



Received: 02/19/2024 --- Accepted: 05/29/2024 --- Published: 06/18/2024

# CITIZEN PARTICIPATION AND ORGANIZATIONAL RESPONSE AT THE PERUVIAN NATIONAL SUPERIOR SCHOOL OF FINE ARTS

PARTICIPACIÓN CIUDADANA Y RESPUESTA ORGANIZACIONAL DE LA ESCUELA NACIONAL SUPERIOR DE BELLAS ARTES PERUANA

 **Luis Alberto Espinoza López:** School of Education, National University of San Marcos. Peru.  
[luisalberto.espinoza@unmsm.edu.pe](mailto:luisalberto.espinoza@unmsm.edu.pe)

 **Lourdes Ivonne del Carmen Alcaide-Aranda:** Department of Education, National University of San Marcos. Peru.  
Post-doctorate, University Center CIFE-Mexico.  
[lalcaidea@unmsm.edu.pe](mailto:lalcaidea@unmsm.edu.pe)

## How to cite this article:

Espinoza López, Luis Alberto y Alcaide-Aranda, Lourdes Ivonne del Carmen (2024). Citizen participation and organizational response of the Peruvian National Superior School of Fine Arts [Participación ciudadana y respuesta organizacional de la Escuela Nacional Superior de Bellas Artes peruana]. *Revista de Comunicación de la SECCI*, 57, 1-21. <https://doi.org/10.15198/seeci.2024.57.e869>

## ABSTRACT

**Introduction:** This research has as its main objective the analysis of citizen engagement practices and the organizational response by the teachers of the National Superior Autonomous School of Fine Arts of Peru (ENSABAP). Four specific objectives were established to evaluate the associative, party, electoral and civic engagement of teachers, analyzing their impact on institutional decision-making. This study considered participatory actions and institutional decisions to measure the levels of excellence, quality and educational improvement in university teaching. **Methodology:** The methodology adopted was descriptive, correlational, basic, with a quantitative approach, non-experimental and cross-sectional. To collect data, the Participation Behaviors Questionnaire by Vergara and Hevia (2012) and the Organizational Commitment Questionnaire by Meyer et al. (1993) were used. 62% of teachers

participated in the survey, forming a non-probabilistic or intentional sample. **Results:** After analyzing the evidence and processing the statistical data, the study did not identify a significant relationship between Citizen Participation (CP) and the Organizational Commitment (OC) of teachers in 2021. **Discussion and Conclusions:** The results highlight that, although teachers have carried out participatory actions in their daily routine, the educational system still needs to be improved. This research concluded that it is crucial to contribute solid evidence about the low levels of citizen participation and organizational commitment of teachers in the institution. Therefore, it will be essential to promote the inclusion of all teachers, regardless of their employment relationship and gender, in decision-making to improve the quality of higher education and human development.

**Keywords:** citizen participation, active participation, education, organizational commitment, ethics, training, quality of education.

## RESUMEN

**Introducción:** Esta investigación tiene como objetivo principal el análisis de las prácticas de participación ciudadana y la respuesta organizacional por parte de los docentes de la Escuela Nacional Superior Autónoma de Bellas Artes del Perú (ENSABAP). Se establecieron cuatro objetivos específicos para evaluar la participación asociativa, partidaria, electoral y cívica de los docentes, analizando su impacto en la toma de decisiones institucionales. Este estudio consideró profundizar en las acciones participativas y decisiones institucionales para medir los niveles de excelencia, calidad y mejora del nivel educativo en la enseñanza universitaria. **Metodología:** La metodología adoptada fue descriptiva, correlacional, básica, con enfoque metodológico cuantitativo, de tipo no experimental y de corte transversal. Para la recolección de datos, se emplearon el Cuestionario de Conductas de Participación de Vergara y Hevia (2012) y el Cuestionario de Compromiso Organizacional de Meyer et al. (1993). El 62% de los docentes participó en la encuesta, conformando una muestra no probabilística o intencionada. **Resultados:** Tras analizar las pruebas y procesar los datos estadísticos, el estudio no identificó una relación significativa entre la Participación Ciudadana (PC) y el Compromiso Organizacional (CO) de los docentes en el año 2021. **Discusión y Conclusiones:** La importancia de esta investigación permitió contribuir con evidencia fidedigna que la PC no solo impulsa el liderazgo de los docentes, sino también fortalece sus capacidades adaptativas a los estándares de calidad educativa, especialmente en las instituciones de educación superior. Los resultados resaltan que, aunque los docentes han llevado a cabo acciones participativas en su rutina diaria, aún se requiere mejorar la incorporación de estas prácticas en el sistema educativo. Resulta imprescindible contribuir con evidencia sólida en la mejora de los bajos niveles de PC y CO de los docentes en la institución. Por lo tanto, será esencial fomentar la inclusión de todos los docentes, independientemente de los marcadores de diferencia en general, como el vínculo laboral y género, en especial, para la toma de decisiones, para contribuir con la mejora de la educación superior y el desarrollo humano.

**Palabras clave:** participación ciudadana; participación activa; educación; compromiso organizacional; ética; formación; calidad de la educación.

## 1. INTRODUCTION

Given the current context of educational institutions' democratic values-centered teaching, especially in higher education, the focus on improving educational quality has been directed towards curricula and the training of both students and teachers. A crucial aspect to raise this standard is the performance of teachers, where participation plays a fundamental role in ensuring excellence in the teaching and learning processes. Some specialists have defined participation as a citizen's right to relate to the public space, whether state or non-state (Vergara and Hevia, 2012). Therefore, one of the challenges of higher education is to simultaneously generate changes to meet social needs, foster solidarity and equality (United Nations Educational, Scientific and Cultural Organization [UNESCO], 2019).

In modern times, various life experiences are examined to analyze the institutional context and the innovative ways in which higher education institutions seek to engage, through participatory and active methodologies, with students, the latter being the protagonist of the teaching-learning process (Misseyyanni, 2018; Gómez et al., 2020). In this scenario, the university plays a crucial role as a source of integration for society as a generator of culture, science and technology. Likewise, for the university community, it represents an enclave of excellence dedicated to the preservation, transmission and recreation of knowledge; while, for the State, it constitutes a fundamental contribution to the training of high quality professionals, capable of meeting the demands of the business, economic and social sectors (García, 2003), towards the search for peace, equality and social justice (Delors, 1997).

Another relevant aspect to consider, as indicated by Murcia (2009), is that the university, to the extent that it fulfills its social function, will continue to advance or deconstruct itself through the conversational processes inherent to everyday life.

Therefore, it is imperative to examine these processes taking into consideration the concept of quality and its levels of demand in higher education. When referring to quality, one is referring directly to excellence, which means the presence of outstanding students and outstanding academics. This excellence is intrinsically linked to the relevance and well-being of the student in an institution that provides effective mechanisms to serve and satisfy the needs of the university educational service (Aguilera, 2011; Álvarez et al. 2015). According to Gazzola and Didriksson (2008) quality in higher education has an impact on increasing levels of economic competitiveness, improving qualitative indicators of citizenship and creating more adequate conditions to expand opportunities for access to employability.

