

## Analysis of the Determinants of Sinaloa's Political Culture

### *Análisis de los Determinantes de la Cultura Política en Sinaloa*

Hernández, Juárez José Luis<sup>i</sup> & Pérez Cervantes, Baltazar<sup>ii</sup>

**Abstract.** This research aims to identify the characteristics of the political culture that prevails among the inhabitants of the State of Sinaloa. In this work are analyzed the results of the *National Survey of Political Culture and Citizen Practices (NSPCCP)*, applied by a team of IpsosBimsa S.A. de C.V. in 2012. This information is valuable and useful for the understanding of the core aspects that describe the political culture of Sinaloa. To do this, we have selected some of the questions of the survey in order to review those relevant indicators that allow us to locate the specifics and distances to political participation. The study provides evidence that there are differences in opinions and political values considering education levels of the respondents and their gender.

**Keywords.** *political culture, civic participation, public perception.*

**Resumen.** La presente investigación tiene por objeto identificar los rasgos de la cultura política que prevalece en los habitantes del Estado de Sinaloa. En este trabajo se analizan los resultados que arrojó la Encuesta Nacional sobre Cultura Política y Prácticas Ciudadanas (ENCUP), que aplicara un equipo de Ipsos Bimsa S.A. de C.V. en 2012. Esta información resulta valiosa y útil para la comprensión de los aspectos medulares que describen la cultura política de los sinaloenses. Para ello, se han seleccionado algunas de las preguntas contenidas en este instrumento, en aras de revisar aquellos indicadores relevantes que nos permiten ubicar las especificidades y distancias respecto a la participación política. El estudio ofrece evidencia de que existen diferencias en opiniones y valores políticos al considerar los niveles de escolaridad de las personas entrevistadas según fueran hombres o mujeres.

**Palabras clave.** Cultura política, participación ciudadana, percepción ciudadana.

### Overview

The changes that have occurred in the political, economic and social system of the country, since 2000, has caused effects in all spheres of life of Mexicans in general and Sinaloa natives in particular. These changes take effect on the deeper levels of the relationship that people have with their political institutions. They have implications for the governability of the system, the perceived legitimacy by citizens manifested in an attitude of trust to them and the acceptance of the authorities.

These results on the public perception of democracy as a system results in the decision of citizens to maintain an active, or not active, participation in public affairs, which feeds governability or ungovernability of political systems. While there is an influence on the type of regimes and policies, not only culture shapes politics. To achieve its true value in the plural participation dimension is necessary to study what happens in the different local realities.

---

<sup>i</sup>Dr. José Luis Hernández Juárez, professor and researcher at the Faculty of Economics and Social Sciences, Universidad Autónoma de Sinaloa. E-Mail: joseljh@facesuas.edu.mx. Telephone: (667) 7161128.

<sup>ii</sup>Dr. Baltazar Pérez Cervantes, professor and at the Faculty of Economics and Social Sciences, Universidad Autónoma de Sinaloa. E-Mail: bpc14@hotmail.com. Teléfono: (667) 7161128.

In this sense, this research is intended to analyze, using statistical techniques, the dimensions that mostly influence the perception of the Sinaloa citizens on political culture. Specifically, we sought to study whether the features of the political culture in Sinaloa are due to the existence of differences in perception of citizens depending on their levels of education, gender or both.

## **THEORETICAL APPROACHES**

### **Conceptualizing of political culture**

Empirical evidence shows that heterogeneity is one of the essential features of the political culture. Its polysemic nature expressed in the different content attributed to him, have produced a diversity of perspectives that converge when naming the issues and problems of political culture.

The term political culture, according to Almond and Verba (1965), refers to the specifically political orientations relative to the political system and its various parts, and to the attitudes related to the role of the individual in the system. While for Gutiérrez (1996) this is a heterogeneous synthesis and possibly contradictory values, knowledge, opinions, beliefs and expectations that shape the political identity of citizens, social groups or political organizations.

Accordingly, as Krotz (1996) argues, we can find as part of the political culture longings and desires, dreams and images of a world where the political sphere are forms of exercise and power in the service structure of each and every one of the members of the community.

From an interest in local political scenarios, Cruces and Diaz (1995) have noted how the meanings of policies, constructed from local spaces, do not always go in the same direction as the formal concepts (institutional, rationalist and universalist) that preside often the formulation and implementation of public policies.

In this context, Adler (1994) stated that the political culture would become the grammar of relations of domination / subordination / cooperation; that is, the grammar of social control: the power and form of expression. So it has to be defined on the basis of the structure of social networks that are related to the power and the legitimate symbolic system.

Landi (1992) argues that political cultures are composed of bundles of discursive and aesthetic genres that change constantly and do not have center in the classic discourse of politicians. Often seen from the perspective of different ideologies that stain, they also define their profile by all genres that fall into a given time. The use of genres is linked to the type of pattern of legitimacy to exercise the authority and political decision in each historical period.

