

Relationship between Teacher's Social Skills and Teaching Performance from the Point of View of Adult Students at a private university in Lima, Peru

Relación entre Habilidades Sociales y Desempeño Docente desde la percepción de estudiantes adultos de universidad privada en Lima, Perú

Relação entre Habilidades Sociais e Desempenho Docente desde a percepção de estudantes adultos de universidade particular em Lima, Peru

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ABSTRACT. It is a quantitative study that relates teachers' social skills with teaching performance from adult university students' points of view. Two Likert scales including 25 items each with four dimensions each validated through experts' opinions. The sample consisted of 100 university students (61% male and 39% female ones) whose ages ranged from 21 to 46. On one hand the dimensions of the social skills scale are: Assertive Communication, Leadership, Conflict Resolution and Planning. On the other hand the dimensions of the teaching performance scale are: Teaching skills, Emotionality, Teacher's roles and Responsibilities and Interpersonal relationships. Cronbach results show acceptable levels of .97 for social skills and 0.95 for teaching performance. Moreover, the correlation between both of them with Spearman coefficient rho reaches .74 for inters correlation scale which indicates a linear positive moderate and strong correlation.

Keywords:
social skills,
teaching
performance,
private
university,
adult
students,
dimensions

RESUMEN. El objetivo del presente estudio fue analizar la relación entre habilidades sociales (HHSS) y desempeño docente (DD), desde la percepción del estudiante universitario. Se elaboraron dos escalas tipo Likert de 25 ítems, con cuatro dimensiones validadas a través del juicio de expertos. La muestra fue de 100 estudiantes de una universidad privada de la ciudad de Lima, con edades entre 21 y 46 años. Las dimensiones de las HHSS son: comunicación asertiva,

Palabras clave:
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liderazgo, resolución de conflictos y planificación. Las dimensiones del DD son: capacidad docente, emocionalidad, responsabilidad en el desempeño de sus funciones y relaciones interpersonales. El alfa de Cronbach de los resultados alcanza niveles aceptables de .97 para HHSS y de .95 para DD. La correlación entre ambos constructos se realizó aplicando el coeficiente de correlación rho de Spearman, alcanzando una rs de .74 para la correlación interescala que nos indica una correlación lineal, positiva, moderadamente fuerte, así como correlaciones mayores a .80 entre DD y las dimensiones de las HHSS. Se discuten las implicancias de los resultados encontrados.

universidad
privada,
estudiantes,
dimensiones

RESUMO. O objetivo deste estudo foi analisar a relação entre habilidades sociais (HHSS) e desempenho docente (DD), desde a percepção do estudante universitário. Foram elaboradas duas escalas tipo Likert de 25 itens, com quatro dimensões validadas através da avaliação de especialistas. A amostra foi de 100 estudantes de uma universidade particular da cidade de Lima, com idades entre 21 e 46 anos. As dimensões das HHSS são: comunicação assertiva, liderança, resolução de conflitos e planejamento. As dimensões do DD são: capacidade docente, emocional, responsabilidade no desempenho de suas funções e relações interpessoais. O alfa de Cronbach dos resultados atinge níveis aceitáveis de 0,97 para HHSS y de 0,95 para DD. A correlação entre ambos constructos se realizou aplicando o coeficiente de correlação rho de Spearman, atingindo uma rs de 0,74 para a correlação interescalar que nos indica uma correlação lineal, positiva, moderadamente forte, assim como correlação maior a 0,80 entre DD e as dimensões das HHSS. Discutem-se as implicâncias dos resultados encontrados.

Palavras chave:
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sociais,
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Humans are social beings who interact in different spheres of their lives: from infancy to adulthood, within the family, friends, and professional context. Unlike other professions, it is essential for teachers at different levels of education to know how to establish these relationships in a harmonious manner, thus fostering an appropriate climate for the learning process, as commonly said "teaching by example." Being social skills a part of daily life, it is necessary to get to know them to change them and to know, finally, how to do it (Caballo, 2007).

The topic of Social Skills (SS) is a subject of study of the Social and Psychological Sciences, from which many researchers have proposed definitions or descriptions without reaching an explicit agreement. However, there is some concordance, as indicated by Ortego, Lopez and Alvarez (2010), who state that many definitions have been given without reaching consensus and mention two reasons in this regard: a) The first indicates that

within the concept of social skills several behaviors are included. b) The second is based on the fact that social skills depend on a social context, which is not permanent but variable in essence.

