

# 40

## CONSTRUCTION OF INDIVIDUAL AND COLLECTIVE IDENTITY DURING TUTORIAL ACCOMPANIMENT AT THE UNIVERSITY: THE AGONY OF POTENTIALITY

### CONSTRUCCIÓN DE LA IDENTIDAD INDIVIDUAL Y COLECTIVA DURANTE EL ACOMPAÑAMIENTO TUTORIAL EN LA UNIVERSIDAD: LA AGONÍA DE LA POTENCIALIDAD

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#### ABSTRACT

Higher education institutions in Mexico have been affected by factors that make up globalization, if the country is considered, its historical trajectory cannot be lost sight of - as well as the genesis of universities - the current economic model, national policies -especially the educational ones- and on the other hand the institutional factors that govern them, among which are the social mission of the institution, its policy, vision and philosophy, the prestige gained, the degree of support it obtains from the state -especially all the stability of the same, we cannot forget the budget cuts and the direct affectation that these represent in universities- these factors impact how universities and teachers provide, create and transmit knowledge, these changes that in many occasions they can only be integrated into the complex educational process, they mainly affect the teaching staff, a term that the reader can debate between existing or mythical.

#### Keywords:

Social Representations, Tutoring, Universities, Identity.

#### RESUMEN

En México las instituciones de educación superior se han visto afectadas por factores que integran la globalización, si se considera al país, no se puede perder de vista su trayectoria histórica -así como la génesis de las IES- el modelo económico vigente, las políticas nacionales -sobre todo las educativas- y por otra parte los factores institucionales que las rigen, entre los que se encuentran la misión social de la institución, su política, visión y filosofía, el prestigio ganado, el grado de apoyo que obtiene del estado -sobre todo la estabilidad del mismo, no se pueden olvidar los recortes presupuestales y la afectación directa que representan estos en las IES- estos factores impactan la manera en que las IES y el profesorado proporcionan, crean y transmiten el conocimiento, estos cambios que en muchas ocasiones sólo se pueden integrar al complejo proceso educativo afectan principalmente al profesorado, término que el lector puede debatir entre existente o mítico.

#### Palabras clave:

Representaciones Sociales, Tutoría, Educación Superior, Identidad.

## INTRODUCTION

Currently, society demands from higher education young graduates capable of entering the world of work, possessing skills that allow them to develop fully in professional life. The university will, therefore, be responsible for preserving personal integrity, motivation, the orientation towards improvement, permanence, and academic perseverance of the young people who enter the university. In this, the tutors play a fundamental role as long as the established tutoring is action-oriented. One of the parameters that delimit the quality and improvement of the university in Mexico was the incorporation of tutoring at this educational level. But what does this represent in the university? The interest will be focused on the search for convergent points of view, common expectations, and shared conceptions by tutors and students that enable an approach to both positions. Greater communication between the two involved in the process shared viewpoints, and a look towards the bidirectional supply-demand of the teacher and the student could be some of the elements that foster the ideal climate in the search for an efficient exercise of the tutorial action. The research objective was to analyze the social representations of the tutorial action, establishing whether these representations guide the action at the Metropolitan Polytechnic University of Hidalgo.

The aim was to understand them; we like to listen to stories. Stake (2020) would say, listen and interpret what representations there are of the tutorial action in this recently created university, to understand the interpretations that teachers and students make, their experiences and shared knowledge, and how these guide the practice of the tutorial action. The research process will be proposed by reviewing some fundamental themes to understand where university tutoring is located. A general review of the current situation of the university, its purposes and tasks, and the representations of its two main actors will help to understand the circumstances in which it makes sense, and the tutorial action is based.

