Predeco program and its effectiveness on interpersonal relationships in high school students

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Abstract- **Interpersonal relationships can have a significant impact on students' educational experience, and positive relationships can foster a sense of community, mutual support, and collaboration, which can improve students' academic performance and motivation. The study aimed to determine the effectiveness of the implementation of the "Predeco" program on high school students' interpersonal relationships in 2021. The study followed the quantitative approach and pre-experimental design. The sample consisted of 30 students selected from a non-probabilistic sampling, to whom a questionnaire validated by experts and subjected to reliability criteria was applied. The results show that the application of the "Predeco" program significantly improved (p=0.000000875<0.05) the interpersonal relationships of the participants. Meanwhile, the program significantly influenced the dimensions Self-Control (p=0.000000745<0.05), Assertiveness (p=0.000000806<0.05), Empathy (p=0.000000843<0.05) and Teamwork (p=0.000000814<0.05). It was concluded that the program had a positive impact on interpersonal relationships and, therefore, on the improvement of the students' reciprocal interaction. The study provides empirical evidence of how entrepreneurship and innovation in education can contribute to the improvement of students' interpersonal skills.**
Keywords: **Interpersonal Relations; Self-control; Empathy; Teamwork; Mentoring.**

I. INTRODUCTION

Since the beginning of the 21st century, numerous institutions and professional voices from different environments have begun to consider and suggest the skills, abilities, and knowledge that children and adolescents must acquire in order to become citizens who carry out their life projects of their own free will in a marked world by interdependence, the advancement of the technology and the threat of climate change. For the design and execution of policies, projects and programs, it has become especially crucial to cover various topics on interpersonal and socio-emotional skills [1]

In this sense, the development of social and emotional skills in the students is essential for their academic and personal success [2]. Lack of these skills can result in behavior problems, low academic performance, and difficulties for establishing healthy relationships [3].

Therefore, programs designed to improve interpersonal relationships are increasingly important in the educational context [4].

[5] points out that the quality of interpersonal relationships in high school students is currently an important worry, since social and emotional skills are essential for long-term health and well-being. In this way, the lack of these skills can have a negative impact on in the academic performance, mental health, and emotional well-being of students.

Meanwhile, [6] argue that students who have difficulties for establishing healthy interpersonal relationships often experience problems at school and in their personal relationships.

[7] proposes that the difficulties that face the youngs in the deployment of their interpersonal skills underline the need to develop and apply effective strategies to promote socifrom othersonal skills in high school students. The intervention programs that foster skills such as empathy, effective communication, and conflict resolution can be effective to improve the interpersonal relationships and contribute to students in their wellness.

At the national level of achievement, to identify the research [8] the finding discovery of their study denote that in the the pre-test as the experimental group as the control, present interpersonal relationships at the inappropriate level. However, in the post-test in the experimental group, 96.7% present an adequate level of interpersonal relationships and only 3.3% a regular level; In contrast, the control group where the 90% remains at an inadequate level and only the 10% the regular level.

[9] carried out a program to strengthen the self-esteem in the interpersonal relationships on the second-grade students of secondary education. He found that the obtained scores from the control and experimental group denote a significant difference given in the post test scores of the experimental group, this group is placed on the high level with 92,3% and 7.7% on the medium level; In contrast, the post-test scores corresponding to the control group are located at 53.8% at the high level and 46.2% at the medium level.

In the national context, we can mention the study of [10], he elaborated an investigative work that had the objective of establishing the execution of the study of protection of social skills, which reduces dangerous behaviors in educational media students. The study was quasi-experimental in scope. In reference to the reduced group established by 60 third-year students, configured as an experimental group; and fourth, as a control group. The strategic questionnaire was used to identify risk behaviors. The conclusion was the next one: The students show a significant improvement in the limitations of dangerous attitudes, after executing the application study of protection of interpersonal relationships.

According to [11], interpersonal relationships in students refer to the way in which students interact, communicate and establish links with their partners, teachers and other people in their educational environment. These relationships can be formal or informal and can vary in intensity and duration.

Interpersonal relationships can have a significant impact on the educational experience of students. The Positive relationships can foster a sense of community, mutual support, and collaboration, which can improve academic performance and motivation. On the other hand, negative relationships can generate conflicts, isolation, and stress, which can negatively affect academic performance and mental health [4].

