

PARENTAL CITIZENSHIP TRAINING AND ECO-ATTITUDES OF ELEMENTARY SCHOOL STUDENTS IN A PERUVIAN SCHOOL

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ABSTRACT

Parental education is a determining factor in the formation of socially responsible people and a behavior committed to environmental sustainability. In this sense, the present study is proposed, non-experimental type, descriptive correlational design whose objective was to identify the existing relationship between civic formation and Eco-Attitudes of students of the primary level in a Peruvian school. Methodology: it was applied the synthetic analytical method that allows having knowledge of each one of the dimensions by variables and at the same time its study in integral or global form. For the study we assumed 100% of the population, leaving a sample of 150 students of sixth grade of primary level in a Peruvian school. The questionnaire was used as an instrument for both variables and as a technique, a survey. Both instruments were validated by experts in Education and through a pilot applied to 15 participants. The reliability of the instrument was obtained through Alfa de Cronbach, registering a ,808 and ,890 respectively. The questionnaire Formation of parental citizenship was structured with a total of 20 items, with a scale of quantitative value of 3 to 1. The questionnaire Eco-Attitudes, by 15 items, with a scale of qualitative value: always, sometimes and never; its scale of quantitative value was also of 3 to 1.

Keywords- Civic education, environmental education, Education for sustainable development, social participation, student attitude

I. INTRODUCTION

The family plays an essential role in the formation of citizens with attitudes and values that are determinant for an adequate social adaptation: it provides and promotes social norms that are transversal to the behavior of people and at the same time they are determinant to lay the foundations that govern their duties, rights and behaviors. In this sense, education at an early age in ecology, thinking of a citizen with a proclivity towards the care and conservation of the environment, is of great relevance; therefore, this type of education becomes a transversal theme that promotes participation in the improvement of the sustainability of interactions between man and nature [1] at a time when the school faces new adaptive challenges that are decisive for the process of education [2] where the person feels that he or she has rights and at the same time fulfills duties and obligations that go beyond his or her personal interests [3]. From this perspective, school and family focus their attention on the conception of citizenship as the payment

of taxes and the right to vote; another aspect is also with the exercise of morals or ethics that is done as a private aspect that is exercised by those who can or want to do so, thus arising a certain crisis in the meaning of citizenship. What is relevant is that people feel an active part of a society in which they have rights and commitment that are materialized through their duties. Therefore, talking about school is like talking about citizenship [4]. Therefore, curriculum design must incorporate socio-cultural diversity as a transversal axis in education and consider it as a reference for change towards a society characterized by justice and democracy. In Peru, the formation process of civic and democratic life is strengthened, linking the educational approach centered on the students, which allows them to assume challenges in the social context in a fruitful way; through the Personal Social curriculum area [5]. In this sense, parents play a decisive role in the formation process of their children with respect to citizenship, because they are the ones who will strengthen the duties and responsibilities towards others and direct the feelings towards the common welfare. Therefore, Primary Education students need greater capacity building with respect to social identity, parents require greater guidance to ensure that their children learn to bond with others by practicing respect, solidarity, mutual support and consciously valuing the space where they develop; it is also necessary for parents to instill in their children the advantages of being involved in citizen participation and the social responsibility it implies because through it they will be in a better position to solve problems rather than generate them.

A study conducted on family-school bonding in the formation of values found the absence of elementary values in the family and in the school and that neither of them is achieving its purpose, concluding that the bond between family and school is very important, given its quality and social function for the formation of values for the next generations [6]. Another study recorded that teachers assume the concept of citizenship as civility, and when they refer to citizenship training, they base it only on the school environment, concluding that teachers interpret citizenship and citizenship training as an educational vision at the propaedeutic level [7]. Also related to this theme is another research study that deals with education for citizenship and human rights (ECDH), focusing on the family, the state, and society. It concluded that citizenship education is strengthened by the teaching of didactics from the first educational levels, and that it promotes the practice of values, healthy coexistence among communities, personal interaction, and the construction of a culture of peace [8]. Along the same lines, another publication demonstrated a significant relationship between the research variables, promoted by the Ministry of Education, and the educational policies that allow students to strengthen their graduation profile and citizenship training [9]. Likewise, another study, focused on the contribution of citizen training programs developed by NGOs to the processes of citizen participation by their graduates, concluded that it is necessary to incorporate topics into the national curriculum that encourage the strengthening of knowledge and skills for citizen training in order to achieve participatory coexistence [10]. Finally, the results of a study on parenting practices of preschoolers who attend the growth and development control of the health center located in northern Peru showed that 57% of the

parents carry out adequate parenting practices, concluding that most parents carry out adequate practices with their children, which favor their healthy social coexistence [11].

