

Valores, intereses y personalidad de los alumnos de la Licenciatura en Administración de la Universidad Autónoma del Estado de México

*Values, interests and personality of the students of the Administration
Degree of the Universidad Autónoma del Estado de México*

*Valores, interesses e personalidade dos alunos do curso de graduação em
Administração da Universidade Autônoma do Estado do México*

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Resumen

Este artículo versa sobre la relación que coexiste entre los valores, los intereses y la personalidad de los alumnos de la Licenciatura en Administración (LA) de la Facultad de Contaduría y Administración de la Universidad Autónoma del Estado de México (UAEMéx). El principal objetivo fue caracterizar los tipos de personalidad de los estudiantes en función de sus valores dominantes. Y para ello se empleó la teoría y el cuestionario de Allport.

Los participantes de la investigación fueron 51 estudiantes (varones y mujeres) de la LA de la Facultad de Contaduría y Administración, ciclo escolar 2016-2017, semestre 2017-B, con un promedio de edad de 21 años y con un intervalo de 19 a 21 años. El estudio fue descriptivo, con enfoque cuantitativo; asimismo, se aplicó un instrumento, el cual codificó información sobre las puntuaciones para varones y mujeres, con base en la escala Allport.

Los resultados permitieron determinar la jerarquía de valores, el perfil axiológico y los intereses dominantes de la personalidad de los educandos. En las mujeres, el valor teórico resultó en que 95 % son analíticas, racionales y críticas. Para el valor económico, 90 % demostró ser pragmáticas. Las cifras del valor estético reportaron que 95 % no tiene interés

estético. El valor social mostró cierta preferencia hacia las relaciones sociales. El valor político resultó equilibrado en cuanto a intereses entre las clases altas y bajas. Con relación al valor religioso, reveló que 95% de ellas no tienen apego religioso.

De forma análoga, los resultados de los estudiantes varones reflejaron los intereses dominantes de su personalidad. El valor teórico mostró que 55 % posee personalidad lógica y racional. Las cifras del valor económico reflejaron que 99 % son prácticos y utilitaristas. Los datos del valor estético reportaron que tres cuartas partes de los alumnos no tienen inclinación hacia la belleza y armonía. Respecto al valor social, resultó que 83 % posee preferencias hacia las relaciones sociales. Una revelación interesante fue el caso del valor político, el cual indicó que 67 % de los hombres poseen este interés. Con relación al valor religioso, el 92% no manifestó inclinación religiosa.

En conclusión, la caracterización de la personalidad e intereses dominantes de los alumnos contribuye a mejorar la calidad educativa, pues ofrece al profesor una herramienta útil para hacer eficiente su práctica docente y facilitar el proceso de enseñanza; al tiempo que genera conciencia en el alumno respecto a actitudes, intereses y conductas en su formación personal y profesional.

Palabras clave: administración, personalidad, test de Allport, valores.

Abstract

This article dealt with the relationship that coexists between the values, interests and personality of the students of the Bachelor of Administration (LA) of the School of Accounting and Administration (FCyA) of the Autonomous University of the State of Mexico (UAEMéx).

The main objective was to characterize student personality types based on their dominant values. The theory and the Allport Questionnaire were used. The research participants were 51 students (males and females) of the (LA) of the (FC and A), school year 2016-2017, semester 2017B with an average age of 21 years, with an interval of 19-21 years. The study was descriptive, with a quantitative approach, an instrument was applied, which codified information on the scores for men and women, based on the Allport scale. The

results allowed to determine the hierarchy of values, axiological profile and dominant interests of the students' personality. In women the theoretical value was that 95% are analytical, rational and critical. For the economic value 90% proved to be pragmatic. The figures of aesthetic value reported that 95% did not show aesthetic interest. The social value showed a certain preference towards social relations. The political value was balanced in terms of interests between the upper and lower classes. Regarding the religious value revealed that 95% of them have no religious attachment.

The results of male students reflected the dominant interests of his personality. The average theoretical means that 55% have logical and rational personality. The economic value figures showed that 99% of men are practical and utilitarian. The data of aesthetic value showed that three quarters of students do not have inclination towards beauty and harmony. The social value reported that 83% refer preference to social relations. An interesting revelation was the case of political value, indicating that 67% of men have this interest. In relation to religious value, 92% of men do not have religious attachment.

In conclusion, the characterization of the personality and dominant interests of the students contribute to improving the educational quality because they offer the teacher a useful tool to make efficient their teaching practice and facilitate the teaching process; while, generates awareness in the student regarding their attitudes, interests and behaviors in their personal and professional training.

Keywords: administration, personality, Allport test, values.

Resumo

Este artigo trata da relação que coexiste entre os valores, interesses e personalidade dos alunos do Bacharelado em Administração (LA) da Faculdade de Contabilidade e Administração da Universidade Autônoma do Estado do México (UAEMéx). O objetivo principal foi caracterizar os tipos de personalidade do aluno com base em seus valores dominantes. E para isso a teoria e o questionário Allport foram usados.

Os participantes da pesquisa foram 51 estudantes (homens e mulheres) da Escola Superior de Contabilidade e Administração de Los Angeles, ano letivo 2016-2017, semestre de 2017-

B, com idade média de 21 anos e intervalo de 19 a 21 anos. O estudo foi descritivo, com abordagem quantitativa; Além disso, foi aplicado um instrumento que codificava informações sobre as pontuações para homens e mulheres, com base na escala de Allport.

