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The University Academic Guide and Academic Satisfaction during the COVID - 19 Pandemic

Abstract

The covid-19 pandemic determined that different governments established mandatory confinement or quarantine; for this reason, the education had to be carried out at a distance or remotely; However, some universities already taught this modality; on the other hand, these changes caused discontent for many students because they were forcibly drawn to this modality without having been the choice for their professional training. In this context, the role played by the academic guide turned out to be fundamental to motivate and keep them hooked, preventing students from abandoning their careers. The objective of the study was to determine the relationship between the accompaniment of the academic guide and the level of academic satisfaction in the students of a private university during the COVID-19 pandemic. The quantitative approach method was used. From the statistical processing, it was concluded that there is a significant relationship between the variables academic guidance and academic satisfaction.

Keywords: Education, Academic Guide, Satisfaction and Pandemic.

Introduction

In 2020, worldwide, countries were affected by the pandemic that caused the covid-19 virus; To prevent the spread of contagions, actions such as mandatory confinement or quarantine had to be implemented, this meant changing the lifestyle, doing work from home; For this reason, Peru, like most countries in the world, established remote or distance education, the implementation of which turned out to be a

novelty in educational institutions of regular basic education (EBR), alternative basic education (EBA) and institutes; however, for many universities, this system was nothing new.

Universities sent academic material by mail in the 20th century; the first universities to promote this system were those of New Zealand and England; over the years, it was established in America and Europe (Martínez, 2008). However, the emergence of information

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technology and communication (ICT) strengthened this system, allowing synchronous and asynchronous communication according to the chosen means of connectivity to generate interactivity between the student and the teacher; Already in the XXI century, the non-face-to-face educational service was enriched by the expansion and massification of the Internet, emerging virtual education or e-learning, called "learning by electronic means"(Martínez, 2008), whose strength was to allow the participation of several students at the same time.

To implement virtual education, universities had to establish a whole connectivity system, designing platforms in which academic information, orientations, announcements, virtual classroom, etc. were stored. The academic offer was also for the training of adults with limited time and schedule. According to Crisol, Herrera and Montes (2020), universities have managed to provide quality education in this type of distance learning. In Peru, Law No. 30220, University Law, in article 47, indicated that this modality must have similar quality standards as in person; Sunedu had to monitor compliance with the regulations for its execution (Minedu, 2014).

In this sense, before the health emergency, there was already this educational model implemented in several universities through the blended and non-face-to-face way, as demonstrated by Granda (2018), who carried out a systematic review study with different theses from universities such as that of Engineering (UNI), San Marcos and Universidad Femenina Sagrado Corazón, showing that, since 2003, they have been implementing teaching in virtual environments. In such a way that Peru remained in line with world changes to improve teaching-learning processes with comprehensive training in values, using new methods, virtual campus and digital skills. (Granda, 2018).

According to the above, it was evidenced that virtual education was already used, only that it was necessary for the student to be self-training, control their time and manage the autonomy of their learning; For an adequate execution, a fundamental actor that serves as a nexus between student-teacher and student-university turned out to be the academic guide, a title awarded at the César Vallejo University, also called virtual tutor, whose main function is to keep the students informed. Students, be aware of their academic, emotional or documentary needs during all the cycles that their professional training lasts, be it in undergraduate, adult education and postgraduate studies.

Tutorial Action at the University

It involves all the actors, who contribute to the professional training of the students and address the different moments during their preparation (Ramos et al., 2019); It also lists all students according to their particular characteristics because there are no homogeneous classrooms (García, 2019). Bisquerra (2002) pointed out that the tutorial action is inherent to the teacher's activity; for Gallarday et al. (2019), is part of the educational work and covers all students (Morales, 2010 and Prietom, 2010). On the other hand, they contribute to the harmonious and comprehensive development of the student, which will be useful throughout life (Gonzales, 2014 and Pantoja, 2013).

The César Vallejo University (UCV), with the aim of improving the provision of the service to its students, decided, before the outbreak of the health emergency, to include the Tutoring course in its curriculum, which has credits and is taught by teachers who meet all the requirements to carry out higher education according to the recommendations of the National Superintendency of Higher University Education (Sunedu). The tutoring takes place from the first to the sixth cycle, whose content is oriented to the professional competences of the university: entrepreneurship and environmental commitment; In addition, as part of the tutorial action, teachers are also trained in the strengthening of soft skills and emotion regulation,

For this reason, in this study, it was considered that the tutorial action has certain permanent characteristics over time and that they have been adapted to the situation of the health emergency due to covid-19. According to Toledo (2017), teachers should promote horizontal treatment and provide more personalized attention to students. Robinson and Loeb (2021) argued that it is complemented with the plans that the university has; As noted earlier, in the university where this study was applied, the tutorial action has an entire implementation program; Along these lines, Volungeviciene and Szűcs (2018) agreed that mentoring is given by a set of actions, which arise out of a need.

