

E-learning Tutoring and Emotional States in Higher Education

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Abstract

The objective is to determine the relationship between tutoring and learning and emotional states in students of a higher education institution; the method is basic type, correlational level, cross-sectional; the sample is 80 students of the Social Sciences major of the 2020-I academic semester; two questionnaires were applied using google forms, being valid and reliable. SPSS version 22 was used for data processing: descriptive and inferential. The findings determine that 61.25% indicate that tutoring and learning is regular and 55.0% state that the emotional states correspond to the medium level. It is concluded that there is a direct relationship between tutoring and learning and emotional states, according to Spearman's Rho correlation coefficient 0.782, being significant in students of a higher education institution.

Key-words: Tutoring, e learning, Emotions, Education, Higher Education.

1. Introduction

Tutoring plays an essential role in the educational field at all educational levels; the study describes the role of the tutor and learning teacher in higher education in pedagogy students. It is necessary to specify that tutorial actions demand changes in the accompaniment of students due to the model of coexistence and adaptation imposed in a new social order. The problem in higher education is presented at the Latin American level through the following situations: failure, laggards, dropouts and academic desertion, as in the cases of Mexico, Peru and Bolivia, accentuating an educational digital gap. The situation observed is dialectical, due to the vertiginous development of digital technology and, in parallel, the displacement of all those who lack connectivity; therefore, the action

of the tutor teacher modifies his performance in virtual education, becoming a tutor and learning teacher who, by institutional designation, assumes the monitoring, accompaniment of students and is not an activist who develops his pedagogical function, turning his actions into academic palliatives within the different educational instances (Cruz, Chehaybar and Abreu, 2011).

Also, emotions, from the educational perspective, have a fundamental value in the training of teachers who graduate from an academic institution; in this sense, the action of the tutor teacher, in non-classroom education, makes him/her the promoter of emotional and behavioral accompaniment; from all this, lies the importance of the study because it allows to contribute the tutorial action of the teacher in the classroom, making him/her a tutor and learning teacher who mediates his/her activities through the use of technologies in synchronous and asynchronous spaces. His activity has been adapted to the new ways of accompanying students, considering emotional education as the main element, identifying the emotional states presented by student teachers in their formative process and assisting them from the tutorial e learning work, helping them to grow as ethical people with moral conscience and professional principles.

It is necessary to consider the conception of the tutorial function as the set of three-dimensional contents: conceptual, procedural and attitudinal that permeates professional teacher training; from this perspective, the situation is aggravated because isolated actions are taught, believing that it is the simple transmission of contents. On the other hand, most of the students are in problematic situations and non-optimal emotional states, due to the circumstances of the situational environment, which affected personal and social development such as the loss of family and friends; at the academic level, it is observed in academic activities the lack of connectivity, the little use of virtual tools, the lack of articulation between pre-professional practices in the strategy "I learn at home" and research, in addition to the intolerance of some teachers of the modules in retaining them long hours of class through platforms, totally confusing the role that concerns them. Likewise, another factor is the lack of economic resources, the lack of occupational positions to be able to cover basic family needs. This situation has repercussions on the personality of the students and, therefore, has repercussions on their emotional states. In view of the above, the problematic system is posed: What is the relationship between tutoring and learning and the emotional states of students in an institution of higher education? What is the relationship between the personal level and the emotional states of students in an institution of higher education? What is the relationship between the academic level and the emotional states of students in an institution of higher education? and What is the relationship between the professional level and the emotional states of students in an institution of higher education?

