TUTORING AND ACADEMIC PERFORMANCE IN UNIVERSITY STUDENTS FROM THE PERUVIAN ALTIPLANO

Miryam Pari-Orihuela¹
Yésica Dominga Díaz-Vilcanqui²
Humberto Mamani-Coaquira³
Vidnay Noel Valero-Ancco⁴

ABSTRACT

Objective: University tutoring is crucial to support students’ academic, personal and professional success, provides individualized guidance, fosters the development of key skills and promotes student retention, thus contributing to the overall growth of university students. Within this framework, the objective of the research was to determine the relationship between the perception of the tutoring system and the academic performance of students of the National University of the Altiplano of Puno (UNAP).

Methods: The research approach is quantitative, non-experimental, with a cross-sectional correlational design. The population consisted of 474 students, obtaining a sample of 213 randomly selected students. A questionnaire was used to measure the first variable, while for the second variable the minutes of evaluation corresponding to the first academic semester of the year 2023 were consulted.

Results: The results reveal that students of the UNAP have a regular perception of tutoring services, both academic and personalized. While they recognize the existence of these services, they are not fully familiar with all available services. Some students have also used these services occasionally, do not consider them an essential part of their university experience and do not actively seek this type of support, except when they need it.

Conclusion: In conclusion 93.4% of the students assessed the tutoring system as regular, while 6.6% considered it bad or unsatisfactory. In addition, the statistical analysis reveals a strong positive correlation (r=0.795) between the tutoring system and academic performance, supported by a p value lower than the level of significance (0.00 < 0.05) that confirms the statistical validity of this relationship. These findings suggest that as the tutoring system strengthens, there is a considerable and positive association with students’ academic performance.

Keywords: Counseling, Career Development, Career Guidance, Tutoring, University.

RESUMO

Objetivo: O ensino universitário é crucial para apoiar o sucesso acadêmico, pessoal e profissional dos estudantes, proporciona orientação individualizada, promove o desenvolvimento de competências essenciais e promove a retenção dos estudantes, contribuindo assim para o crescimento global dos estudantes universitários. Nesse âmbito, o objetivo da pesquisa foi determinar a relação entre a percepção do sistema de tutoria e o desempenho acadêmico dos estudantes da Universidade Nacional do Altiplano de Puno (UNAP).

¹ Universidad Nacional del Altiplano, Puno, Perú. E-mail: mpari@unap.edu.pe
Orcid: https://orcid.org/0000-0002-8287-9498

² Universidad Nacional del Altiplano, Puno, Perú. E-mail: ydiaz@epg.unap.edu.pe
Orcid: https://orcid.org/0000-0003-4244-2766

³ Universidad Nacional del Altiplano, Puno, Perú. E-mail: hmamani@unap.edu.pe
Orcid: https://orcid.org/0000-0002-0569-860X

⁴ Universidad Nacional del Altiplano, Puno, Perú. E-mail: vvalero@unap.edu.pe
Orcid: https://orcid.org/0000-0002-7980-0339
Métodos: A abordagem de pesquisa é quantitativa, não experimental, com um design correlacional transversal. A população consistiu de 474 estudantes, obtendo uma amostra de 213 estudantes selecionados aleatoriamente. Foi utilizado um questionário para medir a primeira variável, enquanto para a segunda foram consultadas as atas de avaliação correspondentes ao primeiro semestre acadêmico do ano de 2023.

Resultados: Os resultados revelam que os alunos da UNAP têm uma percepção regular dos serviços de tutoria, tanto acadêmicos quanto personalizados. Embora reconheçam a existência desses serviços, eles não estão totalmente familiarizados com todos os serviços disponíveis. Alguns estudantes também têm usado esses serviços ocasionalmente, não os consideram uma parte essencial de sua experiência universitária e não buscam ativamente esse tipo de apoio, exceto quando precisam.

Conclusão: En conclusión, 93,4% dos alunos avaliaram o sistema de tutoria como regular, enquanto 6,6% o consideraram ruim ou insatisfatório. Além disso, a análise estatística revela uma forte correlação positiva (r=0.795) entre o sistema de tutoria e o desempenho acadêmico, sustentada por um valor p inferior ao nível de significância (0,00 < 0,05) que confirma a validade estatística desta relação. Essas descobertas sugerem que à medida que o sistema de ensino se fortalece, há uma associação considerável e positiva com o desempenho acadêmico dos alunos.

