

Methodological Study on Civic Attitudes of Spanish-Speaking Students: Middle School Level

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Abstract

This literature review article conducts a documentary analysis of the civic attitudes of high school students in Peru and in Spanish-speaking countries, under a qualitative approach, using a non-interactive comparative descriptive methodology, making it possible to achieve the proposed objective: to analyze the civic attitudes of Peruvian high school and Spanish-speaking students according to the categories of democracy, citizenship and learning at school. Refereed academic sources were used such as that of recognized international indexed journals such as Scopus/Wos, other specialized ones such as Ebsco, Proquest, Redalyc, Scielo and other reports that are in force to obtain information, find findings, reach conclusions and recommendations of civic attitudes in relation to the categories reviewed with the purpose of understanding the civic system in which students are immersed, to know the reality of the different contexts, to understand what deficiencies or difficulties exist to make possible an education that allows building a more democratic society, with citizens who face the challenges of coexisting in the diverse scenarios of the Spanish-speaking countries and in the globalized world.

Keywords

Civic attitudes, democracy, citizenship, methodology, Spanish-speaking, middle school education.

1. Introduction

At present, important changes are observed in Spanish-speaking countries in the way people interact in matters of public life in their environment [1]. Therefore, states have neglected their function of developing civic attitudes in their citizens, political parties are losing value, representativeness and credibility in the eyes of the collective because they have been drawn back only to issues of their partisan interest, especially young people have little participation and less in a formal way ([1]; [2]; [3]).

In other words, in this review article different backgrounds are used with the purpose of finding the knowledge to have the clarity of concepts and conclusions referred to the civic attitudes of Peruvian high school students with Spanish-speaking students according to the categories democracy,

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citizenship and learning at school, the findings of civic and citizenship attitudes have the purpose of understanding the civic system in which they are immersed, to know the reality of the different contexts, to analyze them and to understand what deficiencies or difficulties exist to make possible an education that allows building a democratic society, which promotes the common good, all this while considering the state of violation in which many of these students are in each context. [4].

2. Materials and Methods

The proposed methodology is made up of the definition of the problems that exist for emotional intelligence and academic stress, making an evaluation of both in secondary education students, each of the variables and their respective dimensions are analyzed by means of the values obtained in the measurement carried out on 100 students, with these data we propose a computational model to be able to implement it and to be able to evaluate it intelligently. Here is the block diagram of the proposal.

This scientific article of literature review was conducted under the qualitative approach, it is a descriptive, comparative, non-interactive research, because it studies concepts and events through document analysis processes, the general design used is that of qualitative research, characterized by being flexible, dialectical and reflexive, the technique used is documentary review, systematic review of refereed academic publications such as national and international indexed journals to determine key concepts, address and deepen the data, results, interpretations on the civic attitudes of high school students in Peru and Spanish-speaking countries [5].

The selection of the articles was searched according to the title of the review topic, once the articles were identified, all the selected sources from different researchers were analyzed and selected according to inclusion criteria by categories, it was analyzed if they responded to the general research question. The selection was according to the titles of the articles found and related to civic attitudes and their categories of study: Democracy, Citizenship and Learning in the school of high school students in Peru and Spanish-speaking countries: Argentina, Chile, Colombia, Ecuador, Mexico, Paraguay, Uruguay, Venezuela, Cuba and Spain, these articles were published in scientific journals between the years 2016 to 2021.

Using the comparative documentary review technique, the relevant information was synthesized in a PRISMA flowchart for the selection of articles, finding records identified by searching in Scopus/Wos and Ebsco (n=38), additional records identified in other databases (n=68) for a total of 106, after a process of comparison of records, duplicates were eliminated, leaving (n=84), of these 84 articles were selected (n=84) were excluded at the title level, (n =35), from the remaining total, qualitative full text articles were selected and evaluated for the study in a total of (n =27) of these qualitative approach articles were excluded for not meeting the inclusion criteria stated in the methodology (n =8), leaving (n =19) qualitative approach articles, with quantitative articles included in the study (n =4) and mixed articles included in the study (n = 1) making a total of (n =24) articles for the final review of the literature.