The participants of the study were 80 students of the specialty of Social Sciences of a higher education institution; through systematic observation, the phenomenon is identified, analyzed, organized and the theoretical construction of the constructs is elaborated to contrast the empirical reality, arriving at conclusions. It also provides the research instruments to be used in future research. The epistemological basis is determined in the theory of knowledge centered on the classical Greek mentoring of the Sophists, Socrates and Protagoras, where the teacher accompanies the disciple's decision making, being the protagonist the subject of learning; in this way, the model is formative and dynamic. The conception of learning, *areté*, understood as the moral values of the citizen from a humanistic and political point of view, where the person assumes his active participation as a social being (Seoane, García and García, 2007). The purposes are oriented to determine the relationship between tutoring and learning and emotional states in students of a higher education institution; to identify the relationship between personal level and emotional states in students of a higher education institution; to identify the relationship between academic level and emotional states in students of a higher education institution; to identify the relationship between professional level and emotional states in students of a higher education institution. The general assumption states whether there is a direct relationship between tutoring and learning and emotional states in students at an institution of higher education; the specific assumptions are: there is a direct relationship between personal level and emotional states in students at an institution of higher education; there is a relationship between academic level and emotional states in students at an institution of higher education; and there is a relationship between professional level and emotional states in students at an institution of higher education.

2. Literature Review

Next, the theoretical basis of tutoring, from the perspective of Galeano (2010), is an educational action performed by the e-learning teacher who exercises his pedagogical praxis at an individual and collective level, being the role of the e-learning tutor to structure, configure and manage the use of technological tools in communication, pedagogical monitoring, evaluation and accompaniment in the management of emotions and feelings. It is pertinent to highlight that academic tutoring in the teaching-learning process can be personalized and integrative to achieve the achievement of professional profiles (González, Wagenaar, Beneitone, 2004 cited by Oliva, et al., 2019). Thus, e-learning tutoring can be an innovative facilitation tool in the educational processes in higher education; therefore, the teaching function becomes a commitment to students in an

empathetic way in virtual classrooms, with the identification of the needs of the environment, study, autonomy, predisposition to listen, self-learning at a personal, academic and professional level that favors a solid and competent formation, the management of emotions that guarantees a holistic, integral learning of the person and, in this way, contribute to the strengthening of tutorial activities using various strategies that allow them to face the conflicts that arise in the formative development. Meanwhile, emotions are supported by the theory of Ekman (2017) who mentions the need to identify basic emotions such as anger, disgust, fear, joy, sadness and surprise that, in a given environment, are presented in the individual.

There are researches, as is the case of Villalón (2015), *El impacto del programa de tutorías de los estudiantes de la preparatoria 20 de la UANL*. It evidences two models of tutors, framed in profiles: the first are tutors who are in charge of academic performance; the second are guiding tutors who accompany the entire educational community by assignment. Furthermore, it emphasizes the need to prepare tutors by facilitating the means for the exercise of their delegature, where it is not only limited to detecting problems; but also to create empathy and build a pleasant climate in the academic environment. For Sánchez and Jara (2012), accompaniment and tutorial action is an experience, addressing the aspects of disciplinary and pedagogical training at a personal and social level. Likewise, León (2014) publishes an article entitled "Disgust, an emotion between nature and culture", in a connoted way, disgust is an emotion little treated and which constitutes a privileged object of study for neuroethics. He conceives disgust as a complex biological and cultural development, connoted with a cognitive content linked to the processes of dehumanization and cruelty throughout history and the relationship with empathy.

Celdrán (2017) is interested in the importance of emotional recognition (ER) in childhood in Spain. He indicates the importance of the discriminative capacity of emotional states; the presentation of a valid and reliable assessment test to measure this skill in children. In addition, García (2012) presents an article entitled *Emotional education*. He states that the educational process has the tendency to privilege cognitive aspects over emotional aspects, considering that these two aspects should not be understood separately, a fatal situation if the relationship between both aspects that contribute to the integral development of the student is not understood. Therefore, there is an urgent need to incorporate in the educational processes the knowledge of emotions and the role of the tutor in the emotions of himself and his students, outlining the emotions and learning style of the learners. Finally, Tejeda (2016) supports, in his scientific article entitled *La tutoría académica en el proceso de formación docente, una formación integral con visión humanista en los estudiantes de educación superior en México*, indicates that academic tutoring is a formative strategy that affects the integral

development of students from five dimensions: intellectual, academic, professional and personal beyond the educational activity.

