

# Desempeño del tutor de medicina en una universidad pública

*Medicine Tutor Performance at a Public University*

*Tutor desempenho a um medicamento universidade pública*

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## Resumen

La tutoría es una estrategia que busca alcanzar la formación integral de los estudiantes, la calidad en la educación y la disminución de indicadores tales como deserción, rezago y reprobación escolar. Por ello, la función del tutor representa un compromiso docente e institucional. El objetivo de este estudio es evaluar el desempeño de los tutores en la licenciatura de médico cirujano de la división académica de ciencias de la salud de la Universidad Juárez Autónoma de Tabasco a través de la percepción de los tutorados. El material y los métodos utilizados consistieron en un estudio cuantitativo, descriptivo, transversal y prospectivo, con un universo de 2 008 tutorados y una muestra de 335 inscritos en el periodo febrero-agosto 2015; para la encuesta se utilizó un cuestionario con Alfa de Cronbach de 0.97. En los resultados se valoraron dos aspectos del desempeño del tutor: el académico y el afectivo; el primero fue bueno y el segundo regular de acuerdo a la percepción de los tutorados.

**Palabras clave:** tutoría, desempeño, tutor.

## Abstract

Tutoring is a strategy that seeks to achieve the comprehensive training of students, the quality of education and the decrease in indicators such as desertion, lagging and failure. Therefore, the function of Tutor represents a teaching and institutional commitment. The objective of this study is to evaluate the performance of the tutors in the degree of Surgeon of the Academic Division of Health Sciences of Juárez Autonomous University of Tabasco through the perception of the tutees. the material and methods used consisted of a quantitative, descriptive, transversal and prospective study, with a universe of 2 008 tutees and a sample of 335 registered in the period February-August 2015; for the survey was used a questionnaire with Cronbach's alpha of 0.97. For Results were evaluated two aspects of the performance of the Tutor: the academic and the affective; the first was good and the second regular according to the perception of the tutees.

**Key words:** tutoring, performance, tutor.

## Resumo

Mentoring é uma estratégia que tem como objetivo a formação integral dos alunos, educação de qualidade e declínio indicadores, como evasão, atraso e fracasso escolar. Portanto, o papel do professor é um professor e compromisso institucional. O objetivo deste estudo é avaliar o desempenho dos tutores na divisão cirurgião acadêmica de graduação de ciências da saúde da Universidade Juárez Autónoma de Tabasco através da percepção de médico tutelado. O material e os métodos utilizados consistiram de um quantitativo, descritivo, transversal e um estudo prospectivo, com um universo de 2.008 mentees e uma amostra de 335 registrado no período fevereiro-agosto de 2015; para o questionário da pesquisa com alfa de 0,97 de Cronbach foi utilizado. Nos resultados foram avaliados dois aspectos do desempenho do tutor: acadêmica e afetiva; o primeiro foi boa ea segunda regulada de acordo com a percepção dos orientandos.

**Palavras-chave:** tutoria, desempenho, tutor.

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## Introduction

Tutoring is an activity that is currently considered indispensable for the formation of students. Tutorial activity in Mexico has its origin in postgraduate study, at the Faculty of Chemistry of the National Autonomous University of Mexico (UNAM by its name in Spanish). To the Bachelor's degree or higher level, the tutorial system started also in the UNAM in the Open University System. Little by little, from the year 2000, the Tutorial System was implemented in Institutions of Higher Education (IES by its name in Spanish), from the recommendations issued by the National Association of Universities and Higher Education Institutions (ANUIES by its name in Spanish, 2000).

There are various concepts of tutoring. In Mexico, ANUIES defines it as an accompaniment and personalized attention from the teacher to student who favors its adaptation to the University environment, their training and the academic achievement; in addition, it proposed it as a strategy key to achieve the quality of higher education, lower desertion, the lag, the failure and increase terminal efficiency (ANUIES, 2000).

The Juárez Autonomous University of Tabasco (UJAT by its name in Spanish) resumed the proposal implementing the Institutional Tutoring Program (PIT by its name in Spanish), whose mission is to contribute in the student formation, through tutors who provide customized guidance for professional and personal development with balance in the cognitive and socio-emotional aspects (UJAT, 2003).

