

GOVERNANCE OF AGENDA SETTING

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SUMMARY

Although the phenomenon of sociopolitical agenda setting has been studied in different contexts, the contrast of empirical models from their psychological dimensions has been confined to the prediction of differences between groups. In this sense, the groups are differentiated by age ranges in reference to topics that were disseminated in the press based on government decisions. The objective of this research is to contrast a model of reflective relationships of agenda setting based on eight psychological dimensions. A cross-sectional study was carried out and a non-probability sample of 312 students was used to estimate the normal distribution, reliability, validity, covariance, structure and fit of the model [$X^2 = 13.12$ (3df) $p < 0.05$; GFI = 0.975; RMR = 0.003; RMSEA = 0.001]. The results show that the attitude dimension maintains a dependent relationship with the establishment of the agenda ($\beta = 0.81$). In reference to the studies reported in the literature, the results were discussed.

Keywords; agenda, governance, citizenship, framing, entrepreneurship

ABSTRACT

Although the phenomenon of the establishment of the sociopolitical agenda has been studied in different contexts, the contrast of empirical models from its psychological dimensions has been confined to the prediction of group differences. In this sense, the groups differ by age in reference to issues that were disseminated in the press from government decisions. The objective of this research is to test a model of reflective relations agenda setting from eight psychological

dimensions. They conducted a cross-sectional study and a nonrandom sample of ³¹² students was used to estimate the normal distribution, reliability, validity, covariance structure and model fit [, RMSEA = 0.001]. The results show that the dimension of attitudes in a relationship of dependency with the agenda setting ($\beta = 0.81$). Referring to the studies reported in the literature the results were discussed.

Keywords; schedule, governance, citizenship, framing, entrepreneurship

INTRODUCTION

Setting an agenda consists of three phases; 1) dissemination of problems based on two logics of verisimilitude and verifiability to dissuade or persuade neophyte groups or experts in topics to be determined, 2) emission of words associated with the established problems that will centrally or peripherally impact the audiences who will process emotionally or rationally the contents and 3) discussion of the established problems associating them with the attributions of responsibility of rulers or authorities.

Once the media has established the topics of the public agenda, the subsequent phases are 4) the design of initiatives, 5) the legislation of the proposals, 6) implementation of public policies and 7) evaluation of the programs and strategies governmental.

The studies related to the first three phases have focused on eight areas. Incidence of social networks in the construction of a civil agenda (Cerviño, 2013), formation of local governance (Carreón, 2014), impact of promoting water scarcity on lifestyles (García, 2012), visibility of groups discriminated in the media (Latorre, 2011), influence of the media on local xenophobia (Rodríguez, 2010), social representations generated by the news (Sánchez, 2012), formation of media attitudes (Von Kogt, 2012) and effects of the framing in citizen opinion (Wasike, 2013).

However, measuring the effects of topic setting has been considered a marketing activity outside of media or public opinion research.

The objective of this study is to make reliable and validate an instrument that measures the establishment of an agenda related to structural reforms: energy, educational and labor. For this purpose, a model of indicators reflecting the establishment of a local agenda was contrasted.

Formulation : What factors establish a university sociopolitical agenda on a campus in Mexico, Federal District?

The answer to this question can be limited to the relationship between the establishment of the university agenda and eight factors alluding to representations, fields, habitus, capitals, attitudes, competencies, actors and networks.

It is a model of reflective relationships in which eight factors explain the establishment of a university agenda. In this way, social representations based on their objectification and anchoring processes explain the bias of the media and its impact on the university community through representations of the topics disseminated in the university media (hypothesis 1). In this sense, representations occur in university spaces in which groups construct discourses that differentiate them from other conglomerates. Discussion spaces such as forums, colloquiums, symposiums, congresses, workshops, seminars, diploma courses or meetings are scenarios of influence, but above all places where the topics of the academic and student agenda are established (hypothesis 2). Once power groups physically and discursively appropriate spaces, they generate teaching and learning styles that again distinguish them from other groups. These are dispositions to debate issues delimited by spaces of power. As the dispositions intensify, the influence of the media on readers becomes more evident (hypothesis 3). This is because discursive groups of power have cultural repertoires from which they construct messages that impact the personal heritage of each teacher or student. In effect, the scenarios are not only physically occupied, but also protect theories and concepts of the groups that control them (hypothesis 4). This way of establishing an agenda in high-volume scenarios generates university opinion, the main indicator of the formation of attitudes towards the establishment of a university agenda (hypothesis 5). As categories of information, attitudes serve as transmitters of beliefs and values in the formation of skills and abilities that guarantee the establishment of certain topics on the university agenda since this implies the achievement of goals (hypothesis 6).

