

PERCEPTION OF THE STUDENTS OF THE MASTER IN TEACHER TRAINING OF THE UNIVERSITY OF LA LAGUNA ON TRAINING IN COMPETENCES FOR EDUCATIONAL GUIDANCE AND THE TUTORIAL FUNCTION

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ABSTRACT

The present work aims to explore the knowledge that the students of the Master's Degree in Teaching at the University of La Laguna have about the functions of educational guidance and their role as teachers and tutors. To this end, this paper presents a review of the role of educational guidance in a Secondary Education center and the role of the tutor. Teachers' perception of the educational guidance and tutorial function, its importance and difficulties, and the evolution of initial training until reaching the current Master's degree is also presented. In addition, a mixed methodology is used, focused on a documentary analysis of the Title Verification and the teaching guides, a focus group interview, and a questionnaire on the self-perception of students of the competences in tutoring and educational guidance. The results show that students consider that the Master's program does not include sufficient training with respect to their tutoring and mentoring functions. Finally, the conclusion is reached that the students do not consider themselves prepared to exercise the tutorial function and proposals are suggested to improve this training.

KEYWORDS

Educational guidance, initial teacher training, tutorial function, tutor teaching staff

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Highlights

- The contents and competences included in the Master's Degree in Teacher Training related to the tutorial function are analyzed.
- The Master's Degree in Teacher Training does not include sufficient content related to guidance and tutoring in its teaching guides.
- The Master's Degree in Teacher Training students do not consider themselves prepared to exercise their functions as tutors.

INTRODUCTION

Educational guidance is a fundamental aspect within the framework of essential actions related to the training of students in educational centers. The initial training in competences for educational guidance has been aimed primarily at counselors and guidance counselors. Very few subjects in the framework of teacher training have focused on the tutorial function and

academic and professional guidance processes. In Spain, the Master of Secondary Education includes subjects related to guidance and tutoring in the generic module. But, from our point of view, this is insufficient. One of the main training shortcomings of teachers is related to the tutorial function (Álvarez-Justel, 2017; González-Álvarez, 2019; Lai-Yeung, 2014; Chan, 2010; Zaunstöck, et al., 2021). Nevertheless, this

training is key within the framework of the competences of the teaching staff (Baugh, 2018; Zyma, Lu and Vasko, 2015). Other studies have shown that part of the teaching staff is unaware of the functions of the counselor and their role in an educational center (Ceulemans, Simons and Struyf, 2012; Lam and Hui, 2010; Romito, 2019; Zaunstöck, et al., 2021).

This study focuses on the case of the University of La Laguna. We intend to know the perception of students in training regarding the relevance and competences attributed to the guiding and tutorial role of the teaching staff. For this, a mixed methodology has been used focused on the documentary analysis of the verification of the University Master's Degree in Teacher Training and the teaching guides of the specialties. In addition, a focus group interview was carried out and a self-perception questionnaire was administered for the acquisition of competences for guidance and tutoring.

Educational guidance in Secondary Education: a shared responsibility

Guidance can be understood as a continuous and systematic process of help, focused on the prevention and development of all people throughout life, in which different educational agents are involved (Holmberg, 2020). Its purpose is promoting the personal, professional and social development of the student, that is, their integral development.

Decree 23/1995 specifies four areas of intervention in the field of guidance that correspond to professional guidance, guidance in teaching-learning processes, attention to diversity and guidance for prevention and development. In Secondary Education, these tasks are carried out by the guidance departments, although they are not exclusive to this. These departments and the educational and psycho-pedagogical guidance teams will be responsible for coordinating and assisting the teaching staff to complete these tasks. The role of the teaching staff becomes especially important, since it is the one who, ultimately, intervenes more directly and continuously with the students (González-Álvarez, 2019; Torrecilla-Sánchez, et al., 2018; McFarlane, 2016; Jacobs and Struyf, 2013). In this sense, it is necessary to insist on the global and joint work that all members and agents of the educational community must exercise (Álvarez-Justel, 2017; Hui, 2002; Jacobs and Struyf, 2013; Li et al., 2017; Pérez-Jorge et al., 2016).

The role of the tutor teaching staff

The tutorial function can be defined as the set of educational guidance tasks carried out by teachers as a guide and accompaniment of students with the intention of enhancing their integral development and attention to diversity (Álvarez-Justel, 2017; Li et al., 2017; López-Torrijo and Mengual-Andrs, 2015; Pérez-Jorge and Leal-Hernández, 2012). It covers both administrative aspects and academic, professional and personal advice (Zyma, Lu and Vasko, 2015). The teaching work includes not only the teaching of the subject, but also the concern for its students, their personal evolution, and its impact on learning (Jacobs and Struyf, 2013; Li et al., 2017; Marland, 2002).

Regarding the training of teachers in the tutorial function, Zyma, Lu and Vasko, (2015) propose a series of phases for the

acquisition of these competences. These phases are related to raising awareness regarding the role of the tutor, delimitation of areas of intervention, technification of the activity and the coordination of the tutorial competition. Other authors propose that the tutor must acquire skills related to the teaching team coordination (González-Álvarez, 2019), the development of the tutorial action (Álvarez-Justel, 2017) or attention to diversity (Alegre and Pérez-Jorge, 2006; González-Falcón, Coronel-Llamas and Correa-García, 2016), among others.

Teachers' perception of the educational guidance and tutorial function and its difficulties

Villar et al. (2018) point out that, although traditionally linked to the guidance department, teachers must also assume guidance processes. In this sense, they speak of conscious processes associated with guiding tasks, differentiating the following:

- **Passive involvement:** teachers get involved in the guiding task without prior preparation. Guidance is intuitive and teachers do not consider that their duties include guidance tasks.
- **Active involvement:** teachers act when there is a discrepancy between their perceptions and the directions followed by their students, following an active but not directive position. Present intentionality and foresight.
- **Interventionist:** programmed intervention, integrated into their teaching practice.

