

Diagnosis of Interpersonal Relationships in Higher Education Students

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Abstract: The present study presents an investigation regarding the diagnosis of interpersonal relationships in higher education students. For the analysis, the instrument suggested by Cisneros (2009) was used. The study had a descriptive and exploratory research level. The sample that was used was 34 students. The results obtained in the research was that the undergraduate students have acceptable self-control and acceptable empathy.

Keywords: Diagnosis, interpersonal relationships, self-control and empathy.

INTRODUCTION

Human relationships date from a short time, since in primitive societies they were almost limited to the family itself, they are involved in daily life, because they instill values such as love of the profession, responsibility and honesty (Nares, Nares, Arvizu and Olimón, 2014).

Trianes & García (2002) point out that comprehensive education is essential to prevent problems in the classroom. They focused on the realm of the cognitive, leaving almost completely the socio-affective dimension of the personality of the students.

Human relationships refer to the treatment or communication that is established between two or more people; They are very important in school institutions, since during the educational activity a reciprocal process occurs through which the people who come in contact value the behaviors of others and form opinions about them, all of which arouses feelings that influence in the type of relationships that are established (Texeidó and Capell, 2002). The interpersonal relationship can be assumed as a system of individual beliefs and values, emotions, the thought-feeling-desire-action chain, emotional intelligence and self-esteem, which are subjectively mixed in a communication established by

two or more people in a point in time (Feldman, 2006). Interpersonal relationships play a fundamental role in the school climate and therefore are very relevant in improving the classroom environment (López and Soraca, 2019).

In any case, the study of the organizational climate of educational institutions and especially the classroom, is interesting because various investigations, carried out in different contexts and with different instruments, have shown that there is a direct and positive relationship between it and academic variables such as performance, acquisition of cognitive skills and affective learning (Villa and Villar, 1992). The teacher's relationship with his students has to be personalized, and in it each student must feel that he occupies a specific place, that he is understood and that he can rely on it to express himself, thus contributing to personological development (González and Mitjás, 1996). On the one hand, the results show a clear tendency for students to recognize as better teachers those who favor academic commitment, a segment of behaviors associated with Dominance and Cooperation (Maluenda, Flores, Varas and Díaz, 2020).

Currently, Mexico has the lowest proportion among OECD countries of adults (25-64 years) with a higher education degree (17%), a figure well below the

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OECD average (37%), and below other countries in the region, such as Chile (23%), Colombia (23%), Costa Rica (23%) or Argentina (21%) (OECD, 2018). Almost half of employers report a lack of skills in their sector and consider that the education and training of job seekers is not adequate for their needs (OECD, 2019).

However, notable progress has been made in terms of increasing educational attainment at higher education levels in Mexico, and during the last 16 years the proportion of young adults who have completed higher education rose from 17% to 23%. If current patterns are maintained, 26% of young Mexicans are expected to obtain a higher education degree at some point in their life (OECD, 2018).

Fredricks, Blumenfeld and Paris (2004) mention that the role of teachers impacts on the academic commitment of their students, where a good positive relationship between them gives a greater academic commitment in schoolchildren. Behrens and Jablon (2008) point out how the communicative effectiveness and the conversational style of teachers are associated with the learning environment. In the same way that the teacher-student relationship affects the class climate and student learning, American studies have considered this relationship and its quality as an explanatory factor for the continuity of university students (Miller, 2008). Interpersonal relationships are necessary for interrelationships to occur, which originate from the contact of one or more people, so that a communicative process is generated, a certain treatment that is recreated in different intervals and time context (Torre, 2008). Herrera (2014) points out that interpersonal relationships are the way to interact and manage emotions in front of others, being assertive in communication. The quality of interpersonal relationships has a certain parallel with the climate in the classroom (Blaya, Debarbieux, del Rey Alamillo & Ortega, 2006). Among the main characteristics that must be taken into account are sincerity and honesty, affirmation and respect, compassion, understanding and wisdom (Castorina, 2016). Sánchez and Rosales (2016) point out that tutoring must differentiate interpersonal relationships according to the semesters. Gamarra and Flores (2020) mention that having high creative thinking influences the improvement of human and interpersonal relationships in the different personal and academic activities of students.

General objective

Diagnose interpersonal relationships in higher education students.