However, the process that involves the production, management and reproduction of knowledge often requires poorly structured and more improvised strategies, which is why the participation of actors and networks is essential (hypotheses 7 and 8). It is necessary that the establishment of an agenda not only be carried out through the university media, but the participation of actors who interpret the established topics is also essential to maintain their level of expectation. Furthermore, university networks by questioning the contents of the agenda contribute to its complexity.

The model contrast implies:

Null hypothesis : The specified relationships of the agenda-setting reflective model fit the observed data.

Hypothesis _ alternate : The specified relationships between the factors that establish the university agenda are different from the findings obtained.

METHOD

Design. A cross-sectional study was carried out.

Sample. A non-probabilistic selection of 312 students (172 women and 140 men) was carried out. The selection criterion was having had contact with some university media, academic groups,

actors or university networks as well as with events and publications organized by research or academic groups.

Scenarios. The discussion of the topics took place in the classroom (67%), hallways (13%), library (9%), email (6%) and others (5%). While social networks were used to comment on personal moods (71%), group commitments (16%), buying and selling products (8%) and others (4%).

Topics . The most remembered by the student community when attending events and consulting publications during the period from January 2013 to July of the same year were the energy reform 62.1% (with emphasis on the case of Petróleos Mexicanos), 18.4% for the educational reform (with emphasis on the case of the Education Workers Union), 10.5% for the case of the tax reform (with emphasis on the Value Added Tax on books or services related to education, science and technology), 7% in the case of political reform (with emphasis on the budget for political parties) and 2% for other topics.

Events . The most mentioned were those related to energy reform (71.8%), educational reform (13.1%), tax reform (9.1%), political reform (3.5%) and others (2.5%). 60.6% of the students attended congresses, colloquiums, conferences, workshops, seminars, diplomas and courses related to the topics discussed during the 2013-I semester ($M = 2.5$ semiannual events and $SD = 0.63$ semiannual events).

Publications . 45.2% of the students consulted a publication related to the events they attended and in which the authors belonged to the organizing academic group ($M = 3.3$ books and magazines consulted, $SD = 0.58$ books or magazines) . It should be noted that 92.4% found out about the events and publications through the Internet while the rest (7.6%) selected the events by consulting brochures, magazines, gazettes or posters.

Quotes . 37.2% of the students indicated having cited an author related to the group that organized the events and publications ($M = 7.3$ citations and $SD = 0.58$ citations). 70.4% agreed with the themes that were discussed at the events and analyzed in the publications ($M = 4.5$ central themes and $SD = 0.48$ themes). 25.7% accepted having cited without having heard or read any of the members of the academic group that organized the events and the corresponding publications ($M = 4.5$ citations and $SD = 0.35$ citations).

Critics . 5.8% declared that they disagreed with the central ideas of the authors who belong to the group that organized the events and publications ($M = 1.3$ criticisms in works and $SD = 0.31$ criticisms in essays, reports or theses) . 14.5% expressed their support for dissident groups in reference to the group that organized the events and publications ($M = 3.1$ citations of dissident ideas and $SD = 0.51$ citations of dissident ideas).

Instrument. A scale was constructed to measure Agenda Setting based on the operational definitions of indicators of the factors of representations, fields, habitus, capitals, attitudes, competencies, actors and networks (see table 1).

Table 1. Operational definitions of the indicators and factors of the establishment of the sociopolitical agenda

