

Tutoring For The Development Of The Assertiveness Of Elementary School Students In Trujillo, Peru

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Abstract: The study consisted of determining the effectiveness of the tutoring to develop the assertiveness of the primary school students, who initially showed problems of aggression and shyness. The research was conducted in two groups of students, each consisting of 32 students, divided into room "A" (experimental group) and "B" (control group). The research is of an explanatory, quasi-experimental level. The general hypothesis was put forward: tutoring develops the assertiveness of students in the third grade of primary education in educational institutions in the province of Trujillo, Peru; in addition to two specific hypotheses. Pre-tests and post-tests were applied to both groups of students. The results showed greater levels of assertiveness and lower levels of aggressiveness in the students to whom the tutoring program was applied, in relation to the group of students who did not receive it, who did not show great variations. For the hypothesis test, the chi-square test was applied, where all the results obtained were greater than 3.8415, which, for a confidence level of 95% and margin of error of 5%, validate the hypotheses raised by the authors.

Index Terms : tutoring, assertiveness, coexistence, friendly interaction, elementary education, aggressiveness, shyness.

1 INTRODUCTION

From birth, and throughout our lives, the relationships we establish with others form us as people and set the guidelines for our development [1] That is why research in the field of educational tutoring is formulated in response to the problems that are developed in the first years of individuals, especially, in the conduct and behavior of primary school students with problems of aggression and shyness, with regard to the treatment of students, and in the permanent accompaniment and guidance of primary school students, since we are in an era in which society is increasingly violent and with social problems. Based on the above, changes are taking place in several aspects and education is not alien to this, therefore, teachers must provide pleasant and positive environments, based on relationships of trust and respect [2]. The family is the first social unit where the individual develops and where the first experiences of social skills take place. For the subsequent interaction to be adequate, it is necessary that the security provided by a correct relationship with oneself has been developed beforehand. School is the second agent of socialization where the child will learn and develop interpersonal relationship behaviors. The child will learn the social norms and rules in the interaction with his peers. The objectives of the school, therefore, should not only be focused on content, but also on the integral development of the child as a person, and for this it is necessary to accompany the tutors with their students to help them face the challenges of their development process.

It is vitally important that they reinforce their knowledge of the characteristics and changes that are expected for each stage and in each dimension of the children's lives, since the cultural environment in which the children develop, the opportunities that the environment offers them and the specific experiences that they have, also influence their development process. The students in the study population have not adequately developed social assertiveness skills, a situation that leads to the development of a tutorial study. In this regard, the Ministry of Education of Peru [3] indicates that tutoring "is a modality of educational orientation, is a service of socio-affective, cognitive and pedagogical accompaniment to students, is part of curricular development and contributes to the achievement of learning and comprehensive training, in the perspective of human development". Tutoring is framed in the field of educational guidance, being one of its modalities. Specialized literature shows us that it has a long history in the world, as well as different ways of understanding its role within education [4]. Educational guidance, also known as educational orientation or school guidance, is the process of accompanying students, continuously and systematically, during their passage through the educational system, attending to affective, social, cognitive and pedagogical needs that may affect their comprehensive development. Tutoring, which falls within the field of guidance, is a strategy or modality for addressing it in educational institutions. In this sense, all tutoring is orientation, but not all orientation is tutoring [5]. On the other hand, educational orientation is the process of accompanying students, continuously and systematically, during their passage through the educational system, attending to the affective, social, cognitive and pedagogical needs that may affect their integral development. Thus, educational guidance facilitates the achievement of the learning and knowledge that students must attain, as expressed in the national curriculum design. Its concern is to ensure the positive development and well-being of students through spaces, moments and relationships that make it possible to prevent or deal with the various psychosocial problems that arise throughout the life cycle. Although the term educational orientation has been slightly reconceptualized over the years [6], the fact that its application improves the

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social values of students and allows them to devise their life projects is still valid [7], [8]. The concept of assertiveness is framed within what are social skills, so its definition is not yet completely clear, some authors take it as an interpersonal behavior, others as a way of communicating, others as a social skill, etc. The term assertiveness emerged in the United States in the late 1940s and early 1950s. The historical development of the study of assertive behaviour goes back to the writings of Salter [9], who describes the first forms of assertive training. Later on, Wolpe [10] is pointed out as the one responsible for the development of the concept of assertiveness as "defense of rights" which is more frequently used. It is not until the seventies that several authors are interested in the concept of assertiveness giving way to its expansion and development.