### **The role of citizen participation**

The management of a good government is based on the promotion of citizen participation in planning, implementation and evaluation of the actions and works of the administration. Should not be seen the citizens and their organizations as mere recipients of government programs but as jointly responsible of community development.

There are multiple forms of legally recognized organization that have direct involvement in government programs or that work as instances of society capacity for dialogue.

**Table 1. Instances of citizen participation**

De intervención directa en los programas de gobierno	De la sociedad con capacidad de interlocución
A) Civil Committee for Monitoring and Control (Comité Ciudadano de Control y Vigilancia)	A) Parents association (Asociación de padres de familia)
B) Planning Commission for Municipal Development (Comisión de Planeación para el Desarrollo Municipal)	B) Ejido organizations (Organizaciones ejidales)
C) Advisory council (Consejos Consultivos)	C) Civil associations (Asociaciones civiles)
D) Citizen Participation Councils (Consejos de Participación Ciudadana)	D) Producer associations (Asociaciones de productores)
	E) Chambers of commerce and industry (Cámara de comercio e industria)
	F) Private welfare institutions (Instituciones de asistencia privada)
	G) Political groups (Agrupaciones políticas)

Source: Authors.

There are several mechanisms established by law for municipal governments to communicate with citizens, meet the needs of a population and collect popular demands. We can mention the following, according to Reynoso and Villa (2009):

- *Public Hearing.* It is a space where citizens can ask the competent authorities to listen to their demands and requests about the general problems facing a community.
- *Public Consultation.* Mechanism by which the views of the public about a particular issue of municipal development that is of collective interest is taken.
- *Public Forum.* It is a forum to discuss and propose remedial action on municipal development's issues, in which there are openly calls for citizens and social organizations.
- *Referendum.* It is the political mechanism by which citizens participate in making decisions about changes to the Constitution or laws of the State of Sinaloa.

There is widespread agreement among democratic theorists like Rousseau, Madison, Mill, Dahl, Barber, Held and Dryzak, on how essential is the participation of the masses or to the living of representative democracy, although there is a continuous debate about the amount necessary or desirable to be considered. Beyond that citizen participation, extensive or limited is determined, all theorists agree that this is one (but only one) of the indicators of the health of any democracy. (Norris, 2001)

Also, some experts suggest that one thing is to consult citizens, properly serve the public and improve standards of service and quite another to enable them to intervene. (Olias of Lima, 2005)

It is considered that the fact that citizens have the opportunity to participate in collective decisions allows them to develop the ability to think about their own needs in relation to the needs of others. The concept of participation is complex given the different axiological categories involving practical implementation and consolidation. Participate essentially entails four dimensions: to be part of a system or network; to be in a social environment; to

feel part of a community or group; to take part in decisions and to take part of. (Sheriff, 2005)

The participation process is endless and recurrent and must be able to transform, reflect, engage, articulate, build, learn, learn, communicate and be communicated, enable, reward and demand. The socializing involvement requires deliberation, as noted Cernadas and Fentanes (2003), understood as learning that transforms and generates subsequent preferences, and this deliberation implies a substantive transformation of citizens who denies the traditional distinction between citizens informed and provided with complete preferences and those others know their true interests.

Reality shows deficiencies in the areas of participation, which often are monopolized by different social groups that accumulate capital resources (social, cultural, economic, etc.). In these situations the voiceless, marginalized groups, are excluded. For these reasons, public participation is not a good thing *per se*, it requires explore and implement deliberative and inclusive process, to avoid political and social fragmentation.

Locally, conditions and characteristics are appropriate to enhance participation and build public decisions related to the interests and needs of citizens. It is therefore the policy at the local level the one that allows the development of participatory vehicles and is the privileged scenario, from which experiences of local participation can be developed. (Font, 2004)

That is why public participation becomes a focus of public policy, to intervene in the decisions of the issues that are of their interests, and in order to involve the citizens in the development, management, monitoring, control and evaluation of policies affecting the municipality.

Thus, participation is linked directly to undertake strategies of human, economic and social development; being, therefore, a value and a central and crosses opportunity in the development, implementation and evaluation of social policies geared to local development and social inclusion of underrepresented minorities and / or exclusion processes. (Resume and Seidel, 2005)

In summary, public participation is a dynamic, slow, complex and active process, where the social and individual dimensions act in a transactional way, giving rise to a complex amalgam of interactions, aimed at promoting the qualitative growth of the individuals involved, their own dynamics and expression levels and by the intensity of their perceived needs. (Hernández Juárez, 2011)

### **About opinion survey**

To Monzón (1990), opinion surveys are a method to get information from a group of individuals that tend to represent a larger universe within a range of controlled error. The information provided by an opinion survey, well conducted at all stages, is usually very close to the values of the population it represents, and in these cases, we should talk about probable knowledge.