### Problem

In Mexico, universities have been affected by factors that shape globalization. If we consider the country, we cannot lose sight of its historical trajectory - as well as the genesis of Higher Education Institutions -, the current economic model and national policies, both educational and economic - and on the other hand, the institutional factors that govern them, among which are the social mission of the institution, its policy, vision and philosophy, the prestige earned, the degree of support it obtains from the State in economic subsidies, as well as the social impact and remuneration - especially its stability, we cannot

forget the budget cuts, the new Mexican School, and the Higher Education Law, in addition to the new quality evaluation policies such as those established in 2023 by the SEAES - National System for Evaluation and Accreditation of Higher Education - and the direct impact that these represent on the institutions in their educational, administrative and planning processes - these factors impact how Higher Education Institutions and teaching staff provide, create and transmit knowledge, these changes that in many cases can only be integrated to the complex educational process, they mainly affect the teaching work, adding to their class load, research, and management, self-evaluation processes, accreditations among others, let us remember that to obtain resources, accreditations are key, derived from the fact that they represent a certain degree of quality in the educational process, however, they do not guarantee it.

Related to this, the quality of higher education institutions is at serious risk, initially due to the lack of teacher training institutions at this level and disagreement with Silva Laya (2020) cannot be lost sight that massification imposes challenges on the universities to provide effective educational attention to increasingly numerous and diverse students, which requires pedagogical innovations and financial and technological investments and continues: in Mexico, the teaching load to attend to the rising enrollment is absorbed mostly by teachers Subject that lacks basic institutional support and training. In addition, the university in Mexico has had a series of influences from abroad with globalization and the creation of the knowledge society, so university students have new expectations, scope, and problems than those that existed, for example, ten years ago. years, according to Severino-González et al. (2022), the students who go through universities are the main driving force that higher education institutions have to find paths towards transformation and relevance since they must practice their profession considering their civil, social, and professional responsibilities, from which their social and economic commitments to the community emerge, derived from the above, we agree with Hernández Sánchez et al. (2021) regarding the fact that the teaching-student relationship should be characterized by a work of guidance, mentoring, and support by part of the teacher towards the work in the students, while the students, they commit to each other to develop the proposed contents, carry out the corrections indicated by the teacher and assist to tutoring to give a better shape to their work, clear up doubts, and complement what they are doing; the above, not only allows for better work performance, but better development of skills and a closer and more productive relationship between both parties during the teaching-learning process.

The institution's teachers have little pedagogical training, in addition to traditional didactics and acting, their fields of action are merely disciplinary, the vision of tutoring from a legal angle, a profile that they declare in a meeting in which they were trained in the development of an Institutional Tutoring System. The tutor must then have personal qualities and continuous training. The tutor's work is essential to provide students with an alternative panorama of personal development that contributes to the formation of intellectually capable and emotionally regulated professionals who contribute to the solution of current problems. current Ponce et al. (2022) and also refer that, as far as the profile of the teacher-tutor is concerned, there are several aspects to consider. Firstly, we must distinguish between ideal functions and real functions; The tutoring process does not allow improvisation: everything must be planned and considered, including the figure of the tutor. This leads to the idea that not everyone can be a tutor or a good tutor; since quality academic advice is characterized by communication skills, interpersonal approaches, active listening, and positive attitudes between tutor and tutee.

Considering tutoring as an extension of classroom activities, to develop activities integrated into the teaching-learning process, should be a key element that defines the direction of the change that is intended to be given to university education at the Universidad Politécnica Metropolitana de Hidalgo, suggesting this because, although it is frequently stated that tutoring is just another section of teaching, reality shows that intentions do not always correspond to reality and that in practice clear distinctions are established between both activities and the theory of social representations offers an explanatory framework about people's behavior, so in the case of teachers they act in a specific way, which allows them to build their scientific and everyday knowledge, in this case about of the tutoring action and everything that its development implies, from the conception that the student and the teacher involved in it have, to the training, functions and actions that are taken to implement it. How is the tutorial action then socially represented?

It is then necessary to first conceptualize tutoring, the above derived from the fact that for González-Morga et al (2024) university tutoring rarely has innovative contributions that give rise to new procedures that awaken interest and impact the university community; Klug and Peralta (2019) point out that the university tutoring space has become an aspect of great relevance for the quality of education in institutions. Many universities in the world are putting into practice tutorial action devices to favor and enhance the comprehensive development of their students as part of their training, promoting reflection and decision-making on different aspects that affect their personal, academic, and socio-professional, inside and