The tutorial function is an essential aspect of the guidance process that significantly affects the quality of education (Álvarez-Justel, 2017; Calderón-Garrido et al., 2019; Lai-Yeung, 2014; Moeti, 2016; Torrecilla-Sánchez et al., 2018). However, a part of the teaching staff does not consider guidance as part of their tasks, is reluctant to assume this task or performs it superficially (Hipkiss and Pernilla, 2018; Gold, 2010; Jacobs and Struyf, 2013; Lohrmann et al., 2008; Loynd, Cooper and Hough, 2005). Thus, part of the teaching staff maintains a negative view of the figure of the counselor or does not show a predisposition to collaborate with them (González-Falcón, Coronel-Llamas and Correa-García, 2016; Moeti, 2016; Loynd, Cooper and Hough, 2005; Ramírez and Torres, 2013; Schuermann, Avent Harris and Lloyd-Hazlett, 2018). However, other investigations concur in a more positive assessment of the Guidance Department and the tutorial function (Arfasa, 2018; Calderón-Garrido et al., 2019; Chan, 2010; González-Álvarez, 2019; López-Torrijo and Mengual-Andrs, 2015; Owino and Odera, 2014; Supriyanto et al., 2019). The variability of results around the image that teachers have of the guidance processes may have its origin in the ignorance of the role and functions of the guidance counselor (Ceulemans, Simons and Struyf, 2012; Lam and Hui, 2010; Romito, 2019; Zaunstöck, et al., 2021).

There are various difficulties when it comes to being able to carry out the tutoring functions, such as the shortage of time and resources, the low interest in assuming the tutoring and guidance tasks, as well as the scarce training received (Álvarez-Justel, 2017; Finney and Philpott (2010); González-Álvarez, 2019; Hipkiss and Pernilla, 2018;

Lai-Yeung, 2014; Lam and Hui, 2010; López-Torrijo and Mengual-Andrs, 2015; McFarlane, 2016; Owino and Odera, 2014; Zaunstöck, et al., 2021). These aspects can contribute to this negative vision. In this line, the need to adapt the initial training of secondary education teachers to the performance of tasks of tutoring and guidance stands out (Calderón-Garrido et al., 2019; González-Álvarez, 2019; Lam and Hui, 2010; López-Torrijo and Mengual-Andrs, 2015; Owino and Odera, 2014;).

Evolution of initial training for secondary education teachers

In the last fifty years, initial teacher training has been affected by continuous educational reforms that have affected training in the development of skills related to tutoring and guidance. In a synthetic way, we provide in Table 1, the evolution of secondary education teacher training within the framework of the development of specific competences related to guidance and tutoring.

Legislation	Training	Implications
General Education Law of 1970, specifically Ministerial Order of July 8, 1971	Certificate of Pedagogical Attitude (CAP)	It was taught in two cycles, one theoretical and the other practical. The beginning was a merit, finally, it became a requirement (exempt teachers and graduates in Pedagogy and Psychopedagogy). In force until the 2009/2010 academic year
Royal Decree 1692/1995	Pedagogical Qualification Course (CCP)	It had a theoretical-practical block and a practical one It was taught from the academic year 1996/1997 to 2004/2005
Royal Decree 118/2004	Teaching Specialization Title (TED)	It did not come into force
Royal Decree 1834/2008	University Master's Degree in Teacher Training for Compulsory Secondary Education, High School, Professional Training and Language Teaching	Currently in force and must be taken by students of any specialty for teaching in compulsory secondary education. Mandatory for pedagogues and teachers who want to be educational counselors

Table 1: Evolution of training in didactic and pedagogical competences of secondary education teachers, 1970–2020

The validity of the current master's degree for the specific training of secondary education teachers, makes it necessary to approach such training in depth and in greater detail. Regarding the structure of the degree, we must specify that it has a generic module (three compulsory subjects), a specific one (four electives) and the practicum.

In the Resolution of February 6, 2015 of the University of La Laguna, on the design of the Master of Teacher Training title, the specialty of Educational Guidance is presented. In this Resolution, this specialty shares subjects with the rest of the specialties in the generic module.

However, the Guidance Professional Associations, the Conference of Deans of Education and other groups of the educational community requested for this specialty to have 60 specific training credits. Thus, the Master was modified to allocate the credits of the generic module to competences of the guiding function. In the Resolution of July 19, 2018, the Educational Guidance Specialty is presented separately from the other specialties.

At this point, it is essential to identify the knowledge, beliefs and self-perceived expectations of the students of the different specialties of the University Master's Degree in Teacher Training in relation to the competences in the field of mentoring and guidance.

MATERIAL AND METHODS

In order to obtain contrasted information from different sources, a mixed methodology was chosen, using both qualitative and quantitative data collection instruments and techniques. Thus, compensating for the limitations inherent to the restriction to only one of the methodologies, strengthening thus the interpretation of the results (Creswell and Plano Clark, 2011; De Lisle, 2011).

Main goals

For this study, the general objective was to explore the knowledge that the students of the University Master's Degree in Teacher Training have on the role of tutoring and educational guidance and the role of teachers in the exercise of it.

From this, the following specific objectives emerge:

- Identify the competences related to academic tutoring and guidance for teachers included in the master's study plan.
- Knowing the perception of students about the level of acquisition of skills in the field of guidance and tutoring.
- To inquire about the importance attributed by the students of the master to the guidance and tutoring developed by the educational guidance departments of the centers, as well as to the role of the teaching staff.

