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Scientific articles

Propuesta de instrumento de evaluación de las emociones básicas de los estudiantes dentro de un programa de tutoría universitaria

***Instrument proposal to assess the basic emotions of students in a University
Tutorship program***

***Proposta de instrumento para avaliação das emoções básicas de estudantes
de um programa de tutoria universitária***

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Resumen

En este artículo se aborda el tema de la alfabetización emocional aplicada a un programa de tutoría en el momento de ingreso de estudiantes universitarios. Para ello, se propuso un instrumento que considera la importancia de las emociones durante las sesiones realizadas dentro de la tutoría. En tal sentido, se considera que el tutor es capaz de tener una inteligencia emocional para ser objetivo ante los problemas de sus estudiantes. Durante el desarrollo, se establecieron los elementos necesarios para su implementación y se consideró una tabla de emociones básicas (felicidad, tristeza, ira, sorpresa, miedo, disgusto y vergüenza) para su análisis. El instrumento de evaluación propuesto generó por cada estudiante una tabla de sentimientos predominantes, los cuales el tutor debe conocer para determinar la dimensión de esas emociones. En síntesis, se presenta una ejecución del instrumento en una hoja de cálculo, lo cual demuestra su utilidad y cómo se pueden caracterizar los sentimientos predominantes de los alumnos al ingresar a la universidad.

Palabras clave: alfabetización emocional, tutoría, emociones básicas.

Abstract

This article deals with emotional literacy during the Tutorship program when a student goes to University in the first year. The goal is to define an instrument to give an important value to emotions during the sessions carried out within the Tutorship program. This proposal considers that the tutor is capable of having the emotional intelligence to be objective of the tutored students' problems is considered. The proposed evaluation instrument generates a table of predominant feelings (happiness, sadness, anger, surprise, fear, disgust and shame) that the tutored students have experienced during their development as human being, which the tutor must know the instrument and validate it with his/her own experience to later apply it to the students and observe the dimension of the emotions. An instrument's execution using a spreadsheet that exemplifies the usefulness of the instrument and how a set of predominant feelings ordered can be known by the students who go to college is presented. Finally, the conclusions during the development of this work are presented.

Keywords: emotional literacy, tutorship activity, basic emotions.

Resumo

Este artigo aborda o tema da alfabetização emocional aplicada a um programa de tutoria no momento do ingresso de estudantes universitários. Para isso, foi proposto um instrumento que considera a importância das emoções durante as sessões realizadas dentro da tutoria. Nesse sentido, considera-se que o tutor é capaz de ter inteligência emocional para ser objetivo diante dos problemas de seus alunos. Durante o desenvolvimento foram estabelecidos os elementos necessários para a sua implementação e foi considerada para análise uma tabela de emoções básicas (felicidade, tristeza, raiva, surpresa, medo, nojo e vergonha). O instrumento de avaliação proposto gerou para cada aluno uma tabela de sentimentos predominantes, que o tutor deve conhecer para determinar a dimensão dessas emoções. Em resumo, é apresentada uma execução do instrumento em uma planilha, que demonstra sua utilidade e como podem ser caracterizados os sentimentos predominantes dos estudantes ao ingressarem na universidade.

Palavras-chave: alfabetização emocional, mentoria, emoções básicas.

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Introduction

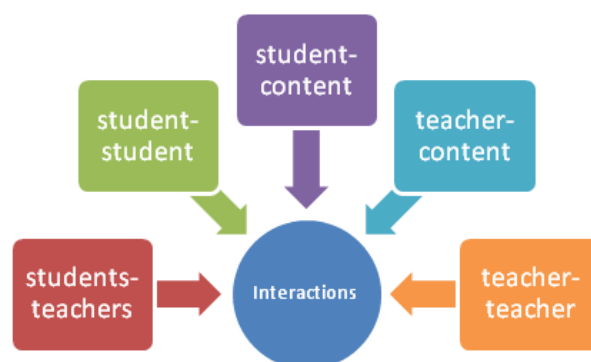
Higher education requires the participation of individuals committed to getting knowledge and motivated to take on new challenges. These principles must be oriented towards improving the quality of the teaching-learning process so that everyone involved can achieve work success in an increasingly globalized world. To achieve this goal, it is important to establish a solid connection among the university, the environment, society and the world in general. This connection may be motivated by the creation of knowledge, and the implementation of strategies related to teaching and research, among other actions necessary to develop, apply and execute approaches that generate a positive impact on society (Pesca, 2012).

In this context, the role of teachers is essential, because they are capable of generating empathy in the classroom and knowing the learning process of students, who are capable of being critical and self-critical. The teacher can implement tutoring sessions in which it is recommended that students' responsibility and commitment to course activities be promoted. This approach is come up with based on the love for the learning process and the constant search for knowledge that transcends academics. (Pérez Alcalá, 2009).

