our job as tutors is to offer them a solution, to explain to them that they can ask their teachers or their friends for help. That they be included in teams, that they be told the tasks, so that they do not miss the opportunity to improve. That they are not someone's assistant all their lives, that they are not the one who serves the coffees or makes the copies, that they can access better jobs, with better salaries and benefits.

That is the importance of education and mentoring. We should not give them the answers, we should train free thinkers, people trained to adapt to new problems. Creatives who will not lead the world of tomorrow, but are already doing so. The Open Education System has an advantage that the others do not have. It has experienced young people, brave fighters who want to get ahead, resilient people who are already facing the real world, because if they weren't, they wouldn't be here in the first place.

Therefore, we, their last teachers, have the obligation to give them meaningful learning. Finish developing the skills they still lack and take them, together as equals, to the goal of obtaining their university degree. Even if possible, encourage them to study for a master's degree or do a doctorate. Well, these tools will also be essential in your professional future.

That is why (Molina Álvarez) tells us that each institution must have a comprehensive training program for the advisor-tutor, understanding comprehensive as the combination of tutorial aspects and psycho-pedagogical advice specific to the educational modality and level being applied. try. The training of tutors must include at least the following contents: Theoretical and methodological bases of tutoring, Clear precise information on the functioning and organization of the school system or modality, Characteristics of the students, Factors that affect academic performance, Diagnosis (Tools to do) of the educational institution, Consulting methodology (Empathy, interview, etc.), Forms of evaluation and monitoring. (2004).

2.5 Methodology

The methodological paradigm is quantitative, since according to (Hernández et al.) it establishes that “the quantitative approach (which represents, as we said, a set of processes) is sequential and evidentiary. Each stage precedes the next and we cannot “jump” or avoid steps. The order is rigorous, although of course, we can redefine some phase. It starts from an idea that is limited and, once delimited, objectives and research questions are derived, the literature is reviewed and a framework or theoretical perspective is built. (2016).

For the purposes of this research, quantitative research is proposed since it seeks to verify the independent variable called accompaniment in the school career or through the search for the results obtained with a survey that is applied to students who use of the tutoring service and that they propose a series of surveys, this is why quantitative research is required to measure the object of study, the type of research is non-experimental, as mentioned

(Hernández et al., 2016, page 129), The term experiment has at least two meanings, one general and one particular. General refers to “choosing or performing an action” and then observing the consequences (Babbie, 2014). This use of the term is quite colloquial; Thus, we talk about “experimenting” when we mix chemical substances and see the reaction caused, or when we change our hairstyle and observe the effect it has on our friends. The essence of this conception of an experiment is that it requires the intentional manipulation of an action to analyze its possible results.

Therefore, it applies in a non-experimental way since it only seeks to know the students' opinion about the Tutoring System (the accompaniment), throughout their school career to see the specific results that are obtained or based on Analyze the results to make proposals for improvement in the service and maintain correct programming. The research design is descriptive as mentioned (Hernández et al., page 92), “Descriptive studies seek to specify important properties and characteristics of any phenomenon that is analyzed. Describes trends of a group or population. It is a research process where all the information collected will be descriptive and applies to the present investigation that seeks to describe the results obtained through the survey that have an accompaniment of such objective, the instruments applied are the opinion survey, such as establishes (Hernández et al., page 159) Opinion surveys are considered by various authors as a design or method. In the classification of the present work, non-experimental cross-sectional or transectional descriptive or correlational-causal investigations would be considered, since sometimes they have the purposes of one or the other designs and sometimes of both.

It is and applies in this research to be able to collect or establish the indicators that will support the measurement of the research variable and the population that, as established (Hernández et al., 2016, page 105), tells us that “A variable “It is a property that can fluctuate and whose variation can be measured or observed.” and includes the population of 1001 students who make up the three educational programs of the Open Education System, Veracruz Region, which are Accounting Administration and Law. Our research sample is non-probabilistic due to the use and management of the population corresponding to the second session of Tutorials.

The research process is descriptive, as stated (Hernández et al., 2016), an instrument is designed based on a series of concepts and ideas that comprise, the tutorial support of the Universidad Veracruzana is carried out. validation and its application, subsequently the statistical analysis is carried out.

This section will show the results of the application of the aforementioned survey, which included 7 questions addressed to the tutors of the Educational Programs of Law (521), Accounting (250) and Administration (230), making a total of 1001 students. This survey was applied with the purpose of knowing their perception of tutoring. It is worth mentioning that the number of 1001 was the universe object of study through the survey which was answered by in its entirety and by Law (308), Accounting (170) and Administration (166) in total 644 members of the universe, it is possible mention that the sample that the study showed was 400 students, that is, the study objective of the sample was met and exceeded by 243 students surveyed, which increases the level of confidence.

Since the sample is a representative portion of the population, the formula for finite universes indicated by Sierra (2007, p.227) was used.

$$n = \frac{4 \cdot N \cdot p \cdot q}{E^2 (N - 1) + 4 \cdot p \cdot q}$$

Where:

n= is the sample size to calculate

2.5758= is a constant (represents 99% confidence)

N= is the size of the population

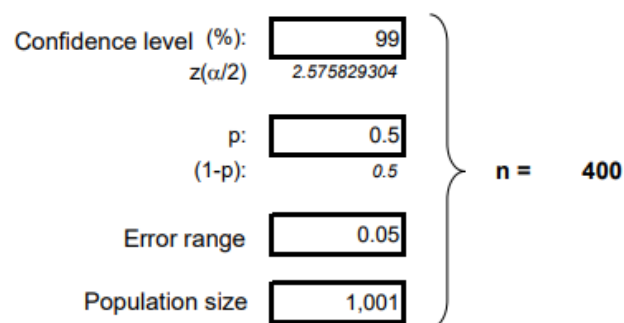
P and q= are the probabilities of success or failure that have a value of 50% (so P and q = 50)

E²= It is the error selected by the researcher (between 5 and 9).

In this way, by substituting the formula we obtain:

$$n = \frac{2.5758 \cdot 1001 \cdot .5 \cdot .5}{0.0039 (1001 - 1) + 2.5758 \cdot .5 \cdot .5} = 400$$

Figure 3.1 Sample calculation

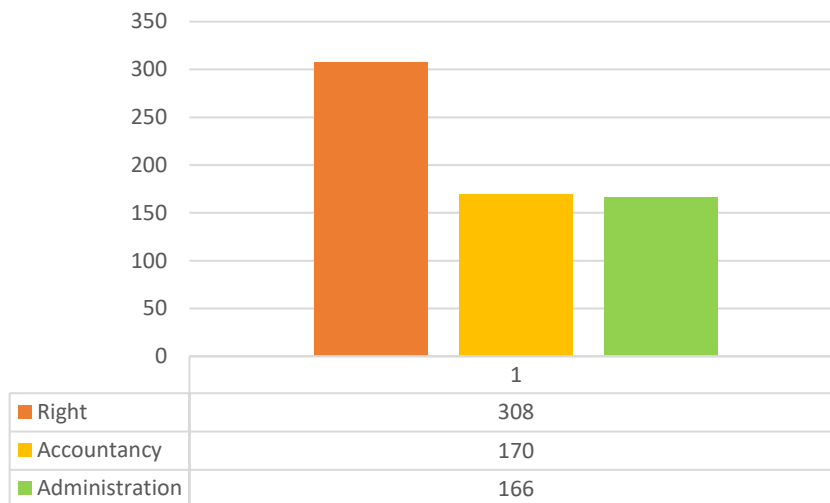


Source: Own elaboration

The sample calculation of a universe of 1001 students, with a confidence level of 99% and a margin of error of 5%, gives us as a sample a number of 400 students surveyed, however, as previously explained, 644 surveys were answered.

3.6 Results

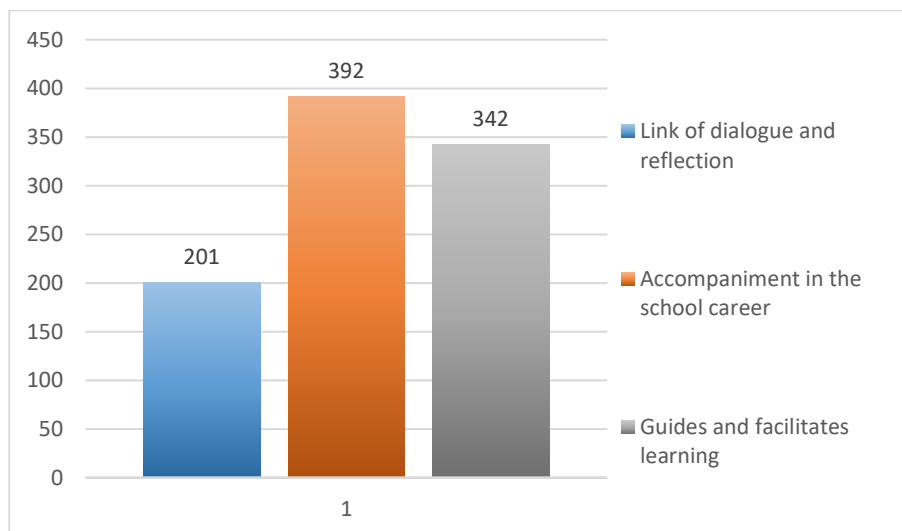
Graphic 3.1 Select the educational program to which you are enrolled



Source: Own elaboration

Of the 644 students who answered the survey, 47.82% are from the Law Educational Program, 26.40% are from the Accounting Educational Program and 25.78% are from the Administration Educational Program.

Graph 3.2 What purpose do you see mentoring serving for you?

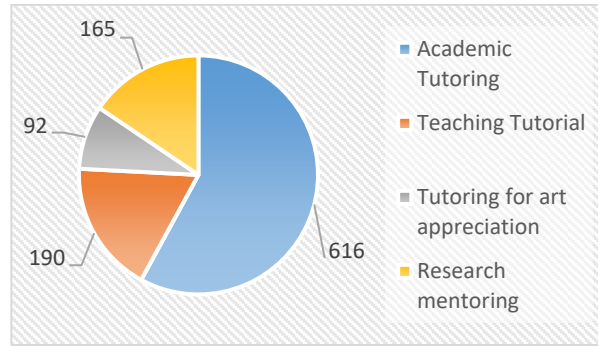


Source: Own elaboration

Of the 644 students who answered the survey, 47.82% are from the Law Educational Program, 26.40% are from the Accounting Educational Program and 25.78% are from the Administration Educational Program. Of the 644 students who answered the survey, 392 tutored students, that is, one 60.86% consider it as an accompaniment in the trajectory, 342, that is, 53.10%, consider it to guide and facilitate learning and 201, representing 31.21%, consider it as a link for dialogue and reflection.

This analysis about the importance that tutoring has for the students of the Open System, the majority indicated that it is an accompaniment in the trajectory, this is so that by sharing this information with the Academic Tutors, we let them know the importance that it has for them, even focusing on the 3 points, which many respondents surely chose.

Graphic 3.3 Do you know what types of tutoring exist?

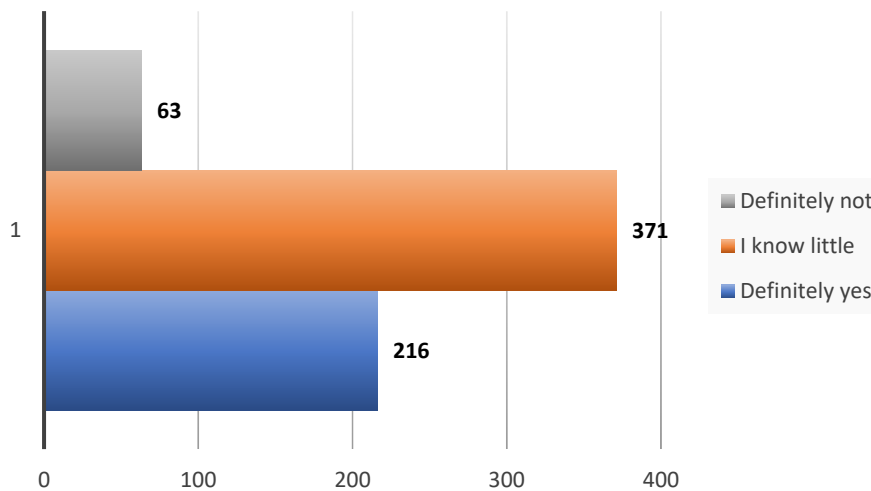


Source: Own elaboration

This graph represents the tutorials that the students of the three Educational Programs indicate they know exist. A relevant fact is that of the 644 interviewed, 616 know about Academic Tutoring, and of the same number of interviewees, 190 only said they knew about Tutorial Teaching, 165 tutoring for Research and only 92 tutoring for artistic appreciation.

Here we can find an area of opportunity since 58% know one of the most important, which is academic tutoring. During the sessions, they will be explained the types of tutoring offered by the Universidad Veracruzana for the benefit of students.

Graphic 3.4 Do you know the functions of the Tutor?

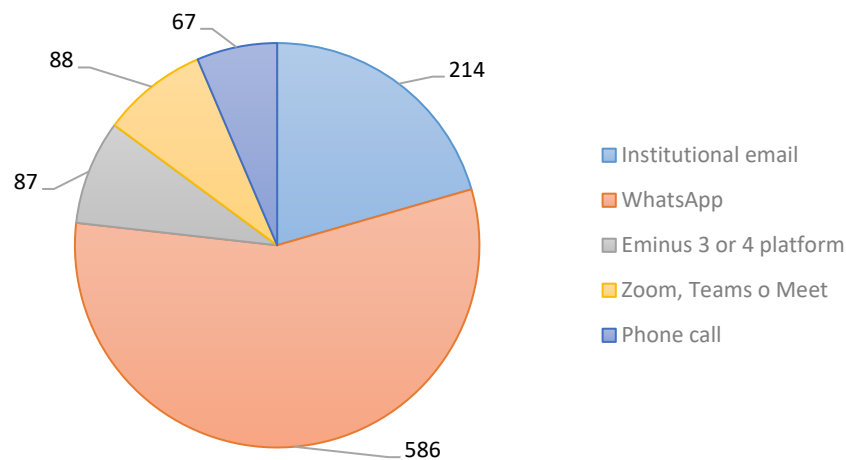


Source: Own elaboration

The students were asked if they knew the role of the tutor, of the 644 participants in this survey, 371, representing 58%, answered that they knew little, and 210, representing 32%, stated that they did know the functions of the tutor and only 63 participants which represent 63% do not know the functions of the tutor.

This graph indicates that the majority of students who know little about the functions of the Academic Tutor are the least who know the tutoring function, so greater emphasis will be placed on making them see the functions through the Tutoring Regulations of the Universidad Veracruzana. and obligations of the Academic Tutor and the functions and obligations of the tutored student.

Graphic 3.5 What media would you select with your Academic Tutor?

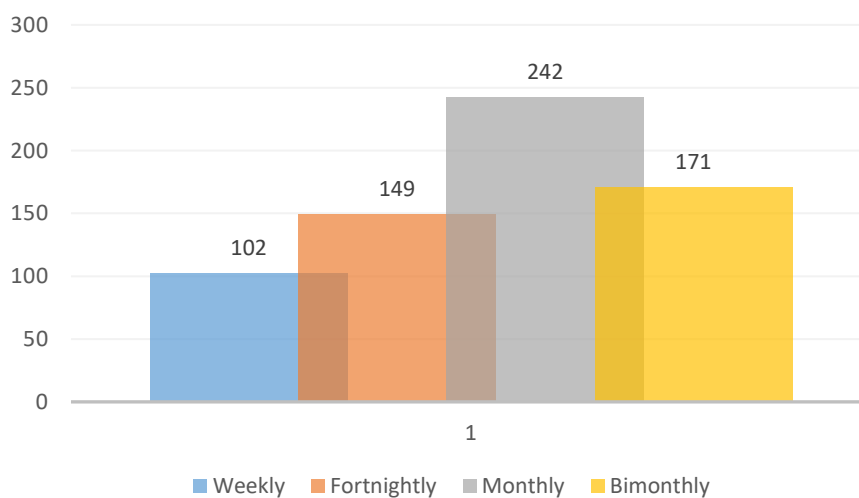


Source: Own elaboration

The tutored students were asked what medium they select or prefer with their Academic Tutor. Of the 644 participants in this survey, 586, representing 91%, answered that, by WhatsApp, to continue, followed by 214, representing 33%, choosing what they prefer. by institutional email, 88 representing 14% indicated that by Zoom, Teams or Meet, 87 representing 13% indicated that by Eminus 3 or 4 platform and only 67 tutors representing 10% stated that by phone call.

The Academic Tutors will be made aware of the options that the tutored students prefer to be in contact with them, even so, in general almost all tutors communicate with the students through WhatsApp and by institutional email.

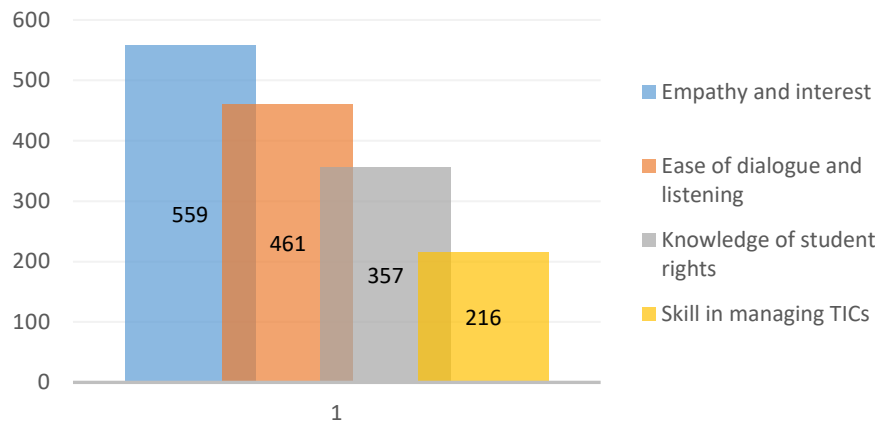
Graphic 3.6 Please indicate how often you would like to have academic tutoring?



Source: Own elaboration

The tutored students were asked how frequently they would like to receive academic tutoring and 222 tutored students, that is, 36%, chose monthly, 171, representing 27%, indicated bimonthly, 149, representing 23%, indicated biweekly, and 102, representing 16%, indicated that they prefer tutoring every week.

Regarding the frequency they wish to receive tutoring, the majority request monthly tutoring, others bimonthly and others biweekly, the minority weekly, so it will be seen with the Academic Tutors to be able to identify the pressing needs of their tutored students and that with each one reaches an agreement on the frequency they require, as well as establishing fixed days and times to receive tutoring or both parties adapt to being in continuous communication.

Graphic 3.7 What qualities do you think an Academic Tutor should have?

Source: Own elaboration

The tutored students were asked what qualities they consider for the Academic Tutor, and of the 644 respondents, 559, representing 87%, chose that they would like their Tutor to show empathy and interest, 461, representing 72%, indicated that they would like their Tutor to show empathy and interest. the Tutor shows ease in dialogue and listening, 357, representing 55%, indicated that they would like their Tutor to know the rights of the students and 216, representing 33%, stated that they would like their Academic Tutor to have skills in the management of Tics.

Regarding the quality that they consider most important for the Academic Tutor to have, the majority indicated enthusiasm and interest, however all of them were at the same time important since they also chose others, such as ease of dialogue and listening, knowledge of the students' rights and skill in the management of Tic; Therefore, the Academic Tutors will be made aware of the qualities that their tutored students expect from them and make it their goal to fulfill each of the requested suggestions.

3.7 Conclusion

As a result of the questions asked of the students in a Form - Google survey and the responses they made, we were able to distinguish the importance of the tutoring for the students. More than 500 of them indicated that they considered them to be significant because of the interest and empathy that the tutors show towards them. In the same way, we managed to understand that the young people of the Open Education System would like the tutoring to be monthly. And also derived from the changes caused by the COVID-19 pandemic, it was taken into consideration that, starting from the next tutorial sessions, these would be carried out in a personal group manner (Tutor-Students), we refer to the tutors assigned to For each teacher, there will be three face-to-face sessions scheduled by the Tutoring coordinators, for these sessions to take place. Virtuales meetings will be scheduled with the tutors before each session, to indicate the school topics that will be developed during their tutoring session, at the same time, the tutors will be provided with the teaching material to replicate before their tutors, this will allow better communication. certainty and empathy with students.

By monitoring the results of the graphs, it is essential to take into account what the students indicate and see it as an area of opportunity for continuous improvement and with quality, implementing being empathetic, which is why it is of utmost importance to innovate the processes of the tutorial sessions for a better interrelation between teacher and student. Likewise, through PAFI, students will be supported to strengthen empathy in their academic career and in their stay within the Open Education System, Veracruz Region, of the Universidad Veracruzana.

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Chapter 4 Analysis of the performance in the English language of the students of the 2020 generation of the Bachelor of Business Administration

Capítulo 4 Análisis del desempeño en el idioma inglés de los alumnos de la generación 2020 de la Licenciatura en Administración de Empresas

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M. Reyes, Y. Rejón and D. González (AA. VV.) Resilience from the practice of mentoring to contribute to the permanence of students T-II. Handbooks-©ECORFAN-México, Campeche, 2023.

Abstract

Currently, mastering a foreign language, in particular the English language, provides advantages for anyone and is of the utmost importance for the professional development of graduates of Business Administration, however, achieving this mastery is not easy. and less in conditions such as those that have occurred as a result of the COVID-19 pandemic. That is why the purpose of this work is to analyze the performance obtained by Business Administration students of the 2020 generation in the English courses that are part of their curricular map, for which the results of the English diagnostic test of the students were identified. students selected to enter said generation and compared with the level of English they have passed up to the current period (August-December 2022). The results show that there is no clear relationship between the variables studied, so it is necessary to identify the causes that have caused the students to fall behind in order to apply corrective strategies.

English Proficiency, EDIIN, Academic Performance, Tutoring, Higher Education administration, pandemic, diagnostic, identified, variables, corrective, strategies, foreign, utmost, development, mastery, conditions, identify, graduates.

4.1 Introduction

In a globalized world like the one we currently find ourselves in, mastering several languages represents a competitive advantage for any professional; however, according to Chávez (2018), learning a foreign language can represent a complex mission that requires a lot of will and effort for some people, which can cause rejection of said language. If we add to the above a pandemic scenario that forced educational activities to be carried out remotely, without those involved in the process being properly prepared for this modality, it is clear that learning would be even more difficult.

In the case of the Universidad Autónoma del Carmen, mastery of the English language is established as a generic competence that all its students must develop; in the case of the Bachelor of Business Administration, students are expected to achieve it by taking six levels of English, starting with two general English courses called Leveling A and Leveling B, to later study four levels of business English.

The generation that entered the Bachelor of Business Administration in 2020 faced the scenario described above, so the objective of this research is to determine what the academic performance of these students has been in the subject of English.

4.2 Method

To carry out this work, the use of the non-experimental quantitative method was considered, which was based on two stages, the first consisted of identifying the students who were selected to enter the Bachelor of Business Administration, for this the final grade was considered. total obtained in the selection exam. In accordance with the program, the selection criteria were followed and the students were assigned an enrollment.

The second stage consisted of monitoring the students who entered the Bachelor's Degree in Business Administration, considering as basic elements of initial performance the score obtained in the EDIIN exam and the level of English they have passed for this semester. The objective is to identify students who require academic support either through peers who have better academic performance.

4.3 Theoretical framework

Regarding the development of skills, Cortés conceives independent study as a process aimed at the formation of an autonomous student capable of learning to learn; It consists of developing study skills, establishing educational goals and objectives based on the recognition of the individual's weaknesses and strengths which, in turn, will respond to the needs and expectations of each one. (Cortés, 2009). In this regard, Cárcel states that if efficient self-learning skills are promoted, the student acquires abilities to adapt and update new knowledge and technical advances, adopting a creative aptitude (Cárcel, 2016).

On the other hand, López (2011) identifies the need to direct actions that emphasize the importance of the teacher's role, and teaching strategies in student motivation, intrinsic and extrinsic factors of motivation are considered, while For his part, Guanche points out how convenient it is for teachers to guide students in certain tasks that require self-preparation, so that the independent work method can be successfully achieved (Guanche, 2017).

At a global level, it has been observed through various research on learning styles, in which they agree that people perceive, acquire knowledge, have ideas, think and act differently from each other (Adán 2010, Gallego and Martínez 2011). In this sense, Feldman (2005) defines learning “as a process of relatively permanent change in a person's behavior generated by experience,” while Riva considers it to be a “process through which an activity originates or is modified.” responding to a situation whenever the changes cannot be attributed to growth or the temporary state of the organism” (Riva Amella, 2009).

In another order of ideas, there are numerous definitions of the tutorial action. The diversity of definitions is highlighted by the concept of education and orientation that each author supports. We define tutoring as a training intervention action aimed at monitoring students and which is considered another teaching activity. The typology of the intervention and the conditions of its application are what determine the tutorial model to be applied (Lázaro, 2003).

The comprehensive tutoring model addresses the academic, professional and personal dimensions of the student in a global way. It is possibly the most complete model since it promotes the comprehensive development of the student, in its facets: intellectual, emotional and professional (Rodríguez Espinar, 2001).

It has been implemented, with some variants, in recent decades in French universities as methodological support tutoring against academic failure as well as more recently in some Italian and Spanish university institutions with effective and comprehensive advisory proposals in the university context. (Lobato et al., 2005, Pedicchio e Fontana, 2000).

4.3.1 Academic Performance of the August 2020 generation in the English subject of the educational program of the Bachelor of Business Administration

The Faculty of Administrative Economic Sciences of the Universidad Autónoma del Carmen has 5 educational programs. This research article studies only the educational program of the Bachelor of Business Administration, specifically the 2020 generation.

Table 4.1 Average and EDIIN score of newly admitted applicants

No.	Gender	Average	I	II	III (I)	III (II)	III (III)	III (IV)	III (V)	III (VI)	EDIIN
Student 1	M	68	7	8	8	12	6	8	7	7	63
Student 2	F	87	13	14	14	16	13	11	8	11	100
Student 3	M	80	9	7	10	4	5	4	7	5	51
Student 4	M	84	7	8	9	6	6	9	2	8	55
Student 5	M	72	10	7	11	5	5	3	9	4	54
Student 6	M	71	9	8	5	6	9	9	8	8	62
Student 7	M	71	9	8	5	7	6	5	8	6	54
Student 8	F	70	13	14	14	14	12	10	10	9	96
Student 9	M	83	20	17	14	19	17	16	17	15	135
Student 10	F	84	8	6	5	5	8	4	5	4	45
Student 11	M	77	-	-	4	4	6	7	4	3	28
Student 12	F	87	11	7	6	9	6	1	3	9	52
Student 13	F	72	5	1	7	9	7	6	11	4	50
Student 14	F	78	9	8	11	3	6	6	3	5	51
Student 15	F	85	10	14	14	17	17	16	16	11	115
Student 16	M	78	17	13	15	17	11	15	9	11	108
Student 17	M	82	8	10	12	11	9	9	5	6	70
Student 18	M	92	7	9	8	8	7	7	4	8	58
Student 19	F	83	9	11	10	6	7	7	4	9	63
Student 20	F	85	6	8	4	7	8	8	3	7	51
Student 21	M	68	4	11	11	12	11	12	4	8	73
Student 22	M	87	7	4	11	16	8	3	6	4	59
Student 23	F	81	5	8	7	10	6	3	2	5	46

No.	Gender	Average	I	II	III (I)	III (II)	III (III)	III (IV)	III (V)	III (VI)	EDIN
Student 24	M	90	7	13	9	15	8	12	7	10	81
Student 25	F	83	14	18	14	14	11	12	6	11	100
Student 26	M	78	7	8	5	13	7	8	7	3	58
Student 27	F	85	4	10	10	11	9	7	6	6	63
Student 28	F	69	14	11	13	9	8	10	6	12	83
Student 29	F	90	5	7	8	5	8	8	5	3	49
Student 30	F	68	4	7	9	6	9	6	7	6	54
Student 31	M	77	9	12	7	13	9	7	2	0	59
Student 32	M	74	5	6	11	0	6	5	6	5	44
Student 33	F	72	5	6	10	4	7	4	1	5	42
Student 34	F	87	7	12	9	14	8	10	7	10	77
Student 35	F	85	9	7	6	9	9	10	6	11	67
Student 36	F	78	9	6	6	10	5	8	4	5	53
Student 37	M	66	11	15	9	7	11	9	11	11	84
Student 38	F	92	6	6	11	14	3	6	3	7	56
Student 39	M	76	5	10	9	11	13	12	7	13	80
Student 40	F	72	10	6	7	10	11	9	5	8	66
Student 41	F	82	7	10	6	9	7	7	5	6	57
Student 42	M	76	5	5	6	5	5	3	2	7	38
Student 43	F	81	4	3	6	5	5	5	4	5	37
Student 44	F	90	7	6	6	7	4	5	8	6	49
Student 45	M	78	2	13	9	9	9	10	8	7	67
Student 46	M	69	7	6	6	7	5	3	6	4	44
Student 47	M	85	9	9	4	5	2	2	6	3	40
Student 48	F	73	11	6	6	9	6	11	8	6	63
Student 49	F	88	11	5	7	8	6	7	6	7	57
Student 50	M	73	7	12	7	7	5	5	4	8	55
Student 51	F	86	5	7	9	12	5	4	6	3	51
Student 52	F	71	9	7	6	8	2	5	10	5	52
Student 53	F	83	8	7	5	3	6	2	6	5	42
Student 54	M	72	19	19	16	15	18	18	11	12	128
Student 55	F	89	3	3	9	8	8	6	3	6	46
Student 56	M	64	4	4	11	4	1	6	8	5	43
Student 57	F	79	6	11	6	9	7	9	7	11	66
Student 58	M	73	6	8	7	4	3	4	2	4	38
Student 59	F	76	4	8	6	10	5	3	4	5	45
Student 60	M	82	7	8	7	7	9	6	3	7	54
Student 61	M	76	4	12	8	11	10	11	10	6	72
Student 62	F	97	5	4	9	10	4	4	3	5	44
Student 63	M	71	6	4	5	2	5	5	4	7	38
Student 64	M	68	5	4	6	7	4	7	3	2	38
Student 65	F	85	7	11	14	17	11	14	8	10	92
Student 66	F	75	9	13	15	10	10	11	10	5	83
Student 67	M	75	4	5	9	-	-	-	-	-	18
Student 68	F	78	4	8	6	4	4	5	4	5	40
Student 69	F	82	9	9	14	7	12	14	8	10	83
Student 70	F	73	6	7	7	5	5	8	4	2	44
Student 71	F	80	9	10	7	10	6	8	9	7	66
Student 72	M	90	5	3	3	5	3	6	8	3	36
Student 73	M	70	12	11	11	6	10	10	1	5	66
Student 74	F	89	9	12	11	16	9	3	7	5	72
Student 75	F	80	7	6	7	8	5	7	5	7	52
Student 76	F	87	4	4	9	4	4	4	6	5	40
Student 77	M	68	4	6	5	2	7	8	9	4	45
Student 78	M	85	18	9	11	8	4	13	17	13	93
Student 79	M	82	2	8	4	4	5	5	3	7	38
Student 80	M	88	8	10	8	10	5	6	1	6	54
Student 81	M	82	3	12	11	10	6	8	11	11	72
Student 82	M	71	6	8	4	6	6	1	9	3	43
Student 83	F	80	1	7	5	6	8	6	6	6	45
Student 84	M	70	13	9	11	9	12	10	1	11	76
Student 85	F	79	8	4	6	7	9	10	8	7	59
Student 86	F	90	14	7	15	6	9	13	10	7	81
Student 87	F	82	18	8	17	17	17	8	7	13	105
Student 88	F	86	5	4	4	7	4	4	8	8	44
Student 89	M	82	3	10	2	7	8	8	4	2	44
Student 90	F	92	1	9	9	11	8	10	8	8	64

No.	Gender	Average	I	II	III (I)	III (II)	III (III)	III (IV)	III (V)	III (VI)	EDIIN
Student 91	F	72	8	12	13	18	15	18	13	9	106
Student 92	F	85	12	10	8	12	8	5	5	5	65
Student 93	F	64	7	6	11	11	8	7	7	6	63
Student 94	M	82	16	15	17	16	11	12	10	8	105
Student 95	M	71	7	8	3	3	6	4	5	4	40
Student 96	F	78	5	6	3	6	6	5	7	7	45
Student 97	M	92	6	6	8	9	9	3	8	9	58
Student 98	M	74	10	11	6	11	9	11	10	9	77
Student 99	M	78	7	8	11	9	6	7	4	5	57
Student 100	M	87	7	7	9	9	7	8	4	10	61

Source: Own elaboration in accordance with the EDII and EDIIN 2020 Results database.

