

Interpersonal relationships and academic performance in high school fourth graders from a Military Educational Institution in Peru

Cecilia Mendoza Alva¹, Maribel Pizarro Mostacero¹, Nancy Carruitero Avila¹, Carola Calvo Gastañaduy¹, Lilette Villavicencio Palacios¹, Teresita Merino Salazar¹, Danny Villegas Rivas^{2*}

¹ Postgraduate School. Universidad César Vallejo, Perú.

² Facultad of Civil Engineering. Universidad Nacional de Jaén, Perú.

*Corresponding author: Danny Villegas Rivas. E mail: danny_villegas1@yahoo.com

ABSTRACT:

The objective of research was determining relationship between the interpersonal relationships and academic performance of fourth graders in high school of the Military Public Educational Institution "Gran Mariscal Ramón Castilla" in Huanchaco, Peru, 2015. Research was experimental with correlational descriptive design, with a population of 104 high school fourth graders. A 21 students sample was considered. A questionnaire on interpersonal relationships and objective evidence on three communication competences was applied. Results showed there is a moderate positive correlation ($r = 0.69$) between interpersonal relationships and academic performance. It was determined there is a high positive correlation between basic social skills and academic performance in communication area in high school fourth graders. It was shown a good social skills level corresponds to a good academic performance level. A moderate positive correlation between communication and academic performance was observed, a high positive correlation between pro-social behavior and cooperation and academic performance, which shows that a good level of pro-social behavior and cooperation corresponds to a good level of academic performance. A high positive correlation between assertiveness and academic performance was evident, suggesting a good level of assertiveness corresponds to a good level of academic performance.

Keywords:

Social skills, communication, pro-social behavior, cooperation, assertiveness, performance.

INTRODUCTION

Interpersonal relations and academic performance in communication area in the fourth-grade students of high school of the Military Public Educational Institution "Gran Mariscal Ramón Castilla" in Huanchaco, 2015; allows analyze interpersonal relationships and as this may be related to the academic students' performance, its convenience lies in fact it has provided a scientific cutting instrument that establishes how the behavior of one variable affects another variable in this case as interpersonal relationships generate behaviors in academic performance as well as systematized information can be counted on that serves as the basis for future research work. With respect to the variable Interpersonal relationships; According to Zaldívar (2007) he notes that "interpersonal relationships will play a fundamental role in the performance of human activity in the different social areas in which it develops, and is based on communication. This variable has as dimensions: basic social skills, communication, pro-social behavior and cooperation, assertiveness.

As for variable Academic performance, according to DCN 2009 MED, it is the level of learning achieved by

student learning teaching process, according to criteria and indicators of each study area. This variable has as dimensions: understanding written texts, producing written texts and Interacting with literary expressions. It was formulated as a general problem ¿is there a relationship between interpersonal relations and academic performance in the communication area in students of the fourth grade of secondary education of the Military Public Educational Institution "Gran Mariscal Ramón Castilla" in Huanchaco, Peru in 2015? The general objective proposed was establish whether there is a relationship between interpersonal relationships and academic performance in area communication of students of fourth high school degree in Military Public Educational Institution "Gran Mariscal Ramón Castilla" to know their significance between both variables.

METHODOLOGY

The research corresponds to quantitative method, non-experimental and correlational descriptive design. Population consisted of 104 students from Military Public Educational Institution "Gran Mariscal Ramón Castilla". Sample consisted of 20% of population (21 cadets from the fourth grade of high school), who were

given questionnaire on interpersonal relationships and the objective test on academic performance to determine the relationship between the variables. Taking into account a non-probabilistic sampling of convenience. For data collection, a questionnaire was designed to evaluate interpersonal relationships which was structured in 24 items, which respond to the dimension's basic social skills, expressive communication, pro-social behavior and cooperation, assertiveness. With a valuation criterion of the usual items (2 points); sometimes (1 point); never (0 points). The results of the variable interpersonal relationships were categorized into Deficient [0-16>/ Regular [16-32>/ Well [32-48].

To establish the relationship between the variables, the objective test instrument was designed to evaluate academic performance, which was structured into 30 items that respond to the dimensions of understanding written texts, producing written texts and interacting with literary expressions. With a valuation criterion of the correct (2 points) and incorrect items (0 points). The results of the teaching academic performance variable are presented on the following scale: (00-10) Home, (13-11) Process, (17-14) Achievement, (20-18) Satisfactory achievement.

