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## Parents' Representations of Citizenship Formation: A Mixed Methods Analysis of Sociopolitical, Sociocultural, Socio-affective and Socioeconomic Dimensions in Primary Schools in the City of Trujillo

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### Abstract

*This study examined citizenship representations among 52 elementary school parents in Trujillo, Peru, using convergent mixed-methods analysis across sociopolitical, sociocultural, socio-affective, and socioeconomic dimensions. Parents prioritized relational values (respect 87.2%, responsibility) over individual freedoms, employed family dialogue universally (100%) for decision-making, and demonstrated strong support for formal civic education (94.2%). Qualitative analysis revealed six emergent themes emphasizing emotional scaffolding and cultural transmission. Findings document a distinctive 'everyday citizenship' paradigm grounded in familial dialogue and community values, contrasting with Western models emphasizing formal political participation. Results inform culturally appropriate civic education programs recognizing family strengths in democratic socialization.*

**Keywords:** Citizenship Formation, Parental Perceptions, Elementary Education, Civic Competencies, Family Context.

### Introduction

Citizenship formation constitutes one of the most complex challenges facing contemporary educational systems, particularly in Latin American contexts where incomplete democratization processes, persistent socioeconomic inequalities, and accelerated cultural transformations converge (Villalobos et al., 2024). The Peruvian context presents distinctive particularities

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linked to its complex cultural diversity, the legacy of historical social tensions, and recent transformations in educational policy that established citizenship formation as an integrative component of the national curriculum design (Ministry of Education, 2016; UNICEF Peru, 2020).

Various studies have repeatedly established the decisive role that families play in developing civic orientations, democratic principles, and patterns of citizen participation among children and youth (Fletcher & López-Pérez, 2022; Janmaat & Hoskins, 2022; Martini et al., 2023). However, important gaps remain regarding how parents configure their notions about citizenship and how these ideas materialize into concrete educational strategies within the domestic space (Žegunienė, 2020).

Contemporary studies have demonstrated that parental visions regarding citizenship formation show notable heterogeneity, manifesting regular variations according to socioeconomic, educational, and cultural elements, which produces different consequences in the construction of civic skills during childhood (Vadivel et al., 2023; Li & Qiu, 2018; Fliaguine et al., 2024). These findings take on special significance in scenarios like Peru, where sociocultural richness demands comprehensive approaches that contemplate the diversity of citizenship understandings that coexist within the social fabric (Serrano et al., 2023; Degregori, 2003).

Moscovici's (1984) social representations explain how groups construct shared knowledge about complex phenomena. In the family context, parents develop interpretive frameworks about citizenship that guide their daily educational practices (Jodelet, 2021). These conceptions vary according to sociocultural factors and specific historical experiences of the Peruvian context and operate as interpretive schemes that allow parents to make sense of their civic experiences and structure the formative strategies they implement with their children (Marzana et al., 2016).

Ecological approaches to human development provide analytical frameworks for understanding how parental conceptions about citizenship are articulated with broader systems of social, cultural, and political influences (Tong & An, 2024; El Zaatari & Maalouf, 2022). Families constitute microsystems where meanings about democratic participation and civic responsibilities are negotiated.

Contemporary literature has identified multiple dimensions in parental conceptions about citizenship. Westheimer and Ladson-Billings (2024) distinguish between conceptions of personal citizenship (emphasis on individual values and responsible behaviors), participatory citizenship (involvement in civic organizations and democratic processes), and citizenship oriented toward social justice (critical understanding of inequalities and commitment to structural transformations).

Longitudinal research conducted in the United States has documented that parental attitudes toward political participation significantly predict their children's civic involvement during early adulthood, an effect that is maintained after controlling for socioeconomic and educational variables (Fliaguine et al., 2024; Gidengil et al., 2016). These findings partially reproduce results obtained in Europe, where the transmission of democratic principles between generations is observed, albeit with notable differences depending on national frameworks and particular political legacies of each region (Hooghe & Quintelier, 2014).

