

Supplementary Material

Table S1. Hypothesis, variables and statistical tests used to evaluate study predictions.

Tabla S1. Hipótesis, variables y pruebas estadísticas usadas para evaluar las predicciones del estudio.

Hypothesis / Prediction	Explanatory Variable(s)	Response Variable(s)	Comparison / Question Tested	Test
H1. Knowledge and valuation are shaped by background	Zone; childhood nature contact; residency status/antiquity; education; profession	Owl recognition; ecological knowledge; valuation/attitudes	Are recognition and valuation associated with experiential/formal background?	χ^2 / Fisher's Kruskal-Wallis
P1. Species Recognition (Visual)	Socio-environmental zone	Visual identification of the 4 focal species	Visual recognition across rural, suburban, and urban zones	χ^2 / Fisher's exact
P1. Species Recognition (Auditory)	Socio-environmental zone	Auditory identification of the 4 focal species	Auditory recognition across rural, suburban, and urban zones	χ^2 / Fisher's exact
P2. Valuation and Attitudes	Socio-environmental zone; education level; professional background	Fear; bad-luck; perceived utility/benefits (Likert 1-5)	Perceptions and attitudes across zones and educational profiles	Kruskal-Wallis
P3. Knowledge vs. Experience (Diet)	Zone; childhood contact; residency antiquity	Knowledge of diet (rodents/prey items)	Knowledge of diet across experiential background categories	χ^2 / Fisher's exact
P3. Knowledge vs. Experience (Nesting)	Zone; childhood contact; residency antiquity	Knowledge of nesting sites (tree cavities)	Knowledge of nesting sites across experiential background categories	χ^2 / Fisher's exact
P4. Knowledge vs. Formal Education	Education level; professional background	Knowledge of diet and nesting sites	Does ecological knowledge associate more with education than experience?	χ^2 / Fisher's exact
P5. Rodenticide Awareness (Experiential)	Zone; childhood contact; residency antiquity	Awareness of secondary effects on owls and food chain	Awareness of rodenticide impacts vs. experiential background	χ^2 / Fisher's exact

P5. Rodenticide Awareness (Education)	Education level; professional background	Awareness of secondary effects on owls and food chain	Awareness of rodenticide impacts vs. formal education level	χ^2 / Fisher's exact
Additional: Rodent Perceptions	Zone; education level; professional background	Perceptions of rodents as a problem/risk (Likert 1-5)	Associations between background and rodent-related perceptions	Kruskal -Wallis
Additional: Control Practices	Zone; education level; professional background	Rodent control methods (poison, cats, traps, etc.)	Associations between background and household control practices	χ^2 / Fisher's exact