

Tutorial Action and the Development of the Competencies of the Democratic and Intercultural Citizenship Exercise

Acción tutorial y el desarrollo de las competencias del ejercicio ciudadano democrático e intercultural

Santiago Gallarday-Morales* 

Universidad Nacional de Educación Enrique Guzmán y Valle, Lima, Perú
ORCID: <https://orcid.org/0000-0002-0452-5862>

Alicia Flores-Asencios 

Universidad Nacional de Educación Enrique Guzmán y Valle, Lima, Perú
ORCID: <https://orcid.org/0000-0002-4059-155X>

Manuel Padilla-Guzmán 

Universidad Nacional de San Martín, Tarapoto, Perú
ORCID: <https://orcid.org/0000-0002-1799-1221>

Ibis López-Novoa 

Universidad Nacional de San Martín, Tarapoto, Perú
ORCID: <https://orcid.org/0000-0001-6387-3376>

Emerson Norabuena-Figueroa 

Universidad Nacional Santiago Antúnez de Mayolo, Huaraz, Peru
ORCID: <https://orcid.org/0000-0003-2909-7080>

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*Correspondence

Email: santiagoaquiles.fil@gmail.com

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Summary

This article addresses tutorial and citizen development in high school students, the objective was to establish the relationship between the tutorial action and the development of democratic and intercultural citizenship exercise competencies in fifth grade students of the secondary level of public institutions of Network No. 06 of Callao. The research was quantitative, not experimental, descriptive correlational, basic and cross-sectional. The population was composed of 489 students, the sample being determined by 215 students, who were applied a questionnaire as a survey to collect information. The results show that there is a moderate and positive relationship between the tutorial action and the development of the competencies of the democratic and intercultural citizenship exercise, given that the Spearman's Rho is 0.404, with a significance value of $p = .003$ compared to the $\alpha = .05$ where it is found that ($p < \alpha$).

Keywords: Tutorial Action; Citizenship Competencies; Democratic Competencies; Intercultural Competencies.

Resumen

El presente artículo aborda el tema de la tutoría y el desarrollo ciudadano en estudiantes de educación secundaria, el objetivo fue establecer la relación entre la acción tutorial y el desarrollo de las competencias del ejercicio ciudadano democrático e intercultural en estudiantes del quinto grado del nivel secundaria de instituciones públicas de la Red N° 06 del Callao. La investigación fue cuantitativa, no experimental, descriptiva correlacional, de tipo básica y transeccional, la población lo conformaron 489 estudiantes, siendo la muestra determinada por 215 estudiantes, a quienes se les aplicó un cuestionario a modo de encuesta para recoger la información. Los resultados muestran que existe relación moderada y positiva entre la acción tutorial y el desarrollo de las competencias del ejercicio ciudadano democrático e intercultural, dado que el Rho de Spearman es igual a 0.404, con un valor de significación $p = .003$ en comparación con el $\alpha = .05$ donde se constata que ($p < \alpha$).

Palabras Clave: Acción tutorial; Competencias ciudadanas; Competencias democráticas; Competencias interculturales.

Introduction

Since the beginning of human existence, education has been and continues being a fundamental factor in the socialization process. According to Savater, education has humanized us, and education remains, today more than before, the essential factor of human and social development. However, the way how education has been cultivated has been changing, from being a daily and informal event in its beginning of humanity, to becoming a formal system taught in institutions exclusively created for that purpose, and there the need to accompanying the student in his school career was established as part of the educational process. To that end, it was necessary that the teacher assumed a particular role as tutor in order to guarantee an integral training and development.

The need that a teacher helps a student or groups of students as a tutor is determined by the fragility of the human being in the process of his human development. In this regard, Sartre (1985, p. 85) probably considered that the man makes himself, a project when he said that:

In fact, in creating a man that we want to be, there is not a single of our acts which does not at the same time create an image of a man as we think we ought to be. To choose to be this or that is to affirm at the same time, man is what he chooses to be, makes himself.