Philosophical theory shows that people come into contact with basic rights through all three styles of response:

- a) Non-assertive: This form of response takes place when a person allows their own rights to be restricted.
- b) Aggression: This occurs when a person invades the limits of the individual rights of the other person.
- (c) Assertiveness: This is the act of defending basic human rights without violating the basic human rights of others [11]

On the other hand, response styles can be recognized or differentiated through the following:

- (a) The emotion experienced
- (b) Inhibited non-verbal behavior
- (c) The verbal language used

The theory of assertiveness provides us with a model but those of us who seek to defend our rights without violating the human rights of others, this model can be used in any situation: personal, professional and social; to facilitate honest, lawful and functional communication. In addition, the writer and behavior coach Yagoseski [12], states that assertiveness is categorically associated with complex communication linked to high self-esteem and that it can be learned as part of a broad process of emotional development. Yagoseski defines assertiveness as a conscious, congruent, clear, direct, and balanced form of expression whose purpose is to communicate our ideas and feelings or to defend our legitimate rights without the intention of hurting, acting from an inner state of self-confidence in a place of limiting emotionality typical of anxiety, guilt, or anger. In addition, the development of assertiveness has been identified as an alternative for the reduction of anxiety and improvement of self-esteem [13], [14]. The topics of assertiveness and teacher tutoring are very important since their application and proper use are fundamental in the integral development of students. In 2005, the Peruvian Ministry of Education gave greater importance to tutoring, defining it as a modality of educational orientation, which is conceived as a service of socio-affective, cognitive and pedagogical accompaniment to students. It is part of curricular development and contributes to the achievement of learning and comprehensive training, in the perspective of human development. It is for this reason that the theme of this research is centered on tutoring and assertiveness regarding their social skills, since in our society one is insisting on achieving better learning, but this should be given without leaving aside personal, social, affective, and cultural aspects. In 2007, the Ministry of Education of Peru, through the

regulations of Regular Basic Education [15], considers that tutoring is inherent to the curriculum, that is, it is part of it and assumes integrally the proposals of it. It should be pointed out that this does not mean that tutoring is a curricular area. The curriculum is not limited to curricular areas, in the same way that tutoring is broader than the hour of tutoring. Tutorial work is prolonged and consolidated in the constant interaction that takes place between the various members of the educational community and the students, in the different circumstances and educational moments. The curriculum of Regular Basic Education considers one hour of group tutoring within the obligatory hours, which becomes a privileged space for educational guidance, however this hour does not exclude but rather adds to the permanent guidance work that teachers of the primary level do with the children and parents. The orientation is transversal to all curricular areas, and for this reason, teachers may consider the development of teaching units that are directed at meeting the needs and providing answers to the specific problems of their groups of students and that integrate the work of curricular areas with tutoring.

In view of this, researchers formulate the following problem:

How does tutoring influence the assertiveness of students in the third grade of primary education in educational institutions in the province of Trujillo, Peru?

In addition, the following specific problems should be raised:

Specific problem 1: How does tutoring influence the coexistence of students in the third grade of primary education in educational institutions in the province of Trujillo, Peru?

Specific Problem 2: How does tutoring stimulate friendly interaction among students in the third grade of primary education in educational institutions in the province of Trujillo, Peru?

In view of these problems, the following general hypothesis is formulated:

Tutoring develops the assertiveness of students in the third grade of primary education in educational institutions in the province of Trujillo, Peru.

Likewise, the specific hypotheses are detailed below:

Specific hypothesis 1: Tutoring influences the coexistence of students in the third grade of primary education in educational institutions in the province of Trujillo, Peru.

Specific hypothesis 2: Tutoring stimulates friendly interaction among students in the third grade of primary education in the educational institutions of the province of Trujillo, Peru.

