Proactive tutoring: key to the success of online training. An exploratory confirmatory design

Introduction
From a study of 6 cases of continuous training in finance at the UPV, a mentoring model emerged, focused on the personalized follow-up of the student and the proactivity of the tutor. In the context studied confirmed that the rate of assimilation improved but not the satisfaction of the students.

To what extent are the results of a qualitative case study confirmed by the following quantitative strand?

Objective
Confirm the hypothesis that a proactive and personalized tutoring model based on the continuous monitoring and accompaniment of the student improves the rate of qualifications, but not the level of satisfaction of online students in the sample studied.

Methodology
- Validation of the data collection instrument
- Descriptive analysis of the data by tutorial model through the MAXQDA Stats module
- Comparison and contrast of the results through the MAXQDA Stats module
- Contrast and conclusions

Sample
- UPV Continuing Education courses in finance.
- Proactive Tutoring: 24 courses with a total of 5,302 students enrolled.
- Reactive Tutoring: 28 courses with a total of 1,756 students enrolled.

Results

Cronbach’s Alpha: 0.887 Valid cases: 2447 Missing cases: 636 (20.6%)

So it can be stated that the reliability of the instrument is highly reliable (Bryman and Cramer, 1990: 71, cited by Cohen, Manion, and Morrison, 2007)

Results comparison
Satisfaction variable: ($\chi^2 = 19.024$, df = 4, $p = 0.0008$), the difference is statistically significant between the two samples, so the null hypothesis is not supported and the conclusion is that the frequency of responses is significantly related to the tutorial model followed.

The relative result, based on the number of enrollments, shows that 92% of students enrolled in a course that follows a proactive tutoring model passed the assessment, while the rate of students who approved was 64% in reactive tutoring courses.

Results

Conclusions

In the case studies of the first qualitative part of the research, it was confirmed that the proactive tutoring model, focused on personalized student follow-up, increased the rate of students who approved the evaluation by 30%, however, the level of student satisfaction was lower, especially for the results of one of the case studies. It is confirmed that the percentage (28%) of approved students in the proactive tutoring courses is higher in the sample analyzed in the second phase of the research. Regarding the level of satisfaction, the results of the first phase are not confirmed since in the proactive courses the mean is higher as well as the standard deviation is smaller, concluding that the frequency of responses on the scale is significantly related to the model tutorial followed. Therefore, considering the integration of the results, the tutoring model, focused on personalized follow-up of the student and the proactivity of the tutor, improves the learning results as well as the level of student satisfaction.