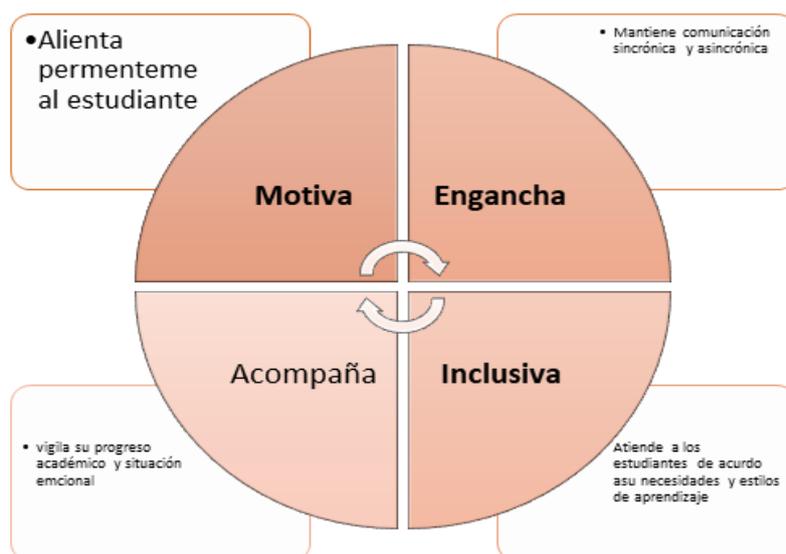


Figure 1.
 Characteristics of the tutorial action during virtual education

Source: self-made

The Academic Guide

In this study, the academic guide was considered as the tutor, their work is essential for students to feel welcomed; according to Espinoza and Ricakdi (2018), education in virtual environments (EVA) fulfills the pedagogical function of encouraging students to adapt to this teaching system, implementing teaching-learning strategies, which include gamification and cooperative work; also the administrative function immersed in the regulations and provisions issued by the university in order to give adequate guidelines to students; then the technical function, linked to the mastery of digital competences and, fourthly, the social role that will put motivation into practice,

According to the academic literature, it was possible to understand that if it is necessary to place the functions of the tutor in a hierarchy: the social one would be at the top; so he also recognized it Silva (2010) who argued that in EVA their role is fundamental because it contributes to the autonomy and interaction of the students; While for Basante et al. (2020), welcomes, encourages and encourages them to complete the activities in the required times. The academic guide plays an important role in the student's passage through the university, because personal tutoring embodies the student's relationship with his alma mater (Yale, 2019).

Pantoja (2013) pointed out five fundamental characteristics of the tutor which are adapted to this function in EVA: 1) basic empathy because it understands the difficulties faced by the student during the health emergency; It was essential to

understand the difficulties they went through: economic, health, emotional, etc.; 2) good communicator using assertive and clear communication; 3) maturity as a person having attitudes in accordance with their professional performance; 4) psycho-pedagogical knowledge and 5) positive attitude motivating resilience among students in the face of negative events that affect their studies. For Ramos et al. (2019) You will have a pleasant, passive and non-aggressive treatment; in this sense, in the face of any problem, go to him without hesitation (Guerrero et al., 2019); the tutor or academic guide turns out to be the person closest to the students, also encourages participation in extracurricular activities such as participation in cultural events, congresses, etc. In the situation of the health emergency, it is not necessary to travel to attend, since they are given online.

The dimensions of the academic guide variable were five: offer information, promote communication, generate socializing environments, promote interactivity, motivate and administrative management. Finally, with regard to the work of the academic guide, it is important to specify that his work is carried out throughout the professional training of the students; Given the nature of higher education, the people who fulfill this function in each cycle are different; For this reason, it is imperative that all the team that is dedicated to this work must have the same language, being clear about the actions in common, because their performance depends on not making the abandonment of the careers, it is impossible to maintain a classroom with few students in private institutions; when you have few students, some universities choose

to join groups or leave them on hold until they can join another; this delays the end of his career.

Academic Satisfaction

According to Mejías and Martínez (2009), the level of satisfaction according to the perception of the students is according to the educational institution in which it is located; there are multiple factors why students choose a university for their professional training; however, staying until the end of the degree is a challenge, which requires applying effective strategies in which the student feels that he or she receives a quality education.