Caballo (2007) states that three sources originated the concept of social skill. The first source manifests itself in Salter's (1949) works in Conditioned Reflex Therapy. A second source is constituted by the works of Zigler and Phillips (1960) about "social competence" where they concluded that the higher the level of social competence in patients the shorter their time of commitment. The first two had their origin in the US where different terms were used to designate what is currently known as social skills. The third source had its origin in England when using the term "skill" relating it to man-machine interactions, which imply perceptual, decision-making and motor characteristics and information processing. A terminological evolution exists, changing from "excitatory personality,"

“emotional freedom,” “emotional effectiveness,” “assertive behavior” until reaching the one that has the greatest use in the psychological field, that is “Social Skills” (as cited in Caballo, 2007).

A whole gamut of definitions exists for social skill expressed by different researchers. Monjas (1999) considers that social skills are specific social behaviors or abilities required to carry out efficiently a task of an interpersonal nature, being a set of acquired and learned behaviors and not a personality trait, which allow us to interact with others. Coronado (2009) states that they are a set of abilities to emit effective behaviors in interpersonal situations with the objective of obtaining gratifying responses from others. Garcia (2009) defines them as the ability to interact with others in a given social context, in a defined way and that is accepted or valued socially, being also beneficial to others. One of the most relevant researchers in the topic defines social skills as the set of behaviors that express the feelings, attitudes, desires, opinions or rights of an individual in an interpersonal context but respecting the behaviors of other individuals solving current problems and reducing future difficulties (Caballo, 2007).

As noticed, a single definition of the social skills concept does not exist but they have in common the fact of referring to abilities and behaviors of an individual with respect to another. Santos and Lorenzo (1999) state that many of the existing definitions of social skills include the following elements and characteristics:

- Social skills are learned behaviors, socially accepted and that, in turn, make possible the interaction with others.
- They are instrumental behaviors necessary to reach a goal.
- In them, observable aspects join with aspects of a cognitive and affective nature not directly observable.

It can be stated that the general objective of social skills lies on providing the individual with the tools to be able to face social and situational interactions he is presented with in a satisfactory fashion. According to their classification, social skills are ranked depending on the degree of complexity of the behavior performed,

understanding as behavior all that is observable and non-observable, present in people's activities. (Santos & Lorenzo, 1999). Namely, one has basic, primary, secondary, advanced and complex social skills; all of them geared towards guaranteeing a satisfactory development for the individual in their activities. The dimensions formulated as indicators of social skills in teachers in this research are the following:

Dimension 1: Assertive Communication. Parra (2003 as cited in Monje, Camacho, Rodriguez & Carbajal, 2009) refers that the teacher must possess socio-psychological qualities to allow for uninterrupted communication inside and outside the classroom, perceptual ability of himself and others, educational demands to allow stimulating the students to individual reflection; the exercising of personal criteria and the search for the new; develop the creativity in students through different paths. Monje et al., (2009) conclude that by incorporating normative and cognitive aspects in communication such as assertiveness, they would involve the knowledge and expression of desires, values, needs, expectations and dislikes of an individual. As such, it does not only involve being in better contact with oneself but also affects the way one interacts with other people. Zurita (2013) states that communication in the classroom is defined as an emission-reception process, but not only of messages but also of the sense of themselves, influenced by the complex social and ideological weave and the social position occupied by the interlocutors. Therefore, communication in education is more than the relationship speaking teacher-listening student, more than the simple exchange of words among people; it is the way of expressing, the way of delivering the message which has two meanings: the direct one given by words and the meta-communicative expressed by the affective relationship established between teacher and student.

Dimension 2: Leadership. Barbuto (2000 as cited in Mbawmbaw, Rivera, Valentin, Telles & Nieto 2006) suggests that regardless of the teaching methodology that the teacher utilizes, it is convenient that he or she analyzes the leadership style necessary for each group of students; in a manner that will guarantee the goals of teaching in addition to the needs and motivations

typical of the student's development. Ribes (2011) expands the problem when stating that the difference between a teacher and an educational leader lies on the origin of each one's authority since it constitutes the premise of the dominion-subordination relationship. While the teacher's authority comes from the formal structure of the state, the authority of the educational leader comes from the student, as far as he or she is recognized by them, with whom they normally interact sharing their position, rules, and values which in this way facilitate in an effective manner the objective of the educational process.