Likewise, a matrix was used to select the articles, finding a total of 6 articles referring to the Democracy category, 8 related to Citizenship and 10 related to Learning at school. The IEA Latin American Report of the study of the opinion of students about the regime of each country, peaceful coexistence and diversity in five Latin American countries ICCS 2016 and the national report of results of the participation of Peru were also considered, this international study was conducted in order to know how competent are the students of the second year of high school or eighth cycle of state and private schools in each country to assume their role as citizens [6].

Title: Civic attitudes of high school students in Peru and Spanish-speaking countries

PRISMA 2009 Flow Diagram

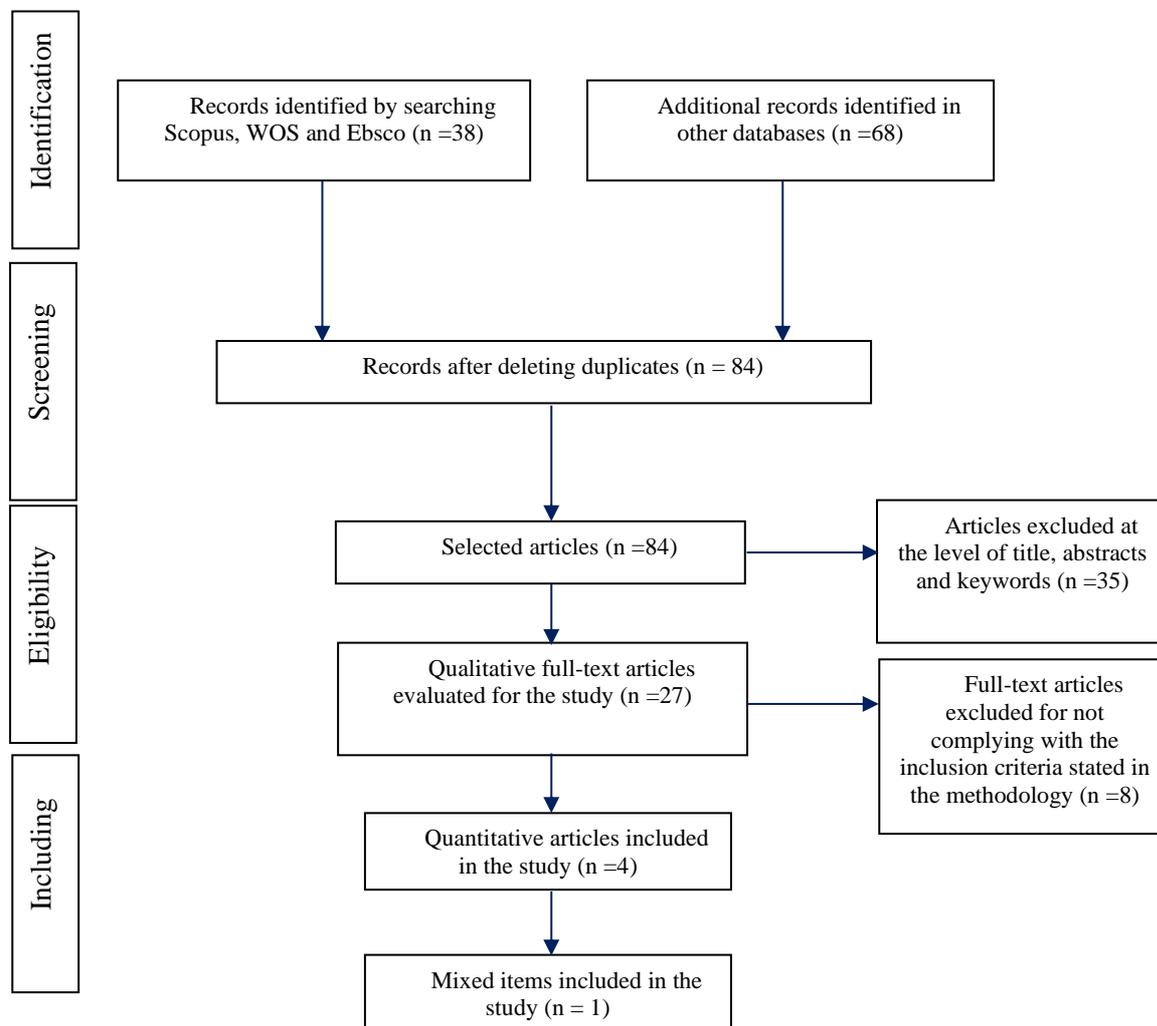


Figure 1: Adapted from PRISMA Flowchart

3. Results

From the documentary review obtained and classified, it is possible to connect similar or contrary concepts about the civic attitudes of high school students according to the content of what the researchers refer to, which are presented in summary form and by categories below:

