

**Roles and influence of tutoring in critical stages of Peruvian higher education**

Funções e influência da mentoria em estágios críticos no ensino superior peruano

Roles e influencia de la tutoría en etapas críticas de la educación superior peruana

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**ABSTRACT**

This study investigated the influence of tutoring on the entry, retention and graduation of students at a national university in Peru. Through a quantitative approach, it analyzes how tutoring affects these key stages, using data from 223 students. The results show a positive valuation of tutoring, significantly correlated with better retention and academic success rates. The research underlines the importance of personalized tutoring in improving student performance and well-being, highlighting its role in adaptation and motivation during university life. It also suggests the need for policies to ensure the quality and consistency of these interventions. This work not only adds to the existing literature by detailing the impact of tutoring in a Peruvian context, but also guides universities in formulating more effective programs to support students, potentially transforming the student support structure in educational institutions.

**Keywords:** student retention, academic success, teacher support, student development, educational interventions.

**RESUMO**

Este estudo investigou a influência da mentoria no ingresso, na retenção e na graduação de alunos em uma universidade nacional do Peru. Por meio de uma abordagem quantitativa, ele analisa como a mentoria afeta esses estágios principais, usando dados de 223 alunos. Os resultados mostram uma avaliação positiva da tutoria, significativamente correlacionada com melhores taxas de retenção e sucesso acadêmico. A pesquisa ressalta a importância da tutoria personalizada para melhorar o desempenho e o bem-estar dos alunos, destacando seu papel na adaptação e na motivação durante a vida universitária. Ela também sugere a necessidade de políticas para garantir a qualidade e a consistência dessas intervenções. Este artigo não apenas contribui para a literatura existente ao detalhar o impacto da tutoria em um contexto peruano, mas também orienta as universidades na formulação de programas mais eficazes de apoio aos alunos, possivelmente transformando a estrutura de apoio ao aluno nas instituições educacionais.

**Palavras-chave:** Retenção de alunos, sucesso acadêmico, apoio ao professor, desenvolvimento do aluno, intervenções educacionais.

**RESUMEN**

Este estudio investigó la influencia de la tutoría en el ingreso, la permanencia y la titulación de los estudiantes de una universidad nacional de Perú. A través de un enfoque cuantitativo, se analiza cómo afecta la tutoría a estas etapas clave, utilizando datos de 223 estudiantes. Los resultados muestran una valoración positiva de la tutoría, correlacionada significativamente con mejores tasas de retención y éxito académico. La investigación subraya la importancia de la tutoría personalizada para mejorar el rendimiento y el bienestar de los estudiantes, destacando su papel en la adaptación y la motivación durante la vida universitaria. Además, sugiere la necesidad de políticas que garanticen la calidad y la coherencia de estas intervenciones. Este trabajo no sólo se suma a la literatura existente al detallar el impacto de la tutoría en un contexto peruano, sino que también orienta a las universidades en la formulación de programas más eficaces para apoyar a los estudiantes, transformando potencialmente la estructura de apoyo estudiantil en las instituciones educativas.

**Palabras clave:** Retención estudiantil, éxito académico, apoyo al profesorado, desarrollo estudiantil, intervenciones educativas.

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**Main topic:**

Impact of tutoring in Peruvian education

**Main practical implications:**

The article presents empirical evidence that highlights the importance of personalized tutoring to improve students' performance and well-being, emphasizing its role in adaptation and motivation during university life. This contribution may assist in the formulation of sustainable and evidence-based public policies to improve educational effectiveness in the context of developing countries.

**Originality/value:**

Its originality consists in approaching a high impact topic for the contemporary situation of Peruvian education, using original data analyzed in order to generate results in different scenarios and variables of study.

## INTRODUCTION

Contemporary global education faces critical challenges that require a thorough review of the pedagogical methods employed. The integration of technology, AI, and increasing global interconnectedness have redefined the competencies students must acquire (Guerrero-Quiñonez et al., 2023), challenging institutions to provide an education that not only responds to the demands of today's job market, but also fosters critical thinking and constant adaptability.