On this matter, Pérez Alcalá (2009) identifies the main sources of interaction in educational contexts (figure 1):

- a. Interaction between students and teachers: Promotes motivational communication oriented to learning.
- b. Student-student: Generates a collaborative work link between colleagues, to discuss the ideas and contents of the courses
- c. Student-content: The student reviews the learning content to analyze and use it from his or her perspective, which promotes a cognitive dialogue between own experiences and new learning.
- d. Teacher-content: The teacher reviews the course contents to choose them correctly so that they promote learning.
- e. Teacher-teacher: In the same way that students encourage collaborative work and dialogue, teachers interact to understand the needs of the students.

Figure 1. Interactions in an educational context



Source: Own elaboration based on Pérez Alcalá (2009)

These interactions are present in the academic life of every person, and although similar ones can be found in the social sphere (student-family, student-work, student-institution and even student-technology, among others), this article focuses on the tutor-student interaction (Castro Santander, 2006).

According to Castro Santander (2006), a citizen of the 21st century must be able to adapt to significant changes, demonstrate autonomy, a cooperative and collaborative spirit, possess a wide variety of values and show morality based on respect for others. Furthermore, the citizen has open and honest thinking to understand the complexity of the world and live in harmony with oneself and the environment, fundamental aspects for the establishment of a democratic society in which peace, freedom and mutual respect prevail. In this sense, teachers, tutors and students are within this category of 21st century citizens.

In a face-to-face or virtual classroom, specific interactions related to the subject that students are studying are developed. During a given period (such as a quarter, semester, or academic year), students meet constantly to achieve established learning goals. During this process, students must show respect towards both their classmates and the teacher who teaches the subject. Therefore, the tutor must know the subjects that a student is taking during the tutoring process.

The National Association of Universities and Higher Education Institutions (ANUIES, 2001) of Mexico defines tutoring as a process of accompaniment during the training of students, which implies individualized attention to a student or a small group of students by competent teachers. Thus, the tutor plays a crucial role in guiding, advising and accompanying the student to achieve comprehensive training and to stimulate their responsibility in the learning process.

The tutor performs various responsibilities, which include motivating students, to encouraging a process of meditation and criticism of the content of their subjects, also, the tutor helps them get to know the different professors with whom they interact, as well as the career coordinators. This implies significant effort and dedication of the tutor to be part of the academic work of students (García *et al.*, 2009).

For this reason, within an educational institution, it is suggested to have a unit dedicated to training and offering support for tutors. For example, the Tutoring Unit of the University Center for Economic and Administrative Sciences (CUCEA) (sf) carries out the programming, monitoring and evaluation of this activity. In this sense, it assigns a professor from the academic staff to be responsible for monitoring one to six students to ensure individualized attention.

Thus, during the academic tutoring program, the tutor can play a fundamental role in helping the students to identify their multiple intelligences, for which there are materials, such as the self-administered multiple intelligences test (Guerri, June 22 , 2023). The goal is to develop methods and approaches that suit the student's personality, which can significantly improve their learning potential.

Klug and Peralta (2019) explain how the university tutoring activity works at the Instituto Universitario del Gran Rosario in Argentina. During these sessions, the tutor focuses on understanding the perceptions of first-year students and the tutorial team about their educational trajectories. The objective is to co-think and build a work plan with the students that allows them to successfully face this new stage in their personal life and encourage self-reflection processes so that they can significantly appropriate knowledge.

Tutoring sessions include discussions about study strategies, establishment of curricular itineraries and evaluation of the personal effort necessary for better academic performance. Additionally, students have an opportunity to be heard during these sessions, as it allows them to reduce anguish and anxiety, in addition for finding solutions to factors that contribute to academic failure, some of which are related to problems with attention, concentration and understanding, or lack of motivation to attend classes (whether face-to-face or virtual classes) and complete academic tasks. In addition, individual variables must be taken into account, such as lack of self-confidence, low tolerance for frustration and signs of depression and anxiety, as well as incorrect use of study techniques and loss of time in non-personal activities. academics (Contreras *et al.*, 2008).

In addition to all this, it must be remembered that the COVID-19 pandemic brought with it a significant reconfiguration of teaching, which forced the transition to a virtual format. This involved the migration of content, a change in the temporal and spatial dynamics of learning, as well as an adaptation to new ways of using forums for the exchange of opinions. In addition, teachers and tutors found it necessary to become familiar with *software* and *hardware* different from those traditionally used in face-to-face environments.

This transition to virtual teaching resulted in greater technological interaction by students, who had to spend more time in front of their personal computers, smartphones and tablets to participate in virtual classes and view tutorials necessary to understand the topics. However, this also led to an increase in distractions and feelings of loneliness, causing some students to feel “abandoned” in their teaching and learning process.