Responsibility and commitment are inherent to this choice. We always choose the good and nothing can be good for us without being good for all.

Other significances are required in this construction of the human being to strengthen his social experience and guarantee its existence among the others. In case of the student, his development begins and strengthens in the family, first education, and then it is strengthened and consolidated in the school where it is necessary the tutor's accompaniment to offer guidance to students in cognitive and affective activity and to lead them to an adequate coexistence with his significant peers. (MINEDU, 2007, p.10)

Tutorial Action in the School

It is known that the world education system considers certain characteristics already established that have been consolidated over time due to the need to achieve educational objectives of the students. To that end, there are certain structures, normative aspects, roles and functions of its participants, etc. In this context, we find the tutorial work as a necessary reality in the educational structure of any institution that is devoted to such purpose, currently, becoming a constituent part even of higher education. A fact that marks its great importance in the education of the subject, or maybe reflects an exaggerated intervention due to the progressive deterioration of the human being. However and in spite of everything, the real thing is that it is necessary the accompaniment of an expert in the process of the education of the student's life. In this regard, UNESCO (1998), cited in the Tutor's Manual of SNIT (National System of Territorial Information) (2013), considered that tutorial covers a set of activities that promotes situations and help with the correct development of the academic, personal and professional process by guiding and motivating the students, so that they can make progress of and conclude their own training process in an effective manner. (p. 17). On the other hand, Pastor (1995) said that the tutorial action is a necessary activity of the teacher function, developing a relationship with students individually in relation to their attitudes, abilities, knowledge and interests. This action of the teacher must help to achieve the relationship of knowledge with the experiences of the school, seeks to relate the school life with the out-of-school daily life, thus allowing an integral education in the student and not only seeking the spread of knowledge and information.

In this regard, we can say that according to Delgado and Barrenechea (2005) "Tutorial is an educational orientation modality, inherent to the curriculum which is in charge of the socio-emotional and cognitive support of the students within a training and preventive framework, from the perspective of the human development." (p. 11).

ANUIES, (2000) said that, "Tutorial is a personal and academic accompaniment throughout the training process to improve the academic performance, facilitate that the student solves his school problems, develops study, work habits, reflection and social coexistence." (Manual del Tutor del SNIT, 2013, p. 17).

According to the Ministry of Education (MINEDU, by its Spanish initials) (2007), tutorial has the following essential characteristics: (a) Training; as the student develops competencies to cope with the demands of the life itself; (b) Preventive, it protects and minimizes risk factors of the students; (c) Permanent, the student receives assistance in the whole process; (e) Personalized, when treating the student as a particular and complex reality; (d) Integral, the student is considered as a multidimensional being; (e) Non-therapeutic, since the tutor's accompaniment involves diagnostic support; (f) Inclusive, as long as there is no discrimination between students and (g) Recovery, as it deal with the difficulty arisen in a timely manner.

Tutorial process in the secondary education institutions, like in the other levels, is developed in groups and individually, since it mainly develops in the classroom through the execution of learning sessions in a schedule established for such purpose that is shared with all the students in general and, counseling is also carried out for each student who needs it in the

different aspects according to his requirements. These two ways of assuming the tutorial action or work are presented in this research work as dimensions that we will develop below.

According to Ramos (1995), “group tutorial is the most known and spread tutorial modality. Tutor works with group-class in this modality. The *Hour of Tutorial* is the main tool that we have to work on group tutorial, is the place where students dialogue about them, their environment, their needs, concerns and interests, related to life in the school as well as in general. (p. 58). In this regard, the tutor works with a group of students by sharing the activities proposed in the tutorial plan and that meet the needs diagnosed of the students in order to achieve the objectives proposed. These activities are carried out within the schedule assigned to tutorial, privileged space where the tutor can be in contact with the students and know them properly to be able to accompany them as a group and individually according to the needs and circumstances arisen. However, there is a necessary condition to assist them assertively, to know and treat them with love. Erich Fromm in his famous work “The Art of Love”, said that only a person loves what he knows, and that is the main task of the tutor, to know as closely as he can their students.