Dimension 3: Conflict Resolution. Conflict resolution within the classroom is one of the skills that the teacher as such is called to form, developing skills and abilities that will allow to resolve them satisfactorily, with the objective of reducing or eliminating it during the teaching process. Fernandez, Pinchardo, and Garcia (2012) manifest that conflict is the discrepancy about interests or needs between two or more parties. Additionally, Caballero (2011) indicates us that in the classroom we have conflicts and must resolve them and, above all, provide the student body with the tools, strategies, and methodologies to resolve them by themselves. In conclusion, the teacher's skill to resolve and overcome conflicts is a quality that is key to the development and achievement of the objectives posed by the educational process.

Dimension 4: Planning. Another skill we consider necessary in this study is planning in the teaching activity. The Ministry of Education of Peru (2014) in its document *Curricular Framework-Proposal for Dialogue*, defines planning as the act of anticipating, organizing and deciding courses and methods with the purpose of promoting learning in the students, considering, in addition, their abilities, contexts, and differences. In such a way that teaching planning is understood as the ability to have initiative, discern about the causes of a problem, set an objective, resolve problems according to their importance and, finally, apply a solution to it. As one might suppose, this dimension includes the selection by the teacher of the activities necessary to reach a goal, decide about the appropriate order and establishing an action plan. When approaching the topic, it becomes necessary, for

adequate knowledge of the same, to choose concrete actions and assign the necessary resources. One example of this activity is to establish the daily agenda, taking into account the tasks to be carried out and the time required to complete them.

Finally, the social skills in the dimensions proposed in this research are considered important and are linked to the development of the teaching activity, which is intimately tied to the definitions of teacher performance.

Differing from teaching in basic education, higher education looks essentially to motivate the interaction of students with teachers, in a fair atmosphere of mutual respect and discussion of the learning material. Especially in the case of adult students, this becomes evident in a prevalent way due to them already possessing life experiences, both personal and work, being experience, in this fashion, the major learning factor. In this context, the teacher must help, orientate, organize, mediate and facilitate the knowledge building process (Diaz-Barriga & Hernandez, 2002). Also, adult students, by the characteristics previously mentioned, wish to establish bilateral relationships with teachers. Applying basic knowledge of social skills is considered part of their educational repertoire.

The topic of teaching performance is initiated with concepts from the Final Declaration of the Regional Conference on Higher Education for Latin America and the Caribbean, which took place in Colombia (IESALC-UNESCO, 2008), in which it was stated that we have advanced towards a society that looks for changes and sustainable democratic models. However, still missing are deep transformations in the axis that will energize the development of the region, among which one of the most important is education and, within that, higher education.

Facing these changes given day after day in the educational environment, higher education institutions (universities and institutes) motivated by these recommendations started adaptations to increase the quality of the service they offer. Said actions are centered for the most part in certifications and re-certifications, in addition to the different accreditation

processes in accordance with the disciplines to which they belong. In these certifications, one of the main actors is the university teacher. To understand the performance evaluation as part of a continuous quality process is to assume it as a trend towards specialization and accreditation of teaching abilities, striving for evaluations to be of a higher level each time. The professional development of teachers guarantees that the task, labor or work is effective and efficient.

On the side of the Peruvian government, in 2014 the new University Law (Law No. 30220) was enacted in which, included in its articles, are recommendations proposed by UNESCO, where the role played by the university educating professionals is also subject of evaluation in the processes, objectives, purposes and principles that these pursue (Art. 30, Ch. IV, Law 30220). Delimited the need to evaluate, whether, by the international or national environment or compliance with the law, we find that the evaluation of teaching performance presents different approaches or, better said, it is formulated per the author proposing it. In such manner, Ovando, Melo and Rez Mu Oz (2012) point out that teaching performance refers to the teacher's actions that express the dialectic interrelation of the educational professional competencies to orientate, guide, control and evaluate the educational process and the intellectual production of the professorate in training. In the same fashion, Saavedra (2009) understands it as the fulfillment of their functions, which is determined by the teacher, the student and the environment.

On the other hand, based on international experience, Hunt (2009) values the teaching performance and delves into the term teaching effectiveness as: "the set of characteristics, competencies and behaviors of teachers in all educational levels that allow students to reach the desired results" (p. 6) Also, the teaching performance is exerted on different levels: the socio-cultural context, the institutional environment, the classroom atmosphere and on the teacher himself. Therefore, the teaching performance evaluation models have as an objective to facilitate a framework for the purpose of better understanding the performance evaluation practice.