Os resultados permitiram determinar a hierarquia de valores, o perfil axiológico e os interesses dominantes da personalidade dos estudantes. Nas mulheres, o valor teórico foi que 95% são analíticas, racionais e críticas. Pelo valor econômico, 90% provaram ser pragmáticos. Os valores do valor estético informaram que 95% não têm interesse estético. O valor social mostrou certa preferência pelas relações sociais. O valor político foi equilibrado em termos de interesses entre as classes alta e baixa. Quanto ao valor religioso, revelou que 95% deles não têm apego religioso.

Analogamente, os resultados dos estudantes do sexo masculino refletiam os interesses dominantes de sua personalidade. O valor teórico mostrou que 55% possuem personalidade lógica e racional. Os valores de valor econômico mostraram que 99% são práticos e utilitários. Os dados do valor estético informaram que três quartos dos estudantes não têm inclinação para a beleza e a harmonia. Em relação ao valor social, verificou-se que 83% têm preferências em relação às relações sociais. Uma revelação interessante foi o caso do valor político, que indicou que 67% dos homens têm esse interesse. Em relação ao valor religioso, 92% não apresentaram inclinação religiosa.

Em conclusão, a caracterização da personalidade e interesses dominantes dos alunos contribui para melhorar a qualidade educacional, uma vez que oferece ao professor uma ferramenta útil para tornar eficiente sua prática docente e facilitar o processo de ensino; Ao mesmo tempo, gera consciência no estudante sobre atitudes, interesses e comportamentos em sua formação pessoal e profissional.

Palavras-chave: administração, personalidade, teste de Allport, valores.

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Introduction

Study the values and personality of the students of the Bachelor of Administration (LA) turns out to be a vanguard and unprecedented topic in the teaching and educational practice of the Accounting and Administration Faculty of the Autonomous University of the State of Mexico (UAEMéx) . It is known that the different actions and reactions of students in current scenarios are translated into situations such as individualism, hedonism, high rates of violence, corruption, transgression, indifference and insensitivity towards the other. Therefore, the lack of identity, the uprooting, the new lifestyles, the change in values and the psychosocial deterioration experienced by individuals are externalized as social problems that, mainly, affect and influence the interests and the personality. young boys. On the other hand, the nature of human beings tends to develop when interacting with their peers, as well as establishing interpersonal relationships that require a willingness to understand and face obstacles. As humans develop their personality, they adapt to the social context, which, in turn, demands of these, of man and woman, a constant interaction; hence the importance of knowing how the human temperament influences the interests that determine patterns or preferences on some lifestyles.

In this regard, it is necessary to recognize the existence of universal values common to human beings, which have particularities of a generation, a time and a specific place. Therefore, from the humanist thought of psychology, values can only be understood within the framework of nature as an experience of one's own and human existence that goes beyond the world of empirical facts and realities, since they have a significant impact on the social context, as in the individual.

To explain the relationship between values and personality, the theoretical reference used is the concept of values of Max Sheler, who defines them as "... an emotional intuition, different from a mere psychological apprehension" (in Ferrater, 2004, p.3635). In other words, they could be defined as essences of the real or existing tangible that are presented in an objective and universal manner, and are based on the direct and individual appreciation or disapproval of the person based on two features: polarity and hierarchy. . Reference is also made to the theory of personality, in the phenomenological paradigm of the humanistic psychology of Allport (2001), since it is oriented in the direct perception that exists in

consciousness and approaches the most human part of the individual. say, self-awareness, self-will and control of our own acts. This supposes that the motivations of a person to conduct themselves are autonomous; condition that determines your level of maturity. Therefore, the definition of personality of Allport (1937) is ideal to support the study from the reflection and analysis of its constituent parts, namely: "Personality is the dynamic organization, within the individual, of the psychophysical systems that determine its unique adjustments to the environment "(p 48).

The concepts that make up the Allport thesis explain the personality through dynamic organization, as an evolutionary process of development, because it makes it an organized and self-regulated whole. Likewise, the personality integrates the body and mind of the individual because it is subject to biological, psychological and temperamental influences, as an inherited biological basis, externalized in an emotional reactivity. In Allport's words, inherited psyche and intelligence, along with temperament, are "the three main raw materials of personality" (Cloninger, 2003, p.202). Finally, another component is the determinants, conceived as a natural biophysical result.

An additional theoretical resource used to understand and classify the personality of students is the thought of Eduardo Spranger and his work *Forms of Life [Lebensformen]* (1966). The main contribution of this pedagogue and psychologist is to consider education as a means for the formation of autonomous, ethical and creative people. Because the ultimate goal of education is the formation of individuals capable of acting with self-criticism and self-thinking, being responsible for themselves before others. In other words, knowing the way of life of the person, their psychological profile and the sphere from which it develops gives the possibility of knowing their character and personality.

Spranger points out six classes of human acts, oriented towards six cultural sectors, which in turn are part of six types of philosophy or ways of life. There are six human models closely linked to cultural, artistic, science, economy, religion, politics and society, which simultaneously set a trend towards some values.

According to the above, the classification represents the personal orientation of the actions towards some values, which led Allport to recognize the diversity of typologies, ideals to study the dominant interests of the personality.

To have a better understanding of the Allport categorization, we briefly summarize the Spranger ways of life, and then transpose them to the Allport scale.

