

Dificultades interpersonales y sustancias psicoactivas en adolescentes

Interpersonal difficulties and psychoactive substances in adolescents

Concepción Salgado Jiménez

Hospital de la Comunidad de Tixtla de Guerrero, México

m.arcon@live.com.mx

Alicia Álvarez Aguirre

Universidad de Guanajuato, México

alicia.alvarez@ugto.mx

Verónica Margarita Hernández Rodríguez

Universidad Autónoma de Querétaro, México

covetojo@yahoo.com

José Manuel Herrera Paredes

Universidad de Guanajuato, México

manuelherrera.seade@gmail.com

Mercedes Sánchez Perales

Universidad Autónoma de Querétaro, México

licdistanciauaq@yahoo.com.mx

Resumen

El presente estudio describe la relación que existe entre las dificultades interpersonales y el uso de sustancias psicoactivas en 131 estudiantes de bachillerato de entre 15 y 20 años de edad en un municipio de Guerrero. Para ello se aplicó el cuestionario CEDIA y una cédula de consumo de sustancias psicoactivas, con la autorización de padres de familia, participantes y autoridades escolares. En proporción, 67.2 % fueron mujeres y 21.4 % consumieron algún tipo de droga alguna vez en su vida. El índice promedio de las dificultades interpersonales fue 25.03

(DE=12.40). Tras analizar los índices de las dificultades interpersonales y el consumo de alguna droga se encontró una relación significativa entre la dimensión de aserción y el consumo de alguna droga ($r_s=-.229$, $p<.01$). Los hallazgos permitieron establecer directrices de intervención basadas en aserción para la prevención del consumo de drogas en este grupo poblacional.

Palabras clave: consumo de sustancias psicoactivas, dificultades interpersonales, estudiantes de bachillerato.

Abstract

The present study describes the relationship between interpersonal difficulties and the use of psychoactive substances in 131 high-school students between 15 and 20 years of age in a municipality of Guerrero. This applied the CEDIA questionnaire and a certificate of consumption of psychoactive substances, with the permission of parents, participants and school authorities. In proportion, 67.2% were women and 21.4% consumed some type of drug sometime in their lives. The average index of the interpersonal difficulties was 25.03 (DE = 12.40). After analyzing levels of interpersonal difficulties and any drug was found a significant relationship between the dimension of assertion and any drug ($r_s =-.229$, $p <.01$). The findings allowed to establish guidelines for intervention based on assertion for the prevention of the consumption of drugs in this population group.

Key words: consumption of psychoactive substances, interpersonal difficulties, high school students.

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Introduction

Interpersonal relationships are long term associations between two or more persons. These associations can be based on emotions and feelings, such as love and artistic taste, the interest in the business and social activities, interactions and collaborative ways at home, among others. Through them, the individual obtained important social reinforcements in the immediate surroundings, which promotes their adaptation and integration (Beltrán, 2013). On the contrary, the construct interpersonal difficulty refers to the evaluation of the own subject with respect to the degree of difficulty experienced dealing with different kinds of people, regardless of the source of the difficulty (Inglés, Méndez, Hidalgo, 2001).

Them relations interpersonal play a role essential in the development social of them adolescents and in the relations that they build; through them, they reflect your ideas, values, personal characteristics and behavior, show to others what they think, what they care about, what they are capable of carrying out, their qualities, strengths and weaknesses, feelings, attitudes, desires and rights (López, 2015, Garaigordobil and Peña, 2015). In this regard, the personal characteristics promote of an interpersonal relationship between literature notes found: respect, openness to the experience of the other, flexibility, confidence, positive consideration, empathic concern, genuine interest, intellectual efficiency, the trial ethical, the stability emotional, the maturity social, the capacity of communication verbal and not verbal, the capacity of listening actively, constructive dialogue and efficient action, authenticity, trust, contact with their own feelings and those of others, and its understanding, the expression and correct handling of the emotions, etc (Zupančič, Inglés, Bajec and Levpuscek, 2011; López, 2015).

