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UNDERGRADUATE RESEARCH

“A description of the Humanitarian Sense of the 5th year students of The School of Arts and Social Sciences of the University of El Salvador seen through the students’ participation in Social Programs during the first Semester of 2018”.

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“All you need is the plan, the road map, and the courage to press on to your destination”

Earl Nightingale

I have learned that most of the time we are more focused on the goal than on the road. However, the road is the process in which we develop our talents or we discover our abilities. During that process, people appear acting in black and white, some of them are masters, others a doctrine.

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ABSTRACT

“A description of the humanitarian Sense of the students of the 5th year of The School of Arts and Social Sciences of the University of El Salvador seen through the student's participation in Social Programs during the first Semester 2018”.

The students of the fifth year of The School of Arts and Social Sciences are expected to follow the humanitarian approach of the school in order to contribute to the resolution of the current social problems by participating in humanitarian activities in favor of the development of Salvadorans in general. Therefore, the purpose of this research work was: to describe how students of the School of Arts and Social Sciences get involved in humanitarian programs during their studies. A survey was conducted to collect the necessary information; a questionnaire containing open and close-ended questions about the participation of students in humanitarian projects, and factors that might being enhance a committed way of thinking in pro of the developing of the society was used . The obtained results provided the researchers with information about what the main factors that influence the students' humanitarian behavior are: political, religious, familial, or/and the philosophy of the University. At the same time, the results also showed the humanitarian activities in which students have been involved during their studies, and how this participation has benefited or affected them in their professional and personal life. Besides, the research makes reference to the factors that might be hindering the student's participation. The School of Arts and Social Sciences of the University of El Salvador can use the results of this research to evaluate the current participation in humanitarian projects of the students, and if the philosophical framework stated is being attained.

Key words: Humanism, Professed Religion, Philosophical framework, involvement in humanitarian activities, Voluntarism.

CHAPTER 1. RESEARCH STATEMENT

RESEARCH PROBLEM

The mission of The School of Arts and Social Sciences of the University of El Salvador establishes that its main objective is to form professionals with a humanitarian view capable to contribute in the educational, scientific, socio-political, cultural, economic and technological fields. The vision also states that the University is in charge of training proactive leaders that could contribute to the solution of social matters of the Salvadoran society and the development of the region (Universidad de El Salvador, Plan Operativo anual de la Facultad de Ciencias y Humanidades, 2017)

From its part, UNESCO defines Humanism as the common intellectual progress that looks for the human community as the respect of dignity of every person. Currently the environment care is also included in this definition (UNESCO, Hacia un nuevo humanismo y una mundialización bajo el signo de reconciliación, 2011)

With regard to the Higher Education Law of El Salvador, the national education has to be oriented to form professionals with values, with a strong vocation of service to the community, and solid ethical principles. Salvadoran students are supposed to cooperate with the conservation, diffusion and enrichment of the cultural heritage in the national and universal scope that means to show an academic interaction work in the natural, the social and cultural reality. (Ministerio de Educación de El Salvador, 2004)

The objectives of the Higher Education Law of El Salvador are also present in the mission of the University of El Salvador. This mission aims to form professionals with solid ethical values to guarantee scientific, artistic, cultural and sportive development. Moreover, it states its critical awareness and capacity to propose solutions to national problems through philosophical, scientific, artistic and technological research (Secretaria de Rel. Nacionales e Internacionales, 2015)

Taking into account the facts aforementioned, fifth year students from The School of Arts and Social Sciences of the University of El Salvador, are expected to behave following the

humanitarian approach of the school in order to contribute to the resolution of the social problems of their country as well to show their commitment to be involved in different fields in favor of the development of Salvadorans in general.

In order to know how the students get involved in humanitarian projects, the research team interviewed some chiefs of the different departments that constitute the School of Art of Social Sciences, and it was found that there is only one positive feedback in favor of the involvement of students in voluntary work. According to Orlando Angel Estrada, Chair of Outreach Unit of the School of Arts, the school has a population of 400 students; out of this only 35% participate in promoting artistic expressions and cultural sensibility through local municipalities or other institutions. He added that teachers should encourage students to participate in voluntary work without expecting any kind of reward.

In contrast, the majority of chiefs of the academic units expressed that there is a minimal engagement of students in the voluntary programs due to two main reasons: there are not official volunteer programs in the academic departments, and there is also a deficit of interests in students.

The interviewees recognized that not having official volunteer programs in department is the reason of the low percentage of students who participate in different humanitarian and social activities. According to these chiefs, the creation of official voluntary work programs would help to promote the image of the University, as well as motive students and teachers to be involved in voluntary work. Moreover, the interviewed chiefs expressed that even though the outreach service is mandatory for students, they tend to experiment an awakening of the humanitarian sense during the involvement of their social work.

Taking a look at the students interests, some interviewees affirmed that students do not participate in humanitarian work due to the academic burden, and also because they do not want to neglect their academic performance. Furthermore, some interviewed chiefs mentioned that there is a little knowledge related to the different social programs that are available to perform in external institutions. They also recognized that students tend to show a monetary interest and little empathy that prevents them to get involved in activities of social nature. These Outreach Chiefs agreed with the fact that not having students'

participation in humanitarian activities is not only due to the lack of interest from them, but also to the need to establish a well-organized organism in charge of promoting the diversity of activities that are held with frequency by the institution.

Similarly, Yolanda de Solórzano, Sponsor of voluntary work at the University of El Salvador (Personal communication, Sept, 5th 2017) agreed with the opinion of these chiefs. According to Solórzano, during the last year, few students have participated in voluntary initiatives due to their lack of interest. The next table provides not only the amount of students enrolled in each Department, but also how many of them have participated in humanitarian programs during 2017.

Table N°1: “Students’ population of The School of Arts and Social Sciences at the University of El Salvador who have been involved in humanitarian activities by academic unit and the total of students who participated in social programs during 2017.”

School of Arts and Social Sciences	Type of humanitarian activities the academic units have	Total of students enrolled in the bachelor	Total of students involved in humanitarian activities
Department of Psychology	Attention to patients with terminal illnesses	802	3
Department of Sciences of Education	Helping communities affected by natural disasters	500	30
Department of Foreign Languages	Translating documents from Spanish to English projects, collection of toys and food.	680	65
School of Social Sciences	Participation in the “National Literacy Program “ of the Ministry of Education of El Salvador	896	70
School of Arts	Cooperation with Municipalities	400	140
Department of Philosophy	Participation in the “National Literacy Program “of the Ministry of Education of El Salvador.	243	5
Department of Journalism	-	698	-
Total		4219	313

This table was elaborated with statistics provided by the chiefs of the School of Arts and Social Sciences.

Based on the opinion and the information presented in Table N°1, a limited participation of students in voluntary activities is highlighted. This situation not only differs from the humanitarian vision of The School of Arts and Social Sciences to form committed people, but also affects the idea of building a more developed society, without letting behind the opportunity of getting new skills, experience and the qualifications that students may acquire by participating in initiatives that can enrich their professional and personal progress.

Therefore, the purpose of this research project was to describe how students of the School of Arts and Social Sciences got involved in humanitarian programs during their studies. Hence, the questions that this research project has answered according to the logged data are the following:

- Do School of Arts and Social Sciences students participate in humanitarian activities during their study years?
- Which are the factors why students get involved or not in humanitarian activities?
- Does being involved in humanitarian activities affect or benefit the professional and personal life of students?

1.2 OBJECTIVES

1.2.1 General Objective:

- To describe the factors which move the students of the fifth year of The School of Arts and Social Sciences of the University of El Salvador to participate in social programs.

1.2.2 Specific Objective:

- To identify the reasons that make students of The School of Arts and Social Sciences of the University of El Salvador to get involved or not in humanitarian activities.
- To discover in which humanitarian activities the students of The School of Arts and Social Sciences of the University of El Salvador are involved.
- To expose the personal and professional benefits as well as the limitations that students of The School of Arts and Social Sciences of the University of El Salvador experience by participating in humanitarian activities.

1.3. JUSTIFICATION

When we talk about creativity we need input, imagination, ideas, combinations, curiosity, and that is what research is. You bring together material with which to build. (Yang, 2018)

According to Anol (Bhattacharjee, 2012) "...theories and observations are the two pillars of science; scientific research operates at two levels: a theoretical level and an empirical level. The theoretical level is concerned with developing abstract concepts about a natural or social phenomenon and relationships between those concepts... Scientific research involves continually moving back and forth between theory and observations. Both theory and observations are essential components of scientific research. For instance, relying solely on observations for making inferences and ignoring theory is not considered valid scientific research.

Observing a reality from a determined environment allows us to describe and to find new characteristics. Therefore, the usefulness of this research work was to know if the students are being educated in a humanistic way or not as the mission of The School of Arts and Social Sciences of the University of El Salvador establishes. Its main objective is to form professionals with a humanitarian view capable to contribute in the educational, scientific, socio-political, cultural, economic and technological fields. (Universidad de El Salvador, Plan Operativo anual de la Facultad de Ciencias y Humanidades, 2017)

The phenomenon of voluntarism and the creation of GNO's in current societies is the result of the desire of helping people in need. When we see charitable and altruist people gathered, one can say that their behavior is an answer to the perception of an unfair society that is not offering the same conditions to all, and that neither the market nor the governments with the resources assignments are capable to solve. Most of the time, volunteers not give money but time in helping others, for instance, one could say that a volunteer does this because of his/her moral motivation that overpasses economic interest. (Andrés Jovany, n.d)

In the University of El Salvador there is a reality about the students' humanitarian sense that cannot be hidden and that has been necessary to observe, question and describe: Is the university really fulfilling its goal to form and to develop people with human sense committed with the Salvadoran society, or is it something that just relies on theory or public speech?

The purpose of this research was to try to answer those questions, to describe students' participation in social programs as well as the factors that move them to participate in this type of activities during their studies.

In this sense, this analysis helped the researches to find out which factors allow students to take part in altruistic initiatives, either in the communitarian, religious, social, environmental or political scopes.

It's important to say that this research work produced a parameter of the humanistic sense of the students, and allowed the researchers to identify whether the philosophical framework of the University of El Salvador is perceived by the students and consequently if is giving results; or on the contrary, it needs to be revised and strengthened so that students raise awareness and the humanistic sense that could incur positively in the society.

With the results of this study, researchers have proposed suggestions to promote the participation of students, through the volunteer unit in the University that truly allows the students and graduates of this school to be able to give all the best, morally talking in every environment in which they have to make decisions, interact with others, or work.

Finally, it has been possible to observe if the students are being educated to be professionals with humanist sense that make the difference outside the walls of the University of El Salvador.

CHAPTER 2. LITERATURE REVIEW

2.1 RESEARCH ANTECEDENTS

Historical background

As part of the preliminary steps to complete this investigation, it was necessary to take a look to the literature background and studies that have been developed in the national and international levels. In El Salvador most of the researches have been oriented to the international humanitarian rights. In the University of El Salvador, for example, in 1991, a study of International humanitarian law applicable to the Salvadoran armed conflict was made. This research was influenced by the period post-civil war that the country was facing; this time was characterized by the wish of peace and look of respect of Human Rights of the Salvadorans.

On the other hand, the international level shows a different scenario. The *Universidad Autónoma of Mexico* has developed a research by Ambrosio Velasco; in such work, he tries to give a general notion about humanism. He pays special attention to the social and political implications of the concept of different cultural contexts such the Italian, Nordic, and Latin American Renaissances. The research concludes with a historical, critical and prospective reflection. His argument is based in several authors from the middle age such Dante, Da Vinci, Erasmo and others. According to him, the purpose of humanism is to transform man and his social environment, to return him the creative capacity, freedom and dignity that the human being had in the Greek and Latin antiquity (Velasco, 2009)

Furthermore, initiatives such the “Courier of the UNESCO”, a magazine whose mission is building peace, disseminating knowledge, strengthening mutual understanding about culture and ideas, and promoting a spirit of tolerance and an informed debate. This magazine is also considered as a key element of UNESCO’s identity as well as one of the most powerful tools for its humanistic mandate. In 2011 the edition was dedicated to the Humanism as a new idea. Different public figures such Irina Bokova, (2011) General Director of UNESCO, strongly highlighted the concept of humanism by affirming that “Beyond the theoretical principles and values, the humanists should be translated primarily into the practice and in all areas of human activities.”

Either in the national and international scope it is possible to find some studies that in a way tackle the topic of humanism. However, any study has been dedicated to analyze the humanism sense of a specific group of people as this research did.

2.2 THEORETICAL BASES

Making reference to the idea of humanism, it is not easy to give an exact definition of this term. Probably some people will think about the early humanism of the renaissance that made emphasis of the development of the human virtue in all areas: critical thinking, and a highly capacity of reasoning. Everything was focused in the ideal of a better human through the knowledge of different fields such politic, literature, science math, poetry, philosophy, everything that could exalt the human virtue in all its sense. (Grudin, 2018)

Humanism can also be taken as something merely abstract, without an exact meaning, already. Montesquieu, a politician and philosopher stated a really deep meaning that cannot be set aside. For him, education is the “Heart” of a prosperous society: it “depends on the knowledge that the arts and sciences provide. Without such knowledge, human beings remain at the level of “savage peoples,” failing to attain “great nation. (Schaub, 2018)” On the basis of Montesquieu thinking, one would say that probably the root of our current conflictive societies is due to the lack of a real education, but can one say that societies without education are the wildest and the most problematic ones? Well, this is not completely accurate, and it cannot be said that is a general truth either. However, it is possible to find societies in which indifference exists, even with high levels of education, just take a look at The USA, where in 2016; Donald J. Trump won the Electoral College with 304 votes compared to 227 votes for Hillary Clinton (New York Times, 2016). Trump did significantly better than his predecessors. In the past, people with degree had favored the Democratic Party, this time, people without degree and people with degree also supported Trump’s racist and exclusionary policies. Whites with college degrees favored Republicans in the elections. (New York Times, 2016)

The Second War World

The period of the Second World War, was a moment in history where several cases of intolerance and discrimination towards other's race, culture and religion can be found. Such the Jewish holocaust, where millions of Jews dead due to "racial theories that posited an essential biological difference in them" (Green, 2016). The result of this event was the example of what happens when the humanism sense is not included in a philosophy.

When second war got to the end, on December 10th, 1948 during a General Assembly, UN proclaimed the Universal Declaration of Human Rights. It was drafted by representatives with different legal and cultural backgrounds from all regions of the world. This declaration is a common standard of achievements for all people and all nations. It is a scale of rights that must be respected. It also helps to protect the humanity even during conflict periods like wars.

After this event, most of the countries, associations, religions and educational systems started to put in practice the humanism as an important thought that had to be attached. In fact, humanism became an idea with a highly prestige capable to give answer or solutions to the human needs and conflicts.

What is known about Humanism by now is that is a term that has definitely changed over the years, and with different resurgent ideas. Different events in the history have influenced the creation of a new definition. The United Nations (UN) and UNESCO (2017) have developed a new concept that supports this term. During the World Humanitarian Day & every day, the UN published 4 Principles that inspired the current research.

United Nations supports the humanitarian behavior with the following principles that strengthen the humanitarian sense			
Humanity	Impartiality	Neutrality	Operational Independence
The purpose of humanitarian actions is to protect life and ensure respect for human rights.	Humanitarian action must be carried out on the bases of necessities, giving priority to the most urgent cases of disasters and making not distinctions between nationalities, races, religions, genres, etc.	Humanitarian participants must not take sides regarding to political, racial, religious or ideological nature.	Humanitarian actions must be autonomous from the political, military, economics or other objectives that any actor may hold in regard to areas where humanitarian action is being implemented.

Taking into account the 4 principles mentioned above, can it be said that current society acts by the influence of them?

The UN office for the coordination of Humanitarian Affairs (OCHA, 2012) defines the 4 principles as the pillar of the Humanity process; they provide the foundations for humanitarian action. They are also central to establishing and maintaining access to affected people, whether in a natural disaster or a complex emergency. The Salvadoran Red Cross has a practical relevant operational system, its main objective is to contribute to the development of the community by carrying out programs and projects with resilience approach that strengthen the population's capacities and help them to prevent and minimize risks, either in social, climatological or health phenomena among others. (Salvadoreña, 2018)

According to Sylvia Hurtado, (2010, p 90) higher education has given low importance to the students to be ready to apply principles, live, work and to build diverse environments. For her, higher education plays a key role in training leaders who are responsible for enacting a vision of a multi-racial democracy that is equitable, inclusive, and thrives as a healthy exchange of perspectives". Sir Winston Churchill once pronounced, "The first duty of a university is to teach wisdom, not a trade, character, not technicalities" (Hurtado, 2010) Humanism by now is not the emergence of the individual

by himself, but the idea to find the respect of the dignity of the other through the provisioning of better life conditions, (Grudin, 2018)

Humanism in El Salvador

Referring to the Salvadoran reality, the idea of humanism has always been far from what the United Nations establishes. Although it cannot be generalized, some aspects are an evidence of dehumanization, such murders of youngsters and children. According to the report of Gabriel Garcia and Edwin Segura, journalists of “La Prensa Grafica” (2018), El Salvador has for the third consecutive year the highest rate of murders in the region. There were 64 murders per 100,000 inhabitants.

Historically it is not possible to affirm that El Salvador has a clean path when talking about humanism. Our current society has a long list of Human Rights violations. For example, before signing the Peace agreements in 1992, it can be brought into memory the genocide of indigenous people that took place in 1932. Around 10,000 and 30,000 people who were wearing autochthone clothes or were considered as suspicious were murdered. (Destiny's, n.d). This act was a clear shown of intolerance and a lack of acceptance towards other cultural manifestations.

After the Civil War in El Salvador, a new period began, Salvadoran society started to take more into account the existence of the Human Rights, thanks to a set of laws established in the Constitutional law of the Republic of El Salvador. (1990). According to the Article number 3, all people are equal before the law, and in order to benefit from the civil rights, not restrictions will be available in regards of difference of nationality, race, gender or religion. This means it exists a promotion of the respect of Human Rights and the tolerance to different realities and thoughts.

Humanism in the School of Arts and Sciences

Since the inauguration of the University of El Salvador in 1841, its main mission has always been to prepare professionals that contribute to the development of the society, but not only through the technology or the scientific research but also through the humanitarian sense. In addition, The School of Arts and Social Sciences applies the

humanism as part of its philosophy and its curricula. Students can learn more about humanism when participating in their daily classes, and also when collaborating in some social activities that are held by external institutions or others that professors may encourage them to do. All this, is with the aim of creating conscience about the reality that other people may face.

Theoretically, the University of El Salvador promotes humanistic behavior among students and professors. So far, the School of Art and Social Sciences does not count with any kind of research related to this matter. This situation contradicts the philosophical framework that the University promotes, and reveals an emptiness and lack of interest to the evolution of the humanistic compromise. It is time to question the role that the University is playing in the training of the future leaders and professionals.

Humanism has to be seen as something more complex than a simple research in regards to the solution of the individual human intellectual necessities; humanism now includes some new perspectives, such as the fight against illnesses as cancer or diabetes, protection of the environment, consciousness about the current climate change and its consequences, which require promoting humanitarian campaigns with the help of celebrities or other measures that allow human beings to have a better place to live now and in the future.

Humanism of the XXI century focuses on the consolidation among cultures, technologies, traditions, and especially unification between the body and the soul; this last thought strengthens some academic structures as the philosophical framework of the University of El Salvador. Humanism must not be seen just as an idea, but an idea that becomes actions. With actions is how humans really show what they are, what they believe and what they want to reach.

2.3 THEORETICAL MODEL

To develop this research it was taken as base the mission of The School of Arts and Social Science of the University of El Salvador that states that the institution is in charge of training proactive leaders capable to contribute to the solution of social matters of the Salvadoran society and the development of the region (2015).

Taking into account this approach, the students are expected to show a committed behavior in favor of the social causes as a result of the exposition to the humanitarian thinking of the University. The main hypothesis of this research was to find out if students participated in humanitarian activities during their study years, and the reasons to motivate them to do so, as well as if this behavior benefited or affected them in their personal and professional lives.

This research explored and described if the humanitarian sense of the fifth year students is a result of the theoretical framework of the University of El Salvador which is oriented to build and to develop students' humanitarian sense through its three main functions: the Community Outreach, which is carried out through the students' participation in humanitarian activities in their communities, the Scientific Research addressed to the community's development; and finally, the academic offer that not only develop the students' professional skills but also their humanitarian competences.

On the other hand, this research studied the other factors that may also promote the development of the humanitarian sense of students, such as the family influence through the communication of values and humanitarian practices that students inherit from their parents, as well as their political ideology and religion belief professed by the students. It also includes the participation of students in humanitarian projects in social organizations as factors that may influence them to participate in humanitarian activities.

2.4 HYPOTHESES

- Students of the fifth year of the School of Arts and Social Sciences who participate in humanitarian activities are influenced by the philosophical framework of the University of El Salvador.
- Students of the fifth year of School of Arts and Social Sciences develop a humanitarian sense by participating in humanitarian projects.
- Students of the fifth year of The School of Arts and Social Sciences of the University of El Salvador participate in humanitarian activities due to the influence of their family.
- Students of the fifth year of The School of Arts and Social Sciences of the University of El Salvador who are involved in humanitarian activities respond to the influence of the political ideology of the parties they belong or sympathize to.
- Students of the fifth year of The School of Arts and Social Sciences who are altruist choose to practice humanitarian activities according to their religious beliefs.

2.5 LIMITATIONS

There were some limitations that are worth noting. Some students shared limited information about the roles they played in the organizations or social programs in which they participate, some students provided a succinct reference to the activities they perform. Future work should therefore include more information about the roles the institutions assign to students. It would be interesting to know with further details what kind of tasks are entrusted to students, and the incentives they receive from those entities. Besides, even though, the current study provides with information about the moral values conveyed in the families, due to the delimitation of the research, the text does not go as far as it should in terms of the internal behavior of all the members of the family, an interesting matter that could be considered in a future study related to family influence.

2.6 VARIABLES

2.6.1 Operationalization of variables

The following matrixes show the operationalization of the variables. They support the viability of the research and allow the researchers to define the different research variables into measurable factors.

HYPOTHESIS 1: Students of the fifth year of the School of Arts and Social Sciences who participate in humanitarian activities are influenced by the philosophical framework of the University of El Salvador.

Variable	Concept	Dimensions	Indicators
<p>Independent Variable: Philosophical framework of the University</p>	<p>The philosophical framework of the University of El Salvador is the discipline that promotes the acquisition of knowledge as instrument for transforming the reality and compensation to the society through knowledge.</p>	Community Outreach	<p>Students know about internal social programs of the University.</p> <p>The University encourages students to participate in humanitarian activities.</p> <p>Community outreach projects or voluntary activities in which students are involved.</p>
		Scientific Research	Students are involved in University scientific research promoting community development.
		Bachelors	Students who are involved in humanitarian activities have been encouraged by the professors through the contents discussed in classes or for the influence of their classmates.
<p>Dependent Variable: Participation in humanitarian activities.</p>	<p>Students are involved in humanitarian activities.</p>	Types of humanitarian activities	Student is a volunteer member of one or more charitable or social organizations.
		Time dedicated to humanitarian activities	Students invest time participating either in humanitarian activities or help in their communities.
		Community environment	Students are enrolled in their communities donating time, money, experience or personal stuffs to a specific cause.
		University	Students have taken the initiative to enroll themselves in humanitarian activities.