Specific goals for using qualitative/quantitative methods.

To know if the findings of the focus group coincide with those expected after the analysis of the title check and the results of the questionnaire.

Participants

The data and characteristics of the sample that participated in the study are presented.

The sample of this study was drawn from among the students enrolled in the University Master's Degree in Teacher Training for Compulsory Secondary Education, High School, Professional Training and Language Teaching at Universidad La Laguna in the 2019/20 academic year (see Table 2). Therefore, non-probability sampling was used, specifically, convenience sampling.

Specialty	Total
1 Economy, business and tourism	22
2 Biology and Geology	22
3 Mathematics	21
4 Humanities (Geography, History and Philosophy)	24
5 Language and Literature (Spanish, Latin and Greek)	22
6 English	22
7 Drawing, Design and Plastic Arts	22
8 Physics and Chemistry	22
9 Professional modules (industrial processes, computing, communication, health)	22
10 Other foreign languages (French, German, Italian)	15
11 Physical education	22
12 Music	10
13 Technology	22
Total	268

Table 2: Students enrolled in the Master's degree by specialty in the 2019/2020 academic year, 2019-2020 (source: own elaboration)

In the study, 22 students from the specialty of Educational Guidance were excluded, with the intention of knowing the training in guidance of specialties other than this one. From the initial sample of 246 students and after eliminating the incomplete questionnaires, there was a valid sample of 79 students. Participation in the study was voluntary. Regarding gender, 44 women (55.7%) and 31 man (39.2%)

answered the questionnaire, 4 students (5.1%) identified with another gender.

The mean age of the sample was 30 years (SD = 7.62), varying between 22 and 59 years. To achieve a more balanced distribution of the sample, two age groups were established; younger than 29 years (59%) and older than 29 years (41%) (see Table 3).

Age	Frequency	Percentage
Up to 29 years	46	59%
Over 29 years	32	41%

Table 3: Age by categories of less or more than 29 years, 2019-2020 (source: own elaboration)

Regarding the chosen specialty, the majority of students enrolled in Chemistry (12.7%) and Humanities (geography and

history and philosophy) (11.4%). See in Table 5 the distribution for the rest of the specialties.

Studies	Total
Physics and Chemistry	10
English	7
Biology and Geology	14
Design and Plastic Arts	7
Professional Modules (Industrial Processes, Information Technology, Communication and Healthcare)	7
Music	6
Humanities (Geography and History and Philosophy)	9
Technology	5
Language and Literature (Spanish, Latin and Greek)	6
Foreign languages (French, German and / or Italian)	2
Math	4
Physical education	2
Total	79

Table 5: Distribution by specialties of the Master, 2019-2020 (source: own elaboration)

Focus group interview participants

In this case, convenience sampling was also used. A total of 5 students who had not responded to the questionnaire participated voluntarily in the focus group. Specifically, 1 student and 4 female students of the following specialties of English, Biology and Geology and Physical Education.

Techniques and Instruments

Questionnaire

In this work, an adapted version of the Torrecilla-Sánchez et al. (2018) questionnaire was used, called; Perception of one's

own competences and professional development in tutoring and guidance (hereinafter PCDPTO), validated with a sample of 336 students from the University of Salamanca and Oviedo, following the procedures for the construction of attitude scales. For this work, the questionnaire has been adapted, being reduced to a total of 35 questions, 5 of identification and 30 about mentoring and guidance competences (see Table 6). A Likert-type scale design with 4 response levels is used, in which 0 reflects the minimum knowledge acquisition of competence or importance, and 4 the maximum value attributed. In addition, it included an open question, to collect other aspects or opinions that the participants wanted to express.

Block	Item Nº	Question
Sociodemographic	1	Age
	2	Gender
	3	Graduate / Bachelor
	4	Specialty
Assessment of the Master's degree students of the tutoring and educational orientation competences in three subscales: Degree of knowledge Degree of acquisition Degree of importance	5; 6; 7	To know and analyse the characteristics, organization and functioning of educational guidance services and the psycho-pedagogical assessment available at different levels of the education system (Preschool, Primary, Secondary School, Further Education).
	8; 9; 10	To identify requests, establish objectives and participate in the design of intervention plans in accordance with the results of the institutional analyses of schools and their related systems.
	11; 12; 13	To collaborate in the establishment of collaborative working structures with teachers and other members of the school community, as well as with other professionals working in schools.
	14; 15; 16	To inform and advise families on the teaching and learning process in relation to the personal, academic and professional guidance given to their children.
	17; 18; 19	To coordinate activities in the area or sector with all agents of the educational community and other services, paying particular attention to social services and health and labour services in order to provide coordinated activities.
	20; 21; 22	To know and assess psycho-pedagogical diagnostic techniques.
	23; 24; 25	To evaluate interventions carried out and identify changes to improve them.
	26; 27; 28	To know how to apply comprehensive training programmes for students.
	29; 30; 31	To know about interaction and communication processes in the classroom to be able to tackle and resolve potential problems.
	32; 33; 34	To know and use some basic digital tools to be able to use them in orientation tasks and tutoring and to develop the functions of tutor.
Open question	35	To know and analyse the characteristics, organization and functioning of educational guidance services and the psycho-pedagogical assessment available at different levels of the education system (Preschool, Primary, Secondary School, Further Education).

Table 6: Questionnaire structure (source: own elaboration)

Documentary analysis and focus group interview

For the qualitative study, a documentary analysis and a focus group interview were carried out.

