



## COMPARATIVE STUDY ON CITIZENSHIP TRAINING IN THE GENERAL STUDY PROGRAMS AT LIMA UNIVERSITIES

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### ABSTRACT.

Each university stage allows students to collect the contribution obtained from general studies. It allows to delve into concepts of historical understanding after graduating from living the experience of basic education. It works for exploration through the concepts of democracy citizenship and that can then be traced as direct experiences of part of the republican history and his university experience. In this sense, the historical conscience, as well as the reflection on the natural environment in which it develops institutionally from each space of participation in citizenship. For this reason, at present it does not constitute additional elements, but is an unavoidable part of citizen education. On the other hand, it is about knowing from political concepts, historical understanding as a contribution and research experience in general studies at the universities of Lima. Therefore, the present study focuses on comparing how the conceptions of citizenship education and democracy differ in the general studies of students in the universities of Lima. As a result, the analysis of data proposed for research is obtained from a qualitative perspective, from extracting the relevant meanings to the categories proposed.

**Key words:** training, citizenship, studies, university.

### INTRODUCTION.

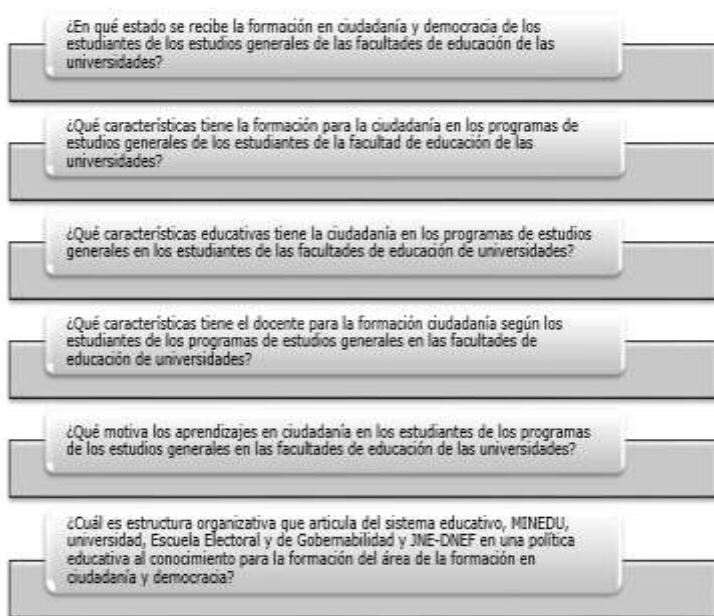
In relation to citizenship training, different investigations are recognized at the basic and higher level of higher education. However, no research conducted in the general study programs at Peruvian universities is identified. For this, the predetermined ones are defined in the initial period of the studies of the university higher level for the humanistic formation. Fundamental in the development of this exploratory study that proposes to know the structure as curricular mesh, recognition of the teaching profile and its educational practices by the teacher. As well as their own experiences from the perspective of life experience of the same students in the formative process.

On the other hand, in Peru, five universities have defined training blocks integrated by courses directly related or linked to citizenship training. Among these programs, it is interesting to highlight the proposal of the Universidad Nacional Mayor de San Marcos, which from the previous proposal regarding the organization of general studies defined a comprehensive training program aimed at citizenship training. It consists of four transversal courses to all specialties of primary and secondary education: "Social Education and Citizenship Training", "Education and Sustainable Development", "Educational Projects and Sustainable Development" and "National Reality".

Since a review carried out regarding the higher university level, in the universities in Metropolitan Lima licensed, general studies vary between 2 to 4 university cycles. For them, the formation of general studies that is developed in the first years is proposed, or its equivalence in credits. Some outstanding aspects of this approach is the importance given to comprehensive education, in the case of the Universidad Nacional Mayor de San Marcos, which supports an educational model that highlights the transcendence of the model of general studies. At present educational management, the undergraduate Vice Rectorate is organized into different areas, but general studies are organized at

faculty level. Unlike its previous organization, where the model developed by the Undergraduate Academic Vice-Rectorate (VRAP), was the basis of the proposal, aligned with its institutional mission and vision. It is oriented not only in the training of professionals and researchers, but "ethically competent citizens, scientifically and technically, capable of leading the resolution of social problems" (Moya et al., 2021).