On this topic, it is important to recognize that in an online learning environment, affective manifestations are limited by the lack of gestures, tone of voice, postures and body expressions that are observed in a face-to-face environment. This makes it difficult to accurately interpret emotions and requires the implementation of specific principles and techniques to effectively communicate emotional aspects in this virtual environment.

Regarding the affective aspects in distance modalities, Pérez Alcalá (2012) highlights the importance of teachers considering the students' manifestations of affect, which can positively or negatively influence the learning process and even students' decisions to continue or abandon a course. A more inclusive and responsive learning environment is promoted, teachers must avoid creating anxiety in students through phrases or mechanisms that may intimidate their participation. Instead, an environment should be promoted in which a hierarchy of power is not denoted, which used to be common in the past. Therefore, the teacher's commitment must be reflected in their willingness to respond to all messages, whether related to academic tasks or not. This includes greetings, complaints or any opinion expressed during the forums, which helps to establish an interaction that is as close as possible to the feeling of being heard.

In other words, the meaning that these actions and interactions have in the sociocultural context is not underestimated, they are intrinsically related to the teaching-learning process and are fundamental to analyzing the dynamics between teachers and students in forums. Therefore, it is essential to investigate the meaning of the words,

phrases or symbols used in forum messages and emails, since every interaction is experienced and interpreted uniquely depending on the role played.

To achieve an effective learning environment, teachers must show vocation with attitude, empathy and sensitivity towards students, which is based on mutual respect and the elimination of practices that reinforce hierarchy. Instead, a pedagogy of cordiality should be promoted, both in face-to-face and virtual environments, which involves the establishment of efficient communication channels through varied strategies that help students understand the learning objectives identified during the teaching process, always being aware of the contents of the subjects.

On the other hand, it is important to recognize the challenges that teachers and tutors which include the dedication of time to design and evaluate activities, the choice of course content, the management of hardware and software requirements, the answers to personalized doubts, the overload of teaching activities and the choice of innovative teaching strategies. In addition to this, it must be kept in mind that the teacher and tutor must also filter and direct the available resources toward the learning objectives, as well as create clear rubrics to evaluate the students' performance.

Regarding the management of emotions, their importance must be emphasized to reduce stress, resolve conflicts, communicate effectively and maintain coherence in actions. In addition, it is essential to achieve goals and contribute to the formation of balanced individuals in various environments, whether family, academic or work (García-Bullé, July 8, 2021).

On this matter, Iberdrola (2021) presents an infographic with eight key lessons for emotional intelligence, which are essential to achieving a successful academic career. This, of course, demands emotional maturity and personal self-knowledge to address frustrating situations or academic failures accurately and directly, even disassociating yourself from negative environments or people.

This article proposes factors related to emotional intelligence, with special emphasis on the need to understand and recognize one's own emotions, since this ability allows one to identify them in others, especially in the tutor-tutee context. Indeed, the tutor must control his or her own emotions to prevent the harmful effects of negative ones and, subsequently, motivate and encourage positive emotions in his tutors. The objective is to develop the emotional capacity to self-motivate and maintain a positive attitude towards life (Aliste and Alfaro, 2007).

An instrument to detect and analyze a set of emotions that can be generated during the tutoring process is proposed. Then, all tutors send the instrument responses to the tutoring unit with the respective analysis for review and storage of the responses of the students who are being tutored. In this regard, it is important to highlight that the tutor acts as a guide during the interaction with the student, since the tutor must know the instrument perfectly as well as have a high level of emotional intelligence.

The instrument proposes two parts: one qualitative and the other quantitative. The first one (qualitative) focuses on a reflective process that the student carries out to establish their basic emotions and determine their origin. The second one (quantitative) weights the number of events accumulated throughout students' life to know the basic emotions generated and establish an ascending order of them according to whether they are the most repeated.

Development

Students learn through different resources, such as summaries, video tutorials, face-to-face classes, and concept maps, among others. However, during the COVID-19 pandemic, online and self-taught learning became the only way to acquire knowledge while staying at home, which forced teachers to develop participatory exercises and on-screen material that were motivating for the teaching-learning process. In this context, some of the most used platforms were Moodle or Classroom, and tools such as Lucidchart, Canva and Prezi to encourage self-learning.

The teachers were motivated to encourage students to continue their education and maintain their academic commitment by paying attention to basic emotions and combining them with motivation and happiness since a happy person is more likely to be motivated to advance in their career.

On the other hand, it must be taken into account that the exchange of information and experiences during classes plays a fundamental role in the development of students' social skills. When the content allows it, carrying out research and feedback exercises that involve an in-depth analysis of the topic, with the teacher as moderator, encourages critical understanding, which can be carried out through forums that facilitate debate and reflective analysis.