For Vera (2017), in his work entitled Effect of a tutoring program in integral formation on the academic performance of third year students of the Faculty of Health Sciences of the Technical University of Babahoyo, he mentions that every professor should be aware of the problems experienced by students; team work should be done, a tutorial plan should be carried out in pursuit of quality learning and high performance. Likewise, Abad (2019), in his study entitled University tutoring and study habits in university students of the Faculty of Engineering of a private university in Los Olivos, mentions the relevance of managing a timely tutorial plan to increase the students' graduation profile. According to Canto (2019), in his study entitled La tutoría académica y las habilidades sociales en los estudiantes de la Facultad de Ciencias de la Educación en la Universidad Nacional Daniel Alcides Carrión, 2017, mentions that the study planning raised by the institution has achieved optimal results and is due to the tutoring that has been exercised in the population under study. On the other hand, the authors Acuña, Cabrera, Reyes and Sifuentes (2018), in the research Relación entre las tutorías académicas con el aprendizaje de los estudiantes de beca 18 de la Universidad Peruana de Ciencias Aplicadas, Campus Villa, mention that as a result of the planning and execution of academic tutoring, students have increased their study at the conceptual, procedural and attitudinal levels reaching optimal levels, according to the vision of the competent authorities who qualify this means as a positive strategy to be implemented in the other headquarters.

The pedagogical model assumed in the higher institution is centered on experiential learning based on constructivism, whose approach is the construction of knowledge of the person and the environment through the experiences of the objective world in a reflexive communication between subject-object. The fundamental factor is the experience that allows thinking, reflecting on the acquisition of lifelong learning and the development of the student considering individual and social aspects. Learning to learn is the result of metacognition, functional and meaningful (Gleason and Rubio, 2020). From this guideline, the five functions of the e learning tutor appear: the academic function, related to the professional competence of mastering the curricular contents, diagnosis and formative evaluation of the students.

Considering the activities of facilitating information, clarifying and explaining the information, evaluating the students' work. The technical function is related to the management of technological resources, implementing the contents in the communication platforms, knowing how to use them and adequately using the platform tools (tasks, forums, blogs, wikis, among others). The organizational function allows the tutor and learner to organize the activities on the network, ensuring

the relevance and quality of the information (Yot and Marcelo, 2013). The social function allows the development of communication between tutor and students, promoting autonomy in learning, discipline, perseverance and responsibility and, finally, the guiding function related to the monitoring and accompaniment of the student (Gamboa, et. al, 2013).

The personal level allows the individual development of the student through the tutorial actions carried out by the trainer-tutor in the personalized orientation, encouraging self-knowledge as a unique and unrepeatable being, who has autonomy in learning, self-esteem and providing him/her with tools that allow him/her to face difficulties and acquire strategies that help him/her to solve problems in the experienced situation and in the future (Galeano, 2010). The accompaniment of the student allows personal growth so that he/she can assume his/her functions based on actions and managing his/her emotions. The tutor and learning teacher must present an attitude of respect and unconditional acceptance of every aspect of the person, an attitude of trust and capacity for change in the other person. The academic level is conceived as the accompaniment performed by the e learning tutor in the actions of identifying difficulties in the learning process, lack of study habits, family and social problems that prevent their normal academic training. (Galeano, 2010). The professional level is related to the teaching career that demands an empathetic attitude in the process of socialization of learning. Knowing their personal and academic situation facilitates the development of learning and personal development (Galeano, 2010).