Studies conducted in Colombia reveal that parents who experienced episodes of political violence emphasize aspects of citizenship linked to harmonious coexistence and peaceful management of disputes, transferring these inclinations through particular family narratives

(Chaux *et al.*, 2017). Similarly, Chilean research shows that parents with backgrounds of social participation during the military regime maintain more questioning views of democratic institutions, exerting influence on the political orientations of subsequent generations (Bargsted & Somma, 2016).

The Peruvian situation exhibits particular traits originating from its ethnic plurality, territorial gaps, and the past of internal armed confrontation. Qualitative studies have shown that indigenous families in the Andes privilege community notions of citizenship based on reciprocity, consensus-seeking, and shared responsibility, which contrasts with individualistic perspectives that prevail among urban mestizo sectors (García, 2005). Such evidence points toward the coexistence of diverse citizenship models that merit consideration in inclusive educational policies.

Peruvian citizenship faces serious challenges due to the political and institutional crisis the country is experiencing, as well as increased crime, which seriously affects the security and well-being of the population. Districts such as La Esperanza, El Porvenir, and Florencia de Mora in Trujillo reflect this reality with high crime rates and precarious basic services, generating a climate of uncertainty and social vulnerability. This situation directly impacts the perception and expectations that parents have regarding their children's citizenship formation, who face a complex environment for developing civic values and active community participation. In this regard, it is essential to analyze the social representations that these parents construct about citizenship formation, understanding their cognitive, affective, and evaluative dimensions, to contribute to designing educational strategies that respond to the concrete needs and realities of these communities. The main objective of the research was to characterize parental representations about citizenship in Trujillo families of elementary students, identifying prioritized values, transmission strategies, and conceptions about civic participation that could inform the design of culturally relevant educational programs.

## **Methodology**

This work implemented a convergent mixed methodological strategy (Figure 1), based on the principle that complete understanding of parental representations about citizenship formation required both numerical recording of general patterns and detailed inquiry into experienced meanings and experiences. This methodological choice was supported by the proposals of Creswell and Creswell (2018), who indicate that convergent mixed schemes favor achieving a broader understanding of complex phenomena through the integration of advantages from both research traditions. This design integrated five-point Likert scales for general patterns and open narrative questions for interpretive depth. This combination allowed triangulation of quantitative findings with qualitative experiences, generating comprehensive understanding of parental perceptions. This methodological tactic was especially appropriate considering that social representations constitute multifaceted structures that manifest both in measurable indicators and experiential narratives, as argued by Tashakkori *et al.* (2020).

This orientation facilitated the harmonious combination of descriptive quantitative aspects with interpretive qualitative elements, preserving scientific rigor in both research streams (Fetters *et al.* 2013). The cross-sectional character obeyed the capture of information at a determined temporal point, providing a fixed image of parental perceptions during the study period. Finally, the descriptive level was based on the central purpose of characterizing and examining representations without determining causal links.



construction of comprehensive understandings about parental representations of citizenship in the Trujillo educational context.

### Participants and Sampling

The population consisted of 847 fathers and mothers registered in participating educational institutions. Only those parents who met established inclusion criteria were included. Additionally, parents and legally recognized guardian figures corresponding to students enrolled in regular elementary modalities (extending from first to sixth academic grade) assigned to both state and private educational establishments within the Trujillo geographic perimeter during the 2025 school period were considered, establishing as a fundamental prerequisite shared domiciliary cohabitation with the student to ensure daily involvement in socializing dynamics and family citizenship formation processes.

Proportional stratified probabilistic sampling was implemented, guaranteeing representativeness of different population subgroups relevant to research objectives, following methodological recommendations by Hirose and Creswell (2023) for mixed studies. Strata were defined considering: educational grade of the child (six strata corresponding to each elementary grade), type of educational institution (public versus private), and parent gender (male, female, and unspecified).