Palavras-chave: Asesoramiento, Desarrollo de Carrera, Orientación Profesional, Tutoría, Universidad.
1 INTRODUCTION

Mentoring in higher education is an important topic in the academic field. Studying tutoring in this context allows a better understanding of teaching and learning processes, as well as identifying effective strategies to improve the educational experience of university students (Celada-Reynoso et al., 2023). Higher education has long recognized the practice of supplementing course instruction with other supports to help students master course material and successfully complete their studies (Balzer and London, 2019).

Globally, a significant number of students receive mentoring in many Asian countries, such as Japan, China, Singapore, Thailand and South Korea, where more than 50% of students benefit from some form of mentoring (Yung, 2020). Other countries, such as those in Africa, Australia, North America, South America and Europe, have also witnessed rapid growth in student participation in mentoring. However, approximately 33% of students in undergraduate programs reported that they seriously considered withdrawing from university, and about 6% reported academic failures during their first year of undergraduate education, and about 50% of students entering university fail to complete their studies or obtain graduation, which is attributed to a lack of student orientation (Dapelo and Rosales, 2019; Klug and Peralta, 2019).

On the other hand, remote mentoring is also a large and growing market served by private sector companies. Market analysts estimated that the size of the global online tutoring market was around $150 billion in 2020 and is projected to reach around $280 billion by 2026 (Hardt et al., 2023). In addition, personalized tutoring aims to reduce educational dropout, improve performance in studies and provide guidance on personal matters (Carrillo and Ruiz, 2017; Expósito et al., 2020). This is because the tutoring establishes a close bond with the student, so they fulfill the formative work allowing the student to acquire a greater knowledge of himself (Guerra and Borrallo, 2018). The inclusion of the personalized tutoring program is a permanent concern in university institutions to address the poor academic performance and achievement, which negatively affects the professional quality of graduates (Chacón, 2022).

In the same vein, recent studies in other countries have highlighted student absenteeism as a huge challenge for higher education, where the absenteeism rate among university students ranges from 18.5% to 40%, although some surveys have recorded rates of up to 70% (Ha et al., 2024), likewise, the absenteeism rate among Chinese university students in non-elite universities is around 35% ( Büchele, 2021), and has been observed to reach rates of up to 60% in some universities (Kuroda et al., 2023).
The tutoring represents a process of guiding students whose purpose is to optimize their academic performance, cultivate study habits, encourage reflection and promote social awareness (Rodríguez, 2017; Vilca y García, 2021). In addition, it seeks to promote the academic progress of the student (Padilla and Mayoral, 2022), generating in the end, positive quality and complacency towards tutoring among students (Martínez et al., 2017; Rodríguez, 2017; Zheng et al., 2020). However, there is a disparity in the implementation of university tutoring programs. Some institutions have strong and well-structured systems, while others face resource constraints and a lack of clear policies. In addition, lack of equitable access to quality tutoring programs, inconsistent implementation, and insufficient resources affect students’ ability to reach their full educational potential, contributing to dropout rates and unsatisfactory academic outcomes.

Various research shows that students participating in tutoring show a better educational outcome and greater effectiveness in their study and work habits, as well as positive changes driven by the confidence of the tutor, these positive influences disappear when the tutor-student relationships are not solid (Aguirre et al., 2017; Guerrero et al., 2019; Gutiérrez-Monsalve et al., 2021; Idrogo and Asenjo, 2021; M. Rodríguez, 2021; Roux and Anzures, 2015).

Tutoring and tutorial periodicity are eloquently related to educational performance, but it is essential that tutors do not have an excessive workload (Araneda-Guirrriman et al., 2020; Javier et al., 2019). In addition, tutoring is shown as a valuable resource to solve academic doubts and improve study skills (Martínez et al., 2017). Mentoring aims to guide learning and instruction towards the achievement of academic and professional competences (Vilca and García, 2021). Despite the importance of mentoring, other factors such as interpersonal skills, social networks, teamwork, social behaviors, self-esteem, family climate and emotional self-regulation skills also play a determining role in educational performance (Aguirre et al., 2017; Gutiérrez et al., 2021; Idrogo and Asenjo, 2021; Roux and Anzures, 2015).