In this sense, Anzelin *et al.* (2020) carried out an analysis of 72 articles that explore the relationship between students' emotions and teaching and learning processes. The

authors identified key categories of analysis, such as the relationship between positive emotions and learning, negative emotions and learning, individual and cultural differences, family and peer influence, and the impact of classroom climate. Furthermore, they highlighted the importance of considering teachers' emotions at different stages of the educational process.

A teacher during the tutoring process can identify through questions and questionnaires which methodologies are most used by students to learn, although, at the same time, the students need to feel that they are being guided and that their doubts are resolved. Likewise, they must perceive that the teacher masters the topic and that dialogue and analysis are encouraged in class, instead of simple passive exposition, so interaction in the classroom must include practical exercises for leading an interactive environment.

In this context, the teacher's emotional intelligence is crucial for the learning process, since the teacher acts as a learning model for the students. Through this figure, they learn to reason, express themselves and regulate their emotions, which is essential in the classroom (David, January 4, 2023; Extremera and Fernández-Berrocal, 2004).

In the tutoring process, it is important that the tutor knows his or her areas of personal mastery and is familiar with other professors at the institution to provide comprehensive support to students in different subjects. Additionally, the teacher should be informed about career-related job opportunities that students are pursuing and guide potential career paths. Promoting self-directed and participatory learning during tutoring sessions is essential, as it highlighting the importance of critical thinking and taking advantage of online resources.

On the other hand, the teacher must consider the problems, challenges and crises faced by young people pursuing a specific career. To do so, the students should not be seen simply as a population in need of attention and intervention, but as individuals with opportunities and resources to address and solve the problems and challenges that society presents to them. In other words, instead of seeing young people as victims or perpetrators, the teacher must recognize them as participants who need to be listened to (Fandiño and Yamith, 2011). The students are susceptible to various risk situations, such as addictions, unplanned pregnancies, parental divorce or bullying, among others, which is why higher education institutions must implement strategies to address and resolve these situations.

This can be achieved by supporting tutors to have access to data that allows them to provide guidance and make appropriate and timely decisions, according to the needs of the

students, which involves interacting with various professionals, such as career coordinators and medical staff, to provide the necessary resources and support students.

In addition, prevention and support strategies can be designed, as well as sexual education courses for both women and men and programs to treat anxiety and depression through psychology and psychiatry services when it can be necessary. Besides, in situations of extreme marginalization and poverty, the possibility of providing financial support to students should be considered (Morín-Juárez *et al.* , 2019).

Now, during the tutoring process, different activities can be implemented, such as the three activities indicated by CUCEA (sf). The first one is a *diagnostic interview* in which general aspects about the student are collected, that is, availability of internet services, situations of vulnerability, chronic illnesses or mental health problems, which the institution must know to inform the tutor. The second activity is a *follow-up interview and academic orientation*, which addresses essential aspects such as professional perspective, academic life plan and a personal SWOT analysis, in addition to evaluating course attendance and performance on midterm exams and assignments. Finally, the third activity consists of a *closing interview and projection of the following scholar calendar*, where areas of improvement are reviewed, such as class attendance and the right to grade, and the next school year is planned.

This article, specifically, focuses on the management of emotions during the initial interview with the tutor interaction. The importance of a critical reflective process about personal emotions is highlighted, which includes the evaluation of past behaviors and the consideration of events that involve close people, such as family, schoolmates, and friends. The need to possess self-control and self-diagnosis to react intelligently to everyday challenges and situations is emphasized, and it is considered that the tutor must be a person with emotional intelligence to effectively perform their role.

Evaluation instrument

In this paper, an instrument that should be applied during the initial stage of students' assignment in any tutoring program is proposed. For this, the basic, primary or fundamental emotions are considered: happiness, sadness, anger, surprise, fear, disgust and shame (Aliste and Alfaro, 2007).

The instrument is divided into two parts: Table 1 represents the qualitative part. In this, students meditate on various emotions throughout their lives. To do this, they must

identify when they first experienced them, and the people involved, and briefly describe the event and the current solution to resolve it. If an emotion is considered negative, a solution is asked to be proposed; Otherwise, there is no need to provide an answer. This qualitative approach allows the tutor to identify the most relevant emotions and answer the following question: “Which emotion was identified in the majority of the events?”.

On the other hand, Table 2 represents the quantitative part. Here, students must establish an order of the emotions that they have felt during their life, they must be based on the answers in Table 1. This order must be done using a scale from 1 to 7. The number 1 represents the emotion that the student has experienced the most during his or her life, while the number 7 corresponds to the least experienced.

It is important to highlight that in the qualitative section, the student is expected to mention two transcendental events during his or her life. One of these events must have occurred during your childhood, specifically between the ages of 0 and 12, and the other from age 12 to his or her current age. It is common for students to have experienced more emotional events throughout their lives, however, the tutor asks the student to focus on two significant events. This division is based on the cognitive stages proposed by Jean Piaget, which include the sensorimotor, preoperational and concrete operations stages (0-12 years), as well as the formal operations stage (from 12 years old) (Linares, 2007).

