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PREDOMINANT COMPETENCIES IN CITIZEN RIGHTS AMONG PERUVIAN UNIVERSITY STUDENTS

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ABSTRACT

Purpose: This study aims to identify the differences in digital citizenship skills between male and female university students in Peru. It is framed within the positivist paradigm and adopts a quantitative type approach.

Methods and materials: The method used is hypothetical-deductive and comparative-explanatory, describing the skills of men and women in relation to digital citizenship and explaining the predominant actions in each of the skills analyzed. The sample consists of 349 university students, with 187 females and 162 males, selected by simple random sampling. A 32-item questionnaire was used to evaluate aspects such as Internet participation with a critical perspective, technical skills, participation in network associations, local awareness and political activism via the Internet. The instrument was validated and showed high reliability.

Results: The results indicate significant differences between men and women in their digital citizenship skills. Both genders show a tendency to rethink political and social issues on the Internet. The importance of promoting active and critical online participation is highlighted and areas for improvement in students' cyber responsibility, such as participation in networked associations and online political activism, are pointed out.

Conclusions: In conclusion, this study highlights the need for continued educational efforts to improve digital citizenship in Peruvian university students, contributing to a more informed and engaged society.

Keywords: Predominant competencies; Peruvian students; Citizen rights; digital skills.

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COMPETÊNCIAS PREDOMINANTES EM DIREITOS DE CIDADANIA ENTRE ESTUDANTES UNIVERSITÁRIOS PERUANOS

RESUMO

Objetivo: Este estudo tem como objetivo identificar as diferenças nas habilidades de cidadania digital entre estudantes universitários do sexo masculino e feminino no Peru. Ele se enquadra no paradigma positivista e adota uma abordagem do tipo quantitativa.

Métodos e materiais: O método utilizado é hipotético-dedutivo e comparativo-explicativo, descrevendo as habilidades de homens e mulheres em relação à cidadania digital e explicando as ações predominantes em cada uma das habilidades analisadas. A amostra é composta por 349 estudantes universitários, sendo 187 do sexo feminino e 162 do sexo masculino, selecionados por amostragem aleatória simples. Um questionário de 32 itens foi usado para avaliar aspectos como participação na Internet com uma perspectiva crítica, habilidades técnicas, participação em associações de rede, conscientização local e ativismo político pela Internet. O instrumento foi validado e apresentou alta confiabilidade.

Resultados: Os resultados indicam diferenças significativas entre homens e mulheres em suas habilidades de cidadania digital. Ambos os gêneros mostram uma tendência a repensar questões políticas e sociais na Internet. Destaca-se a importância de promover a participação on-line ativa e crítica, e são apontadas áreas para aprimoramento da responsabilidade cibernética dos alunos, como a participação em associações em rede e o ativismo político on-line.

Conclusões: Em conclusão, este estudo destaca a necessidade de esforços educacionais contínuos para melhorar a cidadania digital dos estudantes universitários peruanos, contribuindo para uma sociedade mais informada e engajada.

Palavras-chave: Competências predominantes; Estudantes peruanos; Direitos do cidadão; Habilidades digitais.

1 INTRODUCTION

Over the last fifteen years, the digital environment has significantly expanded the opportunities to seek information, follow interests and participate in civic activities through various platforms and devices. In the case of young people, this issue takes on special importance, as these media are presented as the main, if not the only, way to engage in civic issues (Batista and Simões, 2022). In fact, digital media seem to be better suited to the way young people communicate with each other and manage specific information and issues, adopting a more personalized, connected and flexible approach (Loader, Vromen and Xenos,2014). This becomes the preferred and likely form of participation for this generation. From this perspective, a line of research in digital citizenship has been developed, mainly focused on the field of education (Choi et al., 2017; Lozano-Díaz and

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Fernández-Prados, 2018; Vera and Gómez, 2021). This line of research highlights the importance of educational institutions, especially universities, as enabling environments to foster individual and collective engagement, as well as the use of participatory and democratic methodologies in public decision-making through digital media (Yoon et al., 2019; Fernández and Lozano, 2021; Hawamdeh et al., 2022).