Sample size calculation yielded a minimum of 52 participants, a figure maintained in the effective final sample, guaranteeing the statistical power necessary for planned analyses. Inclusion criteria: parentage or legal guardianship, common residence, active participation in child-rearing, voluntary consent. Exclusion criteria: cohabitation of less than 6 months.

### Variables and Instruments

Sociodemographic and contextual variables were selected that specialized literature identifies as potentially influential in constructing representations about citizenship: parent gender, age, educational level, child's school grade, type of institution. Following Moscovici's theoretical approaches to social representations and Kymlicka's (1995) proposal on multicultural citizenship, four central dimensions were identified that capture the complexity of the studied phenomenon. Table 1 specifies the analysis dimensions, their main indicators, and types of measurement employed for each dependent variable.

Dimension	Main indicators	Type of measurement
<b>Sociopolitical</b>	Prioritized values, importance of civic education, community participation	5-point Likert + narratives
<b>Sociocultural</b>	Decision-making methods, tradition valuation, cultural celebration	5-point Likert + narratives
<b>Socio-affective</b>	Relational quality, conflict resolution, emotional development, inclusion	5-point Likert + narratives
<b>Socioeconomic</b>	Economic challenges, spending priorities, work value, state support	5-point Likert + narratives

Table 1

Dependent variables: dimensions of representations about citizenship

The Structured Survey for Parents about Citizenship (EPFC) was designed, based on specialized bibliographic review and adapted to the Trujillo sociocultural context. The instrument integrated quantitative and qualitative components following methodological integration guidelines proposed by Fetters and Tajima (2022). The structure included 26 questions distributed in five sections with estimated application time between 31-41 minutes.

### **Data Collection and Analysis Procedures**

A pilot study was conducted with 15 parents (30% of the final sample) randomly selected. Results showed an average application time of 36 minutes, internal consistency (Cronbach's  $\alpha$ ) of 0.89, comprehensive clarity of 94%, response ease of 91%, and willingness to participate of 96%. Data collection was performed using multiple modalities: face-to-face interviews in educational institutions (65%, 34 cases), self-administered forms with available supervision (25%, 13 cases), and telephone interviews for participants with mobility limitations (10%, 5 cases).

The statistical approach was organized through descriptive examinations incorporating frequencies and percentage proportions for categorical variables, supplemented with central tendency and dispersion indicators for numerical variables. Inferential analyses contemplated chi-square tests to explore categorical associations, one-way ANOVA for intergroup comparisons, and correlations according to variable nature, establishing statistically significant thresholds at  $p < 0.05$ .

Thematic analysis was applied according to the protocol of Braun and Clarke (2022), the procedure unfolded in six stages: familiarization, initial coding, theme search, theme review, theme definition, and report production. To ensure qualitative coding reliability, an autonomous double coding mechanism was established for 25% of transcriptions, obtaining a Cohen's kappa coefficient of  $\kappa = 0.82$ .

### **Ethical Considerations**

Research development rigorously submitted to established ethical protocols, prioritizing comprehensive participant safeguarding through stratified authorization procedures. Alphanumeric codes (P001-P052) were established to protect identity, total anonymization of transcriptions, and data grouping excluding individual cases in reports.

## **Results**

### **Sociodemographic Characterization of the Sample**

The final sample consisted of 52 parents, with female predominance (73.1%,  $n=38$ ) and equitably distributed representation among school grades (1st to 6th grade: 8 participants per grade). Average age reached 34.7 years ( $SD=6.8$ ), with ranges from 24 to 48 years. Regarding educational level, 34.6% completed secondary education, 28.8% possess technical training, 23.1% have higher education, and 13.5% reported elementary education as the highest level achieved. The complete distribution of sociodemographic characteristics is presented in Table 2.