According to Comezaña (2013), group tutorial lies in the interaction of the teacher with his students generating an environment of trust and respect, promoting the personal and group growth, as well as the development of attitudes and values that favor the interest in the other and the collaborative work (p. 54). Thus, the activity of the tutor responds to the guidelines determined by the national curricular plan, its execution is contextualized through the planning, execution and evaluation processes, following the contents proposed and emphasizing the areas of development of the students, which are exposed below (Ramos, 1995; MINEDU, 2007).

Competencies of the Democratic and Intercultural Citizenship Exercise *Democratic and intercultural citizenship exercise.*

From the approach proposed, the coexistence and the participation are fields where intercultural and democratic citizenship exercise is expressed. Based on that, the competencies of the citizenship exercise are defined and they must be strengthened in each one of our students, and they include: democratic and intercultural coexistence, deliberation and participation. Based on the proposal, three great competencies are developed: (1) Coexist democratically in any context or circumstances and with other people without distinction. (2) Discuss about public issues based on reasoned arguments that stimulate the formulation of a position for the common good. (3) Participate democratically in public spaces to promote the common good. Understanding that their individualized presentation is didactic and their purposes is expressed in the significant learning experiences, understanding that the concretion of the citizenship exercise lies in the dialectic interaction of such competencies. (MINEDU, 2013, p. 28).

Aspects to promote based on the Intercultural and Democratic Citizenship Education

According to the educational policy proposed by the Peruvian government, the school must consider and promote three aspects related to intercultural and democratic citizenship education, such as: (a) the coexistence, tolerating diversity and plurality of experiences, individual and social, of how we relate each other and recognize a humanly sustainable politic community. (b) Participation, assuming the school as a public scenario to act as social subjects discussing about significant topics that help to strengthen democracy, and (c) Knowledge, strengthening critical and divergent thinking and, as practice of interpretation and personal and social understanding of public events that allow students, teachers and directors to meet. (MINEDU, 1997, p. 16)

According to Martínez and Hoyos (2006), referring to the role of education in the education of the citizens in the school, the teaching of subjects already established is not also interesting but opting for activities and practice knowledge in the moral plane, in which they work

on values that contribute with a better social inclusion and articulation, understood as an education not thought but lived. Rowe (1979) when he writes about the introduction of the Greek ethics, he said that the Greeks studied ethics not to know and think about it, but to live ethically. That is, a citizen in line with the common good and social justice is based on an ethic life and not on a pure reflection on it, which is usually do it. Only in this way, living the ethic action, we consider that we could revert the current life conditions plagued by corruption and social injustices. We need an education to construct values that we can practice them in spaces that we should create to learn to coexist, respecting the codes that regulate such coexistence in the school.

Coexistence in school and the classroom, we as teachers have daily raised rules of values intensely discussed among us and they have been taken to the classrooms for a kind of commitment and to discuss and approve them with our students. However, the results have always been adverse in the life practice, since we have ended up breaking the agreements and experiencing a great divorce of the word and action, maybe leading to distort the good intentions of changing behaviors and construct lives by the fact of saying something and not doing. A daily thing among us is that the speech is divorced from action, and we do not realize or distract from considering the activity as a criterion and validation of the truth of our acts. Chaux (2012) said that the education system understood too late that filling the students with information did not lead them to understand better their physical and social environment and interact more constructively with it (p. 63). This is because we have distracted in the reflective speech of those full of good intentions. However, given the level of their abstraction, they just remain in purposes and do not become action that generates changes expected in our students, values themselves are meaningless if they are not taken to the practice of the everyday life.

In search of Citizenship Exercise as a Social Platform: From School to Polis.

