

Program to strengthen the competencies of the mentor teacher

Programa de fortalecimiento de las competencias del docente tutor

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Abstract

Considering that it is important for the tutor teacher to have the necessary competencies to develop the tutorial work efficiently, the purpose of this research was to propose a tutorial training program to strengthen the competencies of the tutor teacher. The design used was non-experimental, descriptive and propositional, and the sample consisted of 30 secondary school principals from educational institutions in Paita. The technique used was the survey and the instrument, a questionnaire of 24 questions divided into four dimensions: professional competencies, social skills, ethical consistency and digital competencies. Reliability was determined by Cronbach's alpha with a value of 0.935 and Mac-Donald's omega of 0.94 respectively. The results obtained in the research show that 57% of the tutor teachers are in the beginning level, 30% in process and only 13% in achieved. It is concluded that there is a deficit with respect to the competencies of the teacher who provides the tutoring

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service. Consequently, there is a need to develop a tutorial training program that allows the tutoring teacher to reflect on the pedagogical practice and strengthen the competencies that contribute to improve his/her professional performance.

Keywords: Tutoring, competency, program, pedagogical practice.

Resumen

Considerando importante que el docente tutor cuenten con competencias necesarias para desarrollar la labor tutorial con eficiencia, el propósito de la presente investigación fue proponer el programa de formación tutorial para fortalecer las competencias del docente tutor. El diseño utilizado fue no experimental de tipo descriptivo propositivo, la muestra constituida por 30 directores del nivel secundario de las instituciones educativas de Paita. La técnica empleada fue la encuesta y el instrumento, un cuestionario de 24 preguntas divididas en cuatro dimensiones: competencias profesionales, habilidades sociales, consistencia ética y competencias digitales. En cuanto a la confiabilidad se realizó mediante el Alfa de Cronbach cuyo valor fue 0,935 y el omega de Mac-Donald de 0,94 respectivamente. Los resultados obtenidos en la investigación evidencian que el 57% de los docentes tutores se encuentran en nivel de inicio, el 30% en proceso y sólo el 13% en logrado. Se concluye, que existe déficit respecto a las competencias del docente que brinda el servicio de tutoría. En consecuencia, surge la necesidad de desarrollar un programa de formación tutorial que permita al docente tutor reflexionar sobre la práctica pedagógica y fortalecer las competencias que contribuyan a mejorar su desempeño profesional.

Palabras clave: Tutoría, competencia, programa, práctica pedagógica.

Introduction

Considering the importance of tutoring in the monitoring of the student's learning process through socioemotional and cognitive support throughout their school years, the role of the tutor becomes a key factor for the student's academic success. (Amor Almedina & Serrano Rodríguez, 2019) International organizations such as the United Nations Educational, Scientific and Cultural Organization (UNESCO) and the Regional Center for Higher Education in Latin America and the Caribbean (CRESALC) suggested the creation of

the figure of the teacher-tutor so that the student receives sufficient support to contribute to his or her integral development.(Barrón, 2008) To this end, it is very important for the tutor-teacher to have the necessary competencies that allow him/her to have a positive relationship with his/her students, as explained in the Framework for Good Teaching Performance. (Ministerio de Educación, 2012)

From this perspective, higher education institutions have moved to the competency-based educational model, considering that it responds better to the demands of a society that is increasingly aware of assuming educational change. It is not only about competencies that the teacher and the student should possess, but also about competencies that the tutor teacher should possess. (Salgado et al., 2020). However, upon inquiry, evidence was found that many teachers who provide tutoring in schools have a deficit in the basic competencies needed to provide this service.

Studies conducted in Mexico show that the evaluated teachers do not have the profile to be tutors, do not handle basic concepts and do not know the tools to evaluate students, as well as the intervention strategies. (Sánchez, 2016) This reality can be observed in Peruvian schools as can be seen in the study carried out by Martinez, (2017) who in his research indicates that students were not satisfied with the attention provided by the tutor teacher in terms of personal, interpersonal, academic and social dimensions. Even inadequate choices of the tutoring teacher were evidenced. In view of the above, the reality of the educational institutions at the secondary level in the jurisdiction of the Paita Local Educational Management Unit is no exception. According to the results of the survey conducted with the principals on the competencies of the tutor teacher, there is a deficit in the basic competencies referred to: Professional competencies, social skills, ethical consistency and digital competencies.