In Peru, Sunedu is the watchdog institution for the accreditation of universities and for quality assurance it is the National System of Evaluation, Accreditation and Certification of Educational Quality (SINEACE); Students can go to them to be informed of the necessary conditions that they need to receive in their training, in addition, in accordance with the National Policy of Higher and Technical-Productive Education (Minedu, 2020) In priority objective number five, quality assurance in higher education is emphasized; Along the same lines, the National Educational Project (PEN) in force until 2036 describes the role played by higher education institutions for the training of future professionals, who must have teachers who promote production and research (CNE, 2019). Students must inform themselves to choose a university, be convinced that it is the right choice, since, when disappointed, abandonment and dissatisfaction occur.

In the context of the health emergency in Peru, it was difficult for university students to adapt to remote or distance education; Digital gaps were evidenced due to lack of connectivity, mainly in public management universities (Huanca et al., 2020). In addition, in private universities, the conflict arose to question whether this education was adequate, presenting claims for the reduction of pensions, arguing that the offer made to have resources and facilities was no longer given; Also the economic problems generated by the covid-19 in their families forced several to abandon their studies (Avalos et al., 2021).

For the interpretation of the academic satisfaction variable, six dimensions were considered: first administrative management, where the attention given by the university is contemplated from its different channels, be they face-to-face, asynchronous or synchronous; the second, academic aspects, is determined by the curriculum, which must be competitive according to the standards required in the globalized world, in addition to promoting exchanges, internships

and extra-curricular activities such as Congresses, seminars, webinars, etc. The third dimension contemplates empathy, fundamental to generate links with the university and identity on the part of the student; the fourth complementary resources where the plus that makes it different in its offer is contemplated are workshops, laboratories, etc.; the fifth dimension is the academic offer that assesses the positioning or location of the university in the rankings and where its graduates are working; finally, the sixth dimension is teaching management that values in academic satisfaction, the profile and skills they have.

In accordance with all the above, the objective was to determine the relationship between the accompaniment of the academic guide and the level of academic satisfaction in students of a private university during the covid-19 pandemic; This research is important because it makes the study of the two variables available to the academic community in the context of the health emergency; This will make it possible to establish comparisons in future research.

Method

The quantitative approach was used, with a hypothetical deductive method, of a basic type, non-experimental design and a correlational descriptive level; for Sánchez et al. (2018), constitutes the first level of the research, whose purpose is to describe the phenomenon through its singularities within its natural state, generating identifications and descriptive analyzes; which was applied to the variables academic guide and academic satisfaction. The population was the students of the first cycle of the career of Psychology belonging to the UCV north campus, constituted by 1,107; To determine the amount of the sample, a statistical formula for finite populations was used. To measure the perception of the study variables, two Likert scale instruments were designed,

Results

According to descriptive statistics, the data obtained were the following:

Table 1.

Frequencies and percentages of the academic guide variable

	Frequency	Percentage	
Valid Low level	87		30.5
Medium level	115		40.4
High level	83		29.1
Total	285		100.0

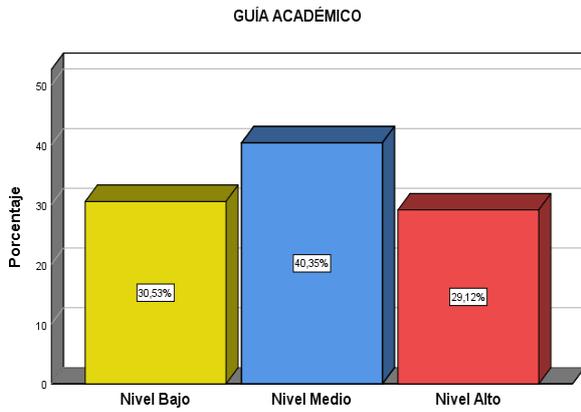


Figure 2.

Academic guide level

Table 3 and figure 2 allowed us to observe that the perception of the students regarding the performance of the academic guide was located at the medium level with a percentage of 40.4%.

Table 2.