Tutoring work not only focuses on improving academic performance, but also aims to strengthen students' social-emotional competencies, thus facilitating a more effective transition to professional life and greater insertion into a globalized marketplace. Through a personalized intervention strategy, tutors work closely with students to develop independent learning, time management and problem-solving skills, which are critical to their success in both academic and professional settings. This approach also enables educators to proactively identify and respond to specific barriers faced by students, including personal, academic and socioeconomic difficulties, thus ensuring a more inclusive and equitable education.

Therefore, the implementation of teacher tutoring programs in Peruvian public universities not only responds to a mandate for internal educational improvement, but also aligns with global educational trends that emphasize personalized education as key to preparing students for the challenges of the future. The adoption of these practices could serve as a model for other institutions in similar contexts to follow, demonstrating their potential to positively influence educational reform globally.

In Peru, education faces complex problems that highlight the country's structural inequalities. These national challenges are magnified by factors such as socioeconomic inequality, which limits access to quality educational resources for much of the population. Students from less developed regions or under-resourced communities often face significant barriers in their educational journey, from a shortage of adequate infrastructure to a lack of up-to-date teaching and learning materials and technology.

In addition, Peru's cultural and linguistic diversity, while a national asset, also presents particular challenges in education. The education system often fails to adequately incorporate this diversity into its programs, which can result in a disconnect between what is taught in the classroom and the cultural context of the students. This results in reduced relevance and effectiveness of learning and, potentially, reduced student motivation to continue their studies. These factors combine to exacerbate dropout rates (Muro et al., 2023) and low levels of academic performance, putting at risk the formation of the qualified human capital that the country needs for its development. Given this reality, teacher tutoring stands out as a vital approach to mitigate these problems, providing personalized support that considers the individual and cultural needs of students, and promoting a more inclusive and equitable learning environment.

The research on the influence of the teaching tutoring work on the entrance, permanence and career completion of students in a national university in Peru is justified from different theoretical, practical and methodological perspectives. Theoretically, the study is based on consolidated models of student development and academic dropout, such as those proposed by Tinto and Chickering and Reisser, which highlight the importance of social and academic integration and the educational environment in student success. This research seeks to expand these models by specifically exploring the role of tutoring in a Peruvian educational context, providing a deeper understanding of how this support affects critical stages of students' college careers.

Practically, the study is essential for educational institutions that wish to improve their retention and graduation rates. By examining how tutoring influences entry, retention, and completion, research can provide evidence that will help universities design more effective policies and programs. These findings could be crucial for the formulation of interventions aimed at strengthening academic and emotional support for students, with the potential to significantly improve well-being and academic performance at the university level.

From a methodological perspective, the study adopts a quantitative approach to address the complexity of the influence of tutoring. Surveys allowed us to quantify the overall perception of tutoring among the student population. This methodology is particularly valuable because it captures the variability and richness of student experiences, offering a comprehensive and detailed view that can guide practical improvements in tutoring programs.

Taken together, this research provides a comprehensive and multifaceted analysis that is theoretically enriching, methodologically rigorous, and practically applicable, underscoring the importance of a personalized and well-supported approach to maximizing the academic success and well-being of college students.

The general objective of the study carried out in a national university in Peru is to investigate the impact of teaching tutoring on students' admission, permanence and completion of their studies. This approach is justified by the need to

understand in depth how tutoring can influence the different stages of the university experience.

In order to break down this general objective, several specific objectives have been defined. First, it will assess how students' perceptions of tutoring affect their college entrance experience. Next, the study will determine the effect of tutoring on students' ability to remain in college over time. In addition, the role of tutoring on successful college completion will be examined. Finally, statistically significant differences between the perception of tutoring and the variables of admission, retention and degree completion will be analyzed to establish clear and quantifiable relationships.