According to Spranger, the six forms of life are the theoretical man, the economic man, the aesthetic man, the social man, the political man and the religious man. Following and following this same author (1966, pp. 155-285), each of them is detailed.

1. The theoretical man cares about the world as an object of knowledge. His spiritual desire is oriented towards the cognitive area because he is passionate about objective knowledge. It is individualistic and objectively cold mental attitude; He lacks sympathy and his contact with the environment is more through duties than sympathy and affection. His ethics is the truth and his main concern is the knowledge of that truth.

2. The economic man is characterized because his environment revolves around the utility or uselessness of material goods. His relationship with nature is because it allows him to maintain his life. He is a constant dissatisfied, always yearning for goods through productive work and the relationship between gain and loss. In addition to being a producer, he is also a consumer and in this sense acts or consumes when he is confronted with modest needs or when he lives in an easy environment, where enough is within his immediate reach. Tends to be socially selfish, only interested in the neighbor for the utility that can lend.

3. The aesthetic man appears under three modalities:

a) Impressionists: those who give themselves to external impressions of life, with great intensity and avidity of experiences.

b) Expressionists: they live intensely their intimacy and the world of their feelings. They go out to meet the impressions and tinge them with their experiences.

c) The aesthetic man proper is the one in which impressionism and expressionism are combined.

His behavior is of psychic contemplation of objects possessed or dreamed. They learn reality with all the potentialities of the soul because they are possessed of an intuition or feeling that leads them to the understanding of the world and the reality of their environment.

4. The social man does not live immediately by himself, but by means of others and does not know, nor does he recognize any other power than that of love, where the ego and the you completely coincide, self-love and estrangement, renunciation and freedom.

5. For the political man his central virtue is the formal quality of being powerful and enjoying power as a primary impulse. In their relations with other people there is a double aspect where, on the one hand, there is dominion over men and, on the other, there is a desire to help them in their own interest.

6. In religious man the center of religiosity is the search for the Supreme Value, of spiritual existence. He is permanently oriented in the production of supreme values, of his life and will of God. There are three types of religious man:

a) The immanent mystic, for whom all aspects of his life have something divine.

b) The transcendent mystic, whose maximum value is the extreme negation of the world. For this type, all science lacks life because it can not achieve the perfect.

c) The intermediate type between the immanent and the transcendent.

Table 1 shows the relationship between values and interest based on the type of man proposed in the Spranger classification.

Tabla 1. Características e interés de los tipos de hombre

Escala/tipo de hombre	Característica del valor	Interés
Teórico	Búsqueda de la verdad	Verdad
Económico	Pragmatismo	Utilidad
Estético	Belleza	Armonía
Social	Relaciones personales	Amor
Político	Potestad	Poder
Religioso	Religión	Unidad

Fuente: Elaboración propia con base en Spranger (1966)

In this same context, Allport categorized the dominant interests of the personality and its connection with the values of the individuals by means of traits inherent to each of the six types of man (see table 2).

Tabla 2. Tipos de hombre, clasificación de Allport

Tipo de hombre	Características del valor	Interés	Ocupación
Teórico	Hace referencia a un conjunto de valores e intereses que expresan la preferencia de las personas por el mundo de las ideas y del conocimiento. Son personas orientadas hacia la búsqueda de la verdad. Su motivo central es el conocimiento y la comprensión intelectual del mundo.	Racional y teórico	Científico
Económico	La persona se orienta preferencialmente por aquello que es útil. Este tipo de valor o interés se fundamenta o tiene su origen en la satisfacción de necesidades corporales, pero incluye también necesidades sociales y económicas: es la búsqueda del triunfo del conocimiento aplicado y práctico.	Utilitario y hedonista	Comerciante
Estético	Se orienta fundamentalmente por el valor de la armonía y la forma. Valora y vivencia su relación con las personas, los objetos y las situaciones desde el punto de vista de la belleza, la armonía, etcétera. Tiende al individualismo y a la autosuficiencia, no le interesa tanto el conocimiento como su forma de expresión y la vivencia del mismo.	Belleza y armonía	Artista
Social	El valor central y último es el de las relaciones con otras personas. Este modelo de hombre en su forma más pura es aquel	Relaciones personales y sociales	Enfermera

	que se olvida de su propia conveniencia, y es en consecuencia bueno y altruista.		
Político	Es guiado por la búsqueda y obtención de poder. Su conducta está siempre orientada por el dominio y el poder: son personas altamente competitivas; buscan el prestigio y el reconocimiento social.	Poder y dominio	Político
Religioso	Este modelo religioso se rige y se orienta ante todo por la búsqueda de la unidad. Se identifica con una entidad sobrenatural y superior a través de la cual vivencia el valor de unidad.	Unidad y trascendencia	Monje

Fuente: Elaboración propia, con base en Allport (2001)

This typology is the theoretical foundation of the Allport scale, which consists of classifying the dominant interests of university students by type. Likewise, other personality scholars (Pedroza, 2015, Pedroza, 2016, Zarco, 2014, Prieto, 2015, Chavez, 2011, Pisconti, 2015) agree on their findings that the profile of professional training corresponds to the dominant interests. Thus, for example, a student of economics owns economic interests as dominant interests; if we talk about a nurse, her dominant interests will be social ones. Similarly, the position of Allport (1970) expresses the validation of its instrument based on the occupations selected and defined by the questionnaire. To illustrate the above, one of the examples cited by Allport is the case of an accounting and administration student where the high values are economic and political.