Valdes (2004) points out that the most recurrent evaluation models utilized are five, which are detailed next:

Model centered on teacher's profile. Evaluates teaching performance according to the concordance of traits and characteristics of a previously determined profile of what an ideal teacher should be. This ideal profile can be prepared to take the perceptions of the different educational actors about what is required of a good teacher (professional resume) or starting from direct observations by external specialists that highlight the important traits of teachers that are reaching important achievements with their students.

Model centered on results obtained. This second model consists of evaluating teaching performance by the achievements or results reached by the students; it is the preferred model of private promoters or private institutions, that relate teacher results as a function of standards proposed by the institution, such as the percentage of students promoted, the number of course desertions, etc.

Model centered on teacher behavior in the classroom. Evaluation is proposed identifying those teaching behaviors that are considered associated with quality educational practices or to students' important achievements. Some of the techniques utilized for this purpose are observation guides in the classroom, checklists, self-reporting surveys or applied by external operators such as the students.

Model of Reflective Practice. Valdes (2004) argues that this model is based on an understanding of teaching as a sequence of episodes that find and resolve problems and that, in the process, teaching abilities grow continuously while facing, defining and solving problems from its own practice. This approach is known as reflection over action. Valdes (2005) summarizes that the evaluation is essentially a value judgment, deeply understanding of a reality and that, also, involves the perspective of the teacher. In the Reflective Practice model, Valdes (2004) proposes four dimensions, which are: Teaching skills, Emotionality, Responsibility in the performance of their duties and Interpersonal Relationships, which are considered

the basis for the construction of the instrument for collecting information about Teaching Performance.

Definitely, it can be stated that Teaching Performance can be evaluated in a multidimensional fashion and in this research the contributions of Valdes are picked up as a specialist at the Latin American level on topics related to education quality evaluation.

Dimension 1: Teaching Skills. Recognizes within this dimension the abilities that teachers must have reached during their training, abilities that will allow them to face satisfactorily their work as teachers; in this dimension, methodological and educational skills and teaching abilities become evident.

Dimension 2: Emotionality. Psychological and personal qualities are identified as the required ones for the teaching profession (vocation). A teacher must have an appropriate recognition of his or her moods and understand that of others, and utilize them as facilitating tools for an adequate teaching performance and above all, feel recognized by it.

Dimension 3: Responsibility in the Performance of their Duties. This dimension refers to the fulfillment of their duties such as attendance and punctuality, the degree of participation in methodological sessions or in reflection conferences among teachers, compliance with regulations, constant training, personal involvement with the institution's decision-making, etc.

Dimension 4: Interpersonal Relationships. The complex character of the collective's interrelations, of its organizations, of the educational collective, the family, the community, and the social organizations must be considered. In these relationships, the teacher-student relationship plays an essential role, not only within the framework of the class but also in the work that the teacher performs outside of it, from a counseling perspective.

Various models are proposed to measure teaching performance. One of them is based on the students' opinions, which has a longer history and usage in institutions of different educational levels, as mentioned by Jimenez (2008). The performance evaluation methodology through the student's opinion

is fundamentally based, as in the rest of the models, on the paradigm of good teaching that the institution or educational program has established, specifically in the behaviors that can be observed in the classroom. Jimenez (2008) manifests that this teaching evaluation model centered on the student's opinion has several advantages, such as:

- Students observed directly the teaching performance throughout their academic experience.
- It is stated that consistency exists in students' judgment because when utilizing questionnaires, reliability may reach internal consistency levels of 0.80 to 0.90.
- It is a source of information because allows for feedback for the teacher as well as the institution itself.
- Through this, results can be collected about the teacher's performance in a short time and using questionnaires.

In such manner, the objective of this research is to establish the relationship existing between the construct Social Skills, with the four dimensions proposed before, and the Teaching Performance evaluation based on the four dimensions formulated by Valdes (2004, 2005). By means of the application of two scales built for the case which would collect responses from the students.

METHOD

Design

The design applied to this research is non-experimental, cross-sectional and correlational. Hernandez, Fernandez & Baptista (2010) indicate that non-experimental research is systematic and empirical research in which the independent variables are not manipulated because they have already happened. Inferences about the relationships between variables are done with no direct intervention or influence and said relationships are observed just like there were given in their natural context.

Participants

The population consists of 311 university students from a private university located in Lima, Peru. These students take an English course at the basic-entry level and a non-

probabilistic sample of 100 was determined, consisting of students from different ages, different genders, different professional study programs and different academic semesters, in order to have a group of heterogeneous participants. At the age level, the average age of the sample is 30.19 years, being the minimum age 21 and the maximum 46 years. Also, the age that repeats most frequently is 25 years and 50% of the students are at most 29.56 years old. Regarding gender, the sample is composed of 61% male and 39% female.