HYPOTHESIS 2: Students of the fifth year of the School of Arts and Social Sciences develop a humanitarian sense by participating in humanitarian projects

Variable	Concept	Dimensions	Indicators
<p>Independent Variable: Work experience influence</p>	<p>Student is surrounded by humanitarian ideas in the area of work</p>	<p>Students perform voluntary activities in social or humanitarian institutions</p>	<p>Students spend part of their time in social or humanitarian institutions</p>
			<p>Students feel influenced by the idea or principles of the social institution that they collaborate with.</p>
			<p>Students are more aware of social realities and are willing to help others.</p>
		<p>Time students participate in humanitarian or social projects</p>	<p>Students organize their time in order to participate in social projects.</p>
		<p>Number of work hours that they donate to social causes</p>	
<p>Dependent Variable: Participation in humanitarian projects</p>	<p>Students are involved in altruist activities</p>	<p>Types of humanitarian activities.</p>	<p>Student is a volunteer member of one or more charitable or social organizations.</p>
		<p>Time dedicated to humanitarian activities.</p>	<p>Students invest time participating either in humanitarian activities or help in their communities.</p>
		<p>Community environment</p>	<p>Students are enrolled in their communities donating time, money, experience or personal stuffs to a specific cause.</p>
		<p>University</p>	<p>Students have taken the initiative to enroll themselves in humanitarian activities.</p>

HYPOTHESIS 3: Students of the fifth year of the School of Arts and Social Sciences of the University of El Salvador participate in humanitarian activities due to the influence of their family.

Variable	Concept	Dimensions	Indicators
<p>Independent Variable:</p> <p>Family influence.</p>	<p>Family disseminates a sense of empathy and justice to their children.</p>	<p>Parents</p>	<p>Parents participate actively in community organizations.</p>
			<p>Parents are involved in humanitarian activities.</p>
			<p>Parents teach to their children in an early age to share their belongings with their siblings and friends.</p>
			<p>Parents give responsibilities such as doing households chores to their children in an early age.</p>
		<p>Grandparents</p>	<p>Students´ grandparents have been involved in humanitarian activities.</p>
		<p>Siblings</p>	<p>Students´ older siblings have participated in humanitarian activities.</p>
			<p>Students´ younger siblings have participated in humanitarian activities.</p>
		<p>Family norms</p>	<p>The social norms and values that the students possess are influence of the family and are installed on students moral through the educational process; it includes ways of responding to others, feeling sympathetic, or antipathetic toward them.</p>
<p>Family’s political ideology</p>	<p>Students have participated in humanitarian programs promoted by the political party their family sympathizes with.</p>		

HYPOTHESIS 3: Students of the fifth year of The School of Arts and Social Sciences of the University of El Salvador participate in humanitarian activities due to the influence of their family.

Variable	Concept	Dimensions	Indicators
<p>Dependent Variable:</p> <p>Participation in humanitarian activities</p>	<p>Students are involved in altruist activities.</p>	<p>Types of humanitarian activities.</p>	<p>Student is a volunteer or member of a charitable or social organization.</p>
		<p>Time dedicated.</p>	<p>Student is a volunteer member of one or more charitable or social organizations.</p>
		<p>Community environment.</p>	<p>Students invest time participating either in humanitarian activities or help in their communities.</p>
		<p>Community environment.</p>	<p>Students are enrolled in their communities donating time, money, experience or personal stuff to a specific cause.</p>

HYPOTHESIS 4: Students of the fifth year of The School of Arts and Social Sciences of the University of El Salvador who are involved in humanitarian activities respond to the influence of the political ideology of the parties they belong or sympathize to.

Variable	Concept	Dimensions	Indicators
<p align="center">Independent variable:</p> <p>Influence of the political ideology in students</p>	<p>The effect that the political beliefs have in students' willingness to participate in humanitarian activities.</p>	<p align="center">Right political ideologies</p>	Students identify themselves with the right-wing party.
			Students participate actively in humanitarian activities promoted by the right party.
			Students are part of the community organizations of the right-wing party.
		<p align="center">Left political ideologies.</p>	Students identify themselves with the left-wing party.
			Students participate actively in humanitarian activities promoted by the left-wing party.
			Students are part of the community organizations of the left-wing party.
		<p align="center">Political associations in the University.</p>	Students have been active members of political associations in the University.
			Students have participated in humanitarian activities promoted by the university associations.
		<p align="center">Students' goals of being involved in a political party</p>	Students participate actively in humanitarian activities promoted by a political party for getting work experience.
			Students who are part of a political party to get aid for their community.

HYPOTHESIS 4: Students of the fifth year of the bachelors offered by The School of Arts and Social Sciences of the University of El Salvador who are involved in humanitarian activities respond to the influence of the political ideology of the parties they belong or sympathize to.

Independent Variable	Concept	Dimensions	Indicators
Influence of the political ideology in students	The effect that the political beliefs have in students' willingness to participate in humanitarian activities	Students' roles in political movements	Students have participated in humanitarian activities promoted by governmental organizations.
			Students have been members of board of directors of the political party.
			Students have been leaders or members of the youth unit of a political party.

HYPOTHESIS 5: Students of the fifth year of the School of Arts and Social Sciences who are altruist choose to practice humanitarian activities according to their religious beliefs.

Variable	Concept	Dimensions	Indicators
<p align="center">Independent Variable: Religious Belief</p>	<p>A strong belief in a supernatural power or powers that control the human destiny and that encourages people to participate in humanitarian activities with the purpose to accomplish what the set of ethical principles ask them to do.</p>	<p>Professed belief</p>	<p>The students are Christian, Buddhist, Muslim, Hinduism, Atheist or other.</p>
		<p>Time dedicated to feed the religious belief</p>	<p>The students go frequently to their church, religious meeting, organization or institution.</p>
		<p>Reason for professing the religious belief</p>	<p>The students have their own conviction, feel social pressure, or they feel emotionally good.</p>
		<p>Time professing the religion.</p>	<p>The students started professing their religion since their childhood adolescence or adulthood.</p>
<p align="center">Dependent Variable: Participation in humanitarian activities</p>	<p>Students are involved in altruist activities</p>	<p>Types of humanitarian activities.</p>	<p>Student is a volunteer member of one or more charitable or social organizations.</p>
		<p>Time dedicated.</p>	<p>Students invest time participating either in humanitarian activities or help in their communities.</p>
		<p>Community environment.</p>	<p>Students are enrolled in their communities donating time, money, experience or personal stuff to a specific cause.</p>
		<p>University.</p>	<p>Students have taken the initiative to enroll themselves in humanitarian activities.</p>

CHAPTER 3. RESEARCH DESIGN

3.1 TYPE AND CLASS OF RESEARCH

3.1.1 Exploratory and Descriptive type

Research Type

This research is exploratory and descriptive, as it has taken elements from both types of research; its main aim was to explore and to take the research from a little prior knowledge to a wider perspective. This allowed the researchers to discover if students behave or not with a humanitarian perspective and whether they express it by participating in altruistic or social activities in the labor, religious, university, political, familiar or communitarian scopes. It also described the different factors before mentioned that might be preventing or not the development of the students' humanitarian sense.

3.1.2 Survey research design

The research design used in this study ensured that the obtained evidences enabled the researches to answer the initial questions of the research with less mistakes or ambiguities.

The survey design was a collection method that allowed the researchers to obtain the necessary information to answer the questions of the study, and to measure the variables of the hypothesis. The aim to use the survey was to gather data related to humanistic characteristics in a more standardized way. Besides, the survey was very useful to reveal more descriptive information related to the opinions and characteristics of the wide student population of the fifth years of The School of Arts and Social Sciences of the University of El Salvador, that represent the sample. (Puente, 2001-2017)

3.1.3 Quantitative

The quantitative methodology contributed to find out tendencies, explanations and opinions of the information gathered from the sample of the population. Besides, this methodology provided the researchers with the opportunity to analyze the characteristics of the students in a mathematical way using statistics. This methodology transformed something that apparently could not be measured into something measurable and visible that consequently, could be proximally interpreted.

3.2 POPULATION AND SAMPLING

3.2.1 Study Population

The student population of the fifth year of The School of Arts and Social Sciences of the University of El Salvador is formed by 2,454 active students. The sample population of this research is formed by 186 fifth year students who were enrolled in the School of Arts and Social Sciences of the University of El Salvador during semester- I, 2018. (Registration, n.d)

To determine the sample of 186 students, the following formula was used:

Where:

N=Population of the school of Arts and Social Sciences: 200

Z=Confidence level 1.96 (95%)

p=Probability of success (0.05)

q=Probability of failure (0.05)

E= error (5%)

Substituting

$$\begin{aligned} n &= \frac{N * Z^2 * P * Q}{E^2(N-1) + Z^2 * p * q} \\ n &= \frac{2454 * (1.96)^2 * 0.05 * 0.95}{0.03^2 * (2454-1) + 1.96^2 * 0.05 * 0.95} \\ n &= \frac{2454 * 3.8 * 0.05 * 0.95}{0.0009 * (2453) + 0.18} \\ n &= \frac{442.95}{2.20 + 0.18} \\ n &= 186 \text{ students} \end{aligned}$$

The sample of this research was designed with a formula that works with a known population or a finite population. In this case, the student's population of the School of Arts and Social Sciences was 2454 students of fifth year, from which the sample of 186 students was taken

The student's sample was divided by the calculation software which assigned a proportional percentage to each of the 17 bachelors, since the software assigned decimal numbers to each bachelor, it was decided to approximate those values to whole numbers, which gave as a result an increasing number from 186 students to 200, this process enriched the sample of the current study. See the next table.

Table N°2: Percentage of surveyed students of the School of Arts and Social Sciences per bachelor

Bachelor	Total of fifth year students by bachelor	Percentage of Students as a result of the proportional stratification	N° of Students surveyed by bachelor
Bachelor in Philosophy	51	2%	4
Bachelor in Sociology	93	4%	8
Bachelor in Literature	213	9%	17
Bachelor in Journalism	441	18%	33
Bachelor in English Language	102	4%	7
Bachelor in Modern Languages	455	19%	35
Bachelor in Educational Sciences	229	16%	30
Bachelor in Physical Education	228	9%	16
Bachelor in Ceramic Option	24	1%	1
Bachelor in Graphic Design	196	8%	15
Bachelor in Visual Arts, Sculpture	33	1%	2
Bachelor in Painting	28	1%	2
Bachelor in History	51	2%	5
Bachelor in Social Work	157	6%	11
Bachelor in Anthropology	44	2%	4
Bachelor in Psychology	63	3%	6
Bachelor in Library	46	2%	4
Total	2454	100%	200

Source: Data extracted from the survey addressed to the students of the fifth year of The School of Arts and Social Sciences of the University of El Salvador, year 2018.

3.3 SAMPLING TECHNIQUE

3.3.1 Probabilistic Technique

The technique was probabilistic because the 200 students had the same probability to be chosen.

The global sample, which represents the School of Arts and Social Sciences, was 200 students of the fifth year divided, into 17 bachelors that the school offers; neither the two-master nor the technical trainings were included in this research. The sample was stratified, it means that the global sample (200 students) was divided proportionally; according to the population of every bachelor, e.g. at the moment of the study, the Bachelor in Philosophy had 52 students in fifth year, out of those students, the formula showed a representative sample of 4 students. Due to the researchers' interest, some data emphasizes the highest or lower participation by bachelors. These data has to be taken carefully as the sample does not represent any bachelor in particular.

3.3 TECHNIQUES AND INSTRUMENTS

Research Instrument

The instrument to collect the information was a questionnaire. The instrument contained 45 questions divided into 5 sections of questions as it is explained below:

3.3.1 SECTION I: Generalities. In this part of the questionnaire, the topic of the research was presented as well as, its purpose; which is to describe the factors that move the students of the fifth year of the School of Arts and Social Sciences of the University of El Salvador to get involved or not in humanitarian activities.

3.3.2 SECTION II: Humanitarian participation. The objective of this section was to obtain general information about their participation in humanitarian activities as well as their perception about the influence of the philosophical framework of the University of El Salvador or other agents

3.3.3 SECTION III: Student's implication in social projects. This section was focused on obtaining information related to the participation of students in social projects or humanitarian institutions, and how much time they invest in those activities as well as which are the incentives that encourage them to participate in those actions.

3.3.4 SECTION IV: Family influence. The objective of this section was to know and to analyze if the families of the students influence them to participate in humanitarian activities or not. This was seen through family's participation in social, religious or communitarian activities, as well as which values are most promoted inside the family.

3.3.5 SECTION V: Political influence. This section was focused on obtaining information related to the humanitarian activities in which the students were participating as members of the University, an external political party, or if they felt identified with the principles of the political party they sympathized with.

3.3.6 SECTION VI: Religious beliefs. This section was oriented to obtain information related to the influence that the religious organizations or religious beliefs had on the students that made them participate in humanitarian activities.

3.4 PROCESS OF DATA COLLECTION

The survey design allowed the researchers to gather information about the different factors that might be enacting the development of humanitarian sense of the students of the fifth year of the bachelors of The School of Arts and Social Sciences and then, to analyze the results.

The methodology used in this research was exploratory and descriptive. The instrument used was a survey of 44 questions, divided in five sections: General information, humanitarian factor, family influence, political ideology, religious belief, and the influence of students' participation in humanitarian or social institutions. The process to collect the data took two weeks. During this time, the researchers surveyed the 200 sample students. The sample was stratified and proportional to each bachelor population, as it explains in the Chapter 3.

The survey Research design used a questionnaire as instrument of data collection. The questionnaire contained quantitative questions as shown of the quantitative method that was implemented in this study; then, it was necessary to process the data to finally get to the phase of the analysis of the data collected.

CHAPTER 4. ANALYSIS OF DATA

After having collected the information, a database was prepared. The process of entering the data in the software took a period of two weeks, after this phase, researchers were able to infer, to find out tendencies, give explanations, and discover opinions of students regarding their participation in humanitarian activities. In the following pages, the readers can appreciate the information exposed through graphs and tables that serve as illustration. It is necessary to mention that tables include frequency (F) and percentages (%) of the answers collected.

In the current research, humanitarian activity is understood as the altruist participation from students in activities that promote help to others, solution to communities, or social problems assistance; it also includes, charities, and values transmission, among others. These actions may transform the reality around, and contribute to build the human dignity of those people who need to improve their quality life.

Therefore, this analysis is focused on trying to identify the humanitarian sense of the students who are in fifth year of their bachelors in the School of Arts and Social Sciences of the University of El Salvador during the first semester 2018, through their participation in social or humanitarian activities, in public or private institutions; it is also oriented to find if these efforts help them act with humanitarian sense in their professional lives to change the society.

The information collected is focused on findings of the internal and external factors that surround the students and help them build their humanitarian behavior; the internal factors include the philosophical framework of the University, the professors, the curricula, and their classmates; while the external factors include the family influence, the political ideology, their religious belief and active participation in social organizations. Besides, the results indicate whether or not the students perceive the philosophical framework of the University as well as if there exist factors that are hindering the student's participation in this kind of activities.

The following table contains a simplified and flexible version of the names of the different bachelors in which the sample students are registered; these names have been

cited and inserted in the graphs and tables of the current analysis. The purpose of this is to make the process of reading more comfortable. The first column presents the code of the Bachelor, the second column, the official name; and the third column shows a shortened version of the bachelors' names.

Table N° 3: Shortened version of the names of the Bachelors of the School of Arts and Social Sciences.

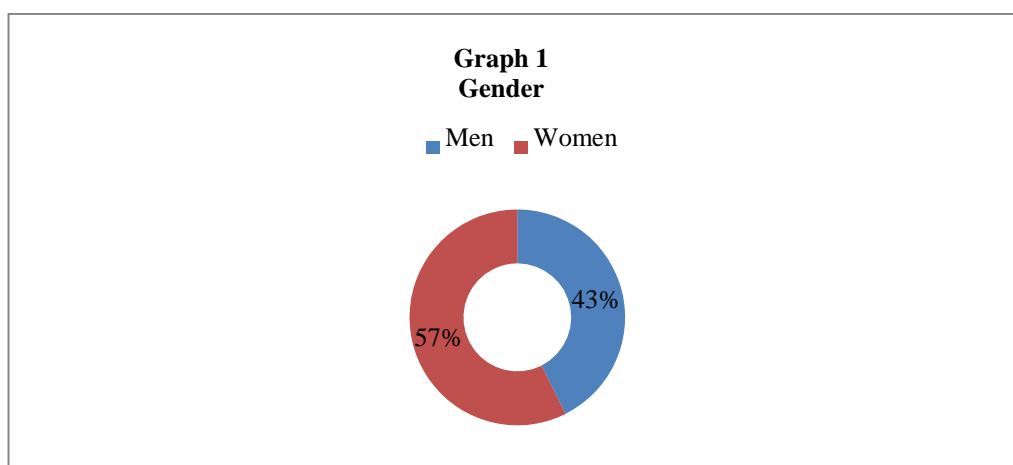
Bachelors' codes	Bachelors' official names	Shortened version used in this document
L10441	Library and Information Sciences	Library
L10405	Philosophy	Philosophy
L10406	Sociology	Sociology
L10408	Literature	Literature
L10409	Journalism	Journalism
L10411	English Teaching option	English Teaching
L10412	Modern Languages, French and English Specialty	Modern Languages
L10427	Educational Sciences	Educational Sciences
L10428	Physical Education, Sports and Recreation	Phys.Ed
L10433	Visual Arts, Ceramic Option	Ceramic
L10435	Visual Arts, Sculpture Option	Sculpture
L10434	Visual Arts, Graphic Design Option	Graphic Design
L10436	Visual Arts, Paint Option	Painting
L10438	History	History
L10439	Social Work	Social Work
L10440	Social and Cultural Anthropology	Anthropology
L10407	Psychology	Psychology

Source: Data extracted from the survey addressed to the students of the fifth year of The School of Arts and Social Sciences of the University of El Salvador, year 2018.

4.1 CHARACTERIZATION OF THE SAMPLE

The sample size was formed by 200 students of the fifth year of the 17 bachelors in the School of Arts and Social Sciences where 109 were women and 89 were men, as it is shown in Graph 1.

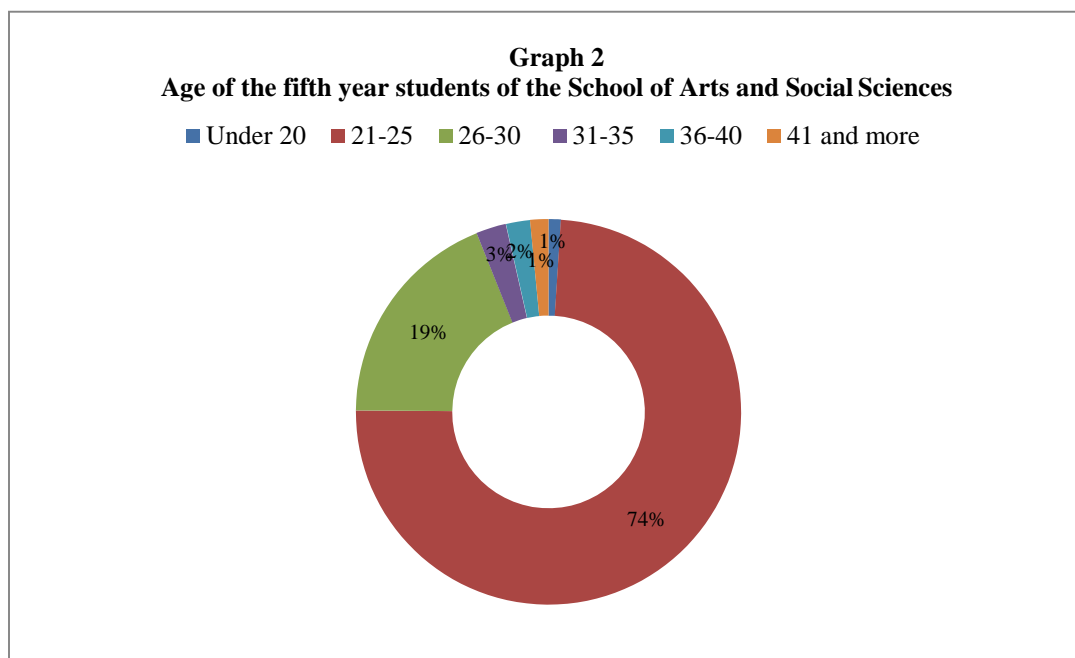
Graph N° 1: Gender of the subjects of the sample



Source: Data extracted from the survey addressed to the students of the fifth year of The School of Arts and Social Sciences of the University of El Salvador, year 2018.

Currently students start their college studies at the age of 17-18. The data in Graph N°1 shows that the population of the School of Arts and Social Sciences is very young as 74% of the population is in the ages of 21-25 and 19% is under 20. This leaves only a 6% for students over 25, as the Graph N° 2 shows.

Graph N° 2: Age of the subjects of the sample



Source: Data extracted from the survey addressed to the students of the fifth year of The School of Arts and Social Sciences of the University of El Salvador, year 2018.

4.1.1 Students' participation in humanitarian Activities

The first question of the questionnaire was oriented to obtain information about the students' participation in humanitarian activities. The gathered data indicate that from 200 students of the fifth year of the School of Arts and Social Sciences of the University of El Salvador, 9% of students participated in humanitarian activities, while 91% of students do not participate in such initiatives, as Table 4 shows below.

Table N° 4: Students' participation in volunteer activities promoted by the University of El Salvador

Do you participate in humanitarian or volunteer activities promoted by the University?				
Bachelors	YES		NO	
	F	%	F	%
Social Work	4	25%	7	4%
Literature	2	13%	15	8%
Journalism	2	13%	31	17%
Modern Languages, French and English Specialty	2	13%	33	18%
Sociology	1	6%	7	4%
English Teaching option	1	6%	7	4%
Educational Sciences	1	6%	28	15%
Physical Education, Sports and Recreation	1	6%	15	8%
Visual Arts, Sculpture Option	1	6%	1	1%
Visual Arts, Graphic Design Option	1	6%	14	8%
Psychology	1	6%	5	3%
Library and Information Sciences	0	0%	4	2%
Philosophy	0	0%	4	2%
Visual Arts, Ceramic Option	0	0%	1	1%
Visual Arts, Paint Option	0	0%	2	1%
History	0	0%	5	3%
Social and Cultural Anthropology	0	0%	4	2%
Total	17	9%	183	91%

Source: Data extracted from the survey addressed to the students of the fifth year of The School of Arts and Social Sciences of the University of El Salvador, year 2018.

Only 9% of the students said they participated in humanitarian activities promoted by the University; this percentage is composed by students from 11 careers out of 17; the career that shows the highest percentage is the Bachelor in Social Work (25%), followed by the Bachelor in Literature and the Bachelor in Journalism with 13% of participation each. The rest of students from the bachelors in English Teaching, Sociology, Educational Sciences, Physical Education, Sports and Recreation; Sculpture, Graphic Design, and Psychology have a participation of 6% each. The Bachelors in Philosophy and the Bachelor in Library and Information Sciences are the two mayors that have 0% participation.