The present study is theoretically based on the contributions of Kymlicka and Norman who maintain that citizenship is a form of treatment of people as persons who are subjects of rights in equality before the law [12]. They also highlight the need to understand that the strengthening of spaces for coexistence constitutes an essential role in civic and citizen education that allows for the improvement of the demands and requirements of the social context [13]. In his study, Galston refers to the civic virtues as the core of the curriculum and considers the following to be relevant: the general virtues, which include courage, respect for the law, and loyalty; the social virtues, which include a sense of independence and openness of mind; the economic virtues, which relate to the work ethic, the ability to postpone bonuses, economic and technological change; and the political virtues, which in turn express the ability to recognize and respect the rights of others [14]. The dimensions of citizen training are: social identity, civic responsibility, and citizen participation. Social identity in turn includes the value of freedom, equality, dignity, justice, interculturality, moral conscience, culture, moral identity, social inclusion, and excellence; civic responsibility considers respect for differences, tolerance, conflict resolution, gender equity, and social duty; and citizen participation includes solidarity, social responsibility, intercultural dialogue, agreement, and coexistence.

With respect to the development of Eco-Attitudes, this is the predisposition that one learns to decide and act in a certain way before a certain object or situation [15]. Eco-attitude is the behavior of the person in his interrelationship with the environment, showing care, preservation and protection of the planet; demonstrating eco-responsibility, a value that is closely related to environmental concern or active environmental care, which includes the environmental attitude [16]. The term eco-attitude is related to environmental education and its dimensions are attitude before the environment, referring to the care of the environment, care of the green areas and cleanliness of the place where it is lived; attitude before the use of resources, includes the practice of eco-efficiency, the use of materials in a rational way, reuse of objects, saving of water taking advantage of what is necessary without wasting, saving of light and paper; and attitude towards health, refers to the attitude of care and protection of the person himself, moving through short roads without excessive use of public or private transport, practice of physical activity, good nutrition, healthy lifestyles, consumption of proteins, low salt and fat food, fruits, water, vitamins, vegetables, and a very moderate consumption of sugar. The objective of the study was to identify the relationship between citizenship training and Eco-Attitudes of elementary school students in a Peruvian school. The general hypothesis is: there is a relationship between parental civic formation and Eco-Attitudes. The study has the potential to become cognitive for pedagogical intervention both didactic for the students and guiding for the parents reinforcing themes that are required for the formative integrality of the student.

II. MATERIALS AND METHODS

The study is of a non-experimental type with a descriptive correlational design. The method that was applied was the synthetic analytical one that allows to have knowledge of each one of the dimensions by variables and at the same time its study in integral or global form. The sample was represented by 150 students of sixth grade of primary level in a Peruvian school. The questionnaire was applied as an instrument to collect information for both variables. A survey was applied as a technique to collect information. Both instruments were validated by experts in education, thanks to the contribution of professionals with experience in the field [17] and through a pilot sample applied to 15 participants. Likewise, Alfa de Cronbach was tested for reliability through the SPSS program, registering a score of .808 and .890 respectively. The questionnaire Parental Citizenship Training was structured with a total of 20 items, to obtain information on the dimensions of social identity, civic responsibility and citizen participation, with the following qualitative value scale: always, sometimes and never. The quantitative value scale was three to one. The Eco-Attitudes questionnaire was structured with 15 items for data collection of the dimensions attitude towards the environment, attitude towards the use of resources and attitude towards health, with a qualitative value scale always, sometimes and never, its quantitative

value scale was three to one. The theoretical information that supported both the introduction and the results and discussion of this study was managed in databases of high international impact such as Scopus, Scielo, EBSCO, among others.

III. RESULTS AND DISCUSSION

Table 1. Level of parental education of primary school students in an educational institution in Trujillo – Peru

Level	N	%
High	30	20
Medium	98	65.4
Under	22	14.6
Total	150	100

It can be seen that 65.4% (98) of primary school students receive parental citizenship training at an intermediate level (Table 1).

Table 2 Level of development of Eco-Attitudes of primary students in an educational institution in Trujillo – Peru

Level	N	%
High	18	12
Medium	86	57.3
Under	46	30.7

Total 150 100

It can be seen that 57.3% (86) of primary school students have an average level in the development of Eco-Attitudes (Table 2).

Table 3. Correlation between the variable Citizenship formation and dimensions of the variable Eco-Attitudes in primary level students

		Eco-Attitudes		
		Attitude to the environment	Attitude towards the use of resources	Attitude to health
RhoSpearman Parental Citizenship Training	Correlation Coefficient	,881**	,823**	,479**
	Sig. (bilateral)	,000	,000	,000
	N	150	150	150

** . The correlation is significant at the 0.01 level (2 tails).

It can be seen that the Parental Citizenship Training variable is correlated with the attitude towards the environment (,881**) and attitude towards the use of resources (,823**) of the Eco-Attitudes variable in a positive, direct and high way and with the attitude towards health dimension it is correlated (,479**) in a positive, direct and moderate way (Table 1)

Table 4 Correlation between the Eco-Attitudes variable and the dimensions of the Citizenship education variable in students at the primary level

		Parental Citizenship Training		
		Social Identity	Civic responsibility	Citizen participation
RhoSpearman Eco-Attitudes	Correlation Coefficient	,669**	,643**	,702**
	Sig. (bilateral)	,000	,000	,000
	N	150	150	150

** . The correlation is significant at the 0.01 level (2 tails).

It can be seen that the Eco-Attitudes variable correlates with the citizen participation dimension (,702**) of the Parental Citizenship Training variable in a positive, direct and high way; and with the Social

Identity (,669**) and Civic Responsibility (,643**) dimensions it is related in a positive, direct and moderate way (Table 2).

