

Attitudes and components of mentoring and tutoring and their influence on improving academic performance

Actitudes y componentes de la tutoría y acción tutorial y su influencia en la mejora del desempeño académico

Atitudes e componentes da tutoria e ação tutorial e a sua influência na melhoria do desempenho académico

课后辅导态度、因素及辅导实践在提高学业表现上的影响

اتجاهات ومكونات التدريس والعمل التدريبي وأثرها في تحسين الأداء الأكاديمي

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Abstract

The dynamics of student guidance and tutoring are some of the most important elements that define the new pedagogical and teaching models that are required according to the quality parameters of current education. In order to verify the relationships in these actions and some variables with which they are related, such as the roles and attitudes that students play in them and their influence on such central aspects as their academic performance potential. An empirical, cross-sectional, ex post facto study was carried out on 358 emerging adults, employing four standardised instruments for data collection, using IBM AMOS® software for analysis by means of a Structural Equation Model (SEM). The results show a positive association between the internal dimensions of attitude towards mentoring, self-regulation of effort, social skills and academic performance development. This confirms the importance of tutoring actions in current education and raises the need for more extensive studies that establish the relationships between tutoring components, aspects of students' personal development and their learning outcomes through studies that consider the use of measurable and evaluable variables.

Keywords: Tutoring; self-esteem; learning strategies; social intelligence; academic performance.

Resumen

Las dinámicas de orientación y tutoría de los estudiantes son algunos de los elementos más importantes que definen los nuevos modelos pedagógicos y docentes que se requieren según los parámetros de calidad de la educación actual. Para comprobar las relaciones en estas acciones y algunas variables con las que se relacionan, como los roles y actitudes que en ellos desempeñan los estudiantes y su influencia en aspectos tan centrales como su potencial de desempeño académico. Se establece un estudio empírico, de corte transversal y ex post facto, realizado en 358 adultos emergentes, que emplea cuatro instrumentos estandarizados para la recogida de datos, utilizando el software IBM AMOS® para el análisis mediante un Modelo de Ecuaciones Estructurales (SEM). Los resultados muestran una asociación positiva entre las dimensiones internas de la actitud hacia la tutoría, la autorregulación del esfuerzo, las habilidades sociales y el desarrollo del desempeño académico. Lo que constata la importancia de las acciones tutoriales en la educación actual y plantea la necesidad de realizar estudios más amplios que establezcan las relaciones entre los componentes tutoriales, aspectos del desarrollo personal de los estudiantes y los resultados de su aprendizaje mediante estudios que consideren el uso de variables mensurables y evaluables.

Palabras clave: Tutoría; autoestima; estrategias de aprendizaje; inteligencia social; desempeño académico

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Resumo

As dinâmicas de orientação e tutoria dos estudantes são alguns dos elementos mais importantes que definem os novos modelos pedagógicos e docentes exigidos de acordo com os parâmetros de qualidade da educação atual. Para verificar as relações nestas ações e algumas variáveis com as quais se relacionam, tais como os papéis e as atitudes que os estudantes desempenham nelas e a sua influência em aspetos tão centrais como o seu potencial de desempenho académico. Estabelece-se um estudo empírico, de corte transversal e ex post facto, realizado em 358 adultos emergentes, utilizando quatro instrumentos estandardizados para a recolha de dados, com recurso ao software IBM AMOS® para a análise através de um Modelo de Equações Estruturais (SEM). Os resultados mostram uma associação positiva entre as dimensões internas da atitude em relação à tutoria, a autorregulação do esforço, as competências sociais e o desenvolvimento do desempenho académico. O que constata a importância das ações de tutoria na educação atual e aborda a necessidade de realizar estudos mais aprofundados que estabeleçam as relações entre os componentes da tutoria, aspetos do desenvolvimento pessoal dos estudantes e os resultados da sua aprendizagem mediante estudos que considerem a utilização de variáveis mensuráveis e avaliáveis.