In table 4.1, we can see in column 1 the number of admitted students, followed by the gender of the students (column 2), in column 3 the average with which the 100 admitted applicants graduated from the upper secondary level is identified. admitted to the Bachelor of Business Administration, then in columns 4 to 11 the score of each of the EDIIN sections is integrated, which are:

1. Section I: Listening.
2. Section II: Reading.
3. Section III: Vocabulary and grammar (I).
4. Section III: Vocabulary and grammar (II).
5. Section III: Vocabulary and grammar (III).
6. Section III: Vocabulary and grammar (IV).
7. Section III: Vocabulary and grammar (V).
8. Section III: Vocabulary and grammar (VI).

Finally, column 12 indicates the final EDIIN score obtained by the admitted applicants.

Table 4.2 General information of the Bachelor of Business Administration

Concept	Quantity
Applicants 2020	111
Admitted students of the 2020 generation	100
Active students in the period Aug-Dec 2022	69

Source: Own elaboration

Table 4.2 shows that the total number of applicants for the Bachelor of Business Administration for the 2020 generation was 111, with 100 of the applicants being admitted, of which they remain active in the current period, August-December 2022, 69 students.

Table 4.3 Active students of the Bachelor of Business Administration and their relationship with the levels approved in English

No.	Gender	Average	EDIIN	NA	NB	I1	I2	I3	I4	Niv. Aprov.
Student 1	M	68	63	A	A	82	85			4
Student 2	F	87	100	76	22					1
Student 3	M	80	51	80	82	82	78			4
Student 4	M	84	55	72	43					1
Student 5	M	72	54	70	82	56				2
Student 6	M	71	62							0
Student 7	M	71	54	A	A	85	85	95		5
Student 8	F	70	96	76	70	60				2
Student 9	M	83	135	94	86	81				3
Student 10	F	84	45	74	77					2
Student 11	M	77	28	A	A	81	77	90		5
Student 12	F	87	52	71	0					1
Student 13	F	72	50	72	75	72	49			3
Student 14	F	78	51	80	87	86	81	76		5
Student 15	F	85	115	82	77	78	71			4
Student 16	M	78	108	87	84	83	82			4
Student 17	M	82	70	A	A					2
Student 18	M	92	58	70	71	5				2
Student 19	F	83	63	71	58					1
Student 20	F	85	51	82	84	72	61			3
Student 21	M	68	73	86	85	65				2
Student 22	M	87	59	76	78	63				2
Student 23	F	81	46	100	79	83	82			4
Student 24	M	90	81	94	80	74	49			3
Student 25	F	83	100	70	39					1
Student 26	M	78	58	85	71	70				3
Student 27	F	85	63	76	71	76	42			3
Student 28	F	69	83	74	80	71				3
Student 29	F	90	49	79	70	68				2
Student 30	F	68	54	40						0
Student 31	M	77	59	75	72	70	74			4
Student 32	M	74	44	86	81	78	80	84		5
Student 33	F	72	42	65						0
Student 34	F	87	77	74	86	79	79			4
Student 35	F	85	67	82	78	77				3
Student 36	F	78	53	38						0
Student 37	M	66	84	76	82	80	86	87		5
Student 38	F	92	56	A	A	87	70			4
Student 39	M	76	80	70	0					1
Student 40	F	72	66	70	70	2				2
Student 41	F	82	57	77	81	70	80			4
Student 42	M	76	38	72	70	73				3
Student 43	F	81	37	74	87	77	77			4
Student 44	F	90	49	78	73	56				2
Student 45	M	78	67	A	A	85	84			4
Student 46	M	69	44	73	59					1
Student 47	M	85	40	76	84	71	81			4
Student 48	F	73	63	A	77	76	74			4
Student 49	F	88	57	70	75	78				3
Student 50	M	73	55	74	81	72				3
Student 51	F	86	51	70	73	79	85			4
Student 52	F	71	52	81	70	75	76	75		5
Student 53	F	83	42	A	72					2
Student 54	M	72	128							0
Student 55	F	89	46	77	79	72	86	85		5
Student 56	M	64	43	80	76	71	80			4
Student 57	F	79	66	73	74					2
Student 58	M	73	38	70	80	81	89			4
Student 59	F	76	45	74	72	74				3
Student 60	M	82	54	74	70					2
Student 61	M	76	72	A	A	81	77			4
Student 62	F	97	44	79	83	76				3

No.	Gender	Average	EDIIN	NA	NB	I1	I2	I3	I4	Niv. Aprov.
Student 63	M	71	38	76	80	78	90			4
Student 64	M	68	38	73	72					2
Student 65	F	85	92	71	77	61				2
Student 66	F	75	83	72	77	61				2
Student 67	M	75	18	92	73	85	82			4
Student 68	F	78	40	83	86	83	73	62		4
Student 69	F	82	83	79	80	70				3

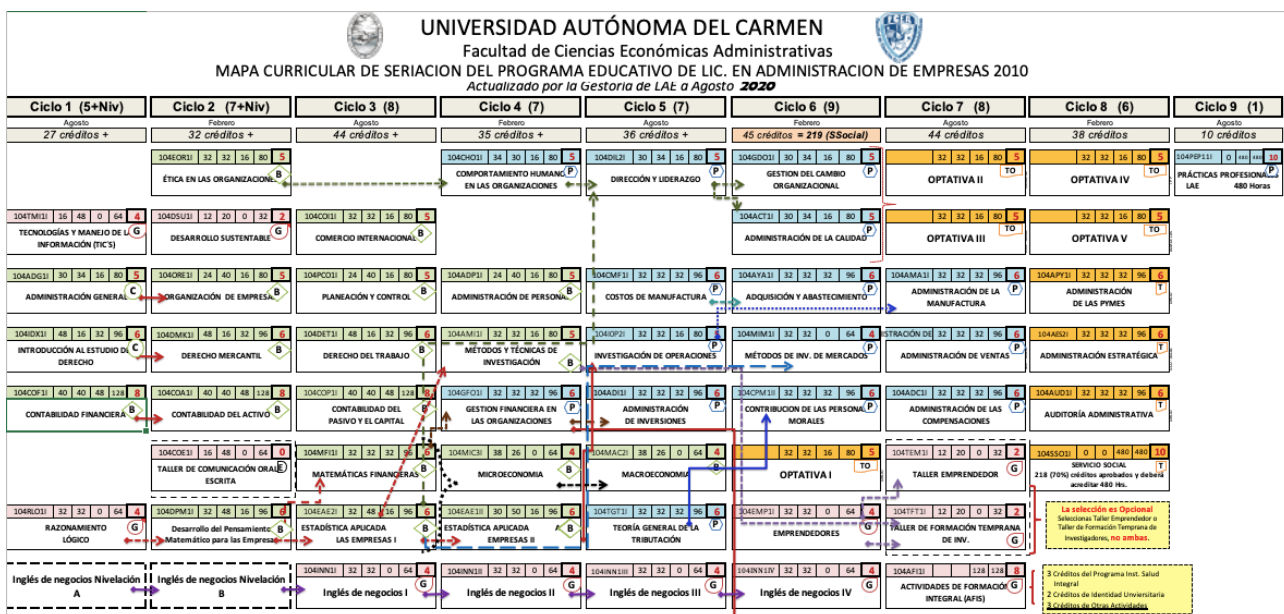
Source: Own elaboration based on the EDII and EDIIN 2020 Results and the academic history of active Students. Nota: Niv. Aprov. – Approved English levels

Table 4.3 lists the active members during the current period (August – December 2022) of student enrollment (column 1), their gender (column 2), their high school graduation average (column 3), the score obtained in the EDIIN (column 4), the English courses passed and failed by level (column 5 to 10) and finally, the number of levels passed (column 11).

The Bachelor of Business Administration has in its curricular map with 2 levels of general English in the first two semesters and from the 3rd semester onwards they take Business English ending in the 6th semester (See figure 3.1).

1. Leveling A (Semester 1).
2. Leveling B (Semester 2).
3. English 1 (Semester 3).
4. English 2 (Semester 4).
5. English 3 (Semester 5).
6. English 4 (Semester 6).

Figure 4.1 Curricular map of the Bachelor of Business Administration



Source: Management of the educational program in Business Administration.

It is worth mentioning that, in accordance with the above, the expected trajectory for these students is that they would currently be studying English III.

Table 4.4 EDIIN score range according to levels of English studied

Level	Students	A / R	EDIIN score
Leveling A	3	Reprobate	42-54
Leveling B	6	Approved	38-66
Leveling B	7	Reprobate	44-100
English 1	10	Approved	44-135
English 1	10	Reprobate	38-62
English 2	19	Approved	18.115
English 2	4	Reprobate	50-81
English 3	7	Approved	28-54
English 3	1	Reprobate	40

Source: Own preparation in accordance with the EDII and EDIIN 2020 Results database and the academic history of the students

As shown in table 4.4, you can see the level of English (column 1) that they have accredited by number of active students (column 2), as well as the passing or failing status of the mentioned level (column 3), finally, Column 4 relates your EDIIN score (column 4). Additionally, it should be noted that there is 1 active student who has not taken Level A and one student who has not accredited any course in the kardex.

Table 5. English level of inactive students

Students	NA	NB	I1	I2	I3	I4
Temporary leave						
Student 1	A					
Student 7	R					
Student 11	A	R				
Student 14						
Student 18	A	R				
Student 21	R					
Student 29	R					
Student 31	A					
Student 33	R					
Student 36	R					
Student 45	R					
Student 47	R					
Student 52	R					
Student 53	A					
Student 58	R					
Student 61	A					
Student 62	R					
Student 66	A					
Student 72	A	R				
Student 76	A	R				
Student 79						
Student 81	R					
Student 89	R					
Student 91	A	A				
Student 98	A	A				
Final withdrawal						
Student 16	A	A				
Student 19	A					
Student 86	A	A				
Student 88	A	A				
Student 95	A	A	A	A		

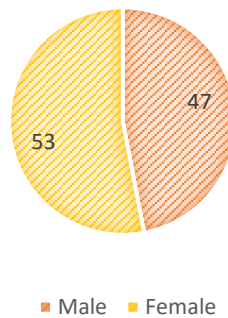
Source: Own elaboration

Table 4.5 shows the list of members of the student enrollment (column 1) inactive due to temporary and permanent withdrawal in the period of August-December 2022, as well as the passed and failed levels of English (column 2 to 6). belonging to English leveling and from the 3rd semester to the 5th semester of the curricular map.

4.4 Results

Graph 4.1 Gender of admitted students

GENDER OF ADMITTED STUDENTS

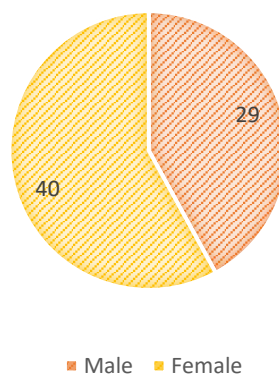


Source: Own elaboration

Graphic 4.1 shows the percentage of women and men admitted to the educational program of the Business Administration Degree, where the largest number of students corresponds to the female GENDER (53) and 47% are men, giving a total of 100 students admitted in the August-December 2020 school period.

Graphic 4.2 Gender of active students in the period Aug-Dec 2022

GENDER OF ACTIVE STUDENTS

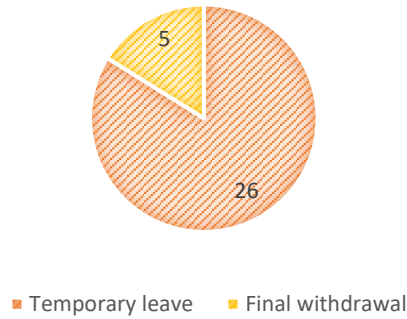


Source: Own elaboration.

Graphic 4.2, similarly to graph 1, shows the number of women and men who continue to be active in the educational program of the Bachelor of Business Administration, where 40 students are women, representing 58% of the total, and 29 are men, corresponding to 42%, giving a total of 69 students from the August 2022 generation active in the August-December 2022 school period.

Graphic 4.3 Non-active admitted students of the 2020 generation who are in temporary and permanent withdrawal status in the period August-December 2022

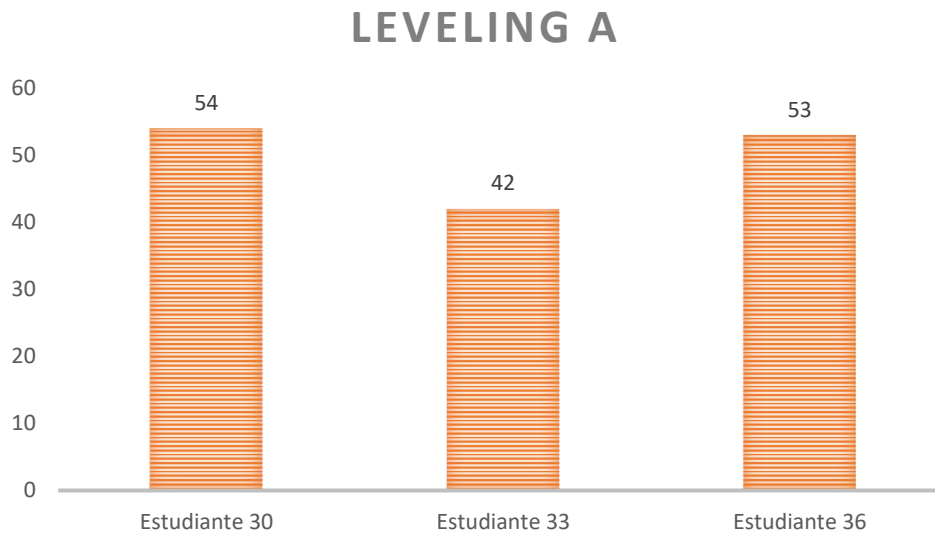
STATUS OF NON-ACTIVE STUDENTS



Source: Own elaboration

Graphic 4.3 shows the number of students of the Bachelor of Business Administration admitted as part of the August 2020 generation who have temporarily or permanently withdrawn. In total, it is observed that 5 of the students requested permanent withdrawal, while 26 required a temporary withdrawal, leaving a total of 31 Students of the generation in question not active for this period.

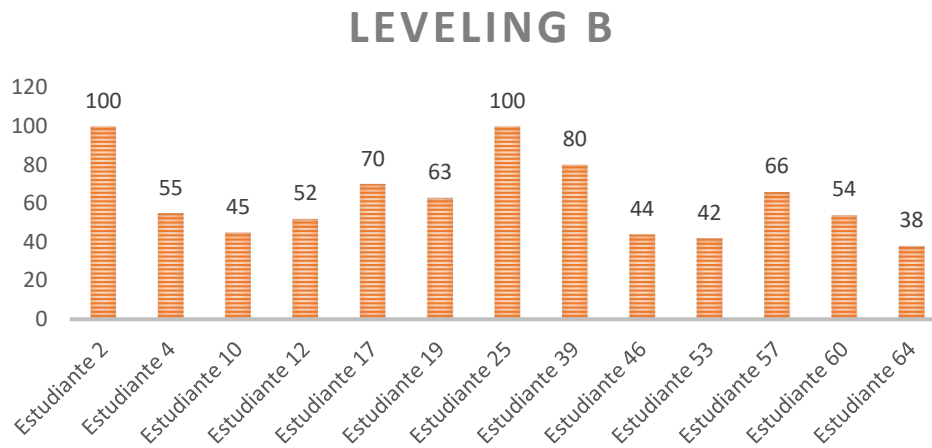
Graphic 4.4 Students in Leveling A and their EDIIN scores



Source: Own preparation in accordance with the EDII and EDIIN 2020 Results database

As a result of table 4.4, in graphic 4.4 we can see that 3 of the active students in the current period (August-December 2022) have completed leveling A, although they failed this level, of which, student 30, who obtained a score of 54 on the EDIIN, student33 obtained 42 and student 53 had a score of 53.

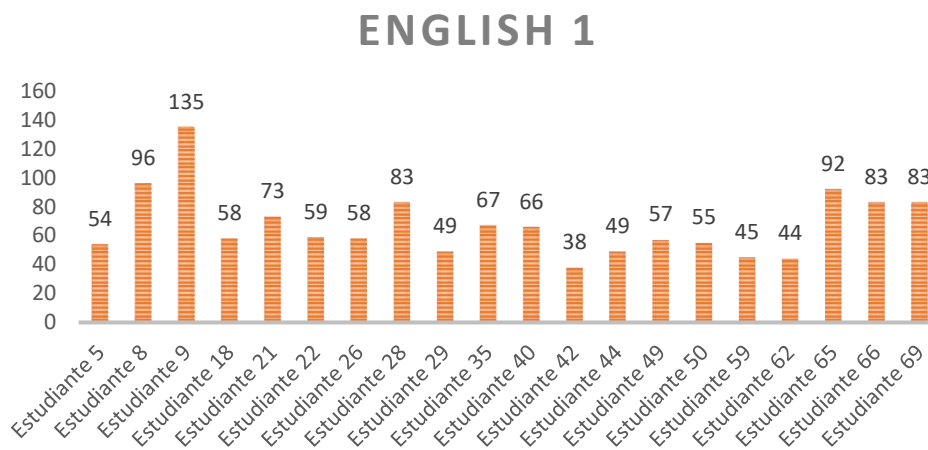
Graphic 4.5 Students in Leveling B and their EDIIN scores



Source: Own elaboration in accordance with the EDII and EDIIN 2020 Results database

Graphic 4.5 shows that of the 69 students active in the current period, 13 have completed up to leveling B, obtaining scores between 38 and 100 on the EDIIN.

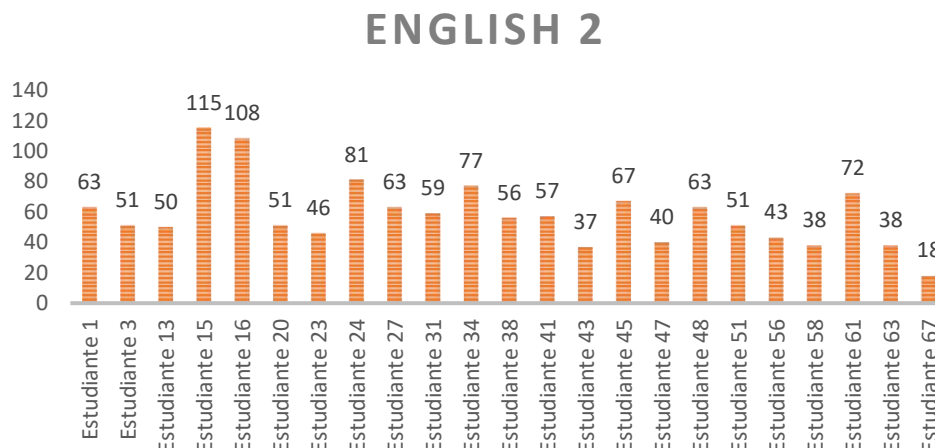
Graphic 4.6 Students in English 1 and their EDIIN scores



Source: Own elaboration in accordance with the EDII and EDIIN 2020 Results database

In the case of students who have completed up to the level English 1, Graph 6 shows that there have been 20 students whose score ranges from 38 to 135.

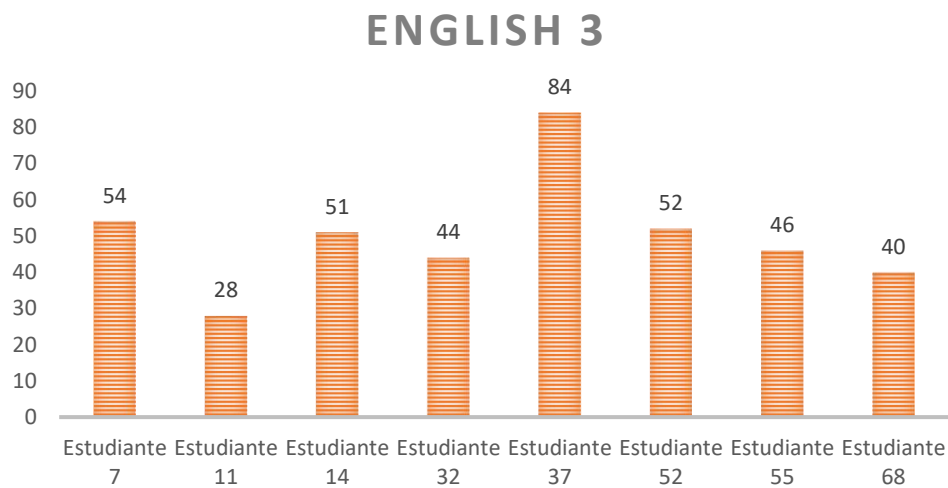
Graphic 4.7 Students in English 2 and their EDIIN scores



Source: Own elaboration in accordance with the EDII and EDIIN 2020 Results database

According to graphic 4.7, 23 students have taken the English 2 level, having EDIIN score ranges between 18 and 115 points.

Graphic 4.7 Students in English 3 and their EDIIN scores



Source: Own elaboration in accordance with the EDII and EDIIN 2020 Results database

Graphic 4.8 shows that a total of 8 active students have studied up to the English 3 level, obtaining scores on the EDIIN from 28 to 84 points.

Finally, it should be noted that there are no active students who have taken or are taking level 4 English.

4.5 Conclusions

For some time now, English has become a “universal” language, particularly in the business world, so those who master it have access to better employment opportunities and in their personal lives. Considering the above, in the majority of Higher Education Institutions in our country this language is considered to be accredited as a second language by their students.

In the case analyzed in this document, it should be noted that the students of the 2020 generation were faced with starting their professional studies in a pandemic scenario, which forced their classes to be held virtually, having as one of the results that teaching-learning strategies had to be adapted to this modality. The above had an impact on academic performance in general and in particular in the English language.

From the results obtained, it stands out that there is no clear relationship between the score obtained in the diagnostic exam of English knowledge by the applicants at that time, with the progress and performance shown by the students since the students who show greater progress in courses earned below average grades; while the students with the highest score are slightly behind with respect to the expected trajectory according to the curricular map.

Another aspect that stands out is that only 8 students have accredited the level that corresponds to the expected trajectory, so it is urgent to identify the causes that have caused the lag of the majority of the students of the Bachelor of Business Administration, in order to determine the strategies that allow regularizing the trajectory of the Students.

In this sense, the support of the tutor is essential to, firstly, determine in a timely manner the causes that caused the student's lag and secondly, to jointly establish the most appropriate strategy to solve this situation.

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Chapter 5 Students of the bachelor's degree in International Business generation 2020 English proficiency as a competence for comprehensive training

Capítulo 5 Dominio del inglés de estudiantes de la licenciatura en Negocios Internacionales generación 2020 como competencia para la formación integral

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M. Reyes, Y. Rejón and D. González (AA. VV.) Resilience from the practice of mentoring to contribute to the permanence of students T-II. Handbooks-©ECORFAN-México, Campeche, 2023.

Abstract

The change on education due to the COVID-19 pandemic caused the adaptation of the students and teachers to use technology and media to continue the teaching-learning process. This study is of a non-experimental qualitative nature that expects to describe the English knowledge and characteristics of a group of 83 applicants for the International Business Bachelor at the Universidad Autonoma del Carmen in the August 2020 generation. Through tutoring follow up, it is highlighted that of 83 enrolled students, only 50 students remain active for the August-December 2022 semester. According to the tutoring follow up, 64% of the inactive students temporally dropped out and the ones who are still active have shown trouble performing better in English class, which requires academic support from high-achieving peers and tutors.

Pandemic, Adaptation, Tutoring, Independent study

5.1 Introduction

Before the pandemic, there was already research on distance learning. Juca (2016) questions whether professionals and students are prepared for distance education and, according to Alfonso (2003), distance education is an alternative to reduce the high costs of face-to-face education and effectively reduces the obstacles of time and space, seeking to increase productivity and flexibility of the teaching-learning process. García (2017) shows that distance and digital education has advantages over face-to-face education, as long as the pedagogical designs are correct, considering digital learning as a disruptive element that indicates a drastic change of support and method. Onggirawan et al. (2023) consider that virtual education has started to grab interest since technology emerges in everything in our life.

Generation 2020 is a case that reflects the low academic performance in a specific subject in this phase of the change from face-to-face to online, the adaptation process implied that some students showed less knowledge.

A possible reason for the low performance are those students who finished high school in virtual mode and started and continued their university education online during the first two years. They are currently taking their fifth semester in the on-site mode.

Given the general panorama that education is going through, the objective of the research is to analyze the academic performance in the subject of English of students of the August 2020 generation of the educational programme of the Bachelor's Degree in International Business, a predominant competence in the formation of the graduates.

5.2 Theoretical framework

The context of globalization has facilitated and encouraged international trade at a global level. This phenomenon generates different economic advantages, and in order to take advantage of them it is necessary to use a common language and, to that extent, English has been the language adopted by the international community. (Echeverria & Vargas, 2019).

In our country, the teaching of English as a foreign language tends to take place mainly in the classroom through different controlled activities. In the teaching and learning of this language, the teacher and the student are two components that play a fundamental role. One depends on the other, and when one of them does not fulfill its function correctly, the teaching-learning process does not achieve the expected results (Beltrán, 2017).

It is safe to say that learning and mastering a second language does not only take place in the classroom. Independent study is fundamental to achieving its management and mastery in the long term. According to Orosz, et al. (2018), their methodology has gradually changed over time from a passive teacher-centered approach to an increasingly active learner-centered one, because learning a second language is like acquiring a skill, and mastering it requires constant practice until the skill is acquired.

According to Beltrán (2017), many times the student only develops English language learning during their training, when they are in educational institutions, and scarcely in other types of activities, limiting in certain occasions that the student may finally be able to communicate in this language, given that the number of times of language practice outside the classroom is reduced.

Therefore, there is a significant gap between basic school education and university education. Many young people arrive at higher education without the necessary skills, content and attitudes to make the most of the university teaching-learning process (Ocaña, 2011).

For Narro and Martiniano (2013), tutoring can be defined as an intentional teaching intervention in the educational process, which consists of close, systematic and permanent accompaniment of the student, to support and facilitate the process of building learning of various types: cognitive, affective, sociocultural and existential.

Therefore, according to Nieto, Cortés and Cárdenas (2013), we can say that tutoring has an impact on the academic performance of students, and that, when learning a foreign language, it is part of the strategies that help the student to overcome fears and frustrations, or it can serve to guide him during the process, making him aware of his ways of learning, helping him to find his strengths and weaknesses.

Academic performance of the August 2020 generation in the English subject of the educational program of the Bachelor's Degree in International Business

At the Universidad Autónoma del Carmen, the School of Economic and Administrative Sciences has 5 educational programs. This research article focuses only on the educational program of the Bachelor's Degree in International Business of the 2020 generation.