This program was implemented in the degree of Surgeon of the Academic Division of Health Sciences (DACS by its name in Spanish) in the UJAT in 2006, and since then had not been performed an evaluation study, so the objective of this research was to evaluate the performance of the tutors of the degree of Surgeon of the DACS-UJAT, according to the students perception, with the purpose of implement actions of improves that impact in the quality indicators of the institutional program of Tutoring and of Medicine (Academic Division of Health Sciences, 2012). Currently, the Mentoring Program (PT) of surgeon has 47 teachers who serve as guardians attending an enrollment of 2,008 students. Each tutor

attends an average of 40 mentees making tutoring individual mode during the first phase of the academic trajectory tutored up to 45% of total loans or in group mode when the mentee attended more than 45% of credits of the total that make up the educational program.

Tutor means to be a teacher, guide, defender, protector, someone who should be recognized for his attitude and knowledge, as well as other educational psychology and scientific capabilities (Knight, and Añorga, 2007), some being evaluated by this study.

According to several authors, the tutorials have great benefits. Lobato and Ilvento (2013) noted that towards solving personal and professional problems students. For Waldeck, Oregon, Plax and Kearney favor tutored academic success; Campbell and Campbell benefit for academics, help solve problems and meet students (De la Cruz, Chehaybar and Abreu, 2011).

Therefore, the tutorial has strong implications for the development of the student, hence the importance of identifying their perceptions about the performance of the tutor in their attitude and knowledge as a dimension to evaluate the Institutional Tutoring Program.

On the other hand, the term performance, according to the Royal Spanish Academy (2016), means the act of performing, and this in turn perform the obligations inherent in a profession, position or office. It is a business concept defined by multiple authors, including Chiavenato (2000), who view it as observed in the actions and behaviors employees. In the academic aspect, there is talk of attributes to practice mentoring and tutors good or bad. Among the first formative (knowledge of the discipline), learning (knowledge in teaching), interpersonal (availability, communication skills and socialization) and ethical (honest and responsible) (De la Cruz, Chehaybar and Abreu, 2011).

In the tutorial activity, the tutor is of utmost importance because of its good performance depend receive many benefits that students participating in the program. The tutor is the person who can support students to solve their learning problems, develop positive attitudes, improve their learning and make good decisions in the short and long term, to raise their awareness and provide guidance on the outlook for their future career (Narro, 2013).

In this research, academic and emotional aspects were valued at tutor training and function according to the mentees.

## **METHODOLOGY**

A study of quantitative, descriptive, transversal and prospective approach was conducted during the school period from February to August 2015 in the degree of doctor surgeon DACS-UJAT, which studies were tutored who were pursuing this degree. The universe was 2,008 students, with a probability sample confidence level of 95% and a standard error of 5% in 335 students enrolled in the period that the data was collected. Sampling was simple random for semesters 2nd, 4th, 6th, 8th and 10th.

Data collection was performed using the survey technique, with an instrument that grouped questionnaire items assessment Institutional Mentoring Program UJAT (2003) of the National Autonomous University of Mexico (2012) and the instrument used for same purpose by Marin and Sansores (2014) authors at the University of Quintana Roo. This consisted of sixteen closed questions Likert scale (4 = strongly agree, 3 = agree, 2 = disagree, 1 = strongly disagree), with which he inquired about the academic and emotional aspect of performance of the tutors .

The questionnaire was validated in pilot with 60 students and a 0.97 Cronbach's alpha test.

The indicators that were evaluated were grouped into two categories: (1) the academic, which included the formation of tutor based on knowledge and mastery of the act of protecting, through questions related to capacity planning, evaluation, feedback and follow-up paths ; (2) the affective, which valued the attitude of the tutor through commitment, willingness, assistance, location, interest, respect, care and communication. Performance criteria were evaluated on the following scale: 1-25% malfeasance, 26-50% Regular performance, good performance and 51-75% -100% 76 very good performance.

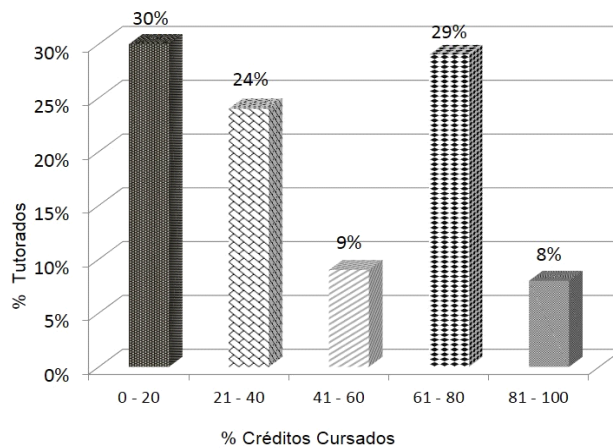
For the assessment of the attitude of tutors considered a similar scale: 1-25% very bad attitude, attitude regulate 26-50%, 51-75% good attitude and 76 -100% very good attitude.

