

DOI: 10.5281/zenodo.12426170

EDUCATION IN CITIZENSHIP SKILLS MEDIATED BY INFORMATION AND COMMUNICATION TECHNOLOGY (TIC)

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Received: 09/07/2025

Accepted: 19/02/2026

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ABSTRACT

The objective of this research article was to design a pedagogical strategy to favor the processes of coexistence and interpersonal relationships of students through education in citizenship skills mediated by information and communication technology (TIC). Research was carried out with a mixed paradigm mixed approach, quantitative instruments were also applied to the students and parents, and a qualitative instrument to the teachers, coordinator and guidance teacher. Research with a mixed design of concurrent triangulation. The results indicate that there are shortcomings in the appropriation of citizenship skills by students but there is a willingness to carry out pedagogical activities that integrate citizenship skills through TIC. It is concluded that students, teachers and parents have a general knowledge about citizenship skills but there are still problems of coexistence in the classroom, therefore, citizenship skills should be worked on in a general way to promote school coexistence and interpersonal relationships.

KEYWORDS: Coexistence, Citizenship Skills, Pedagogical Strategy, Information and Communication Technology (TIC).

1. INTRODUCTION

School coexistence within classrooms and in educational contexts allows for the establishment of interpersonal relationships that help to promote respect for human rights and, therefore, to build a social fabric that is framed in the management of the concept of citizenship and democracy. To this end, it is important that educational institutions become centers where democracy and the empowerment of students are effectively worked on, giving them participation and responsibilities (Elemen, Santillan, Guajardo, 2021). The issue of school coexistence brings with it episodes that occur in the form of encounters and disagreements within educational cloisters (Sánchez & Sánchez, 2018), in the same way, school coexistence is an important factor for all educational processes to be effective and bring with them a positive result (Sandoval, 2014), therefore the school must be the epicenter of the construction of ethical values and citizenship competencies that train people integral for society. For this reason, Cantor (2018) states that in schools and within their academic spaces there must be a commitment to citizenship training, as it allows the formation of citizens with the capacity to exercise aspects based on sets of social norms. In turn, school coexistence can be conceptualized as the way to use the knowledge and potentialities necessary for better performance in the promotion of democratic practices (Garcés, 2020). When talking about coexistence, the issue of disciplinary problems that arise in educational institutions cannot be left aside and it is appropriate to take a look at conflictive situations that arise in other contexts such as Europe, where through a study carried out in Spain, Hungary and the Czech Republic, it is evident that there are also problems of coexistence, such as: fights, insults, aggression and lack of motivation and lack of clear rules as aspects that do not favor healthy coexistence (Gázquez, Cangas, Pérez Fuentes, & Ación, 2009); a situation that is not alien to the Adolfo María Jiménez educational institution where there is bad behavior on the part of some students, the lack of communication between them, behavioral problems that end in physical or verbal aggressions, disrespect for authority and lack of interest in being part of the solution, are some of the problems that emerge from the behavioral situations within the ninth grade of the educational faculty. For García and Ferreira (2005), in educational institutions and within their classrooms, specific rules are needed around the management of respect and healthy coexistence, in addition to a regulatory entity that ensures compliance with them to achieve their functions, in this way, school coexistence clearly involves ethical aspects in the regulatory and daily life

spheres (Del Rey, Ortega & Fierro, 2009). Additionally, the relationship that exists between students and teachers is important, through mutual knowledge and the interaction that takes place in daily activities, where harmony and respect must prevail, to increase student motivation (Scales, 2020). For this reason, the research work aimed to design a pedagogical strategy to favor the processes of coexistence and interpersonal relationships of students through education in citizenship skills mediated by communication and information technologies.