Ekman's theory (2017) presents characteristics and functions of basic emotions such as anger, disgust, fear, joy, sadness and surprise in students. In addition, emotions are understood as the experimentation performed by subjects, considering a fundamental dynamic of social phenomena, being the educational field one of the privileged ones where these facts are manifested, specifically, in the teaching-learning process (García, 2011). For Lazarus (1982), cited by Melamed (2016), emotions are related to the human being and the environment that brings as a result the cognitive valuation that allows him to improve personal well-being. For Zajonc (1980) cited by Melamed (2016), every affective reaction has its beginning in the cognitive part, here starts the conception of preference and priority to know the object that provokes certain curiosity or approach. The theory of James-Lange (1884), cited by Moran (2006), refers that emotions are activated through the various practices and stimuli that the subject of learning has with the surrounding environment, being the autonomic nervous system responsible for issuing functional effects such as muscle tension, tearing, cardio respiratory acceleration, and other reactions that allow to feel and explain the behavior, which we call emotions. Another theory presented by Canon-Bard cited by Moran (2006), states that the emotional experience, as well as the physiological activity are presented in parallel, since the

information is taken to the cortex of the brain, being this the area where thoughts are processed; while the thalamus is in charge of presenting the abrupt physiological changes.

Anger, for Ekman (2017), is oriented to diverse experiences and is expressed in different ways that bring as a consequence a variety of choleric emotions; that is, from a small displeasure to fury. It can be understood from the typology of feelings expressed by human beings, from indignation considered as pharisaical anger; grumpiness considered as patient anger; for such reason, exasperation refers us to a moment where the individual ends his endurance capacity. Disgust is understood as a highly cognitive emotion, whose function is to protect us from certain dangers. Studies show that a cognitive component is added to this feeling of disgust, thinking that the object is contaminated, impure and can produce contagion (León, 2014).

Fear is a feeling of distrust that perceives something negative, one feels anguish in the face of danger. Its function is to escape from dangers; when it is reiterative, it hinders the development of a normal life. On the other hand, LeDoux (1999) mentions that fear has two means of processing such a stimulus: one is immediately transmitted from the thalamus to the amygdala in the face of a harmful stimulation; as for the other option, it starts gradually from the cerebral cortex that mediates between the thalamus and the amygdala allowing the living being to appreciate the incitement, since such an action involves confirmation with memory. Therefore, the measured way allows us to have a modulated diligence.

Joy, for Montejano (2019), is the appealing emotion that is promoted as a response to an event that we distinguish as positive. Sadness is a primordial emotion that emerges from the use of the brokenness of something or someone with whom we have determined an affective bond (Voca editorial, 2020). On the other hand, Levine (1995), cited by Cuervo and Izzedin (2007), refers that students show sadness when an adverse deduction that is usually constant is coming; before this, they conceive that they do not have the strength or possibility of reverting such situation, feeling many of them impotent and the surprise manifests itself suddenly and is caused by something novel, unknown. It is classified as a neutral emotion that can be pleasant or unpleasant. Surprise is a primary emotion understood as a subtle admiration of the soul and considered as one of the primitive passions, according to Descartes. In addition, surprise is a rupture of temporality related to cognitive expectations from the perspective of habits, beliefs and imagination (Depraz, 2014).

3. Research Methodology

The research approach was quantitative, basic, descriptive and correlational in nature because, at first, it describes and characterizes the dynamics of each of the variables under study. The hypothetical deductive method was used, the non-experimental design where the variables tutoring and learning and the emotional states are measured; it was cross-sectional, since the data were obtained online. The population coincided with the sample, which was made up of 80 students of the Social Sciences specialty. The instrument to be used for the tutoring and learning variable was a questionnaire, whose validation was carried out through expert judgment, giving its approval and the reliability was 0.972, highly reliable. For the emotional states variable, the evaluation test measuring the recognition of emotions in young people was used as a questionnaire, submitted to the validity and reliability of 0.979; it was shown to be highly reliable. Descriptive and inferential statistics were applied using SPSS software version 22. The analysis of the variables was carried out from the descriptive phase, tabulating the data, analyzing and interpreting them and presenting them in frequency tables and statistical figures according to the nature and volume of the information. For the inferential phase, the hypotheses were contrasted, according to Spearman's Rho correlation statistic, as they are qualitative variables (Hernández and Mendoza, 2018). The results obtained were respected with the informed consent of the participants.