Consequently, it can be observed that Digital Citizenship stands as a multifaceted concept that addresses three main approaches: digital inclusion, new dynamics of participation and power distribution, and cosmopolitan citizenship (Claro et al., 2021). From an Inclusion perspective, Digital Citizenship is defined as the ability to actively participate in society through online media (Collin, 2015), which implies that greater digital inclusion provides the opportunity to engage in fundamental aspects of life, such as economic, social and political (Quiroz and Lazaro, 2020; Van Dijk and Hacker, 2018). As for the perspective linked to the New Dynamics of Participation and Power Distribution, Digital Citizenship enables the creation of alternative forms of coordination that replace conventional organizational structures (Cabero et al., 2019), which in turn promotes participation in processes related to public policies (Morduchowicz, 2020), transparency (Santana and Serra, 2022), and the generation of public value (Scupola and Mergel, 2022). Finally, from the Cosmopolitan perspective, Digital Citizenship is related to awareness of issues that transcend national borders and become global movements (Inglehart and Norris, 2003). In any case, the uses and possibilities offered by digital media have challenged the concept of citizenship, broadening its scope towards digital citizenship, an expression that has not yet reached a clear consensus as to its definition (Isin and Ruppert, 2015). In a broad sense, the notion of digital citizenship is confused with the mere use of digital media, regardless of its purpose. It tends to focus on the right to access and use online content, rather than focusing specifically on use for participatory or activist purposes (Emejulu and McGregor, 2019). To understand the breadth and complexity of the concept of digital citizenship, its multidimensionality has been highlighted (Choi, 2016).

Digital citizenship skills play a critical role in the formation of informed citizens and in the academic and professional success of students. This is where gender differences delve in, as there is the potential for men and women to develop these skills differently. Understanding how these gender differences can influence digital citizenship becomes a fundamental aspect of promoting equal opportunities and empowering all students to actively participate in the digital society. In this sense, the importance of investigating digital citizenship in the university setting is emphasized, especially with regard to gender

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differences. This approach is closely related to the central objective of the study, which is to identify and analyze possible disparities in digital citizenship skills between male and female university students in Peru.

In the context of today's digital society, the 'Critical Digital Citizenship Theory', endorsed by leading scholars such as Henry Jenkins (2006), Douglas Kellner, danah boyd (2014), Renee Hobbs (2010), and Howard Rheingold (2012), emerges as a fundamental framework. This theory focuses on empowering digital citizens to critically question and analyze online information, as well as to understand how digital technologies, including algorithms and social networks, can influence public opinion. Scholars have emphasized the importance of developing media literacy skills that enable people to discern reliable information from misinformation in the vast ocean of online data. Taken together, this theory advocates empowering digital citizens to make informed decisions and participate meaningfully in cyberspace, thereby promoting a responsible digital citizenry that is aware of its online environment. These authors, through their research over the years, have contributed to forging a solid understanding of how to empower digital citizens to question online information and promote a more informed and critical digital citizenship.

In the context of this study, several dimensions of digital citizenship among university students are investigated. The first dimension focuses on Internet participation with a critical perspective, highlighting the importance of questioning online information and rethinking political and social opinions. The second dimension, called technical skills, refers to the use of the Internet and digital tools for the purpose of achieving goals, which contributes to responsible digital citizenship. The third dimension, networked partnerships, addresses the expression of opinions online to challenge dominant perspectives and collaboration on political and social issues. The fourth dimension, known as local awareness, involves awareness of both national and international issues via the Internet, which contributes to social awareness and responsible digital citizenship. Finally, although not detailed in depth in the text, the fifth dimension relates to Internet-based political activism, which involves active participation in online political activities as an integral part of digital citizenship. These dimensions are considered fundamental to understanding how university students can contribute to responsible digital citizenship in today's society.

2 METHODS

The study conducted with characteristics of the positivist paradigm, quantitative

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approach by testing hypotheses through test statistics, the type of basic research that contributes with substantive theories linked to the context, hypothetical deductive and comparative explanatory method, which in the first order describes capabilities of men and women linked to digital citizenship and the explanation of predominant actions in each of the capabilities adopted in the study. The study sample consisted of three hundred and forty-nine university students, 187 women and 162 men, calculated through simple random probability sampling, who were administered the digital citizenship questionnaire with thirty-two items, which assesses participation on the Internet with a critical perspective, technical skills, participation in network associations, local awareness and political activism on the Internet. The instrument was subjected to content validity and Cronbach's Alpha with a value of 0.956, which shows high reliability and internal consistency. The scales or categories are the product of the sum of the items in each of the variables or dimensions, and these scores were classified according to the table above for qualitative interpretation. Likewise, the cut-off point is the 42% and 75% percentile of the original ranges of the questionnaire. The levels that allow the interpretation of descriptive results were: Digital citizenship not at all responsible, not very responsible and responsible. For the choice of the test statistic, the Kolmogorov-Smirnov test of normality of the data was performed because of working with a sample of more than 50 data, after analysis, it is affirmed that the data have a non-normal behavior, which leads to the use of a non-parametric statistic in this case logistic regression to contrast the established hypotheses.

