

Academic tutorship and personal tutorship student's postgraduate with anxiety

Tutoría académica y tutoría personal de estudiante de posgrado con ansiedad

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SUMMARY

Introduction: Anxiety in university students is a problem that has a high prevalence, one of the factors that can influence is education, although it also needs to make use of different resources to improve care. This activity has to be done by considering quality, maintaining good and appropriate didactic practice, revising general education results and by carrying on tutoring, a supporting alternative.

Objective: To compare with anxiety and satisfaction between academic and personal tutorship given to postgraduate online students.

Methods: Participants where the studied population consists of 2 088 students currently studying in the online modality. The representative sample was 888 students with a confidence level of 99 % and an error margin of 4 %, of which only 633 completed the entire survey, as inclusion criteria. It is necessary to consider that the current situation of education demands a different praxis, so it is suitable to institute an educational model in which professors carry on tutoring sessions. The instrument applied was an

exploratory survey for students studying online.

Results: In general, it can be considered that the students at this University present a significant level of anxiety but that they are satisfied when they receive and when they provide academic and personal tutoring and that it can be considered a tool to help students who have problems with anxiety.

Conclusions: The level of study required in a graduate degree usually generates a high level of stress and anxiety in students and programs. Despite this information, giving academic and personal tutoring to students is not seen as a priority. However, universities must implement those services for the mental health of their students.

Keywords: Anxiety, personal tutorship, academic tutorship, online education, postgraduate students.

RESUMEN

Introducción: La ansiedad en los universitarios es una problemática que tiene alta prevalencia, unos de los factores que pueden influir son los educativos, aunque también necesita hacer uso de diferentes recursos para la mejora la atención. Esta actividad debe realizarse considerando la calidad, manteniendo una práctica didáctica buena y adecuada, revisando los resultados de la educación general y realizando la tutoría, una alternativa de apoyo.

Objetivo: Comparar la ansiedad con la satisfacción entre la tutoría académica y personal que se brinda a los estudiantes de posgrado en línea.

Método: Los participantes fueron la población estudiada compuesta por 2 088 estudiantes que actualmente cursan la modalidad online. La muestra representativa fue de 888 estudiantes con un nivel de

DOI: <https://doi.org/10.47307/GMC.2021.129.s1.2>

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Recibido: 20 de noviembre 2020

Aceptado: 11 de febrero 2021

confianza del 99 % y un margen de error del 4 %, de los cuales solo 633 completaron toda la encuesta. Es necesario considerar que la situación actual de la educación demanda una praxis diferente, por lo que conviene instituir un modelo educativo en el que los profesores lleven a cabo sesiones de tutoría. El instrumento aplicado fue una encuesta exploratoria para estudiantes que estudian en línea.

Resultados: *En general, se puede considerar que los estudiantes de esta Universidad presentan un nivel importante de ansiedad pero que están satisfechos cuando reciben y cuando brindan tutoría académica y personal y que puede considerarse una herramienta para ayudar a los estudiantes que presentan problemas con la ansiedad.*

Conclusiones: *El nivel de estudio requisito en un posgrado suele generar un alto nivel de estrés y ansiedad en los estudiantes y programas. A pesar de esta información, dar tutoría académica y personal a los estudiantes es no visto como una prioridad por ellos. Pero las universidades deben implementar esos servicios para la salud mental de sus estudiantes.*

Palabras clave: *Ansiedad, tutoría personal, tutoría académica, educación en línea, estudiantes de posgrado.*

INTRODUCTION

Many postgraduate students experience anxiety, which negatively affects academic performance and necessitates the application of new methods to understand the underlying nature of mental health. Suggesting that different interventions might be required depending on the level of anxiety experienced by the student. Furthermore, the results suggest that the most effective interventions for students with very high levels of anxiety would need specifically psychological support or tutoring (1).

The concept of tutoring has evolved to be an instrument that guides learning, as is the case in the European Union where three aspects of tutoring coverage are considered: academic in the student's teaching-learning processes, curricular and personal (comprehensive development). The situation that generates that universities implement personal tutorials that equal academic tutorials, giving importance to a change not only to the methodological but also the attitude of the educational community (2); As Gabriela de la Cruz mentions in her article Tutoring in Higher

Education: analysis from different psychological currents and practical implications: "Tutoring in higher education has gained important weight as an intervention strategy aimed at the attention of the student body to throughout their professional training. As a strategy, tutoring has focused on providing tools that contribute to academic achievement, which has contributed to the personalization of educational processes. When the purposes, structures, organization, supports, resources, support mechanisms, and evaluation systems are defined around mentoring, mentoring programs are configured" (3).