Palavras-chave: Tutoria; autoestima; estratégias de aprendizagem; inteligência social; desempenho académico

摘要

根据现代教育质量参数，对学生的教育引导和课后辅导是定义教育学及教师新模型的重要因素。为了验证两者与其他相关变量如角色、学生态度间的关系，以及其在学术界等核心方面的影响，通过经验、横断面及事后解释研究，采用四种标准工具对正在成人初显期的358名对象进行数据收集，并使用IBM AMOS®软件对数据进行结构方程建模分析。研究结果显示对课后辅导的态度、自我付出调节、社交能力和学业表现发展这几项内部维度间存在正相关。这证实了现代教育中课后辅导实践的重要性，也提出了有必要在此方面进行更广泛的研究，通过可测量及可评估变量的研究来确定辅导因素、学生个人发展及学习成果间的关系。

关键词: 课后辅导、自尊、学习策略、社会智力、学业表现

ملخص

الحالي التعليم جودة لمعايير وفقاً المطلوبة الجديدة والتعليمية التربوية النماذج تحدد التي العناصر أهم من للطلاب الخصوصية والدروس التوجيه ديناميات تعد مثل مركزية جوانب على وتأثيرهم فيها الطلاب يلعبها التي والمواقف الأدوار مثل، بها ترتبط التي المتغيرات وبعض الإجراءات هذه في العلاقات من للتحقق معيارية أدوات أربعة تستخدم والتي، الناشئين البالغين من 358 على أجريت، رجعي بأثر ودراسة مقطعية تجريبية دراسة إنشاء تم. الأكاديمي أدائهم إمكانات الداخلية الأبعاد بين إيجابياً ارتباطاً النتائج أظهرت. (SEM) الهيكلية المعادلة نموذج طريق عن للتحليل IBM AMOS® برنامج باستخدام، البيانات لجمع ويزيد الحالي التعليم في التعليمية الإجراءات أهمية يؤكد مما. الأكاديمي الأداء وتطوير، الاجتماعية والمهارات، للجهد الذاتي والتنظيم، التدريس تجاه للموقف من تعلمهم ونتائج للطلاب الشخصي التطور وجوانب التعليمي البرنامج مكونات بين العلاقات إقامة شأنها من نطاقاً أوسع دراسات إجراء إلى الحاجة من والتقييم للقياس القابلة المتغيرات استخدام في تنظر التي خلالها الدراسات

أكاديمي أداء، التعليم استراتيجيات، الذات احترام، دروس: الدالة الكلمات

Introduction

New educational models needed by current society are required to take new approaches which, according to Stake and Visse (2021), are grounded in what has come to be known as a *Paradigm of Care*. This, with its sense of ethics and from a humanistic perspective, indicates the need to re-dimension training processes so they take a human approach that facilitates the development of all individuals.

This issue originates from the fact that educational systems have attempted to meet current social demands, rooted in cultural,

social and technological diversity, and embodied by the accumulation of new academic and complementary content, which is usually assimilated in addition to other content. This requires professionals and users to dedicate an excessive amount of time towards planning and developing the curriculum. Despite curricular content being increasingly more extensive, it must be delivered within the same timeframes, leading to the need to perform multiple tasks, which are approached through both traditional methodologies and other more active methods. This situation supposes greater centralisation

in the academic sphere and greater condensation regarding timing. This leads to a reduction in the time available to be spent on important aspects of education such as motivation, the development and management of emotional intelligence, and the improvement of social skills in social, digital and occupational settings (Naseer et al., 2022; Pedler, 2022). Education has evolved to focus, almost exclusively, on curricular content, with the system no longer being focused on the development of individuals (Expósito, 2014). For this reason, Tonucci (2009) and Guillen-Royo (2018) have argued that, as seen in other ambits, the human aspect has been lost.

This type of curricular development does not make any sense, in the same way that the evaluations associated with it do not (Kushner, 2022; Turra et al., 2022). This is because the control of formative processes and, therefore, the performance of individuals, rests on evaluative processes impregnated with values, concepts, political principals and interactions. Thus, the system, instead of becoming a “life raft” for students, impedes the emergence of knowledge through research process borne out of the judgements and choices of young people. It is through such processes that adults or teachers must facilitate the development of these judgements, supporting the construction of a path towards the generation of knowledge (Kleemola et al., 2022). For this reason, deep rooted change is required the science of knowledge, making it an urgent need to think about a radical transformation in the field of pedagogy and education.

The content delivered in teaching is an important aspect of teaching, but so is the ecosystem within which training processes take place and the interactions involved. In this sense, Stake and Visse (2022) propose that new rules must be established which, from a more humanistic standpoint, are based on care towards and for individuals. This requires and paradigmatic approach that considers both content and the way in which education or teaching is delivered.

