Attitude Towards Virtual Tutoring in Higher Education

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Virtual tutoring has been an essential need to give continuity to education. In this sense, the attitude, both of the teachers and the student, was also a support that allowed the approach in higher education. The present study aimed to identify the attitude towards virtual tutoring in higher education. The method used was argumentative criticism based on documentary analysis, considering the approach to the problem (Introduction), the development (arguments) and the conclusions that have been inferred. As a conclusion, it was found that the attitude shows a motivation in the behavior of people to maintain a mental disposition, generating adequate results in the educational field.

Keywords: attitude, virtuality, tutoring

INTRODUCTION

With the arrival of 2020, a new way of educating oneself by means of technological resources and without the need for direct, face-to-face interaction began. The crisis experienced in different sectors generated resilience in people to give continuity to the duties and obligations of life. This is how it was obtained by acquiring and fostering a good attitude towards what we had. In higher education, teachers implemented virtual tutorials where students were provided with guidance on academic, emotional,

personal or support guides. According to Gamboa et al. (2013), pedagogical strategies help in the learning process of students, improving the attitude towards a good educational process and optimizing learning.

Likewise, Romero et al. (2021) in the education sector began to consider the attitudes of students, not only when receiving classes, but also in the performance of professional activity. The positive attitude of the student body facilitates the task of the teacher and the student, while a negative attitude generates obstacles that are difficult to overcome. In this sense, it is essential to know the attitudes of students towards virtual classes, especially the tutoring they receive in research courses, as part of the formation of criteria to formulate solutions for continuous improvement.

At the educational level, Covid-19 had an impact, since face-to-face activities had to be shifted in record time to virtuality. UNESCO (2020) mentioned that without any prior planning, educational institutions had to develop almost immediate coordination and implementation strategies. Both teachers and students had to start their activities without any preamble, changing from the usual and traditional way to the new virtual environment, with new characteristics, difficulties, methodologies and strategies.

According to the scenario described above, from one moment to the next, the different actors involved in the educational field found themselves immersed in the virtual environment. It is from this moment when a process of adaptation and continuous improvement begins in the different institutions that provide education. Universities as professional training entities not only ensure that students receive classes as part of the fulfillment of the curricular plans, but they must also comply with those who have already completed this structure, being a fundamental requirement the presentation of thesis reports as a guarantee of their professional training. In this connection, the professional training entities have created university tutoring courses for the development of research by students who have completed their studies, and are ready to receive their professional academic degree.

DEVELOPMENT

Martinez and Nortes (2020) investigated about the relationship of attitude toward mathematics. The study involved 1150 postgraduate Education students from the University of Murcia, who provided information through a Likert-type attitude scale consisting of 25 items. The findings reported that among the total number of participants, 2 out of every 3 students do not like mathematics, in other words, more than 50% have a negative attitude towards mathematics; likewise, although in a smaller proportion, one out of every five students considers that mathematics is of little use to them, a similar case occurs in the emotional attitude, since one out of every 10 students does not feel motivated towards the course. However, it was also reported that there is a high correlation (r= 0.769) between the percentage of students who show a positive attitude and liking for mathematics, as well as with those who find it useful (r= 0.738).

Specifically, regarding the attitude towards virtual tutoring, Pulido (2017) in his publication proposed to identify attitudinal factors that postgraduate students who exercise the teaching profession present in front of virtual education, being addressed within the methodology of quantitative, non-experimental and cross-sectional cut. The findings showed that the majority of postgraduate students show a positive attitude towards virtual education. However, the antagonistic factor of indecision was observed in students between 25 and 30 years old.

On the other hand, in Mexico, Aguilar et al. (2019) collected data from 261 students who attended the 2016 -2 and 2017-1 academic cycles, which had the Blackborad platform as a mediation tool. The results showed that most of the students have a positive attitude and a good disposition towards the virtual experience. Regarding feedback as part of the virtual tutoring, students generally showed positive attitudes since it is given in a timely manner and they feel that the teacher supports them in the learning process. The negative result regarding virtual tutoring was identified in the courses of Research Methodology, oral and written communication, stating that virtual tutoring does not exist in these courses.