In the book "Citizens of the World. Towards a Theory of Citizenship", which title is more than intriguing, Cortina (1997, p 22) pointed out that during the 1990s of the twentieth century the discussion about the category <citizenship>, being as old as the politics itself, gained renewed importance in the then-different academic spaces, and the reasons, among others, as pointed out by the author, would be "the need of the post-industrial societies to create among their members a type of identity in which they recognize themselves and make themselves feel part of it, because this type of societies clearly suffers from lack of adhesion to the community by the citizens, and without this adhesion it is impossible to respond jointly to the challenges posed to all".

The presence of such a phenomenon is due to the fact that the capitalist and post-capitalist societies have elevated the supreme category of individualism, shifting as necessary the common good. This culture impedes socially the building of values in the subjects that regulate human activity and power because it is almost impossible to aspire to a humanly just society, so there is an urgent need to educate in citizen moral values, like freedom, equality, solidarity, and dialogue, by using spaces such as home, school, without neglecting the social space, and by making use of indispensable means and mechanisms such as the media, among others, in order to achieve the established objective "Because being a citizen is learned like almost everything else, and it is learned not by law and punishment, but by experiencing (Curtain, 1997, p. 219).

For Zavala, Cuenca, and Córdoba (2005: 34, cited by MINEDU, 2013, p. 29), the democratic and intercultural coexistence "involves the assessment of a plurality of conceptions of the world and an interest to know them, to understand them, to experience them and to enrich themselves with the aspects that seem positive to us". In order to assume such attitude, students must develop abilities to understand the community life by identifying the needs of its members, and recognize the equality of rights with legitimate cultural differences, as well as the significant other without forgetting that they need to build their own individuality from there, so schools must focus on civic education led by the principles of respect, tolerance of differences, equality, equity, and justice, in order to raise diversity and inclusion awareness where originality,

authenticity, and plurality converge with the ambition of better understanding the global human life.

Deliberation is the ability of human beings to make reasonable decisions in contingent and uncertain circumstances. In the moral field, Aristotle associates it with prudence, which is considered as "a way of being rational, true and practical, with respect to what is good for man". Likewise, he affirmed that "We deliberate, then, about what is in our power and is achievable, and that is what remains to be mentioned. In fact, nature, necessity and chance, intelligence and all that depends on man are considered to be causes. And all men deliberate about the things that can be done by their own efforts." (Parra 2016, p.4)

Furthermore, it can be assumed that the mechanism that consolidates citizenship to some extent refers to the development of abilities that are sustained by the conviction that the members that integrate a political community through a process of argumentation and reasoning are capable of reaching consensuses and agreements on matters that concern everyone. Thus, deliberation becomes a means by which citizenship is strengthened (Magendzo 2007, cited in MINEDU 2013, p. 31). For Zavala, Cuenca, and Córdova (2005), considered in MINEDU's proposal (2013), this involves:

To develop a series of abilities linked to deliberation that help to reinforce student participation, aware of their condition as free and equal citizens, in public affairs, and to integrate individuals around the concern for the common good, assuming that achieving a true deliberation is fundamental to form critical students, aware of diversity and, at the same time, of the conditions of inequity and inequality that mark the sociocultural relations in our country, aware of power relations and how they are present in all relations and influence the common good. (p. 31)-

Method

The research is based on the deductive hypothetical method, quantitative approach, supported by "the collection of data to test hypotheses, based on numerical measurement and statistical analysis, to establish patterns of behavior, and test theories" (Hernández, Fernández & Baptista, 2014, p. 4), a non-experimental design since the research was carried out without deliberately manipulating variables. Valderrama (2013) stated that basic research is also known as theoretical, pure or fundamental research. It is intended to gather information from reality to enrich theoretical-scientific knowledge, oriented to the discovery of principles and laws (p.164).

The population of this study was 489 fifth-grade students of public high schools that are part of the network 06 of Callao. Two hundred and fifteen students were surveyed using a non-probabilistic sampling technique. This study used the survey technique, along with a questionnaire as an instrument, to collect information.

Results

With respect to the competences of the democratic and intercultural citizenship exercise, figure 1 shows that 0.93% of students perceive that the level is inadequate, while 58.6% perceive that the level of the competences is poorly adequate, and 40.47% perceive that the level is appropriate.

