



The Impact of Socio-affective Elements on the Academic and Personal Development of University Students

Ana Guadalupe Torres Hernández¹, Alejandro Vera Pedroza², Juana Elena Guzmán Valdés³

Abstract

The teaching-learning process at Universidad Veracruzana and any other kind of educative institution has always involved different incidences and barriers which need to be amended or rectified by means of a proper instruction and experience of their academic staff, as well as the syllabus improvement. However, there is a key element that is really difficult to amend: the socio-affective element that students have built for themselves from a family, social and educative life history. This element may stimulate or obstruct the students' own learning despite the interest they may have in it.

This research project aims to determine the relationship between students' socio-affective elements and their academic and personal development. It will take place during the semester January-July 2017 and will be based on Humanistic Theory. The study subjects will be students from the Faculty of Pedagogy in Poza Rica Veracruz, Mexico. They will be selected from a statistic sample using a qualitative-quantitative methodology. The results will be obtained from an open-ended questionnaire, and will be presented on percentage graphs and charts.

1. Problem Statement

The teaching-learning process at Universidad Veracruzana and any other kind of educative institution has always involved different incidences and barriers which need to be amended or rectified by means of a proper instruction and experience of their academic staff, as well as the syllabus improvement. However, there is a key element that is really difficult to amend: the socio-affective element that students have built for themselves from a family, social and educative life history. This element may stimulate or obstruct the students' own learning despite the interest they may have in it, due to the family break up, violence and social insecurity problems that Mexican people are living nowadays which may influence in their personal identity and their way of perceiving and living their everyday reality. From this perspective, we consider the importance of posing the next research question: In which way the socio-affective elements have an impact on students' academic and personal development? With the purpose of finding the most common problems that afflict the educational quality in our University and our students' academic performance and, recovering a more humanist, holistic and inclusive education to achieve better prepared graduates able to solve the necessities of our society.

2. Project Justification

This research project aims at attending the necessities of a more humanistic and holistic education where teachers pay special attention to the socio-affective part in each of their students, with the purpose to train future competent professionals both in the labour field and in the emotional intelligence.

It is important to take into consideration that the teaching-learning process should be a space where professors and students interchange their knowledge in a collaborative way and it must be supported on students' interest on learning. However, there is an element which affects the students' educative process in a significant way and it is identified as the socio-affective side they have built during their lifetime.

In this sense, this project highlights the importance to know and identify how the socio-affective elements have repercussions in the academic performance of students from the Faculty of Pedagogy. With the main intention to recognize that the spaces for knowledge building in the classrooms need to consider students' emotional side. This consideration will allow the impulse of a more humanistic model of education among the University community.

¹ Universidad Veracruzana, México

² Universidad Veracruzana, México

³ Universidad Veracruzana, México



The project also pretends to influence in the professors' didactic and students' own attitudes regarding (respect a) the point of view they have on education, as well as the design of the different study programs, specifically in the fields of teaching strategies and assessment.

4. General Objective

- To determine the existing relation between students' socio affective elements and their personal and academic development.

4.1 Specific objectives

- To inquire into the theoretical baggage that sustains the students' social affective processes.
- To establish the socio affective formation in young University students and its impact in their personal and academic development.
- To implement a mixed research method to study the socio affective processes in university students.
- To conform the necessary human resources for the project implementation and generation of undergraduate thesis.

5. Delimitation of the Study

The research project will be carried out at the Faculty of Pedagogy of the University of Veracruz in Poza Rica, Mexico from January to November 2017. The study subjects will be students from the above mentioned Faculty. They will be selected from a statistic sample and a probabilistic sampling.

6. Methodology

This study will be based on a mixed research methodology with theoretical and methodological proposals of the quantitative and qualitative approaches. A serious work of data documentation, reflection, collection and analysis will be done.

It is understood that the quantitative approach major purpose is to collect, describe, and explain the reality. Otherwise, quantitative analysis is first interpreted by making predictions (Hypothesis) and previous studies (Theory). The interpretation here is an explanation on how the obtained results fit in the existing knowledge (Creswell, 2013).

The qualitative approach inquires into the facts that the study subjects construct from their own life story when it is related to a specific reality. This approach starts examining the facts and, during the process, develops a coherent theory to represent what has been observed (Esterberg, 2002).

The mixed method approach consist of a systemic, empiric and critic research methods which imply collection and analysis of qualitative and quantitative data, as well as their integration and discussion in a joint manner, in order to achieve a better understanding in the phenomenon of study (Hernández and Mendoza, 2008).

6.1 Techniques and instruments

The research project will use the questionnaire as a main instrument for data collection. According to Chasteauneuf, (2009), this instrument is a set of questions about one or more than one variables to be measured. The questionnaire consists of 20 items dived in 3 variables: familiar background, school background and social background. It will be used with a representative sampling of Pedagogy students.

The focus group and life story techniques will also be used to understand and interpret what the students feel, think and say about the relation between the socio affective aspects and their school performance, in a face to face and experimental way. The collected data will be organized in categories of analysis considering the APA methodology.

7. Expected Results

With the results of this study, we expect to identify and know in what extent the socio affective aspects influence the instruction of university students, with the aim of proposing new educative strategies that help to strengthen the teacher-student relation, as well as the teaching-learning process. Right now the questionnaire is in process of validation by the University's Statistic Department and after that it will be presented to the sample students.



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