Effectiveness of Tutoring to Improve Academic Performance in Nursing Students at the University of Seville


Effectiveness of Tutoring

Motivation

State of the issue

To Improve Academic Performance in Nursing Students at the University of Seville

In Higher Education failure is reaching worrying numbers. Tutoring has been suggested as a strategy to increase students retention, progress and study completion.

During the academic year 2009-2010, 194 students from the final class of nursing have failed in subjects from previous courses.

A tutoring program was designed and developed to solve the issue and to improve academic performance.

The purpose of this study was to evaluate the efficiency of the tutoring programme on academic performance.

The main hypothesis is that people who participate in the program will improve their academic performance.

The second hypothesis is that people who participate will obtain more information and understanding of the subjects and more strategies to improve their performance.

Methodology

Design with an experimental group (EG students) and a control group (CG students). There were five tutors and two questionnaires were given: One for the evaluation of academic necessities (19 items), the other about the tutoring program (15 items) and an essay question (commentary). 9 formal meetings were made. The data were analyzed with SPSS version 21.0. The analysis of content of the essay questions was made by two members of the team using Atlas.ti version 6.3.

1. The importance of this work lies in reinforcing individual tutoring as a strategy to achieve academic success.
2. Students have positively evaluated the tutoring program.
3. The development of a questionnaire to evaluate necessities has been useful in order to determine the students' needs and to evaluate their progress.
4. The nursing students usually abandon their studies due to difficulties that appear during their courses. The analysis of content of the essay questions was made by two members of the team using Ata.ti version 6.3.
5. Validation of the two hypothesis. Women have advanced more in information regarding the subjects and in understanding of the provided information, while men have improved in obtaining strategies to raise their efficiency.
6. The initial difficulties are related to tutoring assistance, to multiple-answer questions exams and to database management.
7. The feedback on the tutoring program has been very positive. In particular, its relevance and effectiveness has been emphasized, the help of the tutor to the student and the interest shown by teachers.

To summarize, the tutoring program carried out has influenced positively on the learning process and on the finalisation of the students' studies.

Results

The GE (group) had passed 60 subjects and the CG (group) had passed 33. In the Questionnaire regarding the evaluation of necessities, women stood out in the scale of information and men were prominent in the scale of strategies.

The reply of students from the EG group on formal improvements with tutoring was very positive in relation to its adequacy, timing and the effectiveness of the program.

The majority of the students indicated that the help received from the tutor was because educational and emotional difficulties. It forced more on studying techniques and to make the most of the tutoring resource.

Conclusion

1. Check the gender and pair groups according to this variable.
2. The questionnaire was given during the tutoring process.
3. Create a register of contacts to make a record of tutoring characteristics and duration of the meeting.
4. Small sample to justify the generalization of the conclusions.

The validation of the two hypothesis.

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