Advancing our reasoning, it should be noted that globalization plays an important role in university education; since the current social dynamics must not be assumed mechanically, but requires a reconfiguration between the professional profile and the dominant interests. Hence, the importance of identifying what is the scale of values of the students of the LA of the UAEMéx; what are the particular behaviors or modes of existence of the learners of LA, and what are the personality traits of these students. These are questions that may help explain

ethics and its human actions. Therefore, the assumption of this study refers to the possibility of clarifying the relationship between the axiological profile of the LA student and the dominant personality. Consequently, in the current context, the economic, theoretical and social values are the most important, while the aesthetic and political values are secondary and independent of personality traits and, perhaps, the religious value is inconsequential.

Method

The study participants were 51 students, the distribution was 63% women and 38% men, of the intermediate semesters of the LA of the Faculty of Accounting and Administration of the UAEMéx, school year 2016-2017, semester 2017-B. The average age is 21 years, with an interval of 19 to 21 years.

Instrument

The instrument that assessed the dominant interests of the personality of the students of the FCyA was the book Values Study of Allport, Vernon and Lindzey (2001). The scale of personal preferences is of empirical character, its purpose is to identify the hierarchy of interests by category in ideal types of man, with the six orientations mentioned above, namely: theoretical, economic, social, political, aesthetic and religious. Its theoretical foundation is based on the philosophical approach of Spranger. The benefit of this method and its instrument enables replicability to identify, classify and hierarchize personality types based on the particular orientations, that is, each of the subjects expressed the typological preference and composition of dominant interests based on the characteristics of his personality. The usefulness of this type of study in university students contributes to improving the educational practice at the higher level, since it reveals and ponders the dominant interests of students in their trajectory towards professional training. The dominant interests are concentrated in the following way: the theoretical type assumes a theoretical-rational interest; the economic, utilitarian-hedonistic; the aesthetic favors an interest of beauty-harmony; the social, personal and social relationships; the politician, the power-domain, and the religious, the unity-transcendence. Now, paraphrasing Allport in his book

La persona (1970), the orientation of interests in a person is not only theoretical, social or religious but reveals a multiple composition.

Process

The type of study was explanatory-descriptive, characterized the personality of the students based on the preferences and dominant interests according to the Allport values scale. In addition, he analyzed the relationship between the values and the gender of the students of the Accounting and Administration Faculty of the UAEMéx. For the collection, coding and processing of the information, the values questionnaire was applied with a non-statistical sample. However, it should be clarified that this method can be valid for statistical sampling. The results allowed to calculate the average by gender of each value; as well as the specific ranges by class: outstanding, high, low and outstanding low (see tables 3 and 4).

Tabla 3. Escala de clases: mujeres

Valores	Género	Alto sobresaliente	Alto	Bajo	Bajo sobresaliente
Teórico	M	>45	45-41	31-26	<26
Económico	M	>48	48-43	33-28	<28
Estético	M	>54	54-48	37-31	<31
Social	M	>51	51-47	37-33	<33
Político	M	>46	46-42	34-29	<29
Religioso	M	>56	56-50	37-31	<31

Fuente: Elaboración propia con base en Allport (2001)

Tabla 4. Escala de Clases: varones

Valores	Género	Alto sobresaliente	Alto	Bajo	Bajo sobresaliente
Teórico	V	>54	54-49	39-34	<34
Económico	V	>53	53-48	37-32	<32
Estético	V	>47	47-41	29-24	<24
Social	V	>47	47-42	32-28	<28
Político	V	>52	52-47	38-34	<34
Religioso	V	>51	51-44	32-26	<26

Fuente: Elaboración propia con base en Allport (2001)

The process of collecting information was done with the support of a research assistant; It was carried out in the educational classrooms of the Faculty of Accounting and Administration and was applied to the school community with the consent of the students of morning and afternoon shifts, semester 2017-B. For this, at first, it was explained and informed about the importance of participation in the study. Then a non-probabilistic sample that included women and men was worked on. The coding of LA students' values was done through the Allport questionnaire, as already mentioned, designed in two segments containing 30 and 15 questions, respectively, based on different daily situations. In Part I, the answers offered two alternative options, a and b. And the instructions were as follows: if you agree with the alternative to and disagree with the b, write 3 in the first box and 0 in the second; if you agree with b and disagree with a, write 0 in the first box and 3 in the second; if you have a slight preference for a instead of b, enter 2 and 1, or if you have a slight preference for b instead of a, write 1 and 2.

For his part, Part II showed four options: 4, 3, 2 or 1. And the instructions were as follows: 4 in the box if the statement seemed the most attractive; 3 if this statement will arouse interest in second place; 2 if this affirmation appeals to you in second place, or 1 in the box if this affirmation is the one that represents your least interest or preference. In total, the instrument consisted of 120 responses, 20 for each of the six values (see table 5).