On the other hand, in the Pontifical Catholic University of Peru, the Antonio Ruiz de Montoya University and the University of Lima, they have general studies, which develop their own proposals on the value of general studies. In this new interaction, several universities have launched various plans to adapt their curricula and their organization (Gerón-Piñón et al., 2021). In this context, the scope of the training of professionals and researchers presented in Figure 1 should be analyzed from certain questions.



**Figure 1.** Questions to determine the scope of the training of professionals and researchers in the universities of Peru. Own elaboration.

One of the classic debates from sociology in Peru is the relationship between the state and society, where this relationship is identified as a problem of the construction of citizenship. Sociology and social philosophy contribute to the debate on the construction of citizenship understood as the ability and possibility to give opinions, reflect, evaluate, decide and demand responsibilities. Within the framework of categories such as: state, society, culture, citizenship and philosophy within these concepts, the importance of the perception of citizenship is located specifically in university students. This assumes that it is a dynamic and systemic process of construction that has its origin in the perception (way of understanding) this concept and its subsequent social exercise.

There are different approaches at the level of sociological analysis on the issues oriented from the phenomenon of poverty and Andean migrations oriented its analysis of its effects and result as an exercise of citizenship. In Peru since the 1980s, a whole theoretical body can be observed that contributes to this epistemic debate and related to the approach regarding the sociological contribution in the country. Over the years, the cradle of civilization has developed as carriers of different cultures, allowing an approach for epistemic development to elaborate and rework it. Today's society lives with the autonomy to understand current phenomena to organize knowledge in complex cultural processes. In this context, it allows to contribute to the universal fund from cultural elements of social construction of citizenship. The sociological characteristics and a new theoretical discourse of modernity in the construction of citizenship and democracy in Peru and Latin America are considered and specifically with this epistemic orientation for the development of this study.

Therefore, the present study seeks to analyze the following unknowns:

- What curricular contents does the training for citizenship have in the general studies programs of the students in the faculties of education of the universities of Lima, 2022?
- What didactic and teaching practices used by the teachers responsible for the courses oriented to the formation of citizenship in the programs of the general studies in the students faculty of education of universities of Lima,

2022?

- What are the characteristics of the teachers responsible for the citizenship training courses of the general studies programs in the faculty of education of universities of Lima, 2022?
- What characteristics of the learning guide the exercise in citizenship in the students of the general studies in social sciences and education of universities of Lima, 2022?
- What organizational structure do the contents have for the formation of the educational system MINEDU, university, School of Electoral and Governance and JNE-DNEF for an educational policy to knowledge for the formation of the area of citizenship training?

To this end, citizenship training is a responsibility of the Peruvian education system for the development of society. Although there are variations between universities in how they apply among their students, they must pursue the same goal. Therefore, this study aims to:

- To compare how the conceptions of citizenship training and democracy differ in the general studies of the students of the faculty of education of the universities of Lima.

Specific objectives of the research:

- Identify what characteristics of citizenship training have in the general studies programs of students of the faculties of education of the universities of Lima, 2022.
- Identify the characteristics of teaching practices in citizenship and democracy of general studies programs according to students faculties of education of universities in Lima, 2022
- Define the curricular structure and teacher profile for citizenship training in students of general studies programs in the faculties of education of universities in Lima, 2022
- Define categories and subcategories for learning for citizenship training in students in the general study programs of the faculties of education of the universities of Lima 2022.
- Define the organizational characteristics of the Peruvian educational and institutional system for citizenship training prior to the general studies programs in the faculties of education of the universities of Lima, in the year 2022.

#### **METHODOLOGY.**

For the development of the study we work from a research approach presented in Table 1 with qualitative characteristics.