Table 5.1 Average and EDIIN scores of newly admitted applicants

No.	Gender	Average	I	II	III (I)	III (II)	III (III)	III (IV)	III (V)	III (VI)	EDIIN
Student 1	F	79	10	10	14	8	8	11	6	7	74
Student 2	F	82	6	8	7	7	6	7	5	0	46
Student 3	M	78	12	11	13	8	7	6	3	5	65
Student 4	F	68	3	6	5	6	4	6	4	4	38
Student 5	M	82	14	14	14	14	12	11	7	12	98
Student 6	M	77	7	6	9	3	3	3	4	6	41
Student 7	F	83	12	11	8	9	8	12	2	8	70
Student 8	F	85	16	12	14	15	13	13	8	10	101
Student 9	M	75	5	5	2	6	6	7	9	5	45
Student 10	F	68	4	5	4	6	6	4	7	6	42
Student 11	F	74	19	18	16	16	16	16	12	14	127
Student 12	F	83	8	11	12	11	14	8	8	12	84
Student 13	F	88	17	12	16	17	14	16	11	13	116
Student 14	F	88	10	10	14	16	11	12	6	8	87
Student 15	F	82	11	6	10	10	7	8	7	8	67
Student 16	F	84	9	5	4	10	5	3	4	4	44
Student 17	F	85	15	13	14	14	17	13	11	12	109
Student 18	F	83	20	18	19	19	19	17	15	16	143
Student 19	F	81	7	10	9	5	7	5	4	7	54
Student 20	F	80	13	7	14	9	8	9	3	5	68
Student 21	F	68	8	8	5	9	5	2	5	10	52
Student 22	F	86	13	2	9	7	5	3	3	10	52
Student 23	M	76	16	16	15	13	12	12	11	11	106
Student 24	F	88	11	11	11	10	8	10	4	8	73
Student 25	M	89	20	18	17	18	19	15	14	17	138
Student 26	F	85	6	8	5	5	11	3	3	6	47
Student 27	M	64	2	5	7	4	4	8	4	4	38
Student 28	F	77	7	11	14	19	11	15	13	11	101
Student 29	F	71	18	16	15	16	13	11	12	11	112
Student 30	M	71	2	9	8	6	6	4	10	9	54
Student 31	M	79	12	18	14	10	11	9	6	11	91
Student 32	F	84	17	15	15	17	13	13	7	9	106
Student 33	F	89	19	16	18	18	15	16	10	12	124
Student 34	F	75	4	5	7	10	6	2	3	5	42

Student 35	M	84	19	20	14	18	17	18	10	17	133
Student 36	F	93	17	16	16	18	16	16	10	17	126
Student 37	M	86	9	11	12	13	8	15	7	10	85
Student 38	F	98	10	15	15	14	9	9	5	6	83
Student 39	M	80	8	9	10	10	10	3	4	8	62
Student 40	F	90	8	6	9	4	5	7	4	6	49
Student 41	F	80	4	3	6	4	6	6	7	5	41
Student 42	M	77	15	18	17	14	12	13	8	10	107
Student 43	F	71	7	6	7	9	8	4	5	2	48
Student 44	M	85	19	16	16	17	14	16	11	15	124
Student 45	F	75	-	-	-	-	-	-	-	-	-
Student 46	M	95	12	12	10	10	5	6	6	3	64
Student 47	F	92	18	16	15	15	7	15	9	5	100
Student 48	M	84	7	11	9	9	7	12	8	9	72
Student 49	M	85	11	9	12	11	10	8	3	9	73
Student 50	F	89	16	14	14	16	12	10	8	10	100
Student 51	M	75	7	5	4	9	5	2	3	8	43
Student 52	F	82	9	9	8	10	6	4	7	6	59
Student 53	F	80	9	10	10	8	5	9	5	8	64
Student 54	F	86	16	10	15	13	11	10	10	9	94
Student 55	M	76	3	12	11	9	8	10	7	11	71
Student 56	M	82	4	11	7	11	10	9	9	8	69
Student 57	F	81	20	18	18	17	12	16	9	15	125
Student 58	F	83	9	6	14	12	6	4	5	4	60
Student 59	M	78	9	6	8	6	6	4	6	5	50
Student 60	F	81	7	7	8	7	3	8	7	2	49
Student 61	M	79	20	18	15	16	16	15	14	13	127
Student 62	F	75	8	8	8	6	5	4	5	2	46
Student 63	F	93	19	19	19	19	18	16	12	15	137
Student 64	F	85	7	9	15	13	7	11	7	9	78
Student 65	F	89	-	-	-	-	-	-	-	-	-
Student 66	M	88	15	14	14	15	12	11	11	10	102
Student 67	M	82	7	5	5	9	7	3	6	4	46
Student 68	F	90	14	17	16	20	15	18	12	15	127
Student 69	M	84	12	11	15	12	11	10	8	10	89
Student 70	F	86	14	17	14	17	16	13	9	16	116
Student 71	F	70	20	19	16	18	17	15	15	14	134
Student 72	M	89	18	15	16	18	14	13	8	13	115
Student 73	F	90	18	17	17	17	16	12	13	10	120
Student 74	F	73	5	9	8	9	5	8	7	7	58
Student 75	F	78	7	7	11	9	8	7	8	6	63
Student 76	F	88	5	7	5	-	-	-	-	-	17
Student 77	F	70	11	14	15	16	13	15	9	9	102
Student 78	F	69	8	5	6	4	5	6	7	2	43
Student 79	F	88	10	13	7	15	10	9	4	9	77
Student 80	F	74	12	13	14	13	11	12	7	10	92
Student 81	M	73	18	14	14	13	9	13	5	13	99
Student 82	F	68	7	7	9	13	13	13	6	8	76
Student 83	F	90	3	4	12	-	-	-	-	-	19

Source: Own elaboration according to the EDII and EDIIN 2020 Results database.

In Table 5.1, we can see the number of students admitted (column 1), followed by the gender of the students (column 2), then we can see the average graduation rate (column 3) of the 83 applicants admitted to the International Business educational program. Table 5.1 shows the scores for each of the sections (columns 4 to 11) and finally the EDIIN total (column 12).

Among the sections covered by this diagnostic test are:

1. Section I: Hearing.
2. Section II: Reading.
3. Section III: Use of Vocabulary and Grammar (I).
4. Section III: Use of Vocabulary and Grammar (II).

5. Section III: Use of Vocabulary and Grammar (III).
6. Section III: Use of Vocabulary and Grammar (IV).
7. Section III: Use of Vocabulary and Grammar (V).
8. Section III: Use of Vocabulary and Grammar (VI).

Table 5.2 General information on the Bachelor's Degree in International Business

2020 Applicants	95
Class of 2020 students admitted	83
Active students in the period Aug-Dec 2022	50

Source: Own elaboration according to the EDII and EDIIN 2020 Results database.

Table 5.2 shows 95 applicants to the International Business educational program in the 2020 generation, with 83 admitted students. For the current period, August-December 2022, 50 students are active.

Table 5.3 Active students in the Bachelor's degree program in International Business and their relationship with the levels passed in English

No.	Gender	Average	EDIIN	NA	NB	I1	I2	I3	I4	Level Pass.
Student 1	F	79	74	A	A	A				3
Student 2	F	82	46	A						1
Student 3	M	78	65	A	A					2
Student 4	M	82	98	A	A	A	A			4
Student 5	F	83	70	A	A	A	A			4
Student 6	F	83	84	A	A	A	A			4
Student 7	F	88	116	A	A	A	A	A	A	6
Student 8	F	88	87	A	A	A	A			4
Student 9	F	82	67	A	A	A	A			4
Student 10	F	84	44	A	A					2
Student 11	F	85	109	A	A	A	A			4
Student 12	F	86	52	A	A					2
Student 13	M	76	106	A	A	A	A			4
Student 14	F	88	73	A	A	A	A			4
Student 15	F	85	47	A	A	A	A			4
Student 16	F	77	101	A	A					2
Student 17	F	71	112	A	A					2
Student 18	F	84	106	A	A	A				3
Student 19	F	89	124	A	A	A	A	A		5
Student 20	M	84	133	A	A	A	A	A	A	6
Student 21	F	93	126	A	A	A	A			4
Student 22	M	86	85	A	A	A				3
Student 23	F	98	83	A	A	A	A			4
Student 24	M	80	62	A	A	A				3
Student 25	F	90	49	A	A	A	A			4
Student 26	F	80	41	F						0
Student 27	M	77	107	A	A					2
Student 28	F	71	48	A	A	A	A			4
Student 29	M	85	124	A	A	A	A			4
Student 30	M	95	64	A	A	A	A			4
Student 31	M	85	73	A	A					2
Student 32	F	89	100	A	A	A	A	A		5
Student 33	M	75	43	A	A					2
Student 34	F	82	59	A	A	A	A			4
Student 35	F	86	94	A	A	A	A			4
Student 36	M	82	69	A	A	A				3
Student 37	F	83	60	A	A	A	A			4
Student 38	M	78	50	A	A					2
Student 39	F	75	46	A	A					2
Student 40	F	93	137	A	A	A	A	A	A	6

Student 41	F	85	78	A	A	A	A			4
Student 42	F	89	0	A	A					2
Student 43	F	90	127	A	A	A	A			4
Student 44	M	84	89	A	A	A				3
Student 45	F	86	116	A	A	A	A			4
Student 46	F	90	120	A	A	A	A			4
Student 47	F	78	63	A	A	A	A			4
Student 48	F	88	77	A	A	A	A			4
Student 49	F	74	92	A	A					2
Student 50	M	73	99	A						1

Source: Own elaboration according to the EDII and EDIIN 2020 Results database

Table 5.3 shows the list of the members of the student enrollment (column 1) active in the August-December 2022 period, their gender (column 2), as well as their high school graduation average (column 3), the score obtained in the EDIIN (column 4), then the levels passed and failed in English (column 5 to 10) pertaining to English leveling and from the 3rd semester to the 5th semester of the curriculum map, and finally, the number of levels passed (column 11).

The educational program of the Bachelor's Degree in International Business has 2 levels of English in semesters 1 and 2, starting in the 3rd semester and ending in the 6th semester, according to its curricular map.

1. Level A (1st semester).
2. Level B (2nd semester).
3. English 1 (3rd semester).
4. English 2 (4th semester).
5. English 3 (5th semester).
6. English 4 (6th semester).

It is important to mention that according to the semester in which the class of 2020 is currently enrolled, the expected trajectory for fifth semester students is that they would currently be taking English III.

Table 5.4 EDIIN score range according to levels of English language proficiency

Level	Students	A / R	EDIIN score
Level A	1	Failed	41
Level A	2	Approved	46-99
Level B	12	Approved	0-112
English 1	2	Approved	62-106
English 2	24	Approved	47-127
English 3	2	Approved	100-124
English 4	3	Approved	116-137

Source: Own elaboration according to the EDII and EDIIN 2020 Results database

As shown in Table 5.4, we can see the number of students (column 2) active in the current period who have accredited up to a certain level of English (column 1), as well as the passing status (column 3) of this subject, and likewise the relationship in range of their EDIIN score (column 4).

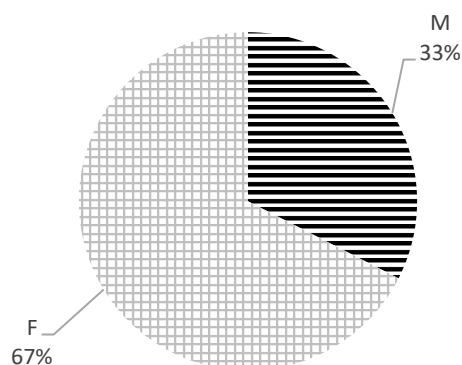
Table 5.5 English level of inactive students

Students	Temporary discharge					
	LA	LB	I1	I2	I3	I4
Student 4	A					
Student 8	A	A	A	A		
Student 18	A	A	A			
Student 19	A					
Student 20	A	A				
Student 27	F					
Student 30	F					
Student 31	A					
Student 45	F					
Student 47	A	A				
Student 48	F					
Student 55	A					
Student 57	A	A				
Student 66	A	A				
Student 72	A	A				
Student 74	A					
Student 76	F					
Student 77	A	A				
Student 78	A					
Student 82	A					
Student 83	F					
Students	Permanent discharge					
	LA	LB	I1	I2	I3	I4
Student 6	A					
Student 9	F					
Student 10	F					
Student 11	A	A				
Student 21	F					
Student 25	A	A	A	A		
Student 34	F					
Student 53	F					
Student 60	A	A				
Student 61	A	A				
Student 67	A	A				
Student 71	A	A				

Source: Own elaboration according to the EDII and EDIIN 2020 Results database

Table 5.5 shows the list of inactive members of the student enrollment (column 1) due to temporary and definitive withdrawal in the August-December 2022 period, as well as the English passing and failing levels (column 2 to 6) pertaining to English leveling and from the 3rd semester to the 5th semester of the curriculum map.

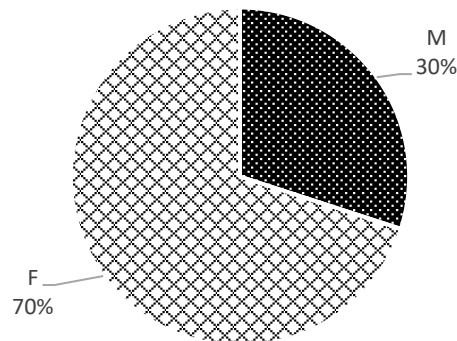
5.3 Results

Graphic 5.1 Gender of admitted students

Source: Own elaboration according to the EDII and EDIIN 2020 Results database

Graphic 5.1 shows the percentage of women and men admitted to the Bachelor's Degree in International Business educational program, where the highest percentage is represented with 67% (equivalent to 56 students) in women and 33% (equivalent to 27 students) in men, giving a total of 83 students admitted in the August-December 2020 school period.

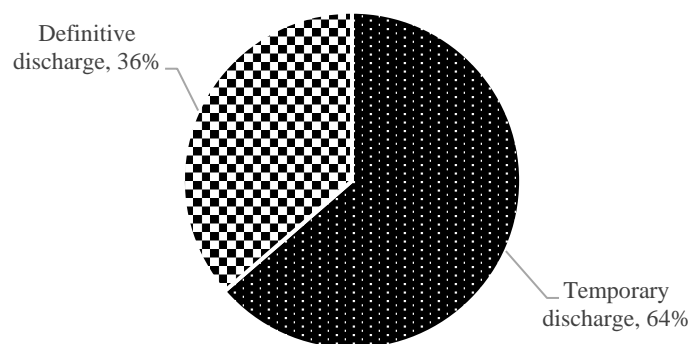
Graphic 5.2 Gender of active students in Aug-Dec 2022



Source: Own elaboration according to the EDII and EDIIN 2020 Results database

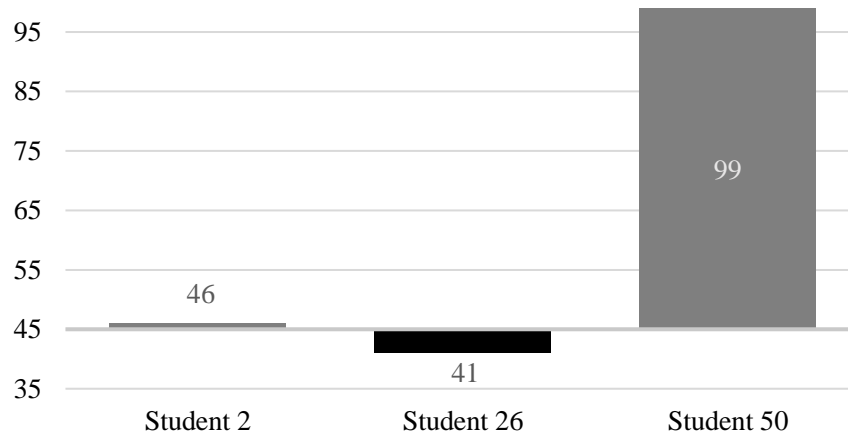
Graphic 5.2 shows the percentage of women and men currently active in the Bachelor's Degree in International Business educational program, where the highest percentage is represented by 70% (equivalent to 35 students) in women and 30% (equivalent to 15 students) in men, giving a total of 50 students of the August 2022 generation active in the August-December 2022 school period.

Graphic 5.3 Non-active students admitted to the class of 2020 who are in temporary and definitive discharge status in the period August-December 2022



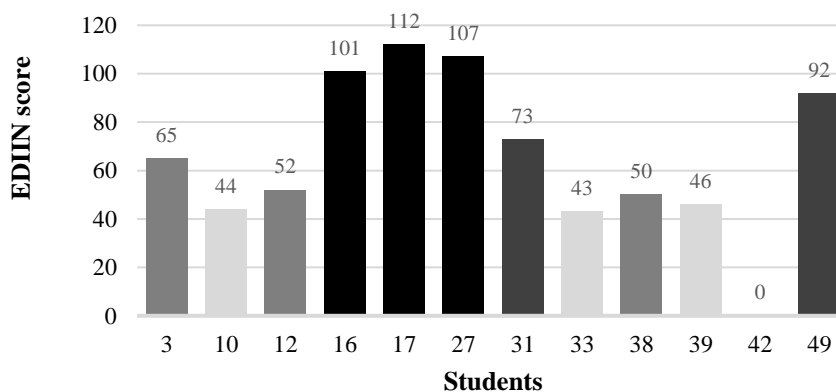
Source: Own elaboration according to the EDII and EDIIN 2020 Results database

Graphic 5.3 shows the percentage of students admitted as part of the August 2020 graduating class belonging to the Bachelor's Degree in International Business program who have withdrawn from the program. The highest percentage is represented by 64% (equivalent to 21 students) who have been temporarily discharged, while 36% (equivalent to 12 students) have been permanently discharged, giving a total of 33 students of the August 2020 graduating class who will not be active in the August-December 2022 period.

Graphic 5.4 Students in Level A and their EDIIN scores

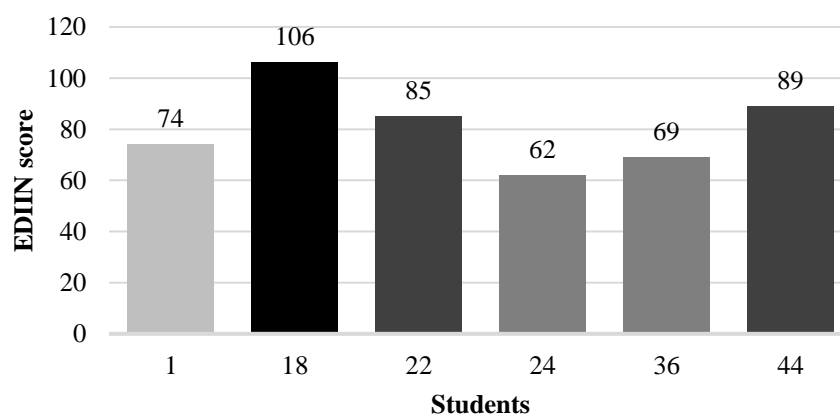
Source: Own elaboration according to the EDII and EDIIN 2020 Results database

Derived from Table 5.4, Graphic 5.4 shows that of the 50 active students in the August-December 2022 period, 2 have accredited up to A level. Student 2, who obtained a score of 46 in the EDIIN and student 50, who obtained 99. Similarly, the case of student 26, with an EDIIN score of 41, who has failed this level, is also shown.

Graphic 5.5 Students in Level B and their EDIIN scores

Source: Own elaboration according to the EDII and EDIIN 2020 Results database

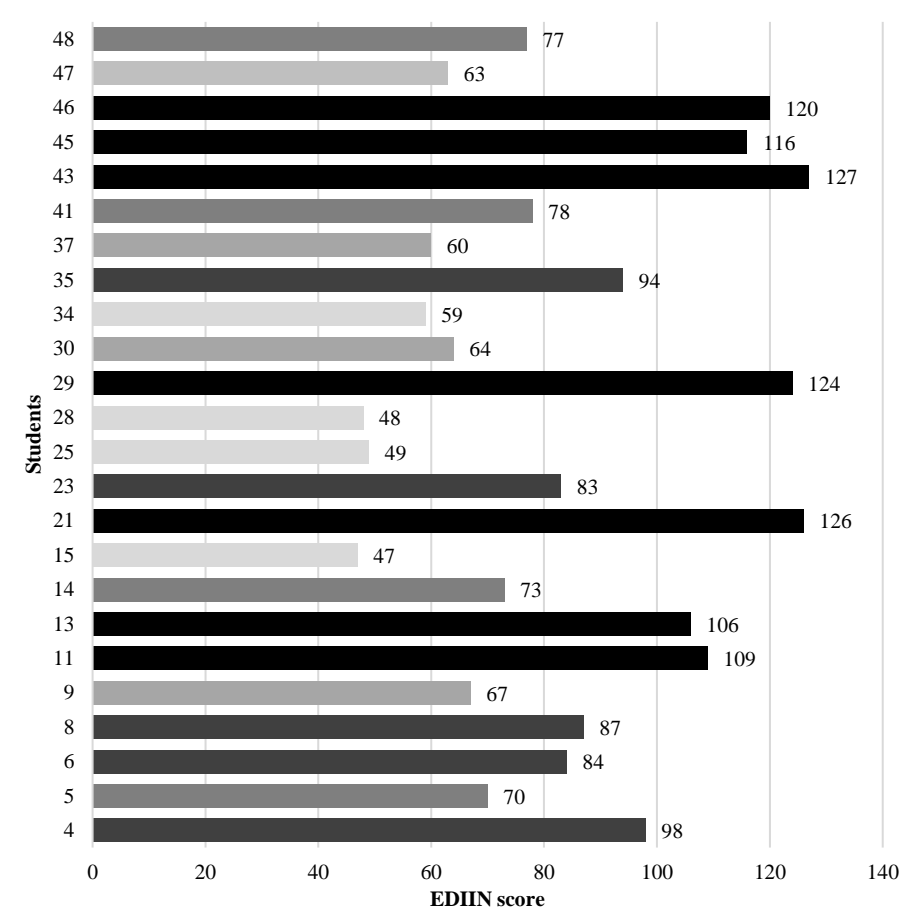
Derived from Table 5.4, it can be visualized in Graphic 5.5 that of the 50 active students in the August-December 2022 period, 12 students have accredited up to Level B. These students have an EDIIN score range from 0 to 112.

Graphic 5.6 Students in English 1 and their EDIIN scores

Source: Own elaboration according to the EDII and EDIIN 2020 Results database

Derived from Table 5.4, it can be visualized in Graphic 5.6 that of the 50 active students in the August-December 2022 period, 6 students have accredited up to English 1, with an EDIIN score range of 68 to 89.

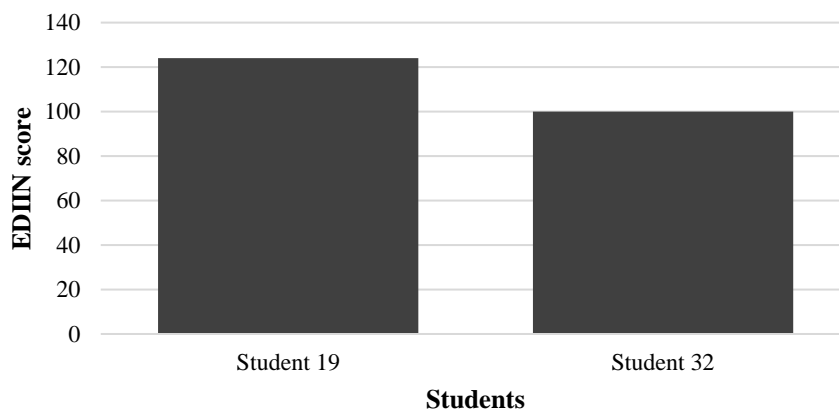
Graphic 5.7 Students in English 2 and their EDIIN scores



Source: Own elaboration according to the EDII and EDIIN 2020 Results database

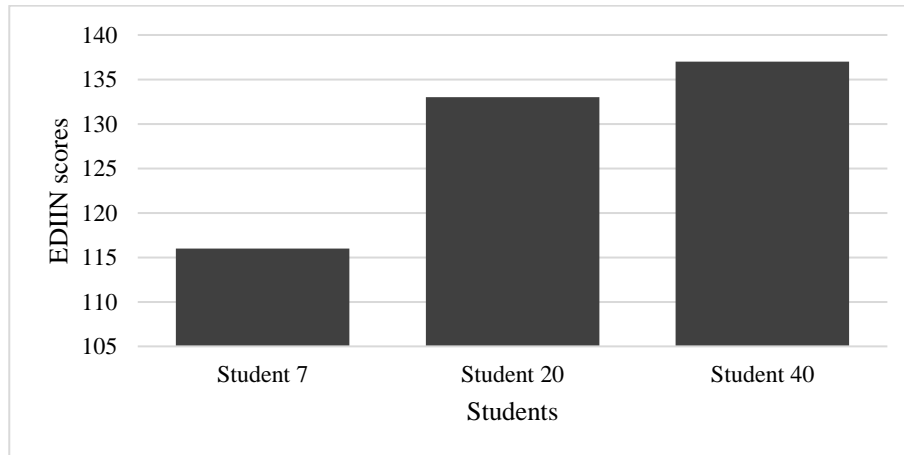
Derived from Table 5.4, it can be visualized in Graphic 5.7 that of the 50 active students in the August-December 2022 period, 24 students have accredited up to English 2, with an EDIIN score range of 47 to 127.

Graphic 5.8 Students in English 3 and their EDIIN scores



Source: Own elaboration according to the EDII and EDIIN 2020 Results database

Derived from Table 5.4, it can be visualized in Graphic 5.8 that of the 50 active students in the August-December 2022 period, 2 students have accredited up to English 3. Student 19, who scored 124 on the EDIIN and student 32, who scored 100.

Graphic 5.9 Students in English 4 and their EDIIN scores

Source: Own elaboration according to the EDII and EDIIN 2020 Results database

Derived from Table 5.4, it can be visualized in Graphic 5.9 that of the 50 active students in the August-December 2022 period, 3 students have accredited up to English 4. Student 7, who scored 116 on the EDIIN, student 20 who scored 133 and student 40, who scored 137.

5.4 Conclusions

English is considered the most widely used language in the world, so the teaching of English as a second language is spreading rapidly. Therefore, learning and mastering English as a second language allows access to a greater number of personal and professional opportunities.

However, according to Enrico (2022), these generations had to face a virtual beginning of schooling, so they had to suddenly reconfigure modes and strategies to continue with the course. The lack of contact with professors and other students made it difficult for them to relate to the rules and logic of university life.

According to Gonzales & Evaristo (2021), international research indicates that the differences in academic performance between virtual and face-to-face modalities may be due to variables such as the quality of the strategies and not to the medium itself, and that virtual education seems to have higher dropout rates. This can be affirmed with the data collected, taking into account that, in only two years, 40% of the students who entered the degree program are in temporary and definitive dropout status.

In addition to the fact that there is an important backwardness in the learning of the English language in Mexico, which has forced the Universidad Autónoma del Carmen to apply a diagnostic test of English as a foreign language. Due to the findings indicate that México has a low proficiency in English language level (Meneses, 2023).

English language proficiency to its incoming applicants, which allows them to know the level of competencies and skills that the student possesses in this second language. And once the applicant is part of the student body, he/she is supported through the guidance of a tutor.

Taking into account the EDIIN results and comparing them with the students' progress in the subject, it is shown that they are related, since those with the lowest scores in the diagnostic test tend to be the same students who have made the least progress, while the highest scores are those who are in accordance with their curriculum map, or even ahead of it. It can be noted that 88% of the students of the August 2020 generation are still active and are below the level of English they should be studying. These figures show that it is important to carry out actions that allow students to improve their performance, so that they can catch up and the lag does not end up being an obstacle for their graduation.

5.5 Recommendations

Due to the learning gap between basic education and the necessary knowledge and competencies in English for the beginning of the university stage, the Universidad Autonoma del Carmen implemented Nivelacion A and B. However, it does not seem to be enough, since there are still high rates of failure or backwardness in the subject.

It is mainly recommended of a good accompaniment and counseling on the part of the tutors towards the tutees, since as mentioned by Guerra & Borrallo (2018), "the interaction of the tutors with the students helps to improve the relationship between both, favoring a good feedback, and this being a useful strategy to improve the academic performance of the students".

Likewise, a follow-up of the cases through counseling in the subject complementing the classes that allow the students to know the appropriate learning method for them, clarify their doubts, encourage dialogue and offer additional resources to learn more effectively and in the long term.

Also, reading is a fundamental skill when learning a language and provides a series of benefits at an educational level, but also at a personal level (Barrera, 2009). Therefore, the implementation of a reading and writing club in English would allow the acquisition of vocabulary, improve reading comprehension and spelling, as well as develop students' oral and written expression, in addition to allowing and encouraging tutor-tutored interaction.

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Chapter 6 UV monitor program as a strategy for the comprehensive training of students: Fapex case

Capítulo 6 Programa de monitores UV como estrategia para la formación integral de los alumnos: El caso Fapex

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M. Dominguez, R. Roa and K. Castillo

M. Reyes, Y. Rejón and D. González (AA. VV.) Resilience from the practice of mentoring to contribute to the permanence of students T-II. Handbooks-©ECORFAN-México, Campeche, 2023.

Abstract

Presenting the experience that the monitors obtained during their participation in the August 2021 - January 2022 cycle. This program was carried out at the Universidad Veracruzana, under the direction of the Department of Support for Comprehensive Student Training (DAFIE). The final objective of this is to show the experience acquired by the monitors thanks to this program, in addition to contributing to their comprehensive training.

Comprehensive training, Support, Monitors, Tutoring

6.1 Introduction

The Universidad Veracruzana was founded in 1944 and throughout its existence it has been at the forefront of the different challenges that each historical, political, economic and social moment entails. Which has led to expanding the number of educational programs, as well as the constant updating and modification of these in the different regions of the state and in turn, has developed strategies inside and outside the institution, which contribute to the comprehensive training of students. starting from the “idea of developing, balanced and harmoniously, various dimensions of the subject that lead him to be formed intellectually, humanly, socially and professionally” ... (Beltrán, 2005:22 cited by Pensado, Ramírez and González, 2017:17).