However, interpersonal relations also put at risk the appearance of difficulties or fears in the social life of the adolescent, they have an impact on the academic performance due to the low participation in class, resistance to present work in public and the tendency to avoid asking the teacher preventing the clarification of doubts (Wagner, Pereira and Oliveira, 2014). The avoidance of relationships with fellow generates feelings of loneliness, isolation and is an early symptom of affective disorder (López F, 2015). These behaviors lead to a dysfunctional relationship with parents, preventing communication, negotiation and conflict resolution and increasing the consumption of legal and illegal drugs (Inglés et al., 2001).

Thus, the adolescent requires independence in their interpersonal relationships to interact positively with people and achieve goals, so you need to be able to face their problems and

emotions, as well as those that emerge during the interaction (López, 2015; Zupančič et al., 2011; Redondo et al., 2013).

With regard to the consumption of substances in Mexico, its prevalence in adolescents 12 to 17 years of age in the last year is 1.5%, 2.2% in men and 0.9% in women. To take into account the regions of work by the National Addiction Survey (ENA), the South Centre which includes the States of Michoacan, Guerrero, Veracruz and Oaxaca shows a prevalence of 0.4%, being greater use substances marijuana (0.2%) and cocaine (0.2%). For its part, the prevalence in the age group of 18 to 34 years is 2.8%, 4.7% in men and 1.1% in women, again peaking drugs were marijuana (2.3%) and cocaine (1.9%) (National Institute of Psychiatry Ramón de la Fuente Muñiz, National Institute of Public Health, Ministry of Health, 2012).

Therefore, behavioral disorders such as anxiety, depression or those related to food, together with other behaviors such as substance use, violent behavior, sexual risk behavior and unintentional injuries are the problems most common health affecting adolescents (WHO, 2014). Because of this and interpersonal difficulties was proposed to analyze these and substance use in a group of high school students.

The interest in the study of interpersonal relations, in this case the difficulties of high school students, is justified because their school career involves social change and transformation because this environment requires new demands of knowledge, skills and competencies, requiring an adaptation process for academic success. It should be noted that the individual is in a process of formation to enter the higher level or to a competitive labor market where more assertive end up doing better. In addition, scientific evidence shows that possession of competition in interpersonal relationships promotes quality of life.

METHODOLOGY

The study was a quantitative descriptive correlational design approach (Burns and Grove, 2012), with 131 young participants aged between 15 and 20 years of age, enrolled in the school of a municipality in Guerrero. The calculation of sample size was determined by the formula for finite populations, while the selection of students was carried out through a simple random sampling.

age, gender, and occupation semester: socio-demographic data to collect a charter which was included was used. Also in this section questions about the prevalence of drug use they were integrated. assertion, relationships with the opposite sex, peer relationships, public speaking and

family relations, of: the questionnaire CEDIA English, Méndez and Hidalgo (2000), which includes 39 questions grouped into five dimensions used to measure interpersonal difficulties Variable Likert scale with five response options (No difficulty-high difficulty). An example of a question is: "Do you have difficulty asking a stranger off his cigarette because it bothers you?". The author reported an internal consistency coefficient of .91, applied in the Mexican population (Ramirez et al, 2016).

For this study counted with informed parental consent and informed consent of high schoolers and with the approval of the school authorities. For the analysis of the data it was generated a database in the HISP program version 20 and frequencies, proportions and percentages for categorical variables were obtained, and numerical measures of location, central tendency and variability. Testing Goodness of Fit of Kolmogorov-Smirnov was performed Lilliefors correction to test the hypothesis of normal distribution of continuous variables and the decision to apply nonparametric tests were taken.

RESULTS

With respect to sociodemographic and work characteristics of participants observed that these were an average of 17.16 (SD = 1.29), of which 67.2% were females, 48.9% were at the second half and 37.4% in addition to studying worked (table I).

As for the global, lápsica and current prevalence of illicit drugs (marijuana, cocaine and inhalants) reported by participants, the results showed that 21.4% of students consumed some type of drug ever in life, while 16.8% marijuana consumed it once in life, 2.3% last year and 1.5% in the last month. In the use of cocaine it was found that 3.8% consumed once in life and in the last year, while 1.5% did during the last month. Finally, inhalants consumption ever in life was 9.9% and 2.3% in the last year and last month (Table II). When analyzing any drug consumption by sex no significant difference ($X^2 = 0.67$, $p = 0.41$) (Table III) was found.