Similarly, according to Castro et al. (2023), students who choose technical and vocational training centers are more likely to earn a degree than those who opt for university. Likewise, those who achieve outstanding academic performance in middle school and score well are more likely to graduate (Sucari et al., 2021; Zuniga et al., 2018). On the other hand, socioeconomic factors (Valero-Ancco et al., 2024), and emotional factors (Estreza-Araoz, Cruz-Huisa, et al., 2023; Estrada-Araoz, Paredes-Valverde, et al., 2023; Paricahua-Peralta et al., 2023), show an association with the probability of desertion and obtaining the degree; however, they are susceptible of intervention by the tutor teachers to improve retention and academic achievement (Reséndiz and Zepeda, 2021). Therefore, this research was guided by
the objective of determining the relationship between the perception of the tutoring system and the academic performance of students of the Professional School of Primary Education (EPEP), of the UNAP.

2 THEORETICAL FRAMEWORK

There is a large proportion of university students who receive tutoring, which represents the procedure of assistance throughout professional development. In this process, tutors actively participate by offering guidance in order to increase academic performance (Paredes-Ayrac et al., 2022). Thus, the main function of tutoring is to support the active search for information of students while they are studying at university (Martínez et al., 2017), also, it is responsible for guiding and accompanying students both in group and individually (Guerrero et al., 2019).

Mentoring is defined as a helping relationship in which two people of similar age and/or experience join together, either informally or through formal mentoring schemes, in the quest to meet some combination of goals (Foster et al., 2015). In addition, tutoring is a method designed to strengthen the skills of the student and to face the barriers inherent in the development, adaptation and training processes (Guerra and Borrallo, 2018).

Therefore, a mentoring system is an organized structure designed to provide personalized support and guidance to individuals in specific areas, such as academic, professional or personal (Hardt et al., 2023). This system involves the assignment of a tutor, an experienced mentor, who works closely with the tutor to address their particular needs. Whether in the field of education, work or personal development, mentoring seeks to facilitate learning, promote growth and offer individualized advice, thus contributing to the achievement of specific goals and the integral development of the individual.

Mentoring plays a fundamental role as a guide, advisor and facilitator of competence development (Rodríguez, 2021). Mentoring is a promising way to address core issues in higher education and empower student outcomes (Hardt et al., 2023), mentoring is an element of highly successful student support programs (Sommo et al., 2018), so spending time answering questions and encouraging constant conversation and interaction with the student helps improve this understanding (Zuniga et al., 2018). Therefore, the instructor through tutoring acquires a better knowledge of the difficulties that the student has to adapt to university life (Balzer and London, 2019). In addition, tutored students often demonstrate better levels of self-confidence (Zheng et al., 2020).
Today, mentoring has become an integral element of education regimes and is key to the successful learning of higher education students (Goshen et al., 2022; Nuis et al., 2023). According to Morzinski et al. (1996) the tutoring process provides a means by which students receive tutoring from experienced individuals and develop professional and academic skills such as career management, academic medical knowledge and other relevant skills. Within the literature you can find two modalities, academic tutoring (TA) and personalized tutoring (TP).

TA can be defined as an educational support system that involves the assignment of a tutor/teacher to provide guidance and personalized assistance to a student in their learning process. This tutoring modality focuses on the intellectual progress of the student, addressing their specific needs, either clarifying doubts, explaining difficult concepts, reviewing tasks or providing study strategies. The academic tutor acts as a guide, facilitating student progress and promoting academic autonomy and excellence (Foster et al., 2015; Guerra and Borrallo, 2018; Lobo et al., 2023). This approach seeks not only to optimize educational performance, but also to foster confidence, motivation, and the progress of learning ability over time.