Table 1. Proposal for an emotion validation instrument (first part)

Qualitative stage				
Emotion	Age at which the emotion was identified	People who were there at that time	Brief description of the event	Current solution
Happiness				
Sadness				
Anger				
Surprise				
Fear				
Disgust				
Shame				

Source: self-made

Table 2. Proposal for an emotion validation instrument (second part)

Quantitative stage						
Happiness	Surprise	Anger	Disgust	Sadness	Fear	Shame

Source: self-made

The goal of the qualitative stage is to sensitize the students about their emotions and their past so that the tutor can know about an important part of events that have been significant to them in the set of possible emotions. During this qualitative part, the emotions and social behavior are identified during the moment in which the student managed to identify that he or she had them.

The tutor reviewed the answers issued in Table 1, specifically in the *Brief description of the event section*. If keywords such as abuse, drugs, sadness, alcohol, illness or depression are found in conjunction with the response issued in the *Current Solution section*, it is suggested that the tutor checks if the student has already solved the problem. Additionally, if considered necessary, the student is advised to go to a specialist (psychologist) to overcome or manage the traumatic event.

Barajas Márquez (2016) mentions different aspects related to the behavior of adolescents and instruments that can be applicable to determine the appearance of emotional disorders. This author comments that depression and anxiety are occurring at an early age, which can generate complications such as aggression and even lead to suicide. Additionally, it addresses issues related to body image, which are often influenced by the media and peer pressure. Working on this aspect is crucial to achieving acceptance and maintaining healthy self-esteem. Even when it comes to the beginning of their sexual life, there is a higher risk, since they may be exposed to unwanted pregnancies or sexually transmitted diseases more frequently.

The qualitative phase of this process is highly personalized and based on the individual life of each student. As Goleman (1995) points out in the fifth part of his book on the cost of emotional illiteracy, young people often show poor performance in areas related to isolation, social problems, feelings of unhappiness, anxiety and depression. This can stem from the search for perfection or the fear of not being loved, as well as the desire to get attention from parents or friends, which can hurt their academic performance.

Therefore, the qualitative instrument focused on emotional self-awareness, which implies the ability to understand experiences related to basic emotions such as happiness,

sadness, anger, surprise, fear, disgust, and shame throughout the student's life. The answers act as a guide to identify events that generate deep emotional responses.

The purpose of the quantitative phase was to identify and prioritize the emotion that the student has experienced the most until entering the university. Additionally, this phase groups students by school periods for a more effective analysis.

Results of the execution of the proposed instrument

In this section, the quantitative part of the instrument (Table 2) was used to apply an experimental approach. This was done by running the instrument in a spreadsheet, where data were generated randomly. In this way, one or more variables could be manipulated to observe the desired behavioral patterns; in this case, the predominant emotions that students entering a higher education institution may experience during an initial tutoring activity.

The execution of the instrument was carried out with a generated sample of 233 students. The gender variable was divided into two possible values: male (M) and female (F). The variables representing the feelings of happiness, surprise, anger, disgust, sadness, fear, and shame generated random numbers with possible values between 1 and 7, thereby avoiding duplication of numbers for each feeling.

Table 3 shows an example with 10 students. This illustrates how the data would be saved in a spreadsheet, taking into account the gender of each student to perform analyses based on this variable.

Table 3. Data filling of the provided instrument in Table 2

Student	Gender	Happiness	Surprise	Anger	Disgust	Sadness	Fear	Shame
1	M	6	5	7	2	1	4	3
2	M	4	6	3	5	1	2	7
3	F	3	5	7	2	6	4	1
4	M	1	4	5	6	7	3	2
5	F	3	4	7	6	2	1	5
6	M	4	1	6	5	2	3	7
7	M	1	2	4	6	3	5	7
8	F	7	4	1	5	2	3	6
9	F	3	4	6	5	7	2	1
10	M	4	1	6	3	7	5	2

Source: self-made

The execution of the instrument considers randomness, without bias towards one gender - there is a balance of the male (117 students) and female (116 students) population - nor bias in feelings. Table 4 shows the results of data generated by the male gender and Table 5 shows the data generated by the female gender.

