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 Katherine Cáceres-Fuentes¹
 Yanina Gallardo-Lolandes²
 Danny Alonso Lizarzaburu Aguinaga³
 Yudith Ivonne Alata Cusy⁴
 Sandy Dorian Isla Alcoser⁵

The Tutorial Action in University Accounting Students

Abstract

The non-experimental and cross-sectional type of research was aimed at determining the predominance of dimensions and indicators with respect to the tutorial action; the specific objectives were to determine the predominant indicator of each dimension (personal, academic and professional development). The sample was estimated at 293 participants. The survey was used as a technique. According to the results, 64.8% indicated that the tutorial action received was "regular"; 33.2% perceived it as "adequate" and only 2% stated it was "inadequate". It was concluded that the tutorial action is considered as regular within the learning process in Accounting students.

Keywords: Tutorial action; personal development; professional development; academic development.

Introduction

Being a teacher at the moment of the Tutoring course plays an important role since it is an affective bond between the tutor and the student. The tutor must have time to talk to the students he or she is in charge of outside regular school hours. In Peru, some university education centres that to date do not use or apply the Tutoring Area either in a face-to-face or virtual way (Unesco, 2018).

The person in charge of the virtual Tutoring course should develop pedagogical

skills and abilities since they are the main requirements in an asynchronous virtual teaching and learning space. With these tools, the aim is to attract the attention of the students within this modality (OAS, 2011). In view of the above, it was evident that teachers and the corresponding authorities should change the educational system, the training system, the teaching system; this implies looking for ways to reach students and obtain successful results such as the adequate

Katherine Cáceres-Fuentes¹, Universidad César Vallejo, Perú. Kamike_19_95@hotmail.com
Yanina Gallardo-Lolandes², Universidad César Vallejo, Perú. yanina.lolandes2803@gmail.com
Danny Alonso Lizarzaburu Aguinaga³, Universidad Cesar Vallejo, Perú. dlizarzaburu@ucv.edu.pe
Yudith Ivonne Alata Cusy⁴, Universidad Nacional Mayor de San Marcos, Perú. yalatac@unmsm.edu.pe
Sandy Dorian Isla Alcoser⁵, Universidad Nacional Mayor de San Marcos, Perú. sislaa@unmsm.edu.pe

development of the student within society; this implies that the teacher can make changes in the educational part.

At the national level, the National Program of Scholarships and Educational Credit (Pronabec, 2012) showed concern for the approach of tutorial action that was applied in higher education centers, obtaining results that to ensure the continuity of studies and consolidate both their knowledge and the management of their emotions, students require an adequate tutorial program in order to achieve comprehensive development. In addition, it was also reported that in many university centers the Tutoring Area is still not implemented because it is not given the importance that it really presents.

On the other hand, the National Ministry of Education (Minedu, 2019), indicated that the attention of integral tutoring means giving the greatest importance necessary, thus being able to give an effective accompaniment to the students of the Complete School Day, in order to obtain beneficial results; above all, to train the teacher facilitator since he is the one in charge of dictating and providing the information that the student needs and in this way to be able to indicate that the students are obtaining the greatest academic well-being since this helps the young university student to have clear objectives, goals, life projects, among others. However, the tutorial action has been scarcely applied in Peru because it is only taught in some universities; but it is not circumscribed to adequate standards (Sustay, Gutiérrez and Tovar (2017)

Pereira, Martis and Pascual (2019) researched the relationship between orientation and career development, obtaining a not very favorable result since the university where they applied the study had a not very favorable curriculum due to the subjects taught. On the contrary, Saldarriaga and Amor (2019) determined that university tutoring was of great importance for the student's professional training.

López and Gonzales (2018) studied the level of relationship between teacher and student from the perspective of the tutor in order to identify elements for the improvement of some negative aspects; finding that this link has been strong since the teacher is the guide provided by the student facility.

On the other hand, Venegas (2018) researched about tutorial action management, for which she analyzed the management of tutorial action plans and programs that are executed in Chilean universities. In this regard, she determined that these universities lack stable programs to offer students a tutorial action according to their needs.