Table N° 5: Detail of students who participate in humanitarian activities promoted by the University

Bachelors	YES	
	F	%
Social Work	4	24%
Literature	2	12%
Journalism	2	12%
Modern Languages, French and English Specialty	2	12%
Sociology	1	6%
English Teaching option	1	6%
Educational Sciences	1	6%
Physical Education, Sports and Recreation	1	6%
Visual Arts, Sculpture Option	1	6%
Visual Arts, Graphic Design Option	1	6%
Psychology	1	6%
Library and Information Sciences	0	0%
Philosophy	0	0%
Visual Arts, Ceramic Option	0	0%
Visual Arts, Paint Option	0	0%
History	0	0%
Social and Cultural Anthropology	0	0%
Total	17	9%

Source: Data extracted from the survey addressed to the students of the fifth year of The School of Arts and Social Sciences of the University of El Salvador, year 2018.

Despite the low level of participation (9%) in humanitarian activities, the students that participated expressed they developed a variety of activities. Some of the programs mentioned are the following: “Más Paz”, an NGO whose main goal is to promote the construction of masculinities for the Peace in El Salvador through the construction of affective paternity, violence prevention, eradication of macho patriarchal behavior, among other activities. “Mas Paz” is a movement mainly associated with the participation of students of the Bachelor in Sociology. They also indicated that they participated in cultural activities such as elaboration of monuments and murals in public spaces with the objective

of promoting art. Students of the Bachelor in Literature explained they promoted activities of social inclusion to allow the reinforcement in Language and Literature in the “España” school that is located very near the University. Other students of journalism affirmed that they collaborated in the Secretary of Communications, while other Journalism students commented they donated time in the Attention office for students with Disabilities to assist them in different administrative tasks.

The students from the Bachelor in English teaching and Modern Languages expressed they went to communities to teach English and French. In the case of the bachelor in Physical Education, they visit communities to develop sport activities. Finally, the Bachelor in Psychology, Social work, and the Bachelor in Educational Sciences, said they developed activities related to education for deaf and blind people; health care, counseling, and garbage collection in public spaces or in communities that ask for the assistance.

92% of students who affirmed not to participate in humanitarian activities promoted by the University is composed by students from the Bachelor in Modern Languages with 18%, the Bachelor in Journalism with 17%, and the bachelor in Educational Sciences with the 15%. These three bachelors report the highest level of not involvement in humanitarian activities. Furthermore, the students of the bachelors in Literature, in Physical Education, and Graphic Design also reported a high level of not involvement with 9% each.

4.1.2 Factors that encourage the students’ participation in humanitarian activities. Internal factors that influence students’ participation in humanitarian activities

In this research, internal factors include the University’s Philosophical framework, curricula, professors, and classmates, with whom students set up relationships in the University.

Table N°6 shows the different internal factors that influence the students to participate in humanitarian activities, based on the options given: The University as an institution promoting social change, professors, classmates, and external agents, which will be treated in another section of this research.

Table N°6: Factors that encourage students to participate in social programs

Bachelor	The University as an institution promoting social change		Teachers		Classmates		External factors	
	F	%	F	%	F	%	F	%
Educational Sciences	13	20%	1	13%	1	4%	9	17%
Modern Languages	10	15%	1	13%	3	13%	11	21%
Journalism	8	12%	0	0%	5	22%	7	13%
Literature	6	9%	0	0%	3	13%	1	2%
Visual Arts, Graphic Design	6	9%	3	38%	3	13%	3	6%
Social Work	6	9%	0	0%	1	4%	3	6%
Sociology	4	6%	0	0%	0	0%	4	8%
Physical Education	3	5%	2	25%	2	9%	3	6%
Library	2	3%	0	0%	0	0%	0	0%
History	2	3%	0	0%	0	0%	3	6%
Psychology	2	3%	0	0%	1	4%	0	0%
Social and Cultural Anthropology	2	3%	0	0%	0	0%	1	2%
Philosophy	1	2%	0	0%	2	9%	1	2%
English Teaching Option	1	2%	0	0%	1	4%	3	6%
Visual Arts, Ceramic Option	0	0%	0	0%	1	4%	0	0%
Visual Arts, Sculpture Option	0	0%	1	13%	0	0%	1	2%
Visual Arts, Paint Option	0	0%	0	0%	0	0%	2	4%
Total	66	44%	8	6%	23	15%	52	35%

Source: Data extracted from the survey addressed to the students of the fifth year of The School of Arts and Social Sciences of the University of El Salvador, year 2018.

It was found that 44% of students felt influenced by the University as promoter of social change. This 44% is mostly composed by the bachelors in Library and Information Sciences, Psychology, Socio-cultural Anthropology and other bachelors. This means that the University has the potential to influence the students to participate in humanitarian activities.

The philosophical framework of the University of El Salvador establishes that the students develop a humanitarian sense through the subjects they study during their careers. This involves the professor's influence and the academic contents they developed in every class. However, when students were asked to select from a set of options the factor that most influenced them to participate in humanitarian activities, **the professor's influence** was the least chosen option. As shown in Table N°4, 6% of students indicated that they felt influenced by their professors. This 6% is represented by the sample students of the Bachelors in Graphic Design and Ceramics of the School of Arts, and the School of Education. This may mean that students are developing the humanitarian sense due to the professors' work and the curricula offered by the University, but according to what the data show, the developing of values to create students' humanitarian behavior is minimal and it

has been left aside. Students do not feel their professors influence them in this sense. Moreover, as it can be seen in Table N° 6, 15% of the surveyed students, indicated that they felt inspired by their classmates' actions and example to participate in humanitarian activities.

In order to know the point of view of professors, the authors of this research interviewed the Head of the Educational Department of the School of Art and Social Sciences, Professor Wuilman Herrera. According to him, the reason students of the School participate in humanitarian activities is because there is a big demand in the society out of the University.

For him, students are aware about the fact that education is an activity not too well paid, or in the worst of the cases, is unpaid. According to Herrera, the institutions outside take advantage of the high demand, and ask for volunteer teachers to the University to collaborate with them in different projects. Students of the Education Department, have the option to participate as teachers in NGO'S, public and private schools, some governmental institutions as the National Civil Police PNC, (Spanish acronym), or in jails.

The head of the Education Department also expressed that the levels of participation of students in humanitarian's activities, might be a result of the influence of the professors, who try to promote respect to students, service, integrity and passion to teaching

Another point of view regarding the student's participation in humanitarian activities comes from Sandra de Serrano, a professor of the Bachelor in Social Work. For her, when students get involved in humanitarian causes, they become protagonists of social change.

According to her, to change the reality and improve the quality life of people, the participation of all the social sectors is necessary. El Salvador deserves justice and dignity. In this sense, the aim of the Bachelor in Social Work, is to develop a strong social commitment to contribute to the change of the Salvadoran reality. Professor Serrano also explained that, the students of Social Work try to improve the conditions of the population of the different sectors of the society. As professor, she encourages her students to be

involved in causes that promote social change. Social work, due to its nature, is about to work with the people, and for the people.

On the other hand, in view that the data show low levels of involvement in humanitarian activities of the students of the Bachelors in Library and Information Science, and in Philosophy; the researchers interviewed Professor José Guillermo Campos, Head of the Philosophy Department, and Isabel Amaya, Coordinator of the Bachelor in Library and Information Science, to dig deeper for more detailed information.

According to professor Campos, humanism can also be manifested in the production of ideas. For him, the philosophy contributes to all the other sciences. He also explained that students from Philosophy will participate in some activities oriented to the dissemination of sexual education, promoted by the School of Medicine, during the second semester of 2018. He expressed that the participation in that kind of activities answers to the feeling of solidarity humans naturally have.

In a similar way, Professor Isabel Amaya, explained that the students of the Bachelor in Library and Information Science have human sense, because the main purpose of the Bachelor is to serve when providing with information to the public. She also affirmed that some students of this bachelor, really want to help the community, and that is the reason why they chose this bachelor. She expressed that as a professor, she encourages students to be willing to help whenever someone asks for their service. The Bachelor in Library and Information is about being patient with the public who ask for aid or information. She stated that some students participate in social activities promoted by the municipalities, and in several cases, students feel motivated by the institutions because they receive an economical support that may consist in allowances when collaborating with them.

The researchers also interviewed two students to describe their point of view about the involvement of students in humanitarian activities. The first one is a student of the Bachelor in Modern Languages, French and English specialty, a young girl who participates in humanitarian activities. She explained that her involvement in social causes began when she was in high school; by that time she became a member of an academic volunteering group called “Giving back”, whose main activity was to donate food to poor

people. The “Giving back” team used to organize events addressed to orphan children or nursing homes. Nowadays, she is a volunteer in Glasswing, an NGO that works with local communities to strength resources and infrastructure of communities in order to improve the quality life of people.

This student volunteers in Glasswing as an English teacher in a public school; she asserts that for all the children that participate in the program, to learn a second language, is a tool to have better opportunities for the future. According to her, the reason why students of the University of El Salvador participate in humanitarian activities is that there is a conscience of changing their reality. For her, the Bachelor in Modern Languages allows her to help others. When she was asked which were the reasons why students did not participate in humanitarian activities, she mentioned that she believed there were three reasons why students did not participate. The first one is the crime that stops the desire of volunteers to help. Second, apathy, and finally, the low level of publicity to promote these projects.

On the other hand, from the Bachelor in Psychology, a student who does not take part in humanitarian activities explained that the main reason why students do not participate is the lack of safety in the areas where some of these activities take place. For him, people have high levels of individualism, and institutions, show indifference towards social issues. All these factors stop the willingness of helping others. He also asserts that he would like to volunteer with children because he believes during the childhood it is possible to correct some behaviors, and to build better citizens.

4.2 Students’ participation in Community Outreach activities

The community outreach allows the University to reach out citizens and build a relationship with them through different initiatives. This part of the current analysis makes reference to the different activities the University develops within the scope of community outreach. It is worth mentioning that students may take part in such activities, voluntarily. In contrast, the social service is a mandatory requisite to graduate, and it cannot be left aside since is an eminent way in which the University reaches its goal to promote student’s retribution to the society, and at the same time, students develop humanitarian sense.

Regarding the community outreach participation, the sample students were asked in which activities promoted by the University they participated. Out of the 200 students, 62 (42%) indicated that they participated in different areas as teaching, cultural extension, internships, scientific research/investigations, publications, and sportive expressions; 76 (52%) indicated they were doing the mandatory Social service. The resting 9 students (6%) affirmed they participated in the volunteering program of the University. See table N° 7

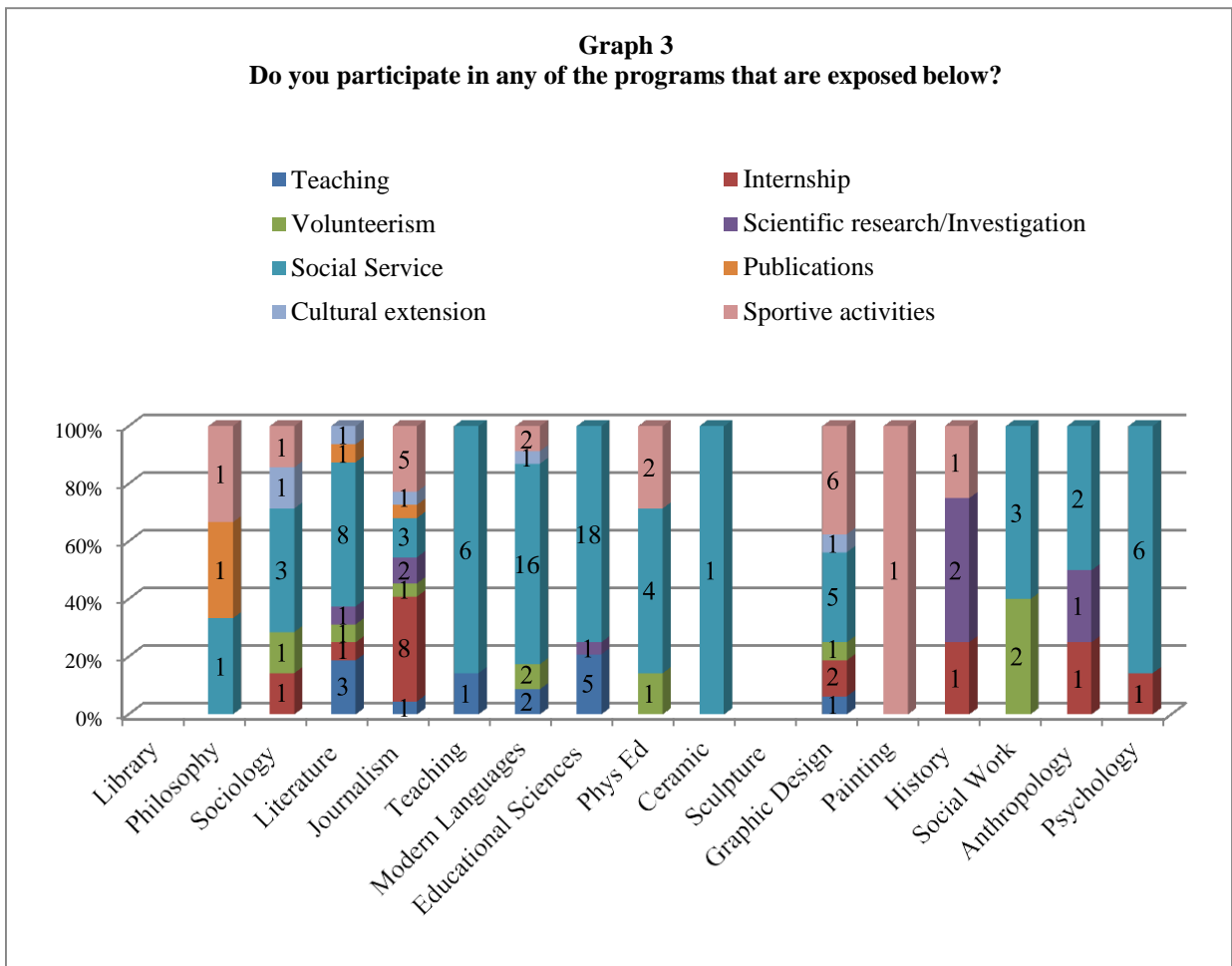
Table N° 7: Students participation in community outreach activities promoted by the University of El Salvador

Teaching		Volunteerism		Social Service		Cultural Extension		Internship		Scientific research/ Investigation		Publications		Sportive activities		Total
F	%	F	%	F	%	F	%	F	%	F	%	F	%	F	%	
13	9%	9	6%	76	52%	5	3%	15	10%	7	5%	3	2%	19	13%	147

Source: Data extracted from the survey addressed to the students of the fifth year of The School of Arts and Social Sciences of the University of El Salvador, year 2018.

The participation of the students in community outreach activities is represented in the Graph below. It is necessary to say that from a list of activities the University develops, the 62 students who indicated to participate could choose more than one answer from the set of options given.

Graph N° 3: Students participation in community outreach activities promoted by the University of El Salvador



Source: Data extracted from the survey addressed to the students of the fifth year of The School of Arts and Social Sciences of the University of El Salvador, year 2018

Taking a look to the data presented in Graph N° 3, it can be seen that there is a low level (31%) of volunteer students' commitment in favor of the social causes and activities promoted by the University. A description of each activity follows: Out of 200 surveyed students, 13 indicated were taking part in **teaching activities**, this represents 9% of the student's sample, this group of respondents is composed by students of the Bachelors in Modern Languages, Educational Sciences, English Teaching, and Journalism.

For example, the students of the Bachelor in Educational Sciences, Sports and Recreation option, who replied that they participated in teaching activities, affirmed they were taking part in the "Club Deportivo BÚHOS", a project created on April 2018, which

promotes the participants' personal development and acquisition of moral values as looking for unity, being organized, supportive and honest. The main objective of this project is to boost the physical activity in the School of Arts and Social Sciences through football, cycling, running, dancing and other physical activities. According to José Guenadi Gálvez, Coordinator of Physical Education, Sports and Recreation, the cross-cutting themes are: Education for peace, coexistence, prevention of the violence, health, environmental care and University identity. (Alvaro Carbajal, 2018)

Besides, the students of the Bachelor in English teaching and Modern Languages indicated they participated in a teaching project promoted by a student organizations of the School of Languages; coordinated by José Daniel Melendez de León, member of AGEIE. These students are in charge of extracurricular free English and French courses on Saturday mornings. In the project, students donate time and knowledge promoting languages as tools to help students of other bachelors to have a first approach with the English and French language to be ready for the labor market; and have access to other ways of thinking and information through a second language.

The students of the Bachelor in Journalism, who indicated they were taking part in teaching activities for the community, indicated they had been participating in workshops related to popular organization, gender education, economy, historical literacy and ecological matters, coordinated by "Equipo Maiz" an NGO. After having received the courses, the students apply it in their field and communities. The main objective of the organization is to explain in a simple way the issues that affect the living conditions of the great majority of the population. "Equipo Maiz wants to form an opinion so that everyone decides what they want to do to change the reality of their home, group, community, country and the world. (MAÍZ, 2016).

From the 200 students, 9 students (6%) responded that participated in another important group that seeks to generate community outreach, the **volunteering** program promoted by the University; this group is formed by students from the bachelors in Sociology, Literature, Journalism, Modern Languages, Physical Education, Graphic Design, and Social work.

According to Reynaldo Jorge Rosales, Coordinator of the Secretariat of Social Outreach, there is only one available program currently: The basic course on volunteering. This course is highly important for those who want to become volunteers. The course covers necessary information about the origins of voluntarism, and the rights of a volunteer to avoid exploitation. The coordinator expressed that after the students have finished the course, they are expected to start serving the community, inside and outside the University. Mr. Rosales also expressed that one of the main new objectives of the Secretariat of Social Outreach is the implementation of programs oriented to violence prevention in schools. Something important to mention is that the course is a mandatory requirement to become a volunteer, the students have to be empathetic and passionate when serving. For the Coordinator, the best reward of helping others is to experiment personal satisfaction in this sense, the University contributes to reach the community outreach.

One of the vehicles the University uses to communicate the different community outreach activities is the university journal: “El Universitario”, in charge of **publications**. This journal was created by the Secretariat of Communications with the function to inform the community about the University. It was found that from the student sample, 3 of them (2%) participated in publications created by the University. Publications are considered extracurricular activities mostly associated with initiatives the students develop to get professional experience, or something to do during their free time as well as what professors and employees do.

In order to support the previous fact, the research team interviewed Wilfredo Díaz, a Salvadoran winner of the Professional Photography Competition Award “Revelando Realidades”, carried out by the humanitarian organization “World Vision” in 2014, and photojournalist of the Secretariat of Communications of the University of El Salvador. Mr. Díaz stated that the main function of the Secretary of Communications is to spread what the students, teachers and the employees of the University of El Salvador do in the different academic areas. Through publications in "El Universitario"; a newspaper with academic significance since 1950, the Secretariat contributes to the construction of a fair society, with equity and equality that the university community and other readers may develop by its influence. This newspaper carries out articles with the collaboration of journalism teachers

and journalists from the secretariat of Communications of the University of El Salvador. The newspaper presents topics of interest to the University community.

On the other hand, Mr. Díaz talked a little bit about the volunteer situation of the students in this secretariat. He expressed that the participation is minimal, and that this year, only two students of journalism are volunteers in the office for the purpose of improving their photography skills, as well as developing their editing techniques. The other students collaborate with the purpose of doing their social service. The role of these students is to deal with activities the head of the Secretariat ask them to do.

In addition to his work within this secretariat, Mr. Díaz imparts workshops of photography and color, in different schools, and according to his personal experience, he observes a minimal level of participation in volunteering or other kind of activities promoted by the University, due to the lack of motivation that students perceive. For him, the teacher plays a very important role in the participation of students.

The University of El Salvador also develops **Scientific Research** as a way to reach the public. It is worth mentioning that scientific research is an important element of the philosophical framework of the University and this is the reason the Secretariat of Scientific Research of the University of El Salvador SIC-UES (Spanish acronym) was created. This unit is in charge of the management, promotion, progress, monitoring and dissemination of scientific research, in order to generate new knowledge for contributing with the development and the socioeconomic well-being of the country.

The University has developed investigations in the 12 schools that form the University. According to the secretary of scientific investigation of the University of El Salvador, José Miguel Sermeño, the University develops nowadays more than 20 projects of scientific research in the field of Oral health, Medicinal Plants, Fungus in Stored Products, Drug Use, Parasites of Fish, Food and Medicinal Plants, Biotechnology, Volcanology, Water Quality, among others. (Miranda, 2018)

When the students' sample were asked whether they participated in the scientific research field, 7 students chose this option. This group of students represents 5% of the surveyed population; besides it is composed by the bachelors in Literature, Educational

Science, Journalism, History, and students of Social-Cultural Anthropology. For example, two students from the sampling of the current investigation indicated they were taking part in such field. One is a student of Journalism, and the other one, is from the Bachelor in History (both compose 1% of the sampling of this research). The student of Journalism is a member of the staff of CENSALUD, whose mission is to contribute to the development of health in El Salvador through education, scientific and technological research; advanced technical training, consultancy, and specialized laboratory services. (SALUD, 2018) The role of the student of Journalism is to contribute with the diffusion of the scientific information and daily efforts of CENSALUD through CAMPUS TV, the official channel of the University of El Salvador. Additionally, the student of the Bachelor in History, also collaborates with the promotion of the scientific researches, through publications in academic magazines such as “El Universitario” and the magazine of the School of Arts and Social Sciences “Humanidades.”

Besides the scientific research, the University also promotes bases of investigation through the Seminar subject. Students take this subject to be ready for the graduation process, and at the same time, it is a first approach to this field for them. This information above shows that in general, the level of participation of the students in scientific research/investigations in the School of Arts and Social Sciences is very limited. There is a huge inactive population of students that could generate new ideas through the investigations for the development of the society. Besides, the low level of participation in scientific research addressed to the community, limits the integral development of the students that the University expects to build.

A group of 15 students (10%) responded that they did paid Internships in different companies or offices of the public sector. **Internships** are offered by the center of job opportunities of the University of El Salvador or it can be done through the mandatory social service. The group of students that affirmed participated in this initiative is composed by the sample students of the bachelors in Sociology, Literature, Journalism, Graphic Design, History, Social-Cultural Anthropology and Psychology; these students are getting experience in their field of study rather than serving the community.

On the other hand, as it was mentioned before in the current analysis, 52% of the sample students answered that they participated in their **social service**, according to the Secretary of the social outreach, (Secretaria, 2016) the social service is a mandatory requirement that promotes different activities which states that all students have to develop after having completed 80% or more of their careers. Through the social service students develop their professional knowledge and learn about the reality of the Salvadoran society. Besides, in the social service three important entities are involved: the student, who has to fulfill this graduation requisite; the University, which is the entity that promotes different spaces for the student to be involved in projects according to their skills and disciplinary profile; and the society, which benefits from the support received from the students.

The participation of students in activities related to the **cultural extension** of the University of El Salvador takes the 3% (5) of the sample. According to Jorge Canales, secretary of Art and Culture of the University of El Salvador, there are different cultural activities in which students can take part. These activities are permanent programs that function as workshops and take place two times during the year: the first and second semester. The available activities are music, theatre, folkloric dance, ballet, literature and plastic arts workshops.