outside the university institution itself. The problem is focused on the search for convergent points of view, common expectations, and conceptions shared by teachers and students that enable better tutorial action. In most of the studies analyzed, there is a tendency to reflect the differences of opinion and points of view without trying to find spaces for negotiation and where there only seem to be opposing opinions; On the one hand, teachers refer to their students using stereotypes that their teaching practice and experience will later confirm; On the other hand, students channel their anxiety and frustrated expectations toward the teacher who plays a more powerful role in the teaching-learning process. A closer approach to positions, greater communication between the two levels, shared points of view, and a look at what is needed and what is offered could be some of the elements that foster the ideal climate in the search for efficient models in exercise. of the tutorial action in this case, the students develop as they relate to new forms of curricular organization (tutoring program) since the representations will indicate the ways of thinking of the educational agents and their level of involvement in such initiatives.

University professors are required who have the necessary training to cover some of the requirements of the tutorial action. Zabalza & Cid Sabucedo (2006) rescues psychopedagogical aspects that the university tutor must know to carry out the process, from cognitive, social and affective aspects, such as the immaturity with which the student arrives, it must be remembered that when he begins he is in a stage of development in which they have not yet defined their identity, without mentioning other problems that arise such as alcoholism, drug addiction, teenage pregnancy, problems that the student already brings with them or what they acquire during their transition from university, this in terms of personal problems, about academic performance, the student sometimes does not have sufficient basic elements that allow him to satisfactorily face this transition. , faces problems of reading-writing, comprehension, analysis, and synthesis, does not present criteria or reflection, sometimes a group of 30 students all prepare an essay, they do not ask themselves what it is or what parameters it should contain, they finish it and Nobody knew what it was. a rehearsal, no one asked. Continuing with this line, Ceniz Soto et al. (2024) point to the figure of the tutor as a counselor for his tutees who must develop training projects, learning methods, provide guidance and help in the development of their life projects. tutored among other actions, this turns orientation into a learning process that plays an important role, guaranteeing the understanding of what is going to be done, how to proceed, what materials and instruments to use, and what operations and actions to do. do and the order of its execution.

Through informal interviews, it is known that of the 25 tutors, only one has training that permeates knowledge in

the philosophy of education and thus tries to enable true support for the university student; the others, although they are continuously trained, show serious fractures between what called technique and application - that is, they master the curricular contents but do not know how to transmit them - the need for listening, orientation and channeling that the students require is null, through informal observation in a training course for the implementation of the institutional plan of tutorials, it was detected that the biggest concern of the tutor is that they hope to obtain teaching tools from the course that they can transmit to the students, they also present discomfort due to the lack of time to carry out the tutoring, due to the inadequate infrastructure to provide it to the student, and because of the low remuneration.

Zabalza (2003) addresses the profile of the university professor by proposing practically ten competencies that he or she must possess; mentoring is one of them. Similarly, Zabalza (2022) points out that If the quality of the teaching staff will improve the quality of students' learning, for this reason, the research question that guides this research project is to know what the social representations that teachers have about the tutorial action at UPMH?

Ayala Aguirre (2010) explains the functions that a tutor teacher must have in higher education, among which his role as a reference with whom the university student can rehearse forms of socialization, stimulate the social and professional commitment of the student during his training, the facilitation of the integration of the student in the first moment to academic life and in the second to a productive life, bringing him closer to reality, in addition to the most recognized purposes of tutoring according to Macias, Rodríguez, & López (2024) is the inclusion of students who are in a situation of inequality, promote the development of basic skills and facilitate decision-making Higher Education is requires teacher-tutors who cover a specific profile and who have a series of socio-emotional competencies that allow them to face these challenges, for Quiroz et al. (2019) the socio-cultural factors account for the behavior of the subjects in different social dimensions, bearers of individual and collective meaning, composed of specific social aspects such as: politics, religion, work, communication, education, economics, tradition, family, among others however, the selection, training, and conditions for the exercise of mentoring, are not always the most appropriate, establishing a gap between what should being and doing the tutor and what he is and does in reality; so tutoring should have a procedural nature - in which there does seem to be a consensus - because the university stage is an essential moment in the lives of students, an important process of personal development and maturation takes place, a situation that argues for the commitment that the university must acquire in terms of the new social functions to which it must answer. In this