On the other hand, Alonso, Rodríguez and Cáceres (2017), analyzed the students' perceptions about the influence of tutorial action in the integral development of students; concluding that university tutoring is important since it duly assists students within their academic and personal dimension.

University teaching is a concern, since most teachers do not apply the initiative to reach the student; therefore, it was suggested that teachers should be trained and in this way be able to implement a teaching system based on tutorial action (Dorothy, 2017).

For his part, López (2017) conducted a study aimed at determining the importance of tutoring in the student field, concluding that young university students should know the relationship that this aspect has and the benefits it brings in academic, professional and personal matters.

Likewise, Loor (2017) found that university tutoring is fundamental and of great help in the research field in relation to training in foreign language communication skills. There is an urgent need for a system of tools to evaluate the personal and contextual variables that favour the student (Martínez, Conejo y Sierra, 2017).

On the other hand, Lorenzo, Lledó, Lorenzo and Arráez (2017) concluded that the tutorial action helps in the processes of academic follow-up, which translates into the improvement of the quality of the performance and a better academic-professional orientation for the attention to the student's personal project.

The great mission of the higher education or university entities should be raised much further than a traditional and classic system within the functions of education, all teachers should keep in mind the importance of the integral formation of the student, this role that the student plays is important since this will allow him/her to develop within society (Martínez, Martínez y Pérez, 2016).

Today, university tutoring is recognized as an element of quality since university tutoring is focused on various difficulties or doubts that students may have. In this way, tutorial action will help in their learning system by applying educational methods for the good of the student (Gil, Martínez, Tunnicliffe and Moneo, 2013).

The tutorial action is a means in which the student improves his academic performance as well as helps in his work area and in his continuous academic training. The authors proposed to know which is the student demand within the academic, professional and personal orientation. The results obtained indicated that despite the differences between

gender and course, university tutoring is the best help to students; in conclusion, they said that tutoring is potentially important since it helps the integral formation of students (Cremades, García, Ramírez and Miraflores, 2016).

Guerrero et al. (2019) stated that it is very important to implement a program of tutorial actions to improve the management of tutoring in education. Camizán (2018) determined the relationship between tutoring and interpersonal intelligence variables. Iglesias (2018) in a quantitative study, determined the link between tutorial action and vocational orientation in students. Gonzales (2017) found that the tutoring system was successful when properly applied to university students.

Theoretical Foundations

Over time, university tutorials have two modes of delivery: individual and group (Caldera, Carranza, Jiménez y Pérez, 2015). The individual tutoring tries to provide information or help to the student in a personalized way in which it is very enriching because it obtains a very profitable learning besides improving their self-esteem.

Similarly, the tutoring is given in a group either in a face to face or virtual way depending on how the tutor organizes or plans; the teacher plans the schedule and the day so that all members are in communication and express their own opinions or difficulties, it is there where the teacher analyzes what topic to deal with since it has to be a topic that is related to the global needs of the group so that all members are benefited, in this way the topic will be of interest to all where the young university students will participate actively. This modality tends to contribute to the development of the student in team and the leadership.

The university tutoring has become an important pillar since it contributes in helping the student to improve the difficulties that he may have during his daily or university life. Any teacher who provides or dictates the tutoring course must educate or guide the student in a personal and academic way. (Lobato y Guerra, 2016).

The contribution of the Ministry of Education was that tutoring is an educational system that should be applied in higher education institutions since they tend to be of greater benefit to students (Minedu, 2019). This contribution coincides with the general education law No. 28044 which states that tutorial action should be composed of the integral development of the student body; that is, in its three aspects: personal, academic

and professional (Gil, Martínez, Tunnicliffe and Moneo, 2013).

The aim is to maintain pedagogical tutoring for the development of cognitive, social and emotional skills of the student in which this helps the student not to abandon his or her studies either economically or in other ways that affect them (Unesco, 2019).

In the tutorials, the teachers in charge offer their experience and good judgment through the guidance they can provide to students in their university life (Castellares, 2016; Saidi, & Siew, 2019).

Currently, most young people handle a computer in a much more practical way; for this reason, the tutoring system is much faster and more feasible to use. Virtual tutoring improves learning.