Meanwhile, [12] emphasizes that it is important to highlight that interpersonal relationships are dynamic and change with time. Students may experience different types of relationships throughout their educational experience, and these may influence their social and emotional development. Therefore, it is important that students learn to cultivate positive relationships and manage negative relationships effectively to develop healthy social and emotional skills.

From the above, are deducible the difficulties that students have to manage their interpersonal relationships are deducible; and if it is not overcome,their personal and academic life, as well as their socialization process, which must be expanded or enriched in in their school stage. In Consequence,arise the necesity of verifying if the execution of the study of the phenomenon of guardianship, configured in training activities, has a significant effect in the interpersonal relationships of the students, for which the following question was formulated:

¿In what extent does the application of a "Predeco" program based on the tutorial action improve interpersonal

relationships in students of the first year of secondary education in an educational institution during the year 2021?

Literature review

Predeco Program

The tutorial action program is a pedagogical proposal that seeks to develop, through its dimensions, preventive tutorial action, development tutorial action, and corrective tutorial action, competencies to improve interpersonal relationships among first-year high school students.

Its execution involved 10 teaching sessions aimed at promoting the development of social and emotional skills in students, through the implementation of specific strategies and activities. The "Predeco" program is based on research and practice in the field of education and has been shown effective in improving the quality of interpersonal relationships among students, which contributes to a positive and cozy school environment. The program was implemented in a public educational center during the year 2021 as part of a research study in the months of April and June of the year 2021.

Each session lasted 2 teaching hours (90 minutes) and took place twice a week. These sessions will take place during the tutoring hour.

TABLE 1. THEMATIC AXES ADDRESSED IN THE IMPLEMENTATION OF THE PROGRAM

Session	Activity	Indicator
1	The Preventive tutoring in the self-control	Analysis of preventive tutoring to improve the self-control student
2	School aggression, conflict resolution, free expression of feelings.	Problem identification of school aggression and conflict resolution to improve student assertiveness.
3	Strategies for conflict resolution for the sake of student empathy	Analyzes the use of strategies for conflict resolution as a manifestation of the improvement of student empathy.
4	Fundamentals of tutoring to prevent school violence.	Analyzes the fundamentals of tutoring as a support for the defense of rights to manage their self-control in front of school violence.
5	Characteristics and objectives of the tutoring for the student assertiveness	Identifies the characteristics and objective of the tutoring to improve the assertiveness capacity of the participants.
6	Tutorial action strategies for decision making.	Recognizes the strategies for tutorial action to develop decision-making in schoolchildren as a

Session	Activity	Indicator
		result of their empathic behaviors.
7	Emotional development of the student and his self-control	Analyzes the emotional development of the student to defend the points of view that strengthen their self-control.
8	Resolution of school conflicts to improve the the work in group.	Analyzes the resolution of school and family conflicts to improve the work in group
9	Morale - Social skills and the development of the tolerance inside the work in group	Identifies social skills and the development of morale for the development of tolerance inside the work in group.
10	Relationship between pairs and capacity of working in group.	Analyzes the relationship between pairs for the strengthening of the capacity of working in group

Note: Own elaboration

Interpersonal Skills

The construction of social skills has been widely defined by various theories of social psychology. In reality, exists a plurality of definitions about the social skills (León Rubio et al., 1998), however, it is the capacity of internalizing, assimilating or acquiring diversity actions and choosing the most appropriate to achieve the own objectives considering the interlocutor and the situation in which the interaction takes place [13].

According to [14] Human express thoughts, feelings and affections through social behaviors. These behaviors also help people maintain or improve their relationships with others and can be used to resolve and reinforce social situations.

In accordance with the last definitions, it refers that social skills (HHSS) show in the capacity of a person to recognize and learn about the different emotions, behaviors and attitudes from others in order to choose the most appropriate answer and improve the interpersonal relationships. These types of skills are characterized for being learned behaviors through observation or rehearsal. Besides, they include cognitive, behavioral, emotional and affective components, it means to think, to do, and to feel. Likewise, they constitute specific answer that respond to specific situations and individuals. And in general, they are behaviors that always occur in scenarios of social interaction that imply efficacy in interpersonal behavior.