The Xalapa School of Pedagogy Faculty is a 68-year-old entity, currently it has an enrollment of almost 900 students and an average of 225 students enter each year. The support process that is provided to them from the coordination of tutoring is through the application of institutional programs such as Know your University, which is applied one week before starting classes for the school period. Another is the Comprehensive Health Examination (ESI), which is applied during the semester. One more is that of monitors, which is carried out with students in advanced semesters and plays a primary role in accompaniment for new students.

In the development of the presentation, the experience of the UV Monitor Program is shared as a strategy for the comprehensive training of students.

6.1.1 Comprehensive training

As previously mentioned, the educational model of the Universidad Veracruzana seeks comprehensive training in students and is the one who “should encourage students to develop informative and formative educational processes. The first will account for cultural, academic and disciplinary frameworks, which in the case of higher education translate into the theoretical-conceptual and methodological elements that surround a disciplinary object. The formative ones refer to the development of skills and the integration of values expressed in attitudes” (Beltrán, 2005:22 cited by Pensado, Ramírez and González, 2017:17). For the development of educational processes, it is essential that scenarios are provided where students have the opportunity to apply their theoretical and methodological knowledge, as well as strengthen their skills and ethical actions, therefore comprehensive training “implies, recognizing these capabilities in the student, and promote his coexistence with the environment in congruence with a reflective, critical, sensitive, creative and responsible personality, touching the dimensions that are inherent to him as a social subject” (Pensado, Ramírez and González, 2017:16).

Therefore, talking about comprehensive training is not only thinking about accrediting a course, but rather having life experiences, which allows students to transfer their knowledge and their very essence because each one brings with them an education from home, from environments and the construction of their personality; Learning to work with the differences of others, providing empathetic and responsible support, is not only an attribute of the school but of everything that integrates each one and also of their decisions.

Since it is necessary that in their training process they have experiences that allow them to face real and immediate situations and, if they encounter obstacles, develop the ability to resolve them assertively and allow them to grow personally and professionally.

6.1.2 Tutorials at the Veracruzana University

In 1999, to operate tutoring in the educational programs of the UV, two modalities were established: academic tutoring and tutorial teaching (Beltrán and Suárez, 2003), over time other types of tutoring were incorporated and today they are applied the aforementioned along with the following tutorials: artistic, for artistic research and appreciation, as well as the monitor program. The person responsible for coordinating tutoring at the institutional level is the Department of Support for Comprehensive Student Training (DAFIE), which in turn is part of the General Directorate of Academic Development and Educational Innovation.

In each educational program that operates at the Universidad Veracruzana there is a tutoring coordinator who is responsible for “the planning, organization, execution, monitoring and evaluation of the tutorial activity, within the educational programs or Faculties” (Regulations of the Institutional System of Tutorials, page 8). Although this is the person in charge of directing the tutorial activity, he is not the only one who intervenes so that the tutorials are carried out, since there are the figures of academic tutors (in charge of the school career of their tutors) and monitors (later we will talk about them and their functions), who in collaboration manage to carry out the tutorial processes in their respective educational programs.

The functions of the above support the Institutional Tutoring System of the Universidad Veracruzana, to fulfill its objective which is to "support students to solve academic problems, promote their autonomy and comprehensive training, as well as contribute to improving their performance." academic, based on individual attention or in small groups” (Regulations of the Institutional Tutoring System, page 5). The above, with the purpose of reducing school dropouts and dropouts, and the failure of educational experiences by students. It is for this reason, and in order to develop comprehensive training in students, that different types of tutorials (mentioned previously) are being generated within the university.

Below, the definitions of tutorial teaching and academic tutoring are presented because, in accordance with the 2021 operating guidelines of the monitor program, they are those that are closely related to their function.

“Tutorial teaching is the personalized attention provided by an academic called Tutor Teacher, aimed at supporting students who require it, in strengthening their learning processes related to the theoretical and heuristic knowledge of educational experiences (EE), or who are interested in broader disciplinary training, through the development of Comprehensive Training Support Programs (PAFI)” (Regulations of the Institutional Tutoring System, p. 8).

This tutoring is designed for students who, during their academic career, have problems in their teaching-learning process related to some theoretical knowledge or the development of minimum necessary skills, either to reinforce them or because there is an absence of these in their area of study. Knowledge. As part of the strategies for this type of tutoring, PAFI is developed.

“Academic tutoring which refers to the monitoring that an academic tutor gives to the students' school career during their stay in the educational program, in order to guide them in decisions related to the construction of their professional profile” (Regulations of the Institutional Tutoring System, p. 8).

Regarding academic tutoring, it is a support that is provided to the student in different dimensions (academic, professional, personal and integration and permanence) during their academic career and directs them to conclude their degree in the best way, with clear objectives of their professional field in a responsible and ethical manner.

In this sense, the function of the monitors is a key piece to provide support to new students regarding their stay and permanence at the university, as well as to provide them with information on the academic-administrative processes that allow them to integrate into life. university and guide them in the possible situations that arise such as, for example: doubts regarding the academic-administrative part of the degree, support in carrying out work, class schedules, use of institutional platforms, administrative procedures and support in strengthen theoretical, heuristic and axiological knowledge, among others.

Being from advanced semesters, the monitors have experiences and knowledge of what being a university student entails, and they have the ability to provide academic and teaching tutoring, due to a peer-to-peer approach (monitor-student).

6.1.3 Monitor program

The instructor program emerged as a proposal by Joseph Lancaster in the 19th century and is “a teaching method in which older or better students taught younger students or with less knowledge. The senior pupils learned their lessons from the adult teacher in charge of the school and then passed on their knowledge to the younger pupils” (The Editors of Encyclopaedia Britannica, 2015, para. 1). It generated great contributions to education, since thanks to the system that it had created in educational institutions, there were more people educating within the same classroom and with this the efficiency of the teaching-learning processes increased.

Regarding the Monitors at the Universidad Veracruzana, we can find their beginnings in the work of Beltrán and Suárez (2003), where they say that monitoring is:

“the participation of students who have traveled an important portion of their career in school and, therefore, know the school processes, that is, students who have useful information to transmit to other newly admitted students who have been authorized, through a training process, as monitors” (p.134-135).

We can observe the relationship that exists with Lancaster's proposal; students in advanced semesters who have greater knowledge about the degree and university life experience, support first semester students by sharing this information with them, with the aim of introducing them and accompanying them during their entry into the university; But the benefit of the monitor program is not only for new students but for the monitors themselves because there is training-information preparation to develop the role.

While the program is being executed, the monitors develop their communication skills, group management, collaborative work, problem solving, emotional management, among others, and execute the theoretical-methodological knowledge that they have acquired during the degree. All of the above, contributing to your comprehensive training.

Furthermore, once their participation concludes, they have managed to obtain an experience that brings with it professional training, because they are participating as “academic figures of institutional support” (Beltrán and Suárez, 2003:137), because they apply functions of academic tutoring and tutorial teaching, as we mentioned in the previous chapter.

That is, monitoring has been conceived as a support strategy for the tutorial modalities that are operating within the Universidad Veracruzana. The monitor is the one who can advise in a group or individually, based on the needs of new students.

Finally, we can say that, although monitoring was born as a strategy of academic support for less advanced students or students from lower grades, at the Universidad Veracruzana it is taken up as a strategy of accompaniment support for new students and with it involve them in what university life entails and not exclusively in theoretical knowledge since academic-administrative aspects, integration and sense of belonging to the university are supported through interactions between peers.

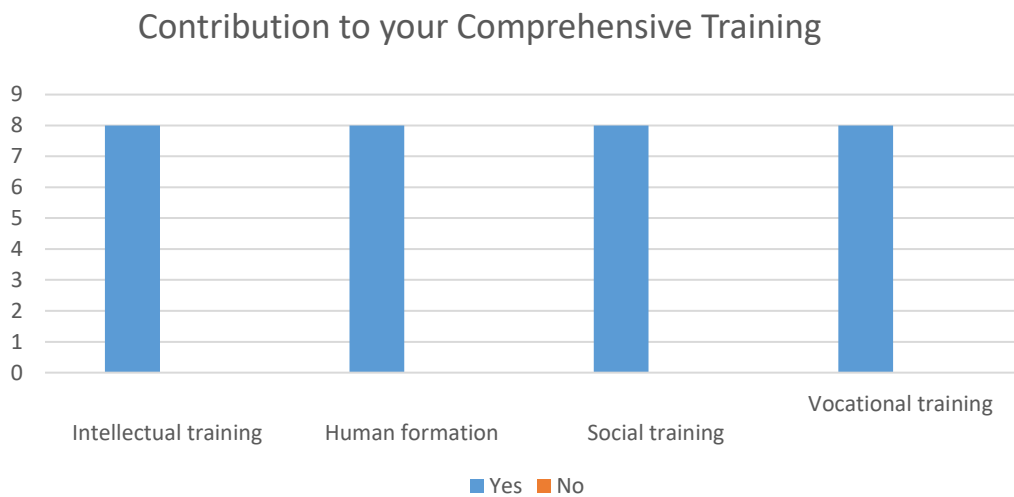
6.2 Results

The results of the experience of the monitor program for the period August 2021 January 2022 are presented through the results of a questionnaire applied to the monitors and some testimonies of what it meant to live this experience. All of the above is intended to share and show the experience obtained from the monitors program.

Below, the results and interpretation of the questionnaire that was applied to the monitors are presented to identify their perception in relation to how participating in the monitor program contributed to their comprehensive training, during the period August 2021 January 2022.

As a characteristic of the members of the group of monitors, the participation of women predominated, being 63% and men, 37%. Their ages range from 22 to 34 years. According to the training obtained, 100% of the monitors agree that by participating in this program they contributed to their comprehensive training which, in accordance with the Educational Model of the Universidad Veracruzana, is made up of the following dimensions: intellectual, human, social and professional.

Graphic 6.1



Below, the reasons why they consider that it contributed to their comprehensive training in the different dimensions are presented in an integrated manner.

- A. **Intellectual training:** They agree that participating as monitors helped them to have more knowledge about the University to be able to share it with their peers. In addition, they recovered skills that they already possessed in order to acquire more knowledge that they would need for their practice as monitors, such as: Investigating, collecting information, data analysis, problem solving, etc.
- B. **Human training:** In this dimension we can observe more the feeling of empathy on the part of the monitors, saying that they understood the position of their peers when they expressed their doubts since each monitor, on some occasion, was also a first-time employee. Therefore, they were able to empathize with each of them more easily and this brought about better communication with their peers.
- C. **Social training:** Most of the monitors talk about the relationship they managed to have monitor-monitor, monitor-peer and monitor-Tutoring Coordinator. But it is also mentioned that, despite being in online mode, it was possible to have this interaction between all of us. Being able, despite this, to solve problems.
- D. **Professional training:** Finally, regarding professional training, they explain that this experience has helped them put into practice what they have seen throughout their degree. Also helping them in the development of new skills and strengthening their weaknesses, for example: planning activities, planning a class, speaking in front of a group, working as a team, among others.

In the curriculum of the Faculty of Pedagogy, within the graduation profile, ten competencies are mentioned, of which those shown below were selected, because they are considered to be strengthened by participating in the monitor program.

On a scale of one to five, where one is not at all and five is very much, the monitors had to select at what level their experience as a monitor contributed to the development of the competencies that the pedagogue must acquire in their graduation profile, which are:

1. Intervention in the different spaces of Education, with a critical, reflective, collaborative, ethical and innovative attitude, which allows them to assume their professional performance with social commitment.
2. Making decisions to solve problems of their professional practice, exercising intellectual and moral autonomy based on the theoretical foundations of the pedagogical discipline.
3. The recognition and analysis of the various educational problems in the social environment, proposing relevant and viable solutions.
4. The design of projects and the carrying out of educational research using the predominant paradigms with theoretical-methodological congruence to understand and intervene in reality.
5. The promotion of educational experiences through the design, development and evaluation of strategies based on the relevant pedagogical principles.
6. The design, application and evaluation of intervention models in educational guidance, which promote self-determination in the subject of guidance aimed at integral human development.

Of the aforementioned competencies, only two students achieved full development of these. We can also identify that in competition four it is the one that was least developed because there are three monitors with enough and one with something, giving us 50% which leads to a yellow focus to work on it with greater emphasis on the following students interested in participate in the monitor program.

Another warning, according to the results, is competence five and six, because one student is reported with enough and another with something, which should not be underestimated in order to be attended to. Below are the testimonies of some monitors who participated in the period August 2021 January 2022, which allows them to identify their perception of what this experience meant for them.

Testimony 1

As a participant in the monitor experience as a peer tutor, I can conclude that it was a pleasant experience... I strengthened my professional practice and the way I communicate verbally with other people (M.F.M.).

Testimony 2

Thanks to this experience, I can say that I have generated great learning and I have been able to develop skills that I did not previously have or that I needed to reinforce... there is also personal development, such as the relationships that one forges with students, teachers and administrators throughout throughout this period (K.C.M.).

Testimony 3

It is recommended on the one hand because you learn, experience, create, support and impart topics and experiences that you will do as a future pedagogue, and on the other hand you generate values of coexistence with students, thus creating a bond of trust and mutual support (J.C.O.C).

Testimony 4

Being a monitor has allowed me to know the strengths and weaknesses in my academic training, as well as the areas related to my vocation. Collaborative work is reinforced for us regardless of our age or generation, participating as equals before our Tutoring Coordinator in an excellent atmosphere of camaraderie (L.M.A.H.).

Testimony 5

Working as a monitor... favored my communication skills and some others that in the area of pedagogy became important for work in labor contexts (T.G.V.L)

According to the testimonies we can identify that their participation in the monitor program was to their liking because it allowed them to develop skills, apply prior knowledge, strengthen communication, recognize the strengths and weaknesses of their academic training and helped them in personal development.

As well as generating personal relationships (with their tutors and academics). Likewise, it gave them a broader overview of how to work at a professional level, knowing how to organize and plan academic activities and/or events. Without neglecting the importance of having an empathetic and ethical attitude.

6.3 Conclusions

According to the amount of the student population that exists in the Faculty of Pedagogy, the participation of students in the monitor program is minimal. This is possibly due to the fact that as part of the requirements to belong to the monitor program, it is requested to have a credit advance greater than 50% and it must be remembered that once this experience is accredited, 6 credits are assigned in AFEL and there is a significant percentage of students who, when they achieve this advance, have already covered their credits corresponding to AFEL, which is why, may be one of the reasons why more students do not enroll in the monitor program.

The monitors agree that this experience contributes to their comprehensive training by having the opportunity to train intellectually, humanly, socially and professionally, and there is consistency in their testimonies; However, there is a gap because when identifying the competencies of the graduation profile, 25% of monitors report having obtained 100%.

It must be recognized that the monitor program not only strengthens the students who participate as monitors, but also the new students by inducting them into university life and everything that it entails.

The Universidad Veracruzana provides the conditions for students to develop training and information processes, through the various programs and promotes the comprehensive training of the student by bringing them closer to immediate realities, such as in this case knowing how to solve personal and academic challenges that it generates. working with groups.

Despite going through the contingency due to COVID-19, which led to working in online mode, the monitors of this period managed to carry out the accompaniment of the newly admitted students, as well as to collaborate in institutional activities with an attitude committed and responsible.

The proposal to work among peers applying the Lancastrian method is still valid because, at the Universidad Veracruzana, specifically in the case of the Xalapa School of Pedagogy Faculty, the essence of this is applied through the execution of teaching tutorials and academic.

The work between the monitors and the tutoring coordinator was horizontal, because the proposals that the students made and were considered viable, depending on the activity, were taken into account for their application, generating collaborative and purposeful work with assertive communication.

6.4 Improvements

One of the improvements is that the credits granted by this program are not only considered in AFEL, but also in the disciplinary area of electives as a participant in academic events. This has to be managed before the corresponding authorities so that it has official validity. In order to confirm that comprehensive training was achieved, there must be mastery of the competencies of the graduation profile, which is why it is necessary to build a project/program that strengthens these competencies to harmonize what is expected from comprehensive training. Generate constant training to promote group integration and promote communication between participants in the monitor program.

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Chapter 7 Social service in time of pandemic: impact on students at FCEA – UNACAR

Capítulo 7 Servicio social en tiempo de pandemia: impacto en los estudiantes de la FCEA – UNACAR

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M. Reyes, Y. Rejón and D. González (AA. VV.) Resilience from the practice of mentoring to contribute to the permanence of students T-II. Handbooks-©ECORFAN-México, Campeche, 2023.

Abstract

The need to investigate the area of social service in students arises when detecting the problems that were presented to students who performed their social service during the Covid-19 pandemic. Considering that the Social Service is a practice that allows the consolidation of professional training, providing the student with a space for the acquisition and application of knowledge and wisdom; In addition, it favors the development of values and facilitates insertion in professional practice. (Richmond, 2013), and this being considered as a graduation requirement as well as mandatory within the Curriculum Map of higher level students in a particular way of the Faculty of Administrative Economic Sciences. It is important to analyze and determine the degree of affectation and/or to know the context in which it was developed and the impact it had on the students. Due to the pandemic, it was developed in a different way than usual, as it was from the flexibility of the companies, the validity of it without doing it, the lag to do it, to remote work via home office. The data collection method for this research was through the quantitative method through a survey carried out in google forms, structured by 12 questions, showing the results obtained through tabulation and graphs. Allowing to obtain information that generates analysis for the development of new prevention strategies in the face of social phenomena such as those experienced until today.

Social service, COVID-19, Students, Company, Home office, Lag

7.1 Introduction

In Mexico, since the end of March 2020, a health emergency was established against the epidemic of disease generated by the SARS-CoV-2 virus or COVID-19, which lasted until the end of May. During this period, essential and non-essential economic activities were identified. The pandemic has taken a toll on students as it has forced the academic community to explore new ways of teaching and learning, including distance and online education. This situation has proved difficult for both students and teacher-tutors, who have to deal with the emotional, physical and financial problems caused by the disease while doing their part to help curb the spread of the virus. The future seemed uncertain for everyone, and in particular for the millions of students who have to graduate this year, who will face a world with the economy paralyzed by the pandemic. (Hany, 2020). The pandemic caused the suspension of face-to-face teaching, so alternatives were sought to continue the educational process, social service, internships, training activities; even in conditions of restrictions, social isolation, among other inconveniences, and the possibility of implementing the best alternatives to avoid a negative outcome, in the long term, in the training of future professionals was found. (Vidal, 2021). Although it is true that these alternatives were put in place, in this research we will investigate the effectiveness of Social Service in university students in particular.

7.2 Development

General objectives: To determine the degree of affectation in the area of student social service, during the Covid-19 pandemic in the period of the year 2020 - 2021, we focused specifically on the area of students belonging to the Faculty of Economic-Administrative Sciences to identify the main reasons and how this affected students and the area of social service.

7.3 Methodology

The data collection method used in this research is quantitative due to the ease and convenience it provides for the analysis of data with the ability to quantify them, through a survey carried out in google forms, to later allow us to use the Excel program for the tabulation of the information and to be able to analyze and present the results obtained in graphs with their interpretation.

A non-probabilistic sampling is determined, with a convenience sample because the choice of students is made based on ease of access and availability of people.

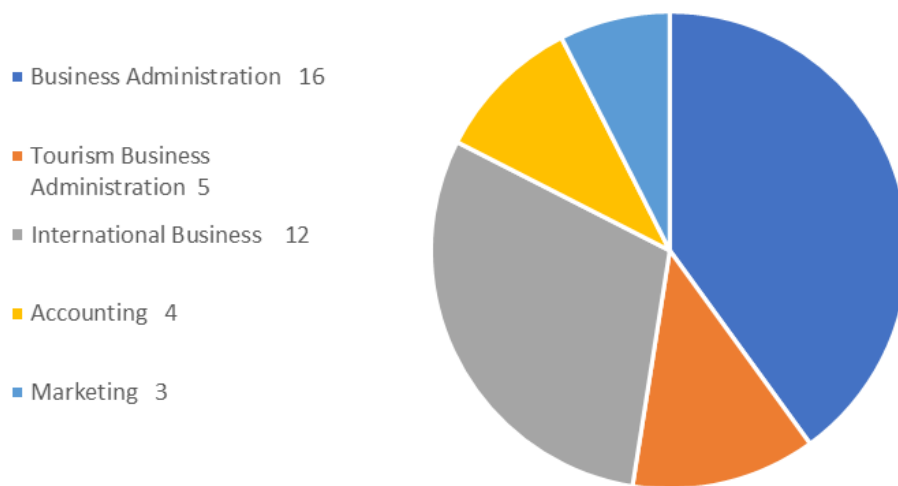
The survey generated in google forms consists of 12 items which aim to collect information about the performance of the authorities in charge of the social service and the students who presented themselves to perform this same service, how it was carried out and what were the threats and opportunities they had to face during the exercise of it. if they acquired knowledge or learning that confabulates an enriching experience for the student from the school aspect. This survey was applied through the social network WhatsApp, among students belonging to FCEA within the Autonomous University of Carmen in order to distribute the largest number of students from different careers who belong to the aforementioned faculty.

A database of 40 students was obtained, who provided the necessary information by answering the questionnaire, among them students who have just started with social service this semester and some with the service already released, all in order to collaborate with the project.

7.4 Results

Graphic 7.1

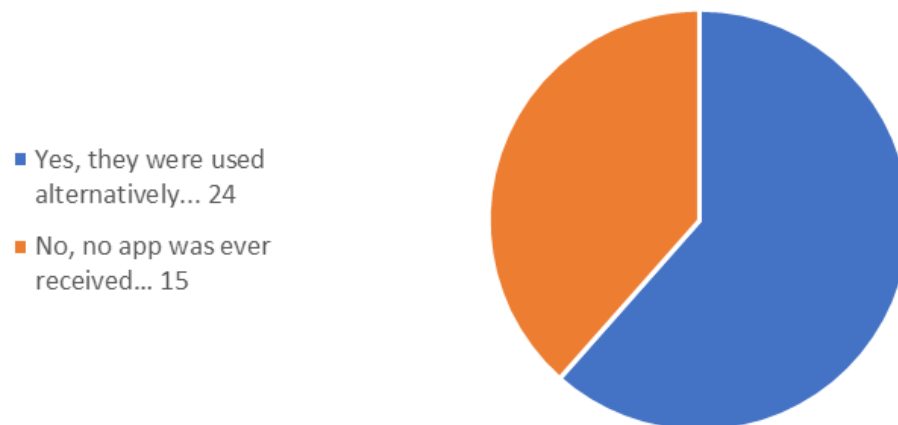
1. Deegree:



According to the 40 surveys applied to UNACAR students, the results concluded that 16 of the students who carried out their social service during the pandemic belong to the Bachelor’s Degree in Business Administration, 12 to the Bachelor’s Degree in International Business, 5 to the Bachelor’s Degree in Tourism Administration, 4 to the Bachelor’s Degree in Accounting and 3 to the Bachelor’s Degree in Marketing.

Graphic 7.2

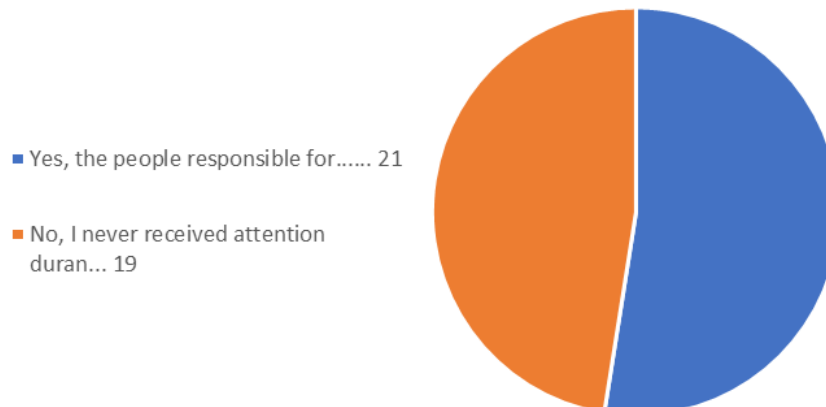
2. Did the university employ measures that facilitate the approval and performance of social service?



According to the results of the 40 respondents, 24 of the students believed that the University did use measures and alternatives to facilitate the approval and performance of their social service, 16 of them said that they never received support for the performance of their service during the pandemic, which tells us about the misinformation that existed during the confinement and online modality.

Graphic 7.3

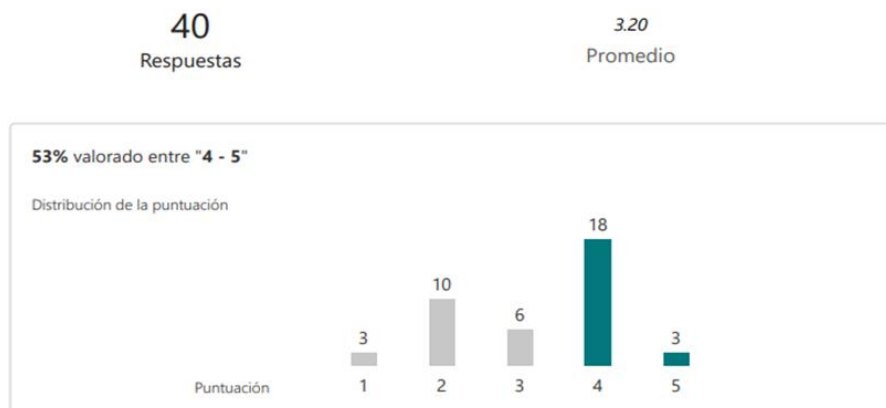
3. Did you receive guidance for social service during the Covid-19 health emergency?



According to the 40 students surveyed who carried out their social service during the pandemic, 21 of them mentioned that they did receive guidance to carry out their social service during the health emergency, since the people responsible showed interest. On the other hand, 19 of the students mentioned that they did not receive care during this process, which made the social service process difficult for them.

Graphic 7.4

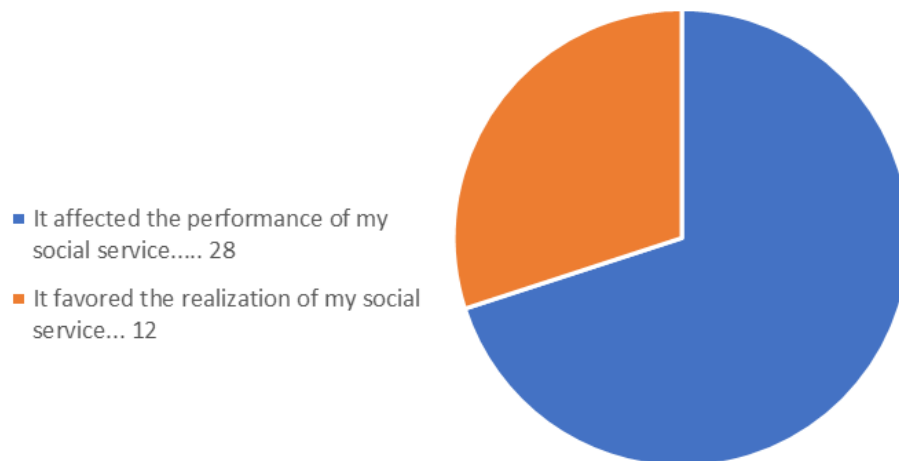
4. ¿Qué tan satisfactorio fue realizar su periodo de servicio social durante la pandemia? (En una escala de 1 al 5)



According to the answers obtained, the students were evaluated on a scale of 1 to 5 the level of satisfaction that was performing the social service during the pandemic, 18 of these students thought that the level of satisfaction was 4, which means a good level, 10 of them thought that the level of satisfaction was 2, This indicates that it was not very satisfactory, for 6 of them they indicated a level 3 considered as a regular level of satisfaction, 3 of the students said that the level of satisfaction was 1, which indicates that it was not satisfactory at all, while another 3 students thought that it was very satisfactory with a grade of 5.

Graphic 7.5

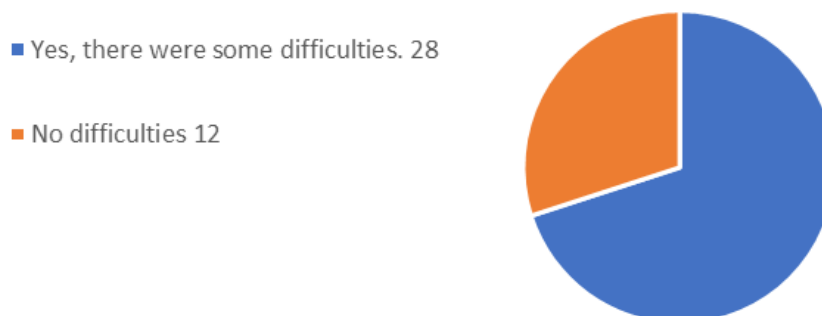
5. Do you consider that the arrival of the pandemic affected or favored the performance of your social service?



According to the results, of the 40 students surveyed, 28 of them considered that the pandemic affected the performance of their social service, while 12 of the students considered that the pandemic favored them for the performance of social service.

Graphic 7.6

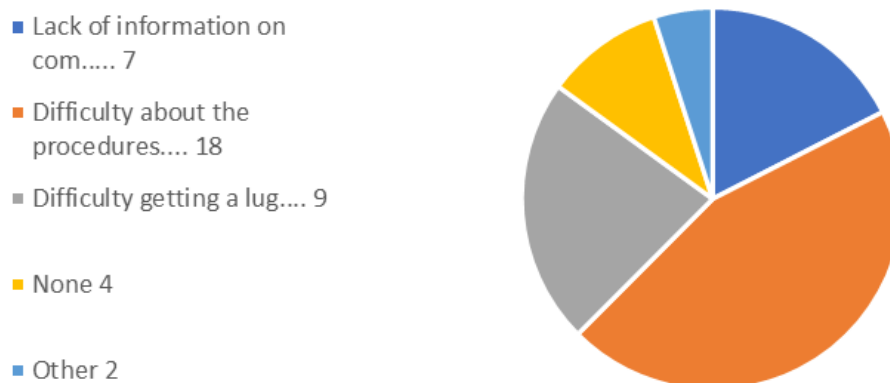
6. Where did you carry out your social service?, did you encounter some difficulties due to the pandemic?