| Factor | Definition | Indicators | Example | Options |
|--------------------------------|--|---------------------------|---|---|
| Social representations | Perceptions of usefulness around events, publications, topics and ideas related to organizing academic groups. | Perceptions of usefulness | Discussing the corruption of PEMEX is more important than its privatization | 0 = not at all likely, 1 = unlikely, 2 = sometimes, 3 = probably, 4 = very likely |
| discursive fields | Discussion styles generated from attendance at events, consultation of publications, discussion of topics and contrast of ideas produced by organized academic groups. | Discussion styles | PEMEX is Mexico's heritage | 4 = I think it is a very original idea, 3 = original, 2 = not very original, 1 = very not original, 0 = not at all original |
| Acquired habits | Acquired learning dispositions around events, publications, topics and ideas related to organizing academic groups. | Provisions | I am critical of the economic analyzes on PEMEX | 0 = not at all common, 1 = very unusual, 2 = unusual, 3 = somewhat common, 4 = very common |
| symbolic capitals | Emotions derived from events, publications, topics and ideas related to the organizing academic groups. | Indignation | The privatization of PEMEX... | 4 = it bothers me a lot, 3 = it bothers me a lot, 2 = it bothers me, 3 = it bothers me a little, 2 = it bothers me very little, 0 = it doesn't bother me |
| Informational attitudes | Categories of information related to events, publications, topics and ideas related to the organizing academic groups. | Categorization | The PEMEX reform is a central issue on the public agenda | 0 = strongly disagree, 1 = disagree, 2 = neither agree nor disagree, 3 = agree, 4 = strongly agree |
| Professional skills | Values, skills and knowledge acquired from events, publications, topics and ideas related to the organizing academic groups. | Values | I have protested against foreign investment in PEMEX | 4 = very similar to my situation, 3 = similar to my situation, 2 = little similar to my situation, 1 = very little similar to my situation, 0 = not similar to my situation |
| Informational actors | Criticisms of events, publications, topics and ideas related to the organizing academic groups. | critics | PEMEX needs to eliminate internal corruption to be sustainable | 0 = not at all questionable, 1 = very little questionable, 2 = little questionable, 3 = questionable, 4 = very questionable |
| University networks | Innovative proposals derived from events, publications, topics and ideas related to the organizing academic groups. | Innovations | PEMEX could reduce CO2 emissions with alternative energies | 4 = it is an idea to always follow, 3 = an idea to almost always follow, 2 = an idea to follow, 1 = an idea to almost never follow, 0 = an idea to never follow |

Procedure. The application of the instrument took place in the lobby of the university library. Those cases were selected in which the student had attended an event organized by an academic group, or had consulted a publication derived from the events. Those students who went to the library in the company of other students, friends or family were discarded since it was considered that they would influence their responses to the instrument. They were told that they had 20 minutes to respond to the statements and in cases where they selected the same answer or did not respond, they were asked to write on the back of the survey the reasons why they omitted their answers or repeated their response options. . Once the information was collected, the responses were coded, captured and processed in the Statistical Package for Social Sciences (SPSS) and the Analysis of Structural Moments (AMOS) in versions 18 and 5 respectively. .

Analysis. Analyzes of normality, reliability, validity, covariance, structure and adjustment were carried out to contrast the hypothetical model based on the specification of the relationships between the main factor, secondary factors and indicators.

Normality . The kurtosis parameter was used to establish the normal distribution of the responses to the measuring instrument. Those values close to unity were assumed as evidence of normality.

Reliability . Crombach's alpha statistic was used to establish the consistency of internal relationships between the items and the factors. Values greater than 0.60 were considered evidence of reliability.

Validity . A confirmatory factor analysis of principal components with varimax rotation was carried out to establish the correlations between the items and factors. The adequacy of the distribution was estimated with the Kayser Meyer Olkin (KMO) parameter in which values greater than 0.60 were assumed as evidence of adequacy while significant values of the Bartlett test were interpreted as evidence of sphericity. Those correlation values greater than 0.300 were assumed as indicators of the corresponding factor, with the factor weight close to unity having greater priority over other lower correlations.

Covariance . The association between factors was estimated taking into account values far from zero and unity since the first implies spurious correlations and the second case collinearity. The “phi” parameter was used as evidence of dependency relationships between the factors.

Structure . The dependency relationships between the main factor and the eight secondary factors were calculated. Values that approached unity were assumed as evidence of collinearity while those close to zero were taken as evidence of spuriocity. The values of “beta”, “phi” and “sigma” were used in order to interpret the most relevant findings.

Adjustment . Chi square values close to zero and significant were assumed as evidence for the acceptance of the null hypothesis. However, since the sample size affected the contrast statistic, it was decided to use the Goodness of Fit Index (GFI) and the Residual Fit Parameter (RMR). In the first case, values close to unity and in the second case values close to zero were assumed as evidence of adjustment of the hypothetical relationships in reference to the observed data.

RESULTS

The kurtosis of the responses to the instrument varies from 1.01 to 1.95, being located at the threshold required to consider a normal distribution (see table 2).