Most students today are digital natives, who are quite competent. In response to this natural tendency for students to learn through technology, a growing number of educators are beginning to post teaching videos and online conferences (Marchbank, Staples and Uhomobhi, 2017).

Methodology

The quantitative approach was used and was understood as a set or group of sequential and probative processes; it also uses data collection to test hypotheses through statistical analysis. It was of a basic descriptive type because it will only generate and expand knowledge about the variables studied. It is said to be descriptive because it will only collect data on the study variables and measure them (Hernández and Mendoza, 2018).

The variable 'tutorial action' presented three dimensions with five and four indicators. It was defined as any process that involves a series of strategic resources to strengthen the capabilities of students and allow the comprehensive development of each student (Gil et al., 2013; Nazoktabar, & Tohidi, 2014). A questionnaire was applied to a sample of 293 morning shift accounting students from a private university. The reliability of the instrument was ,959 out of 26 items, which was applied to a pilot group of 40 participants.

Results

Table 1.

The tutorial action in Accounting students from a private university, 2019.

	Valid	Frecuency	Percentage	Valid percentage	Percentage cumulative
	inadequate	6	,6	2,0	2,0
	Regular	190	17,9	64,8	66,9
	Adequate	97	9,1	33,1	100,0
	Total	293	27,6	100,0	
Lost	Sistem	769	72,4		
Total		1062	100,0		

Source: Own elaboration

According to the results obtained, 64.8% of the participants considered that the tutorial action received was regular; 33.1%

considered it adequate; 2% considered it inadequate.

Table 2.

Personal Development in Accounting Students at a Private University, 2019.

	Valid	Frecuency	Percentage	Valid percentage	Percentage cumulative
	Inadequate	8	,8	2,7	2,7
	Regular	228	21,5	77,8	80,5
	Adecuado	57	5,4	19,5	100,0
	Total	293	27,6	100,0	
Lost	Sistem	769	72,4		
Total		1062	100,0		

Source: Own elaboration

From Table 2, it was observed that 77.8% of students considered that personal development was regular; while 19.5%

considered it adequate; 2.7% considered it inadequate.

Table 3.

Academic development in accounting students at a private university, 2019.

		Frecuency	Percentage	Valid percentage	Percentage cumulative
Valid	Regular	200	18,8	68,3	68,3
	Adequate	93	8,8	31,7	100,0
	Total	293	27,6	100,0	
Lost	Sistem	769	72,4		
Total		1062	100,0		

Source: Own elaboration

From table 3, it was observed that 31.7% of students surveyed considered it to be adequate, while 68.3% considered it to be

regular. It should be noted that, with respect to an inadequate level, none of the respondents were found.

Table 4.*Professional development of accounting students at a private university, 2019.*

		Frequency	Percentage	Valid percentage	Percentage cumulative
Valid	Regular	99	9,3	33,8	33,8
	Adequate	194	18,3	66,2	100,0
	Total	293	27,6	100,0	
Lost	Sistem	769	72,4		
Total		1062	100,0		

Source: Own elaboration

From table 4, it was perceived that 66.2% considered that the professional development of the tutorial action was adequate, while 33.8% of them considered that the

professional development of the tutorial action was regular. It should be noted that with respect to an inadequate level, none of the respondents was found.

Table 5.*The predominant dimension of tutorial action in accounting students at a private university, 2019.*

	Estimation	Standard error	Wald	gl	Sig.	95% confidence interval	
						Inferior limit	Upper limit
[Tutorial action = 1]	-56,701	2708,736	,000	1	,983	-5365,725	5252,323
[Tutorial action = 2]	-19,366	2124,525	,000	1	,993	-4183,359	4144,628
[development_personal =1]	-19,850	3631,764	,000	1	,996	-7137,977	7098,277
[development _personal =2]	-9,048E-10	3414,697	,000	1	1,000	-6692,683	6692,683
[development_personal =3]	0 ^a	.	.	0	.	.	.
[Academic_development =2]	-22,554	2673,303	,000	1	,993	-5262,131	5217,023
[Academic_development =3]	0 ^a	.	.	0	.	.	.
[professional_development =2]	-15,396	1137,578	,000	1	,989	-2245,008	2214,216
[profesional_development =3]	0 ^a	.	.	0	.	.	.