As a strategy for documentary analysis, conceptual cartography was used, based on the search and analysis of information to understand or build a concept (Tobón, 2017). In this case, it has allowed us to delve into specific aspects of the tasks related to the tutorial function of the teaching staff. The competences of the Verifica of the University Master's Degree in Teacher Training (Universidad de La Laguna, 2014) and the teaching guides of its specialties were analyzed. The analysis has been carried out based on the tasks assigned to the tutorial function of the teachers. For this purpose, the competences

that appear in the Verifica del Título and the teaching guides of the different specialties have been analyzed, identifying the tasks of the tutor teaching staff according to the subject and the type of content. The areas analyzed were; a) family counseling; b) personal and professional guidance for students; c) tutorial action and d) attention to diversity. The data collected in this analysis has been organized in a table. This content has been compared to each other and has also been compared to the guidance functions that teachers can perform.

The focus group interview allowed collecting the opinion of the participants, as well as identifying the factors that influenced the formation of said opinion (Rogel-Salazar, 2018).

The focus group interview sought collecting the opinion of the

participants the participants, as well as identifying the factors that influenced the formation of said opinions. Focus groups interviews are more structured than other types of group interviews and allow to uncover a wide range of perceptions and attitudes related to a certain topic, in this case, the Master's Degree training in tutorial functions. (Coreil, 1994). In this sense, it has been considered an adequate method to collect useful and relevant information on the assessment made

by students of the training received in a tutorial function. Table 7 shows the dimensions and categories established, as well as the proposed codes.

As previously described, it is a complementary mixed methodology study. This is a complementarity between the qualitative and quantitative methodologies that other researchers have used (Correa, 2016; Pérez-Jorge, et al., 2020) in studies with certain similarities to the present.

Dimension	Category	Code
Orientation department	Importance	[DO.]
	Role in the educational center	
	Knowledge about their functions	
Training	Training in the tutorial function	[FORM.]
	Guidance role training	
Tutorial function	Features	[TUT.]
Proposal	Improved training in tutorial function	[PRO.]
	Improved training in educational guidance	

Table 7: Qualitative data analysis dimensions, categories and codes (source: own elaboration)

The Guidance Department dimension [DO.] refers to the knowledge of the Department's functions, its role, and its importance. The dimension Training [FORM.] refers to the training received in the Master, in the field of the tutorial and guidance function. The dimension of Tutorial function [TUT.] corresponds to the functions and tasks of the tutorial function and the Proposed dimension [PRO.] refers to the improvement proposals of the participants to improve their training.

The focus group interview began with the presentation of the fictitious case of a Master's student who got a place in the competitive examinations and began her work in an institute as a teacher of the subjects assigned to her and as a group tutor. Specifically, the situation presented is as follows: 'Lucía graduated from the Master's Degree in Teacher Training at the University of La Laguna a couple of years ago. She has been preparing for the oposiciones and has just passed them, getting a place in an institute on the island. On her first day, they inform her that this course has assigned her a group to act as a tutor, in addition to teaching her subject. Do you think that the training that Lucía has received will allow her to be a good tutor? Why?'

The focus group interview lasted 45 minutes. Subsequently, the transcription was carried out for the analysis of the responses.

Analysis of data

For the documentary analysis, the information collected from the teaching guides and Title Verification was organized in a table according to the following areas "guidance function", "module", "subject" and "competence". Thus, it can be clearly seen which subject included the competence related to educational guidance and to which module it corresponded.

The analysis of the quantitative data was carried out with the Statistical Package for the Social Sciences (SPSS) version 25.0. Tests were carried out; a) reliability analysis of the questionnaire; b) analysis of the underlying structure of the questionnaire; c) exploratory descriptive analysis of

the questionnaire dimensions and d) analysis of intergroup differences. For this, the Kruskal-Wallis test was used to determine the existence of differences between the dependent variables and the established factors and between factors.

The qualitative data analysis was carried out through the Atlas.ti 8 program. The focus group transcript was coded, establishing dimensions (Guidance Department, Tutorial Function, Training and Proposal) and attributing codes to it ([DO.]; [TUT.]; [FORM.]; [PRO.]).

RESULTS

Results of the documentary analysis

The analysis of the Title Verification and the teaching guides of the fourteen specialties is presented in Table 8.

Regarding the family counseling function, two competences were found, related to counseling and collaboration with the family in the teaching-learning process of the students.

Regarding the function of personal and professional guidance, three competences were found referring to the ability to carry out the teaching-learning process taking into account diversity. And also knowing how to apply resources to carry out tutorials and academic and professional guidance in a collaborative way.

Likewise, in relation to the tutorial action function, two competences were found, which coincide with those of the previous function; apply resources to develop tutoring and academic and professional guidance in a collaborative way.

Finally, in relation to the function of attention to diversity, five competences were found; ability to make proposals for the acquisition of intellectual and emotional skills; attention to diversity, participate in the elaboration of the Educational Project of the center considering the attention to diversity; develop the teaching-learning process attending to the diversity of the classroom and guiding the students; know the characteristics of the students, motivations and context; specify a curriculum adapted to diversity and learn about the personality development process and learning problems.