In the case of perceptions of usefulness, the highest value of the mean is the one corresponding to the item related to VAT ($M = 3.52$ and $SD = 0.41$) while the lowest is the one referring to the SNTE ($M = 2.33$ and $SD = 0.47$). The first shows a tendency towards the “very probable” option while the second has a prevalence towards the “sometimes probable” option. The expectations regarding

VAT with respect to the SNTE imply an establishment of both topics on the university agenda, but in a more utilitarian sense since what is important for the study sample is to discuss the cost of the books that an audit of the SNTE or the possibility of its internal corruption.

Regarding the discursive styles of the debate, they focus on the SNTE as a burden for the country ($M = 3.25$ and $SD = 0.47$) in reference to political parties as a necessary evil ($M = 2.53$ and $SD = 0.58$). The SNTE closest to the option “it seems like an original idea” contrasts with the political parties whose responses are close to the option “it seems like an unoriginal idea.” That is, the discursive fields of power are delimited by the discussion of the SNTE and the political parties.

If the usefulness of discussing the increase in the cost of books due to VAT is not linked to the daily debate of the SNTE, then both topics reveal different habitus. This logic is corroborated by observing that the dispositions acquired by the students regarding criticizing the economic analyzes around PEMEX ($M = 2.96$ and $SD = 0.91$) and the criticism of the SNTE budget ($M = 2.51$ and $SD = 0.26$) are response averages that are close to the option “it is common” to criticize these topics at the university. Both issues, PEMEX and SNTE, can be criticized not only without having any criteria involved, but they are also a “somewhat regular” part of the discourse of the student community.

If the habitus are dispersed, this may be because capital is emotional. Outrage about the budget for political parties ($M = 3.96$ and $SD = 0.57$) raises more suspicions about the democratization of the SNTE ($M = 2.32$ and $SD = 0.69$). In the student communities there seems to be a consensus about political parties as a sociopolitical actor that impacts the emotions of the study sample, even in comparison to the SNTE or PEMEX.

Table 2. Instrument descriptions

| | M | OF | c | α |
|---|-------------|-----------|----------|----------------------------|
| <i>Usefulness Perceptions Subscale</i> | | | | 0.68 |
| Discussing the corruption of PEMEX is more important than its privatization | 2.41 | 0.24 | 1.42 | 0.68 |
| Debating VAT in books is more relevant than their contents | 3.52 | 0.41 | 1.80 | 0.61 |
| Auditing the SNTE is more fundamental than its internal corruption | 2.33 | 0.47 | 1.68 | 0.66 |
| Questioning politicians' salaries is more useful than their negligence | 2.81 | 0.84 | 1.04 | 0.60 |
| <i>Discussion Styles Subscale</i> | | | | 0.71 |
| PEMEX is Mexico's heritage | 2.82 | 0.81 | 1.04 | 0.72 |
| VAT is a national business | 2.91 | 0.62 | 1.42 | 0.69 |
| The SNTE is a burden on education in Mexico | 3.25 | 0.47 | 1.82 | 0.61 |
| Political parties are a necessary evil for the country | 2.53 | 0.58 | 1.86 | 0.63 |
| <i>Acquired Dispositions Subscale</i> | | | | 0.68 |
| I am critical of the economic analyzes on PEMEX | 2.96 | 0.91 | 1.07 | 0.60 |
| I am uncritical of the economic benefits of VAT | 2.77 | 0.37 | 1.24 | 0.71 |
| I am critical of the SNTE budget | 2.51 | 0.26 | 1.31 | 0.74 |
| I am uncritical of sanctions on political parties | 2.88 | 0.27 | 1.92 | 0.65 |
| <i>Emotions Subscale</i> | | | | 0.73 |
| The privatization of PEMEX | 2.66 | 0.53 | 1.50 | 0.73 |
| VAT on books and educational services | 2.83 | 0.57 | 1.62 | 0.69 |
| The democracy of the SNTE | 2.32 | 0.69 | 1.95 | 0.74 |
| The budget of political parties | 3.96 | 0.57 | 1.06 | 0.70 |
| <i>Categorizations Subscale</i> | | | | 0.66 |
| The reform of PEMEX is a central issue on the public agenda | 2.70 | 0.41 | 1.75 | 0.68 |
| VAT is a secondary issue on the citizen agenda | 2.66 | 0.68 | 1.78 | 0.69 |
| The audit of the SNTE is a peripheral issue on the national agenda | 2.87 | 0.21 | 1.59 | 0.71 |