Based on these objectives, the general hypothesis posited postulates that tutorial work has a significant positive impact on student entry, retention and degree completion. On a more specific level, several hypotheses are posited: it is expected that a positive perception of tutoring work is associated with a better college entrance experience; that tutoring work positively influences student retention, reducing dropout rates; and that a favorable perception of tutoring increases the likelihood of successful college degree completion.

Furthermore, it is anticipated that there will be statistically significant differences between the valuation of tutoring and the variables of admission, permanence and degree completion, with tutoring being perceived more positively in comparison with these variables.

This study framework not only seeks to fill a gap in the existing literature, but also aims to provide practical recommendations for higher education administrators, which could result in significant improvements in the student support structure at universities.

### **Review of the literature: tutoring as a means of overcoming barriers**

Hardt et al. (2023) found that peer tutoring significantly improved study behavior and academic performance in an online education setting, highlighting its potential to reduce educational inequalities. Similarly, Pugatch and Wilson (2018) showed that even minimal interventions, such as brief messages encouraging tutoring, can substantially enhance students' study habits and engagement, although they noted limited direct effects on learning outcomes. Moreover, Lopez-Agudo et al. (2020) emphasized the nuanced role of tutors in the academic achievement of Spanish students, suggesting that close tutor-student relationships can influence grading practices. Kim et al. (2021) provided evidence that peer tutoring effectively reduces course failure rates and improves exam scores among nursing students, reinforcing the value of personalized academic support. Additionally, Glewwe, Krutikova, and Rolleston (2017) highlighted disparities in learning outcomes between advantaged and disadvantaged students, advocating for targeted interventions like tutoring to bridge these gaps. In that regard, Zimmer, Hamilton, and Christina (2010) examined the effectiveness of after-school tutoring programs in improving student proficiency levels, noting their significant role in academic achievement.

Podplota (2022) highlights the importance of establishing peer tutoring institutes within higher education institutions, emphasizing their role in creating additional resources for the implementation of educational programs and in the personal development of students; peer tutors facilitate the adaptation of first-year students, helping them to integrate both academically and socially. This system not only supports students in difficulties, but also contributes to their successful socialization, promoting the development of a socially active, responsible and independent personality; in addition, the peer tutoring activity is beneficial for the tutors themselves, as it allows them to develop communicative, organizational and creative skills, thus improving their pedagogical competencies; this pedagogical experience results in significant professional development for the tutors, offering them an opportunity to try their hand as teachers.

On the other hand, Tormey (2021) confirmed the validity of the multidimensional model, identifying both two-dimensional and three-dimensional relationship patterns. The development of this theoretical model and its empirical validation offer valuable tools for teachers, administrators and researchers in higher education, allowing a deeper and more effective understanding of how affective and power dynamics within the classroom impact the educational process.

Wass and Rogers (2021) revealed significant benefits for tutors, such as increased self-reflection and collegiality, greater confidence in their teaching skills, and improvements in their students' learning outcomes; a highlight of the program was the interdisciplinary pairing of tutors and mentors, which facilitated a supportive, non-evaluative dialogue, strengthening collegial relationships; the study concludes that the combination of videotaped observations with peer tutoring and student feedback provides more contextualized, relevant and individualized professional development, which is essential for improving the quality of teaching in higher education; this approach offers a viable and effective route for the ongoing professional development of tutors, highlighting the importance of more targeted and practice improvement-oriented support.

Furthermore, Kusmiarso et al. (2021) revealed an increase in student absorption in higher education in the last two years, underscoring the crucial role of teachers in this process. The effectiveness of the guidance provided by teachers was reflected in the questionnaire results, which showed an increase in the number of students entering higher education. In addition, the findings suggest that schools could use these results as a reference to develop or improve their orientation

programs for future university students. This study highlights the importance of a systematic and well-structured approach to student orientation by teachers, demonstrating its direct impact on students' success in accessing higher education.