Ortiz (2000) argues that the primary function of surveys is to support the formulation of campaign strategy and establish the target audience who will go the electoral propaganda; what has happened often is the use of surveys as a disclosure mechanism, that is, its transformation into an advertising medium and outreach.

**Table 2. Management involvement in different forms and intensities**

<b>Concept - Author</b>	<b>Definition</b>
Substantive participation (Alonso, 2002)	It is defined as the process through which the actors develop their skills in action from bottom to top. It implies that those affected are involved from the beginning of the process, which defined what happens, what to act about and how to do it. Substantive participation is interpreted as: Delegation of power through the development of skills and knowledge of the population and the possibility to decide, take action and drive change; Organization considered as a tool and a vehicle for involving people in community action, based on the local organization itself and carried themselves.
Participation as a process (Sánchez Alonso, 1986; Gaitán, 2003)	It implies that the people is aware about their problems and understand the aspects that explain those problems; recognizing their capabilities and having commitment to transform reality, to what they require information and training; collectively organizing and creating flattering contexts of creativity and innovation through the access to decision-making.
Participation as motivation (Hopenhayn, 1998)	In this sense, four stand out as driving the citizens to participate and these are: gaining control over their situation and own lives by intervening in decisions that concern the actual living environment; access to better and more goods and/or services the society is able to supply; integrating into processes of engagement with the local community; and increase self-esteem through increased recognition by others, the rights, needs and their own abilities.
Participation as a form of social power (Alonso, 2004)	It is exercised, taking or influencing decisions related to policies, agencies and social programs, which requires, in many cases, unlock access to power.

**Source:** Authors.

Bell (1993) raises concern about the prediction (prognosis) which is limited by events and social vectors on which political and social actors have limited steering capability. Hence the use of opinion surveys to know the preferences of the voters, and thereby gradually modify the communication strategy.

Meanwhile, Barrantes (2002), states that the only way to know what people think is to ask them. Then, to choose the objects subject questioning, to properly select the questions, to define the type of survey to implement and to organize responses to be analyzed, should be the objectives of a good survey.

In a broad sense, it is necessary realizing that the variables evolve not isolated from the outside world; and methodologically, the use of appropriately designed surveys can yield valuable input to examine the forms and levels of political competence in a society.

The basis of this analysis is a survey conducted by a team of IpsosBimsa SA de CV that, through a questionnaire, collected the practices, skills and political habits of citizenship; this questionnaires were applied from 17th August 2012. The survey was administered to a sample of 3000 750 men and women, aged 18 and over, residing in private homes permanently located within the national territory.

The trust level was 95 percent, under the assumption of simple random sampling and the rate of value 0.5 the theoretical margin of error is  $\pm 2.26$  nationwide. There were 375 electoral districts across the country selected (75 per electoral district); sampling is stratified, multistage: stratified by type of section and multistage where primary sampling unit was the election last section and the respondent.

## **METHODOLOGY**

The trust level was 95 percent, under the assumption of simple random sampling and the rate of value 0.5 the theoretical margin of error is  $\pm 2.26$  nationwide. To carry out 375 electoral districts across the country (75 per electoral district) were selected; sampling is stratified, multistage: stratified by type of section and multistage where primary sampling unit was electoral section and the last one the respondent.

The overall objective was to obtain an update on the prevailing political culture diagnosis. The questionnaire includes 94 questions and is organized as follows:

- Sociodemographic and socioeconomic variables of the study population;
- Perception of politics and public affairs;
- Levels of information and political knowledge;
- Perception of democracy;
- Perception of trust in institutions;
- Perception of interest in politics;
- Perception of legality, transparency and accountability;
- Citizen effectiveness;
- Rating and citizens' expectations;
- Action levels, political practices and habits;
- Ideology and party preference;
- Tolerance, discrimination, freedom, pluralism, dialogue and agreement;
- Citizen participation in civic and social organizations;
- Electoral participation;
- Nationalism.

The nature of this research is descriptive. In a descriptive study a number of issues, concepts or variables are selected and measured each independently of the other, in order precisely to describe them. These studies are used to analyze and as a phenomenon and manifests its components. (Hernandez Fernandez and Lucio, 1996)

The purpose is to understand the variables and their basic relationships and describe their behavior in relation to the selected index as well as its redefinition under the relationships found. We analyzed the creation of new variables aiming to identify dimensions linked to the political culture, also, some variables were reclassified in order to facilitate verification of relationships and provide greater clarity to information.

Despite the difficulties to generate an accurate indicator that would track the socioeconomic status of the population, a significant proportion of it has very low levels of education. This feature has a decisive influence on the attitudes, opinions and political values of the people. And it is important to emphasize that the design of the survey questions is based on a



sophisticated idea: Assumes a conscious citizens, informed, participatory and free of material limitations.