In studies carried out internationally in Romania, it is shown that students see online work as a form of honest, transparent and meaningful relationship (Mărgărițoiu, 2020). Álvarez, Sandoval, and Puello (2018) point out that citizenship competencies must converge with academic aspects such as curricular meshes, thematic axes, their pedagogical practices, and the assessment of areas. In addition, pedagogical tactics are based on several dimensions that are linked to the school teaching process and the learning resources of teachers (Cabrera, 2016). The teaching of citizenship skills in students of the country's educational institutions provides fundamental concepts that are appropriate by students to improve their attitudes inside and outside the educational centers, for (Montoya, 2008) the teaching of citizenship skills in addition to favoring academic processes helps to reinforce the aptitudes of the person in different areas of being such as autonomy, leadership and awareness, in turn, (Llorent, Farrington, & Zych, 2021) recommends that school rules allow for convenient help to create pleasant school environments and thus promote socially and emotionally competent students, since training in human, civil, and democratic rights can favor interpersonal relationships and therefore improve the family nuclei that are part of the social contexts of the students. In this way, the teaching of citizenship skills allows the generation of environments conducive to improving school coexistence. Citizenship competencies outline the education of subjects who identify a specific reality located in the social sphere, managing to understand their context and from there they are conceived as citizens (García & González, 2014) and even more so when didactic aspects are incorporated in a novel way such as the integration of technological tools to address issues related to the behavior of the being, since it is necessary to implement avant-garde pedagogical models that generate motivation in students to generate willingness towards learning. For (Correa & Hernández, 2010), the challenge of technology is to allow it to calculate processes immersed in coexistence in such a way that strategies help the

exercise of self-regulation based on values and foundations applied to daily life. Thus, Chávez, Ramos, and Velásquez (2017) say that strategies are a group of activities of different kinds that can be carried out in order to improve the work in the classrooms and the interpersonal relationships of students. But in order for the appropriation of information and communication technologies in educational institutions to be possible, it is necessary to update teachers and managers, in everything related to hardware, as well as to have permanent technical support (Šćepanović, Korać, Lazarević, 2021). For Camas, Valero, Vendrell (2021) social networks have become a global phenomenon, which is important to use for the benefit of the education system, due to the ease with which they can share information almost immediately.

From the perspective of the creation of new school strategies that help improve school coexistence, the study was developed taking into account the social context of the students so that it will have a positive impact on the transformation of school environments based on their own problems. Coexistence is a process that involves relationships of coincidence where respect and tranquility between people integrate important elements for the evolution of various environments in which individuals develop (Avendaño et al, 2018), since this will directly target the aforementioned situations based on the design of a pedagogical proposal based on citizenship competencies that allows improving the school coexistence of students and relating strategies pedagogical work for the pedagogical work of teachers through the implementation of ICT from the different areas of knowledge, as well as actively integrating the participation of parents, making them co-participants in the integral formation of students so that these actions are also taken to the educational community in general. In this way, coexistence should not only be limited to the prevention of rape, but should also involve interesting work aimed at meeting group objectives in order to learn to live together among several people with common purposes (Monge & Gómez, 2021). Next, the questions and objectives of the study are raised. How can pedagogical strategies be implemented to promote the processes of coexistence and interpersonal relationships of students through education in citizenship skills mediated by communication and information technologies?

What are the attitudes of the students of the ninth grade of the Adolfo María Jiménez EI towards the issue of citizenship skills and school coexistence?

What is the knowledge that parents have about the issues of school coexistence and citizenship skills of

their children within the Adolfo María Jiménez educational institution? What citizenship competencies should be strengthened within the ninth grade to improve school coexistence from the perspectives of teachers, coordinators and guidance teachers? To design a pedagogical strategy to favor the processes of coexistence and interpersonal relationships of students through education in citizenship skills mediated by communication and information technologies, To describe the daily attitudes of students in the Adolfo María Jiménez institution regarding the issue of citizenship skills and school coexistence, Identify the knowledge that parents have about the issues of school coexistence and citizenship skills of their children within the Adolfo María Jiménez educational institution, Determine the citizenship skills that must be strengthened within the ninth grade to improve school coexistence from the perspectives of teachers, coordinator and guidance teacher.

2. METHODOLOGY

2.1. Mixed Design

The mixed design, Creswell (2008), proposes the integration of methodologies (quantitative and qualitative) in this case with interviews, questionnaires and surveys. Developing the so-called concurrent triangulation, due to the fact that it worked with quantitative data and qualitative data, as well as combining qualitative and quantitative techniques and instruments, from the quantitative part, the responses of students and parents were quantified, with which the daily attitudes of the students of the institution regarding the issue of citizenship skills and school coexistence were described. and in terms of qualification, it was possible to determine the citizenship competencies that must be strengthened within the ninth grade to improve school coexistence from the perspective of the teachers, coordinator and guidance teacher, which allowed to know the point of view of the interviewees and the way in which the problems of the students could be addressed through citizenship competencies. From this design, it is taken that the intermingling of both offers alternatives that contemplate advantages for the study.