For the information processing the statistical package Statistical package for Social Sciences (SPSS) version 21 we were used and data were analyzed with descriptive statistics.

**RESULTS**

The questionnaire was applied to 335 students, whose average age was 21, the sample by gender indicated that 53% (179) of the respondents were women and 47% (156) men. With respect to the number of credits, were more represented students who had completed 0-20%, followed by 61-80% of loans (Graph 1).

**Graph 1: Distribution of the credits taken tutored by**



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Source: Data compiled by the authors (2015).

**CATEGORY ACADEMIC**

This category was represented by nine questions covering: knowledge of the regulations, guidance to solve problems of learning and activities tutored by the tutor (Tables I and II).

In questions targeted at training tutor located on the scale results from 51% to 75%, ie, good performance (Table I) were obtained.

It is important to note that more than 30% of mentees receive a regular tutor performance in relation to knowledge and guidance.

**Table I: Tutor training indicator.**

	<b>Totalmente de acuerdo f (%)</b>	<b>De acuerdo f (%)</b>	<b>Total f (%)</b>
Al plantearle dudas académicas a tu tutor percibiste que conoce la normatividad de la institución.	116 (35)	110 (33)	226 (68)
Consideras que la formación de tu tutor permitió una orientación adecuada para resolver tus dificultades de aprendizaje.	99 (30)	110 (33)	209 (63)

Source: Data compiled by the authors (2015).

The formation of the tutor was also assessed according to the activities with mentees in this respect the results showed a good performance because of the seven questions put all were in a greater than 51% scale, with the highest percentage 64 % (totaling totally agree and agree), ie, the activity where the tutor identifies problems and needs of the mentee that guide his academic career (table II).

**Table II: Evaluation of the activities of tutors according to medical students**

<b>Actividades de los tutores</b>	<b>Totalmente de acuerdo f %</b>	<b>De acuerdo f %</b>	<b>Total f %</b>
Tu tutor identificó tus problemas y necesidades para guiarte en tu trayectoria académica.	92(28)	122 (36)	214 (64)
Consideras que la atención personalizada con tu tutor te ha servido para establecer metas claras y factibles.	95 (28.)	104 (31)	199 (59)
Tu tutor te da información oportuna y actualizada para visualizar tus posibilidades profesionales.	81 (24)	99 (30)	180 (54)
Tu tutor ha sido pieza clave para seleccionar en forma adecuada tus asignaturas en cada ciclo escolar.	90 (27)	93 (28)	183 (55)
Tu tutor te canaliza a las instancias adecuadas cuando tienes algún problema que rebasa su área de acción.	80 (24)	109 (33)	189 (57)
Tomas acuerdos con tu tutor al iniciar cada ciclo escolar para planear acciones a realizar durante dicho periodo.	88 (26)	100 (30)	188 (56)
Tu tutor te ha retroalimentado con aspectos que tienes que fortalecer en tu formación académica.	76 (23)	121 (36)	197 (59)

Source: Data compiled by the authors (2015).

In the academic training and assessment of the activities undertaken by the tutor, 58% of mentees categories agrees with the knowledge and activities carried out, which represents, according to the scale established in this investigation a solid performance in relation tutor their functions.

**EMOTIONAL CATEGORY**

five questions about the attitude of the tutor, where four obtained a higher percentage than 60% were made. The largest, 84% (sum of strongly agree and agree) was on the treatment of the mentees with respect and attention, followed by 70% in the willingness to attend to them and 69% in communication. Importantly, only 33% of students said that the first person who would come to communicate and ask for support in family and emotional problems would be his tutor (Table III).

**Table III: Attitude indicator tutor of medicine**

	<b>Acudo primero a mi tutor cuando tengo problemas</b>	<b>Muestra interés y me escucha</b>	<b>Muestra disposición</b>	<b>Me trata con respeto y atención</b>	<b>Es fácil comunicarme con él cuando le expongo mis problemas</b>
<b>Totalmente de acuerdo f (%)</b>	48 (14)	91 (27)	98 (29)	170 (51)	112(33%)
<b>De acuerdo f (%)</b>	64 (19)	123 (37)	137 (41)	109 (33)	120 (36%)
<b>Total f (%)</b>	112 (33)	214 (64)	235 (70)	279 (84)	232 (69)