4. Study Results

Table 1 - Tutoring and Learning and Emotional States

Emotional states						
		low	Medium	high	Total	
E learning tutoring	Inadequate	Count	5	5	0	10
		% ofl total	6.25%	6.25%	0.0%	12.50%
	Regular	Count	0	39	10	49
		% of total	0.0%	48.75%	12.50%	61.25%
	Goodna	Count	0	0	21	21
		% del total	0.0%	0.0%	26.25%	26.25%
Total		Recuento	5	44	31	80
		% of total	6.25%	55.0%	38.75%	100.0%

Table 1 shows that, for a group of 49 students surveyed (61.25%), the results indicate that e-learning tutoring is at a fair level. While 21 students surveyed (26.25%) stated that e-learning tutoring is at a good level and only 10 students (12.5%) indicated that e-learning tutoring is at an

inadequate level. Regarding emotional states, it is observed that a group of 44 students (55.0%) responded that the emotional states are at an average level. Likewise, 31 students (38.75%) indicated that emotional states are at a high level, and only 5 students (6.25%) indicated that emotional states are at a low level.

Table 2 - Emotional States - Personal Level

			Personal level			Total
			Inadequate	Regular	Good	
Emotionals states	Low	Count	5	0	0	5
		% of total	6.25%	0.0%	0.0%	6.25%
	Medium	Count	5	39	0	44
		% of total	6.25%	48.75%	0.0%	55.0%
	High	Count	0	13	18	31
		% of total	0.0%	16.25%	22.50%	38.75%
Total		Count	10	52	18	80
		% of total	12.50%	65.0%	22.50%	100.0%

Table 2 shows that a group of 44 students surveyed (55.0%) indicated, with respect to the variable emotional states, that it is at a low level, 31 students surveyed (38.75%), on the variable emotional states, are at a medium level, and 5 students surveyed (6.25%) stated that it is at a low level. On the other hand, 52 students surveyed (65.0%) indicated that the personal level dimension of the tutoring and learning variable is at a fair level; 18 students surveyed (22.5%) stated that the personal level is at a good level and 10 students surveyed (12.5%) indicated that the personal level dimension of the tutoring and learning variable is at an inadequate level.

Table 3 - Emotional States and Academic Level

			Academic level			Total
			Inadequate	Regular	Good	
Emotional states	Low	Count	5	0	0	5
		% of total	6.25%	0.0%	0.0%	6.25%
	Medium	Count	10	34	0	44
		% of total	12.50%	42.50%	0.0%	55.0%
	High	Count	0	13	18	31
		% ofl total	0.0%	16.25%	22.50%	38.75%
Total		Count	15	47	18	80
		% of total	18.75%	58.75%	22.5%	100.0%

Table 3 shows that a group of 44 students surveyed (55.0%) indicated, with respect to the variable emotional states, that they are at a medium level; 31 students surveyed (38.75%), on the

variable emotional states, mentioned that they are at a high level and 5 students surveyed (6.25%) stated that they are at a low level. Likewise, 47 students surveyed (58.75%) indicated that the academic level dimension of the tutoring and learning variable is at a fair level; 18 students surveyed (22.5%) stated that the academic level is at a good level and 15 students surveyed (18.75%) indicated that the academic level dimension of the tutoring and learning variable is at an inadequate level.