Table N°1. Proposed research project methodology.

<b>Research focus</b>	<b>Qualitative</b>
Type of Research	Inductive
Level or scope of Research	Exploratory
Research Design	Grounded Theory
Research methods	In-Depth Interview Focus Groups

#### **Type of research.**

Inductive: it is considered an approach to citizenship training at the university undergraduate level from the current context. It is intended to focus the object of study on general studies, to identify the lack of research from this reality, where the scope of this project is exploratory. On the other hand, the complexity and importance of dealing with the subject from the same actors in training (students), arises the need to work from this complexity, from an inductive logic, with a qualitative methodological approach.

#### **Research design.**

Grounded theory: to the extent that the research raises the need to outline from a theoretical level the problem to produce or generate a theory of the case in the Peruvian university in Lima according to university law. From the data of the students build towards the theory, for this reason the proposed design is based from a design of the grounded theory, from a systematic approach. In fact, it is carried out through a theoretical sampling that allows to know the formative process and the relationships of the concepts of the students of citizenship and democracy. It focuses mainly from students as well as various key actors related to the interest of citizenship formation and democracy.

#### **Literature review.**

To analyze the texts considered in the first instance as antecedents prior to the study of the formation of citizenship and democracy and others that contribute to identify the categories and subcategories of the research. For the review of reference documents to then assume within the research the guidelines assumed by Peruvian universities

**In-depth interview.**

The basic input for grounded theory constitutes the in-depth interview as a technique, in the case of this study "... Interviews are applied, or simply dialogue. Once the data collection work has been completed, it is necessary to proceed to the analysis of the transcript of the report of the person who acts as informant" (Fernandez, 2017). Through individual conversation it is proposed to reach a deeper level in obtaining the data, regarding the phenomenon where the social self appears. In this case, students belonging to a vulnerable socio-cultural context where access to the required social knowledge was sought. The in-depth interview focuses on reproducing and rearranging the meaning that the conversation requires.

**Focus groups.**

This technique allows to bring together a group of experts, in order to access the discourse of the problem in the citizenship training of the students of the general studies. As well as collecting people's opinions "while society is very complex, there are marked differences between individuals and social spaces, so it is through the differentiated elements of information (subjectivities), that it is possible to articulate models of meaning of the social " (Hamui-Sutton & Varela-Ruiz, 2013).

**RESULTS.**

The importance of the aspect of organizational citizenship of teachers in the university environment is recognized and a correlational descriptive study is established between three variables. A sample of 350 professors in five universities, located in South Kalimantan, Indonesia, considering the dimensions of: university autonomy, teacher empowerment and organizational citizenship behavior is considered. It is concluded that there is a moderate understanding of the variables and also a significant relationship between the variables of the study of the article in reference.

From the edge of the understanding of citizenship as a process of construction or formation, the contribution of the article (Núñez, 2018), on the relationship between university and society from an exploratory study at UNICAMP University in Brazil. It relates to the practices of the third mission of the university and concludes that the university is involved with the so-called "third mission. From these results they indicate a lack of communication and exchange of information of the visions and a bias of the university extension that limit and prevent an integral and epistemic vision of the third mission. Finally, it is identified that this study provides three (3) dimensions of analysis such as: (1) technology transfer and innovation, continuing education (2) and social commitment (3).

The contribution of the university currently focuses on maintaining the sustainable development that is in force and booming, as identified in the article (Vogt & Weber, 2020). This article highlights the importance of a comprehensive approach and type of research that lies in a limited logic of positivism. A multi-dimensional understanding is necessary for the relationship between university and society that establishes three (3) dimensions: sustainability, procedures for research, sustainability of research in the strict sense. Faced with this problematic reality, the need arises to understand a citizen science as a change to achieve development as a cultural revolution, by identifying the university as part of the problem and therefore of the solution.

According to the article of (Fatih, 2016), recognizes from the perceptions of the students and how from its research approach identifies different profiles in the studies of the university. It is concluded that the perceptions of university students are fundamental to recognize practices and perceptions of university students from a vision of universal ethical values and a global citizenship approach.