TP is a distinctive learner-centered approach to learning that is increasingly used to ensure students can achieve their goals and potential (Duckett, 2010; Fulton and McGuinness, 2016; Pramjeeth and Till, 2023). Likewise, this type of tutoring is characterized by offering individualized support to students, adapting to their specific needs and personal goals and aims to reduce educational abandonment, improve educational performance and provide guidance on personal issues (Carrillo and Ruiz, 2017; Expósito et al., 2020).

In this system, a tutor works closely with each student to understand their strengths, weaknesses, and learning styles, designing personalized strategies and curricula. The goal is to provide direct guidance and support, addressing academic challenges, facilitating the development of specific skills, and fostering integral growth (Chen and Duh, 2008; Gunawardena et al., 2024). The TP goes beyond conventional teaching, prioritizing the individual connection between the tutor and the student to maximize educational potential and promote a personalized and effective learning environment.

Another of the variables studied in this research is academic performance (AR). According to Navarro (2003), RA is described as a concept that can be manifested in both quantitative and qualitative terms. This term facilitates the assessment and understanding of the set of knowledge, attitudes, skills and values that a student acquires during their teaching-learning experience.

Other authors define AR as the extent to which an institution, teacher, or student achieves long- or short-term educational goals and academic achievement of performance is
usually measured by continuous assessments and the cumulative overall grade point average achieved by the student (Al-Tameemi et al., 2023; Fajar et al., 2019; Singh et al., 2016). In addition, the RA is the reference point by which the competence of students, the university, the curriculum and teachers is measured, where students undergo some type of formal academic test and regular class exams (Reed, 2009).

3 METHODOLOGY

The field of study is the National University of the Altiplano de Puno (UNAP), located in the department of Puno. The study opted for the quantitative, hypothetical-deductive method (Hernández-Sampieri and Mendoza, 2018; Valero-Ancco et al., 2023), of a correlational and non-experimental nature, since the relationship between the variables was investigated.

The population consisted of 474 students, the sample size was 213 students of the EPEP, selected under a simple random probabilistic criterion. The survey technique was used and as a collection instrument the questionnaire designed for the variable tutoring system that consisted of 25 items with Likert scale of 4 values. For the collection of academic performance results, the evaluation records of the semester 2023-II were used. Descriptive and inferential statistics were used to process the data.

4 RESULTS AND DISCUSSION

4.1 ANALYSIS OF RESULTS OF DESCRIPTIVE STATISTICS

In Table 1, it is highlighted that the majority of students, with 87.8%, received regular TA, while 12.2% experienced inferior TA, identified as bad. Interpretation suggests that TA has been shown to be effective in enabling students to regularly develop both their generic and specific competencies.

<table>
<thead>
<tr>
<th>Academic dimension</th>
<th>f</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bad</td>
<td>26</td>
<td>12.2%</td>
</tr>
<tr>
<td>Regular</td>
<td>187</td>
<td>87.8%</td>
</tr>
<tr>
<td>Well</td>
<td>0</td>
<td>0.0%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>213</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

Source: self made.
En la Tabla 2, se destaca que la mayoría de los estudiantes de la UNAP, con un 88.7% recibieron una tutoría personal regular, mientras que un 11.3% experimentó tutoría personal de calidad inferior, identificada como malo. En consecuencia, la significativa proporción de estudiantes que reciben tutoría personal sugiere un esfuerzo por fortalecer el desarrollo personal y promover el desenvolvimiento socioemocional.

**Table 2**

*Resultados de la dimensión personal de la variable sistema de tutoría*

<table>
<thead>
<tr>
<th></th>
<th>f</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Bad</strong></td>
<td>24</td>
<td>11.3%</td>
</tr>
<tr>
<td><strong>Regular</strong></td>
<td>189</td>
<td>88.7%</td>
</tr>
<tr>
<td><strong>Well</strong></td>
<td>0</td>
<td>0.0%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>213</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

Fuente: Elaboración propia.

Table 3 highlights the perceptions of UNAP students about the tutoring system received. A notable 93.4% of students rate the tutoring as average, indicating broad acceptance of the quality of the tutoring system. However, 6.6% of students consider the system to be bad.