3 RESULTS

Regarding participation on the Internet with a critical perspective, 52 female students and 38 male students are responsible and demonstrate critical citizenship; we can infer that female university students have better critical abilities through virtual environments. Regarding technical skills, it can be observed that 100 female students and 81 male students possess technical skills in favor of digital citizenship in a responsible manner, which can be inferred that female university students in Peru develop and contribute towards digital citizenship. Regarding the participation in associations in networks we observe that 82 female students and 77 male students show little responsible skills, we assume that men have greater interest and skills to participate in associations in educational and other networks, interacting constantly in favor of digital citizenship. With regard to local awareness for digital citizenship, 65 female university students and 50 men were identified as having

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local awareness skills, it can be said that the greater number of female university students have greater awareness of the social problems of their locality, this in the perspective of a responsible digital citizenship. In terms of political activism, 107 women and 85 men, university students have no responsible skills when it comes to political activism, they do not participate in marches, petitions, protests, demonstrations through social networks, because they feel they are not heard and this does not help digital citizenship oriented to political decision making in favor of the entire population.

Table 1. *Digital citizenship of male and female university students*

Level	Female		Male	
Internet participation with a critical perspective				
Nothing responsible	35	19%	34	21%
Not responsible	100	53%	90	56%
Responsible	52	28%	38	23%
Total	187	100%	162	100%
Technical skills				
Nothing responsible	18	10%	14	9%
Not responsible	69	37%	67	41%
Responsible	100	53%	81	50%
Total	187	100%	162	100%
Networked partnerships				
Nothing responsible	66	35%	55	34%
Not responsible	82	44%	77	48%
Responsible	39	21%	30	19%
Total	187	100%	162	100%
Local awareness				
Nothing responsible	27	14%	30	19%
Not responsible	95	51%	82	51%
Responsible	65	35%	50	31%
Total	187	100%	162	100%
Political activism				
Nothing responsible	107	57%	85	52%
Not responsible	62	33%	59	36%
Responsible	18	10%	18	11%
Total	187	100%	162	100%

The contrastation of the hypotheses was tested by means of logistic regression, due to the fact that according to the data normality test some of the dimensions do not present normality in the data, since their "p" value is less than the theoretical significance value α = 0.05. The general hypothesis raised by the study was that the predominant capacity in digital citizenship of male and female university students 2023, is participation in internet with critical perspective. After the analysis performed, the hypothesis can be rejected in both

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cases because the significance values observed is 0.929 in women and in men is 0.52 higher than the established 0.05, we can also observe the dimension network associations (B = -.723) presents higher coefficient and therefore contributes more to digital citizenship in women. Likewise, this dimension presents an odds ratio (Exp(B)) = 0.485, meaning that it is a dimension of protection, if women strengthen their participation in network associations, internet publishing thoughts on political and social issues then they would be contributing and collaborating to responsible digital citizenship, while in male students the dimension technical skills (B = 1.078) presents a higher coefficient and therefore contributes more to digital citizenship. Likewise, this dimension presents an odds ratio (Exp(B)) = 2.938, meaning that it is a risk dimension, that if the skills of sending messages, audios and videos to communicate feelings, ideas, opinions, thoughts of social problems are not enhanced, they would not be contributing to responsible digital citizenship.

Table 2 *Logistic regression coefficients of digital citizenship dimensions of male and female college students*

Sex	Dimension	B	Standard error	Sig.	Exp(B)	95% C.I. for EXP(B)	
						Inferior	Superior
Female	Internet participation with a critical perspective	,019	,216	**,929**	1,019	,668	1,556
	Technical skills	,633	,218	,004	1,883	1,228	2,887
	Networked partnerships	-,723	,183	,000	,485	,339	,695
	Local awareness	,001	,239	,997	1,001	,627	1,598
	Internet political activism	-,132	,150	,377	,876	,653	1,175
Male	Internet participation with a critical perspective	-,537	,276	**,052**	,585	,340	1,005
	Technical skills	1,078	,271	,000	2,938	1,727	5,000
	Networked partnerships	-,423	,212	,046	,655	,432	,993
	Local awareness	-,162	,255	,525	,850	,516	1,401
	Internet political activism	-,134	,159	,401	,875	,641	1,195

In women the predominant dimension is network association and in men the predominant dimension is technical ability.