Next, the article presented the conceptions of citizenship, developed with students and university professors of a course of systemic thinking with a citizen approach. It was carried out from the qualitative methodology, design of the grounded theory, with the aim of identifying the conceptions of citizenship from the voices of students and teachers, as a strategy to transform the dynamics of the course and teaching practice. The main results show that, for the participants, citizenship is understood as an activity aimed at coexistence and social transformation. Likewise, the research allows us to recognize the fundamental role of the university as a space for training and citizen transformation.

In another place, the problem in the country about the low citizen awareness, especially among young university students, is analyzed. The article presents as part of the solution the direct effect of history on society, which can contribute to forming citizen awareness through teaching for the formation of citizenship (Fernández et al., 2021).

Regarding the differences in the training content of teachers for curriculum development, other studies recognize the national basic educational reality. It describes the incidence of different forms of exercise of citizenship and analyzes its relationship with education, states that the exercise of citizenship should be seen as a form of social action. Based on perceptions of politics and perceptions around political participation, finally the research is collected as the contribution in the relational explanatory identification between citizen competencies and socially responsible behavior of university studies.

Within the framework of the new Peruvian university law, Article No. 35 establishes that admission to the university

level is through general studies at the undergraduate level. Situation that in addition to what the national educational project raises and the perspectives of the bicentennial celebrations. From the reality at UNMSM, the praxis of citizenship in young university students, explores the ideas and practices that shape diverse political cultures among UNMSM students as a public university. This research aims to explore how the ideas and practices that shape diverse political cultures emerge and manifest among students.

The basic characteristics of the exercise of citizenship in a system of clientelist power within the legal-institutional order of the university, with the imposition of the authorities of the university government. The institutional space in this measure seeks the formation and organization of general studies. The research is oriented to explore practices and formative problems in citizenship, by identifying in its political exercises that it bases on the practice of young people in public universities. From analyzing this reality in other public universities from the city of Lima and from the faculties of social sciences and as others that have the availability to explore student training.

Secondly, in relation to the present research will be collected the work of Vygotsky, in which there is a very attractive doctrine related to a thought of teaching, where the devices of this process have correspondence between learning and the cultural process. Between current and expression they manage to form the foundation of this pedagogical theory and practice that contributes and responds to the challenges facing contemporary society from the intercultural point of view. It is recognized that since Vygotsky, the process of learning is also a general task in society, and not exclusively the procedure of acting oneself. Currently it continues, at a point between the occupation of elaboration and development of discernment, where the student resorts to social models of action and interaction (Yangali et al., 2021).

It is argued specifically in school, the basic elements of scientific discernment, under the context of placement and social interaction. This concept of learning puts in the center of attention the same person in his context, unconscious, oriented towards interaction with other subjects, where the teacher and the students, in their actions with the object and the use of various media in determined socio-historical contexts. In its main result it is the learning within the subject, that is, the psychic and physical conditions of the student himself, while the metamorphoses in the object of cultural activity today serve above all as a means to explain the objective of learning and to intervene and evaluate the same educational process (Nazirul Islam et al., 2019).

According to (Silva et al., 2020), in its article called University and democracy defines elements to be taken into account in the development of the student. Silva expresses as university democracy: a reflection on ethical-political values in higher education. He concludes finally that the university must generate spaces of deliberation where students can express their freedom and in this way strengthen the capacity to respect the freedom of others. Each faculty possesses the freedom to decide autonomously the most appropriate course of action for the realization of its desire to be.

## DISCUSSION.

To solve the present problem of the study, it is necessary to propose a study project that guarantees to satisfy the objectives of the study to be achieved. To achieve the scope it is required:

Obtaining information through: students, academic coordinators and representative institutional representatives as thematic specialists (informants), in the same way to obtain information through the organization of focus groups.