**Table 3**

*Results of the tutoring system variable*

<table>
<thead>
<tr>
<th></th>
<th>f</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Bad</strong></td>
<td>14</td>
<td>6.6%</td>
</tr>
<tr>
<td><strong>Regular</strong></td>
<td>199</td>
<td>93.4%</td>
</tr>
<tr>
<td><strong>Well</strong></td>
<td>0</td>
<td>0.0%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>213</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

Source: Self made.

Table 4 shows the academic performance of UNAP students. It is highlighted that 92.5% of students demonstrate high academic performance, while 6.6% achieve average performance. It is notable that only 0.9% have low academic performance. These results suggest a significant predominance of high academic achievement in the student population, which could indicate a generally high level of academic achievement at school.
Table 4

Results of the academic performance variable

<table>
<thead>
<tr>
<th>Academic performance</th>
<th>f</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low</td>
<td>2</td>
<td>0.9%</td>
</tr>
<tr>
<td>Half</td>
<td>14</td>
<td>6.6%</td>
</tr>
<tr>
<td>High</td>
<td>197</td>
<td>92.5%</td>
</tr>
<tr>
<td>Total</td>
<td>213</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

Source: self made.

4.2 TESTING AND CONTRASTING HYPOTHESES

Table 5 reveals a correlation analysis between the academic dimension and the academic performance of UNAP students. The correlation coefficient (r=0.686**) indicates a high positive relationship between both variables. The significance value (p=0.000), less than 5%, reinforces the statistical validity of the correlation found. This finding suggests that as the academic dimension increases, academic performance tends to improve significantly.

Table 5

Correlation between TA and academic performance

<table>
<thead>
<tr>
<th>Academic dimension</th>
<th>Academic performance</th>
<th>Academic dimension</th>
<th>Academic performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pearson correlation</td>
<td>1</td>
<td>.686**</td>
<td></td>
</tr>
<tr>
<td>Sig.</td>
<td>0.000</td>
<td></td>
<td></td>
</tr>
<tr>
<td>N</td>
<td>213</td>
<td>213</td>
<td></td>
</tr>
</tbody>
</table>

Table 6 highlights the correlation between the dimension of personal tutoring and the academic performance of UNAP students. The correlation coefficient (r=0.664**) suggests a moderate positive relationship between these two variables. Furthermore, the significance value (0.000 < 0.05) indicates that the correlation is statistically significant. These results suggest that as the personal tutoring dimension increases, there is a moderate but consistent improvement in the academic performance of UNAP students.
Table 6
Correlation between TP and academic performance

<table>
<thead>
<tr>
<th>Personal dimension</th>
<th>Pearson correlation</th>
<th>Academic performance</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Sig.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>N</td>
<td></td>
</tr>
<tr>
<td>Personal dimension</td>
<td>1</td>
<td>.664**</td>
</tr>
<tr>
<td></td>
<td>.000</td>
<td></td>
</tr>
<tr>
<td></td>
<td>213</td>
<td>213</td>
</tr>
<tr>
<td>Academic performance</td>
<td>.664**</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>.000</td>
<td></td>
</tr>
<tr>
<td></td>
<td>213</td>
<td>213</td>
</tr>
</tbody>
</table>

**. The correlation is significant at the 0.01 level.
Source: self made.

Table 7 shows a significant and positive correlation between the tutoring system and the academic performance of UNAP students. The relationship coefficient (r=0.795) indicates a high positive correlation, while the significance value (p=0.000 < 0.05) supports the statistical validity of this relationship. These results suggest that as the tutoring system becomes stronger, there is a considerable and positive association with students' academic performance.

Table 7
Correlation between the tutoring system and the academic performance of students

<table>
<thead>
<tr>
<th>Tutoring system</th>
<th>Pearson correlation</th>
<th>Academic performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tutoring system</td>
<td>Sig.</td>
<td></td>
</tr>
<tr>
<td>Tutoring system</td>
<td>N</td>
<td></td>
</tr>
<tr>
<td>Tutoring system</td>
<td>1</td>
<td>.795**</td>
</tr>
<tr>
<td>Tutoring system</td>
<td>.000</td>
<td></td>
</tr>
<tr>
<td>Tutoring system</td>
<td>213</td>
<td>213</td>
</tr>
<tr>
<td>Academic performance</td>
<td>.795**</td>
<td>1</td>
</tr>
<tr>
<td>Academic performance</td>
<td>.000</td>
<td></td>
</tr>
<tr>
<td>Academic performance</td>
<td>213</td>
<td>213</td>
</tr>
</tbody>
</table>

Note: **. The correlation is significant at the 0.01 level.
Source: self made.