Measurement instruments

For purposes of the research two instruments were built that allowed to measure two constructs to be related: Social Skills and Teaching Performance. The building of these instruments responds to characteristics of the population (adult students) and to the logistic and academic limitations of the sample.

The first instrument is oriented to measure Social Skills in teachers considering the four dimensions proposed: Assertive Communication, Leadership, Conflict Resolution and Planning, selected from general profile of the teacher. All related to the teacher's job and perceptible by the students. The instrument consists of 25 items classified in 4 dimensions; all items had 5 alternative responses, from 1 = Totally disagree to 5 = Totally agree. The validity of the instrument was carried out through the expert opinion methodology. Four judges verified via a questionnaire if the items corresponded or not to the theory of the research, to the operationalization of the variables and with the objectives posed in the following research, reformulating some items due to ambiguity or sense, giving as a result a very good opinion about the instrument in reference to clarity, objectivity, relevance, organization, sufficiency, intentionality, consistency, coherence, methodology and opportunity. A pilot was carried out selecting 50 individuals with characteristics similar to the population in order to validate the instrument described above. The results showed reliability in the scores corresponding to a Cronbach's alpha coefficient of 0.93.

The second instrument is based on the construct of the items of the variable Teaching Performance proposed in the evaluation model according to the approach of Valdes (2004, 2005; see Table 1). In this model, four dimensions are proposed with their corresponding indicators: Teaching Skills, Emotionality, Responsibility in the Performance their Duties and Interpersonal Relationships (Valdes 2004). The instrument consists of 25 items classified in four dimensions, in which all items had five alternative responses that go from 1 = Totally disagree to 5 = Totally agree. The validity of the instrument was done with the same criteria as the instrument of Social Skills. Also, for reasons of piloting, the Teaching Performance instrument was applied to 50 individuals, obtaining as a result reliability by Cronbach's alpha of 0.926.

For this research, a Cronbach's alpha coefficient of 0.97 was obtained for the Social Skills instrument and for its dimensions it was obtained: Assertive Communication, $\alpha = 0.90$; Leadership, $\alpha = 0.91$; Conflict Resolution, $\alpha = 0.92$; Planning, $\alpha = 0.85$. Meanwhile, a Cronbach's alpha coefficient of 0.95 was obtained for Teaching Performance and for its dimensions it was found: Teaching Skills, $\alpha = 0.78$; Emotionality, $\alpha = 0.88$; Responsibility, $\alpha = 0.87$; Interpersonal Relationships, $\alpha = 0.85$. The values obtained for both instruments indicate that the scores obtained are reliable (Nunnally as cited in Wang & Lestari, 2013).

Procedure

The application of the two instruments took place during two weeks in November 2015. Both instruments were applied to the sample simultaneously and anonymously, for duration of 25 minutes on average by a person trained on the application of the instruments. Also, Informed Consent was obtained from the ones involved. For the statistical analysis, a database was built to which the statistical software IBM SPSS 23 was applied, which allowed finding the reliability indices (Cronbach's alpha coefficient) for each scale and dimension and also for determining Spearman's correlation coefficient.