Issa et al. (2023) noted that a significant majority of students (79.2%) have used private tutoring during their medical training. Within this group, a higher proportion of Egyptian students (68.4%) compared to non-Egyptian students (31.6%) used these services, with males predominating over females by almost double. Fifth-year students were the most likely to seek private tutoring, which may reflect the increasing academic demand and pressure at advanced stages of their education. The study suggests the need for additional research with larger samples to improve statistical robustness and allow for broader generalizations. It is also recommended to explore subject-specific dynamics within private medical tutoring and to conduct similar studies globally for better comparison of data. This paper highlights the importance of considering the dynamics of private tutoring in the conceptualization and regulation of medical education, especially in relation to socioeconomic inequalities and the efficiency of medical education systems.

Muthuprasad et al. (2021) showed that a majority (70%) of students are willing to adopt online classes to manage their studies during the pandemic. Smartphones were the preferred device for accessing these classes, reflecting the importance of mobile technology in the educational context of developing countries with limited technological infrastructure. In addition, students showed a preference for recorded lectures accompanied by quizzes at the end of each session as a strategy to enhance learning effectiveness.

The study also highlighted that while the flexibility and convenience of online classes are attractive, connectivity issues in rural areas represent a significant challenge. This is especially pertinent in the context of agricultural education, which often requires hands-on components that are difficult to replicate in a fully online environment. The authors suggest that a hybrid learning model may be necessary to adapt to the new normal, providing a useful basis for designing a curriculum that integrates both face-to-face and online elements.

### **Towards a multifaceted and versatile model of education**

Mauri et al. (2019) found that the creation of these spaces for joint reflection fostered mutual learning and strengthened school-university collaboration, contributing to greater coherence in teaching practice. This indicates that such collaborative environments are valuable for the professional development of future teachers and for the improvement of teacher education in general.

Kolb's Experiential Learning Model has had a significant impact on teacher tutoring, particularly in the supervision and training of pre-service teachers. This model is well suited for the supervision of student teachers' teaching practice, as suggested by (Fitzgibbon, 1987). It encourages a reflective and experiential approach, allowing teachers to reflect on their classroom experiences and develop practical teaching skills through reflection and active experimentation. This process not only helps students integrate theory with practice, but also allows them to develop a more personalized and effective teaching style.

In addition, Abdulwahed and Nagy (2013) have explored the application of the Experiential Learning Cycle in laboratory education, highlighting how this model can enhance learning in these settings. Implementation of the model in laboratories through hands-on, virtual, and remote sessions has been shown to improve student learning outcomes compared to traditional methods. This underscores the effectiveness of Kolb's theory not only in general education contexts, but also in specialized areas such as science and humanities education.

Carl Rogers' Humanistic Theory, developed in 1964, is part of the humanistic approach in psychology, which emphasizes the importance of the individual and his or her capacity for self-direction and self-actualization. According to Rogers, each person has an innate drive toward self-actualization, a process by which they strive to reach their full potential. The theory stresses the importance of an environment that provides genuineness (authenticity), acceptance (a nonjudgmental environment), and empathy (understanding and sharing of the other's feelings), which Rogers described as "facilitating" conditions for personal growth. In the context of therapy, Rogers promoted person-centered therapy, where the therapist offers unconditional support, active listening, and a nondirective relationship that allows the client to lead the therapy process. This approach focuses less on interpreting the individual's interactions and more on providing a supportive environment that promotes meaningful personal changes (Patel, 2017).

Tutoring teaching in higher education refers to the set of activities that a teacher performs to guide, advise and support students in their academic and personal development within the university context. This function includes guiding students in the planning and execution of their academic projects, helping them to overcome obstacles to learning, and facilitating their adaptation to the educational environment and their professional development.

The role of the tutor goes beyond traditional teaching, involving an active commitment to the well-being and integral progress of each student, fostering an environment that promotes their autonomy and motivation. This definition is based on the understanding of the teacher's responsibilities as facilitator and mentor, as discussed in recent studies that highlight the

importance of an individualized and student-centered approach (Jarauta & Serrat, 2011).