Table 4. Data generated by male gender

Priority	Happiness	Surprise	Anger	Disgust	Sadness	Fear	Shame
1	19	14	20	17	20	13	14
2	18	22	16	18	17	11	15
3	12	17	18	16	17	16	21
4	18	16	16	17	18	20	12
5	15	17	9	17	13	23	23
6	14	18	22	15	15	16	17
7	21	13	16	17	17	18	15
Sum	117	117	117	117	117	117	117

Source: self-made

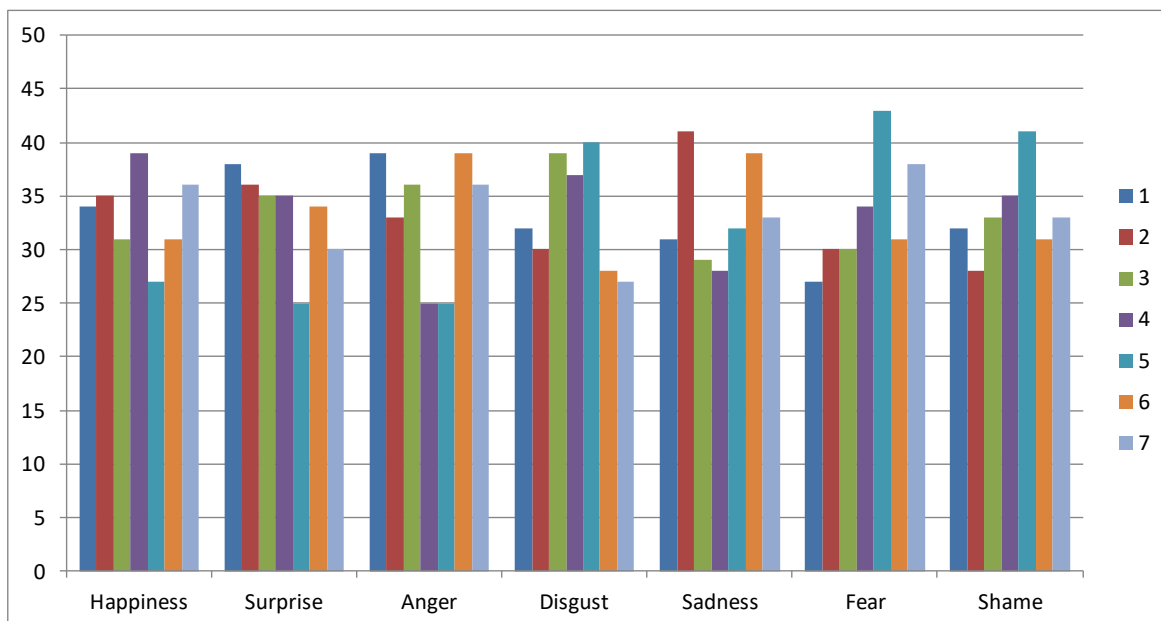
Table 5. Data generated by female gender

Priority	Happiness	Surprise	Anger	Disgust	Sadness	Fear	Shame
1	15	24	19	15	11	14	18
2	17	14	17	12	24	19	13
3	19	18	18	23	12	14	12
4	21	19	9	20	10	14	23
5	12	8	16	23	19	20	18
6	17	16	17	13	24	15	14
7	15	17	20	10	16	20	18
Sum	116	116	116	116	116	116	116

Source: self-made

Figure 2 shows the distribution by emotions of the total population (117 men and 116 women). Because the instrument was executed randomly, it is perfectly observed that the emotions have been distributed and presented equally throughout its life.

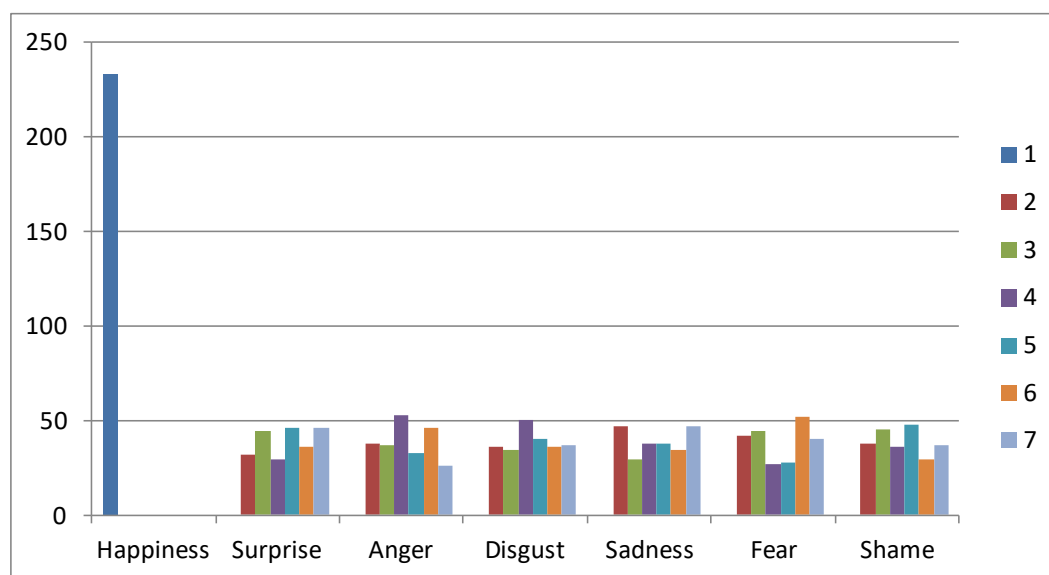
Figure 2. Distribution of emotions by order of events (1 to 7)