Dimensions of the variable interpersonal skills

Self-control

It is the own capacity of humans that consists in modulating in voluntarily and intentionally manner in our own thoughts, emotions and behaviors [15]

In the educational field, when it refers to the voluntary modulation, it refers to supporting students to develop the ability to consciously decide the evaluation of the situation or context, likewise the student can voluntarily choose how to react.

Assertiveness

It is the capacity of autoaffirming the own rights, without being manipulated and without manipulating others [16]. For [17] assertiveness is also considered a form of communication and can be defined as a way of expressing our own feelings and thoughts without violating the rights of others and while protecting their rights.

Empathy

The Contemporary research define human empathy as the capacity to understand other people's behavior by inferring their mental states and respond with an appropriate emotion [18]. According to [19] in the educational field, the empathy refers to the ability of a teacher or educator to understand and connect emotionally with their students. The Empathy involves putting yourself in the another's place and understanding their feelings, thoughts, and needs, which makes it possible to establish closer and more meaningful relationships with students.

Teamwork

According to [20] the teamwork in the educational field refers to the practice of assigning tasks or projects to a group of students who work together to achieve a common goal. This type of work encourages collaborative learning, where students can discuss and share ideas, knowledge, and skills, thereby developing valuable social and emotional skills such as communication, empathy, and conflict resolution.

Likewise, teamwork enables students to share workloads, develop a greater breadth of knowledge through discussion, clarify ideas and learn from others [21].

II. MATERIALS AND METHODS

Approach and design

The study was developed in the quantitative approach guidelines since methods and statistical tests were used to contrast the research hypothesis. Likewise, the design was pre-experimental with pretest and posttest with a single group with which the "Predeco" program was carried out [22]. This design is shown in Table 1.

TABLE 2: PRE-EXPERIMENTAL DESIGN ACCORDING TO SANCHEZ & REYES (2021).

	Pre-test	**Treatment**	**Post-test**
G.E.	0_1	X	0_2

Note: Own elaboration
Where:

Ge: First year high school students.

0_1: Level of interpersonal relationships prior to the execution of the "Predeco" study based on the tutorial action.

X: "Predeco" program based on the tutorial action.

0_2: Level of interpersonal relationships after the application of the "Predeco" program based on the tutorial action

Study population and sample

Population

The population consisted of 491 students in the first year of secondary education in a public school during the year 2021. The following inclusion and exclusion criteria were used to select the population:

- Students of both sexes, who are in the VI cycle of secondary education.

- Students who are enrolled in the 2021 school year and who attend classes regularly (95%).

- Students who came from dysfunctional families, households classified as extreme poverty according to SISFOH.

Sample

The sample of the study was made up for 30 students, belonging to section "D" that had common features and characteristics, the same one that was chosen by non-probabilistic sampling for convenience [23].

Data collection techniques and instruments

a. Technique

According to Carrasco [23] the survey is a social research technique for inquiry, exploration, and data collection through direct or indirect queries posed to the subjects constituting the unit of analysis of the study.

In the study, the survey technique, which is a method of data acquisition used in social research and the educational field, was employed. It involves the formulation of a set of structured or semi-structured queries that are posed to a representative sample of the population under study [24]

b. Data collection instruments

The questionnaire was used, which according to [25] is a structured instrument with questions or items aimed at measuring the dimensions and variable under study.

The effect of the "Predeco" program on interpersonal relationships was measured by applying a survey to the participants. For this, the Likert assessment scale was used, and a questionnaire was generated. The 20 items were organized according to the dimensions of self-control, assertiveness, empathy, and group work.

Each item has an assessment from 1 to 4 points where 100 is the maximum value and 20 the minimum; where the level of achievement of the interpersonal relations construct was measured of the next way: Achieved, if the total score is within 74 to 100 points, in process from 48 to 73 points, and initially

from 20 to 47 points. Likewise, the measurement scale for each of the questionnaire items was: 5) always, (4) frequently, (3) sometimes, (2) rarely, and (1) never. The construction of the instrument was based on the theory of (Bisquerra, 2003) who describes interpersonal relationships as the set of interactions that occur between two or more people in the context of their social life. These relationships are fundamental in human life, since they allow personal development, the satisfaction of emotional needs and the construction of individual and collective identity.