Guidance function	Competence
Family counseling	Inform and advise families about the teaching and learning process and about the personal, academic and professional orientation of their children. Acquire social skills in relationship and family orientation.
Personal and professional guidance to students	Plan, develop and evaluate the teaching and learning process promoting educational processes that facilitate the acquisition of the competences of the respective teachings, taking into account the level and previous training of the students as well as their orientation, both individually and in collaboration with other teachers and professionals of the center. Know and apply information resources and strategies, tutoring and academic and professional guidance. Design and carry out formal and non-formal activities that contribute to making the center a place of participation and culture in the environment where it is located; develop the tutoring and guidance functions of students in a collaborative and coordinated manner; participate in the evaluation, research and innovation of teaching and learning processes.
Tutorial action	Know and apply information resources and strategies, tutoring and academic and professional guidance. Design and carry out formal and non-formal activities that contribute to making the center a place of participation and culture in the environment where it is located; develop the tutoring and guidance functions of students in a collaborative and coordinated manner; participate in the evaluation, research and innovation of teaching and learning processes.
Attention to diversity	Prepare proposals based on the acquisition of knowledge, skills and intellectual and emotional aptitudes. Identify and plan the resolution of educational situations that affect students with different abilities and different learning rates. Participate in the definition of the educational project and in the general activities of the center according to criteria of quality improvement, attention to diversity, prevention of learning problems and coexistence. Plan, develop and evaluate the teaching and learning process promoting educational processes that facilitate the acquisition of the competences of the respective teachings, taking into account the level and previous training of the students as well as their orientation, both individually and in collaboration with other teachers and professionals at the center. Specify the curriculum to be implemented in a teaching center, participating in its collective planning; develop and apply both group and personalized didactic methodologies, adapted to the diversity of students. Know the characteristics of students, their social contexts and motivations. Understand the development of the personality of these students and the possible dysfunctions that affect learning.

Table 8: Analysis of the Title Verification and the teaching guides (source: own elaboration)

Results of the self-perception of competences and professional development questionnaire in tutoring and guidance

Reliability analysis

Since it is an adaptation of the original test, we proceeded to assess the reliability of the new version of the PCDPTO, using the Alfa Cronbach internal consistency coefficient. This procedure was applied to the 30 items that made up the questionnaire, in its final version, obtaining a value of 0.968, which revealed an adequate consistency of the scale. This result is in line with the data obtained by the authors of the questionnaire, who indicated that the internal consistency value of their scale was 0.922 (Torrecilla-Sánchez et al., 2018).

Analysis of the underlying structure of the questionnaire

To determine the metric properties of the PCDPTO questionnaire, a principal component analysis was carried out in order to determine the underlying structure of the test, establishing the maximum number of factors at 3, which responded to the dimensions established by Torrecilla-Sánchez et al. (2018) (degree of knowledge, degree of acquisition and degree of importance). The value of the KMO index of

sample adequacy was 0.895, which justified proceeding to the factor analysis. Bartlett's sphericity test was significant ($\chi^2 = 2784.09$, 435 gl, $p < .001$), which led to the factorization of the 3-component correlation matrix (coinciding with the 3 dimensions of the instrument), which explained a 68.38% of the variance.

Exploratory descriptive analysis of the dimensions of the questionnaire

Table 9 shows the descriptive statistics of the answers provided by the students for the degree of knowledge, degree of acquisition and degree of importance.

In general, it was observed that the master's degree students had very little knowledge of the functions of the teaching staff in relation to the guidance processes. In relation to the degree of acquisition of the competences, the scores were also low.

Regarding this dimension, the master's degree students highlighted in the open question the importance of practical training (R1 stated that "There is a lack of more practical training") and the need to continue training (R2 added: "It is necessary, as in other professions, train constantly").

Likewise, the students did not consider these functions particularly important.

In relation to the importance attributed, we also found

contributions (R2: “I think we are poorly informed and prepared in relation to this important topic”; R3: “The aspect of being a tutor was discussed in some sessions, but I don’t think it was given the proper importance”).

No significant differences were found regarding the factors, in relation to gender, age or specialty of the Master.

The differences between factors can be seen in Table 10. The students perceived that they had little knowledge and had acquired few skills on the tutorial and guidance function, during the completion of the master’s degree. The importance that the students attributed to them was not particularly outstanding.

Question	Degree of knowledge		Degree of acquisition		Degree of importance	
	Mean	SD	Mean	SD	Mean	SD
To know and analyse the characteristics, organization and functioning of educational guidance services and the psycho-pedagogical assessment available at different levels of the education system (Preschool, Primary, Secondary School, Further Education).	1.61	0.96	1.52	0.89	2.32	1.19
To identify requests, establish objectives and participate in the design of intervention plans in accordance with the results of the institutional analyses of schools and their related systems.	1.59	1.04	1.43	1.03	2.20	1.22
To collaborate in the establishment of collaborative working structures with teachers and other members of the school community, as well as with other professionals working in schools.	2.14	1.02	2.05	1.12	2.69	1.15
To inform and advise families on the teaching and learning process in relation to the personal, academic and professional guidance given to their children.	1.66	1.15	1.48	1.15	2.25	1.48
To coordinate activities in the area or sector with all agents of the educational community and other services, paying particular attention to social services and health and labour services in order to provide coordinated activities.	1.24	1.11	1.16	1.10	2.06	1.54
To know and assess psycho-pedagogical diagnostic techniques.	1.24	1.00	1.20	1.03	2.19	1.42
To evaluate interventions carried out and identify changes to improve them.	1.53	1.09	1.41	1.06	2.25	1.40
To know how to apply comprehensive training programmes for students.	1.69	1.18	1.64	1.14	2.49	1.34
To know about interaction and communication processes in the classroom to be able to tackle and resolve potential problems.	2.16	1.04	2.02	1.07	2.72	1.23
To know and use some basic digital tools to be able to use them in orientation tasks and tutoring and to develop the functions of tutor.	1.82	1.29	1.72	1.29	2.20	1.48

Table 9: Descriptive statistics of the answers of Degree of knowledge, Degree of acquisition and Degree of importance (source: own elaboration)

	N	Mean
Knowledge of competences (F1)	79	1.66*
Importance attributed to competences (F3)		2.33*
Acquisition of skills (F2)	79	1.56*
Importance attributed to competences (F3)		2.33*

*: *p-value* < 0.05

Table 10: Descriptive statistics of Degree of knowledge, Degree of acquisition and Degree of importance (source: own elaboration).