In relation to the effects of efficiency, it is essential to consider its relevance in fostering the development and growth of society, thus contributing to the consolidation of a strengthened democratic environment. As a diagnosis has been made, based on the challenges posed for education in the 21<sup>st</sup> century, it is proposed the need for a new process for scientific research, based on the principles of CP, excellence and quality, the promotion of citizen values and the improvement of the conditions of access to employability. Bisquerra (1996), points out that concepts related to citizenship and education are transversal to all areas of the educational level. Some authors distinguish three levels related to the concepts of citizenship and education:

- 1) education on citizenship related to national history, government processes, and politics
- 2) education through citizenship, focused on active learning through participatory experiences
- 3) education for citizenship, which includes the two previous levels and emphasizes active learning (Iriarte and Naval, 2000).

In this sense, it is argued that the absence of CP can generate, in higher education institutions, low levels of performance in the labor market, derived from a limited open participation in the decisions made by both teachers and the student community.

Throughout the 20th century, CP has mobilized individuals towards the political arena, initiating them into a system, which, taking into account the crisis facing critical thinking, according to the analysis of Bauman (2005, cited in Nos et al., 2019) who indicates that "education faces a series of challenges within the 'liquid modernity' where volatility and constant uncertainty hinder critical thinking" (p. 48) could lead them to a lack of cohesion and solidarity for a common cause.

ENSABAP is a Public Institution of Higher Education with academic, economic and administrative autonomy (General Education Law, 2004, p. 1). For this reason, in the year 2020, ENSABAP carried out its first electoral process through universal voting, allowing students and teachers with a current labor relationship to elect their authorities, who would assume the representation of the will and decision making of the educational community appointing them for a period of five years, according to the institutional statute. However, a significant problem arose related to the lack of CP opportunities for teachers in the election of authorities. This lack of CP on their part was associated with the contractual situation, in which many of them were hired through service orders that were not binding on the institution in the sense of the acquisition of rights and the consequent arrogation of duties and obligations to the institution and the educational community.

Some authors suggest that this type of contractual modality entails a form of labor control; therefore, the new forms of work organization consider the provision of services through the hiring of services as a form of subcontracting and outsourcing of employment (Villavicencio, 2004). This implies that a main company entrusts the development of its activities to a subcontracted entity that provides works or services, in accordance with the provisions of Resolution 428 of 2022, of the National Superintendence of Labor Inspection (SUNAFIL).

In this context, it is important to point out that the educational service provided by teachers is the fundamental human resource of any educational institution and must be supported for the achievement of its institutional objectives. Outsourcing has been presented as a contracting modality that has allowed frequent violations of employees' labor rights, depriving them of inherent benefits such as profit sharing, job security and access to labor arbitration (Carhuatocto, 2012). Likewise, following similar thinking, García (2003) argues that higher education is subjected to control through labor discipline and is affected by budgetary restrictions, which hinders the implementation of its plans and the achievement of its objectives.

At the national level, the dynamics of CP have been taken into account in relation to the changes implemented by the governments in power and their impact on university education. Eguren and Belaunde (2012), in a research on Peruvian schools at the beginning of the new century, make reference to the fact that: "in the eighties the school provided Peruvians with a space in which they could think about the country and politics based on sites for collective communication rather than based on subjective points of view" (p. 23). Even so, this idea, in schools and university departments, did not form part of questioning and criticism (Eguren and Belaunde, 2012). All these structural changes in education will be seen after the 1990s.

When examining the history of Peruvian democracy, Tanaka (2002) refers that the breakdown and consequent disappearance of political parties and social movements as connectors between the needs of the population and the rulers, began with Fujimorism; this government reinforced authoritarianism and the weakening of the social fabric of collective representation. Therefore, during Fujimori's government, the Peruvian State, civil society and the political opposition experienced a notable weakening derived from the prevailing fear in society.

In the interests of security, various forms of political organization were repressed, using the judiciary as a means to arrest and imprison those who opposed the regime (Burt, 2006). During this period, state institutions were instrumentalized for the benefit of electoral campaigns and coercion and threats were used against opponents of the government, generating a climate of fear that discouraged forms of CP, including protest.

During this period, the fragility of CP was manifested in the inadequacy of the participation mechanisms established by the law of participation and control (Remy, 2005). Among the factors that influenced this lack of active participation is what is mentioned in the report "Education and knowledge: axis of productive transformation with equity" of the Economic Commission for Latin America and the Caribbean (ECLAC, 1992) where it is emphasized that contemporary citizenship formation is not limited only to the political, such as the act of voting and equal rights; but rather, it encompasses broader aspects such as social cohesion, equity and solidarity. This approach is justified considering that many Latin American governments have been marked by authoritarianism and political violence. Therefore, it is crucial to pay attention to the context inherited from the Fujimori period, since, from the transitional governments to the present, the mechanisms of power exercised in CP spheres and institutions have contributed to a crisis of legitimacy in the democratic system.

Regarding the theoretical approach to CP, its origin has been identified in the sociocultural, sociocognitive-humanist theoretical currents (Ramos, 2016). This approach recognizes that cognitive development is not independent and is intertwined with the social sphere, where the solid foundations of team learning and the need for meaningful experiences that contribute to the individual process of each person are established. Tascón (2003) argues that, according to the work of Vygotski and his disciples (Cole et al., 1979), socialization is fundamental for the cognitive development of individuals.

Sociocritical thinking, stemming from critical theory, also plays a crucial role in educational training. Teachers, as social agents of transformation, must adapt to the new demands of the profession, orienting themselves towards a humanizing and socializing higher education (Padilla et al., 2011). From this perspective, socio-critical thinking becomes essential for the formative process, being the responsibility of educators to form individuals who are conscious and critically committed to their environment (Grijalba et al., 2020).

Consequently, in order to understand CP, it is necessary to take into account four dimensions:

- 1) Associative Participation (AP) refers to the action of a group of people who have common objectives, with rights and obligations, within the rules, statutes and legal order (Vergara and Hevia, 2012).
- 2) Partisan participation (PP) is conceived as one of the practices of educational actors towards partisan and political purposes to express their interest and views for the collective good (Arroyo and Zamorra, 2015).
- 3) Electoral participation (EP) this dimension focuses on the right to vote as one of the most important decisions of every citizen, since it provides the opportunity to make the opinions of the citizenry heard and expressed through meetings and hearings (Gamallo, 2006).
- 4) Civic participation (CIVP) is distinguished for being a participation that analyzes the behavior of citizens and their practices in relation to political actors, taking into account the norms of public coexistence (John et al., 2011).