The new roles of the tutor given the need for a closer accompaniment of the student in their learning processes, ceasing to be a transmitter of knowledge and becoming a guide, process guide, and organizer of (virtual) learning environments, tutorials arise academic and personal as a response to said development, playing "a relevant role as a function of accompaniment, monitoring and support in the student's learning experiences and their personal and professional construction" (2). In Colombia, it has been found that the management of tutoring in its initial or adaptation phase is rated as regular with 69 %, while in the permanence and end of the program phases it is rated as inadequate with 62 % and 96 % respectively (4). It is also a fact that the perception of young university students from the Gran Colombiano Polytechnic about anxiety in the face of the academic load is presented in 53.8 % (5). In the Mexican university Castro (6) found that: We found high lifetime frequencies of Non-suicidal self-injuries (NSSI) in this sample of Mexican university students, with 57.8 % having reported at least one occasion of self-injury. This lifetime estimate is higher than others reported in college samples from other countries that range from 7-35. These studies in general have few or no Mexicans in their samples.

In another article (7) The current results show that there is a substantial unmet need for mental health services among Mexican university students and that these students are similar if not more willing to use mental health services provided in their university than off campus when these services are available. So (8) The high prevalence of comorbid mental disorders among college students creates a challenge for treatment. Innovative e-therapies are available that might

be useful in diminishing role impairment among university college students. The proposal to implement tutorials systematically contributes to solving this problem. The author (9) mentioned above points out. There is evidence that online interventions are effective for the prevention and treatment of depression and anxiety disorders. but more research is needed to determine the potential of such approaches among university students, for example concerning the reduction of role impairment and academic functioning. Also, interventions targeted to the most frequent impairments associated with these disorders (i.e., social life, close personal relationships, and work) seem necessary.

Distance education contribute to the solution to the problems such as inequality of opportunities, lifelong education, the implementation of a series of individual and social goals, that can contribute to and benefit from educational technology and self-learning (10).

For these reasons, the objective of this research was to compare anxiety and satisfaction between academic and personal tutorship given to postgraduate online students.

METHODS

Participants. Were the studied population consisting of 2088 students currently studying in the online modality. The representative sample was 888 students with a confidence level of 99 % and an error margin of 4 %, of which only 633 completed the entire survey, as inclusion criteria inclusion: 1. over 18 years of age 2. be enrolled in EaD, where doctorates, masters and bachelor's degrees are taught. 3. women and men 4. Nationality of Mexico and Colombia.

Instruments. The study design was expo facto, cross-sectional, empirical-analytical with a descriptive-comparative scope, through the online application of the Exploratory Survey for Distance Students (EEAD), to know the sociodemographic, family, educational status, work, and health of the students assigned to the different distance education postgraduate programs. For this study, only sociodemographic, tutoring, and health data were considered, taking anxiety items from the Hamilton Scale (11).

Tutoring aspects were considered in the following areas: A) Academic Tutoring: (to resolve doubts, advice, teamwork, among others) B) Personal Tutoring: (motivational, attitudinal, family situations, among others). The instrument applied was an exploratory survey for students studying online, with an alpha of Cronbach 0.78-0.84, which was divided into five parts of analysis for this study, it was only taken into account in the tutorials section. Validation was made by 8 experts, to make the content validity and corrections were made in all dimensions and it was agreed to include where there was homogeneity of acceptance.

Procedure. The application of the survey was done through the, and it was voluntary. Students received an invitation from their tutors to answer the survey with a given link. They also received a message on the platform with the same link. The survey was created in © Qualtrics, which allows the application of the instrument and it provides the benefit of getting the data of the results in a file to be analyzed with © SPSS, which was used for the encoding of the data.

Data Analysis. The design of the study was expo facto, cross-sectional, empirical-analytical with a descriptive-comparative scope, a chi-squared analysis was made to compare the satisfaction of the tutoring with those who present anxiety.

Ethical aspects. All responses were strictly confidential and secure. The data they entered Qualtrics software, which is encrypted to keep it safe. The results will be presented as a group without identifying any person, informed consent was requested.