| | | | | |
|---|-------------|------|------|-------------|
| The economic sanction to the parties is a minor issue on the civil agenda | 2.40 | 0.18 | 1.54 | 0.70 |
| Values Subscale | | | | 0.64 |
| I have protested against foreign investment in PEMEX | 3.81 | 0.37 | 1.03 | 0.72 |
| I have given up buying books to avoid paying VAT | 3.66 | 0.49 | 1.83 | 0.75 |
| I have requested an audit of the SNTE for embezzlement of funds | 2.03 | 0.56 | 1.56 | 0.74 |
| I have requested access to the expenses of political parties | 3.96 | 0.73 | 1.72 | 0.75 |
| Criticism Subscale | | | | 0.71 |
| PEMEX needs to eliminate internal corruption to be sustainable | 3.58 | 0.81 | 1.80 | 0.68 |
| VAT on books will be a strategy to inhibit reading | 2.13 | 0.59 | 1.07 | 0.67 |
| An audit of the SNTE will be a vote of confidence for education | 2.52 | 0.62 | 1.76 | 0.73 |
| The transparency of party funds is a principle of democracy | 2.86 | 0.51 | 1.15 | 0.70 |
| Innovation Subscale | | | | 0.65 |
| PEMEX could reduce CO2 emissions with alternative energies | 3.88 | 0.39 | 1.01 | 0.69 |
| VAT on books by politicians would increase the sale of literature | 3.63 | 0.94 | 1.82 | 0.64 |
| An audit of the SNTE would generate trust between society and politicians | 3.96 | 0.68 | 1.10 | 0.65 |
| Access to the party budget would be an exercise in political transparency | 3.25 | 0.51 | 1.15 | 0.61 |

The student community seems to have the increase in VAT on books more in mind as a central issue ($M = 2.66$ and $SD = 0.68$) than the economic sanction to political parties ($M = 2.40$ and $SD = 0.18$). The attitudes regarding information on both topics seem to corroborate the assumption according to which a political decision that impacts the daily economy has greater weight than the economic situation of the sociopolitical actors.

However, in terms of values, access to party expenses ($M = 3.96$ and $SD = 0.76$) is more significant than an audit of the SNTE ($M = 2.03$ and $SD = 0.53$). While the first theme focuses on the option “it looks a lot like my situation”, the second theme is closer to the option “it looks a little like my situation”. This means that the professional skills of the student community to evaluate the four situations and carry out a consequent strategy is closer to the budget dynamics of the parties.

In contrast, when establishing any criticism, the student community opts for corruption in PEMEX ($M = 3.58$ and $SD = 0.81$) more than for VAT on books ($M = 2.13$ and $SD = 0.59$). In the first case they consider it “very questionable”, but in the second case they assume it as “slightly questionable”. Apparently the critics reveal a kind of actor aware of the situation that book authors are going through and are weighing the initiative of its increase from VAT, although they consider that the elimination of internal corruption in PEMEX will not guarantee its sustainability.

Finally, the trust that an audit of the SNTE would generate ($M = 3.96$ and $SD = 0.68$) seems to be considered the most innovative idea, as well as the lowest level of the factor, which is access to the parties' budget ($M = 3.25$ and $SD = 0.51$). The student community manifests itself as an innovative network in which the ideas of the reagents are well received.

However, when relating the indicators of the “actors” factor and the indicators of the “networks” factor, it is possible to observe that they speak of different topics, not complying with the principle that actors and networks converge in their ideas and actions to establish some topic of discussion.

The results presented are reliable since the alpha values range from 0.64 in the case of the values factor to 0.73 for the emotions factor. That is, the results obtained in the student sample can be observed in other samples and contexts.

The factors that make up the establishment of the agenda regarding the four issues related to PEMEX, VAT, SNTE and Political Parties included percentages of explained variance greater than 20% (see table 3).

The utilitarian perceptions factor explained 43% of the variance, the discussion styles factor explained 38% of the variance, the acquired dispositions factor explained 31% of the variance, the fourth factor related to emotions explained 27% of the variance. % of the variance, the fifth factor related to categorizations explained 25% of the variance, the sixth factor related to values explained 23% of the variance, the seventh factor related to criticism explained 21% of the variance and The last factor linked to innovations explained 20% of the variance.

It should be noted that adequacy and sphericity obtained values higher than those required [KMO = 6.452 and Bartlett $X^2 = 12.13$ (3df) $p < 0.01$].