Justification

With all of the foregoing, the contribution of this research contemplates the diagnosis of

interpersonal relationships between students, assuming that the results will allow reflection, clarification and elective response to the questions through pertinent proposals; that in turn allow both the teachers and the educational institution to clearly determine alternatives according to the needs of the students.

METHOD DESCRIPTION

Population

The research was carried out at a university located in the Iztapalapa delegation. A total of 34 students were taken into account. The population that was used was 100% for the present investigation.

Investigation method

The present study had a descriptive and exploratory research level. It is descriptive because knowledge of reality is exhibited as it appears in a given space and time situation (Rojas, 2015). Exploratory because the researcher must immerse himself in the data, learn from them as much as possible, from as many perspectives as possible and extract very general information instead of data limited to a reduced scope (Castro Lino, Meléndez, López, Soto and Muñoz, 2018).

Instrument used

The instrument used was the one provided by Cisneros (2009). This tool consists of 27 questions, which are divided into 14 items, which will measure the level of self-control and 13 items in charge of measuring the level of empathy of said students. For the evaluation of the instrument, it is divided into two sections. The first part corresponds to self-control, where a rule of three is applied in which the number of questions answered negatively multiplied by one hundred and divided by the total number of questions in this section is placed. For the second part, this corresponds to empathy. A rule of three was applied in which the number of items answered positively multiplied by one hundred and divided by the total number of items in this section will be placed. At the end of these operations, the result of both sections is extracted to perform the average and in this way give the final percentage of interpersonal relationship that the subject has.

ANALYSIS OF THE RESULTS

As a first analysis, figure 1 is shown, which represents the number of students evaluated by age. It can be seen that the ages that had the most results were those that ranged from 21 to 25 years, with 64.7% and in second place with 35.3% the age of 15 to 20 years was placed.

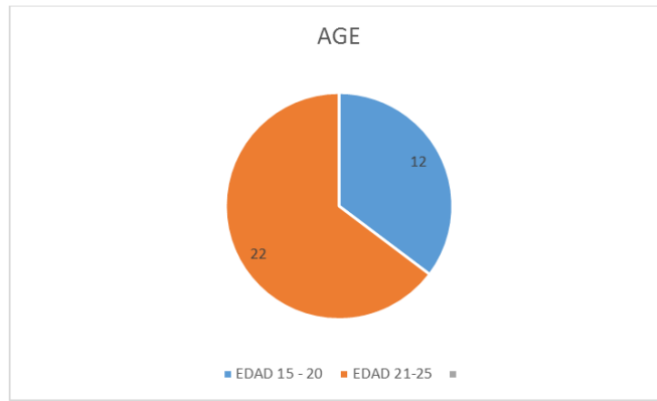


Fig-1: Age of the sample

Likewise, for the gender of the student sample, the gender that most proliferated was the Female, with 55.88%, while, for the male gender, it obtained 44.12%.

Figure 2 shows how the results of the gender variable were distributed.

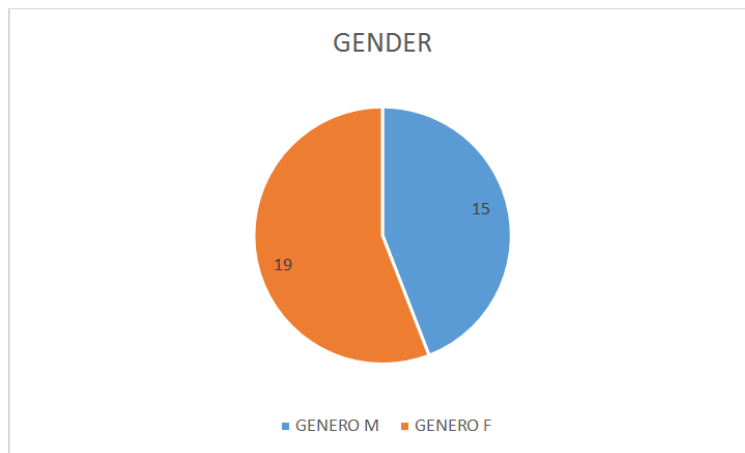


Fig-2: Gender of the sample

Figure 3 represents the results in the first place of the 27 questions, which make up the instrument of Cisneros (2009). You can see that all the items were fully resolved. The second figure represents the total sample, which was 34 students. It can be seen that all the schoolchildren fully answered each of the 27

questions of the instrument that was used for this research. Finally, the following figure represents the total responses that were analyzed for the study, there were a total of 918 responses, which made up the entire analysis of this research.