In the case of interpersonal difficulties in adolescents, the results showed in the dimension of assertion that four out of ten of the participants have no difficulty complain, complain, ask for information, ask and make a request, while three in ten they have difficulty saying no (table IV). In the dimension of relationships with peers, six out of ten have no difficulty in thanking his mother, a stranger or your friends (Table V). In the dimension of relations with the other sex, two in ten have no difficulty approaching and present, invite, start a conversation and make

compliments (Table VI). In the dimension of family relationships, five out of ten have no difficulty to defend their parents and siblings or apologize (Table VII), and the dimension of public speaking three in ten have no difficulty expressing their point of view before peers or congratulate (table VIII).

The average indices dimensions of interpersonal difficulties were: Assertion 25.19 (SD = 13.78), peer relationships 15.17 (SD = 12.72), relationships with the opposite sex (Mean = 35.21, SD = 20.86), relationships with family 19.51 (SD = 15.20), public speaking (Mean = 30.58, SD = 18.14) (table IX). In analyzing the relationship between the indexes dimensions with the consumption of drugs significant relationship it was found in the dimension Assertion ($r_s = -.229$, $p < .01$).

DISCUSSION

This study aimed to describe the relationship between interpersonal difficulties and the use of psychoactive substances in high school students. The results showed a relationship between the assertion dimension and consumption of drugs in this population group, similar to that found by Ramirez et al result. (2016), who reported that the highest rate of less Assertiveness is the prevalence of alcohol and snuff.

With respect to the indices of the dimensions of interpersonal interaction, the participants of this study showed higher scores in the dimensions of relations with the other sex and public speaking due to the characteristics of self-confidence and authenticity, favoring interpersonal relationship (Lopez, 2015).

The two dimensions with lower scores were relationships with peers and family members, because there is a degree of difficulty experienced by the adolescent to develop with friends and family. This is to attract attention because parents, siblings and friends often function as figures of safety and emotional support; in addition, relationships with friends play a critical role in the development of social skills and feelings of personal competence, fundamental to the proper functioning of the adult (English et al., 2001).

As for drug use, this study showed that two out of ten of the participants have consumed any drugs, a figure that was higher than that reported in the ENA (2011) for the South Central region; being drugs most consumed mainly marijuana, followed by inhalants and cocaine. It is noteworthy that in the ENA, inhalants are not among the drugs of choice for this age group.

In conclusion, the findings mentioned possible to establish guidelines assertion based intervention to prevent drug use in this population group, of which must include family and friends.

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Table I

Characteristics of participants

Variable	f	%
Género		
Masculino	43	32.8
Femenino	88	67.2
Trabaja		
No	82	62.6
Sí	49	37.4
Semestre		
Primero	1	0.8
Segundo	64	48.9
Tercero	1	0.8
Cuarto	36	27.5
Sexto	29	22.1

Fuente: cédula de datos generales

n=131

Table II
Consumption of drugs

Variable	f	%
Consumo de alguna droga		
Sí	28	21.4
No	103	78.6
Consumo de marihuana		
Alguna vez en la vida		
Sí	22	16.8
No	109	83.2
En el último año		
Sí	3	2.3
No	128	97.7
En el último mes		
Sí	2	1.5
No	129	98.5
Consumo de cocaína		
Alguna vez en la vida		
Sí	5	3.8
No	126	96.2
En el último año		
Sí	5	3.8
No	126	96.2
En el último mes		
Sí	2	1.5
No	129	98.5
Consumo de inhalables		
Alguna vez en la vida		
Si	13	9.9
No	118	90.1
En el último año		
Sí	3	2.3
No	128	97.7
En el último mes		
Sí	3	2.3
No	128	97.7

Fuente: cédula de consumo de drogas

n=131

Table III

Consumption of drugs by gender

Medidas de prevalencia	Consumo de alguna droga				X^2	Valor de p
	Sí		No			
	f	%	f	%		
Femenino	17	19.3	71	80.7	.674	.412
Masculino	11	25.6	32	74.4		