Which probably raises the need to carefully read this information is our purpose of linking to the survey data sheds with the core issues that describe the political culture of Sinaloa. That's why we make a systematic exploration of the information provided by the National Survey on Political Culture and Citizen Practices in Mexico (2012).

To operationalize the characteristics of the political culture that prevails among the inhabitants of the State of Sinaloa, in this study we need to identify ten dimensions: Politics and Public Affairs; Political Information and Knowledge; Perception of Democracy; Trust in Institutions; Legal, Transparency and Accountability; Expectation rating and Citizen; Political Action Political Practices and Habits; Tolerance, Discrimination, Freedom, Pluralism, Dialogue and Agreement; Citizen Participation in Civil and Social Organizations; Electoral Participation.

Each one of these dimensions has been measured through a set of items, as there is no single indicator that reflects the global nature of each dimension. Each item was rated on a Likert 1-5 (value of 1 represents total disagreement and 5 represents a total value agreement) type scale.

Subsequently, we have combined the different items of each dimension into a single measure in order to make the operational study, in addition to more insights. These unique measures were obtained through the arithmetic mean of the different items.

This methodology is supported by high levels of Cronbach's alpha obtained, implying that the responses reflect a single measure, as shown in the next section devoted to the presentation of the results of this study.

When considering building a measurement scale it must be sought that it collect the maximum information and also as accurate as possible. These requirements are met if the measuring instrument satisfies the properties of reliability, validity and diagnostic power.

To determine the reliability of the measurement scales used based on the Cronbach Alpha statistic method. An interpretation of the results indicate that if the different items of a scale are measuring a common reality, the answers to these items should have a high correlation. (Nunnally, 1978; Malhotra, 1997)

To measure the validity of a measurement scale there is no global statistics. Thus, to analyze this validity, researchers use three complementary methods: content validity; construct validity; and criterion validity. (Malhotra, 1997)

There is no objective criterion to evaluate the diagnostic power of a scale. Therefore depends on the discretion of the investigator who value both, the quantity and the quality of the useful information collected by the instrument. (Perreault, 1992; Parasuraman et al, 1994.)

For the analysis of the data we used the processing program SPSS statistics for Windows, in his 17<sup>th</sup> version, which facilitated the inferential processing of data from the selected sample was used. In this paper the following statistical techniques were used:

- *Descriptive analysis of the variables.* This univariate technique allowed us to know the distribution of certain variables collected in the questionnaire using measures of central tendency and dispersion, as well as through the distribution of frequencies.
- *Comparative analysis between variables.* This analysis allows the study of the existence of a relationship between two variables as well as its degree of association.
- *Student T test for one sample.* This test is intended to test the null hypothesis of no significant differences between the mean of a sample and the mean of a population.
- *Analysis of variance.* This technique contrast, using the statistical F constructed from the table of analysis of variance, the null hypothesis that the mean of a dependent variable in the different groups established by the values of an independent variable are equal. (Ferran, 1996; Bisquerra, 1989)
- *Post hoc analysis.* This technique allows to know which of the different groups are those that differ from each other: Test Scheffe or Test Tamhane T2. The use of these two tests varies depending on whether or not assumes equal variances for the different groups.

## RESULTS

The final sample consisted of 44 (48.9%) women aged 19 to 73 years with a mean age of 40 years, and 46 (51.1%) men aged between 20 and 81 years with a mean age of 43 years.

Regarding the educational level of respondents, 2 of them have no education, 9 did not complete primary school (has 1-5 years of education), 14 have studied only primary (6 years of education), 6 did not complete middle school (6-8 years of education), 27 finished middle school (9 years of education), 7 studied the complete technical degree, 5 is not completed high school (10-11), 11 finish high school (12 years of education) and 9 are bachelors.

Regarding the main occupation of the respondents, there was 1 employee in government, 13 workers in the private sector, self-employed 5, 2 students, 9 merchants, 32 housewives, 7 housewives part time job, 7 unemployed, 5 were retired or pensioned and 9 had other occupation.

About the marital status of the respondents, 60 of them were married, 6 singles, 2 divorced, 8 widowed, 14 unmarried couples.

There was performed an Cronbach Alpha analysis to evaluate the reliability of the instrument as well as the scales used was performed and adequate internal consistency. That is, the results presented in Table 3, lead to the conclusion that the measurement scale of the political culture taken as a whole has a high internal consistency reliability, since it has a satisfactory Cronbach's Alpha.



Regarding each of the dimensions, there are observed good results; all exceed 0.65, even some have a higher or close to 0.90 Alpha. So, the results confirm that the scale as a whole offers a good reliability to measure political culture.