Variable	Category	n	%
<b>Gender</b>	Female	38	73.1
	Male	14	26.9
<b>Educational level</b>	Elementary	7	13.5
	Secondary	18	34.6
	Technical	15	28.8
	Higher	12	23.1
<b>Institution type</b>	Public	36	69.2
	Private	16	30.8
<b>Socioeconomic level</b>	Lower-middle	32	61.5
	Middle	14	26.9
	High	6	11.6

Table 2

Sociodemographic characteristics of the sample (N=52)

Distribution by institution type showed majority participation of families linked to public educational centers (69.2%), while 30.8% came from private institutions. 61.5% of participants reported lower-middle socioeconomic levels, 26.9% middle, and 11.6% high, distribution consistent with population characteristics of the Trujillo context.

Statistical analyses performed between demographic characteristics and citizenship perceptions showed particular associations presented in Table 3. Understanding these results was fundamental for developing the analysis of each dimension presented below.

Type of Analysis	Variables	Result	Significance
<b>Chi-square</b>	Gender vs. Respect	$\chi^2 = 0.571$	Not significant
<b>Chi-square</b>	Education vs. Civic	-	Universal consensus
<b>Chi-square</b>	Institution vs. Participation	$\chi^2 = 0.167$	Not significant
<b>ANOVA</b>	Participation by Grade	F = 5.1, $\eta^2 = 0.043$	Significant
<b>Correlation</b>	Age vs. Traditions	r = 0.305	Marginal
<b>Correlation</b>	Grade vs. Resolution	r = 0.000	Not applicable
<b>Correlation</b>	Socioeconomic vs. Participation	r = 0.284	Not significant

Table 3 Summary of Results by Type of Analysis

**Note.** Presented values correspond to statistical analyses performed according to criteria established in methodology ( $p < 0.05$  for significance tests,  $\eta^2 > 0.01$  for effect size,  $r > 0.30$  for correlations). The only statistically significant result was the difference in community participation among school grades. Cases of "universal consensus" and "not applicable" reflect situations where absence of variability prevented calculation of inferential statistics (N = 52).

### Sociopolitical Dimension: Value Transmission and Civic Participation

#### Value Hierarchy in Citizenship Formation

Quantitative analysis revealed consistent patterns in prioritizing values considered fundamental for citizenship formation. "Respect" emerged as a first-order priority value in 87.2% of participants (n=45), showing cross-grade stability. "Responsibility" occupied second place in importance, being selected as first priority by 23.1% of participants and as second option by 34.6%. Contrastingly, "freedom" showed significantly lower prioritization patterns, being predominantly placed in lower orders or marked as "not priority" by 46.2% of participants. This finding is particularly relevant considering that freedom constitutes a central value in liberal conceptions of democratic citizenship.

### **Conceptions about Formal Civic Education**

Participants manifested practically unanimous support toward inclusion of civic education in the school curriculum, with 94.2% expressing "total agreement" and 5.8% "partial agreement." No disagreement positions were registered in any school grade, suggesting broad social consensus about the importance of institutionalized citizenship formation. Qualitative analysis identified five main justifications for this positive valuation: need for understanding citizen rights and duties (38.5% of mentions), early civic consciousness formation (26.9%), knowledge of national history and traditions (19.2%), development of competencies for democratic participation (11.5%), and patriotic values formation (3.9%).

### **Community Participation and Social Commitment**

Data evidenced moderate levels of family participation in community activities. Participation in community improvement campaigns constituted the most frequent modality, reported as first priority by 62.5% of first-grade families, gradually decreasing to 37.5% in fourth grade and recovering to 75% in fifth grade. Significantly, between 37.5% and 50% of families reported "not participating in any community activity," a proportion that remained relatively stable among grades, suggesting structural limitations for family civic involvement.