**Assistance and Monitoring Function:** Teachers act as facilitators of students' independent learning, offering an individualized approach to teaching, monitoring and evaluating students' independent work. This approach places the student at the center of education, promoting essential professional skills (Jarauta Beatriz, 2011).

**Modern Roles of the Teacher in Higher Education:** The role of the teacher includes not only the transmission of knowledge but also support in the formation of communication and social skills of students. This implies a shift towards roles as advisor and mentor, facilitating students' educational and professional trajectory. (Eflova, Shamsutdinova, & Maximova, 2023). **Perceived Roles of Educators in Student Well-Being:** Teachers are seen by students as crucial figures in their academic and personal well-being, playing roles as confidants and important liaisons within the educational environment. It is essential that they maintain a close and informal relationship with students to foster a supportive and understanding environment. (Douws, Metselaar, Gerdina, & Boonstra, 2023).

**University admission** refers to the set of activities and procedures that manage the recruitment, enrollment and reception of new students into the institution. This process includes everything from application and selection to enrollment and initial student orientation (Dennis, 2023).

**College retention** describes the set of strategies and practices designed to keep students enrolled in college until they complete their studies. It includes the implementation of academic support programs, counseling, and activities that promote integration and student wellbeing, with the objective of preventing dropout (Dennis, 2023).

**College completion** refers to the process and conditions that enable students to meet all academic requirements necessary to obtain their college degree. This process is evaluated through graduation rates and encompasses the implementation of educational policies and specific supports that help students reach their academic and professional goals on time (Huerta-Manzanilla, Ohland, & Peniche-Vera, 2021)..

**Permanency** refers to strategies and programs designed to ensure that students complete their college studies by addressing academic, social, and personal factors that may affect their continuance (Manierre, Dewaters, Rivera, & Whalen, 2022).. **University induction** refers to the process of orienting and welcoming new students to the university environment, facilitating their understanding of the academic structures and available support services (Díaz-Noguera, Hervás-Gómez, De la Calle-Cabrera, & López-Meneses, 2022). Integration and adaptation to the new formative context involves pedagogical and psychological support to facilitate students' adaptation to the demands and environment of higher education, ensuring their psychological well-being and effective integration (Yurina, Khapacheva, Khakunova, & Autleva, 2019).

Collectively, the literature support that implementation of comprehensive tutoring programs in the different levels of education to foster academic success, enhance student retention, and mitigate educational inequalities.

## **METHODS**

A quantitative, non-experimental, descriptive and explanatory approach was chosen. A sample of 223 students was selected by non-probabilistic convenience sampling, considering only those who were actively enrolled and had participated in the university's tutoring program.

For data collection, a structured questionnaire was designed and validated by experts in education and educational psychology to ensure its relevance and accuracy. Prior to its final application, a pilot test was conducted to make the necessary adjustments to improve the instrument's comprehension and effectiveness. The questionnaires were distributed digitally using institutional e-mails, thus facilitating student access and participation.

Analysis of the data collected was carried out using descriptive statistical techniques to summarize the general characteristics of the sample, and inferential analysis methods, such as logistic regression, were used to explore the relationship between teacher tutoring and students' academic outcomes.

From the ethical point of view, the integrity of the study was guaranteed by obtaining informed consent from all participants, who were informed in detail about the objectives of the research and the confidentiality of their responses. This process ensured that all participants contributed voluntarily and with full knowledge of the nature of the study.

In sum, the research was meticulously planned and executed following rigorous ethical and methodological principles to ensure the validity and reliability of the results, providing valuable insights into the impact of tutoring on students' college experience.