**Table 3. Coefficients of internal consistency**

	<b>Cronbach's Alphacoefficient</b>
Instrument Reliability and scales used	<b>.724</b>
Dimension: Politics and Public Affairs	<b>.662</b>
Dimension: Political Information and Knowledge	<b>.696</b>
Dimension: Perception of Democracy	<b>.765</b>
Dimension: Trust in Institutions	<b>.930</b>
Dimension: Legal, Transparency and Accountability	<b>.921</b>
Dimensions: Rating and Citizen Expectations	<b>.729</b>
Dimension: Political Action Political Practices and Habits	<b>.933</b>
Dimension: Tolerance, Discrimination, Freedom, Pluralism, Dialogue and Agreement	<b>.849</b>
Dimension: Citizen Participation in Civil and Social Organizations	<b>.804</b>
Dimension: Electoral Participation	<b>.960</b>

**Source:** Authors.

To identify whether there were differences between men and women in how to assess it the political culture in Sinaloa and Its different dimensions, an analysis of group difference was performed.

**Table 4. Analysis of Average and Standard Deviation by Gender**

<b>Dimension</b>	<b>Men</b>		<b>Women</b>	
	<b>MEAN</b>	<b>SD</b>	<b>MEAN</b>	<b>SD</b>
Politics and PublicAffairs	1.91	.67	1.75	.54
PoliticalInformation and Knowledge	2.42	1.22	2.78	1.49
Perception of Democracy	2.24	.36	2.30	.39
Trust in Institutions	6.56	1.18	6.25	1.79
Legal, Transparency and Accountability	3.86	1.14	3.75	1.25
Valuation and CitizenExpectations	3.24	.89	3.32	.86
Political Action and Political Practice Habits	2.06	.33	2.19	.23
Tolerance, Discrimination, Freedom, Pluralism, Dialogue and Agreement	1.32	.23	1.40	.23
Citizen Participation in Civil and Social Organizations	1.80	.22	1.91	.14
Electoral participation	1.10	.29	1.17	.34

**Source:** Authors.

To identify whether there are gender differences between each of the dimensions of the scale and check that they are not attributable to random way, we used ANOVA (Keppel and Wickens, 2004).

The results showed that there were significant differences between women and men, because there are less than 0.05 p values. This allows an analysis to differentiate groups.

In order to establish differences in political opinions and values of the people interviewed, the respondents were categorized according to the title last school reached with an interest in observing how they are distributed by gender.

**Table 5: ANOVA comparison by gender**

<b>Dimensión</b>	<b>F</b>	<b>P</b>
Politics and PublicAffairs	1.463	.230
PoliticalInformation and Knowledge	1.515	.222
Perception of Democracy	.572	.451
Trust in Institutions	.921	.340
Legal, Transparency and Accountability	.186	.667
Valuation and CitizenExpectations	.183	.669
Political Action and Political Practice Habits	<b>4.608</b>	<b>.035</b>
Tolerance, Discrimination, Freedom, Pluralism, Dialogue and Agreement	2.368	.127
Citizen Participation in Civil and Social Organizations	<b>8.032</b>	<b>.006</b>
Electoral participation	1.039	.311

Source: Authors.

**Table 6 Analysis of Average and Standard Deviation by Education Level and Gender**

<b>Dimension</b>	<b>Educational level of the respondents</b>	<b>Men</b>		<b>Women</b>	
		<b>MEAN</b>	<b>SD</b>	<b>MEAN</b>	<b>SD</b>
Politics and PublicAffairs	None and unfinished primary school	1.88	.67	1.33	.33
	Primary school and unfinished middle school	2.22	.71	1.64	.55
	Middle school and unfinished high school	1.78	.55	1.82	.65
	High school or technical degree and undergraduate	2.00	.88	1.76	.40
	Bachelor and more	1.67	.71	2.08	.50
PoliticalInformation and Knowledge	None and unfinished primary school	1.79	.44	1.55	.39
	Primary school and unfinished middle school	2.85	1.26	2.45	.64
	Middle school and unfinished high school	2.16	1.03	3.31	1.94
	High school or technical degree and undergraduate	2.67	1.69	2.82	1.57
	Bachelor and more	3.27	1.46	2.50	1.10
Perception of Democracy	None and unfinished primary school	2.16	.30	1.87	.26
	Primary school and unfinished middle school	2.23	.38	2.33	.41
	Middle school and unfinished high school	2.25	.41	2.29	.37
	High school or technical degree and undergraduate	2.16	.29	2.33	.41
	Bachelor and more	2.50	.37	2.54	.27
Trust in Institutions	None and unfinished primary school	5.83	1.33	6.58	1.53
	Primary school and unfinished middle school	6.79	.98	6.33	1.97
	Middle school and unfinished high school	6.41	1.16	5.99	2.12
	High school or technical degree and undergraduate	7.26	1.18	6.66	1.45
	Bachelor and more	6.85	.94	5.66	1.36
Legal, Transparency and Accountability	None and unfinished primary school	3.94	1.45	4.83	.29
	Primary school and unfinished middle school	3.72	1.15	3.64	1.10
	Middle school and unfinished high school	4.29	.87	4.07	1.26
	High school or technical degree and undergraduate	3.43	1.13	3.41	1.32
	Bachelor and more	3.10	1.24	3.00	1.41