In the same line, Clares et al. (2016) reported in their research about the perception that university students at the University of Murcia have towards virtual and face-to-face tutoring, for which they applied a survey to a sample of 976 students from the one faculty. The findings revealed that students show a certain

rejection of virtual tutoring compared to face-to-face tutoring, being less valued by students over 25 years old. Therefore, age is an important factor in the acceptance or rejection of virtual tutoring.

Regarding the term attitudes, Morales (2006) mentions that it is necessary to point out the ways in which people manifest certain tendencies in their behavior within the contexts in which they operate. Behavior can also allow a more concrete definition to be approached by taking into consideration people's reactions, whether positive or negative. A reaction to a particular situation or issue involves an interaction with reality. However, there is a set of related ideas that have structured the way of thinking and therefore of reacting.

Similarly, for Estrada (2020), every attitude has an external manifestation seen from the behavioral side, however, as explained in the previous paragraph, it has internal elements or components that determine the tendency or direction it will follow when it manifests itself. This mixture or combination of aspects recognized in attitudes are grouped into three components, one cognitive, one affective and one behavioral. The cognitive manifestation will be referred to the knowledge acquired and the quality of this, the affective demonstration will depend a lot on the way he/she has assimilated the external world from his/her internal psychic perspective or from his/her way of conceiving such experiences of reality, and the behavioral manifestation that encloses the respective behaviors on the phenomenon or thing with which he/she interacts.

According to Rodriguez (2020), he adds that every person has knowledge about the reality aspects where he/she develops, about which he/she takes a specific attitude, according to the appreciation he/she makes and due to the information he/she has, which are usually accompanied by sensations and feelings resulting from the interaction, thus defining the person's behavioral tendencies. From a global point of view, attitudes become important in the social aspect of people, on which behaviors, conflicts and phenomena of various kinds can develop.

Attitude is the action or behavior that motivates a subject to perform certain activities. In this regard, Allport (2022) defines attitude as a mental predisposition that organizes and directly influences people's behavior. Thus, Requena (2018) considered that attitude directly influences virtual tutoring generating higher performance and learning outcome in students. Thus, accompaniment is a commitment where interaction must be planned to be an opportunity for student performance and participation. Through the constructivist approach, virtual tutoring proves to be efficient in achieving communication.

Regarding the training of the virtual tutor, Carranza et al. (2020) argue that this should be a function of fostering autonomy, creativity, solution making and knowledge within the learning experience. In this sense, the attitude acquired by the teacher in the virtual classrooms will promote independent learning in the students, assuming the academic processes with greater interaction and interest. Similarly, Basantes et al. (2020), determined that virtual tutoring is an activity where academic, organizational, guidance, social and technical competencies are evidenced. In this way, young university students enhance their capabilities by allowing the acquisition of knowledge in a more symbolic and meaningful way. Human education should be directed through values and strategies that strengthen the competencies of the students.

On the other hand, for Chacón (2021) the comprehensive education of students is achieved through the academic commitment of both students and teachers, so that virtual tutoring must meet the objectives of developing competencies and skills, motivating active and participatory work. Likewise, Balseca et al. (2020) considered that virtual tutoring activities should be implemented through educational actions ensuring the fulfillment of the academic and comprehensive contribution. Thus, it is necessary to monitor the information resources, resolving doubts and providing instructions and evaluations regarding the process that takes place. Virtual tutorials induce active participation by preparing students with greater motivation.

CONCLUSION

In higher education, virtual tutoring activities should be planned and implemented according to the needs of the students; thus, the attitude will be an influential factor for motivation and follow-up in the educational process. In this sense, the actions taken in the process should have an impact on the educational

quality for the orientation of the students, allowing a better adaptation of the educational context, since it is a fundamental task in the transition of the student in the university.

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