Source: Own elaboration

From Table 5, it was obtained that personal development was the predominant

dimension of the Tutorial Action variable with 1,000.

Table 6.*The predominant indicator within Personal Development in Accounting students at a private university, 2019.*

	Estimation	Standard error	Wald	GI	Sig.	95% confidence interval	
						Lower limit	Upper limit
[development_persona l= 1]	-39,751	70,970	,314	1	,575	-178,850	99,348

[development_persona l = 2]	-10,275	69,533	,022	1	,883	-146,558	126,008
[Learn to know me =1]	-5,923	139,067	,002	1	,966	-278,491	266,644
[Learn to know me =2]	-3,515	9,349	,141	1	,707	-21,839	14,808
[Learn to know me =3]	0 ^a	.	.	0	.	.	.
[plan_live_proyect =2]	-2,282	69,931	,001	1	,974	-139,345	134,780
[plan_live_proyect=3]	0 ^a	.	.	0	.	.	.
[educate_ mysel whit values =1]	-8,029	138,681	,003	1	,954	-279,840	263,781
[educate_myself whit values=2]	-4,834	8,205	,347	1	,556	-20,915	11,246
[educate_my self whit values=3]	0 ^a	.	.	0	.	.	.
[educate_ethics=1]	-13,886	12,268	1,281	1	,258	-37,930	10,159
[educate_ethics=2]	-10,194	10,262	,987	1	,321	-30,307	9,918
[educate_ethics=3]	0 ^a	.	.	0	.	.	.
[get_advice=1]	-18,849	41,928	,202	1	,653	-101,027	63,329
[get_advice=2]	-8,707	8,672	1,008	1	,315	-25,703	8,289
[get_advice =3]	0 ^a	.	.	0	.	.	.

Source: Own elaboration

According to the result obtained in table 6, it was observed that the indicator with the least result is to receive orientation with, 315

and the highest we have to plan my life project with, 974.

Table 7.

The predominant indicator within Academic Development in accounting students at a private university, 2019.

	Estimation	Stand ard error	Wald	Gf	Sig.	95% confidence interval	
						Lower limit	Upper limit
[Academic_development = 2]	-19,525	1946,386	,000	1	,992	-3834,371	3795,321
[adapt_to University=1]	-18,453	7342,367	,000	1	,998	-14409,228	14372,322
[adapt_to University=2]	-31,943	1946,386	,000	1	,987	-3846,789	3782,903
[adapt_to University=3]	0 ^a	.	.	0	.	.	.
[learning_to manange_ my time =2]	10,904	,000	.	1	.	10,904	10,904
[learning_to manange_ my time =3]	0 ^a	.	.	0	.	.	.
[develop_ strategies=1]	-4,310	7655,843	,000	1	1,000	-15009,486	15000,865
[develop_ strategies =2]	-16,909	1476,515	,000	1	,991	-2910,826	2877,007
[develops_ strategies=3]	0 ^a	.	.	0	.	.	.
[lesrn_investigate =2]	-13,382	1716,180	,000	1	,994	-3377,033	3350,269
[Learn_investigate =3]	0 ^a	.	.	0	.	.	.
[awakening =2]	-13,677	1122,789	,000	1	,990	-2214,303	2186,949
[awakening =3]	0 ^a	.	.	0	.	.	.

Source: Own elaboration

According to the result obtained in table 7, it was observed that the indicator with the least result is educating myself in the

university with ,987; while the highest was developing strategies with 1,000.

Table 8.

The predominant indicator within Professional Development in Accounting Students at a Private University, 2019.

	Estimati on	Standard error	Wald	Gf	Sig.	95% confidence interval	
						Lower limit	Upper Limit
[profesional_development = 2]	-18,353	1087,893	,000	1	,987	-2150,584	2113,877
[profesional_awareness=1]	-29,564	2700,334	,000	1	,991	-5322,122	5262,994
[profesional_awarenes=2]	-16,613	1087,893	,000	1	,988	-2148,844	2115,618
[profesional_awareness=3]	0 ^a	.	.	0	.	.	.
[keep_informed=2]	-13,453	2245,759	,000	1	,995	-4415,060	4388,155
[keep_informed=3]	0 ^a	.	.	0	.	.	.
[potential_awareness=2]	-5,801	1,037	31,273	1	,000	-7,834	-3,768
[potential_awareness=3]	0 ^a	.	.	0	.	.	.
[received_guidance_ studies=2]	-2,037e-8	,000	.	1	.	-2,037e-8	-2,037e-8
[received_guidance_studi es=3]	0 ^a	.	.	0	.	.	.