Training systems, educational institutions and the teaching delivered within them is constructed based on the establishment of specific social relationships between the individuals participating in them (Ainscow & Sandill, 2010; Archer, 2013; Barton & Walker, 2017). The need to rebalance the relationships formed between students, education professionals, families and other groups has been reiterated, as a means to achieving more participatory processes through more active methodologies capable of promoting improvements in academic performance (Domínguez et al., 2013). However, little has been spoken about the social wellbeing in which all of these principles must be embedded (Gutiérrez-Carmona & Expósito-López, 2015; González-Benito et al., 2021). An important end goal of training processes should be to promote a climate of social wellbeing, in which individuals feel that their needs are attended to and their overall development is encouraged, whilst, at the same time, preparing them for their later social integration framed by these same wellbeing parameters. It is not possible to consider improvements in academic performance or learning outcomes if, beforehand, the principles or basic needs of individuals are not attended to, for instance, ensuring that individuals “feel good” whilst they are learning.

It seems evident that there is a need to transform the systems, curricular content and contexts in which all of the tasks discussed above are performed, however, it is too complex to describe measures capable of generating change in all of these dimensions. For this reason, Expósito (2016) and Expósito et al. (2020) propose that the performance of integrated actions, via guidance or tutoring actions, may represent a substantial transformational element capable of facilitating this process.

Educational systems deemed to be of higher quality and to produce better student outcomes are specifically those that include more refined guidance and tutoring systems (Zurita-Ortega et al., 2020). For this reason, the use of tutoring in practice appears to be linked to the delivery

of quality education, which, in addition, is included as part of new requirements for personal humanistic development and individual wellbeing. Nonetheless, to confirm this it is necessary conduct adjusted analyses of the elements that must be addressed using this new conception of tutorial action. Such elements include self-esteem, social intelligence, learning and the development of social and/or professional skills (Expósito, 2014).

Thus, this is a good time to conduct empirical research that enables the relationships between these elements and the dimensions or variables making them up to be described. This will enable decisions to be made about the design and delivery of training actions that are more in line with a humanistic approach and tackle personal development on a human scale and in consideration of parameters of wellbeing.

Materials and methods

Objectives

Given that the background on which the present study is based associates positive effects of tutoring with different elements of positive psychology, social relationships, social wellbeing and the improvement of academic performance, the present study proposed the following objectives: a) define and compare, through empirical data, an explanatory model examining the link between attitudes towards tutoring, the social component and factors associated with academic performance in Spanish university students; b) analyse and define the existing relationships between the different dimensions of attitudes towards tutoring, social intelligence, learning strategies and self-esteem, outlining the direct and indirect effects given between variables.

Design and participants

The present research employed a non-experimental quantitative methodological design. Specifically, a descriptive, cross-sectional and ex post facto design was

followed based on a single measurement. Coincidental, consecutive and proportional sampling was performed. The initial sample was composed of a total of 776 individuals, with a 2.77% margin of error in relation to the overall population undertaking a Primary Education degree at the University of Granada during the 2020/2021 academic year (n=2048) and a 95% confidence interval. Following the application of inclusion criteria and a preliminary refinement of questionnaires, a final sample of 538 individuals [$\sigma = 33.5\%$ (n = 180); $\varphi = 66.5\%$ (n = 358) was used. This ensured representation of the proportion of students enrolled at the aforementioned university, with a distribution of 62% females and 38% males, in accordance with the Quality Unit belonging to the institution. Likewise, a final margin of error of 3.63% was assumed for the overall population on the course under study, when considering a 95% confidence interval.

Instruments

The following scales and instruments were used in the present research:

- Attitudes towards tutoring scale (Caldera et al., 2015). The abbreviated version of this instrument, initially validated with a total of 35 items, is composed of 20 indicators (e.g. “1. I think that academic tutoring contributes to the integral training of students”). These items are rated along a 5-point Likert scale (1 = Totally disagree; 5 = Totally agree). The scale is composed of three dimensions or factors that group together different items. Applying the numbers used in the original version, the factors are as follows: Beliefs about tutoring (items 1, 6, 8, 10, 16, 20, 25, 28 and 35), feelings about tutoring (items 4, 12, 13, 14, 17, 31 and 33) and dispositions towards tutoring (items 2, 11, 27 and 34). Finally, it serves to indicate that internal consistency of the scale was acceptable, producing a Cronbach α of 0.855 for the overall scale. In addition, the McDonald Omega coefficient produced to determine reliability of the data was $\Omega =$

0.858, with this indicating even better reliability.