Table 3. Validity of the instrument

| Item | F1 | F2 | F3 | F4 | F5 | F6 | F7 | F8 |
|---|--------|--------|--------|-------|--------|-------|-------|--------|
| Discussing the corruption of PEMEX is more important than its privatization | -0.371 | | | | | | | |
| Debating VAT in books is more relevant than their contents | -0.481 | | | | | | | |
| Auditing the SNTE is more fundamental than its internal corruption | -0.462 | | | | | | | |
| Questioning politicians' salaries is more useful than their negligence | 0.381 | | | | | | | |
| PEMEX is Mexico's heritage | | 0.471 | | | | | | |
| VAT is a national business | | -0.489 | | | | | | |
| The SNTE is a burden on education in Mexico | | 0.581 | | | | | | |
| Political parties are a necessary evil for the country | | 0.412 | | | | | | |
| I am critical of the economic analyzes on PEMEX | | | 0.571 | | | | | |
| I am uncritical of the economic benefits of VAT | | | -0.590 | | | | | |
| I am critical of the SNTE budget | | | 0.481 | | | | | |
| I am uncritical of sanctions on political parties | | | -0.460 | | | | | |
| The privatization of PEMEX | | | | 0.405 | | | | |
| VAT on books and educational services | | | | 0.407 | | | | |
| The democracy of the SNTE | | | | 0.395 | | | | |
| The budget of political parties | | | | 0.386 | | | | |
| The reform of PEMEX is a central issue on the public agenda | | | | | 0.371 | | | |
| VAT is a secondary issue on the citizen agenda | | | | | -0.355 | | | |
| The audit of the SNTE is a peripheral issue on the national agenda | | | | | 0.363 | | | |
| The economic sanction to the parties is a minor issue on the civil agenda | | | | | 0.305 | | | |
| I have protested against foreign investment in PEMEX | | | | | | 0.309 | | |
| I have given up buying books to avoid paying VAT | | | | | | 0.317 | | |
| I have requested an audit of the SNTE for embezzlement of funds | | | | | | 0.326 | | |
| I have requested access to the expenses of political parties | | | | | | 0.306 | | |
| PEMEX needs to eliminate internal corruption to be sustainable | | | | | | | 0.357 | |
| VAT on books will be a strategy to inhibit reading | | | | | | | 0.361 | |
| An audit of the SNTE will be a vote of confidence for education | | | | | | | 0.390 | |
| The transparency of party funds is a principle of democracy | | | | | | | 0.381 | |
| PEMEX could reduce CO2 emissions with alternative energies | | | | | | | | 0.412 |
| VAT on books by politicians would increase the sale of literature | | | | | | | | -0.407 |
| An audit of the SNTE would generate trust between society and politicians | | | | | | | | 0.396 |
| Access to the party budget would be an exercise in political transparency | | | | | | | | 0.402 |

It is striking that, except for the remaining seven factors, the perceptions factor included three indicators that correlated negatively (-0.371; -0.481; -0.462 respectively). Only in factors two and three was a single negative indicator obtained (-0.489 and -0.590 respectively)

This affected the covariance relationships of the perceptions factor with the other seven remaining factors. As perceptions increased, they led to a decrease in the values of styles ($\Phi = -0.581$), dispositions ($\Phi = -0.315$), emotions ($\Phi = -0.482$), categorizations ($\Phi = -0.591$), values (-0.572), criticism (-0.481) and innovations (-0.493). That is, the perceptions of the four central themes on the university agenda seem to intensify when the other processes are inhibited.

Given that perceptions are peripheral representations in constant change, it is possible that the central core of social representations protects information about PEMEX, IVA, SNTE or Political Parties. This is because the other factors were positively related and this implies that the four themes remain constant no longer in the peripheral representation of the information, but in its historical core.

The student communities surveyed seem to historically construct the four themes as central elements of their group history. Through discursive styles they exalt the topics of the university agenda to form dispositions from which emotions, categorizations, values, criticisms and innovative proposals are derived.