According to the results obtained in the graph, it can be seen that 28 students did present some difficulty in performing their social service, and 12 students did not present any difficulty.

Graphic 7.7

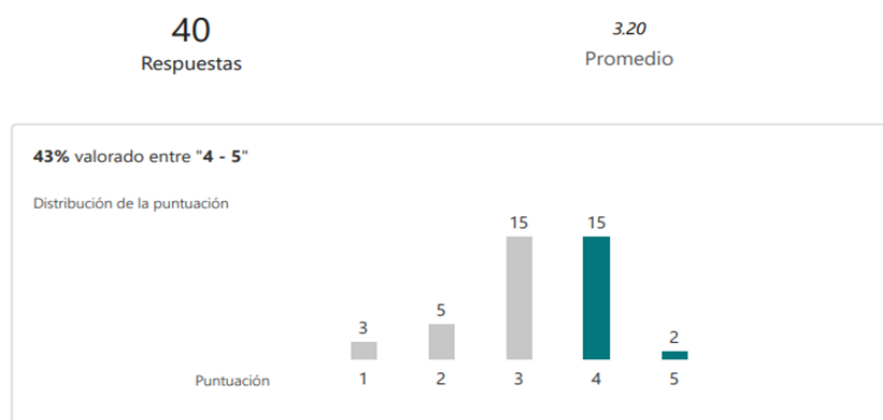
7. What problems did you face at the beginning with your social service?



According to the results of the 40 students on the problems that arose when starting their social service, 18 of the students of the FCEA mentioned that the biggest problem was the difficulty regarding the procedures for carrying out the social service, 9 of them presented problems to get a company where to perform the service. 7 of the students mentioned that the lack of information on how to do it was a difficulty in doing the social service, on the other hand 4 of them mentioned that there was no difficulty and finally 2 of them mentioned having another difficulty.

Graphic 7.8

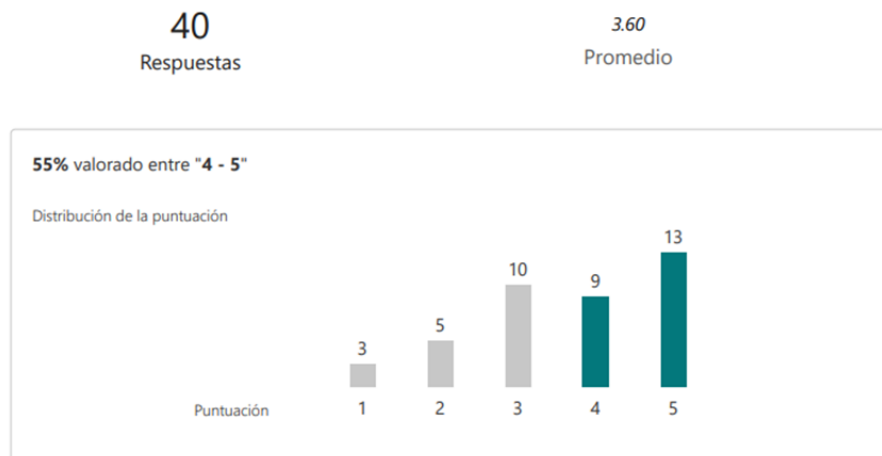
8. ¿En que grado considera que obtuvo la experiencia necesaria durante su servicio social a pesar de la pandemia?



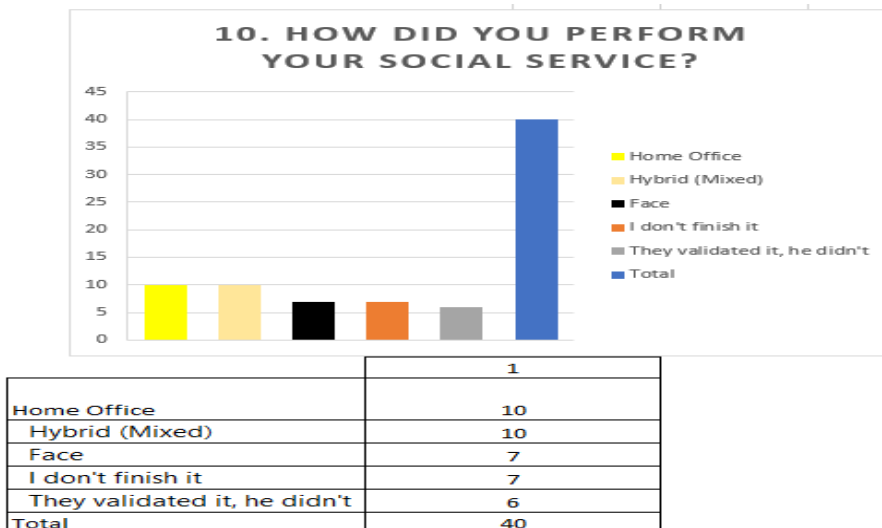
According to the results obtained from the 40 students on the degree who consider that they obtained the necessary experience during their social service despite the pandemic on a scale of 1 to 5, 3 of them rated it with a 4 and 2 rated it with a 5, so we can conclude that 43% of the students surveyed valued that they had between a 4 and 5 the necessary experience during the pandemic. their social service.

Graphic 7.9

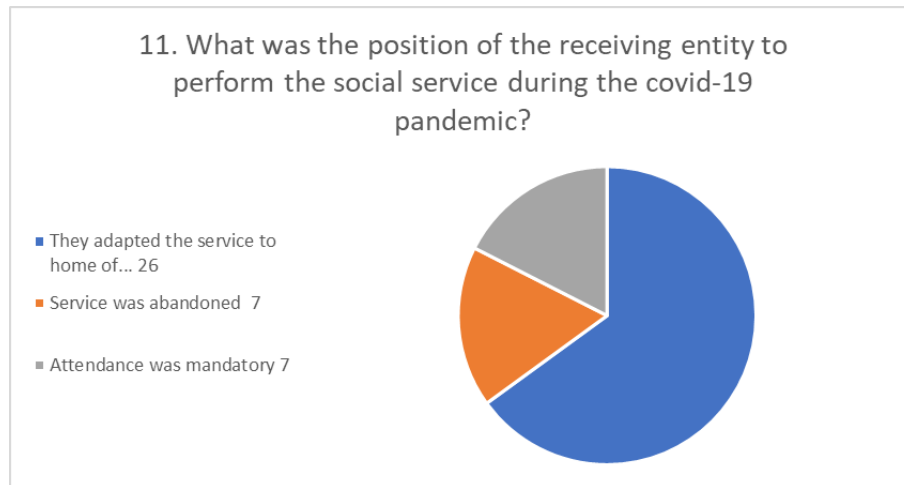
9. ¿Qué tan importante considera que es el servicio social en el futuro para su vida laboral?



According to the results of the 40 students on how important they consider social service to be in the future of work, on a scale of 1 to 5, ranging from 1 as not important to 5 as very important, with the result that 3 of them considered that it is not important, 5 of them that it is not very important (2), 10 of them that it is moderately important (3), 9 of them considered that it is important (4) and finally 13 of them that it is very important, so it can be said that 55% of the students surveyed think that social service is very important for their working life.

Graphic 7.10

According to the results of the 40 students on the way in which they carried out their social service, among the options they were given, the results were as follows: 10 students answered that they carried out their social service via home office, 10 students answered that they did it in a hybrid way, 7 of them did it in person, 7 did not conclude it and 6 validated it and did not do so.

Graphic 7.11

According to the results of the 40 students on what was the position of the receiving entity to carry out the social service during the Covid pandemic, 26 of them answered that they adapted to the home office service, 7 abandoned the service and another 7 was mandatory attendance, so we can conclude that most of the students surveyed had to adapt to the home office service.

Graphic 7.12

According to the results of the 40 students surveyed about what they learned in social service, 14 of the respondents learned to work in a team, 13 learned to be disciplined, 7 of the respondents developed communication skills, 4 of them reported not having any learning and finally 2 became organized.

7.5 Conclusions

With this research carried out we were able to determine that the COVID 19 pandemic as in all areas had a significant impact, in this case of social service most of the students presented problems to be able to perform satisfactorily or as they would have expected to do it, it is something that companies, schools, and people were not prepared and at the beginning making this transition was difficult for everyone, We know that social service is one of the most important parts of every student in their university education, since based on it you get part of the experience that you will have for when you enter the workplace, that is why it was determined based on the information collected that not all students were able to perform their service and obtain the knowledge that would have been expected. This may have an impact on their future as there could be a lack of some knowledge or experience of some students that would definitely have been obtained if their service had been carried out in person.

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Chapter 8 Status of the English language in the students of the bachelor's degree in marketing generation 2020

Capítulo 8 Estatus del idioma inglés en los estudiantes de la licenciatura en mercadotecnia generación 2020

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P. Cerecedo, M. Córdova and G. Reyes

M. Reyes, Y. Rejón and D. González (AA. VV.) Resilience from the practice of mentoring to contribute to the permanence of students T-II. Handbooks-©ECORFAN-México, Campeche, 2023.

Abstract

Mastering a foreign language, especially English in a particular way in Latin America, is essential for any professional in the face of globalization. This phenomenon is the main reason why this language is so important throughout the world. Therefore, the objective of this study is to characterize the knowledge of the English language of the students of the Lic. In Marketing, generation 2020 belonging to the Faculty of Administrative Economic Sciences of the Autonomous University of Carmen, which will allow analyzing the status from its income (2020) to the present (2022) and thereby place the results obtained on the analysis table to generate strategies that contribute to the practice of this language considered a curricular course within the formation of the degree. For this, a study with a non-experimental qualitative approach was designed; with a sample of 34 students, initial enrollment of the 2020 generation of the LM. Based on the results obtained in the Diagnostic English Examination (EDIIN), followed by the status of the students at the various levels of the same considered within the curricular map of the Educational Program. In summary, the results dictate that the performance levels of the students are below the expected average, identifying the gaps and difficulties in learning the language. Therefore, it can be concluded that students need tutorial support and pedagogical recommendations to improve their knowledge of English and, therefore, the quality of professional training.

EDIIN, Academic performance, Tutorial support, Professional training, Students

8.1 Introduction

Learning a foreign language is on the rise, especially in a country like the United Mexican States. The challenges that arise are always in the realm of teaching and learning. In the face of these challenges, what happens is that the focus is more on the practical problems of the foreign language (English) class, subordinating learning to teaching methods. In most cases, the students' learning process is not perceived, nor are the strategies they need to implement in order to truly learn addressed. Then comes the question of how to learn a foreign language. In this sense, it is essential to investigate the processes, methods, techniques and strategies that students use in their learning trajectory, taking into account the problems they face on the one hand and on the other, the individual difference that arises on this learning path. Each student has his or her own style and personality, as well as aptitudes, motivation, strengths and weaknesses.

Although there has been a large amount of research on the subject of teaching English as a foreign language, the strategies involved in the learning process, especially in the classrooms of the Universidad Autónoma del Carmen, present a certain disadvantage in this reality. This study aims to analyze the academic behavior of students in their learning process. This analysis would help to uncover problems and drawbacks, pushing students to a certain autonomy in their learning process. Communicative competence is another fundamental aspect that you always want to achieve in learning the target language.

Through a qualitative non-experimental study, this paper analyzes the process of learning English as a foreign language, presenting a general overview of how students master and pass the curricular levels considered in their academic trajectory.

8.2 Method

A qualitative, non-experimental method was used based on two stages:

First stage. To identify the students who were selected to enter the bachelor's degree in marketing, for this purpose the total final grade obtained in the selection exam was considered. According to the program, the selection criteria were followed and students were assigned an enrollment.

Second stage. Students who entered the bachelor's degree in marketing were followed up considering the basic elements such as initial performance and the level of English they have passed for this semester. The objective is to identify students who require academic support either through peers who have better academic performance.

8.3 Theoretical framework

Education, at all levels, plays an important role as the main factor of progress of nations; In practically all the nations of the world, it is considered the ideal means to train the citizens that society requires today to face global challenges. On the other hand, at the national level, the Education Sector Program 2013-2018 indicates that higher education is one of Mexico's main sources of wealth for social, political and economic development (SEP, 2013).

Sarmiento (2000) notes that, in human development, education is the main engine for rapid and sustainable growth. The most educated societies not only produce the greatest number of innovations, but are the ones that best capture and use the new creations of science and technology. It is the individuals and collectively the citizens of a country who build their own destiny, hence the importance given to education for greater growth and development.

Calero Pérez (2002) in his book *Educational Technology* states the following: Education is a social process that aims to guarantee the continuity of culture, to guide the formation of and to shape a firm ethical personality of the learners, as well as contribute to the construction of a just and supportive society.

School performance is a "level of knowledge demonstrated in an area or subject compared to the norm of age and academic level", we find that student performance should be understood from their assessment processes, however, the simple measurement and/or evaluation of the performance achieved by students does not in itself provide all the necessary guidelines for action aimed at improving the quality of education (Jiménez, 2000).

Given the demands of today's society, it is important for universities to deepen their academic performance indicators in different methodological and theoretical areas from research. Among these, socioeconomic level is a variable to be considered in order to offer a broader panorama, as a source of notable information, in decision-making on what to do in educational institutions, from this field of knowledge. Studies on factors associated with academic performance in educational institutions are definitely parameters of their effectiveness and efficiency in response to their social relevance (UNESCO, 2002).

Jiménez & López (2009) state that "performance is a multidimensional construct, determined by a large number of variables (intelligence, motivation, personality, etc.) and which is influenced by numerous personal, family or school factors, among others"

The experience of institutions and countries that have generalized the use of tutoring as a strategy to promote comprehensive education, as well as student permanence, highlights the need to incorporate mechanisms for reviewing, substantiating and continuous improvement of these practices, and the importance of strengthening their articulation with other forms of student support and accompaniment (MEN, 2008).

Heredia and Camacho (2014) explain the problem of school dropout in higher education and the multiple factors that can influence it, taking a quantitative approach to the relationship between student motivation and academic performance in a private higher education institution. Similarly, Rodríguez's (2007) study discusses the relationship between academic performance and school dropout situations, arguing for the need for prediction based on variables that prevent student dropout. In Chong's study (2017), the need to carry out a project to create better strategies in the teaching-learning process is raised, pointing out that the fact that today, students have greater possibilities of access to university, has not translated into the improvement of their performance and brings with it academic failure, reflecting the importance of strategies to reduce failure and dropout rates.

Similarly, Márquez (2015) considers failure as one of the priorities of educational institutions, which is why he carried out a study that would predict the risk factors for dropout and failure, in this sense the association of failure with failure and abandonment is reflected.

For Daza, Charris & Viloría (2015), universities are committed to training professionals with the necessary skills to face the social reality of the country; The student must be guided in the academic process, maintain an organizational climate that shines in student motivation and performance. This is how it will later contribute to the rupture of the limited socioeconomic systems prevailing in today's societies (Balza, 2013).

Academic performance of the August 2020 generation in the English subject of the educational program of the Bachelor of Marketing

In this research study, information is presented only on one of the five educational programs of the Faculty of Administrative Economic Sciences, that of the Bachelor's Degree in Marketing, class of 2020 of the Universidad Autónoma del Carmen.

Table 8.1 Average and general information of admitted new applicants August 2020

No.	Gender	Average	Status
Student 1	H	84	Active
Student 2	H	70	Permanent withdrawal
Student 3	M	88	Permanent withdrawal
Student 4	M	70	Active
Student 5	H	63	Active
Student 6	M	81	Active
Student 7	M	75	Active
Student 8	H	83	Temporary leave
Student 9	H	80	Temporary leave
Student 10	H	81	Active
Student 11	M	85	Active
Student 12	H	79	Temporary leave
Student 13	M	83	Temporary leave
Student 14	H	71	Temporary leave
Student 15	M	82	Active
Student 16	M	81	Active
Student 17	H	83	Active
Student 18	H	77	Active
Student 19	M	83	Permanent withdrawal
Student 20	M	96	Active
Student 21	M	86	Temporary leave
Student 22	M	93	Permanent withdrawal
Student 23	H	86	Active
Student 24	M	66	Active
Student 25	M	81	Active
Student 26	H	78	Permanent withdrawal
Student 27	H	87	Temporary leave
Student 28	H	84	Active
Student 29	M	86	Permanent withdrawal
Student 30	H	70	Active
Student 31	M	84	Active
Student 32	M	73	Active
Student 33	H	77	Active
Student 34	H	70	Active

Source: Authors' own elaboration according to the 2020 LMKT generation database.

Table 8.1 shows the number of admitted students (column 1), followed by the gender of the students (column 2); Continuing, it is possible to see the average graduation of the upper secondary level of the 34 students (column 3) admitted to the educational program of the Bachelor's Degree in Marketing. Finally, you can see the status (column 4) of the students for the period August-December 2022, that is, whether they are active or inactive (temporary or permanent withdrawal).

Table 8.2 General information about the Bachelor's Degree in Marketing

Status	Students
Total	34
Assets	21
Low	13

Source: Authors' own elaboration according to the 2020 LMKT generation database.

Table 8.2 shows that 34 students were admitted to the Marketing educational program in the August-December 2020 period. Of those 34, for the current period, August-December 2022, 21 students are active and 13 are inactive (due to temporary or permanent leave).

Table 8.3 Active students of the Bachelor of Marketing educational program and their relationship with English grades and levels

No.	Gender	Average	Status	NA	NB	I1	I2	I3	I4
Student 1	H	84	Active	To	47				
Student 4	M	70	Active	70	87				
Student 5	H	63	Active	32					
Student 6	M	81	Active	77	82	77	70		
Student 7	M	75	Active	70					
Student 10	H	81	Active	70	15				
Student 11	M	85	Active	93	85	80	85		
Student 15	M	82	Active	70	59				
Student 16	M	81	Active	75	82	70	80		
Student 17	H	83	Active	To	90	76			
Student 18	H	77	Active	70	58				
Student 20	M	96	Active	To	To	86			
Student 23	H	86	Active	To	To	90			
Student 24	M	66	Active	82	73				
Student 25	M	81	Active	86	77	64			
Student 28	H	84	Active	To	To	83	81	75	
Student 30	H	70	Active	To	72	55			
Student 31	M	84	Active	To	To	73	86	83	
Student 32	M	73	Active	70	62				
Student 33	H	77	Active	To	38				
Student 34	H	70	Active	31					

Source: Authors' own elaboration according to the 2020 LMKT generation database.

Table 8.3 shows the ratio of active members of the student enrollment (column 1) in the period August-December 2022, their gender (column 2), followed by their average graduation from the upper secondary level (column 3), as well as the approved and failed levels of English (column 5 to 10), these levels belonging to business leveling A, Business Leveling B and English I, II, III and IV.

Table 8.4 Levels of English Studied

Proficiency in English	Students	A/R
Leveling A	19	Approved
Leveling A	2	Reproached
Leveling B	13	Approved
Leveling B	5	Reproached
English 1	8	Approved
English 1	2	Reproached
English 2	5	Approved
English 2	0	Reproached
English 3	2	Approved
English 3	0	Reproached
English 4	0	Approved
English 4	0	Reproached

Source: Authors' own elaboration according to the 2020 LMKT generation database.

Table 8.4 shows the number of students (column 2) active in the current period of August-December 2022 who have accredited up to a certain level of English (column 1), finally, the passing or failing status (column 3) of this subject is displayed.

Table 8.5 Students studying English in the August-December 2022 period

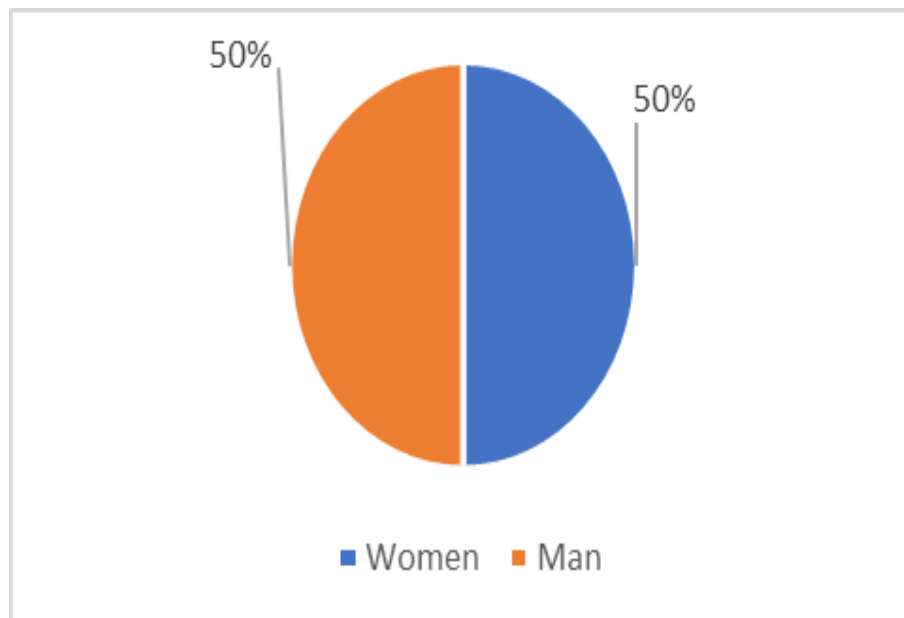
Level studying, cycle Jun-Dec.2022	Students
Leveling A	1
Leveling B	2
English I	2
English II	1
English III	2
Total	8
Total gene. 2022	21

Source: Authors' own elaboration according to the 2020 LMKT generation database.

As shown in table 8.5, you can see the number of active students (column 2) in the current period of August-December 2022 who are studying some level of English (column 1), which add up to a total of 8, that is, only 8 students out of the 21 who are active for the current period, They are studying English.

8.4 Results

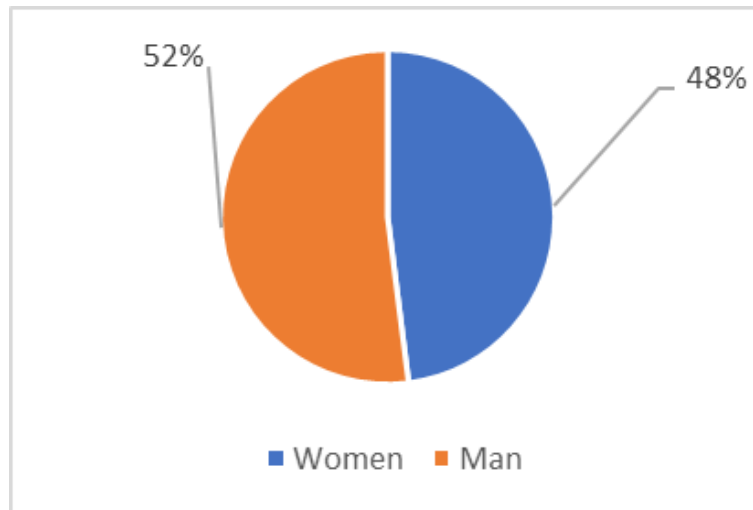
Graphic 8.1 Gender of admitted students



Source: Authors' own elaboration according to the LMKT gene 2020 database.

Graph 8.1 shows the percentage of women and men admitted to the educational program of the Bachelor's Degree in Marketing, where both percentages are represented with 50% women and men, giving a total of 34 students admitted in the August-December 2020 school period.

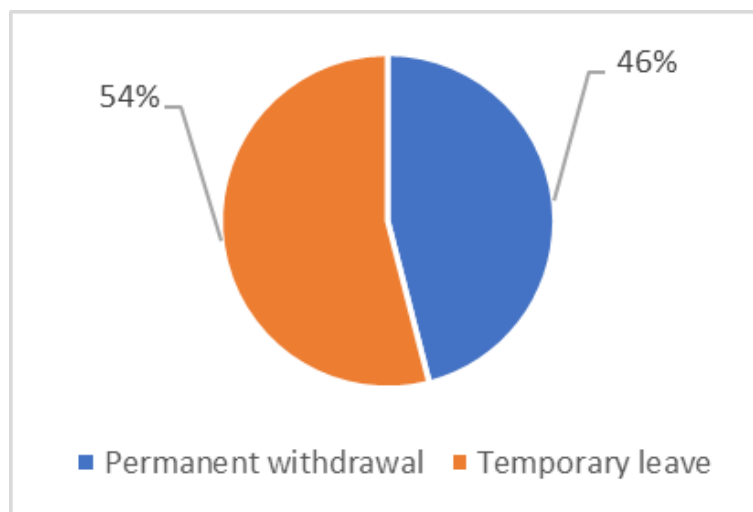
Graphic 8.2 Gender of active students in the period Aug -Dec 2022



Source: Authors' own elaboration according to the gen.2020 LMKT database

Graphic 8.2 shows the percentage of women and men currently active in the educational program of the Bachelor's Degree in Marketing, where the highest percentage is represented with 52% (equivalent to 11 students) in women and 48% (equivalent to 10 students) in men, giving a total of 21 students from the August 2022 generation active in the August-December 2022 school year.

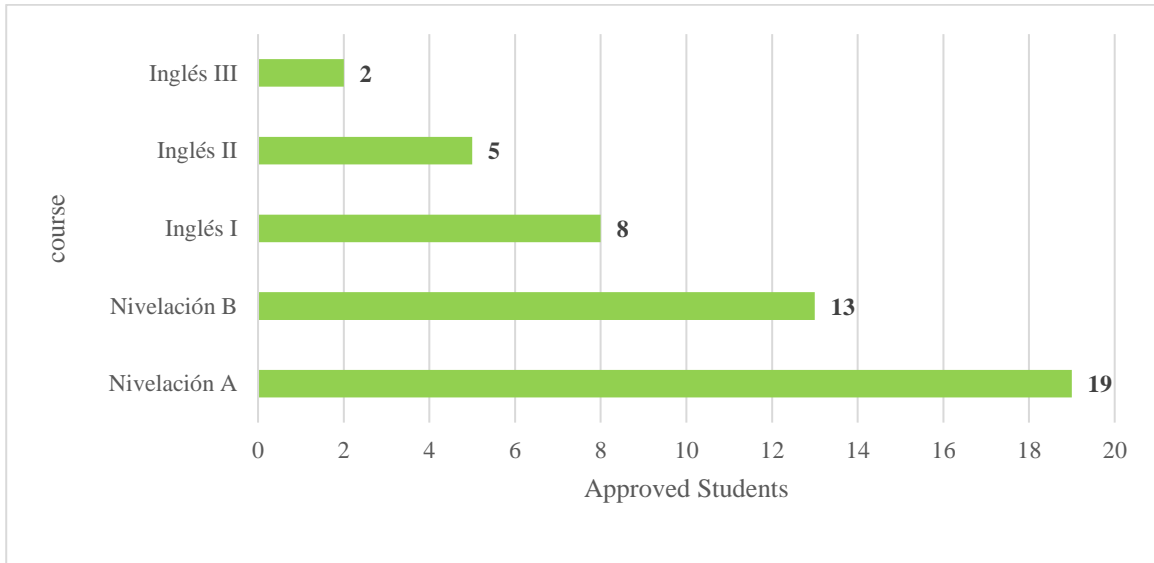
Graphic 8.3 Admitted students from the non-active class of 2020



Source: Authors' own elaboration according to the gen.2020 LMKT database

Graphic 8.3 shows the percentage of students admitted as part of the August 2020 generation belonging to the educational program of the Bachelor of Marketing who have dropped out. The highest percentage is represented by 54% (equivalent to 7 students) who have temporarily withdrawn, while 46% (equivalent to 6 students) have withdrawn permanently, giving a total of 13 students from the August 2020 generation who are not active in the August-December 2022 school year.

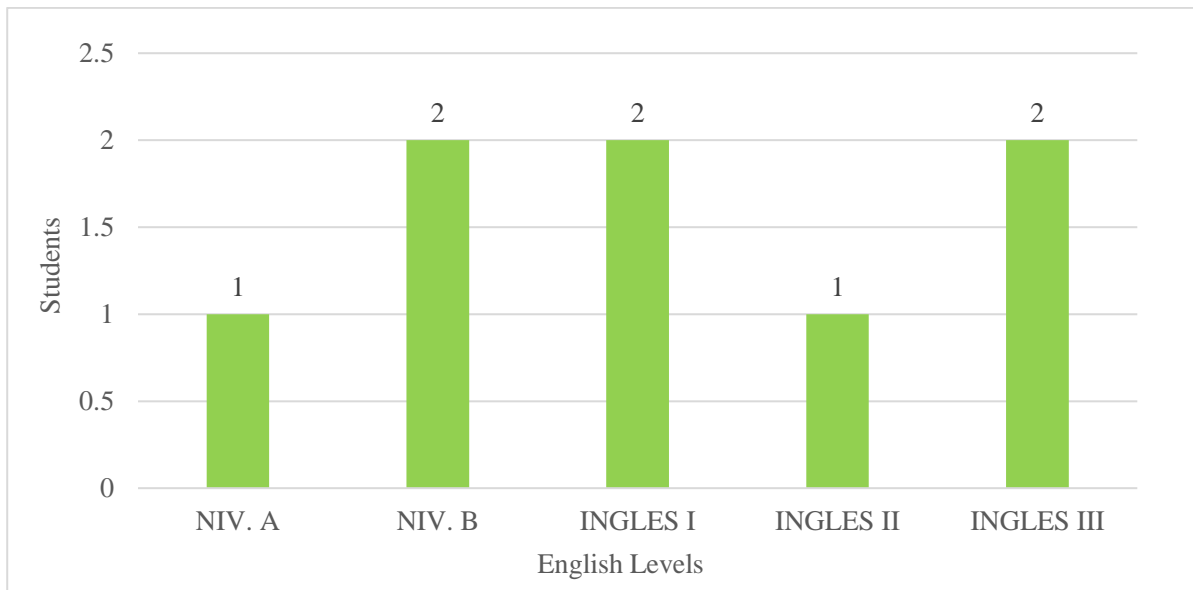
Graphic 8.4 Status of the English Area in Gene Learners. 2020 Bachelor of Marketing



Source: Authors' own elaboration according to the LMKT 2020 generation database.