2.2. Participants

The object of study was the students enrolled in the basic secondary cycle, the teachers who guide their classes, the teaching directors, the guidance teacher and the guardians of these students who belong to the educational institution, of which the sample of this study were 35 students of the ninth grade of the Educational Institution. the 9 teachers who guide their classes, the coordinator, the guidance teacher

and the 32 legal representatives of the students.

2.3. Strategies and instruments

The instruments used for the collection of information were subjected to validation through the supervision of two experts in education who gave the endorsement for the application of the instruments, in the same way to know the reliability of the quantitative instruments, Cronbach's alpha coefficient was applied, the validation of the questionnaire addressed to the students obtained a result equivalent to 0.798 and the validation of the questionnaire addressed to the parents of family obtained a result equivalent to 0.758. According to the above, for Palella and Martins (2012), Cronbach's alpha coefficient is one of the options that researchers have to know the level of reliability of the instruments, additionally, according to these authors, an instrument that oscillates between the ranges of 0.61 and 0.80 has a high reliability. The surveys aimed at students and parents were made up of the approach of 10 statements and in both surveys the answer options were designed to be answered by means of a scale similar to that of Likert, on the other hand the semi-structured interview consisted of the formulation of 10 questions which could be answered from the point of view of each of the interviewees.

2.4. Procedure

For the research study, we worked with an approach to the problem based on the problems that revolve around school coexistence that occurs in the classroom of the ninth grade of the Adolfo María Jiménez educational institution in the city of Sotaquirá - Boyacá, so the research was based on a concurrent triangulation design, under the positivist paradigm, where Seguel, Valenzuela, and Sanhueza (2012) state that this paradigm is involved as a tool that helps to confront episodes in certain situations, this is how research framed in the positivist paradigm allows work to be carried out with the community to verify the situations or problems that arise and affect said community, From this perspective, the research worked on social aspects based on the current reality of the students, where the endogenous and exogenous elements of their community are part of social relations and that must be taken into account to improve the reverse behavioral behaviors in the classrooms. The research was carried out from the mixed approach, which Tashakkory and Teddlie (2009) define as the one used to collect information in the research questions in quantitative and qualitative data. In this way, the research managed to combine qualitative and quantitative techniques and instruments, from the quantitative part, the responses of students and parents were quantified, with which

the daily attitudes of the students of the institution regarding the issue of citizenship competencies and school coexistence were described, in the same way the knowledge that parents have about the issues of school coexistence and school competencies was identified. To quantify them, a scale similar to the Likert scale was created with several categories that express the approach to the subject of study, which were identified with the following items: Always, almost always, sometimes, almost never and never. For Matas (2018), citing Bertram (2008), Likert scales are instruments used to measure the level of agreement or disagreement of respondents regarding the proposed topic, so a scale similar to the Likert scale was implemented in the responses in order to know the level of approach to the topic raised. In the qualitative part, it was possible to determine the citizenship competencies that must be strengthened within the ninth grade to improve school coexistence from the perspective of the teachers, coordinator and guidance teacher, which allowed to know the point of view of the interviewees and the way in which the problems of the students could be addressed through citizenship competencies.

As for the type of research, the descriptive type was addressed, because for Neil and Cortes (2018) descriptive research allows us to expose in a real way the events of the objects, people or associations to be investigated, since it is not a matter of talking about some characteristics but of identifying specific situations of the problem, therefore, it was considered that this type of research covers the situations under study of the research.

2.5. Data analysis

For the present study, the mixed paradigm was selected, with a sequential triangulation design, this connection allowed two surveys to be applied: one aimed at students and the other at parents, it also helped to carry out the interview aimed at teachers, coordinator and guidance teacher, this with the purpose of obtaining the necessary information to carry out the analysis and interpretation of the results through the application of the instruments designed to this and thus be able to verify the fulfillment of each of the specific objectives.

3. RESULTS

For the analysis of the quantitative instruments, the tabulation of the data obtained through descriptive statistics was carried out, then these data are represented by percentages in bar graphs. The main findings derived from the research process are described below, in the interpretation of the results of the survey applied to the students.