Tabla 5. Hoja de Puntuaciones

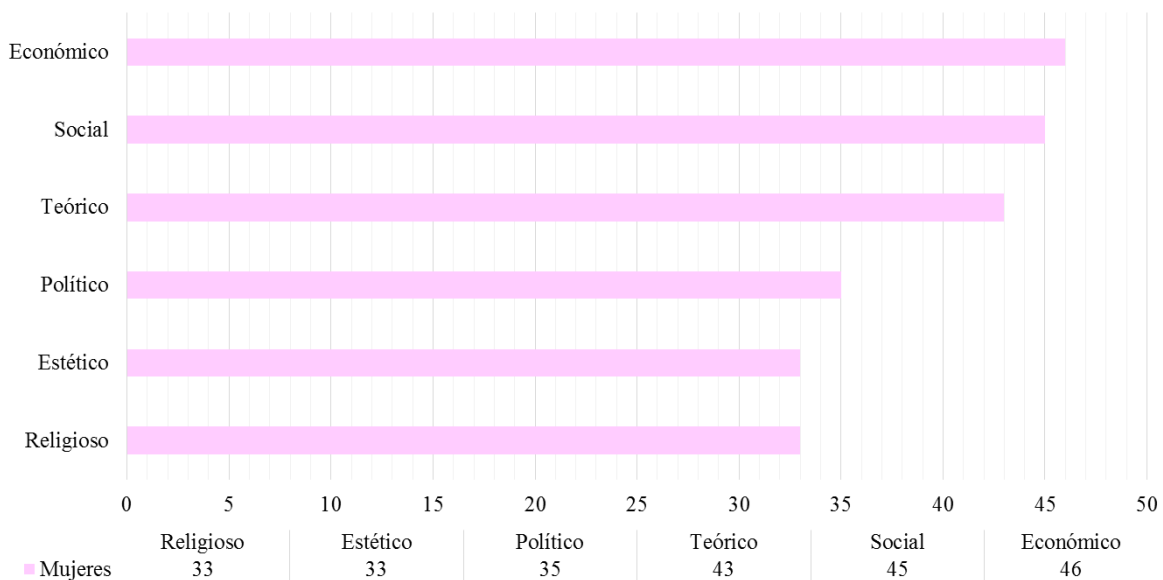
CUADRO I							
Totales en cada página	Teórico	Económico	Estético	Social	Político	Religioso	La suma de las puntuaciones para cada hilera debe ser igual a la cifra que se proporciona en esta columna
Parte I	(R)	(S)	(T)	(X)	(Y)	(Z)	24
Página 2							
Página 3	(Z)	(Y)	(X)	(T)	(S)	(R)	24
Página 4	(X)	(R)	(Z)	(S)	(T)	(Y)	21
Página 5	(S)	(X)	(Y)	(R)	(Z)	(T)	21
Parte II	(Y)	(T)	(S)	(Z)	(R)	(X)	60
Página 8							
Página 9	(T)	(Z)	(R)	(Y)	(X)	(S)	50
Página 10	(R)	(S)	(T)	(X)	(Y)	(Z)	40
TOTAL							240
Cifras de corrección	+2*	-1	+4	-2*	+2	-5	
Total final							240

Fuente: Elaboración propia con base en Allport (2001)

Results

The description of convergences and divergences as a finding in the results of the study infers the classification of values and the personality tendency of the LA student sector. Figure 1 shows the average interest of the students by value; the results indicate a tendency toward economic, social and theoretical values, resulting in the highest hierarchy because the average figures are over 44 points. That is to say, the most important interests in their university experience were, on average, the economic one (46), followed by the social one (45) and the theoretical one (43). While the political (35) and aesthetic (33) values reflected medium interest. In last place, the religious turned out (33).

Figura 1. Intereses dominantes promedio en mujeres

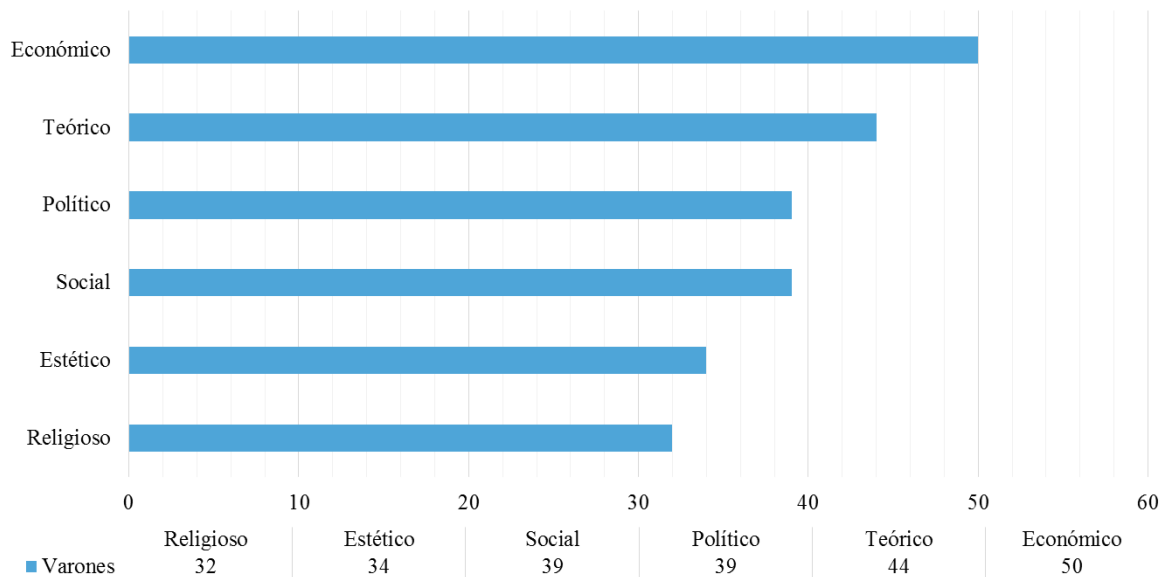


Fuente: Elaboración propia con base en Allport (2001)

Figure 2, on the other hand, presents the results of the male population of LA. The numbers show that the dominant interests in educational practice refer to two values of high hierarchy and two of median, where the economic value (50) is above the theoretical (44), followed by the political (39) and the social (39). That is, the economic and theoretical interests are the most valuable in men, leaving the political and social in the background by

5 and 11 points, respectively. The religious value (32) also resulted in the males with the lowest hierarchy.