Graphic 8.4 shows the status of students in the area of English in the educational program of the Bachelor's Degree in Marketing, where the highest percentage is represented with 19 students passing level A, 13 students passing level B, 8 passing English I, 5 passing English II and 2 passing English III.

Graphic 8.5 Students with an active course



Source: Authors' own elaboration according to the gen2020 LMKT database.

In graphic 8.5, you can see the level at which the students of the 2020 generation of the Bachelor's Degree in Marketing are, in the English courses where it can be seen that of the 21 active students of the 2020 generation, only 8 are studying some level of English, these 2 students being level B, non-English I students, 2 English III students, 1 Leveling A student and 1 English II student.in the August-December 2022 school year.

8.5 Conclusion

The conclusion of this study is that we need to think deeply about what needs to be done to counteract the effects of educational methods that emphasize the inability to reconcile the intentions of teachers and the education system with students. To do this, English teachers must focus their attention on the possible factors that are not directly observable (unconscious content, characteristics and motivations of the students) that interfere with their work and, based on this, design strategies to teach not only memory, cognition or compensation, but based on their cognitive, affective and social goal. In short, we need to innovate in the teaching and learning of the English language, and to do so we need to start from the intentions and resistances of students who are products of the symbolic world on which our culture is based. Therefore, in the development of didactic strategies that guide the creation of a meaningful learning environment for the English language, it is important to plan activities and select resources appropriate to the context, knowledge, interests, learning styles, feelings, beliefs, values, discourse. and student motivation. It's important to consider the approach, activation, and dynamics of the team. Likewise, the risks of using methodologies that contribute to the what, how and why in the educational processes that arise around language learning must be considered. It is necessary to triangulate and generate integrating forces: students – tutorial accompaniment – language teachers.

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Chapter 9 Impact of tutorial activity on the desertion of dentistry students' generations 2016-2020 at the Universidad Autónoma de Campeche

Capítulo 9 Impacto de la actividad tutorial en la deserción de las generaciones 2016-2020 de estudiantes de odontología de la Universidad Autónoma de Campeche

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M. Reyes, Y. Rejón and D. González (AA. VV.) Resilience from the practice of mentoring to contribute to the permanence of students T-II. Handbooks-©ECORFAN-México, Campeche, 2023.

Abstract

Tutorial attention is one of the most valuable tools to reduce school dropout, through tutoring, it is possible to investigate the causes that lead the student to make the decision to drop out and propose solutions to various problems to support the student. Since 2015, the UAC School of Dentistry implemented changes in the tutoring program, and in order to know its effect on dropout, a retrospective cohort study was carried out, in which generations of the PE of Dental Surgeon of the Autonomous University of Campeche (UACAM) during the period 2016-2020, the dropout rates per semester were determined, and it was related to the tutorial activity during the study period, risk measures were also calculated related to sex, age and place of origin. It was found that tutorial attention is a protection factor against dropout, students who are attended have a 72% lower risk of dropping out than those who are not. Factors such as being male or female, age, and origin was not a risk factor for desertion in this population. We conclude that the strategies of the tutorial action plan have positive effects to prevent the dropout of students from the UACAM Dental Surgeon program.

Retrospective, Cohort, Desertion, Strategies

9.1 Introduction

During university life, students face various challenges, both academic and personal. Some of them have a negative influence, which can lead to poor academic performance and dropout. To reduce this situation, tutoring has been implemented, which has served to support the student during their university career. In Mexico, in 2000 the National Association of Universities and Higher Education Institutions (ANUIES) proposed tutoring and the guidelines that must be followed to improve the academic stay of students. (ANUIES 2000).

At the Autonomous University of Campeche (UACAM), tutoring was implemented in 2003 and from that time to date, the tutoring program of the Faculty of Dentistry has experienced changes in organization and strategies, some of these improvements have been evaluated from various perspectives, such as competencies, academic performance, and emotional intelligence. In the last 5 years a high graduation rate was detected, so we wanted to evaluate the program and investigate whether the tutoring program was the reason favoring the permanence of the students and influencing in some way the dropout.

This is a retrospective review analysis of academic files from the 2016 to 2020 generations considering the risks and possibilities of dropping out. We consider characteristics of our student population, place of residence, sex, age, the relationship between dropout and tutorial care. This study had no external funding.

9.2 Theoretical framework

Tutoring has been defined as a process of accompaniment, either individually or in groups, that a student carries out throughout their academic training. This process is provided thanks to a tutor who will be a guide in their studies at the higher institution and which has the purpose of supporting the student in both academic and psychological areas, with the main objective of increasing their efficiency, facilitating university transit and their adaptation to avoid desertion. (Soto et al., 2015)

The role of tutoring was analyzed by Cruz refers et al., 2011, who mention that during the 1970's a remarkable success was obtained in students by having a tutor. The studies had such an impact that a wide variety of disciplines began to incorporate tutoring as an important process for the psychosocial development of the student. (Cruz et al., 2011)

In Mexico, in 1991, the faculty of medicine at UNAM began with high-performance programs for outstanding students. A year later, the University of Guadalajara established that every member of the academic staff must play a tutor role. Thus, in 2000, the National Association of Universities and Higher Level Institutions (ANUIES) proposed tutoring as a viable and strategic resource to improve student performance. (López Ortega, 2003)

The tutorial activity can be implemented in two ways: individually and group. The individually tutoring has been defined as “a space for dialogue between tutor and student” (García et al., 2008), this is an essential for those cases of students who need help at critical moments during their training. The group tutoring has greater flexibility, it is supported by management instruments in the educational institution and change depending on the needs of each group. (Vásquez & Aldana, 2014)

In this context, the Autonomous University of Campeche implemented an individual and group tutoring program in 2003, providing students with support in academic, administrative, and professional aspects. Later in 2013 the program was renewed including a training plan supported on actions with goals and procedures to achieve them. For this purpose, it is necessary to update and carry out evaluations of the program and verify that it really meets the requirements for what it was created.

We understand desertion as abandonment of a study program before completing it, considering that it is left for a time long enough to continue. This is usually a complicated issue to address because it is caused by different factors, which has been a topic of study for several decades, yet the problem continues without a conclusive solution. (Poveda, 2019)

Dropping out of school can generate high social and private costs, as stated by Espíndola & León in 2002, who consider that when people have not reached certain minimum levels of education to take advantage of the benefits of training programs offered by the state or by companies, is an indication of illiteracy which causes less social integration. (Espíndola & León, 2002)

From the above, we understand that dropout is a problem that concerns both the student and society. In addition, it has an impact on financial support for institutions, because public institutions that have a higher dropout rate do not meet satisfactory results, and consequently they may receive fewer resources, and having a smaller number of students. (Smulders Chaparro, 2018)

According to Gallegos et al., in 2018, there are two types of dropouts, voluntary and involuntary, in the first one the dropout is because students decide to start another career or go to another institution to finish it, among other causes. The second is associated with academic failure, this type of abandonment is the most frequent. (Gallegos et al., 2018)

The reasons for dropping out, according to the National Development Plan 2007-2012, can be: a) low grades in high school studies, b) marital status and c) the need to share the time dedicated to studies with work activity. In order to find the factors that influence the dropout of students in institutions, it is possible and necessary to evaluate it from both a quantitative and qualitative perspective. (Florically & Chulim, 2012)

Within the quantitative evaluation, various studies have been carried out to demonstrate the benefit of tutoring in the comprehensive development of students, promoting learning and mitigating abandonment, as reported by Clerici R & Da Rel. 2018 in the University of Padova, Italy. They determined the effectiveness of a tutoring program in two groups of students, one with tutorial attention and the other without, but with similar characteristics, the main findings were that school dropout was reduced by 50% and academic performance improved in the attended group comparing to the non-attended group. (Clerici & Da Re, 2018)

Likewise, in 2020 Pupiales Rueda conducted an ethnographic investigation based on interviews, observation, and analysis of documents on tutoring, at the Technical University of Lisbon, Portugal. He concluded that tutoring helps to reduce both personal and academic risk of students, additionally an improvement of the professional development of the teacher. (Pupiales Rueda, 2020)

Similarly, Muñoz Valera conducted a study in 2013 on the impact of the advisory service on students at risk. Its objective was to investigate the perception that students have about the academic advisory service, based on condition of assistance and overcoming risk. Interviews were conducted in students in a situation of academic risk, their perception was investigated based on four dimensions: service, methodology, facilitator, and suggestions. Conclusions support that tutoring and guidance programs have positive impact on the performance of students. (Muñoz Valera, 2013)

Tutoring is extremely important both globally and nationally according to Molina, E. C., Rafael, E., & Heredia, F. (2022) and Saucedo et al., 2023. Data from the Secretary of Public Education in Mexico reported dropout rates in primary, secondary and high school are 0.6%, 4.4% and 12.9% respectively for the periods of 2018 to 2019, while at the university or higher level the dropout rate is 8.3%. , although it is lower than high school measures must remain or even be intensified to reduce this school dropout at these levels. (SEPW, 2019)

Given this panorama, in Mexico, various studies have also been carried out, which have demonstrated the importance of tutoring to promote permanence, for example, in 2015 Soto Patiño J.C et al, at the Irapuato Higher Institute, analyzed the relationship between tutoring and the influence it has on dropout. They found that, by using a focused tutoring model, the failure and dropout rate in students in the first semester could be reduced with a decrease of 5% and with respect to dropout in general, a decrease of 5.9% was obtained in the period of the 2012 to 2014. (Soto et al., 2015)

In 2015 in our institution UACAM León et al, carried out a comparison study between the dropout rates from 2008 to 2015 in students of the first semester of dental surgeon program at Campeche State University, they found a significant decrease (from 21% to 3%), while the retention rate remained constant at around 70%, so they concluded that the strategies implemented during the study period were favorable to address the problem. (León Pérez et al, 2015). However, INEGI reports from 2000 to 2022 reported high school dropout rates between 11.1% to 12.8% for Campeche state and like Quintana these two states being the ones with the highest dropout rates in the south-southeast area of the Mexico country. (INEGI 2022)

9.3 Methodology

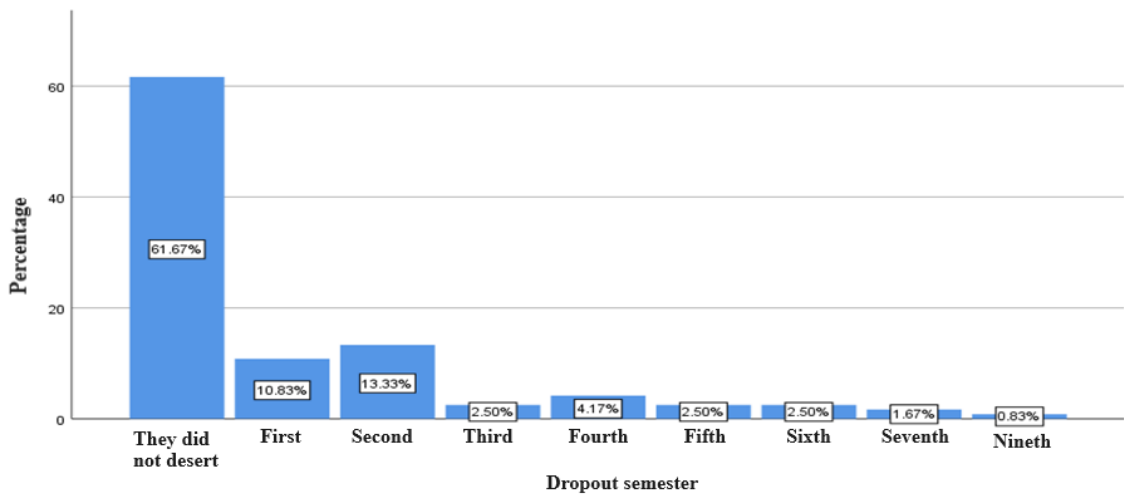
This is an observational, analytical, retrospective cohort study, carried out in the period from June 2021 to December 2021. The population studied were students who completed the degree in dental surgeon during the period 2016-2020 at the Faculty of Dentistry of the UACAM. The students' academic files were reviewed and analyzed by cohort from 2016 to 2020. The data was handled confidentially, respecting the privacy of those involved.

The dependent categorical, nominal dichotomous variable was dropout, the independent variables were age (quantitative ratio), nominal dichotomous and polychotomous: sex (1=Male, 2=Female), place of origin (1=Campeche, 2=Yucatán, 3=Quintana Roo, 4=Municipalities and 5=Others), school period (1=2016, 2=2017, 3=2018, 4=2019 and 5=2020) and tutorial attention (1=attended and 2=not attended). Statistical analysis. For the descriptive phase, frequencies and percentages were determined for nominal variables, as well as contingency tables to identify the distribution of the dependent variable with respect to the independent variables. In relation to the quantitative variables, measures of central tendency (mean, median and mode) and dispersion (standard deviation and variance) were obtained. SPSS statistical software was used to analyze the data obtained. In the analytical phase, the Chi square test was used to determine the association between the variables; relative and attributable risk, as well as absolute risk reduction and relative risk reduction, were also determined. using contingency tables and by formula, with the SPSS version 15 program.

9.4 Results

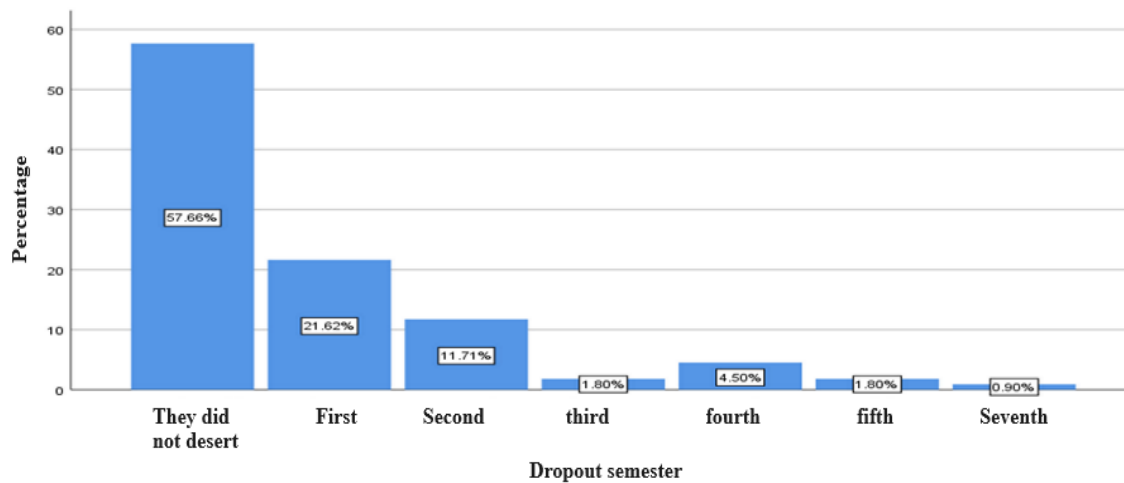
Descriptive phase. The generation 2016-2021 of dental surgeon program of the Faculty of Dentistry at the Autonomous University of Campeche consisted of 120 students (43% male and 57% female). With a mean age of 18.9 years and a standard deviation of 1.523. An overall 39% (47/120) of dropout was found for this generation. The frequency and percentage of dropouts per semester were calculated, as shown in Fig. 1- It is observed a dropout of 10% for the first semester and 13% for the second, but in the third and higher semester dropout felt between 4 to 0.8%. On the other hand, the frequency of students attended in the first semester was 64%, in the second semester 57%, but in the third and higher semester the percentage of attended student felt between 37% to 9.2%.

Figure 9.1 Percentage of students who did not drop out (1st column) and students who dropped out by semester during the period 2016-2021



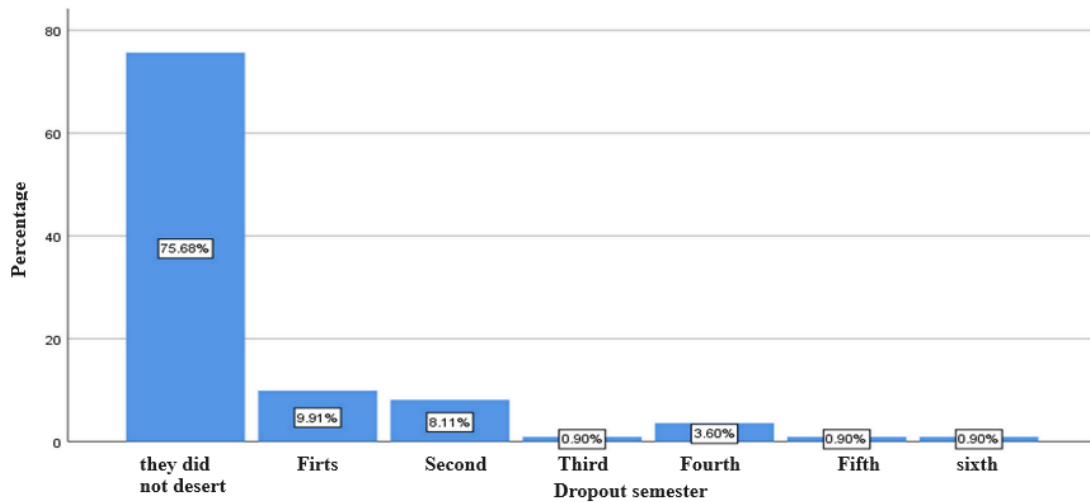
The generation 2017 consisted of 111 students (39% men, 61% women) with an average age of 19.16, and 43% of dropout. Dropout frequency along their stay at the university as shown in Fig. 2. The dropout percentage in the first and second semester was 21% and 11% respectively, but third and higher semester the dropout was between 4% to 0,9%.

Figure 9.2 Percentage of students who did not drop out (1st column) and students who dropped out by semester during the period 2017-2022



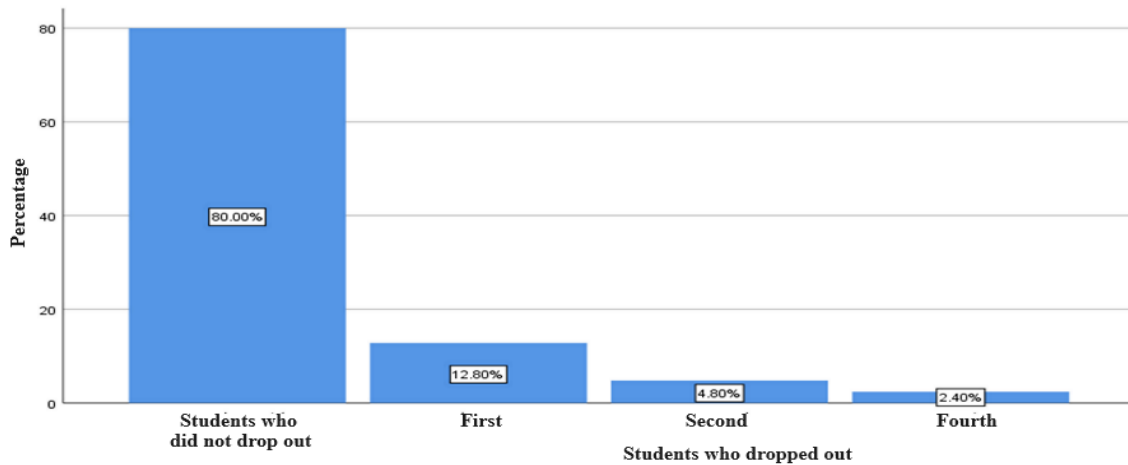
The 2018-2023 generation consisted of 111 students (33% men and 67% women) with an average age of 19.1 with dropout of 24%. The dropout percentage in the first and second semester was 9% and 8.1% respectively, but in the third and higher semester the dropout was between 3.6% to 0.9% a 0.9 in the third, 3.6% in the fourth, 0.9% as can see in figure 9.3.

Figure 9.3 Percentage of students who did not drop out (1st column) and students who dropped out by semester of the 2018-2023 generation



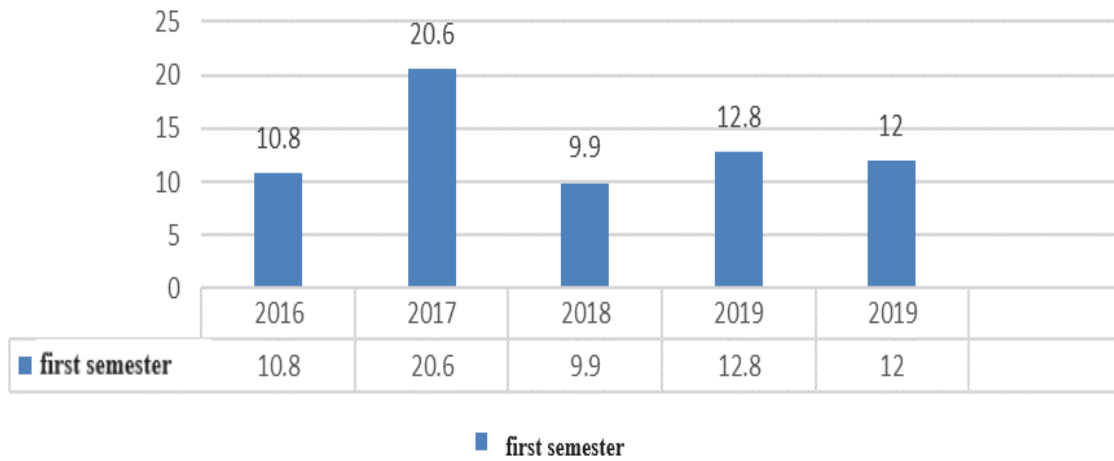
The 2019 generation consisted of 125 students (30% men, 70% women) with an average age of 18.9. A dropout percentage of 20%. In the first and second semester was 12.8% and 4.8%, but in the third and higher semester until the fifth semester, in the first and second semester was 12.8% and 4.8% respectively. But in the third 0% and in the fourth only 2.4% as shown in Fig. 9.4.

Figure 9.4 Percentage of students who did not drop out (1st column) and students who dropped out by semester of the 2019-2024 generation



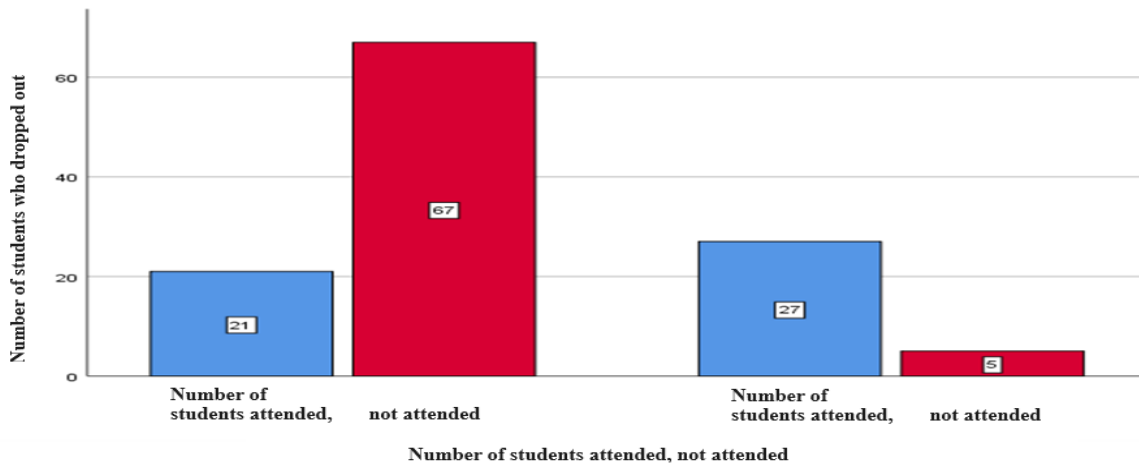
The 2020-2025 generation consisted of 180 students; the overall dropout was 12%. Our study analysis stops in this 20-20-2025 generation. According to our results, the first semester shows the highest dropout for all generations. But 2017-2022 generation presented the highest dropout (fig. 9.5).

Figure 9.5 Dropout rates during the first semester in generations studied



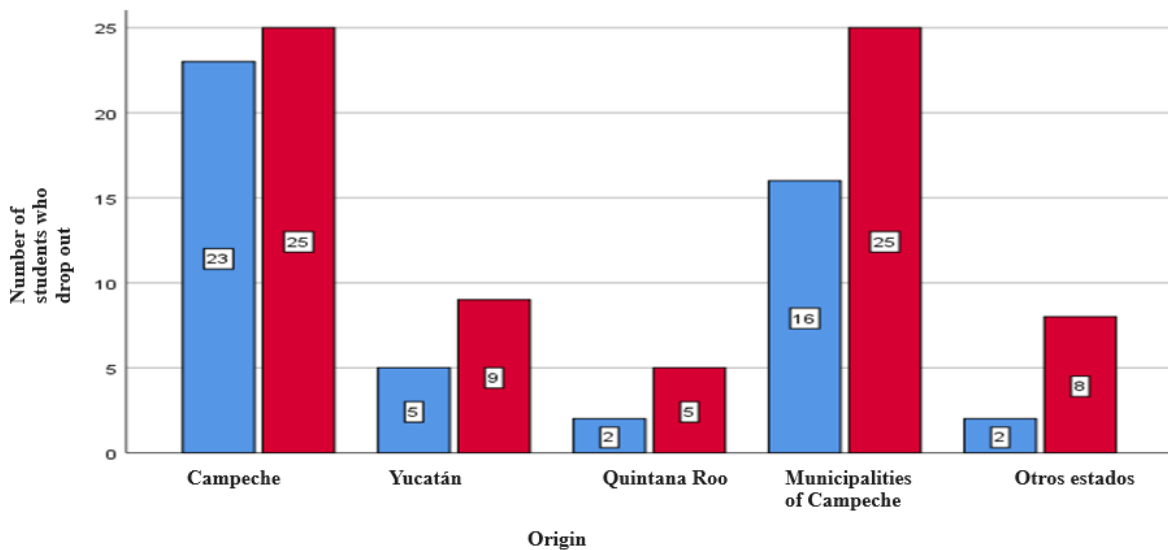
Analytical phase. The association between tutorial attention and dropout was determined in the students of the 2016-2021 generation, a Chi square value of dependent, that is, attention influences dropout. Of the students who received attention from a tutor, only 24% dropped out, while 87% of the students who were not attended dropped out, as can be seen in fig. 9.6.

Figure 9.6 Percentage of students who were attended and not attended vs who dropped out and who did not drop out (blue and red columns respectively) in the 2016-2020 generation of the dental school.



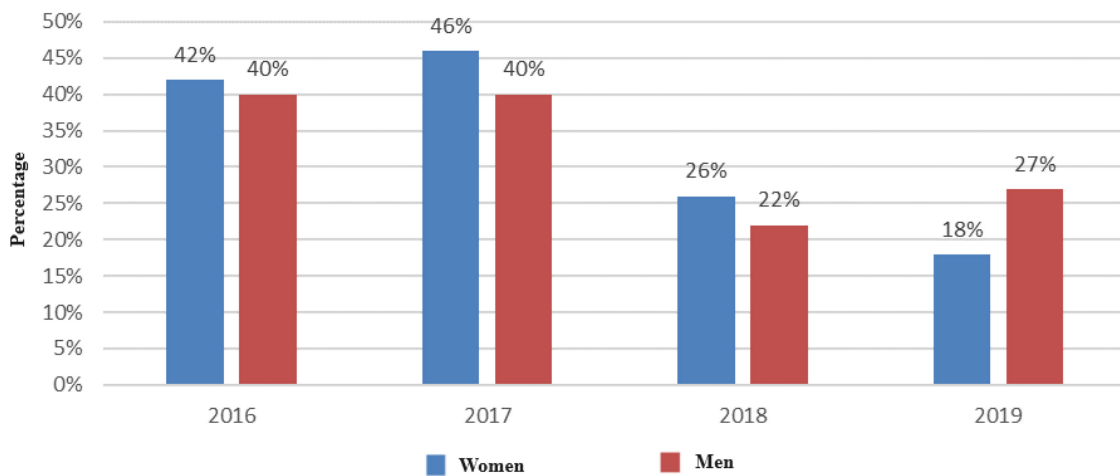
When analyzing the association between the place of origin and the dropout of the 2016 generation. In figure 9.7 shows the highest dropout rate for students of Campeche city (48%), followed by students who come from municipalities of Campeche State with 40%, the students coming from other state but in the same Yucatan peninsula such as Yucatán state and Quintana Roo states showed 36% 29% respectively and students from other states of the republic the dropout was only 20%. However, being a foreigner is not a factor that influences the permanence of students.

Figure 9.7 Number of students who dropped out from different places of residence (blue columns for women and red columns for men), 2016 generation



When analyzing the association between sex and dropout per semester, female sex (42%) had a higher dropout in 2016 compared to the male sex (40%). In the 2017 generation, 46% were female and 40% male, and in the 2018 generation, 26% women and 22% men dropped out, however, in the 2019 generation, the male sex had a higher dropout (27%) compared to the female sex (18%) (fig. 8).