First specific hypothesis The predominant action of the dimension participation on the Internet with critical perspective as digital citizenship of male and female university students 2023, is I get involved through the Internet in political and social issues. After the analysis performed the hypothesis can be rejected in both cases because the significance values observed is ,253 in women and in men is ,583 greater than 0.05. We can also observe that in women and men the predominant action is to raise ideas through the Internet that promote

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commitment in real life of the dimension participation on the Internet with a critical perspective, it is also identified that it is a protective action, if students do not participate on the Internet promoting commitment in real life, they do not rethink their ideas regarding a social political issue when using the Internet, then there is no contribution to responsible digital citizenship.

Table 3 *Coefficients of the logistic regression of the in the actions of the internet participation dimension with critical perspective of digital citizenship of male and female university students*

Sex	Action	B	Standard error	Sig.	Exp(B)	95% C.I. for EXP(B)	
						Inferior	Superior
Female	I put forward ideas through the Internet that promote engagement in real life.	-,185	,161	,253	,831	,606	1,141
	I get involved through the internet in political and social issues.	-,007	,155	,965	,993	,734	1,345
Male	I put forward ideas through the Internet that promote engagement in real life.	-,099	,181	,583	,905	,635	1,291
	I get involved through the internet in political and social issues.	-,072	,177	,683	,930	,658	1,316

Second specific hypothesis established was that the predominant action of the dimension technical skills as digital citizenship of male and female university students 2023, is the use of the internet through digital tools whenever I want and to achieve objectives, in the case of students and men the hypothesis is rejected because the observed significance is greater than significance 0.05, however, it is observed that the highest load or weight in men and women is located in the use of internet through digital tools whenever I want and to achieve objectives, presenting as a protective action, understanding that if university students access the internet through digital technologies such as cell phones, tablets, laptops, PCs, whenever they want to perform multiple activities and achieve their goals, then it does contribute to responsible digital citizenship objectives.

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Table 4 *Coefficients of the logistic regression of the in the actions of the technical skills dimension of digital citizenship of male and female university students*

Sex	Action	B	Error standard	Sig.	Exp(B)
Female	Use the Internet to search for information and download useful applications.	,108	,224	,630	1,114
	Use of the Internet through digital tools whenever I want and to achieve objectives.	-,434	,261	,097	,648
	I send audio and video messages to communicate feelings, ideas, opinions, thoughts, etc.	-,002	,204	,991	,998
Male	Use the Internet to search for information and download useful applications.	-,120	,213	,573	,887
	Use of the Internet through digital tools whenever I want and to achieve objectives.	-,184	,303	,543	,832
	I send audio and video messages to communicate feelings, ideas, opinions, thoughts, etc.	-,009	,249	,972	,991

Third specific hypothesis raised was that the predominant action of the dimension network associations as digital citizenship of male and female university students 2023, is to manifest and collaborate online to challenge the prevailing opinions on political and social issues. After the analysis performed, the hypothesis can be rejected in both cases because the observed significance values is 0.191 in women and in men is ,613 higher than the established 0.05, in men the predominant action regarding networked actions is manifest and I collaborate online to challenge the prevailing opinions on political and social issues of the dimension networked associations, identifying itself as a protective factor, this indicates that if I express my opinions on the internet to challenge dominant perspectives or the status quo with respect to political or social issues and collaborate with others via the internet rather than in real life, then I am contributing to responsible digital citizenship; while in females the predominant action is the internet publication of other people's comments, in addition to thoughts on political and social issues from the networked associations dimension, considered as a protective factor, this lets us know that if female students comment on other people's writings on news websites, blogs or social networks they visit and can regularly publish thoughts related to political or social issues on the internet, these will be favoring responsible digital citizenship that favors society.

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Table 5 *Coefficients of the logistic regression of the in the actions of the networked associations dimension of digital citizenship of male and female university students*

Sex	Action	B	Standard error	Sig.	Exp(B)
Female	I publish online comments from other people, as well as thoughts on political and social issues.	-,187	,143	,191	,830
	Manifest and collaborate online to challenge prevailing opinions on political and social issues.	,072	,145	,617	1,075
Male	I publish online comments from other people, as well as thoughts on political and social issues.	,066	,130	,613	1,068
	Manifest and collaborate online to challenge prevailing opinions on political and social issues.	-,133	,135	,323	,875

Fourth research hypothesis. The predominant action of the dimension local awareness as digital citizenship of male and female university students 2023, is to show awareness of international and national problems through the Internet. After the analysis performed, the hypothesis can be rejected in both cases because the significance values observed is ,069 in women and in men is 0.320 higher than the established 0.05. However, it is in such action that the factorial loadings and weights are observed, although they are not significant, but they are considered actions of protection to local awareness, Students refer if they are more aware of international problems through the use of the Internet as well as local problems of my country, due to the use of the Internet, then it will contribute to social awareness and responsible digital citizenship.