2 METHOD

The research is of an explanatory level, because it explains the influence of the independent variable (tutoring) on the dependent variable (assertiveness). It should be noted that the study is quasi-experimental. The research was carried out in a primary education center, specifically in the only two second grade classrooms (classrooms A B). Both classrooms were composed of children with an average age of 7 years, who were conveniently tutored in only one classroom (classroom A), for 20 minutes a day before the start of their regular classes, during the first and second bimesters of the year

2017 (March to June) The investigators observed and detailed changes in students related assertiveness; it should be noted that each of the two classrooms is composed of 32 students, making a total of 64 students. A questionnaire was also applied to this group to find out if the hypotheses raised are accepted or rejected. To give reliability to the instrument, we proceeded to use Cronbach's Alpha, obtaining a reliability of 0.850, which is categorized as highly reliable.

3 RESULTS

Then, the general descriptive data will be detailed, with respect to the sample obtained:

With regard to the sex of the children, it can be seen from table 1 that the experimental group is homogeneous, with 16 boys and 16 girls; as for the control group, there is a slightly higher proportion of boys than girls, these being 18 and 14 respectively.

TABLE 1

DISTRIBUTION OF THE SAMPLE BY SEX AND CLASSROOM

D	Classroom A (experimental group)	Classroom B (control group)
Boy	16	18
Girl	16	14
N	32	32

In terms of student age, Table 2 details that in general, children are 7 years old, with some exceptions. It should be noted that the data for the segmentation by age group was extracted on the day the post-test was applied, i.e. June 16, 2017. Due to this homogeneity, it will not be possible to analyze the effect of tutoring on children according to their sex.

TABLE 2

DISTRIBUTION OF THE SAMPLE BY AGE AND CLASSROOM

Age	Classroom A (experimental group)	Classroom B (control group)
6 years-old	0	1
7 years-old	27	24
8 years-old	5	7
N	32	32

Lines below can be observed in detail with descriptive results, in relation to the most revealing results obtained from the tests used, both to the control group and when experimenting. The investigators asked: "how would you feel if you saw your best friend sad because the teacher scolded him/her?", and the results were tabulated as "assertive" or "aggressive". In table 3 it can be seen that, as far as the control group is concerned, there are slight changes, but these are not very variable; on the other hand, the experimental group, shown in table 4, shows great progress, the students who showed an assertive response went from 74% to 94%.

TABLE 3

Pre and post test results of the control group to the question: "How would you feel if you saw your best friend sad because the teacher scolded him/her?"

Answer	Pre Test		Post Test	
	N	Percentage	N	Percentage
Assertive	25	78%	24	75%

Aggressive	7	22%	8	25%
N	32	100%	32	100%

TABLE 4

Pre and post test results of the experimental group to the question: "How would you feel if you saw your best friend sad because the teacher scolded him/her?"

Answer	Pre Test		Post Test	
	N	Percentage	N	Percentage
Assertive	24	75%	30	94%
Aggressive	8	25%	2	6%
N	32	100%	32	100%

In addition, the question "how would you react if you saw a friend making fun of another one for forgetting to bring the control book?" was asked, the results were tabulated and classified as "assertive" or "aggressive". Table 5 shows that, as far as the control group is concerned, there are slight non-representative changes; however, the experimental group, shown in Table 6, shows different results and thus great progress. The students who showed an assertive response went from 69% in the pre-test to 91% in the post-test.

TABLE 5

Pre and post test results of the control group to the question: "How would you react if you saw a friend making fun of another one for forgetting to bring the control book?"

Answer	Pre Test		Post Test	
	N	Percentage	N	Percentage
Assertive	24	75%	25	78%
Aggressive	8	25%	7	22%
N	32	100%	32	100%

TABLE 6

Pre and post test results of the experimental group to the question: "How would you react if you saw a friend making fun of another one for forgetting to bring the control book?"

Answer	Pre Test		Post Test	
	N	Percentage	N	Percentage
Assertive	22	69%	29	91%
Aggressive	10	31%	3	9%
N	32	100%	32	100%

The question "how would you react if a fellow student invited the whole class to his or her birthday party, except you?" was asked, the results were tabulated and classified as "assertive" or "aggressive". In Table 7, we see that, as far as the control group is concerned, no change was recorded; however, the experimental group, shown in Table 8, a slight improvement, the students who showed an assertive response went from 41% in the pre-test to 66% in the post-test.

TABLE 7

Pre and post test results of the control group to the question: "How would you react if a fellow student invited the whole class to his or her birthday party, except you?"