- Rosenberg self-esteem test (1965), adapted into Spanish and for use with university students by Martín-Albo et al. (2007). This scale is defined by 10 statements grouped into a single factor solution (e.g. “1. In general, I am satisfied with myself”), five of which are negatively framed, meaning that response scores must be inverted (items 2, 5, 6, 8 and 9). Responses to these statements are scored via a four-point Likert scale (1 = Totally disagree; 4 = Totally agree). The Cronbach alpha coefficient produced was 0.915, with this indicating excellent reliability for the scale’s single-factor solution. Likewise, the McDonald Omega coefficient produced was 0.920, suggesting equally excellent reliability in relation to the gathered data.
- Social intelligence scale conceived by Grieve & Mahar (2013), who adapted into English the version developed by Silvera et al. (2001). This questionnaire is composed of a total of 21 items (e.g. “1. I can predict the behaviour of other people”), which are rated along a five-point Likert scale (1 = Completely disagree; 5 = Completely agree). This scale follows a three-factor solution, which considers social skills and trust (items 4, 7, 10, 12, 15, 18 and 20), the ability to manage social information (items 1, 3, 6, 9, 14, 17 and 19) and knowledge of social information (items 2, 5, 8, 11, 13, 16 and 21). The Cronbach alpha coefficient produced was 0.901, with this being excellent for this scale. Further, the McDonald Omega coefficient produced to determine the reliability of data was 0.897, with this corresponding to a highly acceptable value.
- Learning strategies in higher education scale, originally adapted into Spanish by Sabogal et al. (2011) and validated within the Spanish university context by Zurita-Ortega et al. (2019). This scale is

composed of 40 indicators (e.g. “1. I try to change the way in which I study in order to meet the requirements of the subject and the teacher’s teaching style”), which are scored along a five-point Likert scale (1 = Never; 5 = Always). Concretely, this questionnaire employs a factor solution comprising nine dimensions, although the present study opted to use only two of these, namely, self-regulation of effort (items 7, 9, 11, 19, 27 and 28) and intrinsically oriented goals (items 10 and 37). The Cronbach alpha coefficient produced was 0.930, with this being excellent. Likewise, the McDonald Omega coefficient produced to determine the reliability of gathered data was 0.930, with this being identical to the alpha coefficient.

Procedure

Data used in the present study was collected during the 2020/2021 and 2021/2022 academic year from students undertaking the Primary Education degree imparted by the University of Granada, covering university campuses at Ceuta, Melilla and Granada. All scales were filled out via the platform Moodle, employing the “questionnaire” tool, for which all instruments described above were adapted. Upon the completion of each scale, participants were shown the reason behind the scale and were informed about the way in which data would be handled. Following this, their informed consent was requested to participate in the survey. Specifically, upon completion of the questionnaire, all research participants received individual and immediate information on outcomes and the ratings given to the questionnaires, alongside feedback pertaining to these aspects.

It serves to highlight that, at all times, the rights of research participants to confidentiality was ensured, maintaining their anonymity and informing them of their right to voluntarily leave the process at any time. Likewise, all instruments were administered in the presence of a researcher trained in survey administration with the aim of ensuring the

correct completion of scales and resolve and doubts to arise during questionnaire administration. It also serves to highlight that the present research adhered to the ethical principles for research defined in the Declaration of Helsinki in 1975 (later re-established in Brazil in 2013), in addition to guidelines outlined by the Human Research Ethics Committee (CEIH) overseen by the Vice President for Research and Transfer at the University of Granada.

An Excel spreadsheet was produced, through the Moodle platform, for the treatment and cleaning of data. Within this spreadsheet, duplicate responses were eliminated, as were erroneous responses and those with a wide dispersion (determined according to asymmetry and kurtosis measures). Following this, values were re-coded in order to adapt them to the original scales prior to inputting the data into the program IBM SPSS® 22.0 (IBM Corp, Armonk, NY, USA) and create the definitive matrix. This process of transcription, cleaning and analysis was performed by researchers affiliated to the University of Granada with the aim of ensuring appropriate statistical handling and avoiding mistakes.