regard, Jodelet (2011) considers that social representations involve the psychological, the cognitive, and the social, arguing that knowledge is constituted from the experiences of each person and the information and thought models that we receive through society. Seen from this point, social representations emerge as a process of mental and individual elaboration. The general objective of the research was to analyze the social representations of the tutorial action, establishing whether these representations guide the action at the Metropolitan Polytechnic University of Hidalgo. In addition, according to Jodelet (2011), the schemes that organize the educational system convey ideologies that establish its major functions: production of a specific culture, social reproduction and selection, social integration, and professionalism. It seems that in response to social evolution and the massification of its public, the new orientations are adjusting to the traditional school goals. These guidelines are intended to respond to economic requirements (preparing for employment, production, and economic performance), educational (providing intellectual instruments that allow us to apprehend the universe of life, orient, and act), and democratic (ensure the equality of all in the respect for differences, fight against academic failure and exclusion social).

### **Tutorial action**

In recent decades, teaching work has become more complex due to the diversification and elevation of institutional standards, concretizing the idea that to be a university teacher it was not enough to "teach classes", due to the dizzying changes that the knowledge society has brought. They must fulfill teaching multitasks that include consulting, research, thesis direction, mastery of pedagogical theory - which is in trend -, publishing in books or peer-reviewed journals, and becoming a tutor, in addition the preparation of institutional development plans has been another of the mechanisms that have been implemented to regulate and accelerate changes in institutions by the Undersecretary of Higher Education, where tutoring is also referred to.

The institutional tutoring program of the Universidad Politécnica Metropolitana de Hidalgo was implemented with the General Law of Education and the ANUIES proposal as its legal framework regarding its tutoring program at a higher level. This program has 30 tutors, of which 15 are part of the full-time staff as a research professor, and tutoring is within their functions, seven work as a subject teacher and one more as an administrator, the program has only objective evaluations in terms of a survey of perception of the scope of the same by the students, in addition to indicators such as the evaluation of the tutor, which indicates his punctuality, compliance with the objectives in the tutoring plan, and the preparation of the quarterly tutoring plan which must integrate activities per group



and individual session, the objective of the activity and if the objective was achieved, the tutor also has among his functions to prepare a report of the monthly work plan on the institutional Intranet, which represents nothing other than the transfer of the written plan to digital format per activity.

However, although the tutors are continuously trained, they manifest serious fractures between what they call technique and application - that is, they master the curricular contents but do not know how to transmit them - the need for listening, guidance and channeling that the students require is null, therefore Through a very informal observation in a training course for the implementation of the institutional tutoring plan, it was possible to detect that the tutor's greatest concern is that they hope to obtain teaching tools from the course that they can transmit to the students, they also present discomfort due to the lack of time to carry out the tutoring, due to the inadequate infrastructure to provide it to the student, and due to the low remuneration. They are unaware of the institutional tutoring plan, they do not apply the available resources and materials and in some cases they "believe" that tutoring is a moment of recreation or to continue the class and, in the worst case, they place tutoring as a space for The student can express all his complaints and academic disagreements. There is a continuum between teaching and tutoring. It is not about retraining teachers to perform professional guidance functions. It is simply about making more explicit and more systematic the function that each teacher spontaneously develops as a guide and facilitator of the learning process of their students, both individually and in groups.

The challenge is that under the label of learning, competency aspects are included that go beyond knowledge, the transmission of which constituted the traditional work of teachers (Rodríguez Espinar, 2008). In addition, continuous tutoring is an inherent component of university training. It shares its goals and contributes to their achievement, through facilitating adaptation to the university, academic learning and performance, curricular orientation, and professional orientation.