Focus group interview results

The coding of the data and the grouping by categories allowed us to explore the content expressed about the aspects of the topic discussed. The key ideas of the discourse are supported by textual quotations. In this case, the four codes previously described were used.

Regarding the Guidance Department [DO.], The students stated that they had not received training on the organization and functions of the Guidance Department (P4 indicated: “They haven’t told us anything about guidance”). Although they were willing to seek support in this (P3 highlighted: “I have the guidance department, let them explain it to me”). Regarding

the functions of the Department, P2 pointed out: “I suppose that it will be a bit like the psychologists of the institute, as they help when there are problems and give guidelines to teachers who have, for example, children with some NEAE or things like that. if you need help for a particular student that the counselors help you”; P4 added: “The Tutorial Action Plan”; P3: “Even people who want to enter the center, again, things like that. I mean students, they also guide and job guidance”.

Regarding Training [FORM.], the students considered that their training in a tutorial function was scarce (P2: “I have not been given any type of preparation to tutor”), although they highlighted its complexity (P2: “[...] I find it complex to be

a tutor, because you have to take care of many things, deal with students' problems"). In addition, they recognized that they would have to acquire this knowledge when they began to work (P4: "[...] then they will have to teach us directly in situ, that is, in the center").

In relation to the Tutorial Function [TUT.], they indicate various functions of the tutor teaching staff (P4: "It represents them, right? The rest of the teaching staff too and it helps them in any situation"; P3: "It will also intervene between the group another teacher of some subject, well too"; P4: "And not only academically, but also emotionally"; P1: "The one who is going to communicate to the parents of that group will be that tutor").

Finally, in Proposal [PRO.], the students proposed that training in a tutorial function be more present in the master's degree curriculum (P1: "[...] some classes were for that too") P2 added that they should be given "Some guidelines" regarding "how we have to act, especially what are the problems that we have to cover in the tutorials, if we have to give them some kind of education in some sense, that is, if we have to impart some values or something like that, that they make an example of how a tutoring is carried out, for example, a situation "or that, for example, " a counselor comes to give us a talk [...]". A summary of the results of the focus group interview can be found in the diagram below.

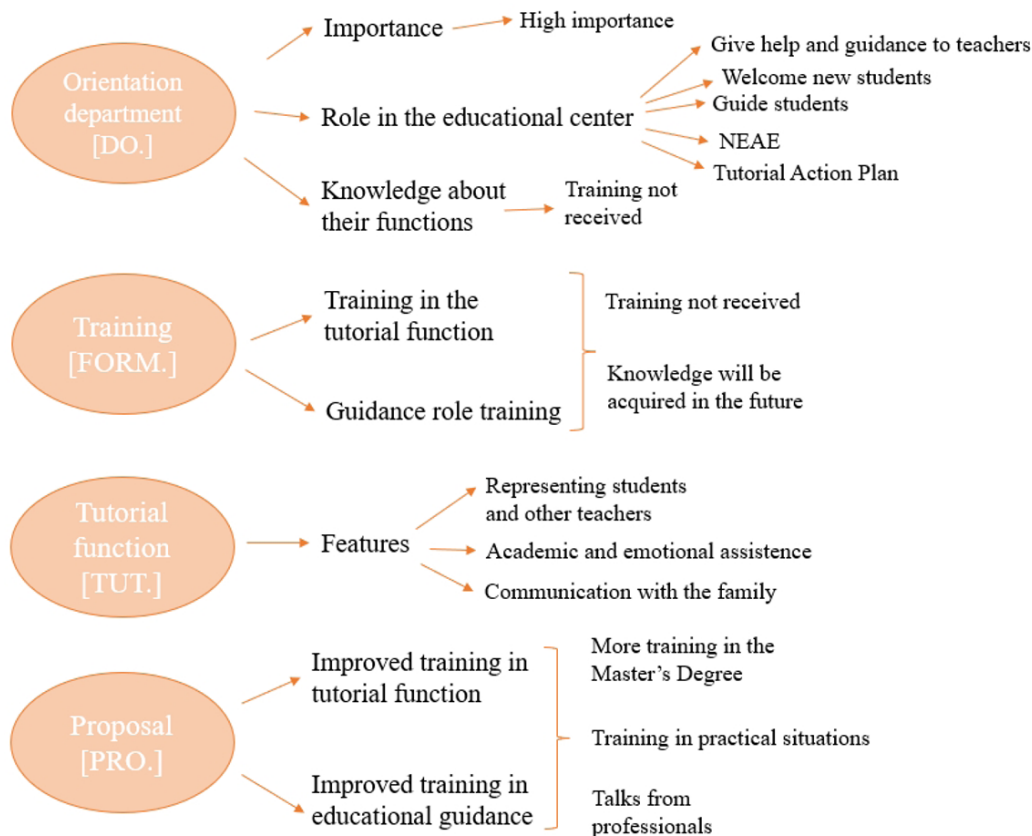


Diagram 1: Focus group interview's results (source: own elaboration)

Triangulation of data

In general, students believe that the Master's training lacks sufficient content and skills related to the tutoring function ("we do not know what we have to do as tutors"). Similarly, they consider that it will be in their subsequent exercise when they learn these functions, asking other colleagues or seeking information independently ("I would talk to the guidance team of the institute to give me guidelines and with other teachers"; "Improvise and ask and study and train ourselves"). This coincides with the results of the questionnaire, in which in most of the items related to the functions of tutoring they value their degree of training as quite low. In this line, it is worth mentioning the few competences found in the Verifica del Título regarding the function of the tutoring faculty. We can appreciate that competences related to guidance and tutorial work are included, but these seem to be mentioned briefly, often within a broader list of competences.