Table 6 *Coefficients of the logistic regression of the in the actions of the local awareness dimension of digital citizenship of male and female university students*

Sex	Action	B	Standard error	Sig.	Exp(B)
Female	I show awareness of international and national issues through the internet.	-,252	,139	,069	,777
	I am aware that the Internet shows domains and prejudices of power organizations in reality.	,021	,147	,885	1,022
Male	I show awareness of international and national issues through the internet.	-,140	,141	,320	,870
	I am aware that the Internet shows domains and prejudices of power organizations in reality.	-,054	,154	,727	,947

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Research Hypothesis. The predominant action of the dimension of political activism through the Internet as digital citizenship of male and female university students 2023, is to go to meetings and forums both in my locality and the city by convening authorities through the Internet. After the analysis performed, the hypothesis can be rejected in both cases because the significance values observed is 0.237 in women and in men is 0.253 higher than the theoretical significance 0.05 established. Likewise, we can observe that the action I integrate and contribute to Internet groups to solve social and political problems (B = 0.257) presents a higher coefficient and therefore contributes more to the dimension of political activism through the Internet of digital citizenship in women. Likewise, this action presents an odds ratio (Exp(B)) = 1.293, meaning that it is a risky action, if female university students do not belong to internet groups that are involved in political or social issues and collaborate to solve local, national or global problems, this disfavors responsible digital citizenship, that is why it is important for female students to participate through social networks by issuing opinions on social problems. While for males the action I plan petitions and collect signatures on social, political, economic issues and vulnerable people (B = -0.520) presents a higher coefficient and therefore contributes more to the political activism dimension through the Internet of digital citizenship, likewise, this action presents an odds ratio (Exp(B)) = 0.595, meaning that it is an action of protection, that is to say that it strengthens in the male student the organization of petitions or collection of signatures in favor of social, cultural, political, economic issues on the Internet and in defense of the rights of the most needy or vulnerable, because from these practices a responsible citizenship is consolidated.

Table 7 *Coefficients of the logistic regression of the in the actions of the internet political activism dimension of digital citizenship of male and female university students*

Sex	Action	B	Standard error	Sig.	Exp(B)
Female	I integrate and contribute to internet groups to solve social and political problems.	,257	,128	,045	1,293
	I am active in political and social volunteer groups through the Internet.	,108	,144	,453	1,114
	I plan petitions and signature gathering on social, political, economic and vulnerable people issues.	-,239	,150	,113	,788
	I attend meetings and forums both in my locality and in the city through the call of authorities through the Internet.	-,168	,142	,237	,846
	I go online for social and political commitment, as well as to participate in social movements.	,178	,142	,209	1,195

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	I connect with the government or public administration through the Internet to make my requests known regarding matters of my interest or concern.	-,064	,147	,664	,938
Male	I integrate and contribute to internet groups to solve social and political problems.	,341	,179	,057	1,406
	I am active in political and social volunteer groups through the Internet.	,123	,190	,519	1,130
	I plan petitions and signature gathering on social, political, economic and vulnerable people issues.	-,520	,185	,005	,595
	I attend meetings and forums both in my locality and in the city through the call of authorities through the Internet.	,203	,177	,253	1,225
	I go online for social and political commitment, as well as to participate in social movements.	-,008	,169	,964	,992
	I connect with the government or public administration through the Internet to make my requests known regarding matters of my interest or concern.	-,069	,173	,692	,934

4 Discussion

The results obtained through logistic regression analysis in this study provide valuable insight into the differences in the dimensions of digital citizenship between male and female Peruvian university students in 2023. These findings align with previous research that has highlighted the importance of considering gender disparities in digital skill development and online participation, as evidenced in the research conducted by López et al. (2020), who concluded that perceptions of digital platforms and their implications vary by gender, age, and family social class. Similarly, Correa (2015) identified that both gender and educational level exert influence on greater use of social networks. However, it is essential to keep in mind the influences of demographic variables, as these undergo changes over time and in different contexts. This highlights the need for further research that updates the data and confirms or modifies previously observed trends, both in local and broader contexts (Sánchez-Martínez and Otero, 2010). For example, in Western Europe, adoption of social networks is virtually equal between genders (49% female, 51% male), whereas in South Asia, significant disparities are observed (24% female and 76% male, according to Datareportal, 2020).