Figura 2. Intereses dominantes promedio:varones



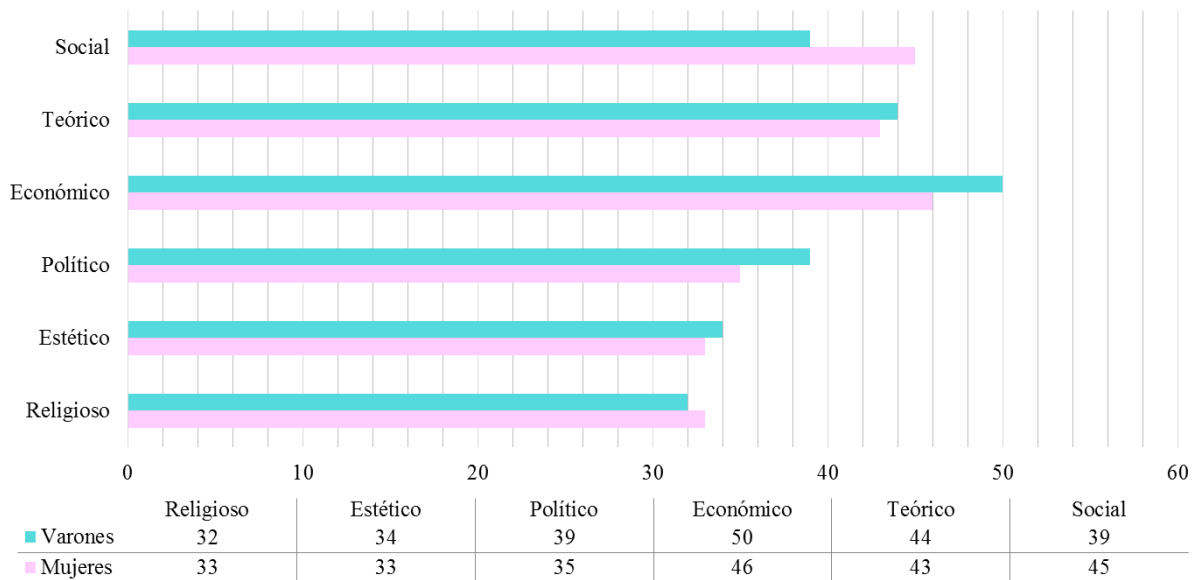
Fuente: Elaboración propia con base en Allport (2001)

Figure 3 shows the results of the study in both the female and male population. In this graph, preference is observed towards three specific values. For women they were the economic, the social and the theoretical. While for men the economic first appeared, then the theoretical, followed by the politician. The most accentuated value in both genders was economic, with averages of 46 in women and 50 in men. It was also interesting that the theoretical value was coincident in the results, 43 and 44, which means a variation of 1 point between the female and male population. The variation towards the third value obeys to questions of gender, since in the educational practice the students show more importance towards the social relations than to those of domain.

The case of aesthetic and religious values in women and men turned out to be of low importance, that is, they presented averages below 33 points. The coincidence for both genders was presented in the aesthetic value, 33 and 34 respectively, with variation in absolute value of 1 point. One of the similar aspects regarding the behavior in women and

men was that the religious value, related to spirituality, was placed in the last place in the hierarchy of dominant interests in this student community.

Figura 3. Comparación de intereses dominantes promedio entre mujeres y varones



Fuente: Elaboración propia con base en Allport (2001)

Analysis of results

In general, the first finding revealed that although the students belong to the same degree, the difference by gender was evident. With regard to women, Figure 4 presents the values by class in the Allport scale, where the theoretical value of the students (43) was shown with 50% for the average category, followed by 15% for the high category (45-41) and 30% for outstanding high (> 45). This indicates that 95% are analytical, rational, critical women, with an ordered and systematized personality; reverse position is the low category (31-26) with 5%, as well as the outstanding low, which was deserted.

In the economic value (46), the students obtained 20% on the average of the Allport scale, followed by 35% for the high category (48-43) and with the same number, 35%, the outstanding high category (> 48). In summary, 90% of the students are pragmatic and 10% are not.