Fuente: cédula de consumo de drogas

$n=131$

Table IV

Interpersonal difficulties assertion dimension

Reactivos Tienes dificultad para	Ninguna dificultad		Poca dificultad		Mediana dificultad		Bastante dificultad		Máxima dificultad	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
	1. Reclamar a la cajera del supermercado que te ha devuelto dos pesos menos.	56	42.7	40	30.5	24	18.3	7	5.3	4
2. Pedir a un mesero que te atienda a ti primero porque tú estabas antes.	31	23.7	43	32.8	32	24.4	20	15.3	5	3.8
3. Decirle a un desconocido que intenta colarse en la cola que guarde su turno.	37	28.2	38	29.0	29	22.1	19	14.5	8	6.1
4. Quejarte de un mesero cuando te sirve comida o bebida en mal estado.	55	42.0	38	29.0	22	16.8	11	8.4	5	3.8
5. Pedirle a un desconocido que apague su cigarrillo porque te molesta.	22	16.8	28	21.4	36	27.5	29	22.1	16	12.2
6. Vender lotería por la calle para el viaje de estudios.	33	25.2	37	28.2	22	16.8	23	17.6	16	12.2
7. Pedir información al mesero si tienes dudas sobre el menú.	62	47.3	25	19.1	28	21.4	12	9.2	4	3.1
8. Preguntar a un desconocido una dirección cuando te pierdes en un barrio que no conoces.	60	45.8	44	33.6	17	13.0	5	3.8	5	3.8
9. Preguntar en la ventanilla del ayuntamiento sobre el permiso municipal para motos.	66	50.4	35	26.7	20	15.3	7	5.3	3	2.3
10. Decirle a un familiar (abuelos, tíos, etcétera) que te molestan sus bromas pesadas.	45	34.4	39	29.8	26	19.8	14	10.7	7	5.3
11. Decirle a un vecino que no te deja estudiar con el ruido que está haciendo.	28	21.4	38	29.0	24	18.3	27	20.6	14	10.7
12. Devolver un disco compacto defectuoso a la tienda donde lo compraste.	52	39.7	39	29.8	24	18.3	10	7.6	6	4.6
13. Decir a un amigo/a que no si te pide prestada la bici o la moto.	45	34.4	32	24.4	28	21.4	16	12.2	10	7.6
14. Decir no a un mendigo que te pide dinero.	42	32.1	29	22.1	29	22.1	18	13.7	13	9.9
15. Pedir a un mesero que te cambie el refresco de cola que te ha servido por el jugo de naranja que habías pedido.	58	44.3	38	29.0	20	15.3	8	6.1	7	5.3

Fuente: cuestionario CEDIA

n=131

Table V
Interpersonal difficulties dimension peer relationships

Reactivos Tienes dificultad para	Ninguna dificultad		Poca dificultad		Mediana dificultad		Bastante dificultad		Máxima dificultad		Total	
	<i>f</i>	%	<i>f</i>	%	<i>F</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
	1. Decirle a un amigo/a que te ha dicho algo que te molesta.	43	32.8	46	35.1	25	19.1	13	9.9	4	3.1	131
2. Disculparte con un compañero/a con quien te la pasaste discutiendo.	50	38.2	35	26.7	22	16.8	15	11.5	9	6.9	131	100
3. Dar las gracias a un desconocido si te ayuda cuando te caes de la moto o bici.	85	64.9	25	19.1	13	9.9	8	6.1	-	-	131	100
4. Defender a un amigo/a tuyo/a que está siendo criticado/a por otro.	73	55.7	31	23.7	14	10.7	10	7.6	3	2.3	131	100
5. Dar las gracias a tus amigos/as cuando salen en tu defensa.	85	64.9	23	17.6	14	10.7	6	4.6	3	2.3	131	100
6. Dar las gracias a un amigo/a que te ayuda en tus tareas escolares.	96	73.3	23	17.6	8	6.1	3	2.3	1	0.8	131	100
7. Dar las gracias a tu madre por haberte hecho una comida especial el día de tu cumpleaños.	88	67.2	20	15.3	15	11.5	6	4.6	2	1.5	131	100