## RESULTS AND DISCUSSION

**Table 1.** Descriptive data of the study variables

	LT	IU	PU	FCU
N Valid	223	223	223	223
Missing	0	0	0	0
Media	77.01	66.49	14.67	13.11
Median	77.00	66.00	15.00	13.00
Fashion	88	58	12	16
Deviation	20.397	16.125	3.556	4.138
Variance	416.049	260.008	12.645	17.127
Asymmetry	-0.286	-0.035	-0.154	-0.067
Std error of skewness	0.163	0.163	0.163	0.163
Kurtosis	-0.494	-0.695	-0.945	-0.814
Std error of kurtosis	0.324	0.324	0.324	0.324
Range	85	67	12	15
Minimum	25	28	8	5
Maximum	110	95	20	20

**Note:** own elaboration with the research data (2024)

LT: Tutoring work; IU: university entrance; PU: permanence in university; FCU: completion of university career.

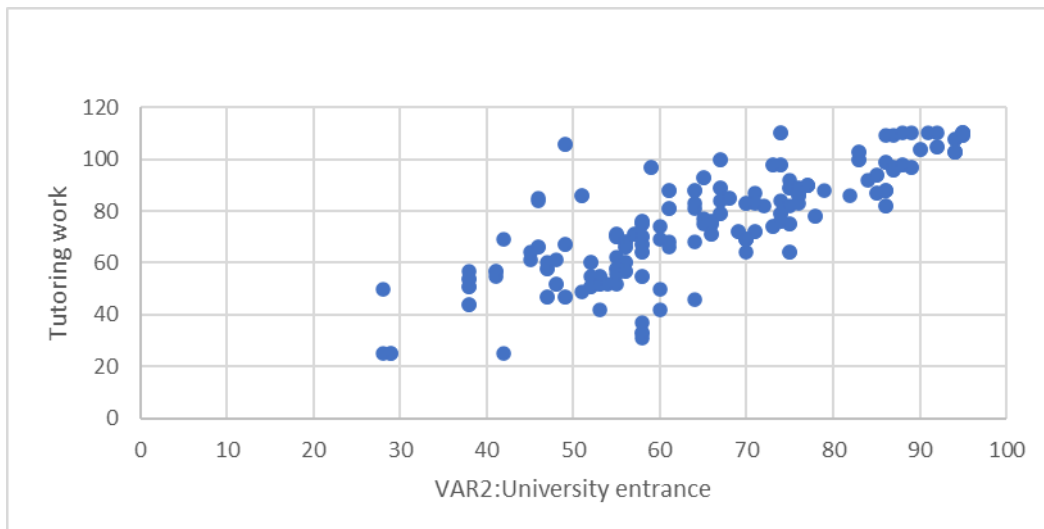
**Table 2.** Samples related between tutoring work with university entrance, with permanence in the university and with completion of the university career

N°	Relation	rho	Sig.	Contrast	Decision
Pair 1	LT - Var2.IU	0.812**	0.000	0.000 < 0.05	Rejects H0
Pair 2	LT - Var3.PU	0.755**	0.000	0.000 < 0.05	Rejects H0
Pair 3	LT - Var4.FCU	0.735**	0.000	0.000 < 0.05	Rejects H0
Pair 4	LT - PF	0.834**	0.000	0.000 < 0.05	Rejects H0

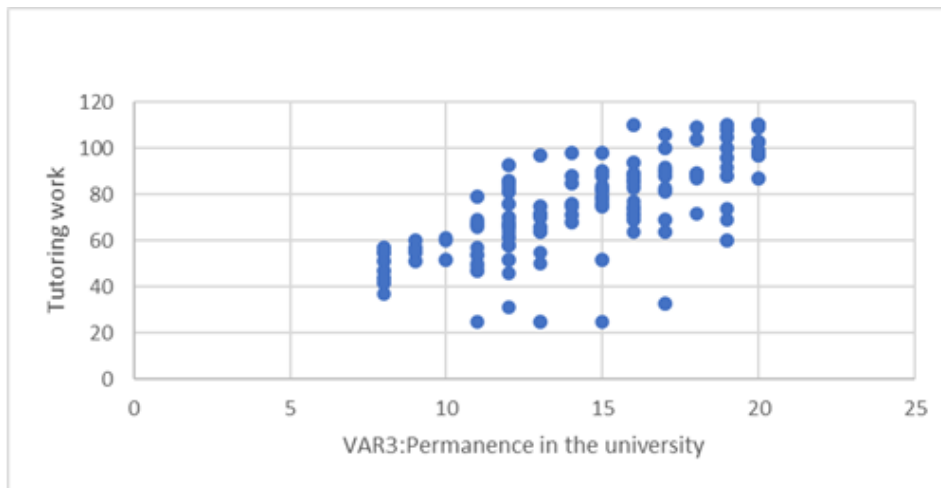
**Note:** own elaboration with the research data (2024)