Likewise, an exhaustive analysis of the current status of CP and OC has been carried out according to the efforts and behaviors of teachers towards their respective institutions. For which, it is considered:

- 1) affective commitment (AC) which involves the emotional part of the worker and educational actors, with a strong sense of belonging and loyalty reflected in the organization;
- 2) normative commitment (NC) focuses on compliance with the standards and goals of the organization; and
- 3) continuity commitment (CC) stable link of educational servants with the organization, through direct interaction with educational management (Meyer and Allen, 1991; Betanzos et al., 2006; Bohlander et al., 2017 and Ruiz, 2013).

As can be seen, the challenge of this research lies in the integration of participatory methodology in the teaching-learning processes. This not only aims to develop competencies that meet social demands, but also to strengthen the organizational climate, focusing on the institution's human resources, excellence and participatory capacity within the institution. This approach is crucial, as it will enable the improvement of the exercise of active and responsible CP, facilitating dialogue and the exchange of knowledge, experiences and feelings for decision making (Bascopé et al., 2015).

As can be seen, the problems associated with CP lead to the domains of cognitive, sociocultural, sociocritical, political and ethical theory, which calls for reflection on a

new teaching role that values participation in relation to its power. This aspect, often little accepted by educational institutions, is consistent with democratic principles and labor rights linked to decision-making. Thus, the present research aims to explore an innovative terrain that allows establishing a possible relationship between CP and OC of teachers at ENSABAP. Therefore, it is important to analyze not only the discourse of CP from the historical, political and ethical point of view, but also the incorporation of a pedagogical methodology that includes teachers as part of institutional decisions and their impact on the development of integrative attitudes. In that order of ideas, the importance of this research allows contributing with reliable evidence, to the construction of knowledge about CP and behaviors related to OC; taking into account, the educational quality standards of higher education institutions for the leadership of teachers and their adaptability (Bass, 1985; Suárez and Pineda, 2015).

Thus, if a teacher has active CP and/or has a high level of commitment (moderating factors), the OC (dependent variable) will exert a greater impact on the teachers' participatory citizenship actions (independent variable); while, in the opposite case, low CP factors will exert a low level of impact on the institution to which the teacher belongs. The motivation of an educational servant will allow us to understand organizational actions and behaviors (Jiménez, 2016); therefore, this paper answers the following problem through the research question (RQ): Is there a significant relationship between the CP and the OC of teachers with the three organizational components (1) affective commitment related to a strong sense of belonging to the educational management, (2) focus on compliance with regulations (3) and the purpose of continuing to work directly in the organization?

## **2. OBJECTIVES**

### **2.1. General objective**

To establish the relationship between the citizen participation of teachers and the organizational, affective, normative and continuity commitment with ENSABAP.

### **2.2. Specific objectives**

- 1) To determine the relationship between associative participation and organizational commitment of ENSABAP teachers.
- 2) To determine the relationship between partisan participation and organizational commitment of ENSABAP teachers.
- 3) To determine the relationship between electoral participation and the organizational commitment of ENSABAP teachers.
- 4) To determine the relationship between civic participation and the organizational commitment of ENSABAP teachers.

## **3. METHODOLOGY**

The research methodology adopted corresponds to a non-experimental design of correlational type, descriptive cross-sectional and basic level. To apply this approach,

data were collected directly from the teachers investigated, without altering the variables with the purpose of analyzing behaviors at a given time (Arias, 2012). Questionnaires designed to measure each variable were used. Specifically, the Participation Behavior Questionnaires (PBQ) by Vergara and Hevia (2012) used as a valid and reliable instrument and the Organizational Commitment Questionnaire (OCQ) developed by Meyer et al., (1993) were used. Instruments that allowed to carry out the comparison of the relationships and significant differences between CP and OC with the three dimensions and outcome variables. The questionnaires were answered by 62% of the teachers, constituting a non-probabilistic or purposive sample.

The paradigm that this research follows is positivist. According to Ricoy, (2006, cited in Ramos, 2015) the quantitative nature exercises the rigor of science. By applying this approach to the sciences, it is sought that these acquire the quality of systematic, verifiable, comparable, measurable and replicable knowledge. The choice of this perspective is due to the fact that the research is substantive, aimed at describing, explaining and predicting the object of research by statistical means of a given variable through numerical expression.

### **3.1. Population and sample**

The sample size for the surveys covered 62% of the ENSABAP teachers at the undergraduate level in the department of Lima (Peru), who had academic degrees. Each case consisted of all teachers. The main selection criteria were: sex, academic level, teacher's work relationship. Non-probabilistic purposive sampling was used, comprising 62% of the teachers with an employment relationship in the institution.

### **3.2. Instruments**

The Mexican version of the PBQ (2012) was applied, which has content validity assessed by expert judgment. This questionnaire has demonstrated reliability through extreme groups and Cronbach's alpha internal consistency index (0.85), as reported by its authors. The questionnaire consists of 20 questions, distributed as follows according to its four dimensions: 5 to measure AP, 5 for EP, 5 for PP and 5 for CP.

The second instrument used to measure the OC variable was the questionnaire proposed by Meyer et al., (1993), which consists of 18 questions divided into 6 to measure CC, 6 for NC and 6 for AC. In this research, the statistical value of Cronbach's alpha was calculated based on the typed items.

Once the data collection phase for the sample was completed, the analysis proceeded with the application of statistical tests and mean analysis, as well as regressions, using Excel statistical tools and SPSS 25 software. For the interpretation of the descriptive results, the technique of baremation was used to establish criteria according to the study variables. In addition, to evaluate the normality of the data, the Shapiro-Wilk test was used, considering the sample to be less than 50 people.

### **3.3. Data collection and analysis procedure**

Some basic elements were taken to characterize the sample as an initial step, focusing on the main condition of being teachers of the institution and having professional



studies. It is important to note that, although communication with the teachers was direct, explaining the objectives of the research and requesting their participation through the PBQ (20 items) and OCQ (18 items), it was limited due to the pandemic. Additional communication was also established through e-mail and a virtual Google Forms link to facilitate the process of applying the instruments and collecting responses.

In the descriptive analysis, a reduced sample of 62% of the teachers was taken. The Shapiro-Wilk normality test was applied, demonstrating the significance level set at  $p=0.05$ . The results revealed a normality value for the CP variable (Sig.= 0.063) and for the OC variable (Sig.= 0.001). These findings indicate that, in the case of the CP variable, the significance value is higher than the established level ( $p=0.05 < 0.063$ ), while, in the case of the other variable, the result was obtained:  $p=0.05 > \text{Sig.} =0.001$ .

Subsequently, Spearman's Rho correlation hypothesis test was applied to evaluate the level of relationship between the variables and determine the acceptance or rejection of the hypotheses put forward. It is relevant to point out that the variable CP, with a Sig.= 0.063, exhibited a normal distribution, while the variable OC, the degree of Sig.= 0.001, did not present a normal distribution. The results obtained for the variable PA showed a Sig. = 0.746; likewise the variable PP showed a Sig. = 0.983; then the results for the variable EP showed a Sig. = 0.735 and the CPIV obtained a Sig. = 0.636. All these results allowed us to observe the low levels and to compare with Cronbach's Alpha.