The need to strengthen the competencies of the tutor teacher responds to the deficit found about the level of achievement that coincides with the studies of Sanchez (2016), Gonzales (2018) and Zambrano and Cerna (2018) who address the issue on competencies of the tutor teacher. Sanchez, organizes his proposal in three phases: the first consists of identifying the needs of teachers for the development of tutorial action, through interviews and questionnaires, in the second phase a seminar was held for the analysis of conceptual aspects, roles, competencies and the profile of the tutor and in the third phase the tutorial planning and practice was developed. In conclusion, the proposal systematically supports the tutors in acquiring competencies to facilitate the support, follow-up and integral and professional training of the students. (Sánchez, 2016)

There are inequalities in the level of performance of the tutorial action by the tutor teacher. (González, 2018) Nevertheless, the tutoring teachers consider it very important to cover the training needs in the tutorial field. (Zambrano & Cerna, 2018) These studies highlight the need to strengthen the competencies of the tutor teacher, considering that they are susceptible to be learned and can, therefore, be taught, taking into account their possible evolution and achievement in the training process itself. (López, 2016) Consequently, the need to develop, in the teachers who have been assigned the tutorial function, competencies that allow them to guide and accompany the student in his or her integral formation and development is demonstrated. It must be guaranteed that the tutorial work is developed in accordance with the requirements that are currently established with the purpose of offering tutoring as a quality service. (Ministerio de Educación, 2016)

The higher the level of social skills teachers will have a better performance according to the results of (Tapia-Gutiérrez & Cubo-Delgado, 2017) y (Cárdenas, 2017) who conclude that these are relevant in their training. Results shared by Reyes, (2016) who state that they are socially learned behaviors and that they enable interaction with others added to what Tapia-Gutiérrez & Cubo-Delgado point out that the development of socioemotional competencies or skills help in the understanding that each student can make about himself and others to create respectful, satisfactory and effective interpersonal relationships. In the present article, the deficit of basic competencies in secondary level teacher tutors in the jurisdiction of UGEL Paita is exposed with respect to: professional competencies, social skills, ethical consistency and digital competencies.

Therefore, the need arises to pay attention to the problem found regarding the competencies that the teacher who provides the tutoring service should have, for which the following research question was formulated How will the tutorial training program improve the competencies of the tutoring teacher of the educational institution of Paita? The objective guiding this research is to design a tutorial training program to strengthen the competencies of the tutoring teacher.

Materials and methods

The present research was of an applied type, with a descriptive scope that reveals the levels of achievement of the competencies of the tutor teacher, understanding that this type of research allows to represent a reality with greater veracity and precision. (Vara, 2016)

In addition, it is specified that in this study the quantitative approach was used, so that the research data are the product of verifications, represented by numbers resulting from the processing using statistical methods. (Hernández et al, 2016) As for the design used, it is non-experimental, transectional and descriptive, using techniques such as: survey, documentary review, observation and interview. (Bernal, 2010).

The study population consisted of 114 directors of regular basic education institutions of UGEL Paita. Applying the inclusion criterion for secondary school principals, 30 secondary school principals were selected from the educational institutions under the jurisdiction of the Paita Local Educational Management Unit (Unidad de Gestión Educativa Local de Paita). With respect to the exclusion criterion, 84 principals from other educational levels were excluded. Therefore, the sample was determined from the quantified population for the research. (Tamayo, 2003) The non-probabilistic convenience sampling technique was used, which implies an informal sampling procedure, depending on the researcher. (Bisquerra, 2009)

The survey technique was used, which was applied to 30 secondary school principals to gather information on the competencies of secondary school teachers in educational institutions in Paita. The instrument used was a questionnaire in which questions were formulated. Twenty-four questions were structured corresponding to the four dimensions of the dependent variable. For each dimension, six questions were elaborated with a Likert-type scale: Never (1), Almost never (2), Sometimes (3) Almost always (4) and Always (5).

Reliability was assessed by means of Cronbach's alpha and Mac-Donald's omega, whose values were 0.935 and 0.94 respectively, which determines a high reliability of the instrument. Once the pertinent data were collected, they were recorded in a matrix created in the Microsoft Excel program where each data pertaining to the variable Competencies of the tutor teacher and their respective dimensions were organized. Having concluded this sequence, the data were entered into the statistical program SPSS v 25.0 in order to carry out the correct analysis of these results, which allowed the elaboration of tables and figures and their respective interpretation with the purpose of elaborating the proposal.

Results

The following are the results distributed in tables of frequencies and percentages on the variable competencies of the mentor teacher and each of its dimensions.