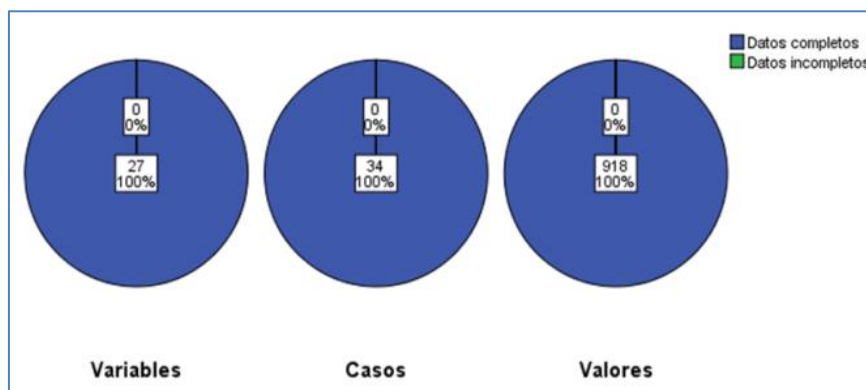


Fig-3: Summary of responses

Table 1 represents the reliability analysis of the 918 responses, which made up the entire investigation. Kerlinger and Lee (2002) mention that reliability or reliability refers to the consistency or stability of a measure. For this analysis, the 27 questions that made up the instrument used for the present study were studied. For this, the software The Statistical Package for the Social Sciences (SPSS version 22) was used, which allows to calculate the Cronbach's alpha coefficient in a simple way (Rodríguez and Reguant, 2020). Celina and Campo (2005) mention that the minimum acceptable value for Cronbach's alpha coefficient is 0.7.

Table-1: Reliability analysis.

| Alfa de Cronbach | N de elementos |
|------------------|----------------|
| .738 | 27 |

The result of the students' responses gives an acceptable result, according to the definition of Celina and Campo (2005). Finally, Figure 3 presents the percentages of the averages for both self-control and empathy. For self-control, the sample of students obtained 82.35% and for self-control they obtained 84.52%.

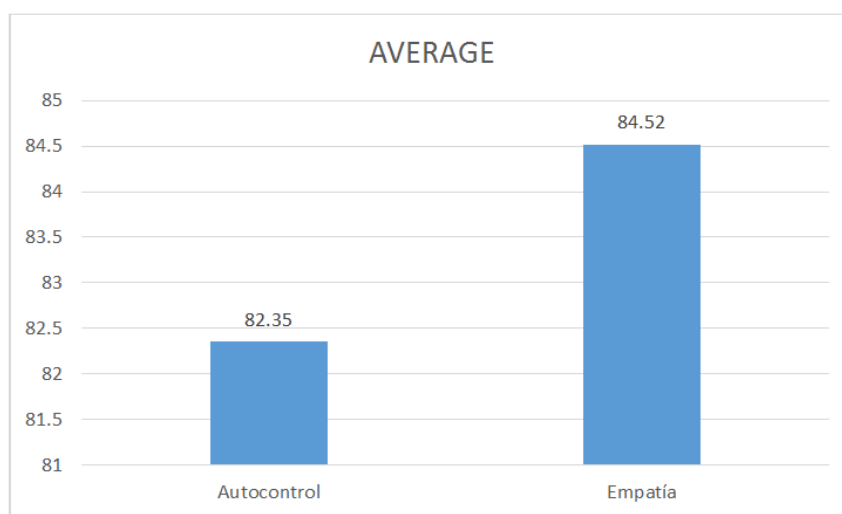


Fig-3: Summary of responses

CONCLUSIONS

As a first conclusion, the general objective of the research was achieved, since it was possible to survey and analyze the 27 questions of the 34 students, thus giving a study of 918 data.

Likewise, based on the research work carried out on the group of students and on the results obtained in the section on the analysis of the results, it is concluded that the level of interpersonal relationships of the students is acceptable, highlighting empathy over self-control. For the level of empathy it means that schoolchildren have good relationships with other people, they are interested in the problems of others and seek solutions to help others. For the self-control dimension it means that students know how to control their emotions and reactions to be able to socialize with people, they know how to separate their friends from their work.

It is recommended to follow up on the results, carrying out activities or trainings where empathy and self-control skills can be developed, and later carry out an evaluation to see if the required areas were strengthened.

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