Those mentioned above will provide information regarding: faculty, gender, performance, district of residence and place of origin. For this purpose, a heterogeneous sample will be used until saturation is found, which means that one or more criteria will be established to internally subdivide the members of a population that will be selected as informants.

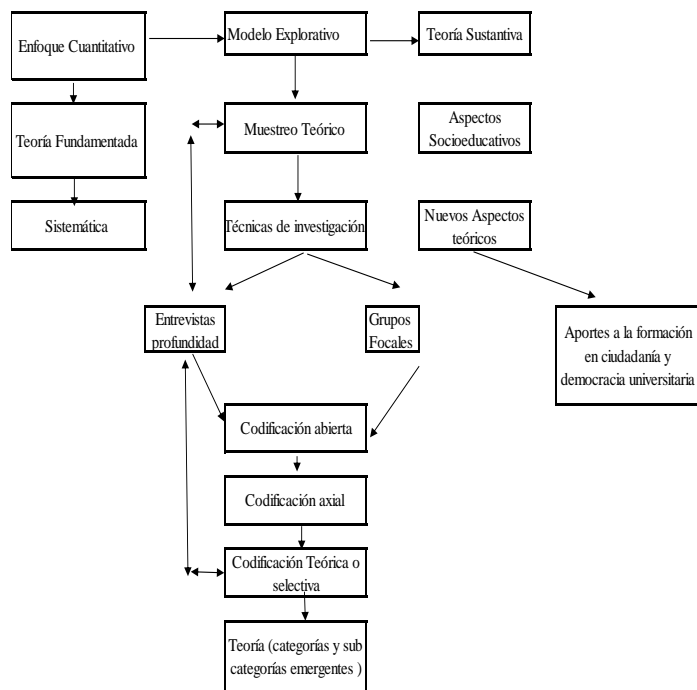
It takes into account to differentiate the sample of maximum variability, the objective is not to seek the greatest possible diversity, but a diversity defined according to certain pre-established criteria. For this case they are: place of residence, place of origin, gender, faculty, cycle and course. To carry out the sampling, the informants will first be contacted according to established references that meet the previously defined sampling criteria according to Table 2.

**Table N°2.** List of categories and subcategories raised by the project.

CATEGORIES	SUBCATEGORIES
• Teacher training for change in conceptions and practices.	Educational content for citizenship (Perez-Rodriguez, 2021).
• Internationalization of university education.	Participation in training programs in global citizenship.
• Sense of citizenship.	Adopt differences : Gender ,class education , type education (Kocoglu & Bahadir, 2020).

<ul style="list-style-type: none"> <li>• Values and perceptions of university students.</li> </ul>	Differences between students according to academic department.
<ul style="list-style-type: none"> <li>• Knowledge society.</li> </ul>	Typology of citizenship and types of economy (Karpova, 2016).
<ul style="list-style-type: none"> <li>• Practices of the third mission of the university.</li> </ul>	Technology transfer and innovation (1), continuing education (2) and social commitment (3) (Núñez, 2018).
<ul style="list-style-type: none"> <li>• Relationship between university and society.</li> </ul>	Citizen science as a change to achieve development (Vogt & Weber, 2020).
<ul style="list-style-type: none"> <li>• Organizational citizenship of the teacher.</li> </ul>	University Autonomy (1), teacher empowerment (2) and Organizational citizenship behavior (3).
<ul style="list-style-type: none"> <li>• Social representations of democracy.</li> </ul>	Political representation, values (inequality and injustice) and democratic system (Chavez, 2017).
<ul style="list-style-type: none"> <li>• Values and counter-values, actors, instrument and critical content.</li> </ul>	Equality, politics, corruption and freedom, (people, government, parties and society, vote, elections and participation, politics).
<ul style="list-style-type: none"> <li>• Contemporary Society and Student Training. Orientation and role of the university.</li> </ul>	Plurality and dialogic approach. Social responsibility and spaces for deliberation and university values (Silva et al., 2020).
<ul style="list-style-type: none"> <li>• Training and content for democracy and citizenship.</li> </ul>	Development of critical judgment and understanding of contextual situations, active participation, democratic and civic coexistence.
<ul style="list-style-type: none"> <li>• Historical trend and current university, technological changes and university education. Heterogeneity of knowledge and university cultural organization.</li> </ul>	Modern worldview and Eurocentric values, competency-based education and the labour market, disciplinary terms and vertical and closed academic units.
<ul style="list-style-type: none"> <li>• Educational model and management.</li> </ul>	Curriculum management. Thematic diversity with contribution from the social sciences (Silva et al., 2020).
<ul style="list-style-type: none"> <li>• They articulate in an educational policy, training in the area of citizenship education and educational management plans.</li> </ul>	The dialogical, philosophical and holistic component.
<ul style="list-style-type: none"> <li>• Training in citizenship and democracy.</li> </ul>	Service approach from social responsibility.
<ul style="list-style-type: none"> <li>• Educational model and management.</li> </ul>	Curriculum management.(Perez-Rodriguez, 2021).
<ul style="list-style-type: none"> <li>• They articulate in an educational policy, training in the area of citizenship education and educational management plans.</li> </ul>	Building an active citizenship.
<ul style="list-style-type: none"> <li>• Training in citizenship and democracy.</li> </ul>	Service approach from social responsibility.