RESULTS

Sociodemographics

Table 1 shows information about the studied population n=633. The participants were 64 % women and 36 % men; 75.1 % are Colombian and 24.5 % Mexican. Averaged age of participants 39.8 years. 66 % of the population have kids and 44.6 % are married.

ACADEMIC TUTORSHIP AND PERSONAL TUTORSHIP

Table 1
Sociodemographic information

	% or amount
Average age= 39.8	
Sex	
Woman	64.0
Man	36.0
Nationality	
Colombia	75.1
México	24.5
Married	66.0
They have children	44.6
With anxiety	137.0
Without anxiety	523.0
Own elaboration	

Satisfaction regarding tutorship

Table 2 shows the information on the comparison of academic tutoring and personal tutoring. 76.8 % of the population has received academic tutoring (considering academic tutoring as the support from a teacher to improve the academic area or the solution of questions about the class) and they feel 94.8 % satisfied with the service received, at the same time, 60.9 % were consultants on their work performance and 98.1 % are satisfied. 45.2 % of the population has received personal tutoring (considering personal mentoring as the received support from a teacher to evaluate personal affairs) and they feel 94.6 % satisfied with the service received, at the same time, 51.3 % have been consultants on their work performance and 98.7 % are considered satisfied. Show the obtained results about the satisfaction that students feel when they receive academic and personal tutoring. 75 % of the students are

Table 2

Results of satisfaction tutoring with receiving or giving academic or personal tutoring and anxiety

	N	Satisfied %	Not Satisfied %	*P
Without anxiety	523	34.3	48.3	0.67
With anxiety	137	45.1	46.3	0.001**
Satisfaction of receiving academic and personal tutoring as students	277	75.0	25.0	0.001**
Satisfaction in giving academic and personal tutoring as teachers	299	82.2	17.8	0.00**
Satisfaction in receiving tutoring and being an academic tutor	544	56.7	43.3	0.39
Satisfaction in receiving and giving academic tutoring	331	68.8	31.12	0.001**
Satisfaction in receiving and being a personal tutor	319	62.3	37.7	0.06
Satisfaction in receiving and giving personal tutoring	205	71.6	28.4	0.001**
Satisfaction in receiving personal tutoring	123	43.1	56.9	0.001**

*P<0.05 level (bilateral); **P<0.01 (bilateral)

satisfied and in agreement with a $P=0.001$ and σ 0.5, for this reason, we deduce that there is a close relation in the perception of the tutoring, academic and personal. Regarding the satisfaction that students feel (in their role as professors) for providing these services, the parameters show that there is also a strong intention of providing tutoring in their workplaces.

Shows the co-relation of the satisfaction that students feel when they receive academic tutoring in their roles as learners and when they provide this service as tutors in their workplaces. I was found that there is not a significant relation $P = 0.39$, but there is one $P = 0.001$ to develop this activity. It could be interpreted that students in their role as tutors do not feel the responsibility of this activity, but they are willing to receive and provide academic tutoring. Demonstrates the satisfaction of receiving personal tutoring in their role as students and their satisfaction at the moment of being tutors in their institutions. It was found that there is not a significant relationship because it gives a p higher than 0.05, $P = 0.06$ but there is a $P = 0.0001$ for the students in their role as tutors when they provide the service. It could be interpreted that students in their role as tutors have not developed the responsibility of assuming this activity, but they are willing to receive and provide personal tutoring.

The results show that those who are not satisfied with the tutoring show a higher percentage of anxiety and this is statistically significant compared to what they show satisfaction ($P = 0.0001$).

CONCLUSIONS

In general, it can be considered that students at this University are satisfied when they receive and when they provide academic and personal tutoring. The level of study requirement in a postgraduate usually generates a high level of stress in students and it is reflected in the grade students get and on the permanence of learner in programs. Despite this information, giving academic and personal tutoring to students is not seen as a priority.

The social demand for higher education has forced these tutorials to suffer a process

of evolution to meet the claim of changes in educational models. One of the first contributions are due to the increase in the demand for higher education students because it exceeds the actions of academic tutors from the aspect of teaching; a reaction of accompaniment in the non-educational fields of training being necessary to contribute to the monitoring of the comprehensive development (12). The training of professionals and traditional careers has been amended (13). Also (14) indicates that one of the changes has been in the curriculum to promote culture, research, ethical aspects, assessment, innovative methods such as distance education, infrastructure, and mentoring, with the latter being a key agent of approach in these innovative processes.