Table 1: Conflicts between students

	Frequency	Percentage	Valid percentage	Cumulative percentage
Always	1	2,9	2,9	2,9
Almost always	1	2,9	2,9	5,7
Sometimes	18	51,4	51,4	57,1
Almost never	6	17,1	17,1	74,3
Never	9	25,7	25,7	100,0
Total	35	100,0	100,0	

Note: Conflicts that occur between students in the classroom, E Borda and JJ González, 2021

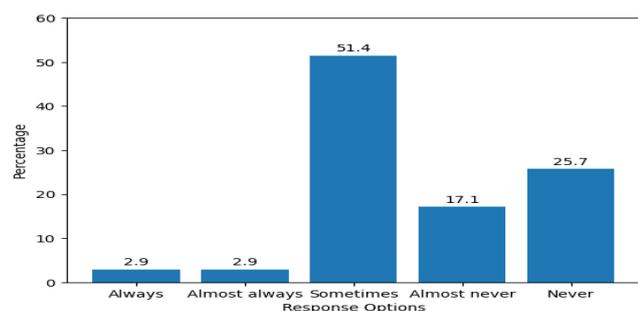


Figure 1: Conflicts between Students.

According to graph 1 called "**Conflicts between students**", it can be said that 51.43 percent of the students surveyed selected the alternative sometimes, 17.14 percent the option almost never and 2.86 the option always.

Table 2: Participation in Pedagogical Activities

	Frequency	Percentage	Valid percentage	Cumulative percentage
Sometimes	10	28,6	28,6	28,6
Almost always	14	40,0	40,0	68,6
Always	11	31,4	31,4	100,0
Total	35	100,0	100,0	

Note: Student participation in pedagogical activities to promote school coexistence, E Borda & JJ González, 2021.

Regarding graph 2 called "**Participation in pedagogical activities**", it can be said that 40 percent of the students surveyed selected the alternative almost always, 31.43 percent always selected, 28.57 percent the option sometimes. Regarding the interpretation of the results of the survey aimed at parents, these are the most outstanding data.

Table 3: Motivation to Participate in Activities related to Coexistence

	Frequency	Percentage	Valid percentage	Cumulative percentage
Sometimes	5	15,2	15,2	15,2
Almost always	11	33,3	33,3	48,5
Always	17	51,5	51,5	100,0
Total	33	100,0	100,0	

Note: Motivation by parents towards their children in the participation of activities that favor school coexistence, E Borda & JJ González, 2021.

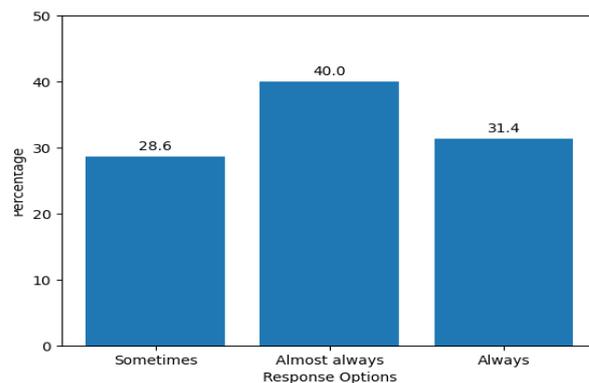


Figure 2: Participation in Pedagogical Activities.

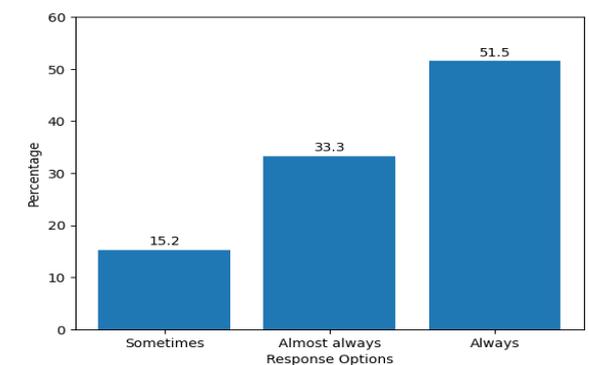


Figure 3: Motivation to Participate in Activities related to Coexistence.

In contrast to graph 3 called "**Motivation to participate in activities related to coexistence**", it can be said that 51.52 percent of the students surveyed always selected the alternative and 33.33 percent selected sometimes. In the interview applied to teachers, coordinator and guidance teacher, the most outstanding answers were, Faced with the question: What do you consider to be the main problems that must be addressed from citizenship competencies to improve school coexistence in the educational institution? The answers given can be seen in graph 4.