### **Social Representations**

The interest in the representations of university tutoring arises as an attempt to understand the new needs of the university and the students who access it. The evolution of the university forces us to improve the attention of students, in the sense of introducing actions aimed at a more personal and individualized treatment or relationship. It is not only about responding to the needs created by the number of young people who access and study at the university but also by their greater heterogeneity (of their particularities, their desires and interests, and their

expectations), the diversity of their origin (previous studies, previous itineraries, studies in other countries), as well as because of the wide and complex offer of degrees in many universities. In short, it seems necessary to analyze the social representations assumed by those involved in the tutorial action regarding it, since ultimately, university tutoring must be understood as a training intervention action aimed at the academic monitoring of students, developed by teachers as an activity within their functions, with the support, coordination and technical resources provided by specialized teachers - or at least who have training and solid notions of tutoring - or technical personnel. It should be considered as a nuclear action within the set of actions promoted at the university to help resolve the problems between quantity and quality, between massification and personalization, between teacher management and student management, between emphasis on the result and the emphasis on the process.

The interest in research on social representations in Mexico has occurred at different levels and focuses on different objects and subjects, according to the report on the state of knowledge in educational processes and practices issued in 2003, the COMIE (Mexican Research Council Educational) highlights that university students have been the study group with the highest percentage within the field of research on social representations (17%) followed by primary school teachers and university teachers (cited in Piña & Cuevas, 2004). In this sense, the presence of this research work becomes relevant when it joins the generalized interest in giving the vision of students a space within the investigation of the processes of change in education.

According to Gairín et al. (2004) the tutorial action integrated into the teaching action should serve to enable, through adequate feedback, students to learn from their mistakes, provide them with possible remedies for their difficulties, motivate them and help them focus on their achievements; consolidate their learning, help them apply abstract principles in practical contexts; estimate their potential to progress to other levels and guide them in choosing alternatives, as can be seen the tutor has a representative social role, he is in charge of integrating the student in his first year of university, of avoiding desertion, of providing support to the university student throughout his career, to strengthen profiles and comprehensively train an individual who integrates into society in a productive way, who is competent, he must achieve the university-labor field link, only then will the student be able to make decisions and resolve issues.

### **Methodological considerations**

The present study was carried out under a qualitative paradigm since according to Sandín (2013) qualitative research is a systematic activity aimed at the in-depth understanding of educational and social phenomena, the transformation of socio-educational practices and scenarios, decision-making making, and also towards the discovery and development of an organized body of knowledge, it is considered that due to the above, it is the most in line with the object of knowledge: social representations since it seeks to interpret and understand the structure, dynamics and complexity of the system. representational that teachers and students have about the tutorial action, this perspective will also allow an approach to the understanding of the meanings, expressions, and interpretations, as well as explanations of the representations with the elaboration of a case study. The case is given. We are not interested because by studying it we learn about other cases or some general problem, but because we need to learn about that particular case. We have an intrinsic interest in the case, and we can call our work an intrinsic case study (Stake ,2020).

To address this study, techniques such as the focus group were used, which is useful for participants to freely express their opinion on different aspects of interest, in this case, the tutorial action in an open environment for the free exchange of ideas, another characteristic of This technique that allows for the participation of the subjects involved in the research object, who will have homogeneous characteristics, allows the discussion to be focused on a specific aspect - the tutorial action - in short, the purposes of using focus groups are not is to establish consensus, but rather to establish the perceptions, feelings, opinions, and thoughts of the group participants, the aim is to use a constructive-interpretive methodology to try to orient ourselves towards building comprehensive models of what is being studied. According to Hamui-Sutton & Varela Ruiz (2013), focus groups are based on qualitative epistemology because it defends the constructive-interpretive nature of knowledge, which implies highlighting that knowledge is a human production, not something that is ready to be identified in reality and ordered according to universal categories of knowledge.

In this position, it is assumed that knowledge does not have a linear correspondence with reality but is a construction that is generated by confronting the researcher's thinking with the multiple empirical events that are presented, which allows him to create new constructions and articulations. Reality is an infinite domain of interrelated fields, the approach to this field through scientific research is always partial and limited based on the approach method and approach. Using a constructive-interpretive methodology is aimed at building comprehensive models of what is being studied. To complete the study, associative letters were applied, a methodology proposed by Abric (2011) consisting of producing a set of associations about a basic introductory word, so that, starting from it, associative chains derived from the word could be generated. basic inductor and in association with the new word deduced by the participant, which will allow achieving directionality in the meaning of the associated responses, in this way, chains will be formed to obtain the idea of representational of the inducing word, and the application is also intended from a non-participant observation of the tutor's daily practices in two moments in tutoring with his groups of tutored students and individual tutoring, the choice of methods is so that one complements and legitimizes the other, and that considers that the methods proposed by Abric allow a high degree of significance, which is limiting to the scope of the research.