Table 4 - Emotional States and Professional Level

			Professional level			Total
			Inadequate	Regular	Good	
Emotional states	Low	Count	5	0	0	5
		% of total	6.25%	0.0%	0.0%	6.25%
	Medium	Count	8	36	0	44
		% of total	10.0%	45.00%	0.0%	55.0%
	High	Count	0	10	21	31
		% of total	0.0%	12.50%	26.25%	38.75%
Total		Count	13	46	21	80
		% of total	16.25%	57.5%	26.25%	100.0%

In Table 4, it is observed that a group of 44 students surveyed (55.0%) indicated, with respect to the variable emotional states, that it is at a medium level; 31 students surveyed (38.75%), on the variable emotional states, indicated that they are at a high level and 5 students surveyed (6.25%) stated that it is at a low level. On the other hand, it is observed that a group of 46 students surveyed (57.5%) indicated that the professional level dimension of the tutoring and learning variable is at a regular level; 21 students surveyed (26.25%) stated that the professional level dimension is at a good level and 13 students surveyed (16.25%) indicated that the professional level of the tutoring and learning variable is at an inadequate level.

Hypothesis Testing

H0: There is no direct relationship between e-learning tutoring and emotional states of students in an institution of higher education.

Ha: There is a direct relationship between e-learning tutoring and emotional states of students in an institution of higher education.

Confidence level 95 %.

Margin of error: = 0.05 (5%)

Decision rule: $p \geq$ the null hypothesis H0 is accepted.

$p <$ the alternative hypothesis Ha is accepted

Table 5 - Correlation Coefficient Between Tutoring and Learning and Emotional States

Correlations			
		E- learning Tutoring	Emotional states
Spearman's Rho	E- learning Tutoring	Correlation coefficient	1.000
		Sig. (bilateral)	.
		N	80
	Emotionals states	Correlation coefficient	.782**
		Sig. (bilateral)	.000
		N	80

** . Correlation is significant at the 0.01 level (bilateral).

As can be seen in Table 5, the result of Spearman's Rho correlation coefficient is equal to 0.782**, so it is determined that there is a significant correlation at the 0.01 level, which shows that 99.99% (0.99) at two tails. Variable 1: E-learning tutoring on variable 2: emotional states; likewise, it is evident that the significance level (sig = 0.000) is less than the p value 0.05; therefore, the null hypothesis (H0) is rejected and the alternative hypothesis (Ha) is accepted.

5. Discussion and Conclusion

The result of tutoring and learning was 61.25% which corresponds to a regular level; there is a simile between the studies of Villalón (2015), Sánchez and Jara (2012), Vera (2017), Canto (2019), Acuña, Cabrera, Reyes and Sifuentes (2018) and Tejeda (2016) in relation to the tutorial action in tutoring projects, where the tutor performs the function of academic monitoring, guiding activities, creating a climate of security and empathy in the academic performance of students. In addition, they understand that the academic experience is oriented in a personal and collective way. The 55.0% corresponds to the medium level in relation to emotional states, understanding that feelings of anger, sadness and fear fluctuate in a complex way and are manifested through expressions. The emotional states presented by the students at the neutral level were disgust and surprise. Finally, the emotional state of joy is expressed with mixed feelings, situations that are evidenced in the instruments applied. Likewise, in the studies conducted by León (2014), Celdrán (2017) and Canto (2019), the importance of an emotional education that provides support to students and that the tutor is able to be able to differentiate the emotional states of their students to be able to accompany the academic processes, demystifying the privilege of cognitive aspects over emotional ones is evident. Undoubtedly, it is an advance to understand the balance of both aspects that integrate the triune brain: the reptilian, the limbic and the neocortex, applied to the educational field. It is necessary to embrace the proposal for the development of social skills in contexts of non-presential education mediated by technologies. Here lies the given research contribution, since there is no evidence of works on tutoring and learning and the emotional states of students in a non-face-to-face education and understanding that disgust is

a little treated emotional state; but it allows explaining a whole cultural connotation in young students evidenced through images and cognitive expressions.

In the conclusion, the relationship between tutoring and learning and the emotional states of Social Sciences students of a higher education institution was determined, being 0.078 according to Spearman's rho correlation statistic.

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