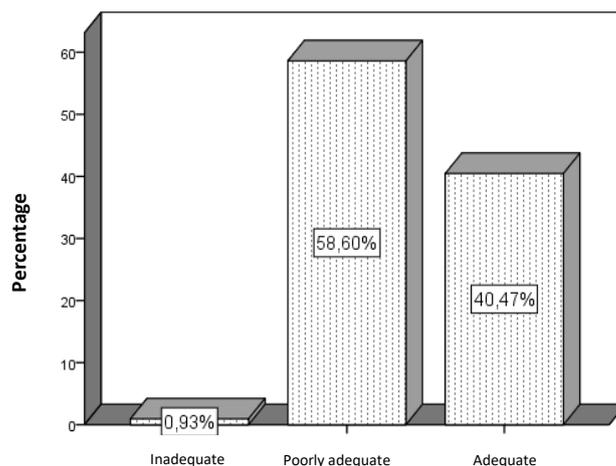


Figure 1. Percentage level of the development of the competences of the democratic and intercultural citizenship exercise.

Figure 2 shows that 3.72% of students perceive that the level is bad compared to tutorial actions, while 18.60% perceive that tutorial actions are regular, and 27.44% of the surveyed students perceive that the level is very good.

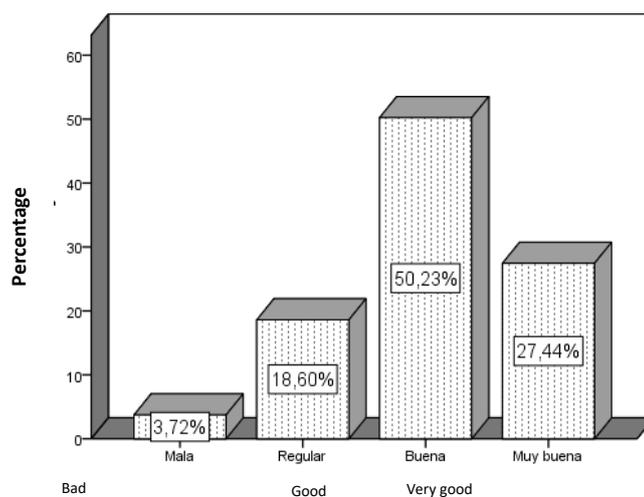


Figure 2. Percentage level of tutorial actions in students

Table 1.

Correlation and significance value between the tutorial action and the development of the competences of the democratic and intercultural citizenship exercise.

			Development of competences	Tutorial action
Spearman's Rho	Development of competences	Correlation coefficient	1,000	,404**
		Sig. (bilateral)	.	,003
		N	215	215
	Tutorial action	Correlation coefficient	,404**	1,000
		Sig. (bilateral)	,003	.
		N	215	215

** . The correlation is significant at the .01 level (bilateral).

There is a moderate and positive relationship between the tutorial action and the development of the competences of the democratic and intercultural citizenship exercise in high school students, according to the statistical correlation coefficient of Spearman's Rho of 0.404. While tutorial actions are improved, it is possible that the competences of citizenship exercise are developed. Also, it is shown a significance value p_value of .003 in comparison with $\alpha = .05$ ($p < \alpha$).

Table 2.

Correlation and significance value between tutorial action and coexistence

			Tutorial action	Coexistence
Spearman's Rho	Tutorial action	Correlation coefficient	1,000	,341*
		Sig. (bilateral)	.	,038
		N	215	215
	Coexistence	Correlation coefficient	,341*	1,000
		Sig. (bilateral)	,038	.
		N	215	215

*. The correlation is significant at the .05 level (bilateral).

There is a low and positive relationship between the tutorial action and coexistence in high school students determined by the statistical correlation coefficient of Spearman's Rho of 0.341. While tutorial actions are improved, it is possible that competences of citizenship exercise with respect to coexistence are developed. Also, it is shown a significance value p_value of .038 in comparison with $\alpha = .05$ ($p < \alpha$).