### **Sociocultural Dimension: Relational Dynamics and Conflict Resolution**

#### **Family Decision-Making Mechanisms**

Results evidenced notable homogeneity in family decision-making strategies. 100% of participants in all school grades reported using dialogue as the primary mechanism for resolving situations requiring collective decisions. No references to unilateral authority of the "family head," conflictive discussions, or alternative mechanisms were registered. This unanimity suggests the existence of strongly consolidated social representations about democratic family practices, although it requires cautious interpretation considering possible social desirability effects in responses.

#### **Parent-Child Relationship Quality**

Parental relationship evaluation showed predominance of positive perceptions. Between 75% and 91.7% of participants characterized their relationships with sons/daughters as "good," with minor variations among grades. "Regular" ratings oscillated between 0% and 16.7%, while no "deficient" relationships were reported in any grade. Second grade showed the highest proportion of relationships evaluated as "good" (91.7%), while fifth and sixth grades evidenced slight increases in "regular" ratings, suggesting possible relational challenges associated with early adolescent development.

## **Family Conflict Resolution Strategies**

Analysis revealed absolute predominance of conversation as conflict resolution strategy, reported as first option by 100% of participants in all school grades. Qualitative analysis identified important nuances in conceptions about family conversation. Emergent codes included "dialogue as basis of coexistence" (17.2% of mentions), "listening and respect" (5.2%), "solution-oriented conversation" (6.9%), and "assertive communication" (1.7%), evidencing conceptual differentiation in dialogical strategies.

## **Socio-affective Dimension: Emotional Development and Cultural Traditions**

### **Support for Child Emotional Development**

Emotional support strategies showed diversification according to school grade. "Dedicating time" constituted the most frequent modality in initial grades (75% in first grade, 62.5% in third grade), while "listening" gained prominence in intermediate grades (66.7% in second grade, 50% in fourth grade as first priority). Qualitative analysis identified five main categories in parental emotional support: dedicated time/parental presence (8.6% of codes), love as development basis (6.9%), listening as basic need (3.4%), emotional verbalization (1.7%), and emotional availability (1.7%).

### **Cultural Tradition Transmission**

Cultural tradition celebration evidenced heterogeneous patterns. Between 25% and 50% of families reported celebrating traditions "always," while 50% to 62.5% celebrate them "sometimes." Families that "never" celebrate traditions represented minimal proportions (0% to 16.7% according to grade). Regarding importance of cultural transmission, between 62.5% and 87.5% of participants considered transmitting community traditions to their children "very important," while 12.5% to 37.5% evaluated them as "not very important."

### **Fostering Inclusion and Respect for Differences**

Participants reported high levels of family inclusion promotion. Between 75% and 91.7% of families affirmed fostering inclusion and respect for differences (physical, mental disability) "always," while 0% to 16.7% do so "sometimes." "Never" responses reached maximums of 12.5% in third and fifth grades.

### **Perceptions about Gender Equality**

Conceptions about equal opportunities between genders showed variability among grades. Between 50% and 87.5% of participants considered that women and girls possess the same opportunities as men and boys, while 0% to 25% perceive these opportunities as existing "sometimes." Categorically negative responses ("no") reached maximums of 25% in third and fifth grades.

## **Socioeconomic Dimension: Family Challenges and Investment Priorities**

### **Main Family Economic Challenges**

Economic challenges evidenced differentiated patterns according to school grade. "Lack of work" constituted the main challenge for first-grade families (37.5% as first priority), while "low income" predominated in second (25%) and fifth grade (37.5%). "Price increases" emerged as main concern in some grades, particularly fourth grade (25%). Significantly, substantial proportions of participants (50% to 75% according to grade) did not mark specific challenges.

### Priorities in Child-Related Expenses

Food showed absolute unanimity as first spending priority in all school grades (100% of participants). Clothing and school supplies alternated as second and third priority according to grade, with minor variations between 25% and 41.7%. Recreation consistently occupied lower positions (fourth priority in most grades), while alternative categories ("other") showed minimal mentions.