Source: self-made

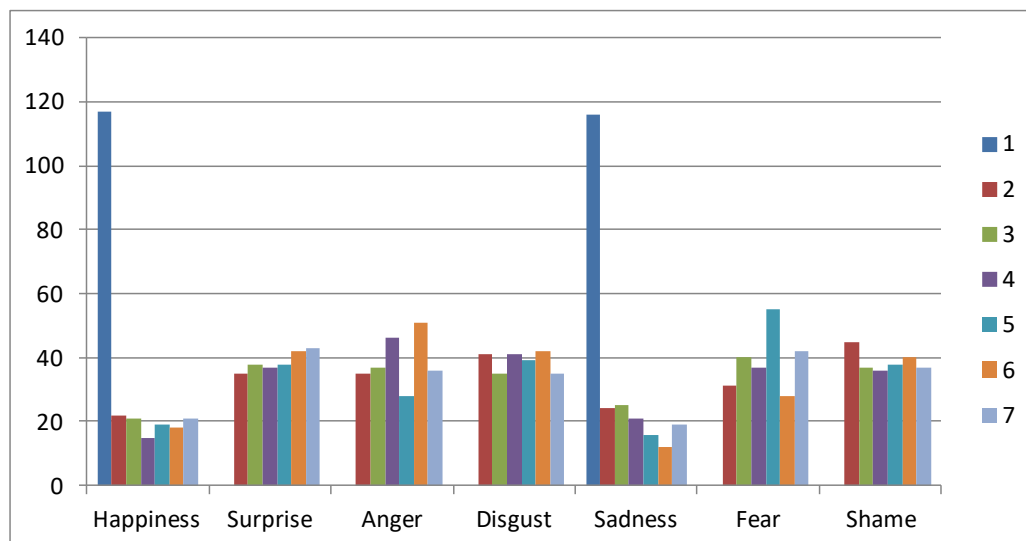
Due to the randomness factor, a completely even population seemed to appear without showing any predominant feeling. However, the execution of the instrument can be made to have a specific bias; For example, Figures 3 and 4 show the handling bias towards the emotions of happiness and sadness respectively, that is, by generation of students, some emotion that predominates in the majority of new students can be identified.

Figure 3. Happiness is the emotion that students have experienced the most events



Source: self-made

Figure 4. Students who show happiness and sadness



Source: self-made

In addition, it is possible to predict the future. For example, Table 6 presents a new execution of the instrument that would be applied when students finish the university. In this table, an additional column is added to table 3, which saves if the students have finished the career. This implies the generation of additional data, which indicates whether the student has completed the university (1) or if the student has deserted the university (0). For this particular case, a bias is considered based on the initial population of 233 students, where 165 students have completed the university, while 68 have not completed it.

Table 6. Additional column when the student finishes the university

Student	Gender	Happiness	Surprise	Anger	Disgust	Sadness	Fear	Shame	Finish (1-Yes , 0-No)
1	M	6	5	7	2	1	4	3	1
2	M	4	6	3	5	1	2	7	1
3	F	3	5	7	2	6	4	1	1
4	M	1	4	5	6	7	3	2	0
5	F	3	4	7	6	2	1	5	1
6	M	4	1	6	5	2	3	7	1
7	M	1	2	4	6	3	5	7	0
8	F	7	4	1	5	2	3	6	1
9	F	3	4	6	5	7	2	1	0
10	M	4	1	6	3	7	5	2	1

Source: self-made

If the data from the execution of the instrument are taken with this information, that is, without bias regarding any feeling, but with a bias regarding the completion of the studies, an interesting case is observed. A relationship can be established between the number of students who completed their degree and the predominant feeling of happiness (table 7).

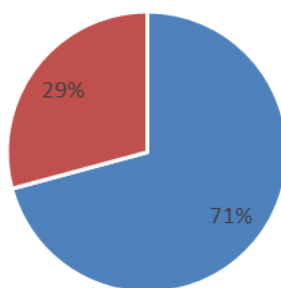
Table 7. Data on the completion of the degree, where happiness is the key feeling

Priority	Happiness	Finished (1)	Did not finish (0)
1	34	20	14
2	35	24	11
3	31	23	8
4	39	27	12
5	27	21	6
6	31	26	5
7	36	24	12

Source: self-made

This execution of the instrument aims to identify the set of predominant emotions in the students. In addition, it allows to observation of behavioral patterns associated with the students with gender and the finished university degree, which demonstrates the usefulness of the instrument, especially in its quantitative part. As shown in Figure 5, patterns can be identified in the generated data. For example, it is observed that 71% of students managed to complete their studies, while 29% did not reach their goal and dropped out.