#### 4. RESULTS

The descriptive results obtained for the study variables are presented below:

**Figure 1.**

*Sex ratio of teachers.*

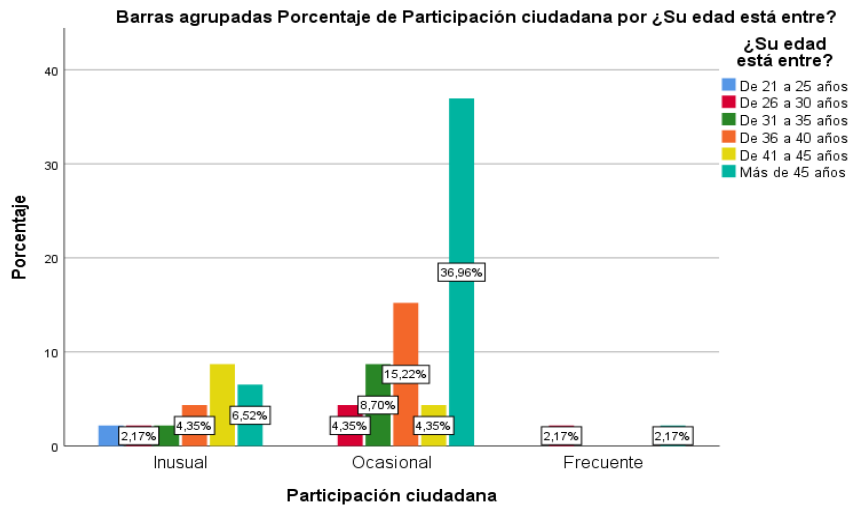


**Source:** Elaborated by the authors.

Figure 1 shows that 58.7% of ENSABAP teachers are male and 41.3% are female, which reflects a majority male population. The CP of female teachers is seen to a lesser extent, this difference gives the male (supported by a patriarchal society) a position of authority, of command, of the one who holds the power, placing female teachers in a subordinate position, subject to the dominance of a majority male group.

**Figure 2.**

*Bar grouped by age for citizen participation.*

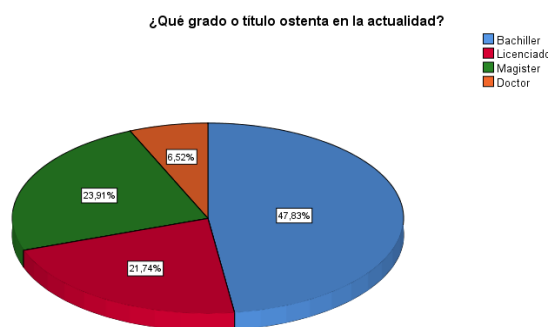


**Source:** Elaborated by the authors.

Regarding CP by age, Figure 2 shows that the analysis found the presence of an unusual interval, i.e., 6.52% (41 to 45 years old), occasional, 36.96% (over 45 years old), and frequent, 2.17% (26 to 30 and over 45 years old). According to the statistical analysis, it can be seen that teachers over 45 years of age have more CP in an occasional sense than teachers who participate in an unusual and frequent way. The importance of the CP variable is recognized due to the relationship linked to the participatory dimensions, some of them occasionally perform participatory activities.

**Figure 3.**

*Degree or title held.*



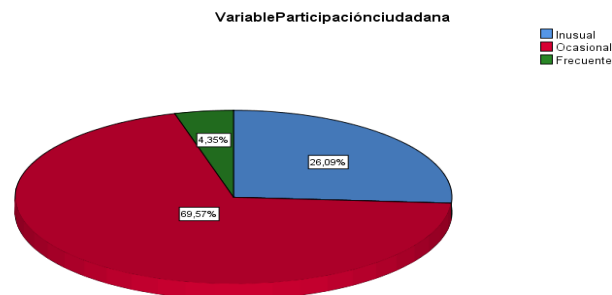
**Source:** Elaborated by the authors.

In terms of academic training, the study made it possible to determine the degrees and qualifications currently held by teachers. Figure 3 shows that almost half have a bachelor's degree (47.83%), which indicates that many teachers do not yet have the appropriate degree to practice their profession in higher education. Bachelor's degree holders represent 21.74%; that is, a quarter of the total. While the Master's degree holders represent 23.91% and Doctors represent 6.52%, totaling 33.43%; which shows the sense of personal improvement to achieve high grades in the educational scale. The individual learning process of each teacher is recognized in relation to the

professional training that is in accordance with the levels of quality in university education.

**Figure 4**

*Citizen Participation Variable*

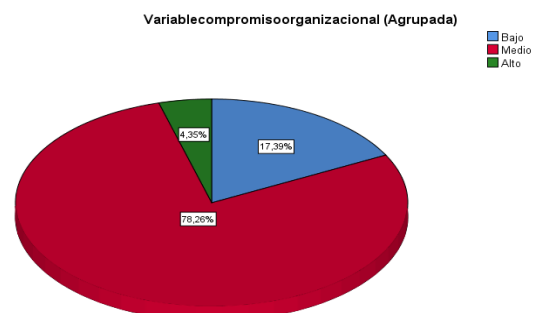


**Source:** Elaborated by the authors.

With regard to CP, Figure 4 shows that a large number of ENSABAP teachers are distributed in the category of occasional participation. Of the total, 32 teachers are in this category of occasional participation, representing 69.57% of the total. On the other hand, the group of 12 teachers are in the category of unusual participation and represent 26.09% of the total. And of the group, 2 teachers are in the category of frequent participation and represent 4.3% of the total. The vast majority of teachers do not perform frequent activities on the CP dimension. This part influences their own performance and acquired competencies, to implement strategies for valuing classroom participation with students.

**Figure 5**

*Organizational commitment variable*



**Source:** Elaborated by the authors.

Regarding OC, the majority of ENSABAP teachers, Figure 5 shows that they are distributed in the category of occasional commitment. Of the total, 36 teachers are in this medium OC category, representing 78.3% of the total. On the other hand, the

group of 8 teachers are in the low OC category and represent 17.4% of the total. And of the group, 2 teachers are in the high OC category and represent 4.3% of the total. Teachers with a medium OC take into account the institutional proposals, are positioned and adapted to the characteristics of the institution, focus their activities on the established structure and, to a lesser extent, present initiatives in the planning of the teaching-learning processes.

Table 1 shows the analysis carried out to prove the existence of a relationship between the variables civic participation and organizational commitment. A significance level of ( $p = 0.360$ ) was obtained. According to the significance (bilateral) of the CP test,  $p = 0.360 > 0.05$ ; therefore, it is verified that there is no linear correlation between the variables, which means that both variables are independent.