### Family Financial Education

Between 87.5% and 100% of families reported dialoguing about money importance and work value at home, evidencing broad recognition of informal financial education relevance. "Sometimes" responses oscillated between 0% and 16.7%, while no negative responses were registered in any grade.

### Expectations about State Support

Participants expressed high expectations about increased state social policies. Between 87.5% and 100% considered that the state should increase family support programs, while "sometimes" responses represented maximums of 12.5%. One second-grade family expressed disagreement with greater state support, constituting the only negative response registered.

### Qualitative Analysis: Emergent Categories and Transversal Themes

Thematic analysis revealed distinctive patterns in the four studied dimensions, as synthesized in Table 3.

Dimension	Main categories	% codes	Central emergent themes
<b>Sociopolitical</b>	Value formation, Transmission methods, Citizenship formation	36.1, 25.0, 19.4	Pedagogical modeling (13.9%), Formal civic formation (13.9%), Collective decisions (13.9%)
<b>Sociocultural</b>	Conflict resolution, Emotional support, Family communication	36.2, 24.1, 20.7	Communication centrality (20.7%), Active parental presence (10.3%), Affectivity as foundation (10.3%)
<b>Socio-affective</b>	Identity and traditions, Equality and rights, Cultural transmission	46.2, 30.8, 23.1	Intergenerational transmission (23.1%), Capacity equality (19.2%), Cultural continuity (15.4%)
<b>Socioeconomic</b>	Economic pressure, Financial education, Family welfare	21.4, 16.7, 16.7	Income-cost imbalance (19.0%), Food as priority (16.7%), Critical economic consciousness (14.3%)

Table 3

### Synthesis of emergent categories by analytical dimension

#### Sociopolitical Dimension

Thematic analysis identified six main categories in the sociopolitical dimension. "Value formation" constituted the most frequent category (36.1% of codes), followed by "transmission

methods" (25.0%) and "citizenship formation" (19.4%). Emergent themes evidenced predominance of "modeling as pedagogical method" (13.9% of mentions), "formal civic formation" (13.9%), and "collective decision-making" (13.9%). These findings suggest parental conceptions that prioritize coherence between discourse and practice in democratic value transmission. Variations by school grade revealed differentiated emphases: first grade privileged "comprehensive formation" and "contextual understanding," second grade highlighted "respect centrality" and "emotional dimension," while upper grades emphasized "citizen agency" and "responsible citizenship."

### **Sociocultural Dimension: Conflict Resolution and Emotional Support**

The sociocultural dimension showed predominance of "conflict resolution" (36.2% of codes) and "emotional support" (24.1%). Main emergent themes included "communication centrality" (20.7%), "active parental presence" (10.3%), and "affectivity as foundation" (10.3%). Textual quotes revealed sophisticated conceptions about family communication: "Because it is the basis of coexistence" (P01, first grade), "Because having assertive communication is important" (P04, sixth grade), evidencing conceptual evolution among grades.

### **Socio-affective Dimension: Cultural Identity and Rights**

The "identity and traditions" category dominated this dimension (46.2% of codes), followed by "equality and rights" (30.8%). Emergent themes included "intergenerational cultural transmission" (23.1%) and "capacity and opportunity equality" (19.2%). Parental justifications evidenced multicultural understanding of citizenship: "Because it makes us remember our culture" (P01, first grade), "Because traditions wouldn't be lost" (P06, third grade).

### **Socioeconomic Dimension: Economic Pressure and Coping Strategies**

Main categories included "economic pressure" (21.4% of codes), "financial education" (16.7%), and "family welfare" (16.7%). Emergent themes highlighted "income-cost imbalance" (19.0%) and "food as básica priority" (16.7%). Parental narratives revealed critica consciousness about economic contexts: "Because unfortunately our country is economically terrible" (P02, fifth grade), evidencing articulation between family experiences and broader sociopolitical analysis.