Figure 5. Percentage of students who completed their studies



Source: self-made

Discussion

The execution of the instrument using spreadsheets allows us to know the associate behaviors that students may manifest during the tutoring process, and even categorize emotions according to a particular generation of students, which exemplifies its usefulness. However, it should be noted that this instrument is specifically designed to address emotions, and is not intended to be a general diagnostic interview, since its goal is to allow the tutor to carry out a more in-depth analysis of the students and learn about personal aspects related to their emotions.

Therefore, it is essential to move towards the implementation phase of this instrument in an educational institution. Although some questions related to feelings are included in the diagnostic format of the initial interview (CUCEA, nd), these do not reach the same level of depth as the qualitative stage of the instrument (table 1). Additionally, Table 2 allows students to sort and group their emotions according to those they have experienced the most throughout their lives. The tutor has the opportunity to identify students who may have experienced a significant set of negative emotions, such as sadness and anger, and thus refer them to specialized professionals, such as psychologists, to assess their emotional well-being and help them overcome any events that threaten them.

On this matter, Aguilera García (2019) presents a table that lists the main qualities to be a university tutor, that is, knowledge, skills and attitudes. This list, however, does not specifically mention the need to have emotional intelligence or develop skills in managing emotions. Therefore, in this paper, the importance of incorporating this approach based on emotions in the profile of the teacher-tutor is highlighted.

On the other hand, Martínez Clares *et al.* (2020) carried out a study in which they applied an instrument to 354 students to identify areas of improvement in the tutorial action. The results show that the highest percentage is found in the items related to planning and the tutor-student relationship. Specifically, the need to increase tutoring sessions is highlighted to encourage greater tutor-student interaction (23.2%). The importance of greater involvement on the part of the teacher-tutor (19.8%) is also mentioned to strengthen the bond between them. Furthermore, it is suggested to increase the dissemination of the tutorial action plan and the activities that comprise it (16.1%) so that students better understand the basic functions of tutoring.

Although these studies do not explicitly mention the management of emotions, it can be inferred that, by increasing tutoring sessions and strengthening the tutor-student

relationship, it is possible to promote empathy between the teacher-tutor and the student. This paper, therefore, focuses on the emotional aspect of students in the context of tutoring and highlights the importance of the teacher-tutor employing appropriate strategies to generate positive emotions in the tutored students. This means providing an environment of warmth and freedom for students to meditate on their life stories and feel understood on a personal level. Both (teacher and student) must be responsible and committed to ensuring that this focus on emotions does not hurt academic performance during tutoring sessions, but rather demonstrates genuine empathy and contributes to a positive attitude.

Conclusion

Professors and students of the 21st century are talented people who require respectful interaction to address the issue of managing basic emotions, so the students can address the frustrations that may appear during university life. Therefore, the proposed instrument focuses on promoting emotional literacy as an integral part of the tutoring process when a student goes to a higher education institution. The purpose is to provide tutors with a tool to get to know their students on a personal level and address emotion management, which often students do not get attention during personal interactions.

The proposed instrument could identify whether students have an adequate emotional balance since it helps tutors understand thoughts and recognize basic emotions through tables 1 and 2, where the tutor facilitates assistance to students when the instrument is answered. Furthermore, the execution of the instrument in a spreadsheet shows its usefulness and it exemplifies how the generated data can be stored when the instrument can be applied in a university. This can help categorize generations of students based on predominant emotions and associate them with the finalization of their studies.

It must be kept in mind that from an early age, individuals go through a process of emotional development, which involves parents, family and school, where teachers play a crucial role. Therefore, teachers become important figures in the emotional formation of students, since each interaction contributes to their emotional development.

In this context, the identification of basic emotions by the tutor allows one to empathize with the students when they participate during the tutoring process. Since teachers and tutors generally have a higher level of maturity compared to students, they can establish counseling strategies that help students address issues related to the emotions they

have experienced. The goal is to help students aware of their emotions so that during their academic life they can experience more positive emotions, such as happiness.

Future lines of research

In future work, it is suggested to implement this instrument in a university to get real data from students at a higher education level. It is suggested to apply the instrument at the beginning and the end of the degree, only with those students who have completed their studies.

Another line of research would be to reapply this instrument to those students who finished their studies, with a modification, students meditate exclusively about their university experience and their academic life. The adjustment of the instrument (table 1) could consider two significant moments: 1) from the first year to the middle of the degree and, 2) from the middle of the degree until finish the university. These events in the qualitative part could offer important data such as the evaluation of the professors, the negative experiences with classmates or the administrative challenges they faced during their time at the university.

Finally, the modification of the quantitative part (table 2) could focus on understanding the degree of happiness or sadness experienced by students, grouping their emotions throughout their university life, which could be related to the environment generated by the institution.

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