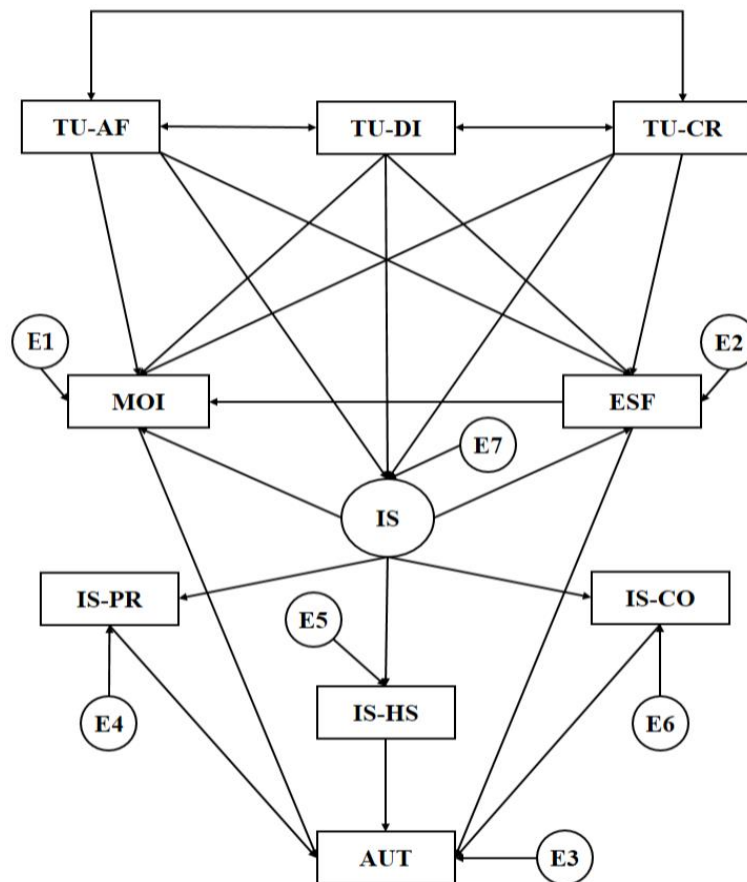
Data analysis

Statistical analysis was performed using the programs IBM SPSS® 22.0 (IBM Corp, Armonk, NY, USA) and AMOS® 22.0 (IBM Corp, Armonk, NY, USA). Basic descriptive statistics were examined according to the analysis of central tendency measures and frequencies. Normality of the data gathered from responses given to the scales was examined according to dispersion measures, analysing kurtosis and asymmetry values for each item (values lower than two indicate acceptable dispersion). Likewise, internal

consistency of the instruments was determined through Cronbach alpha and McDonald Omega coefficients, setting the reliability index at 95%. Finally, analysis was carried out through structural equation modelling (SEM) in order to meet the study aim and establish the validity of the theoretical model based on the empirical data obtained. Likewise, parameters were estimated according to the maximum likelihood method as this is unbiased, coherent and not affected by scale type.

The proposed theoretical model is represented in Figure 1. One-directional arrows are employed to represent associations produced via regression analysis, whilst two-directional arrows indicate correlations-covariances. This figure composes a total of 10 endogenous variables (variables that are impacted by another variable) and seven error terms (all of which are associated with observed variables). The upper part of the model is defined by dimensions corresponding to attitudes towards tutoring. These dimensions are represented as observed variables and predictors, which are joined together through correlations. Namely, these dimensions are emotions towards tutoring (TU-AF), disposition towards tutoring (TU-DI), beliefs about tutoring (TU-CR). In the middle section of the theoretical model, social intelligence (IS) is represented as a latent variable or construct that is, in itself, made up of three dimensions. These dimensions correspond to observed variables (social intelligence - knowledge of information [IS-CO], social intelligence – social skills [IS-HS] and social intelligence – information processing [IS-PR]). Finally, self-regulation of effort towards learning (ESF), intrinsically oriented goals (MOI) and self-esteem (AUT) are also constructed as observed variables.

Figure 1. Theoretical model



Note 1: TU-AF, emotions towards tutoring; TU-DI, disposition towards tutoring; TU-CR, beliefs about tutoring; IS, social intelligence; IS-CO, social intelligence – knowledge of information; IS-HS, social intelligence – social skills; IS-PR, social intelligence – information processing; ESF, self-regulation of effort towards learning; MOI, intrinsically oriented goals; AUT, self-esteem.