Table 1
Dimensions and indicators of Teaching Performance

DIMENSIONS	INDICATORS
<p>1. Teaching Skills.</p>	<p>1.1. Degree of mastery of contents taught, of the Theory of Education, of General Didactics and of Didactics of the specialty.</p> <p>1.2. Ability to make their subject/course entertaining and interesting.</p> <p>1.3. Quality in their verbal and non-verbal communication.</p> <p>1.4. Ability to plan the teaching-educational process appropriately.</p> <p>1.5. Scope of their contribution to an adequate work climate in the classroom.</p> <p>1.6. Ability to identify and understand situations in the classroom and adjust their pedagogical intervention.</p> <p>1.7. Utilization of a variety of educational practices.</p> <p>1.8. Degree of knowledge and treatment of the individual psychological characteristics of students.</p> <p>1.9. Degree of information about the progress of their students' learning.</p> <p>1.10. Quality of their representation of the social charge of the school</p> <p>1.11. Contribution to the building of national and universal values and to the development of appreciatory abilities.</p> <p>1.12. Effectiveness of their training and self-preparation.</p> <p>1.13. Ability to create a favorable environment for students to know their rights and responsibilities and learn to exercise them.</p> <p>1.14. Ability to develop a process of permanent self-critical reflection about their educational practice.</p>
<p>2. Emotionality</p>	<p>2.1. Pedagogical vocation.</p> <p>2.2. Self-esteem.</p> <p>2.3. Ability to act with justice and realism.</p> <p>2.4. Level of satisfaction with the work they do.</p>
<p>3. Responsibility in the Performance of their Duties.</p>	<p>3.1. Attendance and punctuality in school and in their classes.</p> <p>3.2. Degree of participation in methodological sessions or in reflection conferences among teachers.</p> <p>3.3. Compliance with regulations.</p> <p>3.4. Professional level reached.</p> <p>3.5. Personal involvement with the institution's decision-making.</p> <p>3.6. Degree of relative professional autonomy reached to perform their tasks in the institution.</p>
<p>4. Interpersonal relationships with his students, parents, management, teachers and school community in general.</p>	<p>4.1. Level of concern and understanding of their students' problems.</p> <p>4.2. Level of expectations regarding their students' development.</p> <p>4.3. Flexibility to accept diversity of opinion and feelings of students and real respect for their differences in gender, race, and socio-economic situation.</p>
<p>5. Results of his educational work.</p>	<p>5.1. Academic performance reached by their students in the subject(s) they teach.</p> <p>5.2. Degree of positive appreciatory orientation towards desirable personality qualities based on the model of individual they aim to educate.</p> <p>5.3. Degree to which their students possess feelings of love towards the Motherland, Nature, their studies and humanity.</p>

RESULTS

In Table 2 the average scores of Social Skills and Teaching Performance are shown. The scores obtained in social skills (9.65%) express a slightly greater dispersion in relation with teaching performance (9.62%); also, the average for Social Skills (113.19) surpasses the average scores for Teaching Performance (111.70).

Table 2
Descriptive statistics for social skills and its dimensions

STATISTICS	SOCIAL SKILLS	TEACHING PERFORMANCE
Mean	113.19	111.70
Standard Deviation	10.92	10.75
Coefficient of variation	9.65%	9.62%
Minimum	85	87
Maximum	125	125

In the general hypothesis of the research, the existence of a relationship between Social Skills and Teaching Performance is expressed and in reference to the specific hypotheses, they manifest the existence of a direct relationship between the four dimensions of Social Skills with Teaching Performance. To verify the hypotheses, both general and specific, it was carried out previously the Kolmogorov-Smirnov normalization test to see if the scores in each variable and dimension approached a normal distribution. The results are observed in Table 3.

Table 3
Kolmogorov-Smirnov normalization test

VARIABLES AND DIMENSIONS	KOLMOGOROV-SMIRNOV SIG.
Teaching Performance	.006**
Social Skills	.000**
Assertive Communication	.000**
Leadership	.000**
Conflict Resolution	.000**
Planning	.000**

** $p < .01$

It is observed that scores of the variables Social Skills and Teaching Performance, as well as the four dimensions of Social Skills, do not approach a normal distribution ($p < .01$); therefore, the non-parametric correlation statistic called the Spearman's rho coefficient was utilized.

When performing the correlation, the direct and significant relationship is shown ($r_s = .74$, $p < .01$) between social skills and teaching performance. The general hypothesis previously mentioned is thus demonstrated, which formulates a linear and statistically significant relationship between Social Skills and Teaching Performance.

Also, Table 4 shows the correlation between teaching performance scores with the four dimensions of social skills, in which it is proven that the variable teaching performance is related in a linear and direct manner with the four dimensions of social skill, that is, with assertive communication, leadership, conflict resolution and planning, all statistically significant. ($p < .01$)

Unlike the correlation results obtained between Teaching Performance and the four dimensions of social skills, results found when correlating the four dimensions of teaching performance with social skills show a moderate significant relationship among them as shown in Table 5. Hence it follows that the dimension with the highest correlational numeric value was Responsibility in the performance of their duties and for the other three dimensions, values ranged between 0.61 and 0.67.