## **Discussion**

Findings document a distinctive 'everyday citizenship' paradigm in Trujillo families, characterized by three differentiating elements: first, hierarchization of relational values (respect, responsibility) over individual freedoms, contrasting with Western emphases on personal autonomy; second, centralization of family dialogue as primary democratic mechanism, transforming the home into a space of civic practice; third, integration of cultural transmission with citizenship formation, where community identity constitutes foundation for responsible social participation.

### **Interpretation of Main Findings**

The study reveals that Trujillo parents conceptualize citizenship as everyday relational practice rather than formal political participation. This 'household citizenship' privileges family dialogue (100% of cases) and community values (respect 87.2%) as foundations for children's civic formation. This configuration partially contrasts with classic liberal conceptions that emphasize individual rights, electoral participation, and institutional knowledge as foundations of democratic citizenship (Westheimer & Ladson-Billings, 2024). Unanimity in valuing dialogue

as family decision-making mechanism suggests the presence of consolidated social representations about everyday democratic practices, agreeing with Marzana et al. (2016). However, this apparent homogeneity requires contextualized interpretation considering that research in similar contexts has documented significant gaps between declared values and effective practices in family dynamics, especially in Peru's cultural diversity (Degregori, 2003).

Value hierarchization evidences privilege of respect and responsibility over freedom, a pattern that replicates findings in other Latin American societies where community traditions coexist with democratization processes (Villalobos et al., 2024). This value configuration may reflect specific cultural adaptations where relational harmony is perceived as prerequisite for effective exercise of individual freedoms. Findings by Fliaguine et al. (2024) about the role of parental attitudes in intergenerational transmission of values confirm the civic responsibility their children will have in the future.

### **Implications for Social Representations Theory**

Findings contribute to theoretical development of social representations about citizenship in non-Western contexts. The emergence of conceptions that articulate formal democratic elements with traditional community values suggests cultural hybridization processes that require more sophisticated analytical frameworks than traditional-modern dichotomies (Jodelet, 2021). Identification of variations according to child's school grade provides empirical evidence about the evolutionary dimension of parental representations. Parents of upper-grade students evidenced more elaborate conceptions about citizen agency and political participation, suggesting that school accompaniment experiences influence conceptual sophistication of parental civic representations, which is closely related to ecological frameworks proposed by Tong and An (2024) and El Zaatari and Maalouf (2022).

### **Comparison with International Literature**

This configuration differs substantially from Western models that emphasize individual rights and electoral participation. Relative subordination of freedom as priority value suggests cultural adaptations where social harmony precedes personal expression. Family dialogue centrality replicates findings in European and North American contexts where parental communication predicts subsequent civic involvement (Fletcher & López-Pérez, 2022; Janmaat & Hoskins, 2022). Findings about intergenerational democratic transmission coincide with Hooghe & Quintelier (2014) in Europe, but show distinctive Latin American traits reflecting our particular political and historical realities. However, relative subordination of freedom as priority value contrasts with individualistic emphases predominant in Western societies.

Unanimous valuation of formal civic education coincides with global trends toward recognizing the importance of institutionalized citizenship formation, as evident in Peru's curricular reforms (Ministry of Education, 2016). Results about family emphasis on peaceful coexistence and conflict resolution coincide with findings by Chaux et al. (2017) in post-conflict Colombia, showing common trends in how citizenship is understood in Latin America. Nevertheless, specific justifications identified in this study (knowledge of rights/duties, early civic consciousness) reflect particular concerns of post-conflict contexts where construction of institutional legitimacy constitutes persistent challenge.

Results show that families' economic and social conditions change how parents view things. This coincides with other studies that have found that family economic situation influences how parents think about education and community participation (Vadivel et al., 2023; Li & Qiu,

2018).