The main objective of the Secretariat of Art and Culture of the University of El Salvador is to disseminate culture through diverse spaces and artistic education in the University community. Mr. Canales considers that it is important to strength and promote the tools of personal growth, recreation, and to discover new talents for the new generations. Thanks to these activities, the students, in collaboration with the Secretariat of Art and Culture of the University of El Salvador; cooperate with city halls, government institutions and communities in the diffusion of art and the prevention of violence through artistic expressions in different cultural events to which the University is invited. The Secretariat states that they develop this kind of activities for free whenever organizations from public or private sector ask for. They do not consider political ideology when these activities promote art and culture. Mr. Canales also indicated that the organizations that ask

for their participation offer them snacks, transportation and sometimes, a recognition by the service given.

On the other hand, 19 students (13%) of the sample said they participated **in the sportive activities** that the University Sports Complex has been promoting since 2003. The Sport Complex has been offering the students and workers sportive entertainment and a learning alternative through a set of 16 sportive disciplines open for male as well as for females. The University community can choose to practice athletics, chess, table tennis, swimming, judo, training gymnastics, taekwondo, karate do, boxing and Budo Taijutsu, and collective games such volleyball, futsal, basketball and football (Martínez, 2011).

For more details regarding the work carried out in sportive activities and Martial Arts at the University of El Salvador, Sensei Oswalds Mata Trujillo shared his experience as a martial art master of Karate Do, a role he has been developing for 30 years. Currently, he is the President of The Federation of Karate Do in El Salvador, and he affirms that sport, arts and healthy competition go hand in hand with values such as: loyalty, respect and discipline; finally he added that the students are like "a rough stone" that take shape little by little thanks to these physical activities that help the student to become integral people ready to serve to the society.

Table N° 8: Social Programs students associate with the University of El Salvador.

Which of the following social programs do you associate with the University?		
Options	F	%
Literacy program	67	24%
Translation of official documents	18	6%
Volunteer program	71	26%
Cooperation with municipalities	20	7%
Donation of personal objects	40	14%
Others	16	6%
I did not hear about any program	46	17%
Total	224	83%

Source: Data extracted from the survey addressed to the students of the fifth year of The School of Arts and Social Sciences of the University of El Salvador, year 2018.

The sample students were asked if they had heard about the different social programs the University of El Salvador promotes. It was found that the 26% of the sample students have heard more about Volunteer program, and secondly, about Literacy program 24%. This may mean that there is more diffusion of these activities within the University. It is important to remark, that since students might have heard about different programs, it was necessary to set a multiple choice question, so that students could choose more than one option as their answers. This means that one student could select more than one programs that the University promotes. See Table N° 8 above.

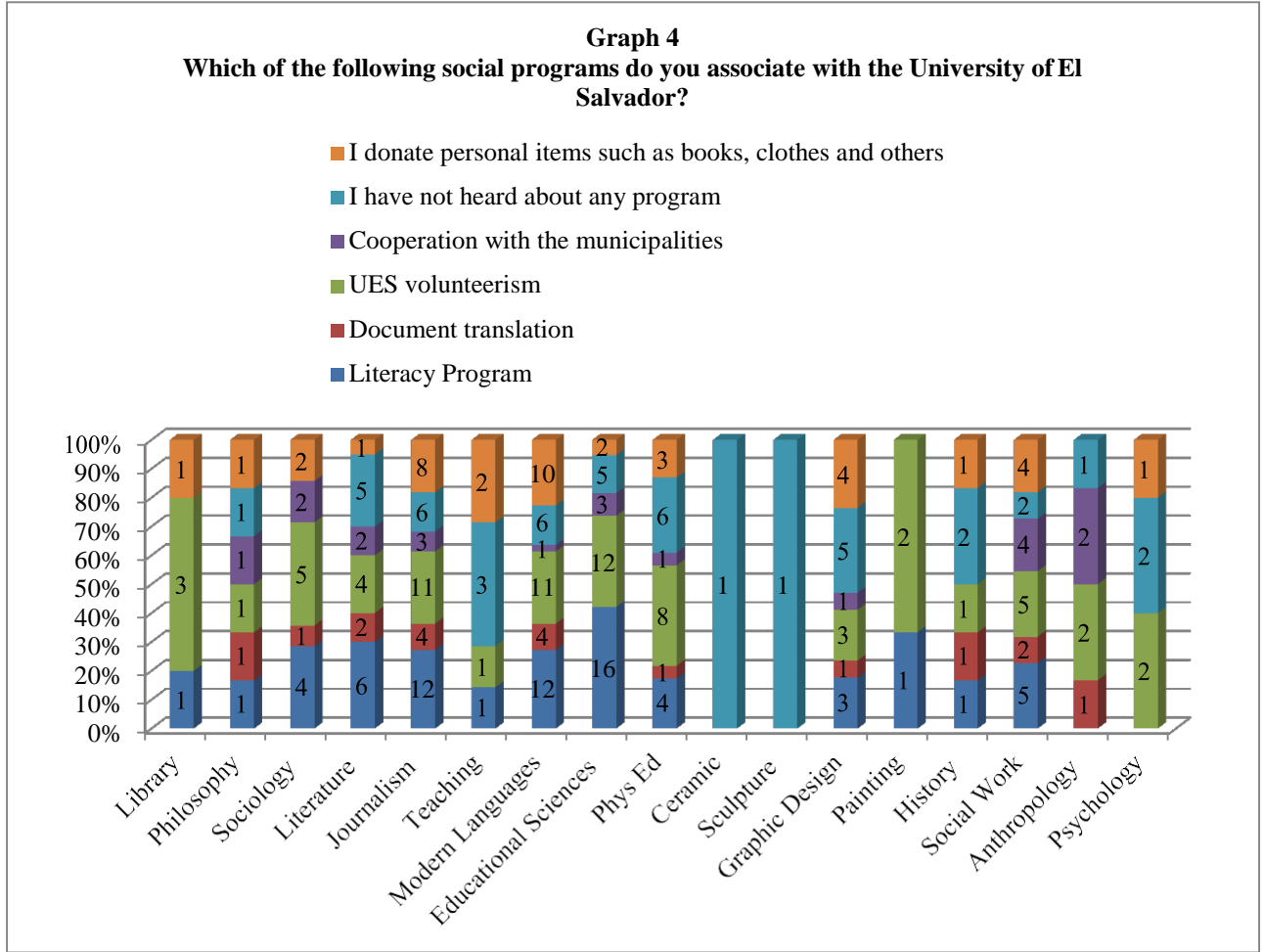
In this sense, it was found that 26% students (71) had heard about the Volunteer program. Besides, 24% students (67) affirmed they had heard about the Literacy program of the Ministry of Education. However, other 17% surveyed students (46) admitted they had never heard about any social program promoted by the University. The missing 33% was divided between other programs: 6% for Document translation (18), 7% cooperation with municipalities (20), Donation of objects in natural disaster situations 14% (40) while 6% (16) affirmed to have heard about other programs but without giving further details about such programs. See Table N° 8.

According Table N° 8, it may be said that, in general, students have heard about different programs promoted by the University. There is 83% of students that have heard about several programs promoted by the University; this group competes against 17% that admitted they had never heard about any social programs promoted by the University.

The information that Graph 4 shows, can be compared with the data shown in Table N° 4, which indicates that 44% of the sample students consider the University promotes social change. There is a relationship between the fact that students believe the University can change the society and the fact that students know there are many initiatives the University promotes to contribute with the development of the society.

For more details related to students' participation by bachelor, see graph N° 4

Graph N° 4: Social Programs students associate with the University of El Salvador.



Source: Data extracted from the survey addressed to the students of the fifth year of The School of Arts and Social Sciences of the University of El Salvador, year 2018

The students of the Bachelor in Journalism is the group that have heard most about the programs the University promotes, and as Graph 4 shows, the students of the Bachelor in Journalism registers more diversity in program participation (internships, social service, investigation, publications, and cultural extension.)

4.2.1 External factors that influence students' participation in humanitarian activities

An external factor is considered in this research as the outside influence that can impact the student's humanitarian behavior or thinking. In this sense, the current part of the research includes Family, Religious, and Political influence as external factors that motivated students to participate in humanitarian activities, as well as being involved in social projects.

Family influence

As Table N° 6 shows, 35% of the students' sample indicated there are external factors that motivate them to participate in humanitarian activities. One of this external factor is the family influence. Thus, students were asked what the characteristic that mostly defined their families was. In general terms, Dignity, self-care and respect, is the characteristic that was mostly chosen by most of the sample students with 25%, and in second place, 22% of the students indicated that the idea of Professional training and discipline despite of obstacles is important in their families. See Table N° 9.

Table N° 9: Characteristics of the families of the fifth year students of the School of Arts and Social Sciences.

This table shows the level of agreement of students with some statements that could characterize their families. Since the students were allowed to choose one or more statements based on the characteristics they believe they had in their families, 405 answers were obtained. Besides, it is important to clarify that some students did not answer all the 4 given options.

Which of the next statements describes better your family?					
Bachelor	Dignity, self-care and respect	Professional training and discipline despite of obstacles	Success and economic well being	Freedom and respect to family's members: decisions and personality	Empathy and solidarity
Modern Languages, French and English Specialty	20	17	22	12	10
Educational Sciences	16	11	11	13	10
Journalism	13	14	13	11	7
Literature	8	8	9	9	5
Visual Arts, Graphic Design Option	7	7	7	5	4
Sociology	4	5	3	3	3
English Teaching option	5	3	3	4	3
History	2	2	-	2	2
Social Work	6	5	4	3	2
Physical Education, Sports and Recreation	11	6	8	6	1
Visual Arts, Ceramic Option	1	1	1	-	1
Social and Cultural Anthropology	1	3	2	1	1
Psychology	1	-	1	2	1
Visual Arts, Sculpture Option	1	1		1	
Visual Arts, Paint Option		1		1	
Library and Information Sciences	3	3	2	3	
Philosophy	2	2	1	2	
Total of Answers	101	89	87	78	50
Percentage	25%	22%	21%	19%	12%

Source: Data extracted from the survey addressed to the students of the fifth year of The School of Arts and Social Sciences of the University of El Salvador, year 2018

Taking a look to the previous table, 12% of the sample students indicated that empathy and solidarity characterized their families; while 25% said they felt identified with dignity and self-respect. The characteristic less chosen was empathy and solidarity with 12%, which may mean that families should increase the conveying of this value to improve student's commitment in social causes.

When the sample students were asked which members from their family had more tendency to participate in humanitarian activities, most of the students (41%) indicated that they are the ones that most participate, and in second place, 26% affirmed their parents were more identified with social causes, as it can be seen in Table N° 10. There are only 167 answers.

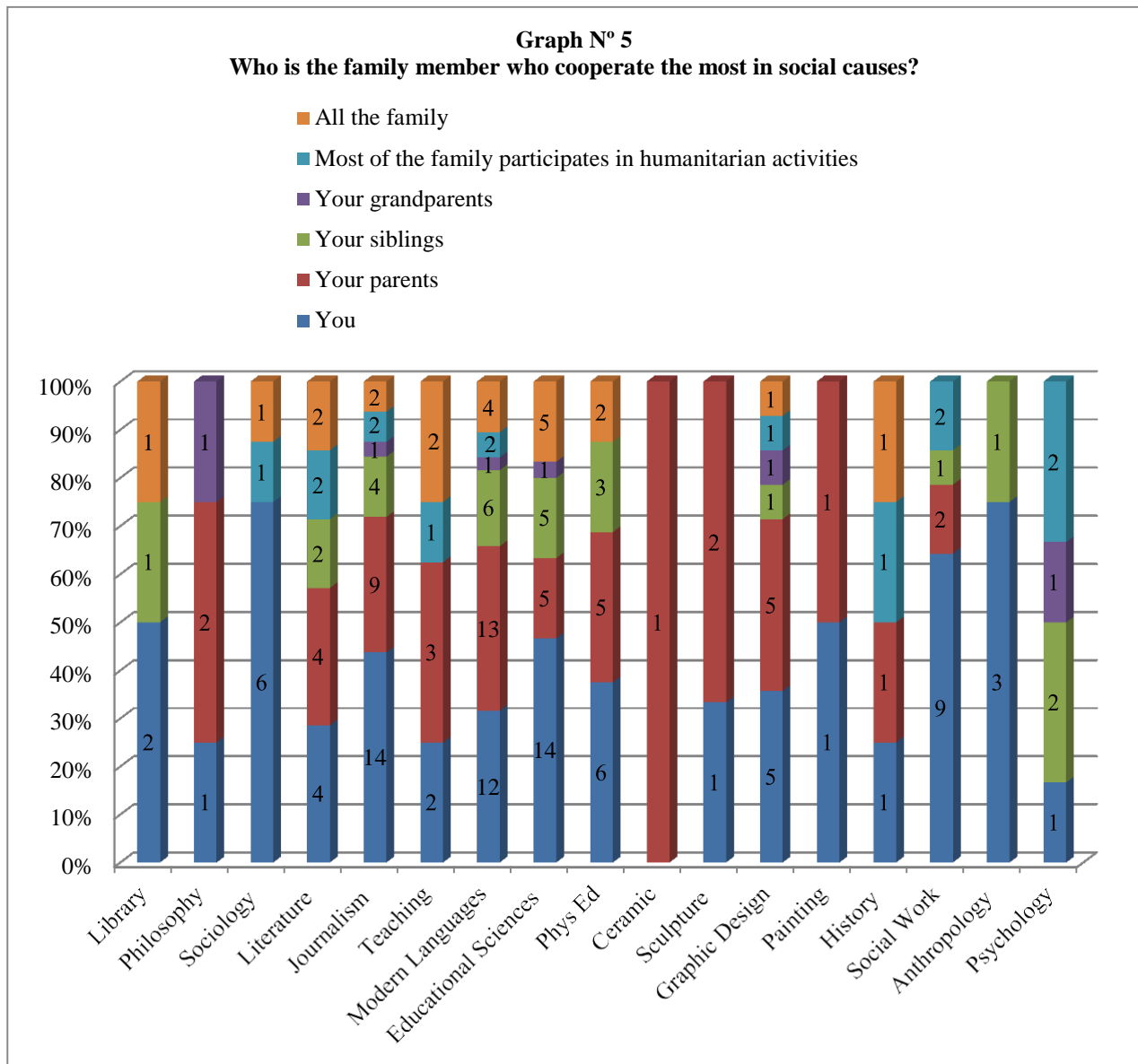
Table N° 10: Family member who cooperate the most in social causes

Student's family member who cooperate the most in social causes								
Bachelor	You		Your parents		Your siblings		Your grandparents	
	F	%	F	%	F	%	F	%
Library	2	2%	0	0%	1	4%	0	0%
Philosophy	1	1%	2	4%	0	0%	1	17%
Sociology	6	7%	0	0%	0	0%	0	0%
Literature	4	5%	4	8%	2	8%	0	0%
Journalism	14	17%	9	17%	4	15%	1	17%
English Teaching	2	2%	3	6%	0	0%	0	0%
Modern Languages	12	15%	13	25%	6	23%	1	17%
Educational Sciences	14	17%	5	9%	5	19%	1	17%
Phys. Ed	6	7%	5	9%	3	12%	0	0%
Ceramic		0%	1	2%	0	0%	0	0%
Sculpture	1	1%	2	4%	0	0%	0	0%
Graphic Design	5	6%	5	9%	1	4%	1	17%
Painting	1	1%	1	2%	0	0%	0	0%
History	1	1%	1	2%	0	0%	0	0%
Social Work	9	11%	2	4%	1	4%	0	0%
Anthropology	3	4%	0	0%	1	4%	0	0%
Psychology	1	1%	0	0%	2	8%	1	17%
Total	82	41%	53	26%	26	13%	6	3%

Source: Data extracted from the survey addressed to the students of the fifth year of The School of Arts and Social Sciences of the University of El Salvador, year 2018.

The Bachelor in Graphic Design, Ceramic, Sculpture and Painting are the bachelors in which the parents participate the most; (See graph N° 5) this behavior may also explain why this school has a high level of participation in community outreach activities as Graph N° 5 shows. This information may indicate that the professor's influence is not the only factor that plays an important role in the building of students' behavior but also their parent's example contributes to form proactive students to transform the reality.

Graph N° 5: Family member who cooperate the most in social Causes



Source: Data extracted from the survey addressed to the students of the fifth year of The School of Arts and Social Sciences of the University of El Salvador, year 2018.

There are some bachelors like Sociology, in which the students do more humanitarian work than any member of their families (41%). See Graph N°5 . This situation may explain why the dignity, self-care and respect are the ideas that mostly characterize the families of the students of Social Work. Rather than receiving instruction from their parents to participate in humanitarian activities, the students could influence their parents to serve the community as well.

Graph N° 5 shows that out of 200 students, 13 respondents (25%) from the Bachelor in Modern Languages affirmed that their parents participated in humanitarian activities. However, when these students were asked if they personally were taking part in humanitarian activities, only two students indicated they were participating.

It seems as if the students of the Bachelor in Modern Languages, French and English Specialty are more identified with values of economic success, dignity, self-care and respect and responsibility rather than the empathy and solidarity. See table N°9.

On the other hand, students were asked in what kind of activities their family members were collaborating with more frequency, it was found that activities with the religious organization were the most common (37%) and as second option, cooperation with community social initiatives (34%) See Table N° 11.

Table N° 11: Kind of activities in which parents participate with more frequency

In what kind of activities, the members of your family participate.								Total	
Cooperation with community social initiatives		Activities promoted by the religious entity		Activities in their work place		Helping an NGO			
F	%	F	%	F	%	F	%	F	%
23	34%	25	37%	5	7%	15	22%	68	100%

Source: Data extracted from the survey addressed to the students of the fifth year of The School of Arts and Social Sciences of the University of El Salvador, year 2018.

The previous table shows in what kind of activities the parents of the students participate. It was found that from the sample, only 68 students answered this question. 37% of these students indicated that their parents participate in activities promoted by the religious entities they attend. While 34% of the students affirmed that their parents

cooperate with community social initiatives. This may mean that these parents are motivated by religious causes to practice humanitarian activities.

The sample students were also asked to choose from a set of options what the moral value mostly conveyed in their family was. They could choose more than one option if they felt identified with more than one value. So, it was found that Responsibility was the mostly chosen (25%) While the Selfless help to others was chosen by only 16% of the sample. See table N° 12.

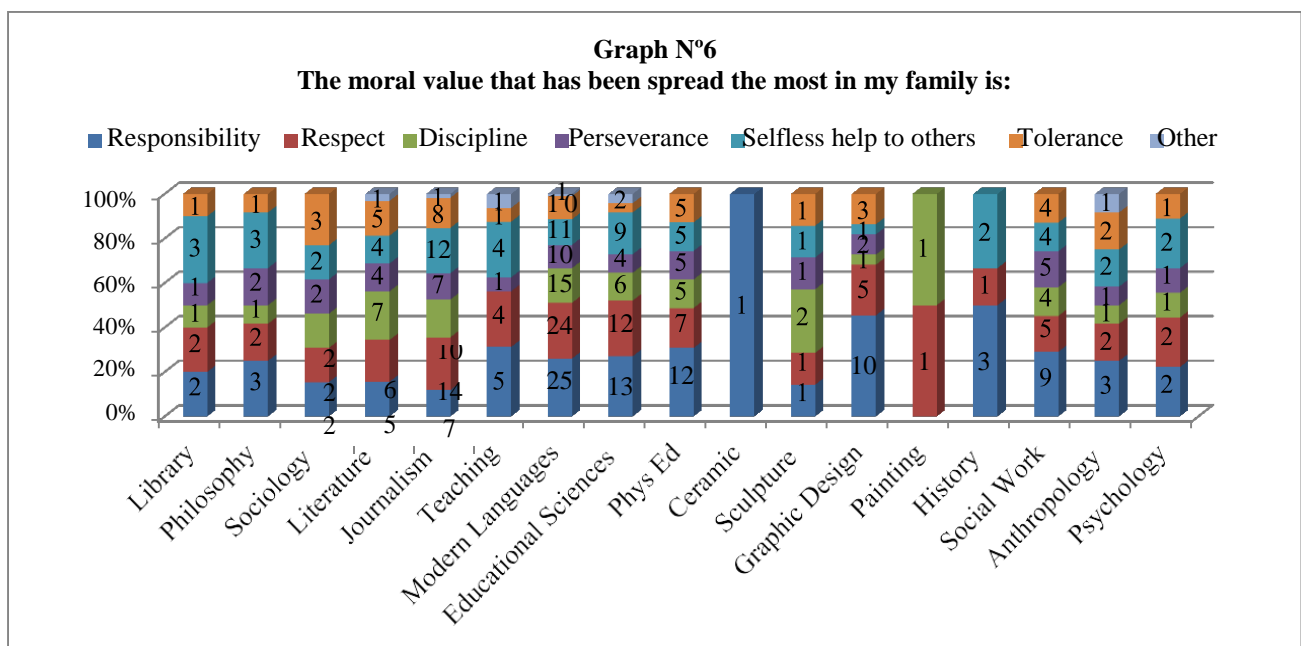
Table N° 12: The moral value that has been spread the most in my family.

Table N° 12: The moral value that has been spread the most in my family is:														Total	
Responsibility		Respect		Discipline		Perseverance		Selfless help to others		Tolerance		Others			
F	%	F	%	F	%	F	%	F	%	F	%	F	%	F	%
102	25%	90	22%	57	14%	46	11%	65	16%	47	11%	7	1%	414	100%

Source: Data extracted from the survey addressed to the students of the fifth year of The School of Arts and Social Sciences of the University of El Salvador, year 2018

An interesting case to highlight was the answer of the students of the Bachelor in Philosophy that are part of the sample of this current research, who affirmed that the values mostly inherited within their family is the selfless help to others. See graph N° 6 to see details per career.

Graph N° 6: Opinions about Moral value mostly disseminated in student’s families.



Source: Data extracted from the survey addressed to the students of the fifth year of The School of Arts and Social Sciences of the University of El Salvador, year 2018.

Three students of philosophy indicated that the selfless help to others was the most important value in their families. However, there is 0% level of participation in humanitarian activities as it can be seen in Table N° 4. This situation, probably responds to the fact that students are more focused in working hard, building a responsible and self- disciplined character, developing their knowledge, and at the same time trying to act with respect and dignity. See Table N° 9.

By observing, the data of Table N° 10, it can be seen that there is a conveying of values such the responsibility, respect and discipline. However even when some parents are participating in humanitarian activities and promoting values such helping others through their example, this value is not the main motto of students. This situation will lead this analysis to discover the factors that are preventing the students to make effective the practice of these values. This point will be treated later in the current analysis and interpretation of data.

Religion belief influence

Another external factor that was considered to influence the students to participate in humanitarian activities was the religion belief. In order to know how the religion may motivate the students, they were asked if they sympathized with a religion or not. It was found that 73% of the surveyed students sympathized with a religion while 27% did not.

Table N° 13: Fifth year students who sympathize with a religion

Bachelor	Yes		No	
	F	%	F	%
Modern Languages, French and English Specialty	29	18%	6	17%
Educational Science	27	16%	5	9%
Journalism	24	16%	7	19%
Literature	13	10%	3	6%
Physical Education, Sports and Recreation	13	10%	2	4%
Visual Arts: Graphic Design Option	12	8%	4	7%
Social Work	8	5%	4	7%
English Teaching Option	6	4%	2	4%
Sociology	6	4%	2	4%
History	4	3%	1	2%
Library and Information Science	4	3%	0	0%
Psychology	3	2%	3	6%
Visual Arts: Ceramic Option	1	1%	0	0%
Visual Arts: Sculpture Option	1	1%	1	2%
Visual Arts: Paint Option	1	1%	1	2%
Social and Cultural Anthropology	1	1%	2	6%
Philosophy	0	0%	4	7%
TOTAL	153	73%	47	27%

Source: Data extracted from the survey addressed to the students of the fifth year of The School of Arts and Social Sciences of the University of El Salvador, year 2018.