Valuation and CitizenExpectations	None and unfinished primary school	3.62	.95	3.50	.00
	Primary school and unfinished middle school	3.11	.65	3.27	.68
	Middle school and unfinished high school	3.26	.92	3.47	1.12
	High school or technical degree and undergraduate	3.14	1.03	3.14	.74
	Bachelor and more	2.90	.96	3.25	1.04
Political Action and Political Practice Habits	None and unfinished primary school	1.98	.45	2.26	.17
	Primary school and unfinished middle school	1.97	.39	2.14	.24
	Middle school and unfinished high school	2.17	.23	2.30	.16
	High school or technical degree and undergraduate	2.12	.28	2.09	.27
	Bachelor and more	1.92	.36	2.17	.32
Tolerance, Discrimination, Freedom, Pluralism, Dialogue and Agreement	None and unfinished primary school	1.40	.30	1.38	.22
	Primary school and unfinished middle school	1.25	.23	1.39	.27
	Middle school and unfinished high school	1.29	.16	1.42	.23
	High school or technical degree and undergraduate	1.39	.30	1.38	.24
	Bachelor and more	1.34	.26	1.38	.24
Citizen Participation in Civil and Social Organizations	None and unfinished primary school	1.80	.27	1.83	.22
	Primary school and unfinished middle school	1.80	.21	1.93	.10
	Middle school and unfinished high school	1.81	.23	1.91	.13
	High school or technical degree and undergraduate	1.79	.22	1.88	.17
	Bachelor and more	1.75	.20	1.98	.04
Electoral participation	None and unfinished primary school	1.25	.46	1.47	.50
	Primary school and unfinished middle school	1.00	.00	1.11	.24
	Middle school and unfinished high school	1.12	.33	1.16	.36
	High school or technical degree and undergraduate	1.09	.23	1.13	.31
	Bachelor and more	1.00	.00	1.25	.50

Source: Authors.

**Table 7. ANOVA comparison by level of education and gender**

Dimension	Men		Women	
	F	ρ	F	ρ
Politics and Public Affairs	.83	.51	1.01	.41
PoliticalInformation and Knowledge	1.81	.14	1.17	.34
Perception of Democracy	.80	.53	1.39	.25
Trust in Institutions	1.74	.16	.35	.84
Legal, Transparency and Accountability	1.52	.21	1.46	.23
Valuation and CitizenExpectations	.61	.66	.26	.90
Political Action and Political Practice Habits	1.04	.40	1.61	.19
Tolerance, Discrimination, Freedom, Pluralism, Dialogue and Agreement	.62	.65	.07	.99
Citizen Participation in Civil and Social Organizations	.08	.99	.68	.61
Electoral participation	.94	.45	.74	.57

Source: Authors.

**Table 8. Post hoc analysis (alpha = .05)**

Dimension	Men		Women	
	TukeyHSD	Scheffé	TukeyHSD	Scheffé
Politics and PublicAffairs	.49	.62	.14	.24
PoliticalInformation and Knowledge	.11	.21	.26	.39
Perception of Democracy	.36	.50	.23	.07
Trust in Institutions	.11	.20	.88	.92
Legal, Transparency and Accountability	.23	.36	.09	.17
Valuation and CitizenExpectations	.51	.64	.95	.97
Political Action and Political Practice Habits	.56	.68	.53	.65
Tolerance, Discrimination, Freedom, Pluralism, Dialogue and Agreement	.73	.82	.99	.99
Citizen Participation in Civil and Social Organizations	.98	.99	.38	.52
Electoral participation	.46	.60	.39	.52

Source: Authors.

## DISCUSSION

### Descriptive analysis

Locally, seven out of ten citizens perceive politics as a complicated issue; five out of ten citizens view democracy as the form of government most preferred; 71 percent of those interviewed reported having little interest in politics.

Given the existence of a problem that afflicts the public, it turned out that the most common actions used by citizens for solving are: to organize themselves with other affected people to complain to authorities and sign letters of support. 39 percent of those interviewed found that the hardest part to work for a common cause is to organize with other citizens.

Regarding institutional trust, the following institutions were found to be the best evaluated by citizens: Family, Church, Doctors, Teachers, National Human Rights Commission. Those who received the worst rating by respondents were: Police, Deputies, Senators, Government and Unions.

Analyzing the figures for political participation in Mexico we found that Mexicans are a united people that mobilized to support those in need, but little involved in associations or their meetings showing to be a weak civil society.

Giddens (2000) has argued that in advanced modernity there's often more emphasis on "politics of life" than on "politics of emancipation." According to the results, we have concluded that there is a concern for citizens to resolve immediate issues that affect them directly. There is some emphasis on the individual and not the collective level. They have learned from experience that the future is uncertain.