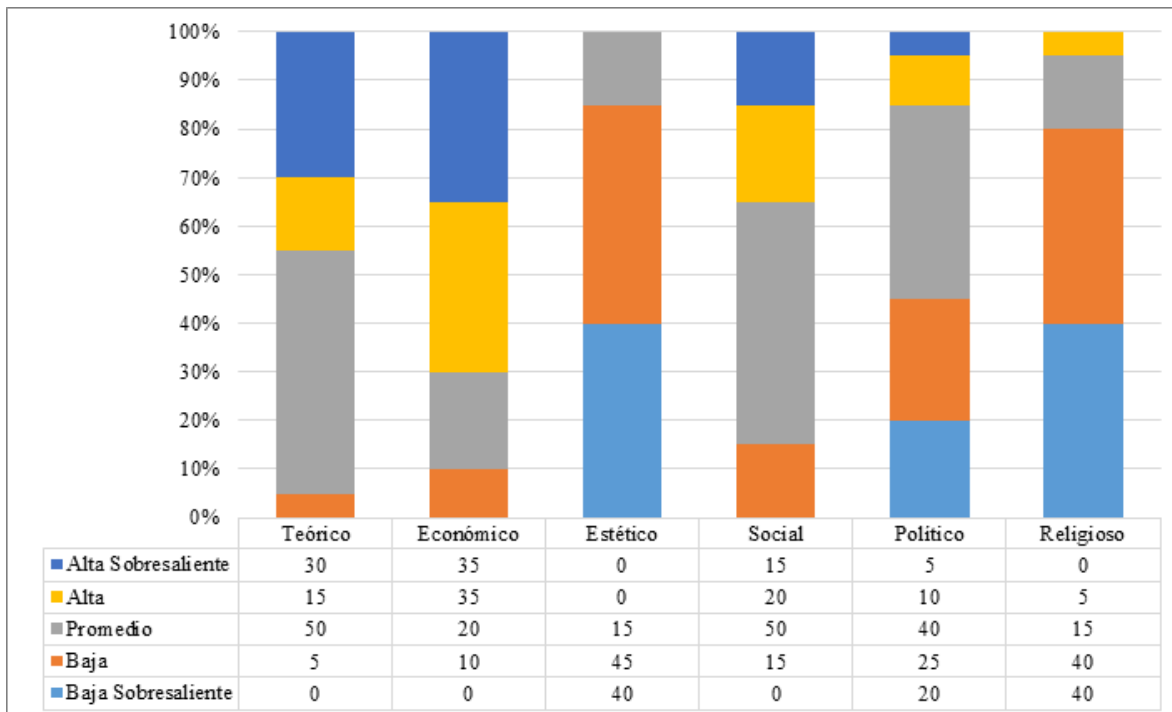
The aesthetic value (33) shows a total tendency towards the outstanding low and low levels, because in the last three classes the students express not having preference towards beauty and harmony. The data report that 15% of the female population is in the Allport average, followed by 45% for low (37-31) and 40% for outstanding low (<31). In sum, 95% did not show aesthetic interest.

The social value (45) was placed in a high hierarchy; the average of the Allport scale is 50%, which means that 85% of them assume this representation, because in the upper end, the upper class (51-47) reports 20%, followed by 15%, the outstanding high class (> 51). Inverse condition was the low category (37-33) with 15% and low grade (> 33), which was empty. Therefore, as a consequence, a certain preference towards social relations is presumed.

The political value (35) stood at 40% of the Allport average, followed by 10% high (46-42) and 5% outstanding (> 46), that is, total 55%, slightly more than half. At the opposite extreme, the scores show 25% in the lower class (34-29) and 20% in the outstanding low (<29), which indicates balance of interests.

In relation to religious value (33), the Allport average stood at 15%, followed by 40% that inclined to the low level (37-31) and 40% to outstanding low (<31). All of which reveals that 95% of them are not interested in religion. Hence, the extreme high values are with figures of 5% located in the high category (56-50) and 0% in the outstanding high class (> 56). The interpretation of these data indicates that the students do not have religious attachment.

Figura 4. Puntuación por clase de las mujeres



Fuente: Elaboración propia con base en Allport (2001)

On the other hand, the results of the students reflect their dominant interests in the personality, which can be seen in Figure 5. This shows that the theoretical value of men (44) on average was 33%, followed by the 25% for the high category (54-49) and without any outstanding high data (> 54). This reveals that 55% have logical and rational personality. Contrary to this, the low category (39-34) was located with 42% and without any figure it was the outstanding low category.

The economic value figures (50) reached 33% on the average of the Allport scale, followed by 25% for the high category (53-48), 42% for the high one (> 53). All of which indicates that 99% of men are practical and utilitarian.