The development of the project presents a methodological organizational structure to obtain the proposed objectives presented in figure 2.



**Figure 2.** Structural scheme to the methodological organization of the project. Own elaboration. For the execution of the project, it is necessary to visualize the activities according to the schedule proposed in table 3.

**Table N°3.** Gantt chart of the Work Plan Schedule.

Activities	Month I				Month II				Month III			
	Weeks				Weeks				Weeks			
	1	2	3	4	1	2	3	4	1	2	3	4
• Design, manage project before EPE UNMSM			x									
• Project Presentation to the College of Sociologists			x	x								
• Conducting interviews					x	x						
• Follow up on the work of focus groups							x	x				
• Systematization of interview information									x	x		
• Systematization of information from focus groups											x	
• Prepare intermediate report and socialize with thematic experts					x	x	x	x	x	x	x	x
• Obtaining the				x	x	x	x	x	x	x	x	x

information												
• Prepare final report										x	x	x

Once the time of each stage has been determined, it is necessary to have a budget to execute each activity. For this, it is necessary to compute the budget according to the schedule presented in table 4.

### Project budget

**Table 4.** Budget of the work plan schedule.

Item	Quantity	Time	Total
<b>A. Personnel</b>			
• Administrative expenses UG Doctoral education (includes board and tuition)	750	15	12250
• Administrative expenses to process qualifications	5000	1	5000
• Administrative costs language learning and examination	500	14	7000
• Research Support College of Sociologists	100	12	1200
<b>B. Equipment</b>			
• Computer	100	12	1200
• Internet	150	12	1800
• Printer	100	12	1200
<b>C. Travel</b>			
• Travel expenses (35.00x 30 days)	1050	12	12600
• Transport	200	12	2400
<b>D. Materials</b>			
• Recordings (40)	100	40	4000
• NVIVO Program	400	1	400
• Photocopies	100	5	500
<b>E. Technical Services</b>			
• Transcripts of interviews and focus groups (video and recordings)	100	40	4000
<b>Total project</b>			<b>5,3550</b>

### CONCLUSION.

It is concluded that the present study:

It manages to evaluate categories and subcategories for learning, citizenship training and democracy of students in the general studies of education in universities. The selection of participants is identified and carried out, where focus groups are promoted to investigate in a group manner. On the one hand, the participation of specialists representing the university, ministry of education and professional associations such as sociologists and educators is identified to analyze the problem at the expert level.

It investigates at the group level the participation of university actors such as: teachers, students and some administrative representative to analyze the questions. Information is collected when triangulating with the theoretical review and contrast of the findings found in the interviews. In addition to establishing a series of parameters to execute a project focused on the comparative study on student training in citizenship and democracy in the universities of Lima

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