Table 4. Covariance structure

| | F1 | F2 | F3 | F4 | F5 | F6 | R7 | F8 |
|------------------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| Perceptions | 1,142 | | | | | | | |
| Styles | -0.581 | 1,157 | | | | | | |
| Provisions | -0.315 | 0.481 | 1,146 | | | | | |
| Emotions | -0.482 | 0.592 | 0.481 | 1,168 | | | | |
| Categorizations | -0.591 | 0.485 | 0.406 | 0.385 | 1,172 | | | |
| Values | -0.572 | 0.496 | 0.493 | 0.406 | 0.395 | 1,142 | | |
| critics | -0.481 | 0.513 | 0.510 | 0.485 | 0.390 | 0.507 | 1,175 | |
| Innovations | -0.493 | 0.502 | 0.487 | 0.501 | 0.406 | 0.581 | 0.604 | 1,121 |

It is a process of agenda setting that occurs in the central core of the social representations of the student community and that is being forged with emotional information from which the other factors emerge.

That is why when estimating the structure of relationships to compare it with the proposed hypotheses, the establishment of the agenda is a second-order phenomenon in which eight factors and their corresponding four indicators converge.

Categorizations are the most reflective indicator of agenda setting ($\beta = 0.81$). In contrast, the least reflective are criticisms ($\beta = 0.23$). This means that the topics related to PEMEX, IVA, SNTE and hegemonic Political Parties on the university agenda form attitudes favorable to their establishment as topics of discussion in the student community. On the other hand, the criticism of those same topics reflects a minimal part of student participation as actors in the construction of the university agenda.

The reflective structure of the establishment of the agenda reveals the construction of four themes that are most likely already objectified, naturalized and anchored in the social representations of the

student community. In this process, attitudes are a key factor since the categorizations of the four topics on the university agenda point to their establishment without any question. In that sense, the null hypothesis was accepted since the adjustment indices and residuals corroborate it [$X^2 = 13.12$ (3df) $p < 0.05$; GFI = 0.975; RMR = 0.003; RMSEA = 0.001]. This assumes that the reflective model fits the observed data, although there is the possibility of including other factors that could explain the findings of the present study.

DISCUSSION

The construction of a university agenda, unlike the establishment of the public agenda, is influenced by media and discussion scenarios that are used by academic, scientific and technological actors to guide the discussion of four topics related to PEMEX, VAT, SNTE and Political Parties.

While the public agenda is the result of political decisions, agreements between authorities and the media or access to virtual discussion forums of Internet users, the construction of a university agenda involves the dissemination of topics that academic groups have researched or debated as part of their duties at the university.

Indeed, discussion topics are a fundamental part of university life and therefore access to information on these topics is determined by the devices and technologies that support the corresponding content and queries.

The university agenda is a sample of the future of the public agenda since the interference of the media and information technologies in daily life is expected even more. In the future, citizens will access information from anywhere and at any time will be able to post their comments to their local, national or global networks.

The formation of social representations around social networks in universities allowed the generation of perceptions that exalted images over speeches. In a context in which the habitus of information and communication are iconic and virtual, the construction of a university agenda is the preamble to the establishment of a public agenda. The debate no longer hangs over the importance of the issues for national or local life. Now the relevance of such lies in the symbols, meanings and senses that Internet users construct once commented on in virtual forums.

The importance of the topics for the university agenda derives from the teaching strategies that the discursive groups within the university can carry out whenever budgets and cuts to education allow it. In contrast, a State with sufficient economic and media power can emulate what the discursive groups do in the university, but this would imply openness to debate and deliberation of the established topics.

Rather, the establishment of the public agenda goes through the same process that economically differentiated civil society and that now puts it in a situation of digital divide. As access to information increases, arguments are replaced by images that exalt the State or question it no longer for its regulatory capacity, but for its image before civil audiences.

Nowadays, the establishment of a university agenda is more complicated than the construction of a public agenda since the former requires media and channels not only for information and communication, but also for discussion, criticism and proposals. On the contrary, the establishment of the public agenda has been built since the political class and the media have agreed on the same issues in the face of civil mobilizations.

In the context of mass society, the formation of attitudes towards local authorities was a phenomenon observed by the categorizations that citizens made of their rulers. In that sense, the political sphere was considered a center of power necessary for public peace and social security.

In the current context of the information society, political systems have become campaign slogans, proselytizing phrases, propaganda and electoral advertising, as well as those directly responsible for economic crises, ungovernability, insecurity, pollution and unemployment.

Social networks have been responsible for reducing the function of the political class to a minimum. The media has ridiculed central issues of national interest by questioning the capabilities of popular representatives. The social sectors have taken up media discourses to ignore the capabilities of their authorities and disassociate them from the welfare state. In short, the establishment of the public agenda stands as an indicator of the social representations of politics, regimes and forms of State.