TABLE 3
LEVELS OF MEASUREMENT OF THE INTERPERSONAL RELATIONS VARIABLE

Dimensiones	Ítems	Niveles	Puntuación
Self-control	01-05	Start, process, achieved	1-4
Assertiveness	06-10	Start, process, achieved	1-4
Empathy	11-15	Start, process, achieved	1-4
Teamwork	16-20	Start, process, achieved	1-4

Note: Own elaboration

The test of validity yielded representative and acceptable values through the application of expert judgment. Specialists from the National University of Trujillo's Faculty of Education and Communication Sciences administered this examination.

A pilot test of the "Interpersonal Relations Questionnaire" was applied to a non-probabilistic convenience sample in 15 students on the first year of secondary education of a public educational center, without affecting the study sample, with the aim of debugging the 20 items. proposed in the instrument.

From the analysis of the corrected item-total correlation coefficients in its four dimensions of the "Interpersonal Relations Questionnaire" does not suggest the elimination of any item, because it is greater than 0.20; Likewise, the value of Cronbach's Alpha internal consistency coefficient of the instrument is 0.852, on average and of its dimensions (0.857 in self-control, 0.848 in assertiveness, 0.854 in empathy and 0.849 in group work) and item (ranging between 0.846 and 0.874). Therefore, it is considered that the "Interpersonal Relations Questionnaire" is reliable.

Data processing and analysis

Firstly, a request was made to the director of the "San Juan" Educational Institution to obtain authorization to conduct the study in the school. After obtaining authorization, the research team visited the educational center and held a meeting with the first-grade students of the institution to explicitly explain the context in which the study would be conducted, its objectives, methodology, and occasions when their participation would be

specially requested. Information about the "Predeco" program and the learning sessions covered in it was also shared.

Secondly, students were invited to fill out the informed consent form, which was available online by clicking on the link shared by the WhatsApp group of the first-year high school students in section "D". After participants agreed to participate freely and voluntarily in the study, the first measurement (pretest) was administered by providing participants with the Interpersonal Relations questionnaire, with an estimated response time of between 10 and 15 minutes.

Thirdly, sessions were conducted whose methodology was student-centered for the development of interpersonal competencies.

Finally, the second measurement (posttest) was carried out on participants who completed the Interpersonal Relations questionnaire, which also had an estimated response time of between 10 and 15 minutes.

The Statistical análisis

In the data processing, descriptive statistics were used with the preparation of contingency tables, double bars and box plots and whiskers (boxplot), as well as inferential statistics with the application of the Wilcoxon test for dependent groups, the processing was carried out using RStudio software version 4.2.2.

III. RESULTS

Descriptive results

Specific objectives: to identify the levels of interpersonal relations in the dimensions of self-control, assertiveness, empathy, and group work in students of the first year of secondary education in a public school during the year 2021.
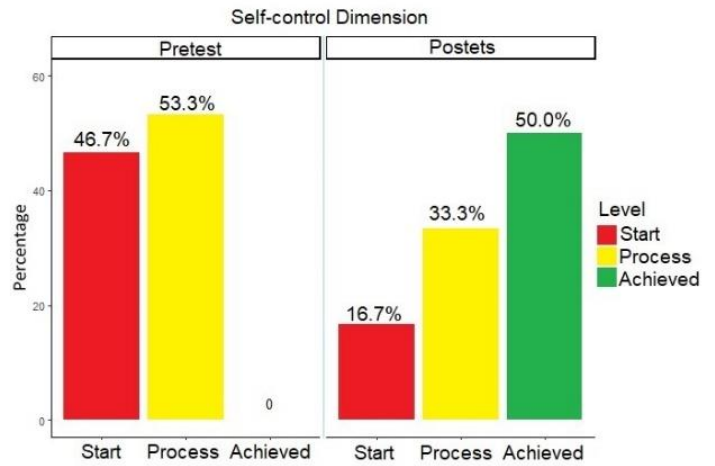
According to Table 4 and Figure 1 and 2, in the pre-test evaluation phase, the Interpersonal Relations variable presented a distribution with higher percentage values at the Start (46.7%, 14 participants) and in-process (53.3%, 16 participants) levels. while after the application of the "Predeco" program (Posttest) the levels of the Interpersonal Relations variable registered higher percentage values at the levels of in process (26.7%, 8 participants) and at the level achieved (66.7%, 20 participants), it is thus that we can affirm that after the application of the "Predeco" program the Interpersonal Relations variable reached the Achieved level in a higher percentage, likewise, higher percentages were observed in the levels in process and achieved in each of the dimensions of the Interpersonal Relations variable in the post-test evaluation phase, finding that the highest values in the level achieved (exceeding 70.0%), were visible in the Assertiveness dimension whose percentage in the level achieved was represented by 73.3% (22 participants). and in the Teamwork dimension, with a representation percentage of 80.0% (24 participants), as observed in figures 2(b) and 2(d)