From this population, 52% of the students are Catholic, 38% Protestants, 1% is Muslim and 9% profess other religions as it can be seen in Table N° 14

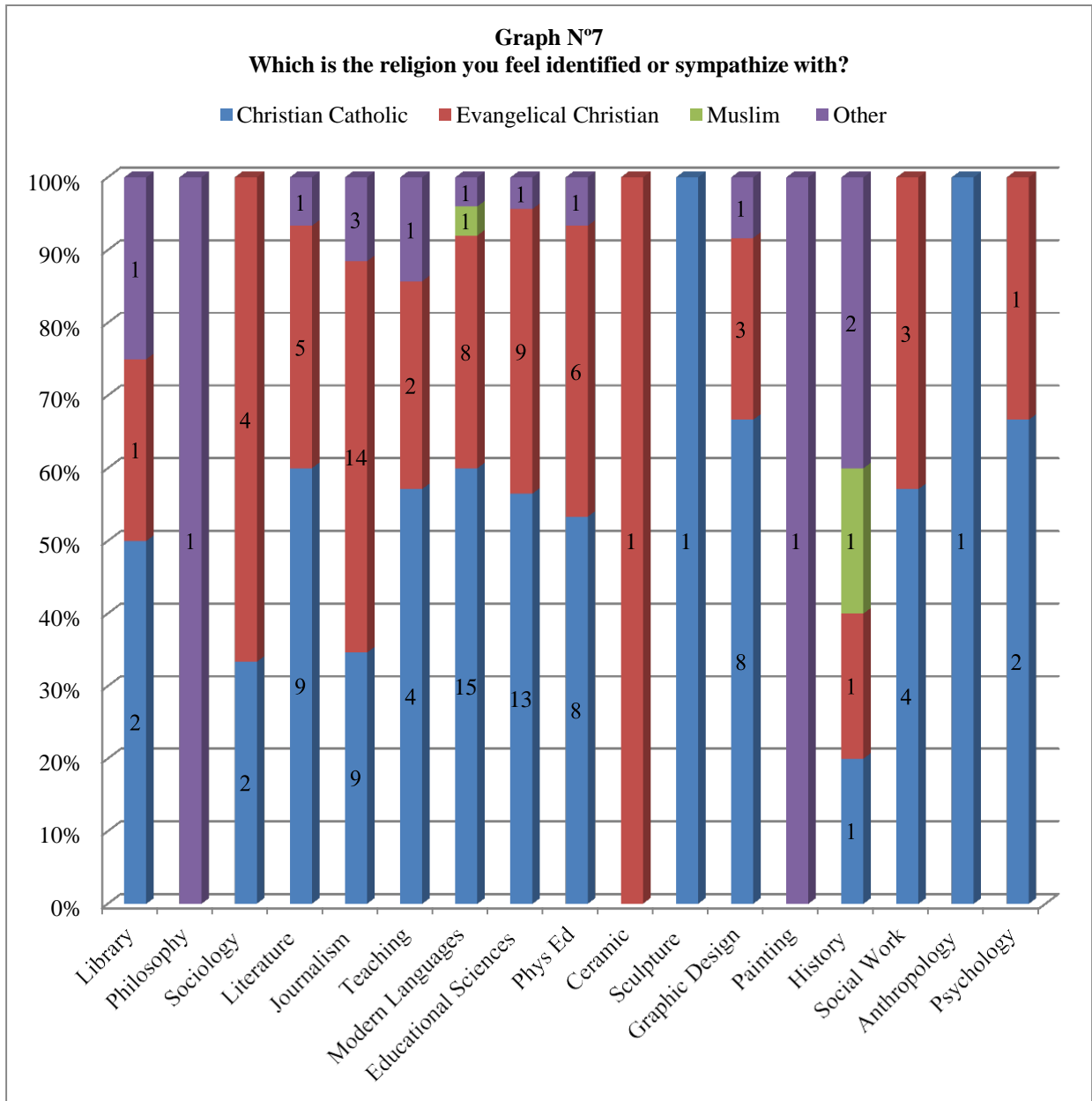
Table N° 14: Religion fifth year students of the School of Arts and Social Sciences profess

What is the religion that you profess?									
Christian Catholic		Protestants		Muslim		Other		Total	
F	%	F	%	F	%	F	%	F	%
79	52%	58	38%	2	1%	14	9	153	100%

Source: Data extracted from the survey addressed to the students of the fifth year of The School of Arts and Social Sciences of the University of El Salvador, year 2018

In the next graph, it can be seen the religious belief of the sample students by career.

Graph N° 7: Most commonly practiced religion within the fifth year students of the School of Arts and Social Sciences of the University of El Salvador



Source: Data extracted from the survey addressed to the students of the fifth year of The School of Arts and Social Sciences of the University of El Salvador, year 2018

Participants were asked if they attended a religious or spiritual organization. 74% of students confirmed they attended a religious entity, and 26% affirmed they did not go. See table N° 15

Table N° 15: Students who attend religious or spiritual organizations

Do you attend a religious or spiritual organization?			
Yes		No	
F	%	F	%
3	3%	1	3%
0	0%	2	5%
6	5%	0	0%
12	11%	3	8%
18	16%	7	18%
5	4%	1	3%
21	19%	4	10%
21	19%	3	8%
7	6%	8	20%
1	1%	0	0%
1	1%	0	0%
8	7%	2	5%
0	0%	1	3%
2	2%	3	8%
4	4%	3	8%
1	1%	0	0%
3	3%	2	5%
113	74%	40	26%

Source: Data extracted from the survey addressed to the students of the fifth year of The School of Arts and Social Sciences of the University of El Salvador, year 2018

When students were asked in what kind of activities promoted by the religious entities they participated, the respondents answered that they preferred to attend personal growth activities (56%), in second place, students attended charitable activities in benefit of the members of the same religious organization (23%), and in third place it was found that 21% cooperated in their communities or other charitable institutions. See table N° 16. It is important to remark that there are 140 answers because the 113 students that indicated they attend religious organizations were allowed to choose more than one options.

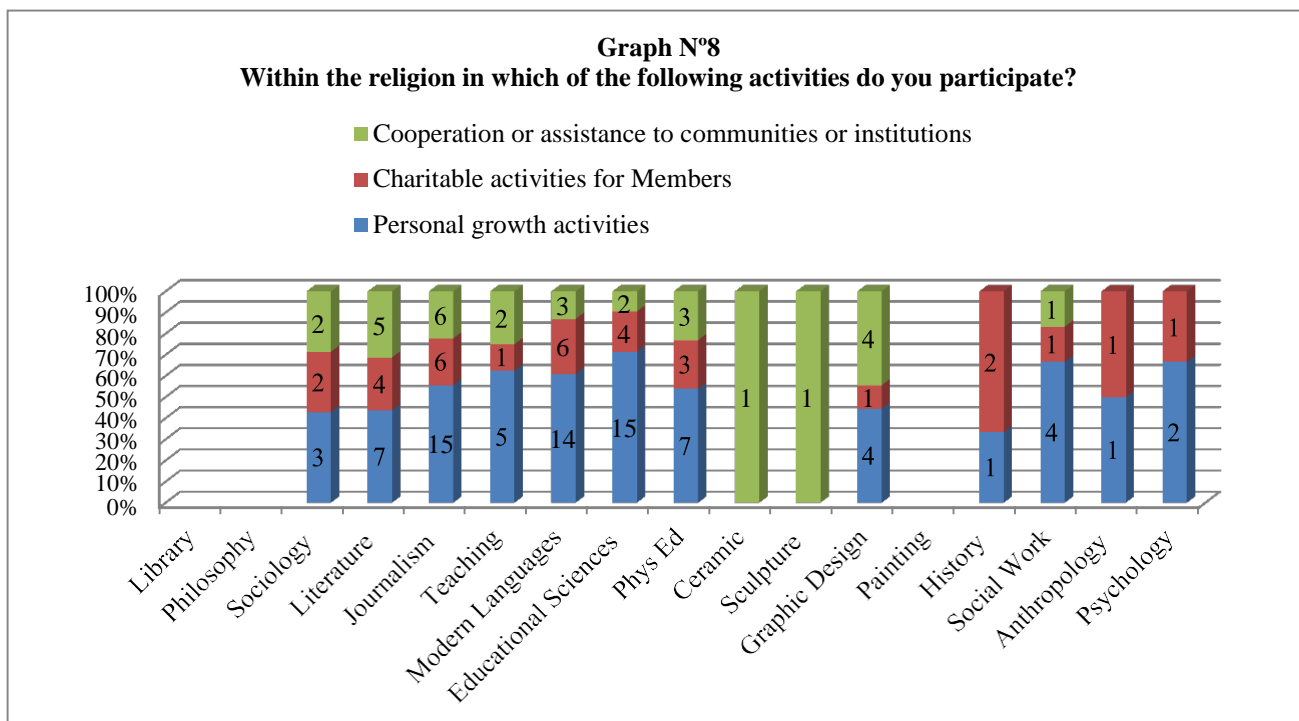
Table N° 16: Activities within the religious entity in which the sample student participate

Personal growth activities		Charitable activities for members		Cooperation or assistance to communities or institutions		Total
F	%	F	%	F	%	
78	56%	32	23%	30	21%	140

Source: Data extracted from the survey addressed to the students of the fifth year of The School of Arts and Social Sciences of the University of El Salvador, year 2018

The next graph shows the level of participation in religious or spiritual activities the sample students from each bachelor had. It is necessary to remark that this graph represents only the sample students.

Graph N° 8: Fifth year students of the School of Arts and Social Sciences of the University of El Salvador who participated in activities within their religion entity.



Source: Data extracted from the survey addressed to the students of the fifth year of The School of Arts and Social Sciences of the University of El Salvador, year 2018

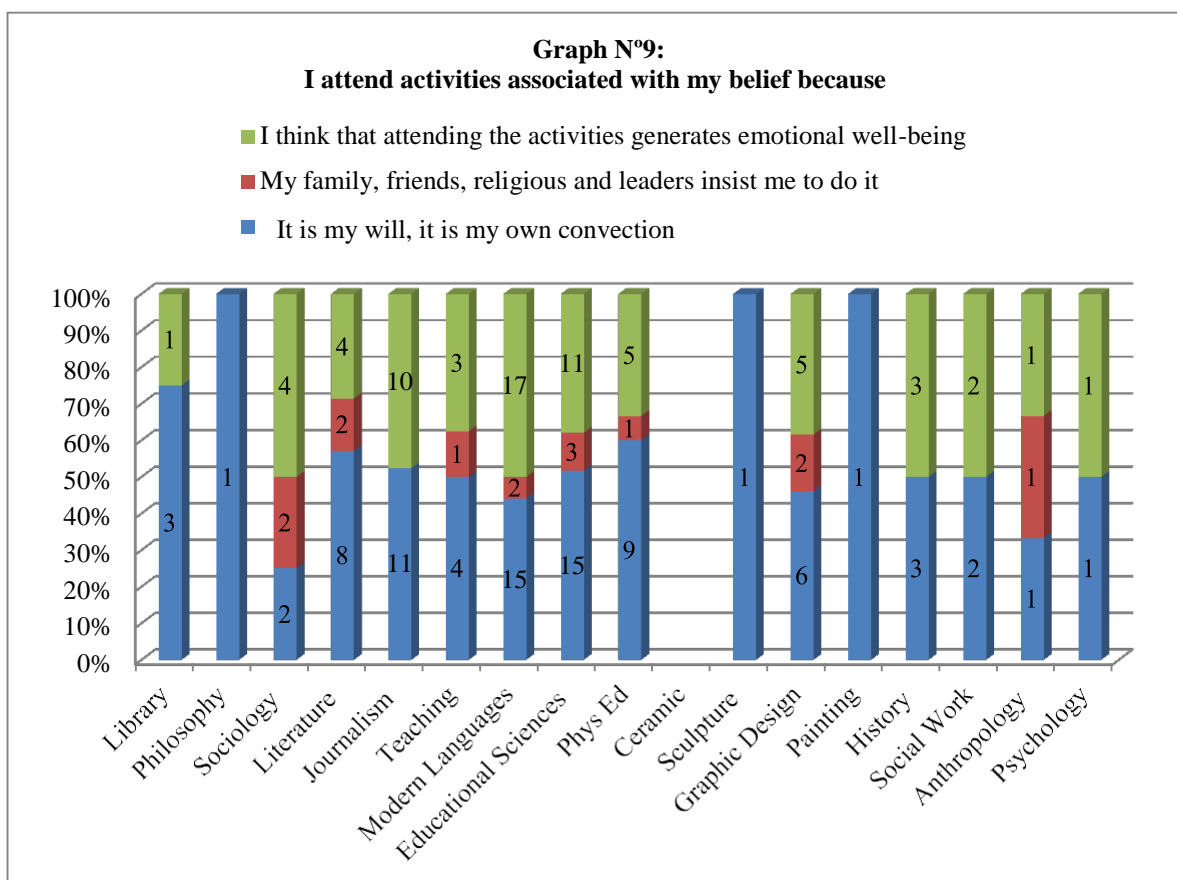
When the sample students were asked what were the reasons that motivated them to be involved in such activities, 50% affirmed that it was their own conviction, 41% answered that participating in such activities generated them an emotional well-being, and 9% assured they were involved in those activities because of their family and friends' influence. This means several students participated in humanitarian activities because they were certain about what they believed and felt regarding the doctrine their religion promotes. See Table N° 17. It is important to clarify that there are 164 answers, because the 113 students who indicated they attended religious organizations were allowed to choose more than one option.

Table N° 17: Reasons why fifth year students of the School of Arts and Social Sciences of the University of El Salvador attend activities related with their religion beliefs

I attend activities associated with my religious because		
Reasons	F	%
It is my own conviction	83	51%
My family and friend insist	14	9%
Emotional well-being	67	41%
Total	164	100%

Source: Data extracted from the survey addressed to the students of the fifth year of The School of Arts and Social Sciences of the University of El Salvador, year 2018

The following graph shows by detail the reasons why the sample students of the fifth year of the School of Arts and Social Sciences take part in activities associated with their religion belief.



Source: Data extracted from the survey addressed to the students of the fifth year of The School of Arts and Social Sciences of the University of El Salvador, year 2018

In the other hand, there is a contrast between the influence students receive from the University and the influence they receive from their religious belief. It seems as if the religion generates in the students a desire or a will to be involved in activities addressed to other people around.

From the sample students, 17 (9%) respondents indicated they participated voluntarily in humanitarian activities promoted by the University. See Table N° 2. Voluntarily is understood by the developing of activities without receiving an economical retribution. In contrast, out of the 140 students that answered the question related to the activities promoted by their religious organization or institution to which they attended, 30 students (21%) admitted to participate in activities to help communities, other 32 participants (23%) explained they participated in activities oriented to help the members of their same religious

organizations and 78 students (56%) admitted to participate in activities to achieve personal growth. See Tables N° 17.1 and Table 17.2

Table N° 17.1: Activities promoted by the religion entity in which students participate

Activity within the religious institution	F	%
Personal Growth activities	78	56%
Charitable activities for Members	32	23%
Cooperation and assistance to communities or institutions	30	21%
Total	140	100%

Table N° 17.2: Participation of students of the UES in humanitarian activities.

Activity	F	%
Participation in humanitarian or volunteer activity promoted by the University	17	9%
Students that did not take part	183	91%
Total	200	100%

Source: Data extracted from the survey addressed to the students of the fifth year of The School of Arts and Social Sciences of the University of El Salvador, year 2018

In Table N°17.1 it can be seen that most of the students are participating in religious activities to grow personally, and in Table N°17.2 it is possible to see that only 9% of the sample students participate in humanitarian activities inside the University which is a low percentage.

Lastly, it could be said that religious beliefs have a higher impact on students' behavior than the philosophical framework of the University; as the previous tables show.

Political Ideology Influence

Another factor that was considered in this research that may influence the students' participation in humanitarian activities, is the political ideology they have. Table N° 18 shows the political party preference of the fifth year students of the School of Arts and Social Sciences. The graph shows that 64% of the surveyed sample, has an inclination for the new political movement (NUEVAS IDEAS) that wants to become a political party; in

the second place, the left political party FMLN has a 33% of sympathizers, in the third place 9% of the respondents affirmed not to sympathize with any of the political parties given in the options from the list. ARENA, a right party, obtained 3% of students that follow it. And from its part, the right political party GANA, did not receive support from any student. (0%)
See Table N°18

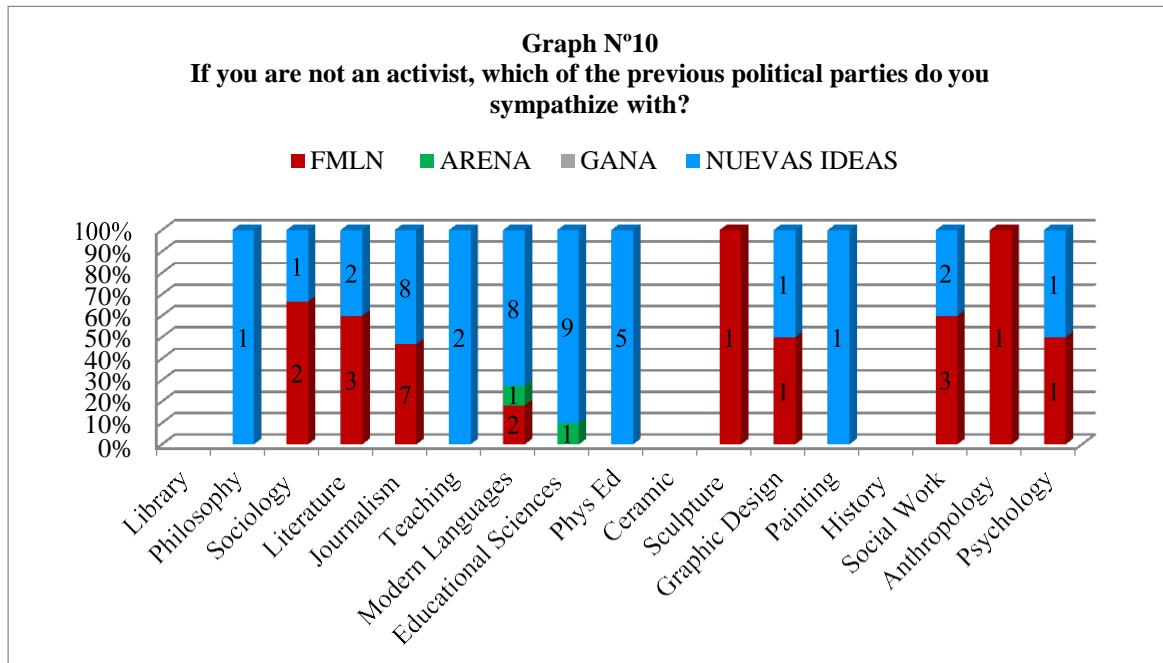
Table N° 18: Political party preference of the fifth year students of the School of Arts and Social Sciences.

If you are not an activist, which of the previous political parties do you sympathize with?							
FMLN		ARENA		NUEVAS IDEAS		GANA	
F	%	F	%	F	%	F	%
21	33%	2	3%	41	64%	0	0%

Source: Data extracted from the survey addressed to the students of the fifth year of The School of Arts and Social Sciences of the University of El Salvador, year 2018

The graph below, shows the details per bachelors about the political preference of the student sample. This information is for future researches only.

Graph N°10: Political parties which fifth year students sympathize with



Source: Data extracted from the survey addressed to the students of the fifth year of The School of Arts and Social Sciences of the University of El Salvador, year 2018

When students were asked which were the reasons they sympathized with political parties, 37% of students responded that the reason was because it proposed solutions to the country's social problems; 35% supported the party because they feel identified themselves with the ideas and principles the political party promoted. 4% of the surveyed participants indicated they felt preference for that political party because it fulfils the campaign promised they made, while 14% of students affirmed they supported the political party because their families sympathized with that political ideology. Finally, 10% indicated there were other reasons they supported those parties but did not share details. See Table N° 19. Despite the fact that 64 students indicated they sympathized with a political party, the next table shows 79 answers because students were able to choose more than one option.

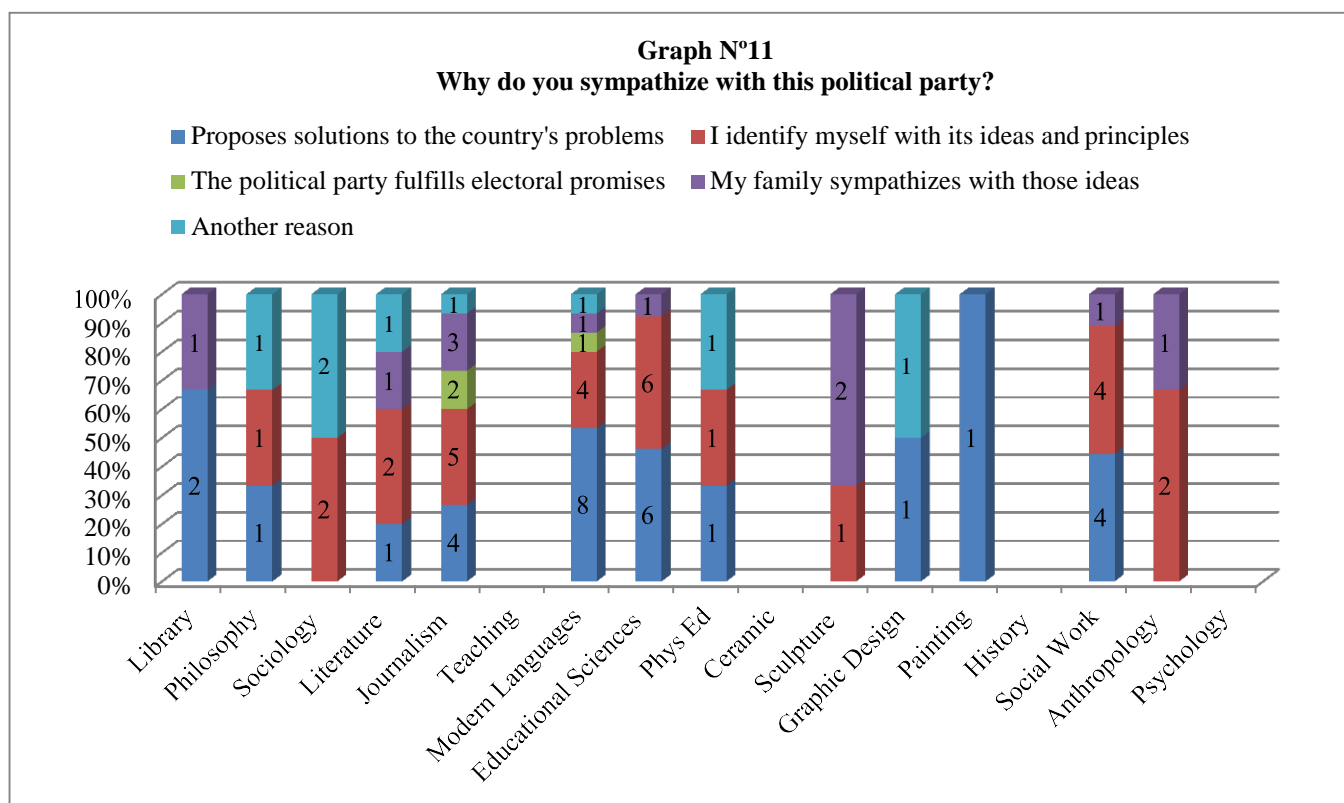
Table N° 19: Reasons why fifth year students sympathize with a political party

Reason	F	%
It proposes solutions to the country's problem	29	37%
I identify myself with its ideas and principles	28	35%
The political party fulfills electoral promises	3	4%
My family sympathize with those ideas	11	14%
Other reasons	8	10%
Total	79	100%

Source: Data extracted from the survey addressed to the students of the fifth year of The School of Arts and Social Sciences of the University of El Salvador, year 2018

The next graph shows by detail the reasons the sample students of the School of Arts and Social Science sympathize with a political

Graph N° 11: Reasons why students sympathize with a political party



Source: Data extracted from the survey addressed to the students of the fifth year of The School of Arts and Social Sciences of the University of El Salvador, year 2018

Another important aspect to consider is that the students of the School of Arts and Social Sciences not only sympathize with a political party, but also played different roles within those political entities as presented in Table N° 20.