In the present article by [7] they investigate the unequal effects of civic education on high school students in Peru. The level of interest in politics through civic knowledge is measured from the educational institution and the social environment in which the student is [7]. On the other hand, [8], analyzes the notions of Democratic Life, Sense of Belonging and Participation in 8th grade students in Chile. The civil behavior that schools encourage in Chilean students influences their educational value towards the conjunctural responsibility that the country is going through. Thus, the sense of justice, tolerance and equality, and other virtues are intrinsic attractions in the systematic work of schools [8].

Therefore, [9] show the mismatches between the expected pedagogical training and the attitudes of teachers towards democracy. A lack of humanism has been evidenced in the pedagogical work towards the promotion of democratic practices in the classrooms. Students understand that the notion of citizenship is to comply with normative duties, but not with fostering spaces for participation and representation, practicing civic values such as tolerance and respect for the common good, etc [9]. On the other hand, [10], have analyzed that the main advances of the PFC (Plan de Formación Ciudadana) are linked to democratic participation in Chilean educational institutions. In this way, the change towards processes referring to democracy and values towards the common good in schools need the execution of the CBP towards sustainability in space and times [10].

The Report on Civic Education in Colombia analyzes the educational approach towards democratic teaching of students in Colombia. The report concludes that schools do not include civic learning as they should, it is reductionist and scarce in theory and practice. In view of the problems reviewed, solutions to the scarcity of curricula on civic values are developed [11]. In addition, [12] analyze the processes of school participation with a survey of students. In the research, it is evident that students wish to participate, mainly, with other students; they prefer to collaborate in a dynamic and entertaining space; they advocate for a more inclusive and democratic school life towards a quality education [12].

This report presents the results of the 2016 ICCS regarding Peruvian youth in their role as citizens. The performance of Peruvian students is under construction and consolidation towards a civic education committed to the current context; the report urges the strengthening of this field in education and reflects on the problems of vulnerability in which students find themselves [4]. On the other hand, [13] initiate a research towards secondary education teachers in Huelva and province in Spain, they establish two models of Social Sciences teacher in relation to citizenship education with respect to the three elements of the curriculum analyzed (purposes, contents and methodology). Mainly, it was established that there is a minority of teachers (10.576 %) who offer their students, through rational information and discursive commitment, the construction of citizenship towards social progress [13].

The report by Banderas [14], analyzed the educational practice of teachers towards the promotion of a critical and democratic citizenship to students. For the construction of students' civic education, a historical and sociocultural view of the notions of citizenship with plural demands is vital [15].

This article analyzes the concept of civic participation in Queretano high school students. School is a fundamental stage for the development of civic values and plays a major role in the lives of students, so it is necessary to implement practical methodologies towards the emancipation of the future citizen [16]. In turn, in the present article, [17] developed that there is an incongruence between theory and practice towards citizenship education in schools. The development of civic participation in classrooms as creating spaces for dialogues, debates and consensus should be a priority field both for personal growth and for the reflection of the role of the citizen associated with democracy [17].

[18] analyzes student participation in the political situation in Argentina between Peronism and Kirchnerism. The importance of educational training towards the establishment of an active and critical citizenship with the current problems is a predominant task in secondary schools [18]. On the other hand, [19] develops the effects of school experience on political socialization in Peru. The results showed that students were aware of participatory mechanisms such as school organization or student councils. However, these would not have an effect towards behavior or problem solving that these may have [19].

In this report by [20], secondary education in Peru was analyzed in terms of the opportunities and quality that the system provides to young people [20]. At the same time, Rodriguez analyzes the democratization processes towards civil education in schools. In this, the civic participation of children and teachers is developed and promoted in spaces that generate dialogues, debates, consensus and constructive criticism for the common good [21].