### **Study Limitations and Strengths**

Among main limitations, the cross-sectional design is identified, which prevents capturing temporal evolutions in parental representations. Future longitudinal research could document transformations in citizenship conceptions in response to significant political, economic, or social changes, considering accelerated cultural transformations experienced by Latin America (Villalobos *et al.*, 2024). Unequal gender participation (73.1% female) reflects cultural patterns of greater maternal involvement in school activities but limits understanding of paternal perspectives on citizenship formation. Future studies should implement specific strategies to balance male parent participation, considering differences in citizenship conceptions that may exist between genders, as suggested by parental reflections documented by Žegunienė (2020).

Sample size, although appropriate for exploratory mixed approaches according to criteria established by Hirose and Creswell (2023), restricts extrapolability of quantitative findings. Confirmatory research with expanded samples would allow validating identified patterns and exploring more complex multivariate associations, particularly considering how intergenerational influences documented by Bargsted and Somma (2016) in Chilean contexts might manifest in the Peruvian scenario. Among strengths, adoption of mixed approaches that allowed capturing both generalizable trends and contextual particularities stands out, following methodological principles established by Creswell and Creswell (2018). Integration of quantitative and qualitative analysis provided comprehensive understanding of parental representations, evidencing conceptual nuances that single-method approaches would have overlooked, consistently with proposals by Fetters, Curry, and Creswell (2013).

### **Implications for Educational Policy**

Results point toward particular requirements for creating culturally appropriate citizenship education programs. Parental recognition of relational and affective aspects signals possibilities for building curricula that integrate formal civic skills with community customs of conflict management and consensus decision-making, considering cultural diversity characteristic of the Peruvian context (Degregori, 2003). Community citizenship conceptions identified reflect notions of reciprocity and co-responsibility that García (2005) has documented in Andean indigenous families. Identification of elaborate parental conceptions about family communication and axiological transmission suggests potential for civic education programs that actively involve families as co-formers of citizenship competencies. Such initiatives could leverage detected strengths in family dialogical practices to enhance institutional learning, aligning with national curriculum objectives (Ministry of Education of Peru, 2016).

Disparities evidenced according to parents' educational level suggest the convenience of diversified strategies that contemplate variability in family cultural resources. Adult civic literacy programs could strengthen parental skills to support their children's citizenship education, considering persistent socioeconomic inequalities documented by Serrano *et al.* (2023). Findings about state support expectations reflect needs identified by UNICEF Peru (2020) regarding strengthening public policies that support citizenship formation from multiple spheres.

### **Directions for Future Research**

Results identify multiple avenues for subsequent research. Comparative studies between urban

and rural contexts could document variations in parental representations according to specific territorial characteristics. Peruvian cultural diversity offers unique opportunities to explore indigenous, mestizo, and Afro-descendant conceptions about citizenship and its intergenerational transmission, expanding work initiated by García (2005) and considering multicultural citizenship frameworks proposed by theorists referenced in Pashby, Da Costa, Stein, & Andreotti (2020).

Longitudinal research could track evolutions in parental representations as children transit different educational stages, documenting reciprocal influences between family school experiences and conceptions about civic formation, following ecological frameworks proposed by Tong and An (2024) and El Zaatari and Maalouf (2022). Such studies would be particularly relevant considering specific challenges identified by UNICEF Peru (2020) in the national educational context.

Experimental studies could evaluate effectiveness of interventions designed to strengthen articulations between parental conceptions and curricular objectives of citizenship education, providing empirical evidence for optimization of formative programs coherent with multicultural education proposals (Pashby, Da Costa, Stein, & Andreotti, 2020). These investigations should particularly consider socioeconomic differences documented in literature about family context impact on educational achievement (Vadivel et al., 2023; Li & Qiu, 2018).

Application of broader mixed methodological frameworks, following guidelines by Fetters (2019), could deepen understanding of mechanisms through which parental representations translate into specific formative practices. Finally, approaches that consider thematic analysis proposed by Braun and Clarke (2022) could document concrete mechanisms of value transmission and citizenship competencies in everyday family contexts, considering particularities of the Trujillo sociocultural context.

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