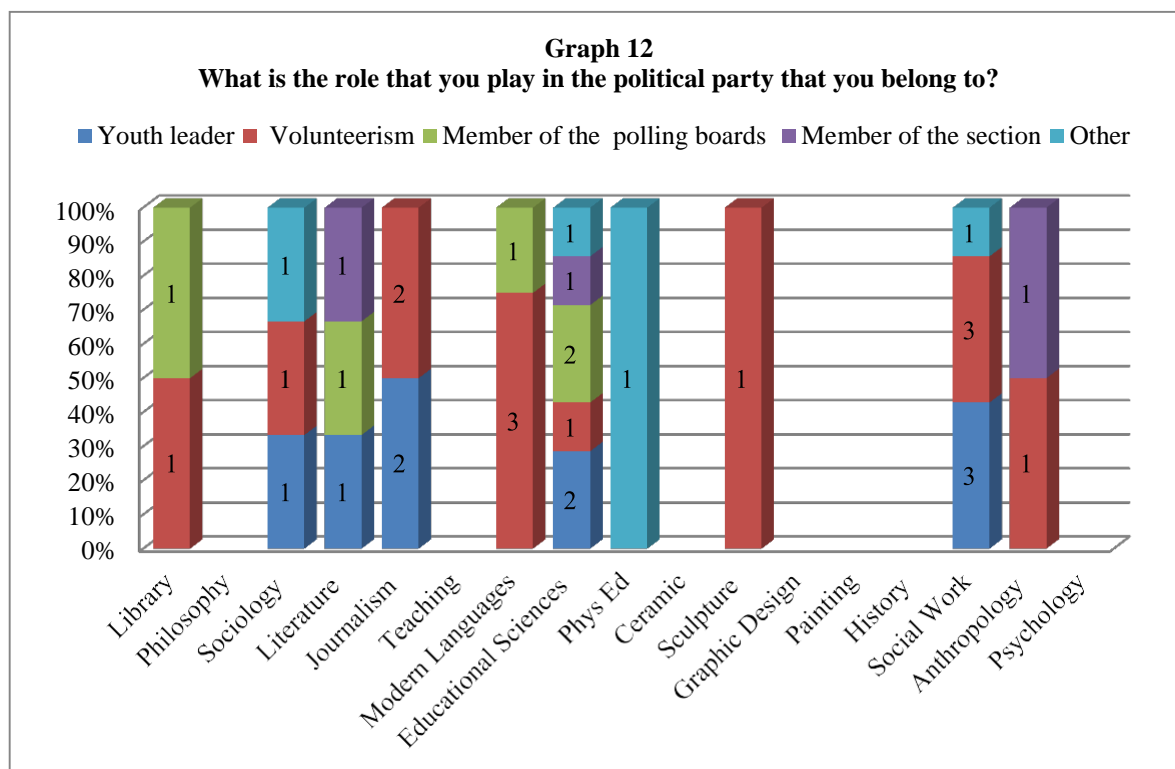
Table N° 20: Roles played by the fifth year students of the School of Arts and Social Sciences in political parties

What is the role that you play in the political party do you belong to?		
Role	F	%
Young leader	9	26%
Volunteerism	13	38%
Member of the polling boards	5	15%
Member of the section	3	9%
Other	4	12%
Total of answers	34	100%

Source: Data extracted from the survey addressed to the students of the fifth year of The School of Arts and Social Sciences of the University of El Salvador, year 2018

Out of this 26%, of the students sample were young leaders who collaborated in a political party events, 13 students collaborated as volunteers in diverse activities of the party, 5 students were members of polling stations in political election days, and 3 students indicated they participate in administrative activities and meetings of the political section. See Graph N° 12. To see details per bachelors.

Graph N° 12: Roles played by the fifth year students of the School of Arts and Social Sciences in political parties



Source: Data extracted from the survey addressed to the students of the fifth year of The School of Arts and Social Sciences of the University of El Salvador, year 2018

On the other hand, 21% of the students indicated that the political party to which they belonged performed humanitarian activities like housing construction. Another 24% stated their party donated food to people in need; 21% of the students affirmed their political party financed scholarships, 25% of respondents expressed their party promoted activities of medical services 15%, and 15% said their party developed environmental campaigns. See Table N° 21.

Table N° 21: Students’ participation in humanitarian activities promoted by their political party

Options	F	%
Housing construction	26	21%
Donate food	30	24%
Finance scholarships	32	25%
Medical services	18	15%
Environmental campaigns	18	15%
Total	121	100%

Source: Data extracted from the survey addressed to the students of the fifth year of The School of Arts and Social Sciences of the University of El Salvador, year 2018.

Students sample also indicated that are activist in a political party and according to the National Democratic Institute of United States (NDI), “when citizens join political parties, volunteer their time, donate the money and vote for their leaders, they are exercising their basic democratic rights. Besides, being a member, offers unique benefits, including opportunities to influence policy choices, choose and engage political leaders, and run for office.”

The involvement of students as activist in a political party. Besides, the presented information may indicate that the political parties promote humanitarian activities, and encourage students to participate in them. However the level of engagement in those groups is low. 8% of 200 surveyed students are active militants of political parties. See Table N° 22.

Table N° 22: Students who are activists in a political party.

Are you an activist of a political party?				
Bachelor	YES		NO	
	Frequency	%	Frequency	%
Library and Information Sciences	2	13%	2	1%
Philosophy	0	0%	4	2%
Sociology	0	0%	8	4%
Literature	1	6%	16	9%
Journalism	3	19%	30	16%
English Teaching option	0	0%	8	4%
Modern Languages, French and English Specialty	3	19%	32	17%
Educational Sciences	1	6%	28	15%
Physical Education, Sports and Recreation	0	0%	16	9%
Visual Arts, Ceramic Option	0	0%	1	1%
Visual Arts, Sculpture Option	0	0%	2	1%
Visual Arts, Graphic Design Option	0	0%	15	8%
Visual Arts, Paint Option	0	0%	2	1%
History	0	0%	5	3%
Social Work	5	31%	6	3%
Social and Cultural Anthropology	1	6%	3	2%
Psychology	0	0%	6	3%
Total	16	8%	18	92%

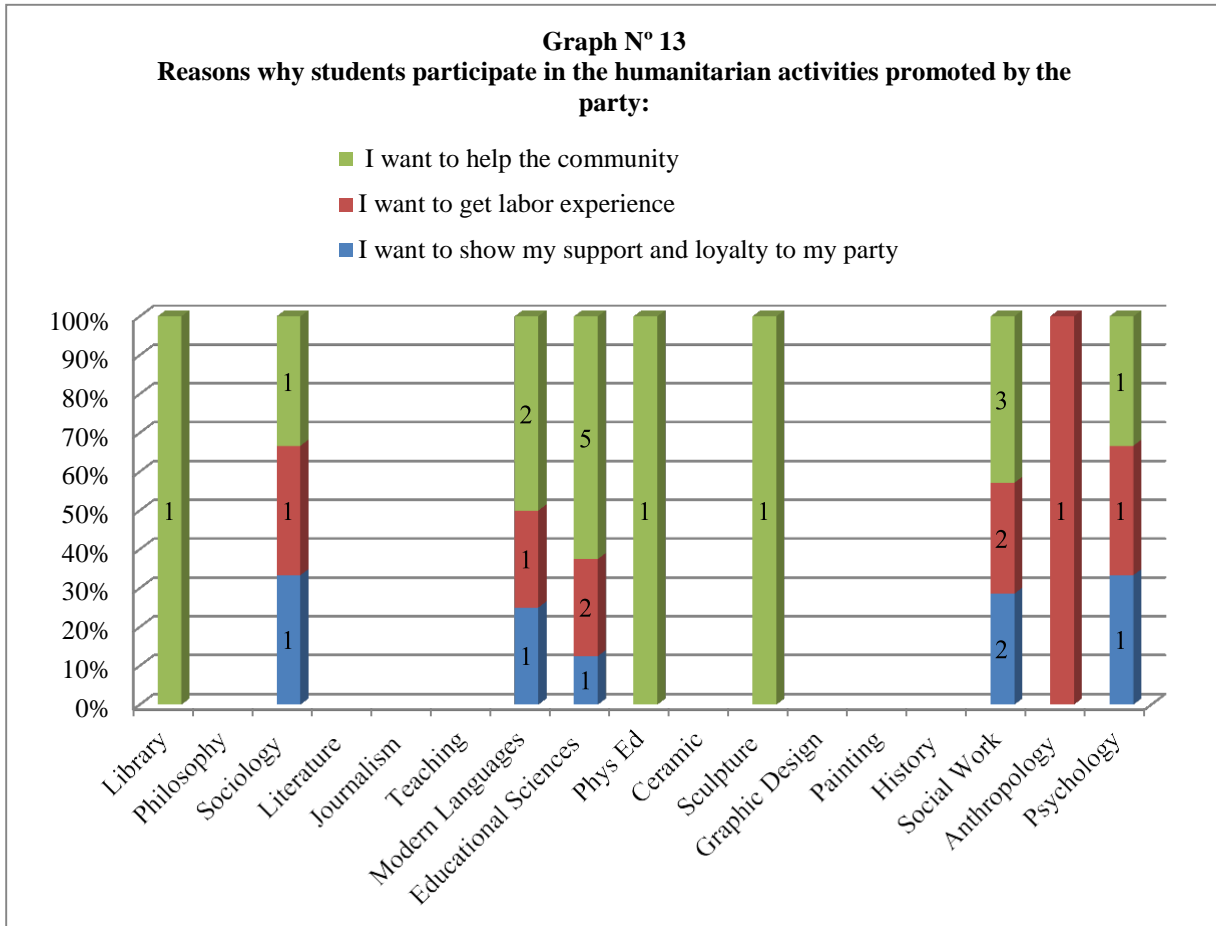
Source: Data extracted from the survey addressed to the students of the fifth year of The School of Arts and Social Sciences of the University of El Salvador, year 2018

This means students have a great opportunity to use their critical thinking and the principles they get during their study years in the University to influence within the parties to which they belong and to contribute to the decision making for the good of their communities and society, unfortunately the percentage of students involved is low.

In order to know the reasons why students participate in humanitarian activities promoted by their political parties, the respondents had to choose from a set of options. The tendency shows that all students who answered that question participate because they wanted to help the community. The students that performed a higher level of agreement than others regarding that option belonged to the bachelors of Physical education, Library

and Information Science, for example; they indicated that they totally agreed that helping the community is the only reason that moves them to participate. See graph 13.

Graph N° 13: Reasons students participate in humanitarian activities that their party promotes.



Source: Data extracted from the survey addressed to the students of the fifth year of The School of Arts and Social Sciences of the University of El Salvador, year 2018

Students also agreed with the fact that collaborating with the activities that the parties promote, help them to gain professional experience, which is considered as a benefit the students receive by getting involved in humanitarian activities, 15% of students from different bachelors completely agreed with this idea: Sociology, Modern Languages, French and English Specialty, Educational Sciences, Social work, Sociocultural and Anthropology and Psychology. See Table N° 23.

Table N° 23: Students participate in the humanitarian activities that their party promoted to get labor experience.

Bachelor	Completely disagree		Partially disagree		Neither agree nor disagree		Partially agree		Completely agree	
	F	%	F	%	F	%	F	%	F	%
Library		0%		0%	1	5%		0%		0%
Philosophy		0%		0%		0%		0%		0%
Sociology		0%		0%	1	5%		0%	1	13%
Literature	1	10%	3	38%		0%		0%		0%
Journalism	1	10%	1	13%	3	15%	3	43%		0%
Teaching		0%		0%		0%		0%		0%
Modern Languages	3	30%	1	13%	4	20%	1	14%	1	13%
Educational Sciences	3	30%	1	13%	4	20%	1	14%	2	25%
Phys Ed	2	20%		0%	1	5%	1	14%		0%
Ceramic		0%		0%		0%		0%		0%
Sculpture		0%		0%	1	5%		0%		0%
Graphic Design		0%		0%	1	5%		0%		0%
Painting		0%		0%		0%		0%		0%
History		0%		0%		0%		0%		0%
Social Work		0%	1	13%	4	20%	1	14%	2	25%
Anthropology		0%	1	13%		0%		0%	1	13%
Psychology		0%		0%		0%		0%	1	13%
Total	10	19%	8	15%	20	38%	7	13%	8	15%

Source: Data extracted from the survey addressed to the students of the fifth year of The School of Arts and Social Sciences of the University of El Salvador, year 2018.

When the students were asked if they participated in political initiatives to show their loyalty and support, 39% of the students completely disagreed with this statement. In this sense, the support and loyalty were not the main reason of their participation in political activities. See table N° 24.

When the students were asked if they participated in political initiatives to show their loyalty and support, 27% of the students showed a neutral position. They neither agree nor disagree with this idea. The bachelors in this category are Journalism, Modern Languages, Educational Sciences, Physical Education and Social work. See table N° 24.

Table N° 24: Students participation in political initiatives to show loyalty and support to the political Parties from students

I participate in the humanitarian activities promoted by my party to show my support and loyalty.										
Bachelor	Completely disagree		Partially disagree		Neither agree nor disagree		Partially agree		Completely agree	
	F	%	F	%	F	%	F	%	F	%
Library	1	4%		0%	0	0%		0%		0%
Philosophy	0	0%		0%	0	0%		0%		0%
Sociology	0	0%		0%	0	0%	1	11%	1	17%
Literature	2	9%	1	0%	0	0%		0%		0%
Journalism	3	13%	1	24%	4	24%	1	11%		0%
Teaching	9	35%		0%	0	0%		0%		0%
Modern Languages	3	13%	2	12%	2	12%	2	22%	1	17%
Educational Sciences	4	17%	1	18%	3	18%	2	22%	1	17%
Phys Ed	2	9%		12%	2	12%		0%		0%
Ceramic	0	0%		0%	0	0%		0%		0%
Sculpture	0	0%		0%	0	0%	1	11%		0%
Graphic Design	0	0%		6%	1	6%	1	11%		0%
Painting	0	0%		0%	0	0%		0%		0%
History	0	0%		0%	0	0%		0%		0%
Social Work	0	0%	1	24%	4	24%	1	11%	2	33%
Anthropology	1	4%		6%	1	6%		0%		0%
Psychology	0	0%		0%	0	0%		0%	1	17%
Total	25	39%	6	10%	17	27%	9	14%	6	10%

Source: Data extracted from the survey addressed to the students of the fifth year of The School of Arts and Social Sciences of the University of El Salvador, year 2018

Besides, the table above shows that 39% of students completely disagreed with the idea of participating in activities promoted by their political parties because they want to give them support and loyalty. English Teaching is the bachelor that has more students that agreed the most with that fact (9 students).

The next table shows the students' opinions related to the idea of participating in activities promoted by their party to help the community.

Table N° 25: Students participation in humanitarian activities that their party promotes to help the community.

Bachelor	Completely disagree		Partially disagree		Neither agree nor disagree		Partially agree		Completely agree	
	F	%	F	%	F	%	F	%	F	%
Library		0%		0%		0%		0%	1	7%
Philosophy		0%		0%		0%		0%		0%
Sociology		0%		0%		0%	1	14%	1	7%
Literature	3	25%	1	33%		0%	1	14%		0%
Journalism	2	17%		0%	5	28%	2	29%		0%
Teaching		0%		0%		0%		0%		0%
Modern Languages	4	33%		0%	3	17%	1	14%	2	13%
Educational Sciences		0%	1	33%	5	28%		0%	5	33%
Phys Ed	2	17%		0%	1	6%		0%	1	7%
Ceramic		0%		0%		0%		0%		0%
Sculpture		0%		0%		0%		0%	1	7%
Graphic Design		0%		0%		0%	1	14%		0%
Painting		0%		0%		0%		0%		0%
History		0%		0%		0%		0%		0%
Social Work	1	8%		0%	3	17%	1	14%	3	20%
Anthropology		0%	1	33%	1	6%		0%		0%
Psychology		0%		0%		0%		0%	1	7%
Total	12	22%	3	5%	18	33%	7	13%	15	27%

Source: Data extracted from the survey addressed to the students of the fifth year of The School of Arts and Social Sciences of the University of El Salvador, year 2018

The previous table shows that 27% of students completely agreed with the idea of helping the community, and 33% of the students showed a neutral position related to this fact.

After having seen the different scenarios that the three tables above present, it can be inferred that there are more students motivated by the transformation of their communities than students willing to be loyal to their political parties. This means students probably know that it is not only about being a member of a political party, but the objective is being engaged in political causes to gain working experience and at the same time, generate impact in the society.

The data previously mentioned show there are leaders, but the number is low. It could be positive for the country to have more students with humanitarian sense taking part in the politica

decision-making as the University establishes in its philosophical framework, to train proactive leaders capable to transform the society.

4.2.2 Students political participation within the University

Students of the School of Arts and Social Sciences also have political representation within the University government. The internal political participation is a factor that can influence the humanitarian participation of students, which is necessary to remark.

According to article 41 letter "D" of the Organic Law of the University of El Salvador, students have the right to enjoy freedom of assembly, association and expression in the terms provided for the University legislation. Article 45 of the same law defines the student associations as independent entities of the authorities of the university and of the faculties; they will be organized democratically in the form that the same students determine and obtain the personality by agreement of the General Assembly of the University.

When the 200 sample students were asked about their involvement in political organizations inside the University, only 192 answered this question, so it was found that 9% (17) are members of a political association within the University. While 91% students (175) did not have any political participation in the University. See Table N° 26

Table N° 26: Student´s political participation within the University of El Salvador

Options	F	%
Yes	17	9%
No	175	91%
Total	192	100%

Source: Data extracted from the survey addressed to the students of the fifth year of The School of Arts and Social Sciences of the University of El Salvador, year 2018.

Table N° 27: Political associations students belong to inside the University

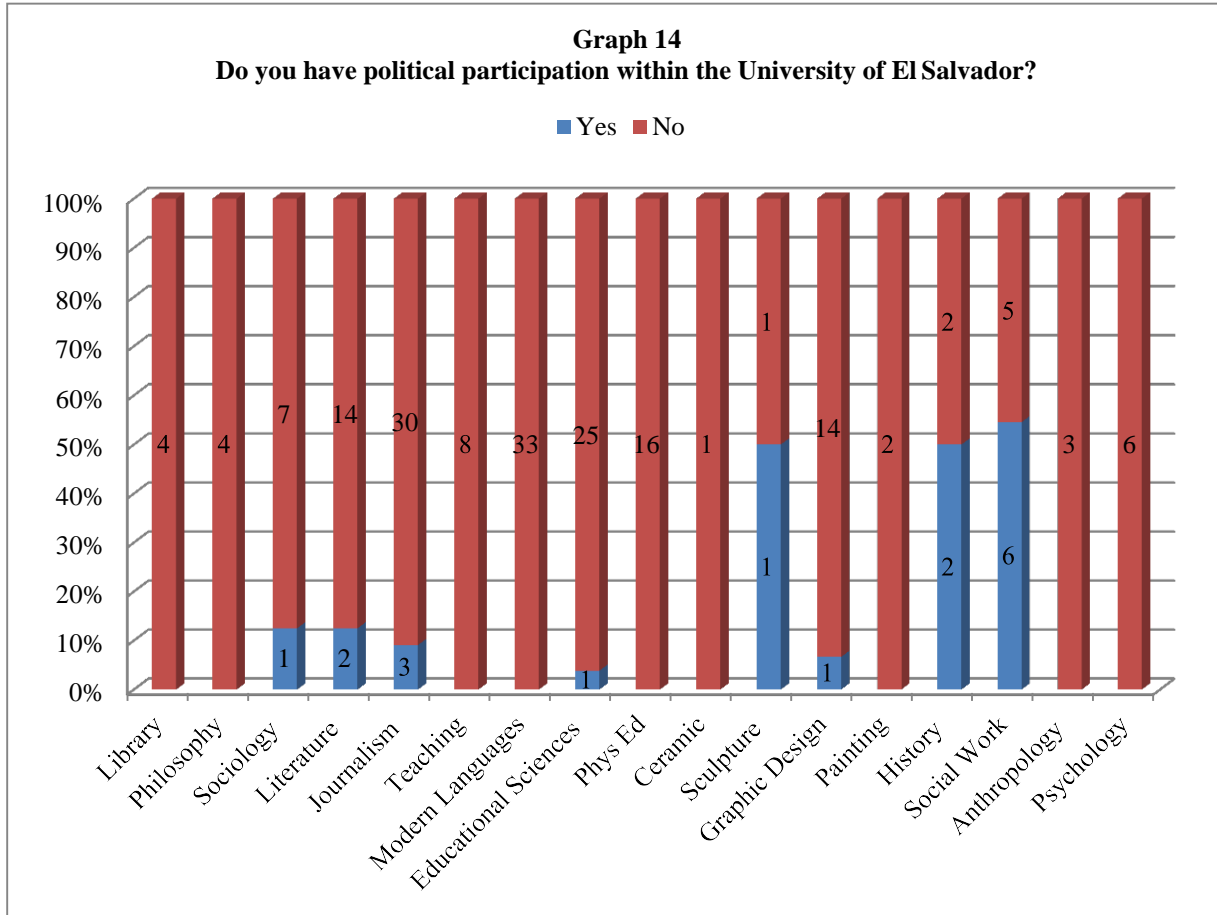
Which student association do you belong to?		
Political association	Frequency	%
ASETSUES	7	47%
ASEHISTORIA	3	20%
OTHER (MECH and BRES)	2	12%
COEP	1	7%
ASEANTROPOS	1	7%
ADEL	1	7%
CEPS	0	0%
AGEIE	0	0%
UEI	0	0%
ASEPS	0	0%
AEI	0	0%
Total	15	100%

Source: Data extracted from the survey addressed to the students of the fifth year of The School of Arts and Social Sciences of the University of El Salvador, year 2018

It was found that there are different political organizations in which students are activists: SETUES, by its acronym in Spanish (Workers Enterprise Union of the University of El Salvador) with 6 students from Social Work and 1 student from Physical Education, ASEHISTORIA (Student Association of the Bachelor in History) where there are 3 students; ADEL (Students Association of Bachelor in Literature) with 1 student from the Bachelor in Literature, COEP (Student Collective of Journalism “Fabio Castillo Figueroa”) with 1 participant from Journalism BRES (Student Revolutionary Brigade of El Salvador) with 1 student from Journalism, and MECH (Student Movement of Arts and Social Sciences) and Teaching Option with one member each.