Now, citizens are struggling to build collective matters of public interest proposals. Solving problems in the short term, allow them to circumvent the uncertainty through individual and unstructured responses.

### **A comparative and post hoc analysis**

*When analyzing the existence of differences in political opinions and values in order to education levels of the respondents and in accordance to their gender, the following relationships emerge:*

We will consider first the interviewees without a scholar degree and those who studied a few years of primary school. According to figures, 12 percent did not complete his studies in basic education, and more than half of those interviewed who did not complete primary are men (8.9 percent).

This trend changes significantly when we take into account those who completed their primary school. In other words, 22.2 percent of all respondents who completed primary, women made up more than half of those who graduated (12.2 percent) than men (10 percent), while at the secondary level complete (35.6 percent) men made up more than half of those who graduated (18.9 percent) than women (16.7 percent).

Complete high school or a technical degree, is another of the turning points that enlarges the differences between men and women. Indeed, the proportion of women with this title is significantly higher (61.1 percent) than men (38.9 percent).

However, bachelors show a moderate inequality between men and women where men (5.6 percent) hardly exceeds women (4.4 percent).

*Analysis of the overall results shows that there is an important recognition of the existence of ten dimensions shared by citizens of Sinaloa, depending on their levels of education by gender.*

It is emphasized that in all dimensions analyzed the average rating is significantly higher than the average rating in the range of possible responses. Thus, we can speak of the existence of a shared political culture that goes far beyond specific issues such as relations with politics and public affairs, trust in institutions, Legal, Transparency and Accountability, etc.

The results show a common trend that verifies the growing importance of the existence of the dimensions "Political and Public Affairs" and "Information and Political Knowledge" shared by Sinaloa citizens, it shows also that the higher the education the higher will be the trend of the people informed. From this we can assume that the education variable influences weakly in knowledge although we can find an improvement in the categories of highest educational level. In other words, people with more education tend to have more knowledge of public function and vice versa.

There is a significant trend since the perception of citizen education influences slightly in dimensions "Assessment Expectation and Citizen" and "Political Action Political Practices and Habits," for a higher level of education increased ideological coherence observed.

It appears, based on this analysis, that the existence of the dimension "Perception of Democracy" linked to the Sinaloa political culture shows a more consistent distribution. That can be said as those with lower levels of education also have lower levels of attachment to democracy, while those with higher education levels (complete preparatory, commercial, and undergraduate and above) also have the highest percentages of attachment.

Because of the importance that is manifested in the bond dimensions "Citizen Participation in Civil and Social Organizations" and "Confidence in Institutions", we can find a decrease with decreasing education and rises as education increases. This places the variable education among respondents as a key element that stimulates interest in the level of associativity.

To this we add that the ways in which cultural policy in Sinaloa finds its primary characteristics in the relationship of two dimensions, "Politics and Public Affairs" and "Electoral Participation". This is expressed by the low interest in politics who claim youth as indicator that hints at the existence of a problem, however, we find an encourage in political participation as educational level rises, better explaining the interest in politics among those interviewed.

As to the general trend that verifies the importance of the dimensions "Tolerance, Discrimination, Freedom, Pluralism, Dialogue and Agreement" and "Legality, Transparency and Accountability" it suggests that among the sectors with higher levels of education there is a greater adherence to the rules. The former implies that an expression of strong and medium intolerance is related more with individuals without school diploma and less among people with higher education degrees.

Finally, the most important finding in this study refers to differences in political opinions and values when considering the educational level of the respondents as male or female; thus confirming that increasing levels of schooling by gender have diffuse impacts on the perception of citizens, and through them, on the dimensions that shape the political culture in Sinaloa.

## **FINAL WORDS**

We have confirmed the crucial role played by differences in political opinions and values when considering education levels by gender, confirming the great weight has on public perception in the manifestations of political culture in Sinaloa. The presence of a political culture in Sinaloa, is associated with ten dimensions depending on their levels of education by gender.

At the same time, the results indicate that the Sinaloa's political culture was a predominance of anti-democratic elements: little interest and political knowledge; low level of trust in institutions and others; little political participation that's also permeated with authoritarian features such as corporatism and clientelism.

This also reveals a citizen with little political knowledge that would hardly ever help strengthen its democracy, even if he participate, because low levels of political information will be a barrier to quality participation that achieves efficiency in their institutions.