Answer	Pre Test		Post Test	
	N	Percentage	N	Percentage
Assertive	12	38%	12	38%
Aggressive	20	63%	20	63%
N	32	100%	32	100%

TABLE 8

Pre and post test results of the experimental group to the question: "How would you react if a fellow student invited the whole class to his or her birthday party, except you?"

Answer	Pre Test		Post Test	
	N	Percentage	N	Percentage
Assertive	13	41%	21	66%
Aggressive	19	59%	11	34%
N	32	100%	32	100%

The question "how would you react if a friend asked you to lend him/her a toy and you didn't want to lend it to him/her?" was asked, the answers were tabulated and classified as "assertive" or "aggressive". Table 9 shows that, as far as the control group is concerned, no significant changes were recorded; however, the experimental group, shown in Table 10, showed an improvement, since the pre-test showed 69% of responses classified as assertive, and this value went up to 84% in the post-test.

TABLE 9

Pre and post test results of the control group to the question: "How would you react if a friend asked you to lend him/her a toy and you didn't want to lend it to him/her?"

Answer	Pre Test		Post Test	
	N	Percentage	N	Percentage
Assertive	23	72%	20	63%
Aggressive	9	28%	12	38%
N	32	100%	32	100%

TABLE 10

Pre and post test results of the experimental group to the question: "How would you react if a friend asked you to lend him/her a toy and you didn't want to lend it to him/her?"

Answer	Pre Test		Post Test	
	N	Percentage	N	Percentage
Assertive	22	69%	27	84%
Aggressive	10	31%	5	16%
N	32	100%	32	100%

The question "how would you react if while playing at recess another kid hurts you unintentionally and you bleed?" was asked, the answers were tabulated and classified as "assertive" or "aggressive". In table 11 we can see that, as far as the control group is concerned, there are no significant changes; however, the experimental group, shown in table 12, the assertiveness is benefited, going from 72% to 88%.

TABLE 11

Pre and post test results of the control group to the question: "How would you react if while playing at recess another kid hurts you unintentionally and you bleed?"

Answer	Pre Test		Post Test	
	N	Percentage	N	Percentage
Assertive	23	72%	23	72%
Aggressive	9	28%	9	28%
N	32	100%	32	100%

TABLE 12

Pre and post test results of the experimental group to the question: "How would you react if while playing at recess another kid hurts you unintentionally and you bleed?"

Answer	Pre Test	Post Test
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	N	Percentage	N	Percentage
Assertive	23	72%	28	88%
Aggressive	9	28%	4	13%
N	32	100%	32	100%

When asked "how would you react if a classmate asked you for a favor?" the results were tabulated as "assertive" or "aggressive". Table 13 shows that, as far as the control group is concerned, there are no changes; on the other hand, the experimental group, shown in table 14, shows great progress, the students who showed an assertive response went from 81% to 97%.

TABLE 13

Pre and post test results of the control group to the question: "How would you react if a classmate asked you for a favor?"

Answer	Pre Test		Post Test	
	N	Percentage	N	Percentage
Assertive	27	84%	27	84%
Aggressive	5	16%	5	16%
N	32	100%	32	100%

TABLE 14

Pre and post test results of the experimental group to the question: "How would you react if a classmate asked you for a favor?"

Answer	Pre Test		Post Test	
	N	Percentage	N	Percentage
Assertive	26	81%	31	97%
Aggressive	6	19%	1	3%
N	32	100%	32	100%

Finally, the question "what would you say to a colleague if he/she forgot a notebook that you lent him/her?" was asked, and the results obtained were tabulated as "assertive" or "aggressive". In table 15 it can be seen that, as far as the control group is concerned, there is a slight change; on the other hand, the experimental group, shown in table 16, the changes are also generated but in greater proportion, as they go from 75% to 88%.

TABLE 15

Pre and post test results of the control group to the question: "What would you say to a colleague if he/she forgot a notebook that you lent him/her?"

Answer	Pre Test		Post Test	
	N	Percentage	N	Percentage
Assertive	24	75%	27	84%
Aggressive	8	25%	5	16%
N	32	100%	32	100%

TABLE 16

Pre and post test results of the experimental group to the question: "What would you say to a colleague if he/she forgot a notebook that you lent him/her?"