Table 3.
Correlation and significance value between tutorial action and deliberation

			Tutorial action	Deliberation
Spearman's Rho	Tutorial action	Correlation coefficient	1,000	,201
		Sig. (bilateral)	.	,014
		N	215	215
	Deliberation	Correlation coefficient	,201	1,000
		Sig. (bilateral)	,014	.
		N	215	215

There is a low and positive relationship between tutorial action and deliberation in high school students, the results of which show a statistical correlation coefficient of Spearman's Rho of 0.201. While tutorial actions are improved, it is possible that competences of citizenship exercise with respect to deliberation are developed. Also, it is shown a significance value p_value of .014 in comparison with $\alpha = .05$ ($p < \alpha$).

Table 4.
Correlation and significance value between tutorial action and participation

			Tutorial action	Participation
Spearman's Rho	Tutorial action	Correlation coefficient	1,000	,265**
		Sig. (bilateral)	.	,000
		N	215	215
	Participation	Correlation coefficient	,265**	1,000
		Sig. (bilateral)	,000	.
		N	215	215

** . The correlation is significant at the .01 level (bilateral).

There is a low and positive relationship between tutorial action and participation in high school students, the results of which show a statistical correlation coefficient of Spearman's Rho of 0.265. While tutorial actions are improved, it is possible that competences of citizenship exercise with respect to participation are developed. Likewise, it is shown a significance value p_value of .00 in comparison with $\alpha = .05$ determining that ($p < \alpha$).

Discussion

It was determined the existence of a moderate and positive existence between tutorial action and development of the competences of the democratic and intercultural citizenship exercise in high school students, since Spearman's Rho achieved a value of 0.404, with a significance p_value equal to .003 compared to $\alpha = .05$, where it is confirmed that ($p < \alpha$). We find similar results in Comesaña (2013) in his research work about tutorial management according to the teacher's report and his relationship with the level of satisfaction of high-school students. It was concluded

that teachers say that tutorial management is developed with relevance tending to the integral and participatory development of the students, which is reflected on the student satisfaction. This is due to a proper criterion in the selection of tutors, according to their good treatment and attention of the needs of the students as individuals or as a group. Likewise, management is ensured with the actions tutors conduct using a methodology and the proper resources aimed mainly at improving the school coexistence and addressing the student problems.

There is a positive and low relationship between the tutorial action and coexistence in high school students, while the Spearman's Rho statistic is 0.341, its value of significance p -value is .038 compared to $\alpha = .05$, confirming that ($p < \alpha$). As for results, Delgado (2016) analyzed that the students learnt to overcome conflicts through meetings in the classroom, and it was comforting to see the participation of the students, both female and male students. It was evidenced the presence of values such as autonomy, freedom, knowing conflictive situations in the coexistence, dialoguing, proposing solutions and reaching conclusions. In addition, Julca (2015) studies about the evaluation strategy to strengthen the democratic coexistence in high school students of fourth year, the most important result is to design a training evaluation strategy to improve the coexistence.

In addition, there is a low and positive relationship between the tutorial action and the deliberation in high school students, since Spearman's Rho has a value of 0.201, with a significance p -value equal to .014 compared to $\alpha = .05$ that represents ($p < \alpha$). In this regard, Delgado (2016) found that students were able to critically reflect on their own behaviors and experience values such as autonomy to give an independent opinion, the freedom to express themselves, the respect to pay attention to the one who had the turn to speak, the shared responsibility.

Finally, there is a low relationship between the tutorial action and the participation in high school students, since the Spearman's Rho has a value of 0.265. In addition, there is a significance value p -value with .00 compared to $\alpha = .05$ that determines ($p < \alpha$). Luna (2015) concludes that there is a significant influence between the level of tutorial action of tutor teachers and the levels of school coexistence of high school students of the fifth year from a public institution. We can also conclude that the most common problems in students are related to behaviors opposite to coexistence, which led us to prepare our school Coexistence Program aimed at solving these problems and improving the school situation.

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