**Table 1.**

*Pearson's  $r''$  correlation matrix of citizen participation and organizational commitment of ENSABAP teachers.*

Variables	N	Sig.
Citizen participation	46	,360**
Organizational commitment	46	,360**

**Source:** Elaborated by the authors.

With respect to the first specific objective, it was possible to identify that between associative participation and organizational commitment of ENSABAP teachers there is no relationship between AP and OC. A significance of ( $p = 0.746$ ) was obtained. According to the significance (bilateral) of the test, associative participation is  $p = 0.746 > 0.05$ ; therefore,  $H_0$  is accepted and  $H_a$  is rejected.

In relation to the second specific objective of the research, to determine the relationship between partisan participation and organizational commitment of ENSABAP teachers. Significance was obtained ( $p = 0.983$ ). According to the significance (bilateral) of the test, partisan participation is  $p = 0.983 > 0.05$ ; therefore, the  $H_0$  is accepted and the  $H_a$  is rejected.

Regarding the third specific objective of the research, to determine the relationship between electoral participation and organizational commitment of ENSABAP teachers. Significance was obtained ( $p = 0.735$ ). The result of which, to prove the existence of a relationship between the variables, shows that there is no correlation  $p = 0.735 > 0.05$ ; therefore, the  $H_0$  is accepted and the  $H_a$  is rejected.

Regarding the fourth specific objective of the research, to determine the relationship between civic participation and organizational commitment of ENSABAP teachers, it was obtained that ( $p = 0.636$ ). According to the significance (bilateral) of the test, the CP is  $p = 0.636 > 0.05$ ; therefore, the  $H_0$  is accepted and the  $H_a$  is rejected. These results allowed us to affirm that there is no relationship between the study variables.

## 5. CONCLUSIONS AND DISCUSSION

Through the methodological process based on the theoretical foundations and the statistical tests applied, it has been possible to address the main objective of the

research, which seeks to establish a possible relationship between CP and OC of ENSABAP teachers. The analysis reveals that there is no significant relationship between CP and OC. This finding can be attributed to the theoretical-empirical background mentioned about CP with its variables and with OC; considering the historical processes, the lack of the implementation of a methodology regarding the application of the concepts of citizenship and education in higher education; added to the impact of outsourcing in the work environment, have generated low levels of participation, causing a legal vacuum whose result is professional inequality, low development of teaching competencies and the affectation of labor rights (Cárdenas, 2017).

Education develops in itself a participatory sense as a higher purpose. In this sense, it cannot be solved technically, but implies an ethical and moral character (Stron, 1989, cited in Bárcena et al., 2000). Berger and Luckman (1998, cited in Quintero, 2023), emphasize the crucial role of socialization in the formation of citizenship, and the development of teachers in diverse social contexts, in the educational and family environment. In this same line, the aim is to build the exercise of citizenship through the active participation of all educational actors (Bartolomé, 2004; Valencia and Vivas, 2014).

With regard to the significant comparison between AP and OC, developed in the first specific objective, it is confirmed that there are no significant differences. In other words, a teacher's participation in different areas of the State, labor, cultural, religious, community or educational institutions does not seem to be directly linked to organizational effects. This result can be attributed to various factors that influence this lack of correlation. According to Adúriz and Ava (2006), in a study aimed at measuring and evaluating the state of AP in Latin America, it is noted that Brazil has a significantly higher level of participation among younger people than Argentina. A potential factor that could influence this disparity is the valuation of participatory behaviors and the perception of democracy. In the case of Peru, according to Tanaka (2001), the degree of AP in attendance, educational events and demonstrations has a positive valuation with respect to democracy. Such a conclusion is considered a new contribution and background that, for the purposes of this research, invites us to deepen these studies in order to strengthen the development of better proposals in relation to the design of educational methodologies that develop civic awareness in students.

Likewise, when addressing the second specific objective of the research and the differences between PP and OC, it was concluded that there is no significant relationship between them. In this sense, the PP of a teacher in political movements is not related to his or her OC. Likewise, in another line of thought, political propaganda or proselytizing by a teacher in the work environment could be considered a disciplinary offense if it does not have the necessary authorization according to institutional work regulations. For these reasons, low levels of participation can in turn affect motivation, productivity and both human and administrative performance (Robbins and Judge, 2006). Therefore, organizational behaviors seek to improve the performance effectiveness of the professionals in question and participatory decision making.

In relation to the third specific objective of the research, it is concluded that there is no significant relationship between EP and OC. Since, like the EP, a teacher who participates in electoral processes for citizen decision-making is not linked to the OC, given that the educational institution might not allow the teacher to express his or her opinions, suggestions and recommendations on issues of public interest. Therefore, it is crucial to address and resolve conflicts, making agreements with the authorities; since, talking about citizenship encompasses a complex historical process (Ziegler, 2020).

On the other hand, by analyzing the information obtained in this research, it has allowed us to contribute with reliable and original evidence to demonstrate that the majority of teachers who have attained only a bachelor's degree, in contrast to those who have obtained professional degrees and doctorates who are part of the minority, have a higher level of CP.

In this context of professionalization, it can be inferred that teachers with a higher socioeconomic level, with greater educational training and broader access to information, tend to participate less than citizens of lower socioeconomic level, since this group shows greater tolerance to the authoritarian values of democracy (Tanaka, 2001). In addition, Hocker and Wilmot (1985, cited in Pardo, 2013) point out the perception of opposing or impossible to reconcile interests due to incompatibility with those of others.

With respect to the fourth specific objective of the research, it was determined that there is no significant relationship between the CIVP and the OC of the teachers. A teacher with CIVP, whether as a volunteer in some activity or for the benefit of the community, does not have a direct connection with organizational aspects. In this sense, it is important to take into account what has been pointed out by various authors on the factors that strengthen and weaken CP. In this regard, Tanaka indicates that "Participation does not work when leaders seek personal benefits, disassociate themselves from the groups they supposedly represent, become petty chieftains who impose their interests and distort social policies" (2001, p. 73). Likewise, Barber (2003) compares the elements that reinforce democracy, established in the moral and civic education of citizens, while Jauregui (1994) argues that civic education should be taught through the practice of democratic values such as participation, freedom and equality, fundamental principles for developing the values of democracy. Therefore, CIVP and OC imply an institutional planning of the teaching process, in the long term, and requires the strengthening of education in young citizens for a democratic formation in public life (Rodríguez et al., 2016; Acasandre, 2020; Stojnic, 2020; Benites, 2021).

Consequently, some experts propose the notion of civic competence based on the citizen's right to understand the different obligations and responsibilities existing in this framework. According to Bascopé et al., (2015), they point out that more attention should be paid to the design of appropriate pedagogical models on civic and citizenship education.