Table 5 Correlation between the Parental Citizenship Training variable and the Eco-Attitudes variable in students at the primary level

		Eco-Attitudes
Rho Spearman	de Parental training	CorrelationCoefficient ,669**
		Sig. (bilateral) ,000
		N 150

** . The correlation is significant at the 0.01 level (2 tails).

It can be seen that there is a positive, direct, and moderate correlation between the Parental Citizenship Training variable and the Eco-Attitudes variable (.669**) (Table 3).

The significance value of $p < 0.05$ rejects the null hypothesis and accepts the alternative one, demonstrating that there is a relationship between the parental civic education variable and the Eco-Attitudes variable in the primary school students of an educational institution in Trujillo, Peru.

65.4% (98) of the students receive parental citizenship training at an intermediate level. The results obtained confirm the theoretical contributions of Kymlicka and Norman, who stated that citizenship is a way to treat others well, feeling that we are all subjects of rights before the law [12]. It also emphasizes the importance of spaces for coexistence and that it is imperative to develop them through citizenship and civic education in order to contribute to the elements of respect, harmony, and peace that our current society requires [13]. Also, the study by Fuentes-Moreno et al., whose purpose was to evaluate the effects of the implementation of two teaching units on the development of social and civic competence in 110 students from five secondary schools in Catalonia, found that there is a relationship between the development of critical and active citizenship and the creation of learning environments that encourage reflection, analysis, interpretation and dialogue [18].

57.3% (86) of elementary students in a Peruvian school have an average level in the development of Eco-Attitudes [15]. The findings are corroborated by the theoretical contributions of Fishbein and Ajzen, who maintain that a person's predisposition to make decisions and act in a situation is nothing more than his or her attitude [15]. With respect to attitude, the study by Domínguez et al. whose objective was to measure the attitudes of secondary school students in the Dominican Republic on the concept of sustainable development, showed that the students under study had a positive attitude towards sustainable development [19]. And the attitude in contact with the environment is constituted by the eco-attitude, the interaction of the person with his or her environment, a relationship that must be cultivated in children to respect, care for, love and preserve it. It is healthy and necessary the relationship that should exist between the person and nature, being of vital importance, to initiate the specific incorporation of the eco attitudes as part of the profile of exit of the students.

In table 1 the variable Parental Citizenship Training is correlated with the dimension attitude before the environment (.881**) and attitude before the use of resources (.823**) of the variable Eco-Attitudes in a positive, direct and high form. These results are strengthened by the study carried out by

Laureano Navarrete, who analyzes the parents' parenting practices in terms of support, affection and regulation of the children's behavior, with the result that most parents carry out the parenting practices in an appropriate way [11]. Galston's theoretical contribution is also based on his belief that political virtues demonstrate a person's ability to recognize and show respect for the rights of others [14]. In this sense, training in the family level related to social responsibility prepares children for healthy and harmonious coexistence, as well as to ensure respect for their rights with freedom, equality, equity, moral identity, and justice, and will constitute a great advance for social well-being from a civic and attitudinal perspective.

In table 2 it can be seen that the development variable of Eco-Attitudes correlates with the citizen participation dimension (.702**) of the Parental Citizenship Training variable in a positive, direct and high way. These findings are complemented by the study carried out by López de Cordero, who focuses on the importance of one of the pillars of society, the family, and in his conclusion he addresses the importance of the practice of values, the promotion of healthy coexistence among the members of the diverse communities, the interrelations themselves, and particularly the construction of a longed-for culture of peace [8].

Table 3 shows that there is a positive, direct, and moderate correlation between the Parental Citizenship Training variable and the Eco-Attitudes variable (.669**). These results are contrasted by Jiménez when taking into account the link that should exist between the family and the school in the process of the student's axiological formation, considering that both constitute themselves as value formers of future generations [6]. Similarly, Medina Ccoyllo, in his study on the contribution of citizen training programs through NGOs, emphasizes the need to integrate the subject of citizen training into the curriculum in order to strengthen knowledge and the development of skills to achieve a participatory coexistence [10].

CONCLUSIONS

There is a positive, direct and high correlation between the parental Citizenship Training variable and the attitude towards the environment (.881**) and attitude towards the use of resources (.823**) of the Eco-Attitudes variable, and with the attitude towards health dimension it is correlated (.479**) in a positive, direct and moderate way. There is a positive, direct and high correlation between the Development of Eco-Attitudes variable and the citizen participation dimension (.702**) of the Parental Citizen Training variable; and with the social identity dimension (.669**) and civic responsibility (.643**) respectively it is correlated in a positive, direct and moderate way. There is a positive, direct and moderate relationship between the parental civic formation variable and the development of Eco-Attitudes variable (.669**). These findings imply an integral reflection that explains how the family, then the educational institutions, the Peruvian State and even the receiving community can, in particular, make them dynamic with a view to a future with social inclusion, sustainable environment and quality of life for all.

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