| Variable	Level	Pre-test	%	Post-test	%
Interpersonal relationships	Start	14	46.7	2	6.7
	In process	16	53.3	8	26.7
	Accomplished	0	0.0	20	66.7
Dimension	**Level**	**Pre-test**	**%**	**Post-test**	**%**
Self-control	Start	14	46.7	5	16.7
	In process	16	53.3	10	33.3
	Accomplished	0	0.0	15	50.0
Assertiveness	**Start**	13	43.3	2	6.7
	In process	15	50.0	6	20.0
	Accomplished	2	6.7	22	73.3
Emphaty	Start	18	60.0	2	6.7
	In process	12	40.0	14	46.7
	Accomplished	0	0.0	14	46.7
Work in group	Start	14	46.7	1	3.3
	In process	14	46.7	5	16.7
	Accomplished	2	6.7	24	80.0

Note: Own elaboration with the results obtained from the RStudio software version 4.2.2.
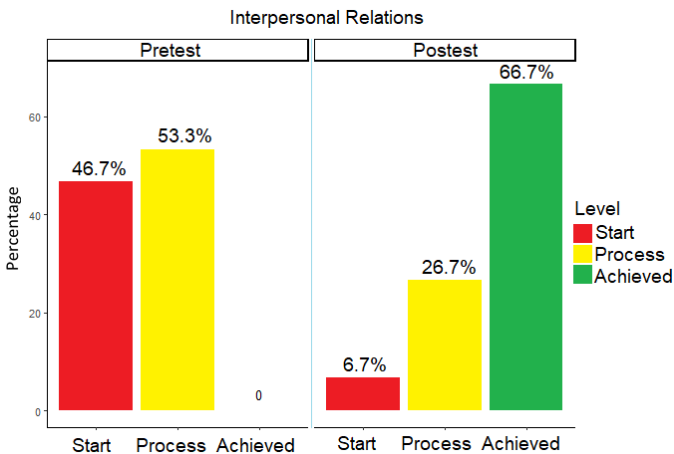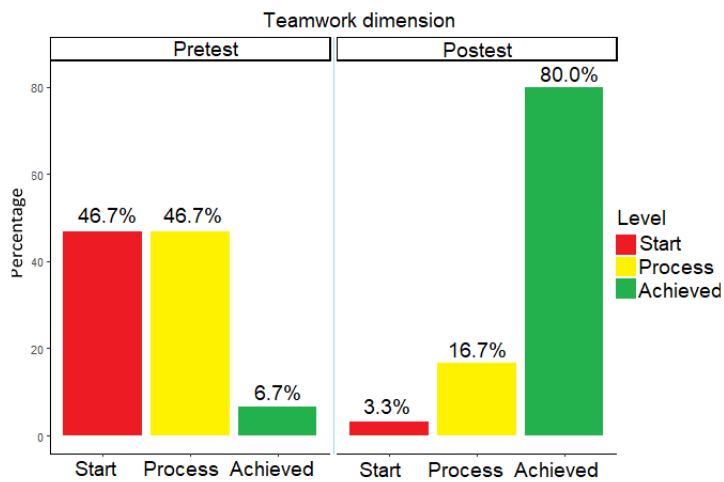