DISCUSSION

In this digital era, changes in many aspects of our daily, social, personal and academic life have caused us to adapt to different rhythms and situations, of which both students and teachers have been direct and indirect witnesses of this process. Already before Race (1998 as cited in Chechia, 2009) poses the knowledge explosion framed in technologies accelerating both in quantity and speed. At the same time, the knowledge revolution characterized by massive virtual presence also in higher education allows for open access to different sources of information. Likewise, for Rodriguez

Table 4
Correlations between teaching performance and the dimensions of social skills

		ASSERTIVE COMMUNICATION	LEADERSHIP	CONFLICT RESOLUTION	PLANNING
Teaching Performance	Spearman's rho	.85**	.86**	.86**	.82**
	Sig.	.000	.000	.000	.000

** $p < .01$

Table 5
Spearman's rho correlation test

		TEACHING SKILLS	EMOTIONALITY	RESPONSIBILITY	INTERPERSONAL RELATIONSHIPS
Social Skills	Spearman's rho	.67**	.64**	.71**	.61**
	Sig.	.000	.000	.000	.000

** $p < .01$

Espinar (2003) these mutations will transform 21st-century universities in such a manner that it will be hard to recognize or even compare them with a traditional university. Consequently, in these ever-changing contexts, it is sought that both students and teachers adapt their teaching and learning practices to this new era where hierarchical relationships are distant. This research revisits the importance of these relationships between teachers and students, focused on the affective-emotional aspect, which is elemental and inescapable when we refer to an educational environment of any level of formation. Also, Rodriguez, Roque, and Rodriguez (2014) propose more horizontal, group and cooperative relationships that seek to break more traditional patterns that still exist in university teaching, despite modern innovation trends. For Pozo & Monerero (2009, as cited in Romero, Gleason, Rubio y Arriola, 2016) transformation processes in universities are slow in comparison to social and technological changes. Thus, the importance of continuing with the process of change, utilizing diverse resources and philosophies to obtain the desired improvement. For

Zabalza (2006) the improvement of teaching work, the formative function, the institutional conditions as well as curricular changes are of major relevance to carry out transformations in depth, not just in form.

In this particular framework, the university teacher is like an essential pillar in the search for educational quality, in which the fundamental purpose is to achieve continuous improvement, making possible managing the information provided by the contributions obtained through the students. In this manner, with the desire to optimize the quality of university teaching, the student's prominence in this higher level is reinforced. Consequently, a teacher is a key actor and his performance is one of the factors that influence the most in the construction of quality educational processes (Falus & Glodberg, 2011).

In our Latin American environment we are not alien to these demands for improvement but with different institutional conditions. Our academic and investigative demands require improvements not only by the

students but also, from society, a deeper evolution and revolution. The high requirements of this higher education context formulate greater emphasis in the development of competencies of both students and teachers. Many studies aim to reaffirm the relevance of teaching competencies for university teaching within a more global and ethical dimension, as is observed in teaching competencies formulated by Perrenoud (2004), Zabalza (2006), Bernal and Texeido (2012) among others cited in Romero et al. (2016). These competencies aim to consider different aspects among which, research and technology stand out with regards to university teaching. Aspects considered within these competencies mentioned such as leadership, planning, interpersonal relationships, responsibility among others are part of the dimensions taken into account for preparing this study.

In the Latin American field, several efforts stand out aimed at driving educational quality as well as evaluating teaching performance, having similar dimensions and common reagents within these dimensions previously mentioned, but considering several evaluating agents from different angles, so as to obtain a more complete and integral vision of teaching performance. Taking as a starting point these considerations to build the instruments, one of the most utilized models in Latin America was taken, which is based on the studies and experiences carried out in different countries of Latin America by Valdes (2004) who considers dimensions that involve similar aspects to the ones mentioned. For his part, Zabalza (2006) considers not only personal relationships but the planning competence, value formation among others as also important for teaching performance. There starts the election of a specific model in this study, when selecting the dimensions that encompass and frame teaching performance and, at the same time, relate it to Social Skills.

The need for interaction between teachers and students is currently important. However, it has not always been seen in this fashion. The renowned American psychologist and university teacher Schulman (1992, as cited by Garcia, 2009) in his model of university teaching recognizes the need for the teacher to acquire skills to connect in a closer manner with his students as people and do not center only in the cognitive aspects when

lecturing. This is equal to saying, in current language, the approach known as teaching based on competencies, where the teacher must demonstrate competencies to harmonize both affective and cognitive aspects, as this research is focused on. For UNESCO, as well, with Delors (1996), the need for the students' achievements to go beyond cognitive aspects, including learning to be, joining the ideas of social, affective and ethical dimensions stipulated in the research is stressed. Additionally, Ginsberg (2007, as cited by Garcia, 2009) affirms that the immediacy (closeness), constituted by a set of communication traits, improves the physical and psychological perception with students, therefore obtaining good results with the students in cognitive and affective aspects.