LT: Tutoring work; IU, university entrance; PU, permanence in university; FCU, completion of university career. (\*\*) highly significant. FP: Formative Process.

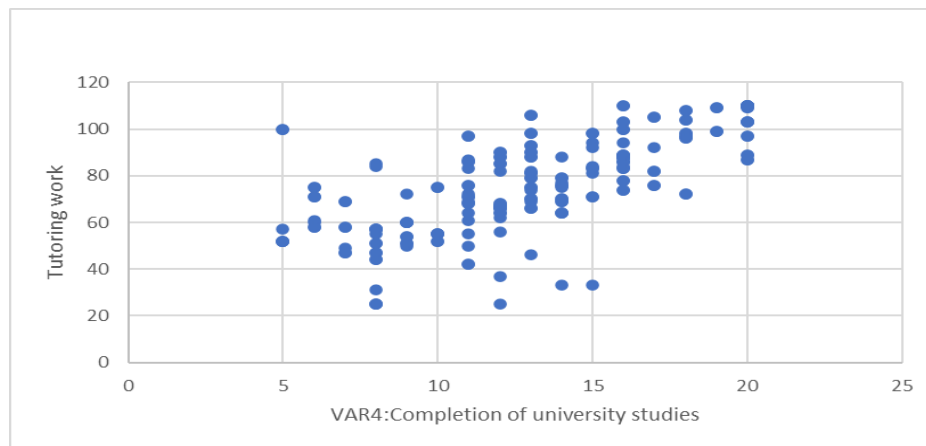
**Figure 1.** Influence of tutoring on university entrance



**Note:** own elaboration with the research data (2024)

**Figure 2.** Influence of tutorial work on permanence in the university

**Note:** own elaboration with the research data (2024)

**Figure 3.** Influence of tutoring on the completion of university studies

**Note:** own elaboration with the research data (2024)

This study explores the influence of tutorial services on the university experience of students at a public university in Peru, highlighting the importance of this intervention in several key dimensions of academic life: admission, permanence and degree completion. The results indicate a high valuation of tutorial work, with a mean of 77.01, reflecting the positive perception of students towards these services. This observation is consistent with the findings of Topping (2018), who identifies tutoring as a critical factor in improving academic performance and student satisfaction. The positive valuation also resonates with Hardt, Nagler, and Rincke (2023), who found that personalized tutoring significantly improves academic performance and engagement.

The significant variability in the perception of tutorial work, with a standard deviation of 20.397, suggests an experience that can be attributed to diversity in the quality of tutoring received. This difference in student experience is consistent with the research of Crisp and Cruz (2017), who note that tutoring effectiveness can vary considerably as a function of tutor training and dedication. This also suggests disparities in tutor quality, aligning with Lopez-Agudo, Marcenaro-Gutierrez, and Molina-Marfil's (2020) findings on the impact of tutor-student relationships.

When analyzing the relationship between tutoring and college entrance, it was observed that tutoring is rated significantly higher than the entrance experience, with a mean difference of 10.52 points. This result underscores the added value of tutoring compared to perceptions of the admission process, similar to the findings of Severiens and Schmidt (2018), who highlight tutoring as an essential component in welcoming and initially adapting students to university life.