Regarding the assessment made by the participants of the focus group on the role of the tutoring teacher, they point out among their functions to be the representative of their tutoring group and the teaching team, serving as a mediator between both ("He or she will also intervene between the group and another teacher of a subject"). In addition, they also indicate between their functions helping the students, offering support "not only academically, but also emotionally" and communicating with the family.

Among the competences of the Verifica del Título, those related to family counseling are included. However, the students who answered the questionnaire value being poorly trained in this aspect, an opinion that is reinforced in the comments of the open question of the questionnaire ("I think we are poorly informed and prepared in relation to this important topic"). Although they also attribute a low-moderate importance to it. In the focus group, this function was recognized as belonging

to the tutor teachers (*"The one who is going to communicate with the parents of that group is going to be that tutor"*), although it was given little importance.

Likewise, in the focus group, the participants expressed a predisposition to go to the Guidance Department, as well as to other teachers, to receive information and preparation in this aspect (*"The tutoring function... nothing. We haven't done anything"*; *"The aspect of being a tutor was discussed in some sessions but I don't think it was given the proper importance"*). They consider it important to collaborate with the Guidance Department and to see the guidance counselor as qualified to provide this service (*"I am counting on the guidance department, let them explain it to me"*; *"It would be the first thing I would do; go to the guidance counselor"*).

On the other hand, the Master's students value not having knowledge on how to coordinate the actions of the area with all the educational agents or other services and being poorly prepared for this, although they also give it little importance. The documentary analysis shows that no competence related to this aspect of the guidance function of the teaching staff is included in the teaching guides of the different specialties. In the focus group, neither this function nor any related one was mentioned as part of the tutoring faculty's work.

In addition, the students who answered the questionnaire consider that they have little training in how to identify demands and design intervention plans in response to the needs detected in the educational center. They give this aspect some importance and it can be considered partially included among the competences of the Master's Degree (*"Participate in the definition of the educational project and in the general activities of the center in accordance with criteria for improving quality, attention to diversity, prevention of learning problems and coexistence"*).

In the focus group interview, the participants considered that they had not received information on educational guidance and counseling services. In addition, they indicate that they had not been able to have contact with the Guidance Department or with any guidance counselor, which they valued as an aspect to be improved in their training, even suggesting that this contact be made in the Master's program (*"Well, a guidance counselor could come to give us a talk, for example, to explain what they do"*). In the questionnaire this item is given a moderate, but not high, importance.

In this line, the participants pointed out several functions of the Department, such as the Tutorial Action Plan, advice to teachers (*"I guess it will be a bit like the psychologists at school, as they help when there are problems and give guidelines to teachers who have, for example, children with some SEN"*) or even academic guidance (*"when you go to college too"*) or reception of new students in the center (*"Even people who want to enter the center, again"*). Although they consider that they know little about this topic (*"They have not told us anything about guidance"*; *"They mention that it exists and that you have to participate and work with them, but not how"*), they say they are willing to collaborate and seek support from the Guidance Department (*"I count on the guidance department, they can explain it to me"*; *"I would talk to the high school guidance team to get guidelines and to other teachers"*).

In addition, the participants consider that they have little knowledge of psycho-pedagogical diagnostic techniques and that they have acquired few skills in this area. The importance they attach to it is moderate. Although several competences related to attention to diversity can be found in the Verifica del Título, they do not include psycho-pedagogical diagnosis.

Another aspect for which students feel unprepared is the evaluation of the interventions carried out and being able to derive changes to improve them. However, it is given a moderate importance, this being the item in which the responses vary the most, which indicates that part of the student body gives it quite a lot of importance while another part considers it not very important. In the Master's Degree, we found a competence that could be considered related to this function (*"To plan, develop and evaluate the teaching and learning process, promoting educational processes that facilitate the acquisition of the competences of the respective courses, taking into account the level and previous training of the students as well as their orientation, both individually and in collaboration with other teachers and professionals of the center"*). But this is included in a broader list of functions.

Also, in the focus group interview, the participants mentioned attention to diversity, although in relation to the functions of the Guidance Department (*"they help when there are problems and give guidelines to teachers who have, for example, children with some SEN or things like that, and if they need help for a particular student, the guidance counselors will help them"*).

In this aspect, in the open question of the questionnaire, they emphasize that they would like to receive more training (*"We have not received any specific training on how to adapt homework to SEN students or how to deal with them"*). This same request extends to other functions of the tutor teachers (*"communication with parents, guidance services or attention to people with special needs, practically do not occur"*).

In this line, the last question of the questionnaire shows the importance they attach to continuing training and seeking information to acquire this knowledge (*"From my point of view, it is necessary to make the training of trainers permanent and compulsory. It is not enough to do a degree and a Master's degree to know how to teach. It is necessary, as in other professions, to train constantly"*).

In order to improve this training from the Master's Degree in Teacher Training, the participants of the focus group pointed out as proposals for improvement that the Master's Degree should offer guidelines on *"how we have to act"*. That is, the functions that correspond to a teacher who is a tutor. They also suggest *"an example of how a tutoring is carried out"* or *"a guidance counselor should come to give us a talk"* to explain the functions of the Guidance Department and the relationship established between it and the rest of the teaching staff. Likewise, some of the comments in the last question of the questionnaire also pointed out the importance of receiving training more focused on practice (*"I think that in the Master's degree more training would be necessary in relation to real situations that we might encounter, for example: dealing with family members"*; *"I think that it would enrich this training and help the acquisition of competences to combine classes with practical work experience in schools"*).