For that reason, it is suggested that educational institutions examine the available evidence to design strategies that promote training spaces open to the inclusion of

teachers with the objective of strengthening their CP capacities, given that a weakness is observed in the participation of teachers in citizenship training for decision-making. This initiative seeks to contribute to the improvement of the quality of education at the higher level. At this point, it is also necessary to reflect on what has been stated, since it is considered that the high levels of informality and working conditions affect employability and decision making.

Currently, the challenges of university teaching are focused on exploring new approaches that bring us closer to a greater development of teachers' competencies. Following Morin's ideas (1999, cited in Salazar, 2023), the objective is to form global-planetary citizens who respect cultural differences, promoting a civic, solidarity and collaborative conscience for democratic decision making. For this reason, it is stated that citizens have a global perspective, holding a universal and emancipatory power that allows them to make decisions.

This research aims to generate greater interest in CP at both academic and political levels, exploring participatory mechanisms in the construction of citizenship (Llanos, 2023) and strengthening organizational behaviors. The institutions involved should enhance the participation of teachers, considering socio-cognitive-humanist and socio-critical theories. In addition, it is crucial to also address gender equity as another decisive factor, since the results indicate a predominant male presence in the teaching community. Therefore, it is important to speak, not only of a pedagogical discourse, but also labor discourse with high levels of equity; as well as the development of propositional, collaborative and integrative attitudes (Montenegro, 2019). To achieve this equity as an influential factor, a quality education is proposed, in which no circumstance (sex, gender, social, economic, labor) is a determining factor for access to knowledge and a representative democracy (Echeita, 2019). Educational institutions aim to foster greater community motivation, thus promoting knowledge production and human development. In this context, teachers' functions are not only focused on facilitating and guiding students' learning processes, but also on contributing to their citizenship training, preparing them for life and social interaction (Padilla et al., 2011).

## 6. REFERENCES

- Acasandre, A. (2020). Public participation in the decisional process in Bucharest. *Logos Universality Mentality Education Novelty: Political Sciences & European Studies*, 6(1), 1-16. <https://doi.org/10.18662/lumenpses/6.1/12>
- Adúriz, I. y Ava, P. (2006). Construcción de ciudadanía: experiencia de implementación de un índice de participación ciudadana en América Latina. *América Latina Hoy*, 42, 15-35. <https://www.redalyc.org/pdf/308/30804202.pdf>
- Aguilera, V. V. (2011). *Liderazgo y clima de trabajo en las instituciones educativas de la Fundación Creando Futuro* [Tesis de doctorado, Universidad de Alcalá]. Repositorio Institucional – Universidad de Alcalá. <http://hdl.handle.net/10017/11181>
- Álvarez, J., Chaparro, E. M. y Reyes, D. E. (2015). Estudio de la Satisfacción de los Estudiantes con los Servicios Educativos Brindados por Instituciones de

Educación Superior del Valle de Toluca. *REICE. Revista Iberoamericana sobre Calidad, Eficacia y Cambio en Educación*, 13(2).  
<https://doi.org/10.15366/reice2015.13.2.001>

- Arias, F. (2012). *El Proyecto de Investigación. Introducción a la Metodología Científica*. Episteme.
- Arroyo, M. A. M. y Zamorra, E. M. Z. (2015). Paridad de género y capacitación partidaria en Costa Rica. *Revista de Derecho Electoral*, 19, 90-129.  
<https://dialnet.unirioja.es/servlet/articulo?codigo=5605192>
- Barber, B. (2003). *Strong democracy: Participatory politics for a new age*. University of California Press.
- Bárcena, F., Gil, F. y Jover, G. (1999). *La escuela de la ciudadanía: educación, ética y política*. Editorial Desclée de Brouwer.
- Bartolomé, M. (2004). Educación intercultural y ciudadanía. En *La formación del profesorado en Educación Intercultural* (pp. 93-122). La Catarata.
- Bascopé, M., Bonhomme, M., Cox, C., Castillo, J. C. y Miranda, D. (2015). Curricular guidelines and citizenship attitudes in Latin American students: A comparative analysis. *Revista Latinoamericana de Ciencias Sociales, Niñez y Juventud*, 13(2), 1169-1190. <https://doi.org/10.11600/1692715x.13243280814>
- Bass, B.M. (1985). *Leadership and Performance Beyond Expectations*. Free Press.
- Benites, R. (2021). *La educación superior universitaria en el Perú post- pandemia*. PUCP. <http://repositorio.pucp.edu.pe/index/handle/123456789/176597>
- Betanzos, N., Andrade, P. y Paz, F. (2006). Compromiso organizacional en una muestra de trabajadores mexicanos. *Revista de Psicología del Trabajo y de las Organizaciones*, 22(1), 25-43.  
<https://www.redalyc.org/pdf/2313/231317045002.pdf>
- Bisquerra, R. (1996). Temas transversales y orientación. En M. Álvarez y R. Bisquerra (Coords.), *Manual de Orientación y Tutoría* (Vol. 1). Práxis.
- Bohlander, G. W., Snell, S. A. y Morris, S. S. (2018). *Administración de recursos humanos*. Cengage Learning.  
[https://issuu.com/cengagelatam/docs/bohlander\\_issuu\\_2017](https://issuu.com/cengagelatam/docs/bohlander_issuu_2017)
- Burt, J. M. (2006). Quien habla es terrorista: The Political Use of Fear in Fujimori's Peru. *Latin American Research Review*, 41(3), 32-62.  
<https://doi.org/10.1353/lar.2006.0036>
- Cárdenas, M. M. (2017). La tercerización laboral como una forma para vulnerar derechos laborales. *Dos Mil Tres Mil*, 19, 179-190.  
<https://doi.org/10.35707/dostresmil/1909>
- Carhuatocto, S. H. (2012). *El fraude y la simulación en la intermediación laboral y la tercerización*. Jurista Editores