## RESULTS

The theory of social representations addresses the study of a form of social knowledge specific to modern societies. It conceives representations as a collective product with the capacity to constitute a certain way of life at the same time that they guide the thoughts and actions of individuals, explains the emergence of representations through processes of communication, dialogue, and negotiation of meanings, and maintains that representations have a certain degree of structuring (Jodelet, 2011; Moscovici, 1986). In this sense, our daily behaviors are induced by the personal representations that each person has of reality.

These representations are constituted as guides and generators of behaviors. Moscovici (1986) conceives social representations as a cognitive system with logic and language, which constitute a system of beliefs, values , and ideas that allow individuals to orient themselves in their reality and deal with a specific type of knowledge that plays an important role in how people think and organize their daily lives. They are a specific way of communicating and understanding what is known, of predicting behaviors, and analyzing behaviors, as mentioned by Lobato et al. (2004) in the field of education, the importance of social representations to explain the teacher's behavior in their educational work It can be established that the teacher's beliefs and attributions about the students and the interaction between students and teachers would influence how the teacher explains and executes pedagogical actions in the classroom. The differences

between the representations of teachers and those of students regarding learning give rise to a large number of conflicts in educational interaction and consequently to tutorial action.

### Focus groups

Three groups were formed for three sessions, all three being applied in the week of March 9 to 13, 2022. Forty students responded to the invitation, of which only 35 showed up, 35 in the first two sessions and only 32 in the last one; the participants were from different semesters of various educational programs and had a tutor at that time, see categories in Table 1. From the opinions of the students, tutors are interested in them when there are links of trust; however, points out that young people in the last thirty years have shown changing attitudes such as vast interest in the economy and in achieving goals, in the university case obtaining a degree, it is worth noting that two tutored students point out a interest on the part of their tutor by telling them how to do things or by telling them why to study. According to their opinions, perhaps the changing social and family dynamics make a word of encouragement or a question show interest from their tutors.

Table 1. List of categories, dimensions and codes analyzed in the focus groups.

CATEGORIES	DIMENSION	CODES
INDIVIDUAL IDENTITY	Experiential Experiences	Implicit theories
		Appearances
		Motivation
		Personality
		Leadership and interest
SELFCONCEPT	Collective	Status
		Trust
COLLECTIVE IDENTITY	Social - cultural	Previous crucial experiences in mentoring
		Previous crucial experiences with the tutor
		Feeling of change in tutoring
		Activities
		Strategies
		Tutor-tutor differentiation
		Comparison between tutors
SUBJECTIVATION	Identification-internalization	Relationship with the tutor
		Support/help
		Culture
PROFESSION	Training	Vocation of the tutor
		Tutor experience
		Tutor training
		Planning

Fuente: Elaboración de autores

Some students also mention that there must be interest on their part to enter the tutoring, this must encourage it, they also highlight that part of the interest comes from the attitude of the tutor who constantly shows them interest by asking them about their academic situation and personal, in some cases the students emphasize the saying that the tutor tells them that they “put it in”, that they are there and are tutors because they are forced, for this reason, it is notable according to the students that they perceive great disinterest towards them on the part of their tutors. They value the credibility and trust that tutors have in them.

“...in this case, I feel that the interest, he is very interested in our situation because he approaches and says hey, do you know what happened? Explain to me this, this, this, we talk about it and we reach an agreement because let's be honest there is always a problem with a professor, the professor is going to have greater credibility than the student and in this case, he did care to know what had happened...” (Subject R)

At the same time, they point out that if tutoring was imposed, they should make an effort to be interested and to develop their work as tutors in the most appropriate way. Students make conceptual constructions of who is the best tutor, and they do a follow-up with the other group to get to know them. In contrast, the tutors do the same in the words of the students themselves, they identify the problematic groups and those that are not. They also recognize that some tutors

do everything possible to help them solve problems of an academic or personal nature, however, when it comes to the university, the tutor is often limited.