DISCUSSION

The Master's Degree in Teacher Training has tried to collect training in content and skills of the specialization in the specific module and didactic strategies and knowledge about the operation of the school in the generic module. This training, as Husband (2015) point out, is essential for the development of competences related to student guidance. However, the assessment of the students (future teachers), regardless of their specialty, is that the master's training offer is insufficient for the acquisition of skills related to the tutorial function. The analysis of the degree curriculum showed a poor approach to the functions of the tutor. Thus, the results of the three sources of information used seem to point in the same direction.

In general, the students did not highlight the importance of these functions, despite recognizing the need to continue training to acquire them (R4) "[...] we must ensure that the training of trainers is permanent and mandatory"). This contradiction between being aware of the competences that as a tutor must possess, and the low importance attributed to the competences related to the tutorial function, show the presence of a high number of competences focused on didactic aspects. This leaves less time and resources to the rest of aspects, especially those related to the tutorial function, which is in line with previous research in which teachers were reluctant to assume these functions (Hipkiss and Pernilla, 2018). There is little appreciation of the tutorial function and there is a tendency to identify the teaching functions as something closer to curricular teaching (López-Torrijo and Mengual-Andrs, 2015).

The students who participated in the focus group interview recognized the functions of the Guidance Department in relation to the Tutorial Action Plan, advising teachers, academic guidance or welcoming new students. They also consider that these functions were specific to the Departments of Guidance and not so much of the tutor teaching staff. In this sense, P3 stated: "It would be the first thing I would do; go to the counselor or counselor". This positive perception of the Guidance Department coincides with previous studies (Calderón-Garrido et al., 2019; González-Álvarez, 2019). Studies such as those (Ceulemans, Simons, and Struyf, 2012; Romito, 2019; Supriyanto et al., 2019; Zaunstöck, et al., 2021), have shown that the lack of training on educational guidance and counseling services could be the reason for identifying the tutorial and guidance function as something alien to the competence profile of teachers. In any case, a lack of knowledge of the functions of the centers' guidance services and of the competences of the professional profile of teachers in terms of guidance and tutoring is revealed (Ceulemans, Simons and Struyf, 2012; Romito, 2019; Lai-Yeung, 2014; Lam and Hui, 2010; Owino and Odera, 2014; Zaunstöck, et al., 2021).

Students tend to attach more importance to competences related to teaching skills. Thus, they consider important and feel moderately prepared for the development of interaction and communication processes in the classroom; to use digital tools and to collaborate with other teachers and educational agents and with the development and application of learning methodologies. This profile is typical of the initial training offered in the generic module. However, they consider themselves poorly prepared to coordinate actions with other

educational agents or services and to identify demands and design intervention plans in response to the needs detected in the educational center. They also gave both tasks a low and moderate importance. Coinciding with Finney and Philpott (2010), there is a lack of training in relation to counseling processes.

A part of the students was considered moderately prepared while another stated not having sufficient knowledge to apply programs for the comprehensive training of students. A part of the master's degree students considered the evaluation of the interventions carried out and the need to design improvement plans to be of little importance. They considered knowing little about psycho-pedagogical diagnostic techniques, giving a moderate importance to this aspect. This fact, together with the tendency to identify attention to diversity with the Guidance Department, considerably limits the preventive and guiding nature of the tutorial action. The Title Verify does not highlight competences related to psycho-pedagogical diagnosis, preventive intervention, or detection of needs in students.

In general lines, and coinciding with previous studies (Álvarez-Justel, 2017; González-Álvarez, 2019; Chan, 2010; Zaunstöck, et al., 2021), these results suggest that the participants in this study do not consider themselves sufficiently prepared to exercise the functions of the teaching staff, especially those related to guidance and counseling.

The results of this study should be taken with caution, as they respond to the reality of the University of La Laguna. The exploration of lines of work on the development of competences related to the tutorial function is necessary for the adaptation and improvement of the training of secondary education teachers who, considers the training received insufficient in relation to the areas addressed in this study. Also, more research using larger samples to study teacher training needs in guidance and counseling is also recommended.

CONCLUSION

This work has focused on the knowledge of the students of the Master in Teacher Training of the ULL on the field of educational guidance and the role of the tutor teacher. In addition, the competences included in the Master's have been explored. Specifically, the Master's includes several competences related to the tutorial function, in four key areas of educational guidance (family counseling, personal and professional guidance for students, tutorial action and attention to diversity). But these are insufficient and are included within from a broader list of competences.

Most of the participants in this study considered themselves poorly trained in competences for the tutorial function. Although they attributed importance to the Guidance Department, they were unaware of its functions in the educational center and did not feel prepared to collaborate with it. This view can be seen in the results of the questionnaire, but they are even more visible in the focus group, in which the participants highlight not only their lack of preparation, but also the absence of knowledge regarding what contents should be addressed in this preparation.

In general, the results of the questionnaire and the analysis of

the Verifica del Título are confirmed in the answers given by the participants in the focus group.

In conclusion, they state that they are unaware of the functions of the tutor teaching staff and have not acquired the necessary competences to carry out this work, attributing it a moderate importance. The functions for which they feel most prepared are those most related to the teaching task, which may indicate that they consider the role of the tutor (counselor and advisor) secondary to the role of teacher.

In future works, we should deepen in which are the basic contents of guidance and tutoring referring to areas of educational guidance that should be included in the Master

and the best strategies for the training of teachers in these functions, so that they feel more prepared to exercise their function as tutor teachers. Likewise, the results of this work lead us to put forward a series of proposals to improve the training in the tutorial function of future teachers in relation to the tutorial function. First, we suggest promoting contact between specialties, including the Specialty of Educational Guidance, for example, through collaborative work. In addition, competences and contents specifically related to the tutorial function can be added to the teaching guides or contact with the Guidance Department can be encouraged during external internships.

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