The results of the research show a high positive correlation between the variables analyzed, these coincide with the statements of Araneda-Guirriman et al. (2020), who previously highlighted the relationship between tutoring and tutorial periodicity with educational performance. Furthermore, they agree with the research of Javier et al. (2019), who demonstrated that tutoring is linked to educational performance, emphasizing the importance of tutors not having an excessive workload. On the other hand, the studies by Sucari et al. (2021) and Zuniga et al. (2018) reinforce these findings by indicating that those students who achieve outstanding academic performance have a greater probability of graduating. These coincidences in results strengthen the validity and relevance of the relationship identified in this study, highlighting the importance of effective tutoring for academic success.
AT and TP are important in the university setting, but they differ in their focus and scope. While AT focuses on the development of specific academic skills, TP takes a more comprehensive approach that considers the individual student's needs in multiple areas of their life. Both types of mentoring can be beneficial in supporting the academic and personal success of college students.

AT focuses on supporting students in developing specific skills related to learning and academic performance. These may include study techniques, time planning, stress management, writing skills, and reading comprehension, among others. AT focuses on improving student performance in specific areas of study and helping them achieve their academic goals (Coila-Torres et al., 2023). Regarding the relationship between AT and academic performance, Martínez et al. (2017) indicates that tutoring is shown to be a valuable resource to resolve academic doubts and improve study skills. Furthermore, the conclusions of Vilca and García (2021) reinforce this finding by showing that tutoring aims to guide learning towards the achievement of academic and professional skills.

On the other hand, the findings of Castro et al. (2023) point out that students who choose technical and vocational training centers are more likely to obtain a degree in contrast to those who choose university. Likewise, Reséndiz and Zepeda (2021) point out that socioeconomic factors show an association with the probability of dropping out; However, they are susceptible to intervention by tutor teachers to improve retention and academic achievement. These data consolidate the importance of AT as a valuable resource to improve academic performance, offering valuable perspectives to design effective academic support strategies.

TP, on the other hand, involves a more comprehensive and individualized approach to support the student's academic, personal and professional development. Unlike AT, which focuses primarily on specific study-related skills, TP considers the individual and unique needs of each student, including their interests, strengths, challenges, personal and professional goals (Coila-Torres et al., 2023). Regarding the relationship between PD and RA, different authors such as Aguirre et al. (2017); Gutierrez et al. (2021); Idrogo and Asenjo (2021); Roux and Anzures (2015) and Valero-Ancco et al. (2021) point out that factors such as teamwork, social behaviors, self-esteem, family climate and emotional self-regulation skills also play a determining role in educational performance.

Likewise, Guerrero et al. (2019) has shown that students who actively participate in tutoring programs exhibit better academic performance; However, it highlights that this benefit disappears when the relationships between the tutor and the student are not solid. These findings underscore the importance of considering both academic and social-emotional factors in the
implementation of PT programs to achieve a positive and sustained impact on students' academic performance.

5 CONCLUSION

The results maintain that there is a regular perception of the tutoring system in the dimension of TA as well as in TP by UNAP university students, characterized by the fact that students recognize the existence of these services both in the academic field and in the personalized, but are not completely familiar with all the options and services available. Although some have occasionally used these services, they do not consider them an integral part of their college experience and generally do not actively seek out this type of support unless they need it. In conclusion, 93.4% of the students evaluated the tutoring system as regular, while 6.6% considered it to be bad or unsatisfactory. Furthermore, the statistical analysis reveals a strong positive correlation ($r=0.795$) between the tutoring system and academic performance, supported by a $p$ value lower than the proposed significance value ($0.00 < 0.05$) that confirms the statistical validity of this relationship. These findings suggest that as the tutoring system becomes stronger, there is a considerable and positive association with students' academic performance.

REFERENCES


Tutoring and Academic Performance in University Students from the Peruvian Altiplano