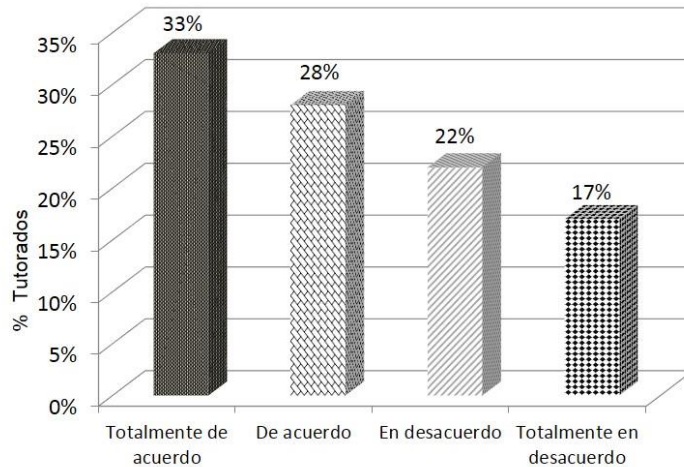
Source: Data compiled by the authors (2015).

By grouping the five questions to explore what students perceive the attitude of the tutor, it was found that 47% perceived as fair by the established rating.

When asked if tutors are easily found, 61% of mentees answered yes (sum of strongly agree and agree), and 39% (sum of disagree and strongly disagree) not (Graph 2).



**Graph 2: Is it easy to find your tutor?**



Source: Data compiled by the authors (2015).

**DISCUSSION**

In most educational institutions of higher education it has established the tutor as through their performance (academic and emotional) can achieve the benefits posed by ANUIES, for example, improving educational quality and indicators retention and completion rate of students (ANUIES, 2000). Therefore, it is the responsibility of the school administration training, awareness and evaluate the performance of tutors regularly for continuous improvement of the Institutional Tutoring Program. The results of this research show that 51-71% of the tutors are performing well regarding their academic work with mentees; however, in the emotional aspect, 26-50% said that tutors have a regular attitude to perform their tutorial activity.

Regarding the first aspect, the study by Orduño and Velazco (2009) showed that 77.8% of mentees agree with the guidance and advice by tutors, higher than the figure found in this study.

In another study by Herrera and Guevara (2010), Faculty of Medicine, UNAM, the affective aspect (relationship with his tutor of trust and empathy) it was better qualified for 78% of mentees.

Marin and Sansores (2014) found that the perception of tutoring by the tutored, in general, is that it is useful in academic, and although the affective aspect with respect to the treatment was acceptable, obtained a score lower, a result similar to that found in the present work.

Specifically in a report by Diaz Marin, Salazar et al (2011), 97.6% of the mentees considered that the tutor is important for their performance in academic activities; however, 70% said the tutor should be consistent with their attitude. In this investigation, "the attitude of the tutor" mentees perceive it as fair. This perception, combined with other interpretations, shows that students attend tutors mainly for administrative academic, while the emotional relationship with them, despite being acceptable, requires greater ability to contribute to the integral formation of mentees.

Knight and Lazaro (citados por Martínez, Pérez y Martínez, 2014), They agree that the mentee should be confident enough with your tutor so that it can better exercise their tutorial activity and positively influence it. This paper found that only 33% of mentees will have confidence to your tutor. These authors point out the importance of affection, empathy and interpersonal relationships as tutor competencies.

According to Hernandez, Rodriguez, Vines and Ridal (2007), continuing education tutor in the teaching and methodological aspects it is necessary so that you can accurately guide students. According to these authors, more than 60% of the tutors only have disciplinary training, so they are not prepared to perform a function guardian.

Despite the mandatory public university established that tutors receive pre-course mentoring, training is insufficient for the program to achieve its purpose. They are desirable permanent monitoring by the reflection of those involved to improve their functions and motivation by the educational institution. It is necessary that the role of tutor is modified to fit the needs of students and tutoring are made with a positive attitude, confidence and inherent respect for the teaching practice, so that comprehensive advice is provided in training of student.

## **CONCLUSION**

According to the perception of students, medical tutor performance in a public school is considered good academically (their knowledge and ability tutoring), but regular in terms of the attitude shown during it.

Among the features most valued by tutor tutored was his task of leading academic paths with 64%, and its emotional part (attitude, that is, attention and respect) with 84%. By contrast, the least valued was going with his tutor to pose personal and family problems, which speaks of distrust tutor, with 33% (sum of strongly agree and agree).

It is recommended to motivate, prepare and evaluate the process of mentoring and to measure the impact this program has had on educational quality indicators, to channel the institutional program within the medical field.

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