The analyses of affective dimensions pointed out by Garcia (2009) are an enriching starting point to improve teaching evaluation proposals carried out currently at the university level. Equally, in the research presented in this article, parameters and reagents are formulated that will allow evaluating Social Skills which entail affectiveness manifesting itself in messages between teachers and students in daily communication.

The contribution of this article has been relating two variables considered important empirically but not always quantitatively. Equally two instruments designed for this research are validated and adapted to the particular conditions of the campus where it was applied. Alvarez, Tabera, Hernando and Asuncion (2013) emphasize the comments made by students in reference to teachers' attitudes and their prevalence in aspects such as empathy and affection when referring to relationships with their students. This happens often and in many cases surpassing other methodological, cognitive and/or research aspects.

In light of the results obtained and according to the type of research formulated, the discussion referred to the contrast and/or verification of the former allows us to confirm the relationship found between the two variables, Social Skills and Teaching Performance, which bear a direct relationship. These results are similar to the ones found by Maldonado (2012) who concludes that a direct and significant correlation exists between the perception of teaching performance

and the students' learning. Aguirre (2009) finds that the relationship between teaching performance and the self-perception of the degree of motivation of ECAS show a moderate significant relationship. Also, research carried out by Pina (2010) refers to similar results formulating a correlational descriptive design. In it, it is concluded that a significant relationship of ($p < .05$) exists between teaching performance and the student's skills. In Tolentino (2014) it is established a strong significant relationship of $r_s = 0.897$ between the academic performance of the university teacher and the degree of student satisfaction. However, approximately 65% of the sample considered in this research believes that teachers are in the middle, the low, or very low level of their teaching performance. Palomino (2012) obtains a positive and moderate correlation ($r_s = .51$; $p < .01$) between Teaching Performance and students' learning in his research.

On the other hand, when relating Teaching Performance with the teacher's intrinsic factors, the levels of correlation appear weak, just like in Cardenas, Mendez and Gonzales (2014) who carried out a correlational study between university teaching performance and the degree of stress perceived and with the presence of indicators of the Burnout syndrome. Most of the correlations gave weak and non-significant results. When referring to Social Skills within the context of university teaching, we maintain the humanistic vision of education in general, which is also an important aspect of university education of which the teacher is a participant, not putting aside other dimensions that should neither be sidestepped nor ignored. Adult students have been already through the processes of basic education and could be believed that higher education could be more focused on instruction. However, the aspect of social skills conceived in this research (4 dimensions formulated) according to a specific model, which maintains a relation with other models based on teaching competencies. Considering the results, they have a strong significant relationship with Performance; that is, students reinforce the importance of affective and social relationships within the university teaching context.

When looking for the relationship between Social Skills and the four dimensions of the second construct

within the Reflection Model of Teaching Performance, formulated by Valdes (2004), moderate relationships are established for the sample considered in this study. It can be noted that these aspects of Social Skills are necessary and are part of Teaching Performance but are the only one to consider when evaluating a teacher. In this study, instruments were prepared to measure one particular aspect of Teaching Performance that could be understood as emotional skills or within an affective dimension, depending on how it is classified by the author. Also, Garcia (2009) reaffirms the importance of these dimensions once again. Despite considering a holistic evaluation of performance as more complete, that is, one that considers different evaluators not only the students, it is essential not to play down the importance due to the students' opinion and of the way how they perceive their teachers, especially for being the first direct sources when relating to them.

In this study two instruments with 25 reagents were used, each one looking to relate dimensions in certain similar ways, not contemplating other important dimensions such as investigative, technological or ethical among others, which are considered in other research studies. This particular bias occurred because adult students have in local universities study characteristics or schedules not conducive to fostering a frequent contact with their teachers. Also, the continuous variations of the program and syllabus are oriented to an increasingly limited in-person work, stressing more the virtual aspect of university formation. This trend is more and more frequent in private universities in our country due to the high demand to turn professional adults who work and lack adequate studies.

It seeks to heighten the importance of Social Skills within teaching competencies, which are framed within a teaching profile more and more demanding and updated, which allows improving teaching quality, without which a primary actor is the university trainer. Finally, it suggests considering the other aspects equally inherent to university teaching work such as educational management, the research function, among others. This is why it becomes necessary to carry out other research to revalidate results. When taking into account other aspects, demographic,

age and foreign, that could broaden and enrich the conclusions reached by this investigation. In addition, in order to give greater validity and reliability to the instruments employed it is recommended to increase the number of participants and, thus, consolidate or refute the results obtained to identify dimensions of low performance and be able to formulate corrective activities in this regard.

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