College retention showed a favorable mean score (14.67) with low variability, implying a generally positive and consistent perception among students. Studies such as Tinto (2017) confirm that interventions such as effective tutoring are directly related to higher rates of student retention by providing regular, personalized support that helps students overcome academic and personal challenges. The higher rating of tutoring over the entrance experience highlights its crucial role in student adaptation, echoing Pugatch and Wilson's (2018) emphasis on tutoring's impact on study habits. Additionally, the

favorable retention scores support Kim, Jillapali, and Boyd's (2021) conclusion that peer tutoring reduces failure rates and improves exam scores.

With respect to degree completion, the data suggest that positively rated tutoring correlates strongly with increased confidence and commitment toward degree completion. This finding is supported by the research of York and Longden (2018), who argue that the quality of tutoring is a significant predictor of graduation rates and overall satisfaction with the college experience. While the correlation between effective tutoring and degree completion is consistent with Zimmer, Hamilton, and Christina (2010), who noted improved academic outcomes from structured tutoring programs. Moreover, high-quality tutoring interventions to enhance student success and retention, as supported by Glewwe, Krutikova, and Rolleston's (2017) research on reducing educational disparities.

The results of this study not only accentuate the importance of tutorial work as a fundamental support for students at various stages of their higher education, but also suggest the need for policies and practices that ensure the consistency and quality of these interventions. In line with what Lightfoot and Gibson (2019) proposed, it is crucial to develop ongoing training and development programs for tutors, ensuring that they can offer the necessary support in an effective and empathetic manner.

### Limitations and future research

The study's limitations include a relatively small sample size, potential self-report biases, and the lack of a control group to rigorously compare the effects of tutoring. The variability in perceptions of tutoring indicates differences in program quality or implementation, which could influence the generalizability of the results. Future research should further explore individual differences in perceptions of tutoring to identify specific factors that influence the effectiveness of these services. In addition, it would be beneficial to conduct longitudinal studies to track the evolution of the influence of tutoring throughout students' entire college careers, as suggested by Kuh et al. (2020), to better understand how early interventions may impact long-term outcomes.

## CONCLUSIONS AND VALUE PROPOSITIONS

This study has examined the influence of the teaching tutorial work on the entrance, permanence and career completion of students at a national university in Peru, highlighting its significant and positive impact. The results show that tutoring is highly valued, especially at critical moments in the educational trajectory, corroborating the importance of this personalized support in improving academic success and the university experience. In addition, it is observed that effective tutoring correlates with higher retention in college, suggesting that well-designed interventions are essential for student retention. Moreover, the paper fills significant gaps in the existing literature, providing evidence on the differentiated impact of tutoring across various stages of the university career in a Peruvian context, an area less explored in previous studies that often do not differentiate between academic phases. In terms of value propositions, the implementation of personalized tutoring models tailored to the individual needs of students is suggested, as well as the continuous training and professional development of tutors to ensure the quality and consistency of the tutoring offered.

The practical implications of this study are clear. It is recommended that university administrators integrate robust tutoring programs as a central part of their student retention strategies. In addition, it is essential to invest in regular tutor training focused on effective pedagogical techniques and on the emotional and academic management of students. The implementation of continuous evaluation systems to monitor and improve the effectiveness of tutoring programs, adjusting them according to feedback from students and tutors, is also crucial. This study underscores the need for policies and practices that ensure consistency and quality of tutoring interventions, highlighting the importance of a personalized and well-supported approach to maximize the academic success and well-being of college students.

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**Contribution of each author to the manuscript:**

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	A1	A2	A3	A4	A5
A. theoretical and conceptual foundations and problematization:	20%	20%	20%	20%	20%
B. data research and statistical analysis:	20%	20%	20%	20%	20%
C. elaboration of figures and tables:	20%	20%	20%	20%	20%
D. drafting, reviewing and writing of the text:	20%	20%	20%	20%	20%
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