"...if she is interested and the problems she tries to solve sometimes cannot be solved because she does not have the power at school to change everything, we want like that..." (Subject E1)

If the concept of identity is traced back to its origins, it will be noted, returning to Giddens (1997), that on some occasions it is a product of the current situation and the difficulties imposed; in this case, the imposition of an activity such as tutoring can cause conflict that is externalized and that the students perceive, these institutional pressures, present in a so-called integrative model, allow incorporating the vision of the individual as well as the collective in a dialectical manner in the conceptualization of the tutor's identity, identifying in this case as a deliberate action the interest of the social actor: the tutor. In the codes you can see an analytical level in terms of interactions, the students consider the behavior patterns that shape the daily encounters between their tutor and them at the university, they express what they know about tutoring, how it should be, how the tutor should perform, this through the impression or presentation they have of the tutoring. Reference could be made to this analysis carried out by the students as a social micro, which would form the axis of the encounter between the manifestations of individuality, that is, from their conceptions and the influence of the collective, to grant an identity to the tutor through the development of your mentoring.

"...Well, personally, as a tutor should be, I feel that it should cover different topics, topics that concern us in terms of our career and terms of our personal life..." (Subject A)

With the above, it is clear that through the conceptions that the students have, it is noted that they cover the most specific aspects of their individual experience regarding tutoring and the tutor through the interactions they have had with them, the proposals they make are according to the set of tutor role functions that they introject as significant. That is, what according to Côté and Levine (2002) constructs an adjustment between social prescriptions and one's idiosyncrasy, in this case, the characteristics that a tutor must possess and what tutoring is.

"...I think that group tutoring is an exercise in which the tutor has to interact with the tutees to reach a specific point, working on a specific point..." (Subject N).

The previous conceptions that the tutor has, also called implicit theories or personal theories, were broadly narrated from the notion of the students, although the vast majority had difficulty establishing what a theory is or what

type of theories their tutor has, the vast majority answered in the previously applied questionnaire that they did consider that their tutor had implicit theories. Having clarified the above, students recognize the Competency-Based Education model that they have as a framework for their professional training and consider that the tutors possess that model.

"...we see him working, he is planning things that we are going to do in the future, having conferences, he plans activities for us and we see the change..." (Subject W).

A tutor must then be empathetic, allowing space for rehearsal of learned skills and feedback, as well as using effective communication skills (Webster-Straton, 2000) but must also be a professional who has a systemic vision of the educational process; perceive the joint participation in the school of tutors, tutors and school authorities in this learning process. According to Quiroz (2024) the presentation allows us to identify tutoring not only as a process of support or advice, which is the big problem -the terms continue to be confused -and tutoring is reduced to analyzing problems of an academic nature, leaving aside the state of well-being of university students. during its first year, which is considered critical due to the high dropout rate that occurs. Furthermore, the presentation proposes a series of competencies that the tutor teacher must possess to exercise the role as such, and it is incredibly contrasting with reality since I am a tutor, only two aspects are met at most, including personalized treatment of the student and support. psychosocial of the students that are part of the tutor's socializing skills, leaving aside the aspects of training and interpersonal skills; that will serve as theoretical support in the project because they address the skills that the tutor must possess at the higher level.

## CONCLUSIONS

Finally, identity would consist of the imaginary representation, of the representation that the tutor has of himself/herself with the tutored students and his/her identification with himself, that is, his/her identity formation has to do with the separation that he/she achieves. of the group, for example, of tutors in which he has been labeled, he constructs and identifies himself intimately with the group that makes him feel that he belongs a distinction in the construction of identity. , between "identification" and "identification", the first consists of the process by which a social subject tries to differentiate itself from others when it affirms itself but separates itself from them, on the contrary, identification would consist of the same actor Social tries to merge into others.

It is considered the realization of a study that delves into the practical reflection of tutoring, of the subjective construction of identity, we have the idea of what would allow a



questioning of the practice from identity, a study that reco-  
vers the female gender, the tutors They were not shown,  
there was only one, the masculine still dominates the uni-  
versity, a research that reviews public educational policies  
regarding tutoring, that proposes lines of action regarding  
the improvement of the university tutor teacher.

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