Figure 4: Problems to be Addressed from Citizen Competencias-In Original Spanish Language.

Similarly, in response to the question "What

strategies mediated by new information and communication technologies can be implemented for the teaching of citizenship skills?"', the answers are found in Graph 5.

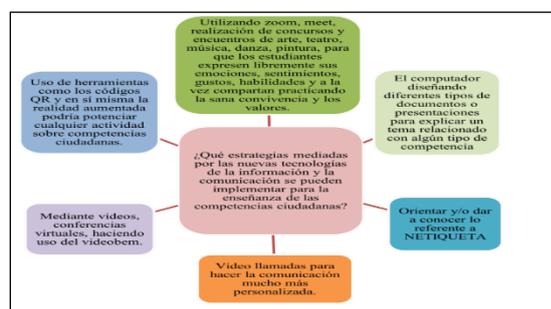


Figure 5: ICT-mediated Strategies in the Teaching of Citizenship Skills. In Original Spanish Language.

4. DISCUSSION

The coexistence that occurs within educational institutions is an issue that has concerned teachers, parents, students and the community in general, so there are different theoretical positions that address these issues based on citizenship competencies and education mediated by ICTs, topics that were very useful for research.

It should be noted that this work of education in human values and citizenship has been developed in several countries around the world and is a need felt by the community in general as well as by the competent authorities, to such an extent that it has become a central objective of education (Ribeiro, Caetano, Menezes, 2016). Several research works have been carried out in different national and foreign universities in order to address the issue of coexistence in various contexts, as well as the Ministry of National Education has published several documents that have been put at the service of the academic community. It is necessary to continue addressing these issues and bring them to the context in which the research was carried out, because there is always the opportunity to make pedagogical proposals with environments conducive to improving coexistence, participation, plurality and respect for differences.

When reviewing the results of the instruments applied to students where the research topic refers to the same topic, it can be said that there is knowledge about citizenship competencies but they are not put into practice in school coexistence because there are still problems between students inside and outside the school classroom, which is why to face this situation it is necessary to make the most of the interest shown by students for being participants in pedagogical activities and learning about citizenship competencies and thus improving school coexistence,

this has an affinity with Buitrago (2016), since in his research he concludes that developing citizenship competencies through play and involving them in the different areas of knowledge allows for a comprehensive training in students, because at the same time that there is formal and scientific knowledge, creativity, social capacities and skills are stimulated and, above all, the experience of human values so necessary in school and in the family, as they are a source of self-esteem, reciprocity, tolerance, empathy and sensitivity, reducing their own aggressive and violent behaviors.

The work of teachers is fundamental for the development of citizenship competencies in students and the community in general, since through their classroom practice they help to strengthen collaborative work (Knowles & Clark, 2018).

It was important to be able to identify the knowledge that parents have about their children's behavior at school, the way teachers are oriented to citizenship competencies and the way they experience them in each of their homes, since parents play a fundamental role in the education of their children. Because through dialogue and the advice they give their children, spaces for reflection are generated that are very positive to raise awareness of the behavior that should be had at school. For this reason, it is important to create spaces for participation with activities related to the strengthening of the processes of coexistence in the institution. This is consistent with Castillo (2018) when he says that a society that wants to be truly democratic requires the active and critical participation of all. For democracy to be fully lived, these processes must occur in all local spaces of life in society, such as the neighborhood or the sidewalk, companies, institutions, schools and even families. Competencies are evidenced in practice and citizen action (exercised autonomously and not by imposition by others) is the fundamental objective of citizenship education.

For their part, the teachers who guide classes in the ninth grade, stated that there are citizenship competencies that are strength in the institution but they also make it clear that there are still some citizenship competencies that must be addressed and thus be strengthened, they suggest that there should be a plan as such to be executed in a transversal way to the fundamental areas and thus have pedagogical tools to address the different problems that emerge within the institution, these aspects are consistent with Maussa and Vallareal (2015) when they say that the contributions of the different subjects to the development of citizenship competencies must be made in the interdisciplinary context. For the

formation of integral citizens, the effort and contribution of all disciplines, the importance of curricular and extracurricular structures are recognized.

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