Figure 9.8 Percentage of women and men who dropped out in the 2016-2019 generations

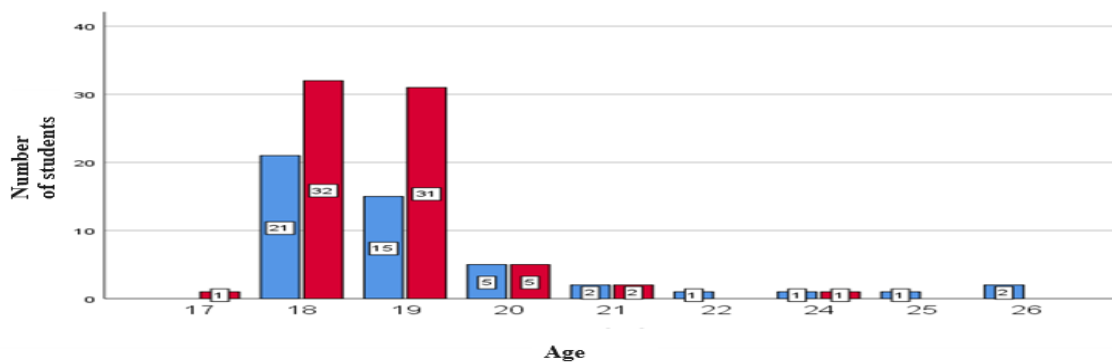


Regarding age. A total of 120 students who began their studies in the 2016-2021 generation, 53 students were 18 years old when they began their studies, they represented 45% of the total population. Out of 53 students who dropped out 32 corresponded to this age group for 60% of dropout.

The second age group, with a high dropout rate, was 19 years old, consisted of 46 students (39% of the generation). 31 students from this group dropped out, therefore the dropout rate was 67 % students. (fig.9.9).

These two age groups had the highest dropout rates. When performing the Chi square test to determine if age influences dropout, in the 2016-2020 generation, a value of $X^2=8.384$ and a significance of 0.397 was obtained, so there is not enough evidence to affirm that age influences dropout from the group studied.

Figure 9.9 Number of students who remained and who dropped out, aged between 17-26 years in the 2016-2020 generation



To determine the impact of tutorial attention, the relative risk (RR, also known as risk ratio) was calculated between the total number of students who were assisted who dropped out and those who did not drop out, with students who were not assisted who dropped out and who did not. The incidence among exposed is 0.23 (a risk of exposed: 23.86%) with a confidence of 95%, an interval of 0.16 to 0.33 and the incidence of unexposed 0.84 (a risk of unexposed: 84.38%) with an interval of 0.67 to 0.93. The relative risk (RR) in the group was 0.28, with an interval of 0.18 to 0.42, it can also be expressed in the following way, the students attended have 72% lower risk of dropping out than those who do not receive care (1-RR).

The RR is useful in our study since when the value is less than 1, tutorial attention turns out to be a protective factor against dropout and although it is not the only variable, however, is a factor that protect against dropping. This is also verified with other impact measures such as Attributable Risk, Absolute Risk Reduction and Relative Risk Reduction (RA, RAR and RRR), which are shown below: An RA of 0.60 means that the attention has reduced the risk of dropping out by up to 60%.

The RA is like the Absolute Risk Reduction (RAR), which was calculated as follows: $RAR = \text{Risk of non-exposed} - \text{Risk of exposed} = 0.84 - 0.23 = 0.60$, this represents that care has been avoided by up to a 60% desertion. The RRR was calculated as follows: $RRR = \frac{\text{Risk of non-exposed} - \text{Risk of exposed}}{\text{Risk of non-exposed}} = \frac{0.84 - 0.23}{0.84} = 0.60 / 0.84 = 0.7172$, this means that the population of students who received attention reduced dropout by 71.72% compared to the population of students who did not receive attention.

Similarly, the RRR was determined in terms of student dropout by sex and origin. Obtaining a value of $RRR = 0.52$, which indicates an inverse association, that is, the sex variable cannot be considered a risk factor for the students since it is less than 1. With respect to origin, the Relative Risk was of 1.05, which indicates that a student who lives in the city has the same risk of dropping out as another student from another place.

The above is important because although dropout is multifactorial, in this study we found that age, sex, as well as place of origin are not the main factors that directly influence dropout, but attention have a positive impact, that is, attended students have a lower risk of dropping out than those not attended. However, more studies are recommended to identify other factors that influence dropout and to restructure the tutorial action plan of our faculty so that to improve supporting to students and achieve their academic and personal goals.

9.5 Conclusions

Tutorial attention throughout the scholar 'life is a protective factor that can reduce or prevent dropout; those who are assisted have a 72% lower risk of dropping out than those who are not. The highest dropout rate was observed in 2017, which coincides with the absence of tutors during that period in our faculty. In the population studied, variables such as sex, age and origin are not factors influencing dropout in the group studied.

Improvement proposals

1.- Carried out new strategies on student of the first year because their highest dropping out. Search for economic factors, skill capabilities on comprehensive and theoretical abstracting, their background knowledge and professional orientation to dental career.

2.- Focusing on tutor-student communication.

3.- Prospective studies must be carried out to find other risk factors on students of high semester.

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Chapter 10 The function of the academic tutor in virtual modality postgraduate studies

Capítulo 10 La función del tutor académico en estudios de posgrado modalidad virtual

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M. Reyes, Y. Rejón and D. González (AA. VV.) Resilience from the practice of mentoring to contribute to the permanence of students T-II. Handbooks-©ECORFAN-México, Campeche, 2023.

Abstract

Worldwide, Higher Education Institutions (HEIs) have incorporated and implemented both in their undergraduate and postgraduate study programs (in-person and virtual), institutional tutoring systems that allow optimizing the academic career of students through processes of personalized accompaniment and improve school performance, terminal efficiency indices, autonomy and development of professional and self-learning skills, the latter are essential in virtual educational programs. Given that tutoring has become a very useful strategy for students, there is a genuine interest in analyzing the functions performed by the academic tutor, specifically in a postgraduate program in virtual mode, to determine if they are in accordance with the demands and requirements. of students, where accompaniment must not only be timely, but also overcome the barriers of space and time. The academic tutor in postgraduate studies in virtual mode must establish a plan that allows specific actions to be carried out in a systematized manner, generating necessary elements for periodic evaluation and subsequent attention to the identified areas of opportunity.

Tutor efficiency, Trajectory, Postgraduate

10.1 Introduction

The undergraduate and graduate study programs (in-person and virtual) have established institutional tutoring systems to optimize the academic career of their students through personalized accompaniment processes, in order to improve academic performance, develop study habits, avoid failure, lagging behind and dropping out of school, increase terminal efficiency rates, promote autonomy and develop professional and self-learning skills, the latter essential in virtual educational programs. That is why the genuine need arises to analyze the functions of the academic tutor in a newly created postgraduate program in virtual mode and determine if these are in accordance with the requirements and demands of students who receive distance education, where virtual tutoring requires support, accompaniment and advice in a timely manner synchronously or asynchronously, overcoming the barriers of time and space. Consequently, distinctive qualities are demanded that allow, among other things, to encourage the development of independent study.

Given the above, the structure of this research allows, from the beginning, to show the context of higher education and tutoring, highlighting the importance of the latter in virtual mode, followed by the functions of the academic tutor and the methodology applied to a study of case in particular, which lacks historical data because it is newly created, to finally show the results obtained through the interpretation of graphs and conclusions.

10.2 Higher education and tutoring

Nowadays, higher education implies a great challenge for students at both the undergraduate and postgraduate levels, since university life presents various processes and demands derived from national and international educational quality standards. Students must become familiar with these new processes and meet the demands that arise throughout their academic career and thus achieve their adaptation to new environments, whether in face-to-face or virtual study programs, to cover the required credits and complete successfully their undergraduate or graduate studies.

Derived from the above, Higher Education Institutions (HEIs) worldwide have implemented tutoring programs that allow, among other aspects, to provide support to students throughout their academic career with the aim of providing follow-up during their curricular progress, supporting their school, personal, and psychological situations and keeping them motivated and interested in their studies, this in turn facilitates the corresponding transition in the study programs to reach their completion and thereby raise the terminal efficiency rates at the universities.

The personalized attention given to students through the tutorial function represents a resource of great value because it contributes directly to their adaptation to the new school environment and strengthens their study skills, as well as promoting their social evolution and personnel, helps reduce failure, lag and reduces dropout rates, thereby improving terminal efficiency. It is considered essential to improve the conditions of higher education and the school career of young university students to have support such as tutoring. (Badillo, 2007, p. 5)

Therefore, it is through academic tutoring that Tutors are able to approach and understand the problems that students face regarding their adaptation to the university environment, the individual conditions they require for ideal performance and the achievement of their academic objectives educational programs, which will allow them to face the challenges of their future professional practice. At this point it is important to present some concepts of academic tutoring from the point of view of this document, since this term can have different meanings depending on the HEI and the context, which is why the tutoring that is being considered is that which does not imply a transmission of knowledge in a teaching-learning process, but it carries out punctual monitoring throughout the student's academic career. In order to expand this concept, a definition by ANUIES is presented below:

From ANUIES, tutoring is conceived as a modality of teaching activity that includes a systematized set of educational actions focused on the student; It is different and at the same time complementary to group teaching, but it does not replace it; It involves various levels and models of intervention, it is offered in spaces and times different from the study programs; and has undoubted effects on the institutional achievement of raising the quality and terminal efficiency of higher level students. (Badillo, 2007, page 6)

On the other hand, tutoring can be conceived as an innovative strategy to improve educational quality, since it represents a viable alternative to help reduce academic dropouts and lag in higher education. This practice is not actually a recent creation, still, it is important to consider that its operation and impact from an innovative perspective depends on the ways in which it is implemented and organized in an institution. (Romo, 2011) In this sense, García et al. (2016) cites Romo (2010) who mentions that: Mentoring is not something new in our culture; There has always been the person who guides, accompanies and initiates young people into the world of adults; Nor is the existence of the tutor new in education, since there has always been a teacher who, in addition to teaching classes, cares about the students and their development as people. (Garcia et al., 2016)

In another order of ideas, academic tutoring can be defined as a systematic preventive action aimed at detecting potential adjustment problems in the student (mainly new entrants) and the joint search for alternative solutions. (Romo, 2011) The tutorial function is the exercise of educational guidance tasks that the teacher performs with respect to his students. (Garcia et al. 2019)

Therefore, tutoring can be defined as a process that provides guidance and support from academics to university students during their academic training period, carried out through personalized attention or in small groups, and aims to improve the achievement of students and promote their comprehensive development.

It is worth mentioning that there are various areas of academic tutoring, which involve different types of interventions by the Tutor, this can be focused on the academic performance of the Tutees, identifying learning styles, developing strategies focused on the abilities of each student, establishing goals and recognizing learning difficulties or obstacles, objectively assessing school performance, among other aspects.

Tutoring can also be focused on the professional field, referring to expanding the horizons of the Mentees so that they take into account the possibilities of professional and work development; Similarly, there is tutoring focused on the personal sphere in which the student is guided with respect to his interpersonal relationships rather than his academic ones, considering his emotional ties, family situations, particular interests, hobbies, etc., it is essential that the tutor be aware of their training and in certain situations, if necessary, refer the student to specialized entities for their attention.

10.3 Tutorials in virtual mode

Currently, education has completely ventured into technology, which has allowed the teaching-learning processes to continue during the COVID-19 contingency period and has increased its acceptance and use in schools and universities around the world. This gives rise to more and more educational programs that do not require face-to-face interaction and are taught entirely virtually. In this regard, the following quote is rescued:

Virtual learning spaces (VLS) represent an alternative in higher level educational training for students who for some reason cannot attend in person to interact with advisors from different courses, either due to lack of time or geographic barriers that separate them from the training centers, but by having access to the network, they can interact, discuss, share information and develop joint work through collaborative and cooperative learning to achieve the desired purpose. (Rincón, 2008, page 8)

Using Information and Communication Technologies (ICT), it has been possible to maintain constant and quality education in recent years, taking advantage of resources such as educational and communication platforms, Web pages, email, chat programs and other means of network communication; which have been pillars to provide education on a massive scale, helping especially in the open and distance modality, immediately establishing communication between the student, the academic and the institution, thus generating learning environments in line with reality and technological globalization that is currently being experienced, as mentioned below.

The forms of knowledge generation and its application have broken disciplinary barriers in the face of new paradigms of complexity, as have professional training models supported by new ICTs, which has given rise to the virtual university. (ANUIES, 2018, page 29)

The Academic Tutor has had to overcome some difficulties and accept role changes at times since in technological content many were apprentices and students were generally capable of serving as experts in the virtual field due to their previous experiences with ICT, so Understanding and adaptation had to be shown since communication was no longer in the traditional way and to differentiate instruction in digital spaces. (Wells et al., 2023)

The above requires that students be autonomous and have certain competencies to carry out self-learning, which are not always developed before entering virtual educational programs, therefore, the need arises to have the figure of the Academic Tutor who will be the guide and provide adequate support, allowing the student to integrate with greater ease to the demands of your educational program and your study center.

Tutoring in virtual mode has become a very useful distance education strategy for the student, since they can have information, support, accompaniment and advice in a timely manner and in a synchronous or asynchronous manner, overcoming barriers of space and time. In order to carry out virtual tutoring successfully, it is necessary to have a plan to follow, which allows establishing concrete actions in a systematized manner, generating necessary elements for periodic evaluation for subsequent attention to the identified areas of opportunity.

In this sense, the incorporation of tutoring into the academic activities of an educational institution requires the creation of an institutional system of academic tutoring, whose definition, objectives and intervention models are clearly specified. (Badillo, 2007). Therefore, to develop quality tutoring, it is necessary to formalize a tutoring plan that guides the student throughout their specific training, both in-person and in online teaching. (Barbera, 2013).

10.4 Tutorials in postgraduate studies

Once the importance of tutoring in higher education, as well as in virtual learning environments, has been reviewed, it is necessary to review the conception of tutoring in postgraduate studies, since in these educational programs the student is generally performing tasks full-time professionals and with this the relationship with the educational institution, academics, classmates and school subjects, becomes less close than with undergraduate students who spend most of their time attending to academic activities. As a result, postgraduate tutoring in virtual programs becomes essential for students to ensure a successful transition and complete their studies in a timely manner.

One of the main characteristics of postgraduate training is that attention must be personalized, due to the particularities and training expectations of students, seeking to provide attention that satisfies their requirements and needs. Tutoring and academic advising processes are seen in this context as the best way to realize this premise, supporting the development of skills, abilities and knowledge in the disciplinary areas of research or professional practice.

It is a fact that postgraduate programs in Mexico can be taught under two modalities, either oriented towards research or professionalization, the main task of postgraduate tutoring is to promote the comprehensive training of students and support their gradual inclusion in a community of investigative or professional practice.

As happens at the undergraduate level, the main problems that tutoring addresses at the postgraduate level are precisely the low terminal efficiency and graduation rate, thus, how tutoring has been fundamentally directed towards: the reduction of educational lag, low academic performance, difficulties in school adaptation and information deficiencies when selecting school trajectories and thesis topics. Consequently, postgraduate academic tutoring mainly pursues:

The provocation in postgraduate tutors of the development of work habits, organizational skills and establishment of priorities and decision making; among others. That is, postgraduate tutoring is oriented towards the facilitation of learning processes aimed at developing skills that allow them to enter and transform into unintelligible and uncertain situations of the prevailing needs of society. (Lopez & Rivera, 2017, page 4)

Postgraduate academic tutoring represents a guide and orientation that facilitates the student's adaptation to the school environment, to improve study skills, allows the student to make plans in their training process based on their needs and expectations, identifying areas of opportunity to improve their knowledge and skills.

10.5 Functions of the Virtual Academic Tutor

If an HEI seeks the comprehensive training of its students, the academic who carries out tutoring activities must also be a comprehensive Tutor, that is, one who is capable of carrying out the functions of guiding students in decision-making, establishing strategies of work that allow you to solve specific disciplinary problems or the development of skills and competencies necessary for meaningful learning. (Beltran & Suarez, 2003).

The Academic Tutor plays an extremely important role in the trajectory of university students, serving as an advisor and counselor during their studies, whether undergraduate or graduate, this figure becomes even more relevant when education is taught in virtual mode.

The way students interpret feedback must be contextualized to complement the virtual learning space, students crave feedback and instruction delivered in a more humanistic yet efficient manner through positive and constructive criticism delivered in an emotionally moderate tone. (Larson et al., 2023)

It is necessary to clarify that the functions of the Academic Tutor are different from the functions of the traditional academic, since the latter must carry out actions aimed at the teaching-learning processes, while the Academic Tutor attends to aspects related to the student's transit throughout his studies as shown in the following quote:

The tutorial action demands from the university teacher with a tutoring function competencies that differ from the teaching practice that is carried out within the classroom; for this reason, it is necessary to develop strategies and instruments for evaluating tutoring that are different from those that have traditionally been used to evaluate teaching in higher education. (Garcia, et al., 2016)

Given the above, an Academic Tutor who serves postgraduate students in virtual environments must have certain specific characteristics to be able to carry out their role adequately and address the needs and concerns of their students, some strategic points and competencies that they must meet. The Academic Tutors to achieve successful tutoring in virtual postgraduate courses are listed below:

- Mastery of digital tools that allow you to establish good communication with students whether via chat, email, video calls, educational platforms or other programs.
- Empathy with the student to establish special links between Tutor and Tutee and thus have a better understanding of each student's situation.

- Openness and confidence to get to know the student and guide them in their academic and personal life.
- Dialogue capacity for assertive, fluid and constant communication with Tutees.
- Respect for the human rights of students.
- Motivational potential to keep the student willing to face the academic challenges that the postgraduate degree implies.
- Availability of time to focus on providing the attention required by students.
- Update on academic and school topics inherent to the postgraduate educational program. (Garcia et al., 2019) (Sagastume et al., 2018)
- Now, once the characteristics suggested for the figure of the Virtual Academic Tutor have been reviewed, the main functions that it must perform must be reviewed, which are presented below:
- Tutoring planning. - In this initial phase of the tutoring process, the Academic Tutor establishes a work plan in which he explains the mechanics of virtual tutoring, establishing means of communication, scheduling meetings and their duration, listing the activities contemplated according to the progress of the tutoring process each student and specific needs.
- Orientation. - This is carried out at the times agreed in the work plan and consists of advising students on aspects such as: school procedures, scholarships, support, infrastructure, local, national or international mobility, work habits, selection of subjects, courses, workshops, conferences, forums, seminars, academic stays or other activities to be carried out during your school career, relevant to the development of your thesis topic and in line with your graduation profile.
- Social support. - attending to situations that a student who is working remotely may present, such as isolation, loss of interest or lack of motivation, which is common to find in non-face-to-face educational programs.
- Documentation and Monitoring.- It is suggested that during the sessions with the tutors and at the end of an academic period, the tutors make notes and records to systematize their functions and thus have personalized information about each student; allowing timely attention to the various problems that arise and following up on academic risk situations. (Velasquez, 2020)
- Feedback.- Applying feedback in student learning plays an important role; it must be unambiguous, concise and focused to acquire knowledge. (Larson et al., 2023).

Finally, it is necessary to mention that academic tutoring will allow virtual postgraduate students to be accompanied, motivated and oriented at all times, thus facilitating their transition through the study program, thereby avoiding cases of lag or school dropout, raising terminal efficiency rates in HEIs. Next, the methodology used to carry out this research will be reviewed.

10.6 Methodology

The present study contemplates a postgraduate program in virtual mode, which, because it is newly created, lacks historical data, indices or antecedents that allow for some comparative analysis. Despite that, given the need to identify the functions performed by the Academic Tutor and determine the competencies that they must have and that are in accordance with the requirements and demands of the students, this study arises with a view to identifying areas of opportunity in favor of training. strengthened integral of its student community.

The methodology used presents a non-experimental-cross-sectional quantitative vision with a descriptive scope. The spatial dimension covers the 2022 new students of the first call of a newly created postgraduate program in virtual mode in a public HEI, belonging to the economic-administrative area in Mexico, whose enrollment consists of a universe of 29 students and It covers the school period August 2022 January 2023, where technological tools and platforms offered by the IES are used.

The data collection technique included a questionnaire prepared with 14 closed questions, mostly using a Likert scale with 5 degrees. This questionnaire was applied by electronic means, through a digital survey design on a free form platform, in order to easily reach the respondents through technology and process the information using technological applications that provide accuracy for the count and graphs of the results.

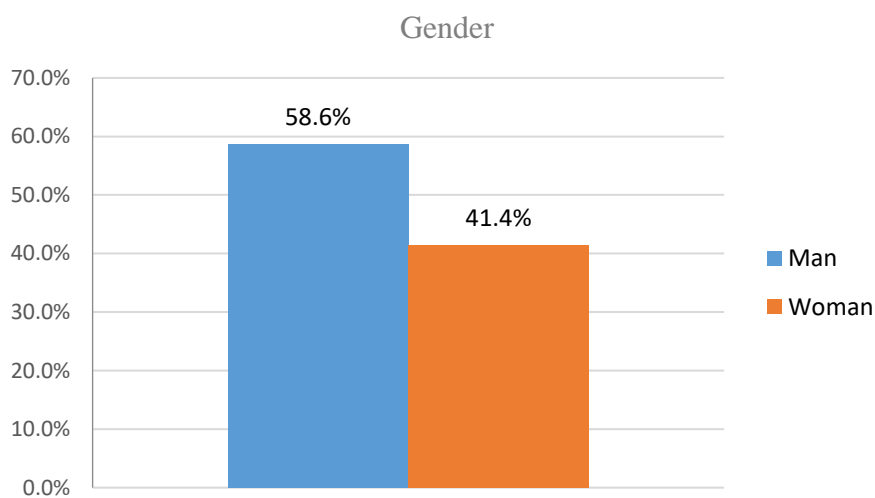
10.7 Results

The questionnaire applied in this research was directed to the entire universe of graduate student enrollment subject to study in virtual mode, which was answered in its entirety, by each of the members of the universe, who were assigned for the first time an academic tutor and whose results are presented below.

Graphics 10.1 to 10.6 show generalities of the population to be studied, gender, age, area of undergraduate knowledge, geographical area, demographic behavior, as well as the university where they completed their studies. These data serve as a reference for subsequent studies that impact lines related to educational quality, statistical data, among others.

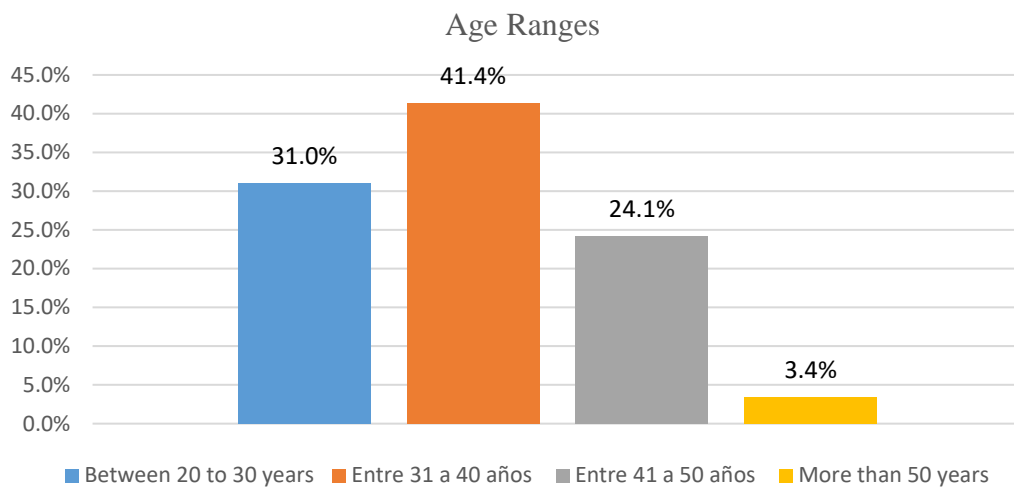
Below are the following graphs:

Graphic 10.1 Gender



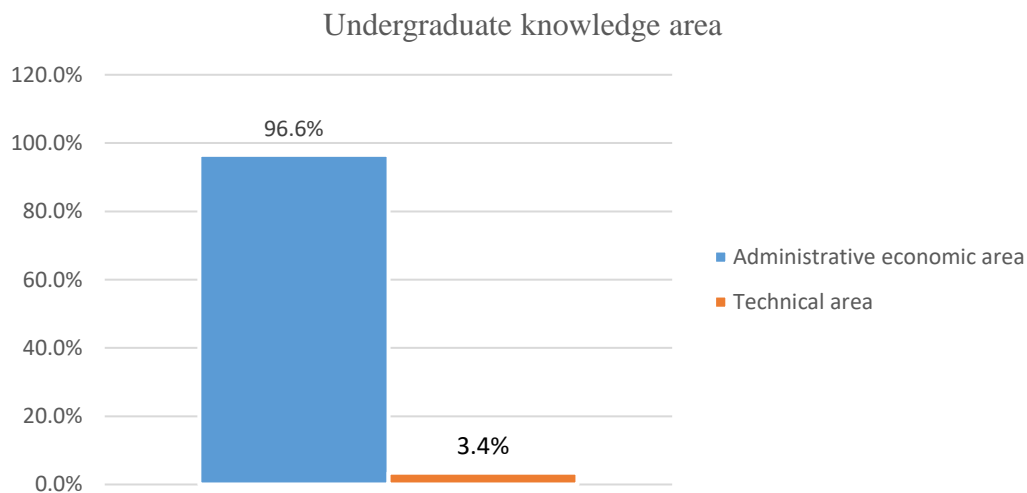
Source: Own elaboration

Of the 29 students, 17 are men and 12 women. The graph shows that 58.6% are men and 41.4% are women. This graph will be useful for data on gender and inclusion, terminal efficiency or lag, among others.

Graphic 10.2 Age ranges

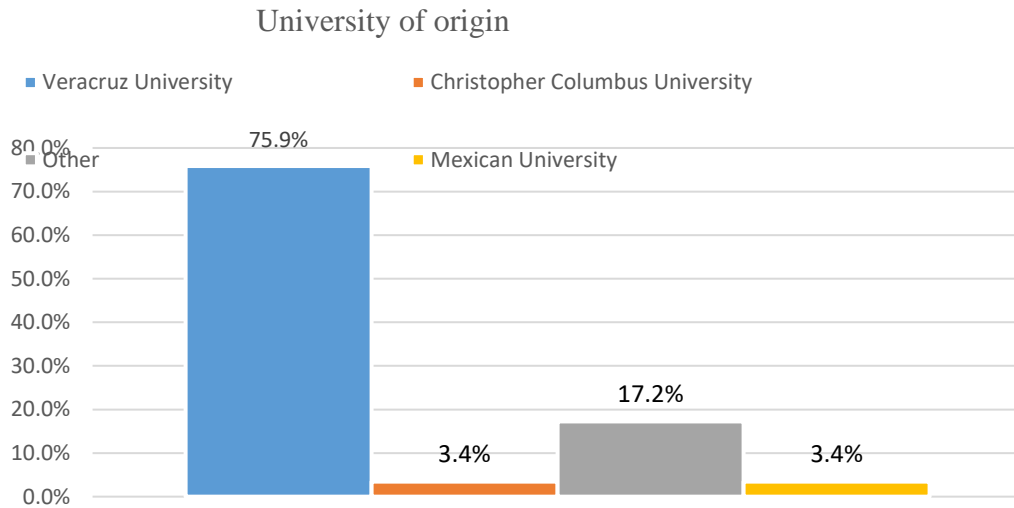
Source: Own elaboration

This graph denotes the age ranges, where 9 students represent 31% of those in the range of 20 to 30 years, 12 students represent 41.4% in the range of 31 to 40 years, 7 students represent 24.1% of the range from 41 to 50 years old, and only 1 represents 3.4% of the range over 50 years old, with the most prevalent age range being 31 to 40 years old. It is relevant for the purposes of statistical data to have a range of ages of students pursuing a postgraduate degree.

Graphic 10.3 Undergraduate knowledge area

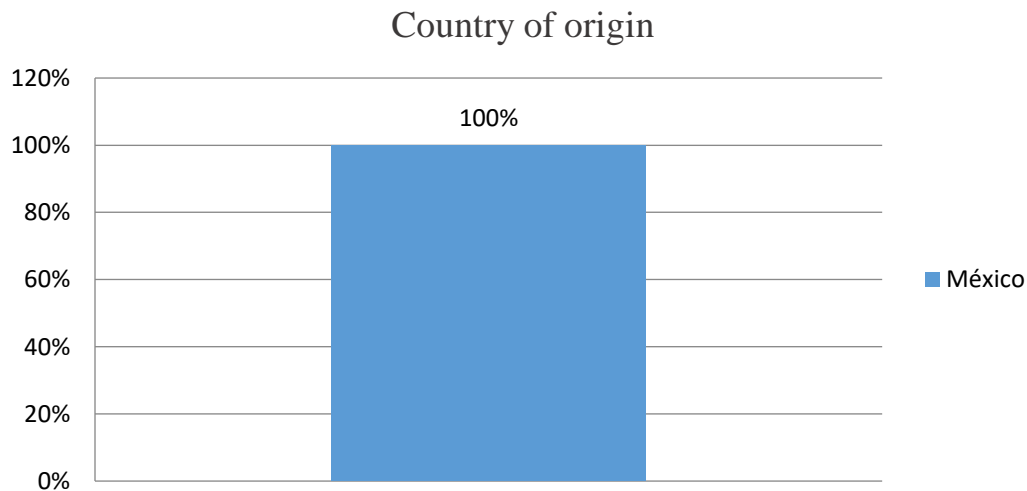
Source: Own elaboration

28 students, representing 96.6%, completed their degree in the Economic-Administrative Area, and only 1, representing 3.4%, came from the technical area. The area of origin of the bachelor's degree allows you to locate part of the postgraduate entry requirements.