Table 1. *Frequencies and percentages of the variable competencies of the teacher Tutor*

Range	Rating	VD: Competencies of the Tutor Teacher	
		Frequency	Percentage
0-47	HOME		57.0%
48-73	PROCESS		30.0%
74-100	ACHIEVED		13.0%
	TOTAL		100%

Source: Own elaboration

As shown in Table 1, 57% of the mentor teachers are at the beginning level, while 13% are at the achieved level.

Table 2. *Frequencies and percentages of the professional competencies dimension*

Range	Rating	D1: Professional Competencies	
		Frequency	Percentage
0-47	HOME		60.0%
48-73	PROCESS		27.0%
74-100	ACHIEVED		13.0%
	TOTAL		100%

Source: Own elaboration

In Table 2, the secondary school principals surveyed stated that with respect to the professional competencies dimension, 60% of the mentor teachers are at the beginning level, while 13% are at the achieved level.

Table 3. *Frequencies and percentages of the social skills dimension*

Range	Rating	D2: Social Skills	
		Frequency	Percentage

0-47	HOME	57.0%
48-73	PROCESS	30.0%
74-100	ACHIEVED	13.0%
	TOTAL	100%

Source: Own elaboration.

In Table 3, with respect to the Social Skills dimension, 57% of the mentor teachers are at the beginning level, while 13% are at the achieved level.

Table 4. *Frequencies and percentages of the ethical consistency dimension*

Range	Rating	D3: Ethical Consistency	
		Frequency	Percentage
0-47	HOME		53.0%
48-73	PROCESS		30.0%
74-100	ACHIEVED	5	17.0%
	TOTAL		100%

Source: Own elaboration.

In Table 4, with respect to the ethical consistency dimension, 53% of the mentor teachers are at the beginning level, while 17% are at the achieved level.

Table 5. *Frequencies and percentages of the digital competencies dimension*

Range	Rating	D4: Digital Competencies	
		Frequency	Percentage
0-47	HOME		53.0%
48-73	PROCESS		27.0%
74-100	ACHIEVED		20.0%
	TOTAL		100%

Source: Own elaboration.

In Table 5, with respect to the digital competencies dimension, 53% of the mentor teachers are at the beginning level, while 20% are at the achieved level.

In light of the results obtained, a deficit was identified with respect to the basic competencies of the tutor teachers in the following areas: professional competencies, social skills, ethical consistency and digital competencies. Therefore, it is necessary to design the research proposal that consists of a tutorial training program that allows the strengthening of the competencies of the tutor teacher.

The "Tutors in Action" Program is based on the guidelines of the National Curriculum for Basic Education, on the Good Teaching Performance Framework and on epistemological guidelines based on theories such as: Vygotsky's Socio-cultural, Kohlberg's moral development, Daniel Goleman's emotional intelligence and on national and international research conducted as background for this research. Its structure is designed in three dimensions: planning, execution and evaluation with their respective sequences of activities that will be developed through 12 sessions of two pedagogical hours each with the objective of strengthening the competencies of the tutor teacher of the educational institution of Paita. Its evaluation will be permanent during the development of the 12 sessions, within the framework of the reflexive critical approach that allows the tutor teacher to deconstruct and critically reconstruct his/her own actions, reflecting on the improvement of his/her pedagogical practice.

A training program is an educational intervention aimed at achieving pedagogical objectives considering the appropriate processes foreseen in the action plan and provided by a series of actions and training resources for the purpose of achieving the goals set, and for this it must have coverage and flexibility. (Pardo-Espejo & Villanueva-Roa, 2019).

For the present research the tutorial training program was structured taking into account three dimensions: Planning, execution and evaluation. Evaluation is the axis around which the designed program revolves, understood as an element of improvement of the teaching-learning process and that occurs at all times, the important thing is that in the teaching process for the learner it allows him to self-regulate his learning process. (Albizu et al., 2007) In short, it is not only enough to design and apply educational programs to be developed, but also to evaluate them, in order to have information about their greater or lesser degree of validity and to detect those aspects that can be improved. (Pérez-González, 2008) In this regard, reflective practice is an activity that promotes the professionalization of the teacher's profession, which seeks to highlight the point of view

of the teacher as a transmitter and informer of knowledge in order to place him/her as a knowledge-building agent based on the knowledge generated in his/her practice, articulated with the disciplinary and pedagogical knowledge involved Perrenaud, (2007) cited in (Jiménez Muñoz et al., 2017).

Discussion

With respect to the findings found in the variable Competences of the tutor teacher, it is evident that 57% of the tutor teachers are in the beginning level and 13% in the achieved level, which shows a deficit with respect to the basic competences that the tutor teacher must have to link positively and develop his tutorial work that allows the integral formation of his students. This statement is supported by the postulation made by (Briones-Olvera, 2019) who states that the competencies for tutorial action should be considered as a set of knowledge, attitudes and skills used by teachers to guide, accompany and support students in the face of the diverse needs that arise during their academic career, with the objective of improving the quality of education.