The current context is the result of symbols, meanings and meanings that have penetrated the central core of the social representations of citizens regarding their rulers. This has been possible thanks to the fact that the capital with which government decisions and actions are processed is essentially symbolic. It is a capital of images that inhibit analysis, criticism and proposals on the issues in question.

A consequence of the social representations of the political class is visible in the formation of attitudes in which the categories of "corruption", "nepotism", "negligence", "opacity", "violence", "repression", "insecurity", "crime", "cartel", "lieutenant" or "hitman" are present as symbols of the relationship between citizens and rulers.

These are attitudes towards the political system that inhibits the freedoms required to question public policies regarding national security. Public peace could not be built on the basis of such categories, much less sustainable local development. The generation of jobs is only conceivable from organized crime or migration since the categories that surround social representations are evidently images that disrupt individual, group and collective decisions and actions.

In today's society, unlike the university community studied, beliefs regarding the stewardship of the State have been transformed into perceptions of insecurity, discursive skills, decisions and depersonalized actions no longer to prevent crime, nor to counteract the establishment of the agenda, but to adjust them to the topics disseminated in the media and information technologies.

If civil society has built social representations that separate it from political decisions or only relate them to attribute responsibilities, then the formation of discursive fields, capitals, attitudes, competencies, actors and citizen networks are the result of the establishment of a public agenda focused on issues that, due to their level of media coverage, are relevant to the political class.

If this hypothesis were proven, then the establishment of a university agenda would implicate the leading spheres as the main beneficiaries of the issues up for debate. Academics, researchers, scientists and students would form discussion seminars in order to clarify the relationships between the themes and anticipate their consequences for the university community. The proposals would emerge from this deliberative and comparative process between the opinions expressed by the student networks.

CONCLUSION

In the educational field, universities, being subject to the discretionary budget of the legislative branch, inhibit the diversification of their sociopolitical agenda and instead adjust it to the dissident interests of discursive groups in power.

The impact of agenda setting on university communities is very different from the impact that the public agenda has on civil sectors. While in student communities the topics of discussion are limited to the classroom, the topics on the public agenda seek the legitimacy of the regime, or the questioning of its decisions.

The formation of dissident groups is more feasible in universities than in vulnerable, marginalized and excluded neighborhoods in cities. That is to say, the current context in which the agendas are established inhibits the diversity of ideas and does not require State repression. Therefore, the leadership of the State is no longer necessary to establish an agenda by controlling the media.

The social representations around the political class, its systems of government and public policies encourage the hypothesis around which citizenship symbolizes power as a governing State from which decisions are transmitted to public services and the distribution of goods. themselves in the sectors with greater capital.

The sociopolitical habitus contributes to the construction of the agenda and its establishment as a symbol of political power. The provisions of the social sectors revolve around the State as the center of public decision-making.

The discursive fields that citizens form to respond to the omnipresence of the State are trenches of political dissidence that is counteracted by the formation of attitudes towards the rulers.

The categories that are built around the topics of the sociopolitical agenda indicate that civil society is expectant of government action from which they no longer expect benefits, but rather a dosage of emotions that allows them to survive.

Citizens are increasingly moving away from the emergence of innovative and alternative actors and networks to political power. In return, it generates perceptions, beliefs and attitudes of helplessness that lead them to accept the situation in which they find themselves.

The entrepreneurial spirit that should have been generated after the State, in its desire for economic growth, allowed the entry of migrant groups, was reduced to an expression of indignation or civil disobedience.

The construction of the entrepreneurial spirit not only implies its insertion into the public agenda, but also the development of psychological and social resources that allow them to undertake forms of cooperative, dissident, ecological organization and alternative to consumerist, anthropocentric, xenophobic and conformist lifestyles. .

Establishing a university agenda to promote the entrepreneurship of innovative ideas goes beyond introducing the topics in discussion forums or information technologies. It involves peripheral social representations that translate into discourses and collective actions.

The emergence of an agenda representative of civil interests is increasingly distant as information technologies specialize in disseminating holograms instead of assisting information reasoning.

The civil actors that could emerge from universities are now only limited to discursive dissidence and have lost sight of the sectoral conflict to achieve social change. At a symbolic level this is impossible since the social representations that are in the central core are permanent and irreplaceable. If the symbols of conflict and social change have been replaced by holograms of dissent and indignation, then the emotions that derive from them will have taken the place that corresponded to dissident or alternative reasoning and strategies.

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