Results

The structural model produced revealed ideal fit indices for all included indicators. The Chi-squared statistic produced was statistically significant ($\chi^2 = 29.51$, with a value of 13 with regards to degrees of freedom and a p-value < 0.001). It serves to highlight that this statistic is highly sensitive to sample size. For this reason, it is essential to employ other indices which enable model robustness to be more clearly examined (Byrne, 2016). Concretely, excellent values were obtained for the normalised fit index (NFI; 0.987), incremental fit index (IFI; 0.993), Tucker-Lewis index (TLI; 0.980), comparative fit index (CFI; 0.993) and root mean square error of approximation (RMSEA; 0.049).

Table 1 and Figure 2 present the regression weights and standardised regression weights produced for the developed structural equation model. Firstly, the upper part of the model establishes existing relationships between the dimensions pertaining to attitudes towards tutoring, which are represented as observed variables with two-way relationships (correlations and covariances). Specifically, larger regression weights are observed for the relationships found between beliefs about tutoring and emotions towards tutoring ($b = 0.853$; $p < 0.005$) and dispositions towards tutoring ($b = 0.797$; $p < 0.005$), respectively, with both relationships being positive. In this section of the model, associations can also be observed between attitudes towards tutoring and two determinants of academic performance, namely, self-regulation of effort and intrinsically oriented goals. The first of

these associations reflects a positive and direct impact on disposition towards tutoring ($b = 0.316$; $p < 0.005$). In the same way, intrinsically oriented goals are also positively impacted by this dimension of tutoring ($b = 0.165$; $p < 0.05$). In line with that presented above, a direct and positive relationship was established between self-regulation of effort and intrinsically oriented goals ($b = 0.382$; $p < 0.005$).

The middle section of the structural model reveals outcomes pertaining to social intelligence. This is operationalised as a latent variable and made up of three dimensions that are included in the model as predictive and observed variables. These dimensions were ordered as follows, from the most influential to the least influential, as indicated by their regression weights: Social skills ($b = 0.858$; $p < 0.005$), knowledge of information ($b = 0.836$; $p < 0.005$) and information processing ($b = 0.619$; $p < 0.005$). At the same time, social intelligence was structurally impacted by attitudes towards tutoring, with outcomes revealing that emotions ($b = 0.238$; $p < 0.01$) and dispositions towards tutoring ($b = 0.169$; $p < 0.05$) had a positive effect on this variable. Finally, social intelligence was found to be positively related with the self-regulation of effort ($b = 0.366$; $p < 0.005$) and intrinsically oriented goals ($b = 0.350$; $p < 0.005$). Thus, the empirical data gathered in the present study reveals that more socially intelligent students have better learning strategies at their disposal and set more self-determined types of goals.

The lower section of the model strives to establish the direct effect of social intelligence and learning strategies on student self-esteem, whilst also considering indirect or spurious associations pertaining to attitudes towards tutoring. Specifically, a positive relationship was observed between the processing of social information and the level of self-esteem ($b = 0.299$; $p < 0.005$). Further, a direct association

was found, albeit with a small regression weight, with regards to the impact of the self-regulation of effort ($b = 0.090$; $p < 0.05$) and intrinsically oriented goals ($b = 0.099$; $p < 0.05$) on self-esteem.

Discussion and conclusions

The outcomes reported in the section presented above lend to discussion and point to conclusions corresponding to two sections of the developed model.

The upper part of the model reveals positive associations between all of the dimensions of attitudes towards tutoring. Whilst it can be seen that the largest regression weights pertain to existing relationships between beliefs about tutoring and all other dimensions, consistent relationships are also shown between emotions, dispositions and beliefs pertaining to tutoring. This means that, in practice, tutoring must be implemented in consideration of these emotional aspects and of the participants themselves via a more human and personal standpoint in order to ensure the delivery of consistent tutoring actions (Balzer & London, 2019).

Besides these motives pertaining to intrinsic improvements of tutoring processes, the development of positive emotions and dispositions towards tutoring strengthens social intelligence, with this being even more relevant in the case of the first of these two dimensions (positive emotions). In other words, a positive disposition leads students to feel more comfortable during tutoring and experience less anxiety. This, in turn, leads to greater wellbeing when faced with learning situations and predisposes students towards the development of better processes and the achievement of better learning outcomes (Expósito-López et al., 2020; Şerife et al., 2022).