Studies that coincide with the contribution of Sánchez (2016) in which it was observed that teachers are unaware of the objectives, dynamics or exercises that can be carried out in the tutoring program; scarce management of tools to evaluate students, as well as intervention strategies. However, they report a positive perception regarding the importance of this service and interest in participating in these programs. However, it differs from the research conducted by Cruz (2018) who maintains that tutor teachers self-evaluate themselves within the expected achievement parameter, perceiving that they have the required capabilities to perform such work. However, in certain items and dimensions, it has been observed that the qualification has been lower; being necessary to strengthen the capabilities. Therefore, it is evident that it is important that the tutor teacher has the required competencies, being necessary to prepare him/her in the development of professional competencies, social skills, ethical and digital competencies that allow him/her to train and guide the student in his/her integral development, attending him/her within the framework of the guidelines of the national curriculum.

With respect to the professional competencies dimension, it was found that 60% of the mentor teachers are located at the beginning level and only 13% are at an achieved level. Results that are related to the findings of González (2018) on inequalities in the level of

performance of tutorial action by tutors as a result of personal and work-related particularities: gender, tutoring course, specialty, experience as a tutor and years of teaching experience. However, this data differs from the study conducted by Serrano (2009) From this perspective, it is important the professional development of the teacher who performs tutoring functions in the school, who must have disciplinary management, solvency in terms of didactic and methodological guidelines that allow him/her to perform his/her work efficiently in order to provide a quality service to achieve the integral development of students.

In the social skills dimension, it was found that 57% of the mentor teachers are located at the beginning level and only 13% present the achieved level. Considering what is supported by Bisquerra & Pérez (2007) who point out that social competence is the ability to maintain good relationships with other people. Furthermore, this implies mastering social skills, capacity for effective communication, respect, pro-social attitudes, assertiveness. Likewise, states in its study Tapia-Gutiérrez & Cubo-Delgado (2017) states that social skills are relevant for teacher training. It corroborates the need to strengthen social skills in the tutor teacher, allowing to establish an effective communication during the accompaniment and guidance to the student in the framework of a healthy and harmonious coexistence that guarantees the exercise of social skills at school such as empathy and assertiveness.

Regarding the ethical consistency dimension, it was obtained that 53% of the mentor teachers are at the beginning level and only 17% are at the achieved level. These results are similar to those obtained in the research of Sanz & Hirsch (2016) who show the perception of teachers on the need to strengthen ethical pedagogical preparation. Nevertheless, this statement differs from those obtained by Salgado et al., (2020) those who point out that tutors and students consider honesty, respect and responsibility as the main moral values. After analyzing the results, it is clear that these competencies are fundamental in the teacher's professional performance, since they constitute a resource that allows the tutor to provide students with an education based on values and moral principles that regulate the behavior of the person in society, establishing relationships based on respect for others, allowing the teacher to be coherent between his or her conduct and what he or she seeks to form in the students.

With respect to digital competencies, it was found that 53% of the tutor teachers are located at the beginning level and 20% at the achieved level. This is corroborated by the research of Falcó (2017) who in a evidenced scarce use of the potential of digital competencies due to the fact that the student was only encouraged to

use them. Therefore, it was concluded that the development of digital competence is related to the personal component and professional commitment. Studies that are related to the results of Cobos -Velasco et al, (2019) The study indicates that most future professionals only have a basic level and that in the use of tools such as Web 2.0 they have difficulty in incorporating them into the teaching-learning process, in contrast to students who have greater mastery. Studies show that in the knowledge society, where information and communication technologies are present in all areas of society, it is essential that the teacher tutor takes on this challenge and strengthen their digital skills in the use and management of these technological tools that allow them to design meaningful, innovative and creative learning experiences that motivate students in the teaching-learning process and teachers to strengthen their pedagogical practice that responds to the demands of today's world . As for the program proposed in this study, it is related to research conducted by Cabrera (2015) for the training of teacher tutors in the strengthening of their own skills in their work as students at the National University of Trujillo, . Cruz, (2018) real profile of secondary school tutors and their level of satisfaction in public schools in the district of Miraflores. Studies that show the importance of proposing an educational program as an alternative to strengthen the competencies of the tutoring teacher, also González (2018) points out that is an orderly and planned project that contains a sequence of actions and activities designed to achieve previously defined objectives, in relation to the satisfaction of specific needs for a given context.

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