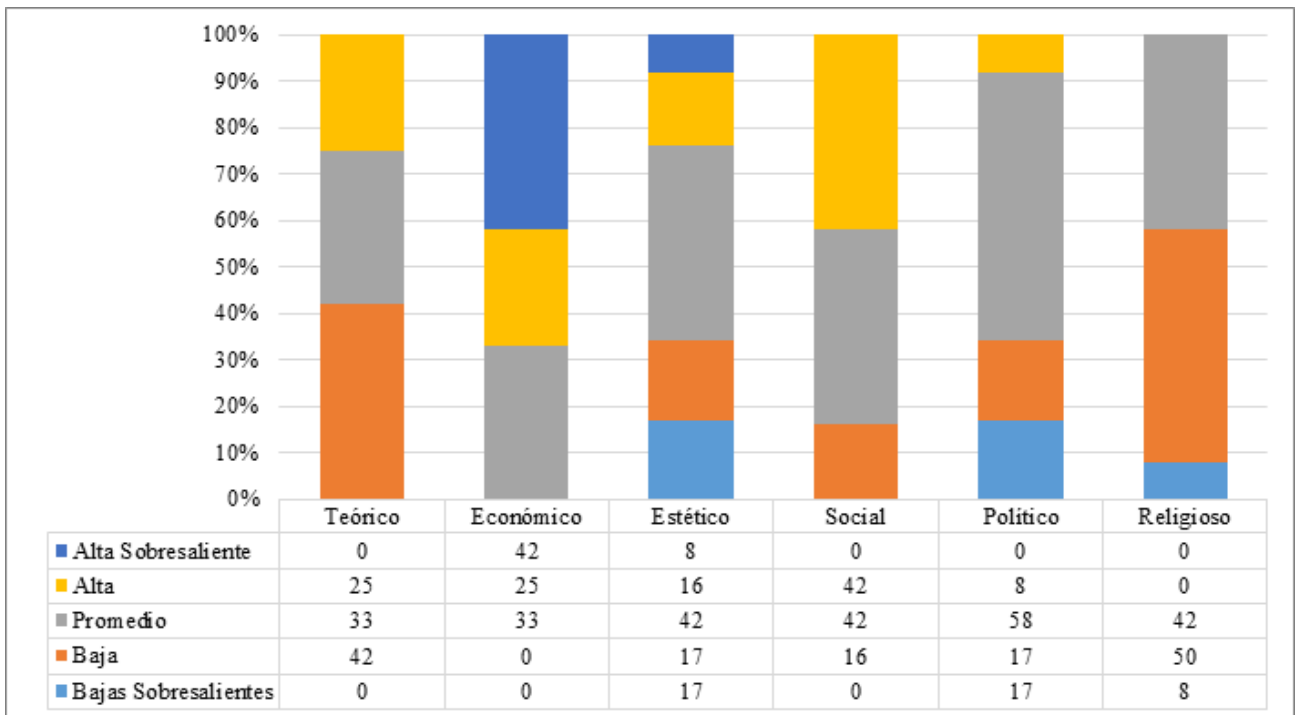
Another interesting case was the aesthetic value (34); the average of students was 42%, which showed preferences towards the lower class (29-24) with 17% and likewise for the outstanding low category (<28), 17%. That is, three quarters of students say they have no preference for the aesthetic. While 32% showed an inclination toward beauty and harmony.

In men, the social value (38) reported on the Allport scale on average 42%, that is, 83% showed preference towards social relationships. At the upper end, the upper class (52-47) reported 42%, and no reference was made to the outstanding upper class (> 47). 16% was presented for the low category (32-28) and no value for the outstanding low (> 34).

An interesting revelation was the case of political value (39), which stood at 58% of the Allport average, followed by 8% of the high category (52-47) and no data on the high score (> 52), it is say, 67% of men have this interest. In the opposite position, the scores show 17% with respect to the lower class (38-34) and 17% for the low grade (<34).

Regarding the religious value (32), the Allport average stood at 42%, followed by 50% in the low level (32-26) and 8% in the outstanding low (<26). Revealing that 92% of men do not have religious attachment; hence, high extreme values do not present figures.

Figura 5. Puntuación por clase de los varones



Fuente: Elaboración propia con base en Allport (2001)

Discussion and Conclusions

To explain the assumption raised in the introduction, the relationship between the axiological profile of the LA student and the dominant personality was pointed out. The results showed that for the type of degree the economic and theoretical values for both genders are the most important, followed by the social value for women and political for males. In both genders, aesthetic value reported little approval. And the religious value was inconsequential. This means that the dominant interests that prevailed in the university correspond to personality and professional training. With these results in mind and based on experiences recovered from related research, both at the Autonomous University of the State of Mexico (Pedroza, 2015, Pedroza, 2016) and other national institutions (Zarco Villavicencio et al., 2014; Prieto et al. ., 2015) and international (Chavez, 2011, Pisconti Bravo, 2015), it can be said that the methodology and Allport instrument used in these studies have served as a reference for the axiological and psychological profile of the personality in different educational areas, which indicates its effectiveness, feasibility and replicability at the top level.

The validity of the Allport questionnaire reflects consistency in terms of gender responses on average (see figure 3). In the women the economic, social and theoretical values predominated; and in men the economic, theoretical and political. In the LA in particular, the effectiveness of the Allport instrument is proven, since the dominant interest that resulted was the economic interest for both genders, which makes evident the professional orientation raised in our assumption. The theoretical interest was placed second, which means an empathy for the search of the truth with interest towards the theoretical and rational, that is, the students show nuances of preference for the world of ideas and knowledge, able to direct to social organizations, coordinate multidisciplinary team work, efficient decision-making supported by quantitative and qualitative techniques, as well as the use of tools to face challenges. The foregoing is complemented by the social.

In summary, the results of the study confirm that the young people of this generation, men and women, place in the foreground the practical, utilitarian and hedonistic interests. Also, externalize being rational, logical, with clear orientation by the knowledge and intellectual understanding of the world. The second level reveals personality divergence, as

men confirm their interests in power, leadership and dominance. In contrast, women showed that social value is to their liking towards personal and social relationships, showing themselves to a certain extent altruistic in their actions.

An important aspect was the fact that in both genders the aesthetic interests had flat values, that is, the figures reported a variation of one (absolute value), which means that the students manifested disinterest in beauty and harmony as forms of expression, perfection and experience.

Finally, a constant foreseeable condition in other investigations was the case of the religious value in both genders, which, despite expressing unity and transcendence, was not visibly observed as a guide to behavior, but rather as an inner quality, veiledly manifested in The average, low and low outstanding ranges.

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