(a)
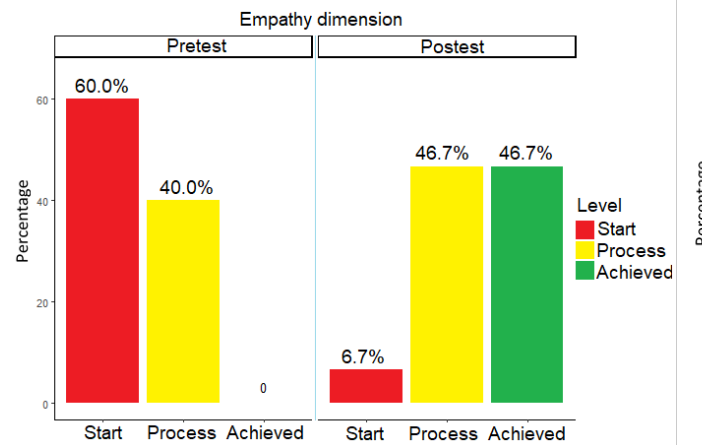
(c)
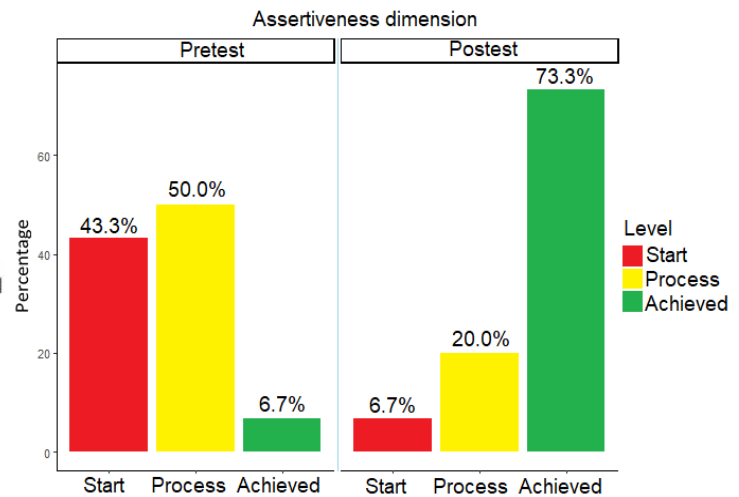
(b)

Fig. 1: Grouped bars of the percentage distribution according to study level

Teamwork dimension

(d)

Fig. 2: Percentage distribution of the study: "Predeco" program for interpersonal relationships on the first-year secondary students of the "San Juan" educational institution, Trujillo-2021, dimensions and level

In the process of discussing the findings with previous research, based on the specific objectives, it was found that in the pretest evaluation phase, the Interpersonal Relations variable presented a distribution with higher percentage values at the Start levels (46.7%). and in process (53.3%), meanwhile, after the application of the "Predeco" program (Posttest) the levels of the Interpersonal Relations variable registered higher percentage values in the levels of in process (26.7%) and in the level achieved (66.7%), thus we can affirm that after the application of the "Predeco" program, the Interpersonal Relations variable reached the Achieved level in a higher percentage, likewise, higher percentages were observed in the levels in process and achieved in each of the the dimensions of the Interpersonal Relations variable in the post-test evaluation phase, finding that the highest values in the level achieved (exceeding 70.0%), the results correspond to those shown by [8] where in the pre-test both the experimental group and the control present interpersonal relationships at the inappropriate level. However, in the post-test in the experimental group, 96.7% present an adequate level of interpersonal relationships and only 3.3% a regular level; In contrast, the control group 90% remains at an inadequate level and only 10% regular level. [9] who found that the scores obtained from the control and experimental group denote a significant difference given that in the post-test scores corresponding to the experimental group, 92.3% are located at the high level and 7.7% at the intermediate level half; In contrast, the post-test scores corresponding to the control group are located at 53.8% at the high level and 46.2% at the medium level. These results provide evidence that the "Predeco" program significantly influenced all dimensions of the variable interpersonal relationships.

Inferential results

General objective: to determine the effect of the application of a "Predeco" program on interpersonal relationships in first year high school students.

In the table 5 and figure 3, the p-value of significance of the Wilcoxon test in the evaluation of the Interpersonal Relations variable, reached a value less than 0.05 ($p=0.000000875<0.05$), rejecting the null hypothesis (Ho:MeD >0), revealing that the scores of the Interpersonal Relations variable in the Post-test evaluation phase turned out to be significantly higher than the scores obtained in the Pre-test (30 positive ranges and 0 negative ranges were recorded, Postest>Pretest) therefore that we can affirm that the application of a "Predeco" program significantly improved interpersonal relationships in students of the first year of secondary education at the "San Juan" Educational Institution, year 2021, likewise, in chart 2, it was made visible that the p -Significance value of the Wilcoxon test, turned out to be less than 0.05, in the dimensions: Self-control ($p=0.000000745<0.05$), Assertiveness ($p=0.000000806<0.05$), Empathy ($p=0.000000843<0.05$) and Teamwork ($p=0.000000814<0.05$), finding 30 positive ranks and 0 negative ranks (Posttest>Pretest) in the analysis of each dimension, leading to the affirmation of the application of a "Predeco" program significantly improved Self-control, Assertiveness, Empathy and Teamwork in the students of the first year of secondary education of a public educational center during the year 2021.