Frequencies and percentages of the academic satisfaction variable

		Frequency	Percentage
Valid	Low level	85	29.8
	Medium level	116	40.7
	High level	84	29.4
	Total	285	100.0

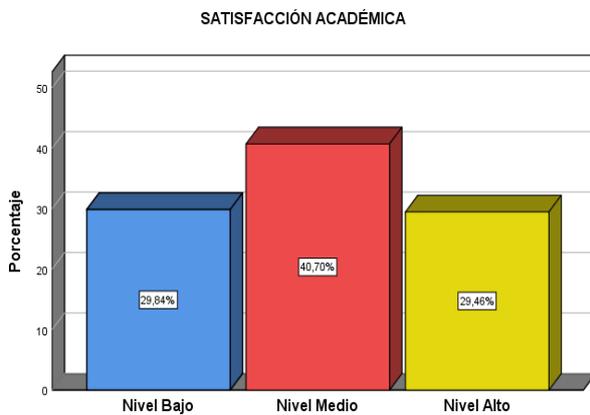


Figure 3.

Level of academic satisfaction

The percentage data obtained in the academic satisfaction variable, according to table 4 and figure 3, the perception of the first cycle students of the Psychology career was located at the medium level with 40.7%.

Table 3.

Correlation between the academic guide and academic satisfaction

			Academic guide	Academic guide
Spearman's Rho	Academic guide	Correlation coefficient	1,000	.764 **
		Sig. (Bilateral)		.000
		N	285	285
	Academic guide	Correlation coefficient	.764 **	1,000
		Sig. (Bilateral)	.000	
		N	285	285

Based on the information in Table 5, the Spearman Rho statistic of 0.764 is shown, whose significance is less than 0.05 (0.000 < 0.05); therefore, H1 is accepted, which indicates that the accompaniment of the academic guide is significantly related to the level of academic satisfaction in students of a private university.

Discussion

According to the results obtained in the statistical processing, it was shown that there was a significant relationship between the study variables; however, the perception of the students gave as a result the average level; The data obtained was found in the line of the study carried out by Cruz and Portocarrero (2017) applied to young university students from Lima, they found a relevant concordance between university tutoring and academic performance. In the same way, the findings of Antón (2020), in a university in Callao, found a direct relationship between academic satisfaction and virtual education; On the other hand, Alemán (2018) showed a high level of academic satisfaction with respect to the university wellness programs, data that differ from those obtained, which was located in the medium level with 40.

In the researches consulted, an adequate or favorable relationship was found between both variables; This reaffirms the role of the academic guide in higher education because it improves service and contributes to professional training. Garcia (2019). He argued that tutoring is adopted by a large part of universities worldwide; in Ecuador, Basante et al. (2020) demonstrated the need to train tutors in digital skills when they work at EVA, because this allowed for better service to university students; for Fissore et al. (2019). In a study carried out at the University of Turin, they indicated that the center of attention is the students, they carried out the implementation of a Tutoring course through the Edmodo platform; they obtained satisfactory

results when connected simultaneously in web conferences. This meant that ICT helped improve the quality of service. Nejezchlebm (2020). He pointed out that the best form of connectivity for tutors is mobile phones, before the student called a call center to obtain information; At present, with his mobile, he connects by calling, enters the platforms, accesses different forms of synchronous and asynchronous communication, which must be mandatory in the future; In this sense, the use of ICT helped improve academic satisfaction in students; the pandemic forced them to remote or distance education; This was not their choice in many of them when they enrolled, they were excited to enjoy using the facilities of the university campuses, the profile of the professionals among other expectations; However, in this new context, to motivate and engage them, the performance of the academic guide was fundamental. This was verified by Cruz and Portocarrero (2017), when evaluating university tutoring in students, 64.3% rate it as regular; 28.6%, good and the rest considered as bad, considering the modality, quality and benefits.

Conclusions

It is concluded that the accompaniment of the academic guide is significantly related to the level of academic satisfaction in the students of a private university during the health emergency; The role of the academic guide turns out to be fundamental in the context of the health emergency because it was the link between the students and the university; Furthermore, to carry out his work, he must have had qualities such as empathy, which sought to be closer to the students, maintained permanent synchronous or asynchronous communication, using assertive language.

In addition, they mastered all the rules and regulations of the university to provide precise guidelines; Likewise, he is a mediator with teachers, being vigilant of their professional training. Complications such as losses, financial difficulties or emotional issues could affect their studies; For these reasons, the academic guide had to be aware to make the necessary justifications and give the appropriate guidelines, preventing students from abandoning their studies.

Regarding the academic satisfaction, it was based on the service received by the student, of quality according to the requirements of the Ministry of Education and international standards; In this sense, a satisfied and happy student generates better identity ties with the university.

Finally, during this study, the students' choice for their professional training is not virtual

or remote education; however, they were drawn into this system out of necessity; For this reason, the academic guide must engage looking for any form of connectivity with the students and motivate so that they do not get discouraged and drop out.

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