Source: Own elaboration

According to the results in table 8, the highest indicator was receiving information 0.995.

Discussion of Results

According to the results obtained we can indicate that the research topic obtained as results that 64.8% of the students consider that the tutorial action received was regular; in the same way, the dimensions developed (personal, professional, academic) showed adequate values, this indicates that the same results as Iglesias (2018) who stated that the variables tutorial and interpersonal intelligence, had positive and high results in that relationship. In the same line, the tutorial action is of great importance. The results according to the use of the instrument and the application in the system indicated that most of the population receives the adequate tutorial action in which it helps integral development. This indicates that the tutorial action is important for future accountants within their student field. (Guerrero et al., 2019)

77.8% of the students examined considered that the personal development of the tutorial action received was regular and this coincided with the results of Amor (2016), since the idea is to give the student what he or she needs and to provide the necessary support for any difficulties or doubts he or she may have. The results of the study indicated that all students should receive the tutorial orientation equally, where the teacher will arrange his time to guide each student. On the other hand, Amor (2016), indicated in its results that currently European higher education is concerned with the personal development of the student; for this reason, this course is developed within the curriculum.

The research coincided with the results of Camizán (2018) who determined that it is of the utmost importance to apply a program of tutorial actions. According to the results, he perceived that 66.2% of accounting students in a private university, 2019, consider that the professional development of the tutorial action they receive was adequate, while 33.8% of them considered that the professional development of the tutorial action they receive was regular. In this way, it can be indicated

that the tutorial action influences within the professional performance of the student.

It could be considered that the professional dimension is the one that most concerns university students; this result was evident since university students seek guidance in their training as future accountants; in other words, accounting students want to ensure their permanence in the labour field, for which they need to develop skills and competences beyond the academic ones. The result coincided with what Guerrero (2017) pointed out, since the author sought to determine the predominant dimension of tutorial action, since tutoring has become very valuable and significant for many young university students.

The predominant indicator within professional development is awareness of my potential to develop professionally. The results reject the null hypothesis and accept the research hypothesis. It coincides with the results of Lorenzo et al., (2017), who designed a system of indicators to evaluate various student skills. They concluded that the tutorial action would help the academic follow-up that would result in the improvement of the quality of their performance and in an academic-professional orientation for the attention to their personal project. Proposing a learning system for young people, teenagers, children with disabilities is usually very complicated; therefore, Lorenzo et al., (2017), concluded that the tutorial action will improve the academic performance of all without distinction.

Final Considerations

As a conclusion, it was determined that the tutorial action is considered to be regular within the learning process of future accountants. The dimensions obtained results with adequate values.

First: The predominant dimension within the tutorial action was the professional development 0.989, by which it reached the highest percentage within the scale, this way it is concluded that the tutorial action is of great importance and main element for the learning process in the professional education of the student in which his integral formation is developed within the society.

Second: Educating myself as an integral person from the commitment of an ethical attitude was not the predominant indicator in the personal development, for which it was less used or applied within the personal development of the student, therefore, we can indicate that the indicator with less result is to

receive orientation with 0.315 and the highest we have to plan my life project with ,974.

Third: In the academic development of the tutorial action, the predominant dimension is to develop learning strategies to have a better academic performance, as it is evident, the strategies are fundamental within the academic branch since this helps to investigate and learn to investigate, it is concluded that according to the obtained in the results it is indicated that the indicator with less result is to educate me in the university with 0.987 and the highest we have to develop strategies with 1.000.

Fourth: To be aware of my potential to develop professionally, is not the predominant indicator within the professional development, for which it is still necessary to develop this dimension since it also adds to make important within the tutorial action, only that it is developed very little within the student field.

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