[22] describe that it is necessary the development of cultural identity is due to a civic education based on patriotism as a nucleus for the personality of Cuban high school adolescents. This patriotism subtly integrates civic attitudes such as participation in national tributes, the ideal of appropriate behavior towards morning events attributed to the socialist identity of Cuban society ([22]; [23]).

The present article by [24], analyzes civic and political participation in high school students of the Colegio de Bachilleres de México. The civic values promoted in the school of study are tolerance, respect and cooperation; the practice of these was fundamental to understand the school climate committed to a formative role towards citizenship [24]. At the same time, it has been observed that the courses of study in History, Geography and Social Sciences are disproportionate, since the syllabus of Social Sciences includes mostly History topics and not concepts properly to study the course with a view towards the construction of citizenship [25].

In the present article, [26] show that the family directly influences the student's educational field according to their civic values. In this way, the family is the base entity towards the initiation of deliberative dialogue and participation in teamwork [26]. Likewise, [27] analyzes the quality of pedagogical development towards the formation of civic values in civic education in Cuba. The formation of moral and civic values towards Cuban society are intrinsic to the pedagogical work of teachers in their academic training [27].

[28] mention that the planning and curricular practice of service learning in which the physical senses are developed towards the formation of a responsible citizenship with ethical and solidarity conscience. During this practice, participatory and inclusive dynamics have been developed with all students, teachers and parents around reflection of the strategies proposed. In this way, dialogues are generated among all school actors that bring them closer to the sphere of building a school project that inculcates civic values of citizen participation among all socializing agents [28]. Finally, [17] analyze the pedagogical practices of secondary school teachers and attitudes towards student participation in secondary schools in Spain. In this way, it can be concluded that they provide information, basic concepts and norms, being influential before a real involvement through dialogue, debate and consensus of the voices of all students [17].

4. Conclusion

People are not born with democratic competencies, they learn to be democratic in their interrelations with the collective. In this sense, schools become a privileged scenario to intentionally develop the competencies of participation, critical reflective deliberation and active listening in students, these form the cornerstone of successful democratic policies, certifying that the school is an ideal context for the development of civic attitudes such as democracy [8] Therefore, civic engagement is reflected in society, mainly in democratic citizenship practices, the exercise of these depends on individual, family, community and government belief systems, political institutions such as Ministries of Education regulate and guide student democratic participation in public affairs within society [29].

The institutions that students in Peru trust the least according to the results of the ICCS 2016 are political parties, these correspond with what was found in the same test in Latin American countries [4]. In addition, the hours spent to educate in civics and citizenship in Peru are two hours per week for "history and geography", Mexico four hours per week of "civics and ethical formation", in Chile they require 152 hours per year of the area "history, geography and social sciences" data found in the ICCS in 2016, also mention that all countries except Peru seek that the goals and content of civic and citizenship education are developed in all subjects [14].

Analyzing the democratic practices of secondary education teachers to develop student participation competencies in secondary schools, clear findings have been found, there is a difference between the attitudes of teachers about civic participation and the actual pedagogical practices in the classroom, teachers agree with promoting democratic values but remain in the normativity, they do not encourage learning experiences with flexible and contextual strategies towards civic participation of students [17].

5. Recommendations

Schools should design and implement strategies of organizational accompaniment and learning for teachers and students, with the purpose of developing competencies of coexistence and democratic participation, appropriation of citizenship, management of autonomous learning as a democratic actor and the construction of dialogic learning communities. In addition, weekly hours of civic education should be increased in Peruvian and Spanish-speaking educational institutions, the school curriculum should include content on elections, voting for formal political participation and teachers should generate learning experiences according to the needs of each context and age group in order to develop civic attitudes in future citizens, voters and leaders.

Finally, the civic attitudes of Peruvian students need to be addressed by the educational system and reinforced by the family and society, especially providing them with knowledge and opportunities for democratic participation in: building agreements and consensus solutions, debates, assemblies and democratic election of leaders, use of the vote, active participation in the solution of social problems in various public spaces such as the classroom.

6. References

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