## REFERENCES

- Adler Lomnitz L. (1994), "Identidad nacional/cultura política: los casos de Chile y México", en *Redes sociales, cultura y poder: Ensayos de antropología latinoamericana*, México: Porrúa-FLACSO-México.
- Alguacil J. (2005). "Los desafíos del nuevo poder local: La participación como estrategia relacional en el gobierno local". *Revista académica de la Universidad Bolivariana*, Vol. 2, núm.: 12.
- Almond G. y Verba S. (1965). *The civic culture*. Princeton.
- Alonso Alonso R. (2002): *Intervención comunitaria en Trabajo Social*. Proyecto de Cátedra de Escuela. Universidad de Valencia.
- Barrantes Echeverría R. (2002). *Investigación: Un camino a la conocimiento, un enfoque cualitativo y cuantitativo*. Costa Rica: EUNED.
- Bell D. (1993). *La sociedad postindustrial*. España: Alianza Editorial.
- Bisquerra R. (1989). *Introducción Conceptual al Análisis Multivariable*. España: PPU, S.A.
- Carrasquilla M. C. y Seidel S. E. (2005): *La participación ciudadana: vía para la integración de las personas inmigrantes. Rutas y caminos*. Agrupación de Desarrollo NEXOS. Murcia.
- Cernadas A. y Fentanes R. (2003). "¿Más allá de la democracia representativa. Participación ciudadana y administración local en Galicia", ponencia presentada en las II Jornadas de Sociología Política. Madrid, 11-12 septiembre 2003.
- Cruces F. y Díaz de Rada A. (1995), "La cultura política, es parte de la política cultural, o es parte de la política o es parte de la cultura", ponencia presentada en el XX Congreso de la Asociación Latinoamericana de Sociología, realizado en Ciudad de México del 2 al 6 de octubre.
- Ferrán M. (1996). *SPSS para Windows. Programación y análisis estadístico*. España: McGraw-Hill.
- Font J. (2004). "Participación ciudadana y decisiones públicas: conceptos, experiencias y metodologías", *Debates*, núm. 5.
- Gaitán L (2003). "Ciudadanía, participación y Trabajo Social", ponencia presentada en Inauguración Curso Académico, Escuela de Trabajo Social de la Universidad de Murcia.
- Giddens A (2000). *Modernidad e identidad del yo: el yo y la sociedad en la época contemporánea*. España: Península.
- Gutierrez R. (1996), "La cultura política en México: teoría y análisis desde la sociología" en Krotz E. (coord., 1996), *El estudio de la cultura política en México (perspectivas disciplinarias y actores políticos)*, Consejo Nacional para la Cultura y las Artes, Centro de Investigaciones y Estudios Superiores en Antropología Social, México.
- Hernández Juárez J. L. (2011). "La participación ciudadana como medio y proceso para el desarrollo económico local". *Entorno Empresarial*, No. 65, Julio, Venezuela.
- Hernández Sampieri R., Fernández Collado C. y Lucio P. (1996). *Metodología de la investigación*. México: McGraw-Hill.
- Hopenhayn M. (1998). "La participación y sus motivos", *Revista Acción Crítica*, núm.: 24. Asociación Latinoamericana de Escuelas de Trabajo Social y el Centro Latinoamericano de Trabajo Social. 19-30.
- Krotz E. (coord., 1996). *El estudio de la cultura política en México (perspectivas disciplinarias y actores políticos)*. México: Consejo Nacional para la Cultura y las Artes, Centro de Investigaciones y Estudios Superiores en Antropología Social.
- Landi O. (1992), "Proposiciones sobre la videopolítica", en Schmucler H. y Mata M. C. (coords., 1992), *Política y Comunicación. Hay un lugar para la política en la cultura mediática?*, Buenos Aires: Universidad Nacional de Córdoba.
- Malhotra N. K. (1997). *Investigación de Mercados: Un Enfoque Práctico*. México: Prentice Hall Hispanoamericana.
- Monzón C. (1990). *Opinión Pública*. España: Tecnos.
- Norris P. (2001). "¿Echar la culpa al mensajero? Los nuevos medios de comunicación y la desafección política de la democracia europea, Maíz R. *Construcción de Europa, democracia y globalización*. Universidad de Santiago de Compostela. Ciclo Europa Mundi. Santiago de Compostela.
- Nunnally J. C. (1978). *Psychometric Theory*. New York: McGraw-Hill.
- Olías de Lima B. (2005). "Servicios públicos y gobernanza", *Revista Sistema. Ciencias Sociales*, núm. 184-185. 125- 140.
- Ortiz F. (2002). *Comprender a la gente*. México: Aguilar.

- Parasuraman A., Zeithaml V. y Berry L. (1994). "Reassessment of Expectations as a Comparison Standard in Measuring Service Quality: Implications for Further Research". *Journal of Marketing*, vol. 58: 111-124.
- Perreault W. D. (1992). "The Shifting Paradigm in Marketing Research". *Journal of the Academy of Marketing Science*, vol. 20: 367-375.
- Reynoso S. R. y Villa Fuerte M. A. (2009). *Manual básico para la administración pública municipal*. México: Instituto de Administración Pública del Estado de México.
- Sánchez Alonso M. (1986). *Metodología y práctica de la participación*. España: Popular.