In this sense, it can be observed that the students of the career that has the highest political participation within political organizations inside the University of El Salvador belong to the Bachelor in Social Work. See Graph 14.

Graph N° 14: Students who are members of a University political organization

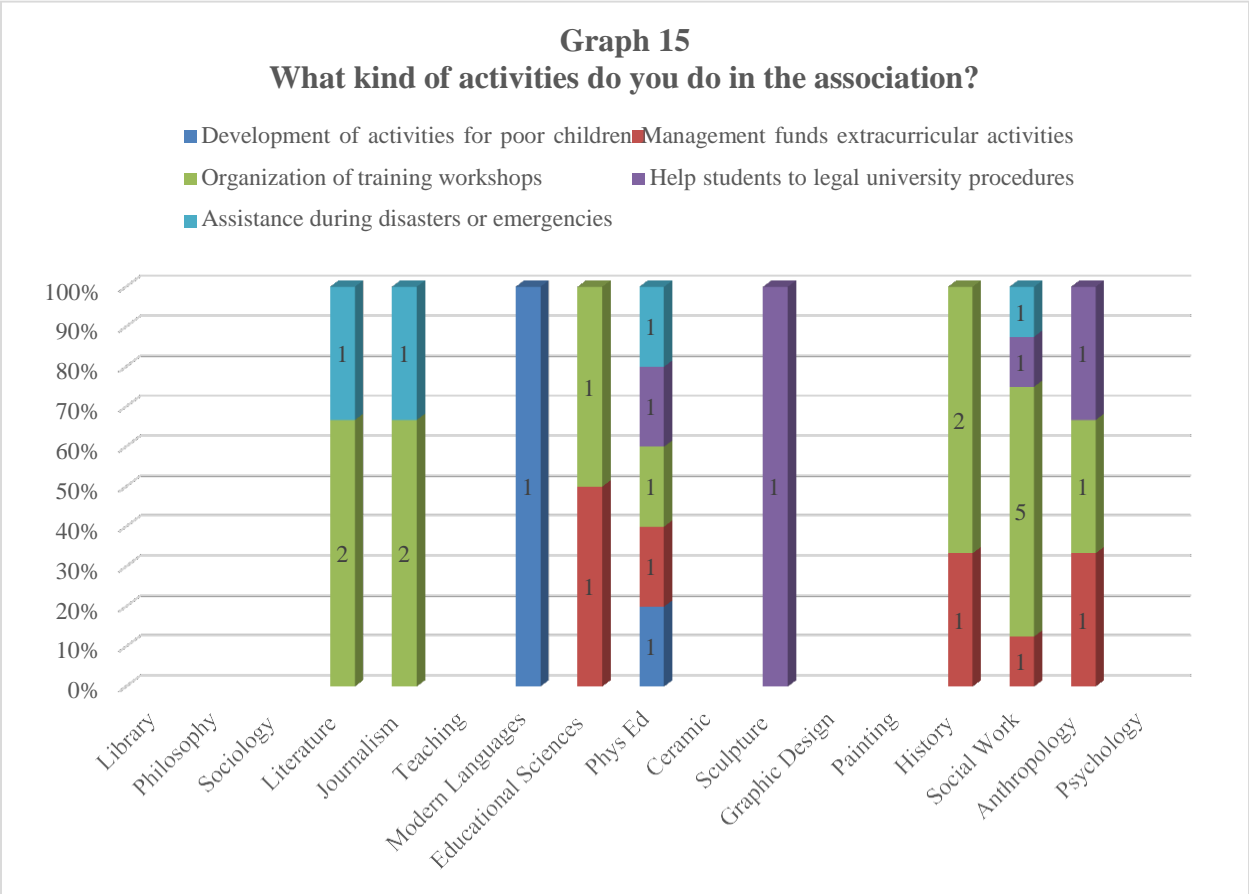


Source: Data extracted from the survey addressed to the students of the fifth year of The School of Arts and Social Sciences of the University of El Salvador, year 2018

The activities these student organizations develop are varied, within a set of proposed options; the students replied that the organization of training workshops is the most common, as well as the management of funds for extracurricular activities.

On the other hand, the less developed activity is the help for children of communities in need. See graphic N° 15

Graph N° 15: Activities students of the fifth year of the School of Arts and Social Sciences develop within the political associations of the University



Source: Data extracted from the survey addressed to the students of the fifth year of The School of Arts and Social Sciences of the University of El Salvador, year 2018

Being part of a student organization provides the ability to develop a variety of skills and create social awareness. Besides the activities mentioned above, ADEL and AGEIE (General Association of Foreign Language Students) inform students about their rights and duties; they also provide support and advice for the subjects and assistance in legal and academic instances. Additionally, to the activities mentioned in graph N° 15, the activities these associations perform are to advice on formalities for academic processes, providing training and reinforcement courses for students, reporting job opportunities and scholarships, as well as contributing to the improvement of the department.

AGEIE provides the students with the opportunity to make their Social Service through the association, by teaching English or French for free to the students of the University and to the public in general. The only thing that the participants have to do is to donate a toy that subsequently is delivered to children of low-income families, in parties that the association organizes. Students who teach French and English not only gain labor experience but they also benefit the Salvadoran society. These organizations are composed by students who feel identified by the same cause, share a common goal and provide the student community with spaces for participation. Being part of a student organization is an opportunity to be an agent of change, to implement and develop different skills.

Students' participation in humanitarian projects within a social organization or institution outside the University.

To participate in voluntary or humanitarian activities adds an extra value to the people who receive the help and also adds a value to those who make the activity; this kind of activities allow the participants to meet new people and to strengthen the community connection. (Rodríguez, 2014). In this sense, some benefits of the participation in humanitarian activities are to meet new people and to create a community connection. This process can be related to the community outreach, which is one of the branches the Philosophical Framework of the University.

In this section of the analysis, emphasis is made on the humanitarian activities students develop in external institutions or associations that do not have any direct relation or agreement with the University. This information should not be confused with the information in Table N° 4 that presents the level of involvement of students in the humanitarian activities the University promotes. In this sense, the next table shows the participation of students in social initiatives outside the University.

Table N° 28: Fifth year students of the School of Arts and Social Sciences who are collaborating within a social organization or Institution outside the University

Do you collaborate in a humanitarian or social cause promoted by an external organization or Institution				
Bachelors	YES		NO	
	F	%	F	%
Library and Information Sciences	1	2%	3	2%
Philosophy	0	0%	4	3%
Sociology	4	7%	4	3%
Literature	7	13%	9	6%
Journalism	5	9%	27	19%
English Teaching option	4	7%	4	3%
Modern Languages, French and English Specialty	4	7%	29	21%
Educational Sciences	11	20%	18	13%
Physical Education, Sports and Recreation	5	9%	11	8%
Visual Arts, Ceramic Option	0	0%	1	1%
Visual Arts, Sculpture Option	0	0%	2	1%
Visual Arts, Graphic Design Option	2	4%	13	9%
Visual Arts, Paint Option	0	0%	2	1%
History	1	6%	4	3%
Social Work	8	15%	3	2%
Social and Cultural Anthropology	2	4%	2	1%
Psychology	1	2%	5	4%
TOTAL	55	28%	141	72%

Source: Data extracted from the survey addressed to the students of the fifth year of The School of Arts and Social Sciences of the University of El Salvador, year 2018

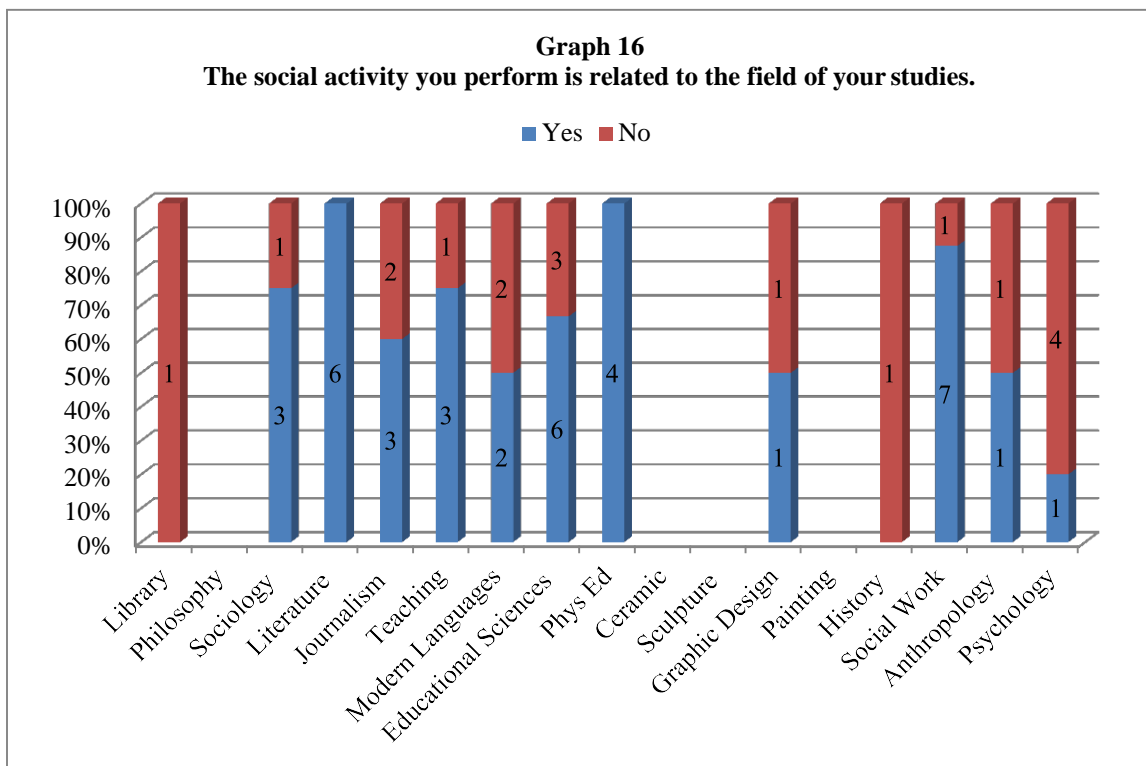
To obtain the previous information, the 200 sample students were asked about their participation in humanitarian institutions outside the University. It was found that there are 55 students participating in social causes that do not have any relationship with the University, and 141 who affirmed not to take part in any association.

When they were asked to give detail about their role in those organizations, or the activities they developed, unfortunately, not all of them answered. However, it was found that the students of the Bachelor in Social Work had the highest level of engagement, eight students participated in activities such as giving trainings, evaluation projects, educational workshops, garbage collection, among others. In the second place, were the students of the Bachelor in Sociology, Teaching Option and Social and Cultural Anthropology. In the third place, were the students of the two Bachelors of the School of Education.

In contrast, the students of the Bachelors in Visual Arts Ceramic, Paint, and Sculpture option, and the Bachelor in Philosophy did not provide any information related to participation in activities promoted by external social institutions.

Students were also asked if the activities they were developing in the social or humanitarian organization were related to their careers. The result showed that 37 participants (67%) said they performed activities related to their careers, while 18 students (33%) said they developed activities different from their field of study, which means that students who collaborated in social or humanitarian activities not only developed their humanitarian sense by participating within these institutions but they also had contact with different people around them, and got working experience. See Graph N° 16.

Graph N° 16: Fifth year Students of the School of Arts of Social Sciences who develop a humanitarian activity in external organizations in the field of their studies

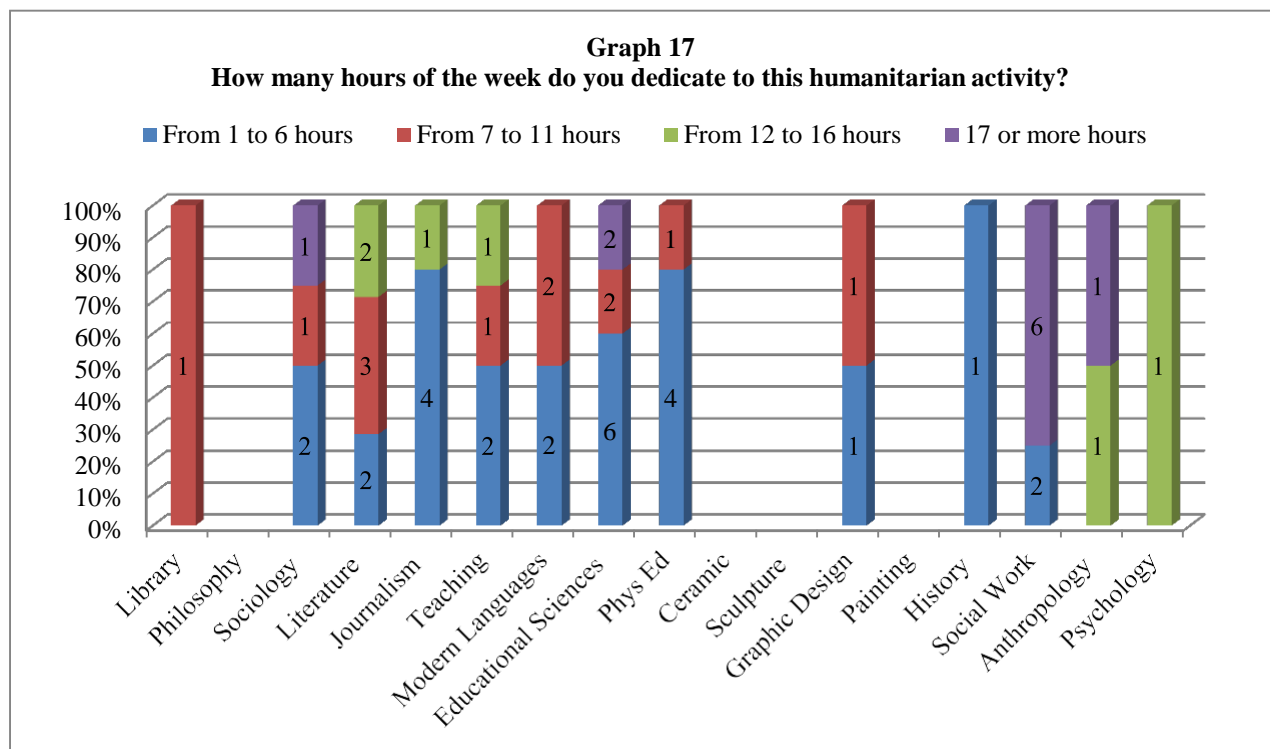


Source: Data extracted from the survey addressed to the students of the fifth year of The School of Arts and Social Sciences of the University of El Salvador, year 2018

In order to describe their participation level and how this work experience influenced them to develop their humanitarian sense by cooperating in social institutions, students were

asked about the period of time they invested in humanitarian activities. Out of 55 surveyed students, it was found that 26 students (48%) collaborated in intervals of time reporting from 1 to 6 hours per week. The second group of students is composed by 12 (22%) that participated from 7 to 11 hours per week in social initiatives; the third group of 6 people (11%) indicated that they donated from 12 to 6 hours per week. Finally a group of 10 students (19%) affirmed they volunteered from 17 to more hours per week in humanitarian initiatives. This information is detailed in the next graph.

Graph N° 17: Time fifth year students of the School of Arts and Social Sciences invest in humanitarian activities

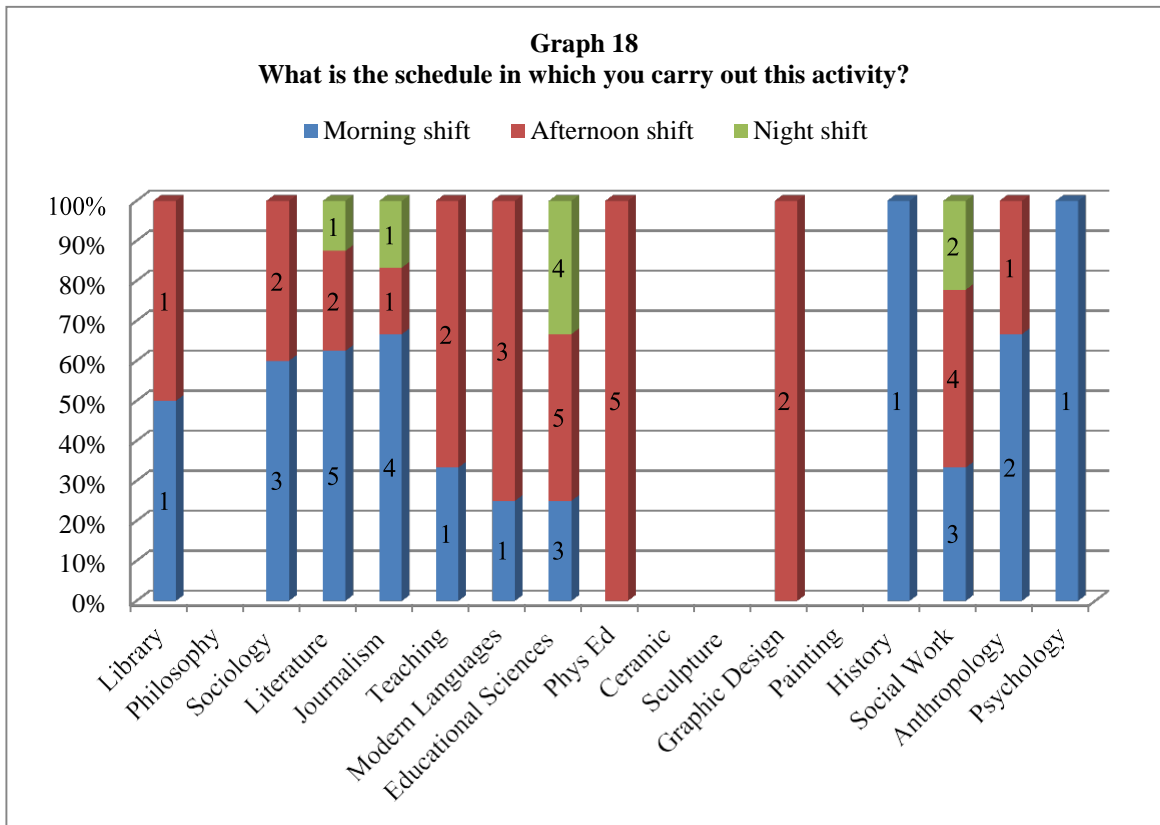


Source: Data extracted from the survey addressed to the students of the fifth year of The School of Arts and Social Sciences of the University of El Salvador, year 2018

Another point to consider is the schedule students set to develop the humanitarian activities, out of 55 surveyed students, 23 students (46%) affirmed they develop these activities during the afternoon period; another part of the population, 27 participants (41%) developed the activity during the morning, and 5 students (13%) made the activity during the night.

It was possible to see that some students made the activity during two different periods of the day, for example: they made the same activity during the afternoon and during the night. The graphic below shows the data collected.

Graph N° 18: Schedule in which fifth year students of the School of Arts and Social Sciences carry out a humanitarian activity.



Source: Data extracted from the survey addressed to the students of the fifth year of The School of Arts and Social Sciences of the University of El Salvador, year 2018

4.3 What limits the student's participation in humanitarian activities?

The previous information explains the different factors that may influence the development of the humanitarian sense of the fifth year students of the School of Arts and Social Sciences. The analysis has been focused on interpreting the student's humanitarian sense through their participation in social projects or volunteer activities inside and outside the University.

It is clear that there is a low level of involvement of the fifth year students in humanitarian activities; in fact, it was found that 9% of students are engaged in a social cause

and all of them have been influenced by family, academic experience, religious beliefs or political factors. In contrast there is 91% of students who are not voluntarily participating in social activities. To affirm this, is necessary to let aside the mandatory processes promoted by the University of El Salvador, such as the professional practices and the Social service that are necessary requirements to graduate.

There was 91% of students that apparently were not attracted by getting involved in social issues that affect the Salvadorian society; however, there is an explanation for this situation.

When the 200 students of the sample were asked the reasons why they did not participate in humanitarian activities, only 174 answered this question. It was found that 28% of them answered that they had not heard anything about the programs. Another reason chosen was the work schedule that limits them (23%); some others affirmed that the academic responsibilities did not allow them to make time (22%) also the other point that students remarked was the unsafety environment in the zones in which the projects were executed (10%) There was 6% of students that indicated that the economic limitation was another factor that prevent them from participating. And finally, 9% of the surveyed students affirmed that it was not of their interest. See next table N° 29.

Table N° 29: Reasons why fifth year students are not involved in humanitarian activities

What is the reason why you are not involved in humanitarian activities?													
Unsafe places		Economic Limitations		Lack of Knowledge About Programs		It is something I'm not interested in		Working hours		Academic Responsibilities		Others	
F	%	F	%	F	%	F	%	F	%	F	%	F	%
17	10%	10	6%	49	28%	16	9%	40	23%	38	22%	4	2%

Source: Data extracted from the survey addressed to the students of the fifth year of The School of Arts and Social Sciences of the University of El Salvador, year 2018

The lack of knowledge about programs (28%) was the option that mostly chosen. It seems as if students did not have information related to the different social programs the University develops. This fact can be interpreted in two ways: the first one, is that according to

the new Secretary of Social Outreach of the University, Reynaldo Jorge there is not a consistent program for volunteers yet, however there is one in process to be created. By now, what they have is an induction training to teach the basis of voluntarism. For him, the main thing students must know about being volunteers is to know what being volunteer means. The secretary stated that there is a low level of enrolment of students to that course, around 15 students have gone to the office to ask for information related to the program during the first semester 2018.

Mr. Jorge was also asked about which were the strategies they had taken to invite volunteers to the program, he affirmed that they had posted information related to the program in some strategic places in the University but they had not generated the expected impact. He affirmed they were working on establishing a formal program but they had found administrative limitations that they still had to overcome to really impact and invest in more publicity and promotion.

It is possible to infer that publicity related to social programs has to be improved. Students need to hear more about voluntarism. Students recognize the impact the University can do to change the society. Students are part of the University, so they should assume a sense of identity, and act according to the University's vision and philosophical framework's aim.

On the other hand, this research found that some of the students that said they participated are also exposed to the values their families disseminate. The students that are not participating have a lack of values regarding the help to others. When students were asked what the most important value in their families is, 26% of students affirmed that it is the responsibility, the respect was chosen by 22% of students as the main value their families practice. The values that stayed at the bottom were the voluntary assistance with 16%, and perseverance and tolerance with 11% each. Lastly, 14% of students recognize the discipline as the most important value their families convey.

Students also said that the working hours they had was also a limitation. Out of the 200 surveyed students, 40 indicated they were working (23%) This means students did not have much time to participate in humanitarian activities, students not only study but they also have to work.

Even though the idea that the delinquency or the violence situation in El Salvador is a factor that could be preventing the students to be involved in social initiatives, it was found that 10% of students did not feel identified by that fact, nor for the economic situation. Contrary to what it could be believed, that the students do not count with the economic resources to take part in social or voluntary activities, the respondents chose this factor in a minimal level (6%). This means the economic factor may not be seen as factor that prevents them to participate.