Table 1. Regression weights produced by the structural model

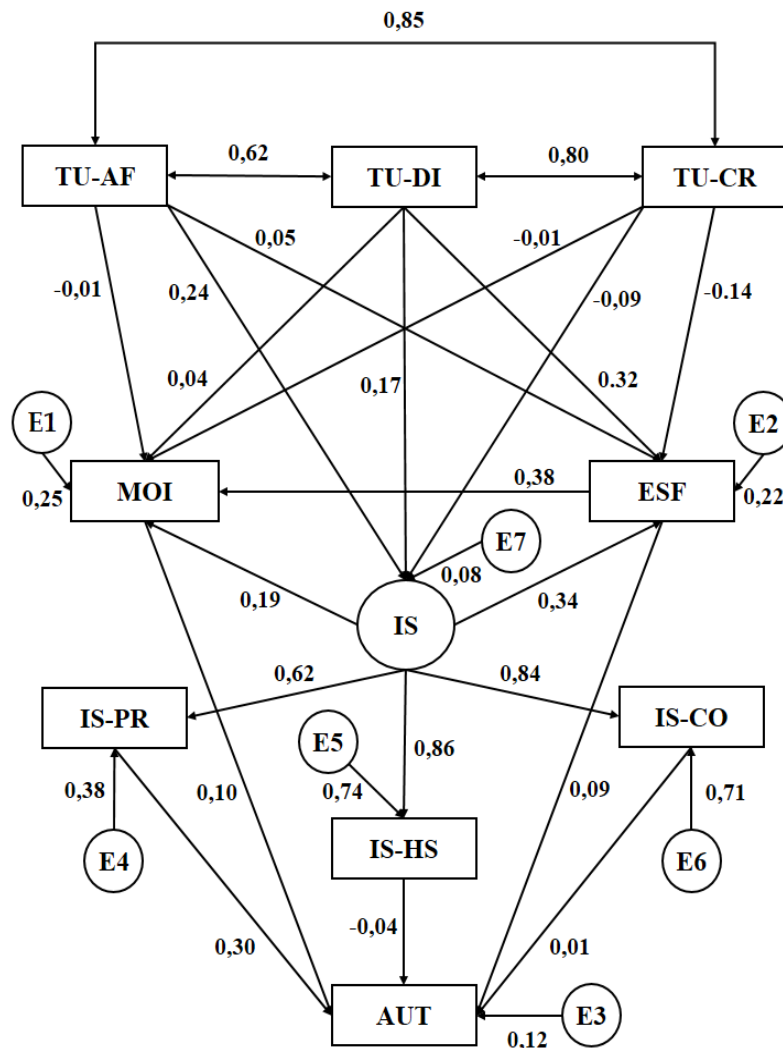
Association between variables			PRN				PRE
			EST	EE	RC	P	EST
IS	←	TU-AF	0,223	0,083	2,693	**	0,238
IS	←	TU-DI	0,190	0,086	2,213	*	0,169
IS	←	TU-CR	-0,129	0,167	-0,772	0,440	-0,089
IS-CO	←	IS	1,000	-	-	***	0,836
IS-HS	←	IS	0,878	0,047	18,575	***	0,858
IS-PR	←	IS	0,880	0,062	14,276	***	0,619
ESF	←	IS	0,302	0,037	8,129	***	0,366
ESF	←	TU-CR	-0,168	0,118	-1,425	0,154	-0,139
ESF	←	TU-DI	0,294	0,061	4,840	***	0,316
ESF	←	TU-AF	0,037	0,059	0,639	0,523	0,048
MOI	←	TU-AF	0,000	0,088	-0,001	0,999	0,000
MOI	←	TU-DI	0,217	0,091	2,372	*	0,162
MOI	←	IS	0,416	0,056	7,460	***	0,350
MOI	←	TU-CR	-0,101	0,177	-0,569	0,569	-0,058
MOI	←	ESF	0,549	0,062	8,895	***	0,382
AUT	←	IS-PR	2,284	0,377	6,065	***	0,299
AUT	←	IS-HS	-0,373	0,653	-0,571	0,568	-0,035
AUT	←	IS-CO	0,061	0,550	0,110	0,912	0,007
AUT	←	MOI	0,674	0,482	2,198	*	0,099
AUT	←	ESF	1,182	0,581	2,035	*	0,090
TU-DI	↔	TU-AF	0,140	0,011	12,183	***	0,618
TU-DI	↔	TU-CR	0,116	0,008	14,447	***	0,797
TU-AF	↔	TU-CR	0,149	0,010	15,037	***	0,853

Note 1: TU-AF, emotions about tutoring; TU-DI, disposition towards tutoring; TU-CR, beliefs about tutoring; IS, social intelligence; IS-CO, social intelligence – knowledge of information; IS-HS, social intelligence – social skills; IS-PR, social intelligence – information processing; ESF, self-regulation of effort towards learning; MOI, intrinsically oriented goals; AUT, self-esteem.