TABLE 5: WILCOXON TEST FOR DEPENDENT GROUPS IN THE STUDY: "PREDECO" PROGRAM FOR INTERPERSONAL RELATIONSHIPS ON FIRST-YEAR HIGH SCHOOL STUDENTS OF THE "SAN JUAN" EDUCATIONAL INSTITUTION, TRUJILLO-2021

Variable	Assessment: post-test/pre-test		P-value
	Rangos negativos Negative ranges	Rangos positivos Positive ranges	
Interpersonal relationship	0[a]	30[b]	0.000000875*

Dimension	Assessment: post-test/pre-test		P-value
	Negative ranges	Positive ranges	
Selfcontrol	0[a]	30[b]	0.000000745*
Assertiveness	0[a]	30[b]	0.000000806*
Emphaty	0[a]	30[b]	0.000000843*
Work in group	0[a]	30[b]	0.000000814*

Note: Non-compliance with the normality of the differences, that was verified with the Shapiro Wilk test ($p<0.05$)

A. Post-test<Pretest

B. Post-test>Pretest

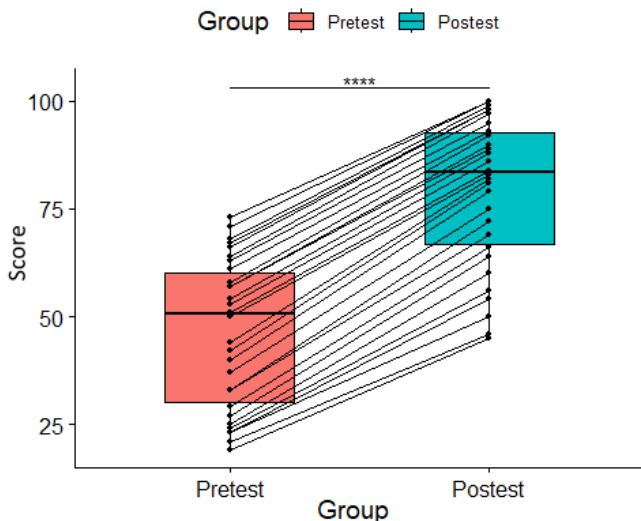Wilcoxon test, V = 465, p = <0.0001, n = 30

Fig. 3: Wilcoxon test for the study: "Predeco" Program for interpersonal relationships on the first-year high school students of the "San Juan" educational institution, Trujillo-2021.

On the other hand, regarding the general objective, it was found that the p-value of significance of the Wilcoxon test in the evaluation of the Interpersonal Relations variable, reached a value lower than 0.05 (p=0.000000875<0.05), rejecting the null hypothesis. (Ho:MeD>0), revealing that the scores of the Interpersonal Relations variable in the Posttest evaluation phase turned out to be significantly higher than the scores obtained in the Pretest (30 positive ranges and 0 negative ranges were recorded, Postest> Pretest).

IV. CONCLUSIONS

The results of the study demonstrate the effectiveness of the "Predeco" program in enhancing the interpersonal relationships of first-year high school students. The program significantly influenced the self-control, assertiveness, empathy, and teamwork dimensions of the interpersonal relations variable. Moreover, applying the program led to a statistically significant improvement (p=0.000000875<0.05) in interpersonal relationships among the participants. This approach enables a more comprehensive assessment of the program's efficacy and provides insights into the specific social and emotional skills that can be honed through the program.

These findings affirm that the "Predeco" program can be a valuable tool for promoting the social and emotional development of young students. Social and emotional competencies are critical for healthy growth and achievement in various domains of life, such as academics, personal relationships, and professional pursuits. By enhancing these skills, the program can have a positive impact on the overall well-being and success of students.

Future research should employ the "Predeco" program guidelines to evaluate its long-term effects and harness the potential benefits of its implementation in other educational contexts. Additionally, further research is warranted to deepen our understanding of the program's impact on students' social and emotional skills and identify ways to enhance its effectiveness and applicability in diverse settings.

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