Graphic 10.4 University of origin

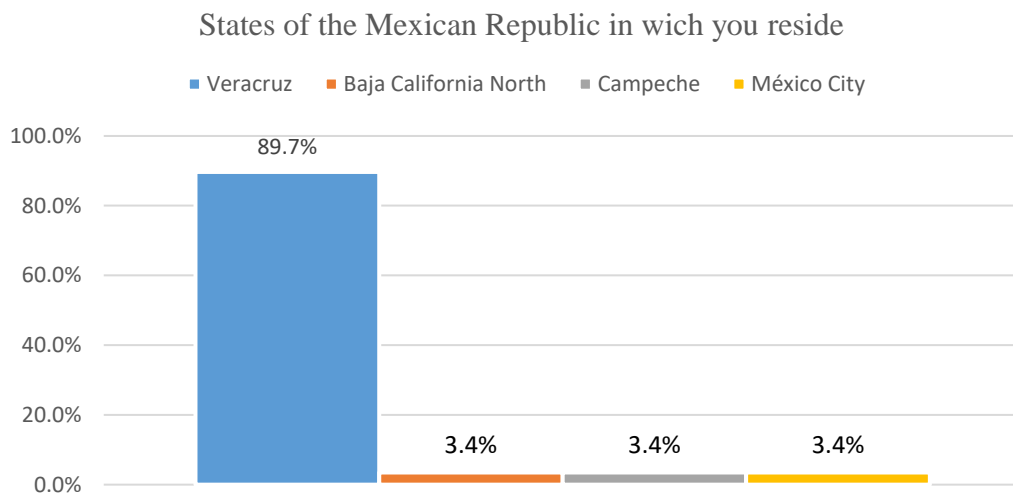
Source: Own elaboration

This graph shows 22 students representing 75.9% and coming from the Universidad Veracruzana, 5 students representing 17.2% from other universities, 1 representing 3.4% from UVM and 1 representing 3.4% coming from UNIMEX. These universities indicated by the students belong to the state of Veracruz, there is one public university, 2 private universities and 5 universities classified among the “others” that are listed from other states.

Graphic 10.5 Country of origin

Source: Own elaboration

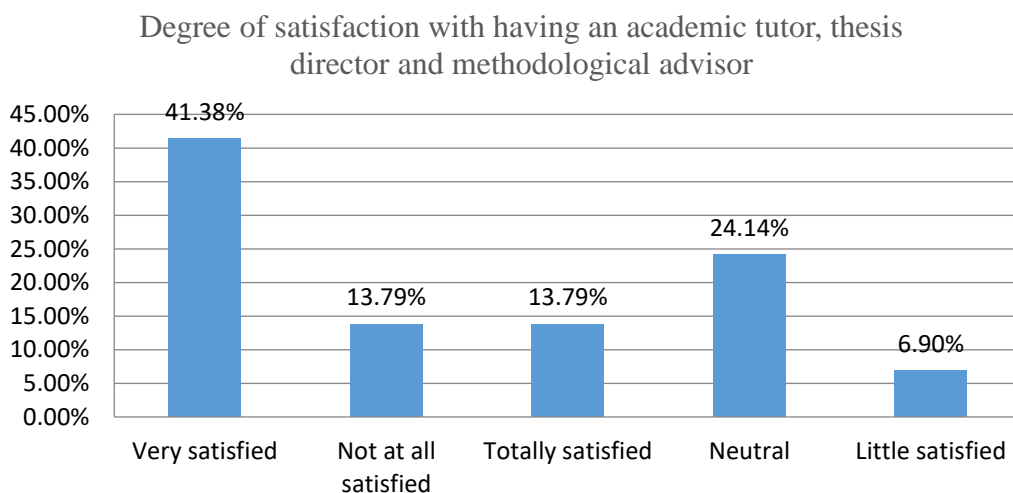
This graph indicates that the 29 students surveyed are Mexican, that is, 100%, and since the postgraduate course is virtual, it can be taught anywhere else in the world, in case a foreigner is interested.

Graphic 10.6 State of the Mexican Republic in which you reside

Source: Own elaboration

This graph shows that 26 students live in the state of Veracruz, representing 89.7% of the student population belong to the state of Veracruz and only 3 students, representing 3.43% respectively, live in other states such as Baja California Norte, Campeche and Mexico City. These data, apart from statistical purposes, serve to identify where they are taking the virtual postgraduate degree from.

From graphics 10.7 to 10.14, the satisfaction of the students with respect to the tutorials and in general with the ways of carrying it out is shown. The results in these graphs allow us to focus attention on quality and innovation and determine the students' expectations regarding the academic tutor, the degree to which they know their functions and what they expect from them; It also allows us to identify the desirable qualities in tutors, the importance of tutoring, among other parameters. These graphs are presented below:

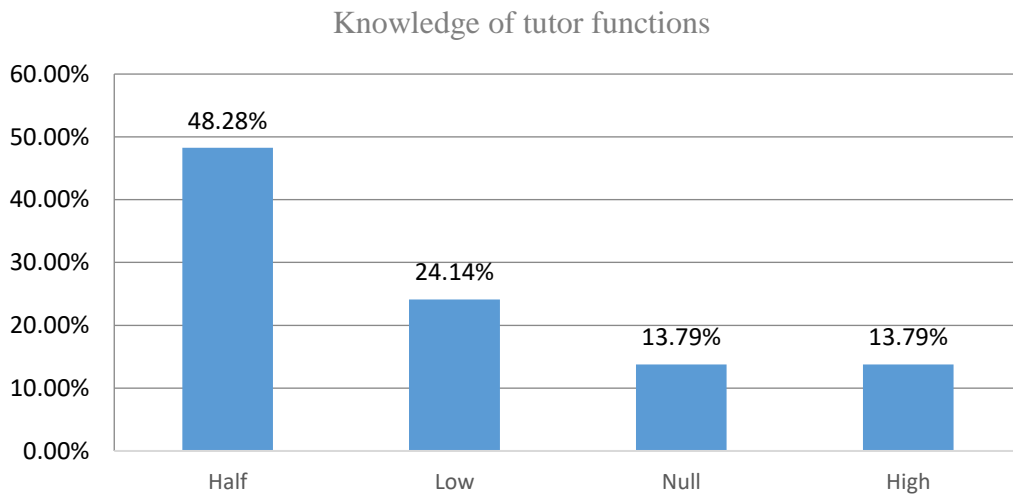
Graphic 10.7 Degree of satisfaction with having an Academic Tutor, Thesis Director and Methodological Advisor

Source: Own elaboration

Reading this graph reflects that 12 students representing 41.38% admit to being very satisfied with having been assigned a Tutor, followed by 7 students representing 24.14% who express a neutral degree of satisfaction, 4 students representing 13.79% state that they are completely satisfied, another 4 students representing 13.79% are not at all satisfied and 2 students representing 6.90% stated that they were slightly satisfied.

The degree of satisfaction that prevailed was very satisfied, however, work must be done on neutral, slightly satisfied or not at all satisfied students, which represents more than 50% of students, and an area of opportunity is identified where the tutor academically, must fully resolve and attend to the needs of the students since the latter have probably not been able to understand the specific functions of the tutor or there has been a lack of greater communication between the two.

Graphic 10.8 Knowledge of Tutor Function



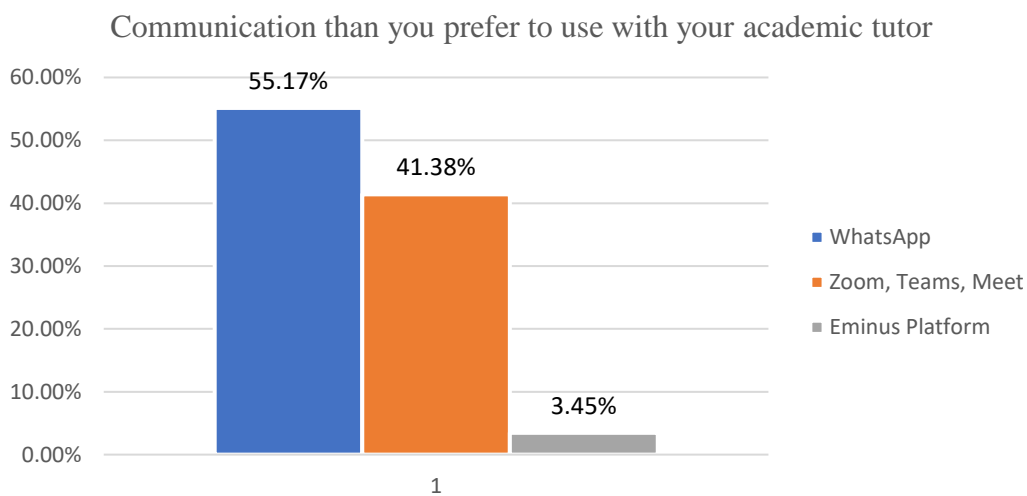
Source: Own elaboration

The degree of knowledge of the functions of the Academic Tutor are as follows, 14 students representing 48.28% have average knowledge, 7 students representing 24.14% expressed low knowledge, finally 4 and 4 students representing 13.79% respectively responded who have high knowledge and the same amount has zero knowledge.

The above allows us to see that it is necessary to reinforce, disseminate and verify that all students know 100% of the functions of the academic tutor since almost half of the students surveyed are unaware of these functions.

This shows the need to implement meetings where detail the types of tutoring that exist and at the same time be very close to them in their school career so that they feel motivated and accompanied.

Graphic 10.9 Communication that you prefer to use with your Academic Tutor

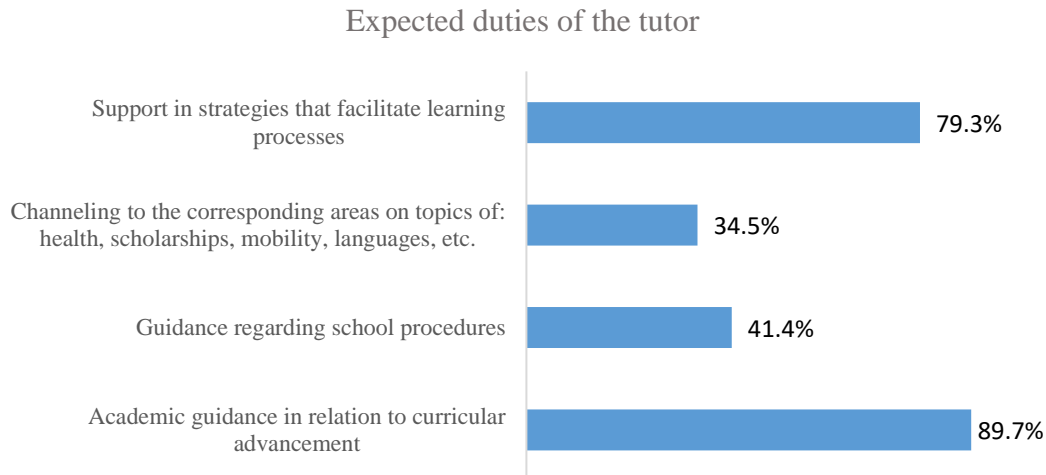


Source: Own elaboration

16 students representing 55.17% prefer communication via WhatsApp, 12 students representing 41.38% opted for Zoom, Teams or Meet and only 1 student representing 3.45% chose the institutional platform EMINUS as a means of communication.

The means of communication requested by the majority of the tutored students was WhatsApp, which is a fast messaging application. This response is understandable due to the degree of ease in communicating with their tutor, so the suggestion will be made to the academic tutors. Of the request made by the tutors through this questionnaire, they will also be informed that a good percentage wants communication through an online platform that allows video calls, sending files and presenting them, so it is also very practical to teach tutoring without ceasing to make them aware that at the same time other means can be used to complement the tutoring such as the EMINUS institutional platform.

Graphic 10.10 Expected duties of your Academic Tutor



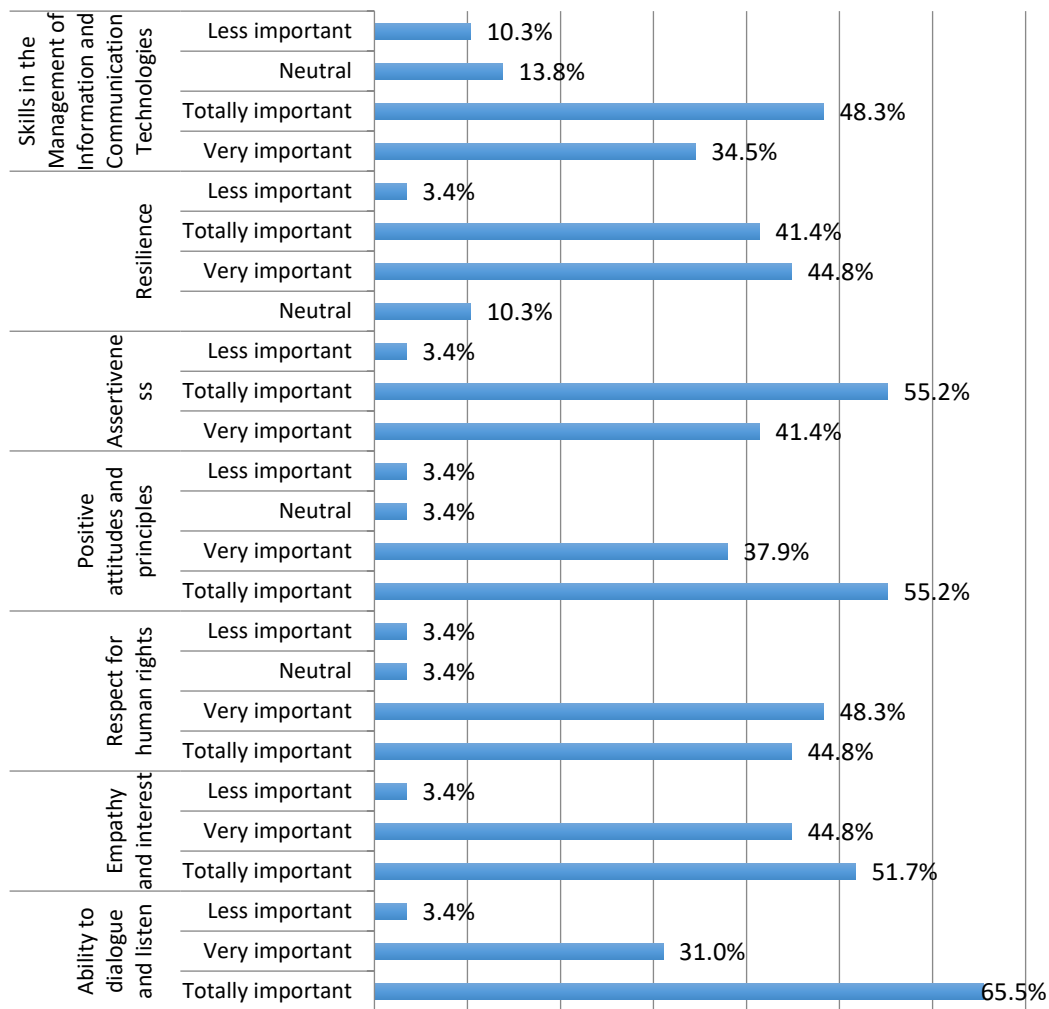
Source: Own elaboration

The results indicate that of the 29 students who answered the questionnaire, 23 of them, representing 89.7%, expect academic guidance in curricular advancement, another 23, representing 79.3%, expect support in strategies that facilitate learning processes, 12 representing 41.4% stated that they require guidance in school procedures and only of the 29 students, 10 representing 34.5%, are waiting to be channeled to issues of scholarships, health, mobility and languages.

The trend of these results is towards academic orientation in relation to curricular advancement and support in strategies that facilitate learning processes, although, it is worth mentioning that the academic tutor must have a wide range of functions that also include the orientation of school procedures, strategies that facilitate the teaching-learning processes and channeling to diverse areas in foreign language issues, scholarships, mobility and health, among others, since they are beneficial for the trajectory of the tutored student and for their terminal efficiency, because it is a postgraduate program in virtual mode, it is implemented to use technological tools.

In the following graph, the tutors identify from their point of view the most important qualities that their Academic Tutor must possess, being the following:

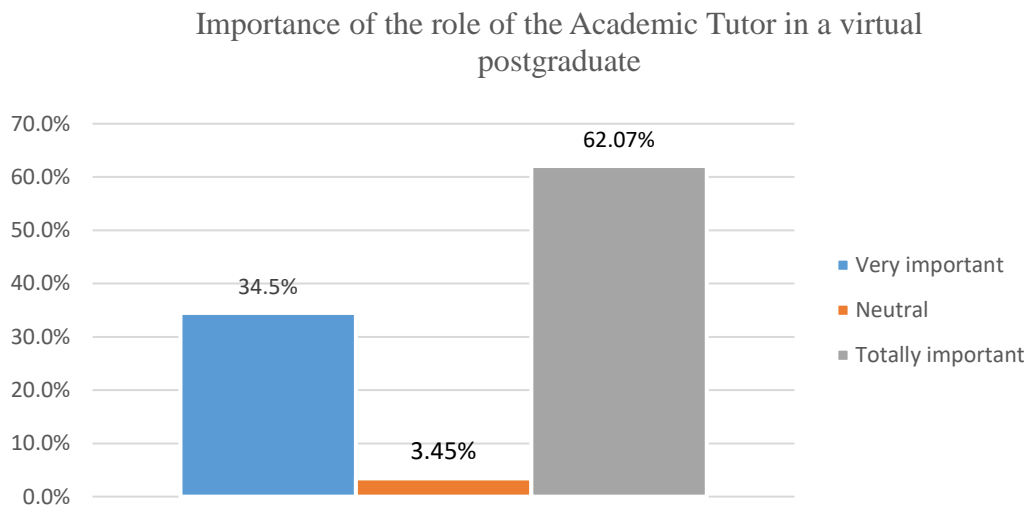
- Skills in the management of ICT
- Resilience
- Assertiveness
- Positive attitudes and principles
- Respect for human rights
- Empathy and interest
- Ability to dialogue and listen

Graphic 10.11 Most important qualities of the Academic Tutor

Source: Own elaboration

For the results of the qualities that the academic tutor must possess, of the 29 students who answered the instrument, they present different behaviors in order of importance, reading for the “totally important”: ability to dialogue and listen (65.5%), attitudes and positive principles (55.2%), assertiveness (55.2%), empathy and interest (51.7%), respect for human rights (48.3%), resilience (41.4%) and ICT skills and management (48.3%). In that order of ideas, the qualities that are “very important”: respect for human rights (48.3%), empathy and interest (44.8%), resilience (44.8%), assertiveness (41.4%), positive attitudes and principles (37.9%), ICT skills and management (34.5%) and ability to dialogue and listen (31.0%).

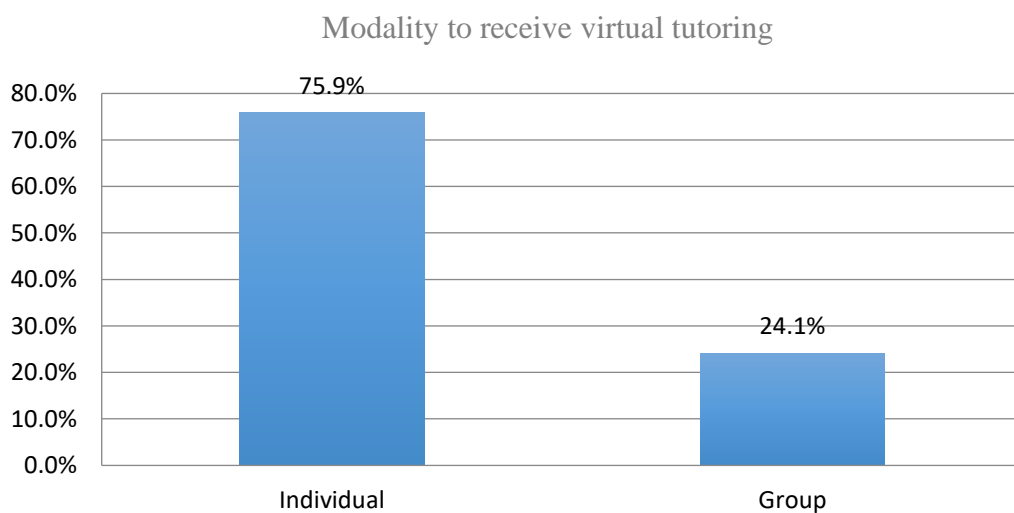
It is seen that within the “totally important” parameter, the quality of greatest choice is the “Ability to dialogue and listen”, in that same parameter they prefer “Positive attitudes and principles” and “Assertiveness”, already in the “very important” parameter, they prefer “Respect for human rights”, anyway, it is evident that all the qualities were chosen (although in different proportions), it leads to timely follow-up so that they are applied and integrated by the academic tutors since this result clearly shows what their tutors want from them.

Graphic 10.12 Importance of the role of the Academic Tutor in a virtual postgraduate

Source: Own elaboration

This graph shows that 18 students, that is, 62.07%, consider the role of the academic tutor to be totally important in a virtual postgraduate course and 10, representing 34.5%, consider it very important, with only 1 representing only 3.45% indicating that they are neutral.

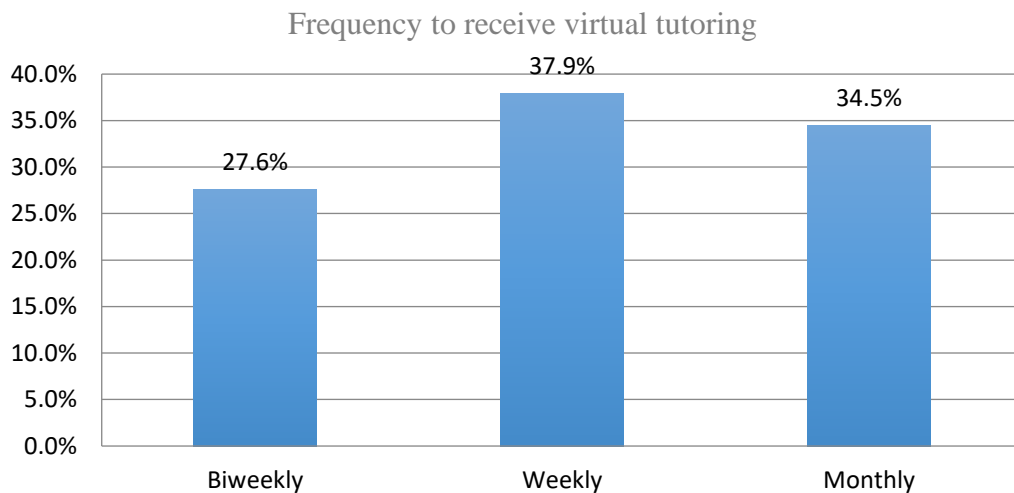
Regarding the importance of the role of an academic tutor in the virtual postgraduate course, the majority indicated that it is totally important or very important, it is relevant to make the tutored students see that communication at all times between them and the academic tutor is essential since it is the means by which they can share their needs and clarify doubts that arise during their academic career.

Graphic 10.13 Modality to receive virtual tutoring

Source: Own elaboration

Graphic 10.13 shows that 22 students representing 75.9% prefer individual tutoring, and 7 students representing 24.1% prefer group tutoring.

Regarding the modality in which they requested to receive the tutoring, the majority indicated that individually, it is understandable that they request this modality since each tutored student lives and creates different needs during their career, nevertheless, group tutoring could be given when it is required to treat general topics that cover the majority of tutored students.

Graphic 10.14 Frequency to receive virtual tutoring

Source: Own elaboration

The results reflect that 8 students representing 27.6% prefer biweekly tutoring, 11 students representing 37.9% indicate their preference for receiving weekly tutoring, 10 students representing 34.5% indicate that they want monthly tutoring. The frequency for students to receive virtual tutoring depends not only on their needs, but also on the planning of the academic tutors and the communication between the parties, so it will be suggested to the academic tutors to be able to identify the pressing needs of their students tutored students and that with each one they reach an agreement on the periodicity that they require tutoring by establishing days and times.

As a general conclusion to the interpretation of the graphs, it is essential to take into account the students' responses, their feelings regarding tutoring, their desire to be guided and to provide their academic tutors with the necessary information so that, based on in this analysis, the most praiseworthy measures are taken, since the reason for this study is to provide quality care and venture into virtual tutorial innovation, adapting to the needs of the tutored students, as well as the availability of the tutor and the involvement with their tutors in matters of curricular advancement and school situation of their tutors in combination with ICTs.

10.8 Conclusions

The functions performed by the academic tutor in a postgraduate program in virtual mode are essential and must be in accordance with the requirements and demands of the students, where the accompaniment must not only be timely, but also overcome barriers of space and time.

In addition to the above, the academic tutor requires having a plan to follow, which allows establishing concrete actions in a systematized manner, generating necessary elements for periodic evaluation and subsequent attention to the identified areas of opportunity.

Since virtual tutoring has become a very useful strategy for distance education students, it requires information, support, accompaniment and advice in a timely manner and in a synchronous or asynchronous manner. Consequently, virtual tutors with distinctive qualities that allow, among other things, to encourage the development of independent study are in demand.

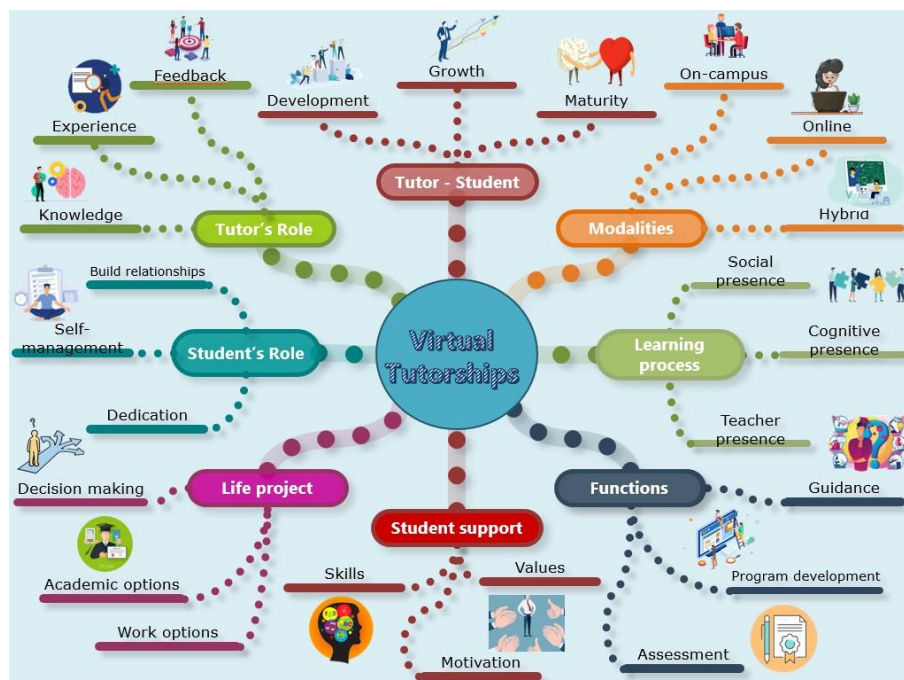
In order for the role of the academic tutor in virtual postgraduate studies to be optimal, the following actions are suggested:

- Develop a work plan each school period, considering virtual environments that includes: scheduling of activities or sessions (at least at the beginning, during and at the end of the school period), objectives of the sessions, topics to be addressed according to credit progress, schedules, platforms or digital media to use.

- Create a database with student information: emails, cell phone number, social networks, ICT domain, etc.
- Know the regulations and/or legislation applicable to postgraduate studies, tutoring and students, as well as the postgraduate study plan, curriculum map and review it with their students.
- Maintain close communication with the student, considering the recurring application of instruments that allow collecting relevant information from the tutor, such as diagnostic evaluation, curricular advancement, research skills, thesis direction, learning strategies, areas of opportunity, strengths, among others.
- Use technological tools, as well as a virtual and/or institutional platform in which the student is offered information, resources and tools available at all times.
- Establish virtual work rules (response times, application times, participation standards, synchronous and/or asynchronous activities, communication channels, individual and/or group modality, etc.).
- Promote constant multidirectional participation through established communication channels.
- Promote values, personal self-esteem, life plan and resilience in accordance with globalized standards of high competitiveness and ICT management.
- Provide support, guidance and timely and permanent monitoring of the needs of students, from the beginning of their studies, during their school career and until the end of their postgraduate studies, under the standards of the entry and exit profiles.
- Receive permanent training in topics inherent to postgraduate studies, the use of technological tools and platforms, as well as the development of pedagogical skills and competencies in virtual environments.

Definitely, the functions of an academic tutor at a postgraduate level in virtual environments require more specialized training and greater feedback to their students, which is why this research concludes by presenting the design of the following figure, which includes elements to consider for a virtual tutoring and which in turn aims to lay the foundations for future research.

Figure 10.1 Virtual Tutoring Environment



Source: Own elaboration

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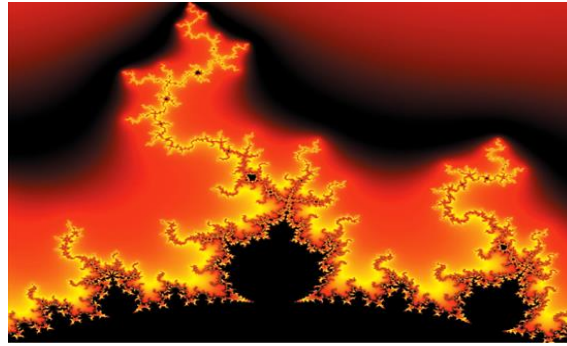
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P ₂	Partition 2	487.00
P ₃	Partition 3	484.00
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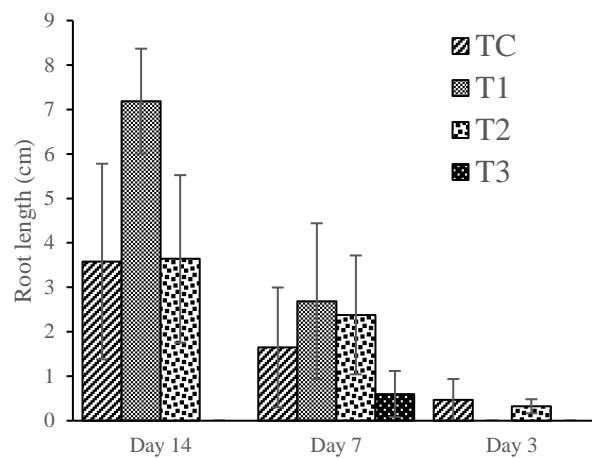
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