Regarding participation in associations in networks, the results show that, in both women and men, the main activity is the presentation of ideas through the Internet with the purpose of fostering a real-life commitment, which is related to the dimension of participation in the Internet with a critical perspective. Moreover, it is observed that this activity is seen as

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a protective element in the context of digital citizenship. In other words, when students do not participate on the Internet to promote engagement in real life or do not restate their ideas on political or social issues through the Internet, their contribution to responsible digital citizenship is limited. These results differ to some extent from the findings of Lopez et al. (2020), who conclude that participatory activities, such as posting opinions on social or political issues and issuing criticism or complaints on a public profile, were not preferred by the majority of young people, with only one-fifth of respondents carrying them out in their research. This highlights the discrepancy between the perception of social networks as a platform that allows any individual to express their opinions, especially on social, political or other issues, in a public forum with a wide reach, and the belief in the limited capacity of these comments to generate significant changes in political or social arenas. However, when it comes to more specific issues, young people attach more importance to the impact of comments posted on networks. They believe that complaints or praise related to a specific service, product, event or other topic are taken into account by other users and that these opinions can influence the decisions or actions of others.

In this context, higher education faces challenges that are closely related, but can and should be approached differently: on the one hand, the need to educate a new generation that is immersed in the digital and mobile world; on the other hand, the task of educating in a new digital space that transcends physical classrooms and face-to-face teaching. Therefore, education for citizenship in the 21st century necessarily involves the integration of digital and global aspects that give it a new dimension (Crockett and Churches, 2018) and the addition of new competencies to the digital literacy of university students (Becker et al. 2018). However, it is important to note that, in Spain, formal education is taking steps in the opposite direction by prohibiting or limiting the use of cell phones in the classroom, a trend observed in various autonomous communities, educational institutions and Spanish universities (University of the Balearic Islands, University of Castilla-La Mancha, University of Malaga). The pending task is to promote the training of university teachers so that they can effectively use smartphones and information and communication technologies (ICT) in the educational environment (Salcines et al., 2015) and increase the presence of digital competence in university curricula (Peirat et al., 2018). In this sense, according to Atif and Chou (2018), this approach goes beyond educational initiatives that address education on digital media or digital literacy (Digital Literacy), as well as education through digital media or virtual education (E-learning, M-learning, B-learning, among others). It implies assuming the responsibility and challenge of educating conscious, critical and active digital and global

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citizens.

The results of this study on the dimension of online political activism among university students in 2023 show a significant difference between men and women in terms of their practices. In the case of women, it is observed that the predominant action is to attend local and city meetings and forums convened by authorities through the Internet, which contributes to their digital citizenship in this dimension. On the other hand, in the case of men, the most prominent action is planning petitions and collecting signatures online on various social, political, economic and vulnerable people's issues, which also strengthens their digital citizenship in the area of political activism via the internet. Comparing these findings with the research of De la Garza et al. (2019), a similarity is observed in the use of digital media by young people to obtain political information. In both this study and the one mentioned by De la Garza et al. social networks are an important source of political information for university students. This suggests that, in both cases, young people engage in public affairs through new technologies and use digital media as a way to learn about political reality. However, it is important to note that, according to the results of this study, online political activism practices differ between men and women. While women tend to participate in online meetings and forums convened by authorities, men focus on planning petitions and collecting signatures online.

5 CONCLUSIONS

The results of this study on the digital citizenship of university students in Peru in 2023 reveal significant differences between male and female genders. These findings highlight the importance of recognizing and addressing gender disparities in digital skills development and online participation. In terms of engaging online with a critical perspective, it was found that the majority of students, regardless of gender, tend to reframe their ideas on political and social issues through the Internet, suggesting a commitment to responsible digital citizenship. In addition, both men and women showed technical skills in favor of digital citizenship, indicating an effective use of technology to achieve goals. However, in terms of participation in online associations and online political activism, areas where both male and female students can improve their cyber responsibility were identified. These results underscore the complexity of digital citizenship and the need to promote active and critical online participation to contribute to an informed and engaged society.

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