Fuente: cuestionario CEDIA

n=131

Table VI

Interpersonal difficulties dimension relationships with the other sex

Reactivos Tienes dificultad para	Ninguna dificultad		Poca dificultad		Mediana dificultad		Bastante dificultad		Máxima dificultad		Total	
	<i>f</i>	%	<i>f</i>	%	<i>F</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
1. Acercarte y presentarte a alguien del otro sexo que te gusta.	27	20.6	26	19.8	25	19.1	17	13.0	36	27.5	131	100
2. Invitar a alguien del otro sexo a ir al cine.	36	27.5	29	22.1	27	20.6	19	14.5	20	15.3	131	100
3. Iniciar una conversación con una persona del sexo opuesto que te atrae.	34	26.0	37	28.2	23	17.6	22	16.8	15	11.5	131	100
4. Decir cumplidos (elogios, piropos, etcétera) a una persona del sexo opuesto que te interesa.	33	25.2	28	21.4	23	17.6	29	22.1	18	13.7	131	100
5. Iniciar una conversación con un desconocido mientras esperas el autobús.	24	18.3	25	19.1	29	22.1	33	25.2	20	15.3	131	100
6. Decirle a una persona que acaban de presentarte lo mucho que te gusta cómo se viste.	38	29.0	36	27.5	29	22.1	17	13.0	11	8.4	131	100

Fuente: cuestionario CEDIA

n=131

Table VII

Interpersonal difficulties dimension family relationships

Reactivos Tienes dificultad para	Ninguna dificultad		Poca dificultad		Mediana dificultad		Bastante dificultad		Máxima dificultad		Total	
	<i>f</i>	%	<i>f</i>	%	<i>F</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
1. Defenderte cuando tus padres te culpan de algo que no has hecho.	66	50.4	38	29.0	11	8.4	12	9.2	4	3.1	131	100
2. Pedir disculpas a tu madre por no asistir a una comida familiar.	66	50.4	29	22.1	29	22.1	3	2.3	4	3.1	131	100
3. Defenderte cuando tu hermano te acusa de haberle estropeado algo suyo (libro, prenda de vestir, etcétera).	75	57.3	32	24.4	15	11.5	4	3.1	5	3.8	131	100
4. Quejarte con tus padres cuando no te dejan ir a la excursión que ha organizado tu escuela.	50	38.2	38	29.0	23	17.6	14	10.7	6	4.6	131	100
5. Opinar en contra si no estás de acuerdo con tus padres.	45	34.4	32	24.4	30	22.9	17	13.0	7	5.3	131	100

Fuente: cuestionario CEDIA

n=131

Table VIII

Interpersonal difficulties dimension of public speaking

Reactivos Tienes dificultad para	Ninguna dificultad		Poca dificultad		Mediana dificultad		Bastante dificultad		Máxima dificultad		Total	
	<i>f</i>	%	<i>f</i>	%	<i>F</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
1. Salir voluntariamente a la pizarra aun si no llevas preparada la lección.	23	17.6	33	25.2	34	26.0	24	18.3	17	13.0	131	100
2. Preguntar en clase lo que no entiendes y ha explicado tu profesor.	36	27.5	44	33.6	24	18.3	13	9.9	14	10.7	131	100
3. Exponer en clase un trabajo que has realizado.	20	15.3	34	26.0	50	38.2	18	13.7	9	6.9	131	100
4. Expresar tu punto de vista a tus compañeros.	44	33.6	36	27.5	31	23.7	14	10.7	6	4.6	131	100
5. Expresar tu opinión en una asamblea de estudiantes cuando no estás de acuerdo con lo que dicen.	36	27.5	33	25.2	31	23.7	21	16.0	10	7.6	131	100
6. Felicitar al delegado/a de clase por haber conseguido más tiempo para preparar el examen.	43	32.8	29	22.1	30	22.9	17	13.0	12	9.2	131	100

Fuente: cuestionario CEDIA

n=131

Table IX

Rates of interpersonal difficulties dimensions

Variable	Valor máximo	Valor mínimo	Media	Mediana	Desviación típica
Aserción	68.00	2.67	25.19	24.00	13.78
Relación con iguales	60.00	.00	15.17	11.42	12.72
Relaciones con el otro sexo	80.00	.00	35.21	36.66	20.86
Relaciones familiares	76.00	.00	19.51	16.00	15.20
Hablar en público	76.67	.00	30.58	30.00	18.14
Índice general	65.13	1.54	25.03	25.12	12.40

Fuente: cuestionario CEDIA

n=131