- Cole, M., John-Steiner, V., Scribner, S. y Souberman, E. (Eds.). (1979). *Lev S. Vygotski. El desarrollo de los procesos psicológicos superiores*. Editorial Crítica.
- Comisión Económica para América Latina y el Caribe, y Oficina Regional de Educación para América Latina y el Caribe. (1992). *Educación y conocimiento: eje de la transformación productiva con equidad*. CEPAL.
- Delors, J. (1997). *La educación encierra un tesoro. Informe a la UNESCO de la comisión internacional sobre la educación para el siglo XXI*. UNESCO.
- Echeita, G. (2019). A la espera de un fructífero cruce de caminos entre quienes hoy circulan en paralelo por los caminos educativos de la equidad, la justicia social, la inclusión, la convivencia, la cultura de paz o la ciudadanía global. *Revista Internacional de Educación para la Justicia Social*, 8(2), 7-13  
<https://doi.org/10.15366/riejs2019.8.2>
- Eguren, M. y de Belaunde, C. (2012). *De lo colectivo a lo individual: Las relaciones estado-sociedad según la escuela peruana a inicios del nuevo siglo*. Instituto de Estudios Peruanos. <https://hdl.handle.net/20.500.12799/1150>
- Gamallo, G. (2006). Participación Ciudadana en América Latina. La participación como un componente del concepto de ciudadanía. *Revista Perspectiva*, 14-17.
- García, Z. O. (2003). *Hacia una nueva universidad en el Perú*. Fondo Editorial UNMSM.
- Gazzola, A. L. y Didriksson, A. (2008). *Tendencias de la educación superior en América Latina y el Caribe*. IESALC-UNESCO.  
<http://beu.extension.unicen.edu.ar/xmlui/handle/123456789/303>
- Gómez Hurtado, I., García Rodríguez, M. P., González Falcón, I. y Coronel Llamas, J. M. (2020). Adaptación de las Metodologías Activas en la Educación Universitaria en Tiempos de Pandemia. *Revista Internacional De Educación Para La Justicia Social*, 9(3), 415-433. <https://doi.org/10.15366/riejs2020.9.3.022>
- Grijalba, J., Mendoza, J. y Beltrán, A. (2020). La formación del pensamiento sociocrítico y sus características: una necesidad educativa en Colombia. *Revista Universidad y Sociedad*, 12(1), 64-72. <https://bit.ly/4aXvle5>
- Iriarte, C. y Naval, C. (2000). La educación para la ciudadanía como transversal. Un estudio crítico. En C. Naval y J. Laspalas (Eds.), *La educación cívica hoy. Una perspectiva interdisciplinaria* (pp. 249-271). Eunsa.  
<https://hdl.handle.net/10171/36672>
- Jauregui, G. (1994). *La democracia en la encrucijada*. Anagrama.
- Jiménez, D. P. (2007). *Manual de recursos humanos*. Esic
- John, P., Fieldhouse, E. y Liu, H. (2011). ¿Qué tan cívica es la cultura cívica? Mapeo de las rutas hacia la participación comunitaria utilizando la Encuesta de Ciudadanía Inglesa de 2005. *Estudios Políticos*, 59(2), 230-252.  
<https://doi.org/10.1111/j.1467-9248.2011.00891.x>

- Ley General de Educación (14 de agosto del 2014). Ley que modifica la undécima disposición complementaria de la Ley N°. 28044. Boletín del Diario Oficial El Peruano. <https://n9.cl/dzjmgu>
- Llanos, E. N. (2023). La participación ciudadana en la educación pública. *Horizontes Revista de Investigación en Ciencias de la Educación*, 7(29), 1515-1533. <https://doi.org/10.33996/revistahorizontes.v7i29.610>
- Meyer, J. P. y Allen, N. J. (1991). A three-component conceptualization of organizational commitment. *Human resource management review*, 1(1), 61-89. <https://www.sciencedirect.com/science/article/abs/pii/105348229190011Z>
- Meyer, J. P., Allen, N. J. y Smith, C. A. (1993). Commitment to organizations and occupations: Extension and test of a three-component conceptualization. *Journal of Applied Psychology*, 78, 538-551.
- Misseyanni, A., Papadopoulou, P., Marouli, C. y Lytras, M. D. (2018). *Active learning strategies in higher education*. Emerald Publishing Limited. <https://doi.org/10.1108/9781787144873>
- Montenegro, C. (2019). Propuesta de didáctica feminista para la enseñanza escolar de las artes visuales: Pensar el espacio escolar de otra manera. *Revista de Estudios Pedagógicos*, 44(3), 289-302. <https://n9.cl/szb52i>
- Murcia, P. N. (2009). Vida universitaria e imaginarios: posibilidad en definición de políticas sobre educación superior. *Revista Latinoamericana de Ciencias Sociales, Niñez y Juventud*, 7(1), 235-266. <https://redalyc.org/pdf/773/77307110.pdf>
- Nos, E., Farné, A., y Al-Najjar, T. (2019). Justicia Social, Culturas de Paz y Competencias Digitales: Comunicación para una Ciudadanía Crítica Global en la Educación Superior. *Revista Internacional de Educación para la Justicia Social*, 8(1), 43-62 <https://doi.org/10.15366/riejs2019.8.1.003>
- Organización de las Naciones Unidas para la Educación, la Ciencia y la Cultura. (2019). Declaración mundial sobre la educación superior en el siglo XXI: visión y acción. *Revista Educación Superior y Sociedad (ESS)*, 9(2), 97-113. <https://www.iesalc.unesco.org/ess/index.php/ess3/article/view/171>
- Padilla, J., González, K. y Silva, W. (2011). Sentido de la formación docente desde la perspectiva sociocrítica. *Revista Q: Educación Comunicación Tecnología*, 6(11), 1-15. <https://hdl.handle.net/20.500.11912/6766>
- Pardo Núñez, J. (2013). La protesta social en América Latina. Cuaderno de Prospectiva Política 1 [Reseña], *Perfiles latinoamericanos*, 41, 211-218. <https://doi.org/10.18504/pl2141-211-2013>
- Quintero, L. I. (2023). Participación ciudadana a partir de los procesos de socialización en estudiantes de educación secundaria. *Universidad y Sociedad*, 15(3), 620-627. <https://rus.ucf.edu.cu/index.php/rus/article/view/3818>

- Ramos, C. A. (2015). Los paradigmas de la investigación científica. *Avances en Psicología*, 23(1), 9-17. <https://doi.org/10.33539/avpsicol.2015.v23n1.167>
- Ramos, R. A. (2016). Paradigma socio cognitivo humanista para la educación. *Revista EDUSER*, 3(1), 35-39, <https://revistas.ucv.edu.pe/index.php/eduser/article/view/412>
- Remy, M. (2005). *Los múltiples campos de la participación ciudadana en el Perú: un reconocimiento del terreno y algunas reflexiones* (Vol. 23). Instituto de Estudios Peruanos.
- Resolución 428 de 2022 [Superintendencia Nacional de Fiscalización Laboral]. Por la cual se Aprueba el Protocolo N°001-2022- SUNAFIL/DINI, Protocolo para la fiscalización de la tercerización laboral. 22 de agosto de 2022. <https://acortar.link/BRE8vI>
- Robbins, S. y Judge, T. (2006). *Comportamiento organizacional*. (13ª ed.). Pearson educación.
- Rodríguez, M., Kohen, R., Delval, J y Messina, C. (2016). From democratic school to civic and political participation. *Culture and Education*, 28(1), 99-129, <https://doi.org/10.1080/11356405.2015.1120449>
- Ruiz de Alba, J. (2013). El compromiso organizacional: un valor personal y empresarial en el marketing interno. *Revista de Estudios Empresariales*, 2(1), 67-86.
- Salazar, J. A. (2023). Educar en la era planetaria, retos y desafíos de la educación. *Entretextos. Revista de Estudios Interculturales desde Latinoamérica y el Caribe*, 17(32), 221-233. <http://doi.org/10.5281/zenodo.7882439>
- Stojnic, L. (2020). Participación Estudiantil, Institucionalidad Escolar y Ciudadanía Democrática: Desafíos Pendientes desde la Experiencia Peruana. *Revista Internacional de Educación para la Justicia Social*, 9(2), 49-70. <https://doi.org/10.15366/riejs2020.9.2.003>
- Suárez, D. y Pineda, M. (2015). Investigación documental sobre calidad de la educación en las instituciones educativas del contexto Iberoamericano. *Entramados: Educación y Sociedad*, 2, 107-124
- Tanaka, M. (2001). *Participación popular en políticas sociales: cuándo puede ser democrática y eficiente y cuándo todo lo contrario*. Instituto de Estudios Peruanos.
- Tanaka, M. (2002). *Las relaciones entre Estado y sociedad en el Perú: desestructuración sin reestructuración*. En P. Zárate (Ed.), *¿Hay lugar para los pobres en el Perú? Las relaciones Estado- sociedad y el rol de la cooperación internacional*. DFID.
- Tascón, C. (2003). La función constructivista de la Mediación: el mediador y el aprendizaje mediado. *Anuario de filosofía, psicología y sociología*. <https://hdl.handle.net/10553/3642>