Answer	Pre Test		Post Test	
	N	Percentage	N	Percentage
Assertive	24	75%	28	88%
Aggressive	8	25%	4	13%
N	32	100%	32	100%

Next, the general and specific hypotheses will be tested by means of the chi-square test, taking into account that,

according to this test, if the value obtained is greater than the established theoretical chi (3.8415 for a 5% margin of error), it will show an association between variables and therefore affirm the hypothesis. General hypothesis to be contrasted: tutoring develops the assertiveness of students in the third grade of primary education in the educational institutions of the province of Trujillo, Peru.

TABLE 17
GENERAL HYPOTHESIS TESTING

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-square	18.570	15	0.005
Likelihood Ratio	19.100	15	0.000
Linear-by-Linear	4.548	1	0.002
N of Valid Cases	32		

When performing the general hypothesis test, with the chi-square test, it is observed that there is an association between the tutorial variable and assertiveness, because the calculated chi (18.570) is greater than the theoretical chi (3.8415) statistically accepted for a confidence level of 95% and a margin of error of 5%. Likewise, the hypothesis test is reaffirmed by the asymptotic significance, whose value is 0.005 and, being less than 0.050, leads us to accept the general hypothesis: tutoring develops the assertiveness of students in the third grade of primary education in the educational institutions of the province of Trujillo, Peru. Specific hypothesis 1 to be contrasted: Tutoring influences the coexistence of students in the third grade of primary education in the educational institutions of the province of Trujillo, Peru.

TABLE 18
SPECIFIC HYPOTHESIS 1 TESTING

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-square	13.102	12	0.002
Likelihood Ratio	37.450	17	0.005
Linear-by-Linear	4.930	1	0.010
N of Valid Cases	32		

On performing the specific hypothesis test 1, with the chi-square test, it is observed that there is an association between the tutoring and coexistence variable, because the calculated chi (13.102) is greater than the theoretical chi (3.8415) statistically accepted for a confidence level of 95% and a margin of error of 5%. Likewise, the hypothesis test is reaffirmed by the asymptotic significance, whose value is 0.002 and, being less than 0.050, leads us to accept the specific hypothesis 1: tutoring influences the coexistence of students in the third grade of primary education in the educational institutions of the province of Trujillo, Peru. Specific hypothesis 2 to be contrasted: Tutoring stimulates the friendly interaction of students in the third grade of primary education in the educational institutions of the province of Trujillo, Peru.

TABLE 18
SPECIFIC HYPOTHESIS 2 TESTING

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-square	23.107	13	0.001
Likelihood Ratio	19.220	13	0.005
Linear-by-Linear	4.948	1	0.005
N of Valid Cases	32		

When performing the specific hypothesis test 2, with the chi-square test, it is observed that there is an association between the tutoring variable and friendly interaction, because the calculated chi (23.107) is greater than the theoretical chi (3.8415) statistically accepted for a confidence level of 95% and a margin of error of 5%. Likewise, the hypothesis test is reaffirmed by the asymptotic significance, whose value is 0.001 and, being less than 0.050, leads us to accept the specific hypothesis 2: tutoring stimulates friendly interaction among students in the third grade of primary education in the educational institutions of the province of Trujillo, Peru.

4 CONCLUSIONS

The study was applied to second grade elementary school students, with an average age of 7 years old, who, based on observation, were found not to have adequately developed social assertiveness skills, a situation that motivated the researchers to develop the tutoring program. In order to evaluate the results of the tutoring program, a set of students was defined as an experimental group, and another as a control group. Pre-tests and post-tests were applied to them in order to evaluate the impact of the program. Descriptive results based on assertiveness questions showed better results in the post-test for the experimental group, that is, the students who were given the tutoring program, compared to the control group, which was not part of it. The application of the tutoring sessions has contributed to significantly diminish the uninhibited attitudes of the students, whose produced changes favor to ask please, to give thanks, to express complaints, to know; in general, they demonstrated to communicate assertively and to interact in an appropriate way with their companions. As for the hypothesis tests, the statistical analysis through the chi-square test allowed us to validate the general hypothesis raised, in addition to the two specific ones formulated, i.e:

- The tutorial develops the assertiveness of students in the third grade of primary education in educational institutions in the province of Trujillo, Peru.
- Tutoring influences the coexistence of students in the third grade of primary education in educational institutions in the province of Trujillo, Peru.
- Tutoring stimulates friendly interaction among students in the third grade of primary education in educational institutions in the province of Trujillo, Peru.

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