Software R (R Core Team, 2020) was used, for obtain statistical test such as: frequency analysis, percentages, cross tables and correlation coefficients that exist between interpersonal relationships and academic performance.

RESULTS

Table 1, with overall results obtained on interpersonal activities level in high school fourth graders, shows an

average of 30.86, indicating the students' group would be located at a "Regular" level; 50% of students scored a maximum score of 32.73, which would place the group at the "Good" level, the most common score is 35.43, indicating a "Good" level. The scores' dispersion is close to 11 points from the average score with a relatively high coefficient of variation (35%), suggesting heterogeneity of the data (>20%). In relation to Academic Performance, an average score of 15.33 was obtained, with which the students' group in the fourth grade of high school is located at the "Achieved" level; 50% of students scored a maximum score of 15.25 that puts the group at the "Achieved" level, most frequent score was 15.55; which also suggests group would be at the "Achieved" level. Scores dispersion is close to 4 points from average score, with a relatively high coefficient of variation (28%), suggesting heterogeneity of the data (>20%).

Table 2 shows Spearman's range correlation coefficients to determine relationship between interpersonal relationships and their characteristic dimensions with academic performance of high school fourth graders. In general, interpersonal relationships and their characteristic dimensions are significantly related ($P < 0.01$) to academic performance. Specifically, this suggests a good level of interpersonal relationships has a good level of academic performance or a poor level of interpersonal relationships corresponds to a poor level of academic performance. Similarly, Table 3 shows there is a significant association ($P < 0.01$) between interpersonal relationships and characteristic dimensions of academic performance of fourth graders. Finally, determination coefficient indicates interpersonal relationships significantly influence 89% but does not determine overall behavior of academic performance.

Table 1. Statistical description of interpersonal relationships and academic performance in communication area in high school fourth graders.

Variable	Media	Median	Trend	Standard deviation	Coefficient of variation (%)
Interpersonal relations	30,86	32,73	35,43	10,82	35
Academic performance	15,33	15,25	15,55	4,35	28

Table 2. Relationship between interpersonal relationships and their characteristic dimensions with academic performance of fourth graders.

Variable	Academic performance	
	Pearson sample correlation coefficient	P value
Interpersonal relations	0,69	0,001
Dimension		

Basic social skills	0,76	0,000
Communication	0,69	0,001
Pro-social behavior and communication	0,78	0,000
Assertiveness	0,88	0,000

Table 3. Relationship between interpersonal relationships and the characteristic dimensions of academic performance of fourth graders.

Variable	Interpersonal relations	
	Pearson sample correlation coefficient	P value
Characteristic dimension of academic performance		
Reading comprehension	0,69	0,001
Text production	0,79	0,000
Interaction with literary expressions	0,75	0,000

DISCUSSION

This research results are contrasted with other research carried out, among them, Iturra, (2012), in their research work, on Social Skills and Academic Performance in Chile. The study was interested in the relationship between social skills and academic performance, in a sample of high school students. Research concludes there are no significant associations between academic performance and social skills. Gender-based association analyses indicate different correlation profiles between study variables for men and women. Results also reveal genders exhibit different profiles of association between variables, would indicate positive interpersonal skills are particularly associated with academic performance for women. Orientation to women's collaboration and cooperation would result in better interpersonal relationships, would contribute to better academic performance, mediated by social adjustment. School performance is often consistently higher in girls than in boys. Jaimes (2005) conducted research entitled "emotional intelligence and academic performance, in students of Faculty of Education of Universidad Alas Peruanas". Results showed emotional quotient and academic performance are not significantly related; with respect to total mood component, stress management and adaptive emotional quotient was found to be significantly related to academic performance and interpersonal emotional quotient and intrapersonal emotional quotient components were not significantly related to academic performance. This relates to information in theoretical framework on study variables and their respective dimensions. Interpersonal relationships are a determining factor in scope of a given institution; as these relate to social atmosphere; since members' characteristics can influence relationships between members, which could have a

great impact on functioning of the same (Zaldívar, 2007). According to Chiavenato (2004) are based on exchange and communication of people in certain situations.

CONCLUSIONS

A high positive correlation between basic social skills and academic performance in the area of communication in high school fourth graders was evidenced, which shows a good level of social skills corresponds to a good level of academic performance. A moderate positive correlation between communication and academic performance was observed, a high positive correlation between pro-social behavior and cooperation and academic performance, which shows a good level of pro-social behavior and cooperation corresponds to a good level of academic performance. A high positive correlation between assertiveness and academic performance was evident, suggesting a good level of assertiveness corresponds to a good level of academic performance.

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