Note 2: RRW, raw regression weights; SRW, standardised regression weights; EST, estimation; EE, estimated error; CR, critical ratio.

Note 3: *, $p < 0.05$; $p < 0.01$; $p < 0.005$.

Figure 2. Structural equation model



Note 1: TU-AF, emotions about tutoring; TU-DI, disposition towards tutoring; TU-CR, beliefs about tutoring; IS, social intelligence; IS-CO, social intelligence – knowledge of information; IS-HS, social intelligence – social skills; IS-PR, social intelligence – information processing; ESF, self-regulation of effort towards learning; MOI, intrinsically oriented goals; AUT, self-esteem.

This final aspect is also illustrated by the level of significance of the associations produced between dispositions towards tutoring, the self-regulation of effort and intrinsically regulated goals, with all such associations being direct and positive. Further, although these two dimensions were also found to be associated with beliefs and emotions, students with greater dispositions towards receiving tutoring were found to better regulate their performance in the learning context and set more intrinsically regulated goals.

In the same way, a direct and positive relationship clearly emerged between the self-regulation of effort and intrinsically oriented goals. This relationship between these variables of self-regulation means that students who are more open towards receiving guidance and tutoring also tend to be better able to self-regulate. As a result of this, these students, through their stronger disposition towards the development of formative processes based on self-learning and self-regulated learning, are more capable of tackling the requirements that often emerge in new face-to-face and digital learning settings (Raza et al., 2020).

The lower part of the model reveals other important relationships between the variables examined in the present study. For instance, social intelligence is found to be positively associated with intrinsically oriented goals and effort towards learning, in such a way that students who better regulate their own learning tend to be more socially intelligent. Further, a spurious or indirect association can be seen between dispositions towards tutoring and social intelligence, with the nature of this association being positive. This means that having a stronger disposition towards tutoring may lead to higher social intelligence in an indirect way. Although caution must be taken with this statement, such a conclusion appears logical and is congruent with the outcomes discussed above regarding relationships pertaining to the emotional sphere, self-regulation and the development of learning. In the case of the latter, the learning referred to is not only curricular, but, also, pertains to the development of the competencies inherent to these processes, such as the development of social intelligence (Caldera et al., 2015; Grieve & Mahar, 2013).

Specifically, the most influential dimension regarding the development of social intelligence was found to be the improvement of social skills, followed by knowledge of information, with processing ability being the least influential determinant. In other words, students who have sufficient information available to them and are provided with the opportunity to develop their social skills will experience improvements in their social intelligence (Şerife et al., 2022). Given that these aspects are directly developed through new guidance and tutoring processes, it can be concluded that tutoring actions may have a decisive impact on the improvement of social intelligence. Social intelligence is, therefore, an important requirement for the training of future students, with regards to political-legislative, social and economic-productive ambits (Expósito-López, 2014; Rodríguez-Sabiote et al., 2022).

Further, the relationship found between the dimensions of social intelligence was equally

positive. This indicates that having a greater capacity to process information in social contexts promotes better self-esteem. Although self-esteem was found to be directly related, albeit with small regression weights, with the self-regulation of effort and intrinsically oriented goals, it could also be observed that better academic engagement reinforced self-esteem and, at the same time, was spuriously or indirectly related with a stronger disposition towards tutoring. In other words, all variables of interest are cyclically inter-related with a concomitant influence emerging of emotional attitudinal factors on tutoring actions, academic engagement with aspects of motivation and the self-regulation of learning, the development of skills and emotional intelligence, and, once again, emotional aspects, in this case, the personal emotional aspect that is self-esteem (Expósito-López et al., 2020; Shor, 2012).

Generally speaking, it can be concluded that guidance and tutoring, when delivered from appropriate paradigmatic standpoints and planned in accordance with new models and updated content, as proposed by Stake and Visse (2021), Kushner (2022) and Rodríguez (2022), influence the personal development of students, heighten learning and improve the social skills of students themselves and/or teachers. Thus, it would appear to be the right moment to conduct future lines of research that will enable identification of the relationships between the different components corresponding to the current variables of interest.

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