In this research, it was found that there is a positive relationship between respondents in their role as students, who have received academic tutoring and give this service $p = 0$, but not for developing this job (in their role as teachers) $P = 0.37$. Similar behavior was found for personal mentoring and giving this service $P = 0$ and not being the personal tutor $P = 0.06$. These results may suggest that the tutor is convinced of providing these types of tutorials, but he/she has not developed the responsibility of developing this activity with their students; this information confirms the positive relationship between the satisfaction of mentoring with the experience of the tutor. On the other hand, the tutors consider it important to perform this function; as Lopez (15) mentions, tutors prefer not to provide tutoring sessions. This situation is because such actions are not rewarded, tutors do not receive any acknowledgment, honors, or awards. They also recognize the lack of preparation to provide tutoring. These findings may be biased because respondents are professors, and they are convinced of the academic and personal tutorship benefits. The challenge is to encourage them to assume a tutor role in their professional practice. Recent research highlights the importance of anxiety as another factor to consider. Logistic regression analysis examined associations of current perceived stress in six life areas (financial situation, health, love life, relationships with family, relationships at work/school, problems experienced by loved ones) with six types of 12-month mental disorders (major depressive

disorder, bipolar disorder, generalized anxiety disorder, panic disorder, alcohol use disorder, drug use disorder) (16).

However, these efforts have not been sufficient, because talking about mentoring does not refer only to academic issues, but vocational issues, knowledge of the interests and capabilities of the students and purposes of improving staff, as well as to look for problem-solving strategies (12). Following these ideas can be a reason for which academic and personal tutoring arise based on the accompaniment, follow-up, and support of the learning experiences. All these activities have to be done by checking that the student reaches the maximum cognitive, personal, academic, and professional development (17). Therefore, mentoring, in general, has evolved with the support of ICTs, so it is necessary to incorporate tutoring sessions in the modality of online learning, which can contribute to the support of students and the quality of education.

Findings suggest that postgraduate students need the support of academic and personal tutorship as it is confirmed by (18) in his study about the positive satisfaction of students in the culmination of their Masters. This study shows that tutorship provides positive aspects in the development and improvement of the students' academic life as well as in their issues. Also (19) affirms that academic mentoring is a guiding practice for students which strengthens students' personal development as well as their social and professional results. Besides (20) says that the tutor needs to consider some aspects such as constant improvement, being prepared for the challenges of the tutorship, and participation in the personal and social growth of students.

It is required to maintain the results of satisfaction of the students regarding the tutorials and a special and constant training because teachers who are experts in each subject dominate the academic tutoring but to provide personal tutoring is different as proposed by (21). They say that personal tutoring requires a suitable profile and ongoing humanistic training, a model to follow it is vital for the newcomer in the staff of students to give shape to a personal image compatible with the self-perception and the professional expectation. Also (22) establish that is necessary to provide students with the service

of tutorship considering their aptitudes, learning, and personal life; in other words, tutors need to be part of students' life.

In another investigation (23) talks about the implication and satisfaction of mentoring at the University of Burgos. The principal findings show low participation and a low commitment of the students in the tutor sessions; however, there is a positive relationship between the continuation of the studies of the students and the involvement of the tutor. At the same time, besides (18) found a positive reaction from students in the relation between the frequency and the usefulness of the tutorship. A study of the Complutense University of Madrid has unveiled a positive relationship between the satisfaction of tutoring with tutor experience, meanwhile, tutors consider it important to perform this function, although they prefer not to provide tutoring (15); considering that the tutor must take into account the following aspects: permanent improvement, be prepared for the challenges of tutoring, participate in the social and personal growth of students (20), all of these by giving a guideline to support the proposal of providing tutorship in graduate studies.

The college may help the student with instructors appropriately target interventions to help all students succeed regardless of the level of anxiety experienced by students. It is intended to implement a more structured academic and personal tutoring program with a new focus. Its function will be considered as a priority because tutorship should be considered as one of the main activities in the development of the students' academic performance (24). This is also supported by the concepts expressed by (20). The possibility that the postgraduate students of the studied population that mostly are teachers, in turn, implement these tutorials in their areas of work and based on how students perceive this type of modalities. In subsequent investigations, it is necessary to deepen the implementation of tutorials, both academic and personal. It should consider keeping the satisfaction of receiving and imparting tutorials in graduate programs, considering that online education is a challenge by its limitations of the modality.

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