- Valencia, S. A. y Vivas, P. H. (2014). La apertura para la discusión en clase y su relación con la educación para la ciudadanía. *Revista Colombiana de Educación*, 66, 224-242.
- Vergara, S. y Hevia, F. J. (2012). Para medir la participación: Construcción y validación del Cuestionario Conductas de Participación (CCP). *Revista mexicana de ciencias políticas y sociales*, 57(215), 35-67.
- Villavicencio, A. (2004). La intermediación laboral peruana: Alcances (no todos apropiados) y régimen jurídico. *Ius et veritas*, 29, 143-156.
- Ziegler, D. M. (2020). El tiempo de las humanidades digitales: entre la historia del arte, el patrimonio cultural, la ciudadanía global y la educación en competencias digitales. *Revista de Comunicación de la SEECI*, 52, 29-47.  
<https://doi.org/10.15198/seeci.2020.52.29-47>

## **AUTHORS' CONTRIBUTIONS, FUNDING AND ACKNOWLEDGMENTS**

### **Authors' contributions:**

**Conceptualization:** Espinoza López, Luis Alberto and Alcaide Aranda, Lourdes Ivonne del Carmen. **Methodology:** Espinoza López, Luis Alberto. **Software:** Espinoza López, Luis Alberto. **Validation:** Espinoza López, Luis Alberto. **Formal analysis:** Espinoza López, Luis Alberto. **Data curation:** Espinoza López, Luis Alberto. **Drafting-Preparation of the original draft:** Espinoza López, Luis Alberto and Alcaide Aranda, Lourdes Ivonne del Carmen. **Drafting-Revision and Editing:** Espinoza López, Luis Alberto and Alcaide Aranda, Lourdes Ivonne del Carmen. **Visualization:** Espinoza López, Luis Alberto. **Supervision:** Espinoza López, Luis Alberto and Alcaide Aranda, Lourdes Ivonne del Carmen. **Project management:** Espinoza López, Luis Alberto. **All authors have read and accepted the published version of the manuscript:** Espinoza López, Luis Alberto and Alcaide Aranda, Lourdes Ivonne del Carmen.

**Funding:** Esta investigación no recibió financiamiento externo.

**Acknowledgments:** El presente texto nace en el marco de los estudios de maestría en la Universidad Nacional Mayor de San Marcos del Perú. Para la elaboración de este artículo a los docentes de la Escuela Nacional Superior Autónoma de Bellas Artes del Perú.

### **AUTHORS:**

#### **Luis Alberto Espinoza López**

Visual artist and teacher, with studies in education management at the Universidad Nacional Mayor de San Marcos. Graduated in painting from the National Superior Autonomous School of Fine Arts of Peru, Bachelor of Arts at the National Superior Autonomous School of Fine Arts of Peru. Magister candidate in education management at UNMSM. Specialist in curricular and teaching evaluation with experience in research and development of artistic and educational projects. Participation in the formulation and validation of curricula of the economic activity "Creative, artistic and entertainment activities with emphasis on Visual Arts" 2020-2021 (MINEDU/DISERTPA). With more than 11 years of experience in the Higher Education sector, with special interest in the development of scientific research and educational projects.

Espinoza López, Luis Alberto and Alcaide-Aranda, Lourdes Ivonne del Carmen.  
Citizen participation and organizational response of the Peruvian National Superior School of  
Fine Arts

**Orcid ID:** <https://orcid.org/0000-0001-9246-8492>

**Lourdes Ivonne del Carmen Alcaide Aranda**

Teacher with Post-doctorate in Research Methodology, Socio-training and Human Development at CIFE-Mexico, with two doctorates in Educational Sciences: educational evaluation at Pontifical Catholic University of Chile (international doctoral scholarship) and at Pontifical Catholic University of Peru: Educational Management and Policies and also the Master in Educational Management (international scholarship CIUF), Diploma Second specialty: Educational Policies and Regional Development; Tutoring and School Guidance. Specialties in ICT and Cooperative Learning and Educational Technology at Universidad Católica- Brasilia, Gender and Development, Development and Educational Projects, Competencies for Project Management in Big Data & Business in an Environment of Empathic Leadership at Universidad Politécnica- Madrid-Grupo de Investigación GESPLAN. Reviewer of Papers in CIFE-Mexico and Educación PUCP magazine.

**Orcid ID:** <https://orcid.org/0000-0003-0304-8344>

**Google Scholar:** <https://scholar.google.es/citations?hl=es&user=6diUZN8AAAAJ>

**ResearchGate:** <https://www.researchgate.net/profile/Lourdes-Alcaide-Aranda>

**Scopus:** <https://www.scopus.com/authid/detail.uri?authorId=58019964300>

### RELATED ARTICLES:

Chaparro Medina, P. M. y Cervantes Hernández, R. (2024). La construcción identitaria de jóvenes de la diversidad sexo genérica en las redes sociodigitales: prácticas performativas reivindicativas. *Revista Latina de Comunicación Social*, 83. <https://doi.org/10.4185/rlcs-2025-2311>

Gutiérrez, F. J. L. (2023). La iluminación artificial en la historia: un recorrido desde la prehistoria hasta la actualidad (II). *ArqueoTimes*, 5, 54-57. <https://dialnet.unirioja.es/descarga/articulo/9064649.pdf>

Del Prado Flores, R., Moreno Basurto, L. Z. y Chávez Castañeda, M. (2020). Representaciones fotográficas de la sociedad del cansancio y la pobreza. *Revista Latina de Comunicación Social*, 75, 291-312. <https://doi.org/10.4185/RLCS-2020-1427>

Toro Calonje, A. y Lopez-Aparicio Pérez, I. (2018). Narrativas corporales: la danza como creación de sentido. *Vivat Academia*, 143, 61-84. <https://doi.org/10.15178/va.2018.143.61-84>