On the contrary, the respondents expressed that the academic responsibilities was what did not allow them to take part in such activities. This means, the pressure and the academic activities that students were developing to increase their professional skills prevented them from participating. However, this cannot be seen as something negative, the academic training is preparing the students for the future; when the students finish their studies, they will be capable enough to face with humanitarian sense the troubles the society presents. This can be proved by the fact that from the sampling of 200 surveyed students, only 8% of students openly manifested that they were not interested in doing humanitarian activities; A first sight this may not look positive at all, but it is of primary importance to mention that the rest of surveyed students (92%) admitted that they are interested; this means that they know it is something good that they would like to do but there have been factors that prevent them from taking part at that moment.

Possibly students need more information and time. Students are probably dealing with too much work and little time. However, the other facts cannot be left aside; every element around students is essential to allow them integral development. The University has an important role: to develop the student's professional skills and critical thinking, and building the students humanitarian thinking through practice. The humanitarian sense is there but could be profited and invested in the University outreach and public image through the student's participation in humanitarian or volunteer activities.

CHAPTER 5. CONCLUSIONS

The development of this research would have not been possible without the collaboration of the fifth year students of the School of Arts and Social Sciences who participated in this quantitative study, and represented the sample, as well as being the ones who the philosophical framework of the University of El Salvador, first and foremost, influence to.

5.1 Internal Factors

There are internal factors that influence the students to be involved in social initiatives. First, the philosophical framework of the University, second their classmates' motivation, and third, their professor's incentive.

The participation of students in social activities, is highly important, because it serves as a barometer of the influence of **the philosophical framework of the University**, whose main objective is to train students to contribute to social change, through the implementation of its three branches: community outreach, scientific research and the curricula which students are exposed. In this sense, the prior work has documented the fifth year student's participation in humanitarian activities or social programs during their studies. The results showed that only 9% of the students said they participated in humanitarian activities promoted by the University; this percentage is composed by students from 11 bachelors out of 17. The rest (91%) do not take part. The mandatory social work that functions as requisite to graduate is by now the way in which students donate time to develop a humanitarian activity. 100% of students do it. However, should not be the only way in which students donate time. Participation in social activities should be an activity done voluntarily without expecting any reward.

5.2 External Factors

The external factors that motivate students to participate are the **family influence, the religious belief, political ideology, and the participation of students in humanitarian projects or social organizations.**

The research showed that the family influence produced a level of participation of 41% in which the students do more humanitarian work than any member of their families. By observing the data related to the family influence, it was found that there is a conveying of values such the responsibility, respect, self-discipline and hard work, however even when some parents are participating in humanitarian activities and promoting values such helping others through their example, this value is not the main motto of students.

In the case of **religious belief**, it was found that 21% percent of students collaborated helping their communities through religion entities. On the other hand, the religious beliefs have the highest impact on student's behavior than the philosophical framework of the University; this can be proved by the fact that 62 students said (44%) they participated in humanitarian activities promoted by their religious entities, while 9% of students participated in humanitarian activities promoted by the University.

Political parties also promote humanitarian activities, and encourage students to participate in them, however the level of engagement in those groups is low. 7% of 200 surveyed students are active militants of political parties. Being part of a party or a political student organization is an opportunity to be an agent of change, and to implement and develop different skills. When the students join political parties, volunteer their time, donate the money and vote for their leaders, they are exercising their basic democratic rights. Besides, being member, offer unique benefits, including opportunities to influence policy choices, choose and engage political leaders, and run for office.

The level of participation of students in humanitarian projects or social organizations outside the University was of 28%. To participate in volunteer or humanitarian activities adds an extra value because these kinds of activities allow the participants to meet new people and to strengthen the community connection. The students who collaborate in social or humanitarian

activities not only develop their humanitarian sense by participating within these institutions but they also have contact with different people around them, and get working experience. However, it is clear that there is a low level of involvement of the fifth year students in humanitarian activities, and that apparently are not attracted by the social causes that affect the Salvadorian society but the results allowed to remark the reasons why students do not take part in humanitarian activities. 28% of the students answered that they had not heard anything about the programs. Some others affirmed the work schedule limited them (23%); while some students affirmed the academic responsibilities did not allow them to make time (22%); there was a group of students (10%) who remarked that sometimes the unsafe environment in the zones in which the projects are executed prevent them to take part. There was a 6% of students that indicated that the economic limitation is another factor that prevent them from participating. And finally, 9% of the surveyed students affirmed that is not of their interest.

Besides that, this study therefore indicates that even though the Secretary of Social Outreach is working in the creation of a solid volunteer program, there are aspects of publicity that need to be considered to increase student's participation. Students need to hear more information related to social causes and to find out available opportunities to participate without limitations in the process to become members.

The results provided with evidence that there are religious, political, familiar and institutional implication in the building of the humanitarian sense of students. This may suggest that it is not only the philosophical framework of the University of El Salvador that has the main role to train young leaders capable to transform the reality through their actions, but it is necessary to consider the other factors that surround the students, that together, with the University could build a committed character with social causes in the students.

Finally, despite of the fact the hypotheses were created at the beginning of this study with the purpose to prove the veracity of the different statements, the sample used did not allow to confirm nor disapprove those statements.

CHAPTER 6. REFLECTIONS

The next paragraphs present some reflections in regards of the building of a more proactive student population in favor of social initiatives promoted by the School of Arts and Social Sciences or external social organizations.

- The School of Arts and Social Sciences should improve the dissemination of moral values and technical competences in students, to give answer to specific social situations in an efficient and fairly way. This school needs to pay attention to the human beings and their social environment, and identify needs that could be assisted through the student's help.
- In addition to the personal professional training given to students to improve or achieve economic well-being, the School of Arts and Social Sciences should create mechanisms in which students could share their knowledge in a selflessly way and without discrimination to the society. This participation should be channeled to different sectors of the society such as religious organizations, political parties, and non-governmental institutions. In this way, the University will increase a committed and solidarity behavior of students, in favor to the socially excluded people.
- The School of Arts and Social Sciences should increase the humanist dimension by highlighting the importance of recognizing the value and dignity of the human being as well to remark in the classrooms the importance of working with justice and solidarity. This should be implemented as a motto in everyday activities and classes.
- The Administration of the School of Art and Social Sciences should promote values of ethic, solidarity and assistance; among professors, students and employees, by promoting the participation of all of them, in social projects.
- It is recommended that the University, in this case, the School of Arts and Social Sciences, improves the mechanisms of sharing information about the social programs the University intends to execute, so that the student and professors community make take part. It is not enough to assign the responsibility of the diffusion of information to the Social Outreach

Secretary. The social involvement has to be a matter of highly importance within all the University, it has to be an activity in which all the members of the University should take part.

- The philosophy of the University of El Salvador should be so rooted in the student's minds to the point that the University is recognized by the public due to the social contributions and active service to the community. The University should be recognized for its real commitment at all the levels of the society: scientific, cultural, and economic, and in this way to honor its philosophy.
- The University should support the volunteer program, and look for financial cooperation from external sponsors with social responsibility; besides, the Social Outreach Secretary could imitate external volunteer programs that have had success thanks to the communicational and publicity practices that attract young people, and increase the number of volunteers. This means that it is necessary to boost the promotion of the volunteer unit created by the Social Outreach Secretary. This includes, the creation of a slogan, a logo, a motto, and provide with uniforms to stimulate students with the sense of belongingness and identity. This could be supported by the secretary of communications, the associations, professors and student leaders. Is task of the School of Arts and Social Sciences recognize the contribution of all the members that take part as well as to share with the students the benefits they may obtain thanks to their participation.
- The Administration of the School of Arts and Social Sciences should give training to the professors, and build values of solidarity to reaffirm the objectives and the main approach of the philosophical framework of the University, so that they may share it with students.
- The University should promote students' participation at all levels by creating strategic relationships with Families, political parties, religious entities, and social institutions that work with social projects.

- The School of Arts and Social Sciences should focus its teachings on the motivation of serve others no matter what.
- The School of Arts and Social Sciences should motivate students to become active leaders and community builders and become an example for the people around them.

Recommendations related to the student's participation in humanitarian projects.

- The School of Arts and Social Sciences should take advantage of the openness of some institutions or NGO'S that offer internship opportunities to students not only to help the community and strengthen their humanitarian sense but also to develop their professional skills in order to become stronger candidates for jobs after graduation.
- The School of Arts and Social Sciences should increase agreements with NGOs or social institutions to build programs for the benefit of the community in which the students could take part; and at the same time, they could learn how to apply the theoretical knowledge to the real world, and build a valuable experience.
- The School of Arts and Social Sciences has to make sure the service the students provide outside the University, is oriented to the benefit of the community and not to financial interests or profit motives.
- The School of Arts and Social Sciences should prevent students who participate in humanitarian projects about making sure the service they provide is attached to their career, so that if they invest their time intending as volunteers for long terms, and without remuneration, they may get carrier achievement and work experience.

Political organizations within the University

- The School of Arts and Social Sciences has to improve mechanisms to promote the external and political participation of students in humanitarian activities that benefit all

the community, even when this last one is composed by people that do not sympathize with their same political ideology.

- The University should make more publicity about the volunteer program, and develop training related to the rights and duties of a volunteer, so that young people who participate, are conscious about their roles and tasks before becoming active members of a social or political organization, to avoid possible abuses on the part of external institutions. In this way, it can be achieved a compromise of equality and cooperation within the group and the community.
- The University should regulate the student political organizations within the University; these organizations need to be open to accept new members who want to become part of their initiatives. It is necessary a more transparent and democratic process to increase political participation in the University. Besides, student political organizations within the University should involve as many members as possible in the decisions making. This actions usually results in better decisions, and reinforce the idea that members are valued for their thoughts and suggestions.
- The University needs to verify that the political organization keep social initiatives inside the University for the benefit of the students, as well as implement a more active agenda of social projects in external communities with limited resources.
- Since the members of the political organizations within the University, are active students of the University, the School of Arts and Social Sciences could profit their knowledge and invest it in the development of studies, or consider basic issues already tackled in studies carried out during the graduation work, to create sustainable and feasible projects for the benefit of the objects of study, to profit or manage the economic resources available.
- It is also recommended that the School of Arts and Social Sciences executes frequent evaluations to organizations to improve social programs, projects, and pay attention to the experience the members are having inside these groups. Through recommendations, student organizations could continuously improve everything they do.

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ANNEXES



Universidad de El Salvador
Facultad de Ciencias y Humanidades
Departamento de Idiomas Extranjeros

Tema: Descripción del sentido humanitario de los estudiantes de quinto año de las diferentes carreras de la facultad de Ciencias y Humanidades visto a través de la participación en programas sociales a lo largo de sus carreras.

Objetivo: Describir el sentido humanitario de los estudiantes de quinto año de las diferentes carreras de la facultad de Ciencias y Humanidades quienes han estado involucrados en programas sociales durante sus carreras.

Instrucciones: Por favor lea cuidadosamente cada una de las siguientes preguntas y responda marcando con una X a la afirmación que se apega mejor a su criterio o experiencia. Agradecemos de antemano su valiosa cooperación en esta investigación. Su honestidad es de mucha importancia para la veracidad de los resultados. Responder este cuestionario le tomará máximo 10 minutos.

Información General

Sección I: Aspecto laboral y sociodemográfico

1. Edad _____

2. Genero

2.1 Masculino

2.2 Femenino

3. Es estudiante de la Licenciatura en: _____

4. ¿Está colaborando en alguna institución de carácter social o humanitario?

4.1 Sí

4.2 No Pase a la pregunta 8

5. ¿La actividad social que desempeña está relacionada con sus estudios?

5.1 Sí 5.2 No

6. ¿Cuántas horas de la semana dedica a dicha actividad humanitaria?

7. ¿Cuál es el horario en que desempeña dicha actividad?

7.1 Matutino

7.2 Vespertino

7.3 Nocturno

8. De las siguientes opciones, ¿Cuál es la razón por la que no participa?

8.1 Por delincuencia en las zonas donde se desarrollan los proyectos.

8.2 Limitantes económicas

8.3 Falta de conocimiento sobre programas en los que pueda participar

8.4 No son de mi interés

8.5 Por mis horarios de trabajo

8.6 Por mi la carga académica

8.7 Otros _____

Sección II: Aspecto humanitario

9. ¿Participa usted en alguna actividad humanitaria o de voluntariado promovido por la Universidad de El Salvador?

9.1 Sí 9.2 No

10. Si su respuesta fue sí, ¿En qué tipo de actividades participa?

11. ¿Cuál de los siguientes programas sociales asocia usted con la Universidad de El Salvador?

- | | |
|--|--------------------------|
| 11.1 Programa de alfabetización | <input type="checkbox"/> |
| 11.2 Traducción de documentos oficiales | <input type="checkbox"/> |
| 11.3 Voluntariado UES | <input type="checkbox"/> |
| 11.4 Cooperación con las municipalidades | <input type="checkbox"/> |
| 11.5 No he escuchado de ningún programa | <input type="checkbox"/> |
| 11.6 Dono objetos personales como libros, ropa entre otros | <input type="checkbox"/> |
| 11.7 Otro / especifique _____ | <input type="checkbox"/> |

12. ¿Participa usted en alguno de los siguientes programas que a continuación se exponen?

- | | | | |
|----------------------|--------------------------|--|--------------------------|
| 12.1 Docencia | <input type="checkbox"/> | 12.6 Publicaciones | <input type="checkbox"/> |
| 12.2 Pasantías | <input type="checkbox"/> | 12.7 Extensión cultural | <input type="checkbox"/> |
| 12.3 Voluntariado | <input type="checkbox"/> | 12.8 No participa | <input type="checkbox"/> |
| 12.4 Investigación | <input type="checkbox"/> | 12.9 Expresiones Artísticas y Deportivas | <input type="checkbox"/> |
| 12.5 Servicio Social | <input type="checkbox"/> | 12.10 Actividades de Carácter científico | <input type="checkbox"/> |

13. ¿Participa usted en programas de carácter científico promovidos por la Universidad de El Salvador?

- 13.1 Sí 13.2 No

14. Si participa usted en alguno de los programas anteriores, Responda: ¿A quiénes está orientado dicho programa?

- | | |
|---------------------------------|--------------------------|
| 14.1 A la comunidad en general | <input type="checkbox"/> |
| 14.2 Al cuerpo docente | <input type="checkbox"/> |
| 14.3 Estudiantes | <input type="checkbox"/> |
| 14.4 Otro campo. Explique _____ | <input type="checkbox"/> |

15. Elija el factor que más lo incentiva como estudiante a participar en programas social.

- | | |
|---|--------------------------|
| 15.1 La Universidad como institución educativa y promotora de cambio social | <input type="checkbox"/> |
| 15.2 Profesores | <input type="checkbox"/> |
| 15.3 Los compañeros de clase | <input type="checkbox"/> |
| 15.4 Agentes externos | <input type="checkbox"/> |

Sección III: Factor Familiar

16. ¿Tiene algún familiar que participe activamente en una organización comunitaria o humanitaria?

16.1 Sí

16.2 No (Pase a la pregunta 18)

17. En qué tipo de actividades participan:

17.1 cooperación con iniciativas sociales de la comunidad

17.2 Actividades promovidas por un ente religioso

17.3 Actividades en su lugar de trabajo

17.4 Ayuda a una ONG

17.5 Cooperación con iniciativas sociales de la comunidad

17.6 Otro. Explique

18. En su familia, ¿quién tiene mayor tendencia a cooperar con cuestiones de carácter social?

18.1 Usted

18.2 Sus padres

18.3 Sus hermanos

18.4 Sus abuelos

18.5 Mayor parte de mi familia participa en actividades humanitarias

18.6 Toda la familia

19. Marque con una “X” que tan de acuerdo está con las siguientes afirmaciones

Afirmación	Totalmente desacuerdo	Parcialmente en desacuerdo	Ni de acuerdo ni desacuerdo	Parcialmente de acuerdo	Totalmente de acuerdo
19.1 En mi núcleo familiar somos muy empáticos, nos gusta cooperar en las tareas del hogar y nos esforzamos por solidarizarnos los unos con los otros.					
19.2 En mi núcleo familiar consideramos que es muy importante la formación profesional, debemos crear un carácter disciplinado, y orientado a alcanzar objetivos a pesar los obstáculos.					
19.3 En mi familia es muy importante el trabajo duro y constante, buscamos alcanzar el éxito y bienestar económico.					
19.4 En mi familia prevalece la libertad de cada uno de los miembros, siempre se han respetado las decisiones del otro, y sobre todo su personalidad, no intentamos cambiar a nadie.					
19.5 Sí. La dignidad y el amor propio son de suma importancia en mi familia.					

20. El valor moral que se ha difundido más en mi núcleo familiar es:

- | | | | |
|---|--------------------------|------------------------|--------------------------|
| 20.1 La responsabilidad | <input type="checkbox"/> | 20.5 El respeto | <input type="checkbox"/> |
| 20.2 La disciplina | <input type="checkbox"/> | 20.6 La perseverancia | <input type="checkbox"/> |
| 20.3 La ayuda desinteresada a los demás | <input type="checkbox"/> | 20.7 Otro. Especifique | <input type="checkbox"/> |
| 20.4 La tolerancia | <input type="checkbox"/> | _____ | |

21. El conjunto de valores morales que poseo los adquirí mayormente a través de:

- 21.1 La escuela
- 21.2 El ente religioso al que asisto
- 21.3 Mi familia
- 21.4 Mis amigos
- 21.5 Figuras celebres que me inspiran
- 21.6 Otros. Especifique _____

Sección IV: Aspecto Político

Seleccione la respuesta que se adecua a su situación.

22. ¿Es activista de algún partido político?

22.1 Sí

22.2 No

23. ¿En cuál de los siguientes partidos es activista?

- 23.1 FMLN
- 23.2 ARENA
- 23.3 GANA
- 23.4 NUEVAS IDEAS

24 ¿Si no es activista, con cuál de los partidos políticos anteriores se identifica o simpatiza más? _____

Si no es activista ni simpatiza, pase a la pregunta n# 34)

25 Por qué pertenece a este partido político?

- 25.1 Porque propone soluciones a los problemas del país.
- 25.2 Porque promueve principios e ideas con los que me identifico.
- 25.3 Porque el partido cumple con sus promesas electorales.
- 25.5 Porque mi familia simpatiza con ese partido.
- 25.6 Otra razón. Especifique _____

26. ¿Cuántos años o meses tiene de pertenecer al partido?

25.1 De 0 a 6 meses

25.2 De 6 meses a 1 año

25.3 Más de un año

27. Cuál rol ha desempeñado en el partido político al que pertenece?

27.1 Líder juvenil

27.2 Voluntario

27.3 Miembro de la junta receptora de votos

27.4 Miembro de la sección

27.5 Otro. Especifique _____

28. El partido político al que pertenece promueve actividades humanitarias?

28.1 Sí

28.2 No

29. Marque con una "X" las actividades humanitarias que promueve el partido político al que pertenece:

29.1 Reconstrucción de viviendas	<input type="checkbox"/>
29.2 Donación de alimentos	<input type="checkbox"/>
29.3 Financiación de becas	<input type="checkbox"/>
29.4 Pago de servicios funerarios de militantes	<input type="checkbox"/>
29.5 Servicios médicos a ciudadanos	<input type="checkbox"/>
29.6 Campañas médicas	<input type="checkbox"/>
29.8 Campañas ambientalistas	<input type="checkbox"/>
29.9 Otra. Especifique _____	<input type="checkbox"/>

30. ¿Ha participado usted en alguna de las actividades humanitarias que promueve su partido político?

29.1 Sí

30.2 No

31. En cuál proyecto humanitario promovido por su partido político ha participado?

He participado en el proyecto humanitario: _____

Mi rol ha sido: _____ Durante: _____

32. Marque con una "X" qué tan de acuerdo esta con las siguientes afirmaciones

Afirmaciones	Totalmente en desacuerdo	Parcialmente en desacuerdo	Ni de acuerdo ni desacuerdo	Parcialmente de acuerdo	Totalmente de acuerdo
32.1 Participo en las actividades humanitarias que promueve mi partido para demostrarle mi apoyo y Lealtad.					
32.2 Participo en las actividades humanitarias que promueve mi partido para obtener experiencia Laboral.					
32.3 Participo en las actividades humanitarias que promueve mi partido porque deseo ayudar a la comunidad.					

33. ¿Con qué frecuencia participa usted en las actividades o proyectos humanitarios que promueve su partido?

33.1 Siempre	
33.2 Algunas veces	
33.3 A menudo	
33.4 Raras veces	
33.4 Nunca	

34. ¿Tiene usted participación política dentro de la UES?

34.1 Sí 34.2 No (Pase a la pregunta # 39)

35. ¿A cuál organismo pertenece?

35.1 AGU 35.2 Junta Directiva 35.3 Otro _____

36. ¿Pertenece a alguna asociación estudiantil?

36.1 Si 36.2 No (Pase a la pregunta #39)

37. Marque con una "X" la asociación estudiantil a la que pertenece:

37.1	AEI		37.5	ASEANTROPOS		37.9	ADEL	
37.2	UEI		37.6	AETSUES		37.11	COEP	
37.3	AGEIE		37.7	ASESUES		37.12	CEPS	
37.4	ASEPS		37.8	ASEHISTORIA		37.13	Otra	

38. Qué actividades realiza dentro de su asociación:

38.1 Actividades recreativas para niños de escasos recursos

38.2 Gestión de fondos para actividades extracurriculares

38.3 Organización de talleres formativos

38.4 Ayuda con trámites legales universitarios

38.5 Ayuda en situación de catástrofe o emergencia

38.6 Otro. Explique _____

Sección V: Aspecto Religioso

39. ¿Simpatizas con alguna religión

39.1 Sí

39.2 NO

Si tu respuesta a la pregunta anterior fue NO, agradecemos su valiosa participación. Si se consideras ateo, continúe con esta encuesta.

40. ¿Con cuál de las siguientes religiones se identifica o simpatiza más?

40.1 Cristiano católico

40.2 Cristiano evangélico

40.3 Musulmán

40.4 Otra. Especifique _____

40.5 Soy Ateo

41. ¿Cuánto tiempo tiene de simpatizar con esa creencia religiosa?

41.1 Desde que tengo uso de razón

41.2 Desde la adolescencia

41.3 Desde la adultez

42. ¿Asiste a algún ente u organización religiosa o espiritual?

42.1 Sí

42.2 No

43. ¿Cuántas veces a la semana asiste a dicha institución?

43.1 De 1 a 3 veces

43.2 De 4 a 7 veces por semana

43.3 8 veces por semana

44. ¿Dentro del ámbito religioso o espiritual. ¿En cuál de las siguientes actividades participa usted?

44.1 Actividades orientadas al crecimiento personal (seminarios, talleres, ceremonias, retiros espirituales, etc.)

44.2 Actividades de caridad para beneficiar a los compañeros miembros en necesidad.

44.3 Cooperación o ayuda a comunidades externas o instituciones.

44.4 Otra. Especifique _____

45. Marque con una “X” que tan de acuerdo esta con las siguientes afirmaciones

Asisto a actividades asociadas con mi creencia religiosa porque:

Razones	Totalmente en desacuerdo	Parcialmente en desacuerdo	Ni de acuerdo ni desacuerdo	Parcialmente de acuerdo	Totalmente de acuerdo
45.1 Es mi voluntad, nace de mi propia convicción.					
45.2 Mi familia, amigos, líderes religiosos, etc. me insisten a que lo haga.					
45.3 Creo que asistir a las actividades me genera un bienestar emocional.					

¡Gracias por su apoyo!

