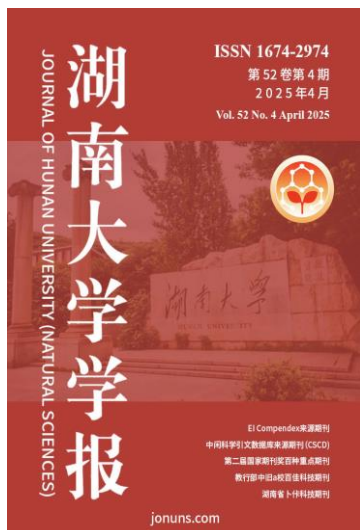




Journal of Hunan University (Natural Sciences)

Vol. 52 No. 4

April 2025

Available online at

<https://jonuns.com>



ELSEVIER
Scopus



Clarivate
WEB OF SCIENCE

Open Access Article

 <https://doi.org/10.55463/issn.1674-2974.52.4.15>

Recognizing Differences: A Framework for Designing School-Based Social Skills Programs

Herman Belalcazar Ordoñez^{1,2*}, Carlos Andres Tavera Romero^{2*}

¹Universidad Nacional Abierta y a Distancia, Palmira, Colombia,

²Universidad Santiago de Cali, Cali, Colombia

Article History:

Received: February 15, 2025

Revised: March 10, 2025

Accepted: March 27, 2025

Published: April 30, 2025

Abstract: The purpose of this article is to determine the levels of higher-order social skills (HHSS) among secondary school students to structure an educational program that accounts for group- and gender-based differences. This article describes a new multidimensional HHSS assessment and intervention framework based on cognitive, emotional, and behavioral dimensions, enabling educators to tailor interventions according to the specific characteristics of learners. Using a combination of standardized HHSS questionnaires, observational checklists, and statistical analysis, the authors evaluated social interaction, conflict resolution, and emotional expression in 297 sixth- to eleventh-grade students at a public educational institution in Palmira, Colombia. The results indicated significant variability in HHSS by age group and gender, revealing, for example, that older female students scored 12% higher in emotional expression than younger male peers, while conflict-resolution competencies lagged by 15% among certain male cohorts. As an example, we illustrate how the proposed framework identifies low-empathy cohorts—students scoring below the 25th percentile in the empathy subscale—and informs targeted didactic strategies within existing curricular areas.



Copyright: © 2025 by the authors. Licensee JHU

This article is an open-access article distributed under the terms and conditions of the Creative Commons Attribution License (<http://creativecommons.org/licenses/by/4.0>)

Our proposal allows us to improve key social-climate indicators, such as reducing reported peer-conflict incidents by 20% and increasing self-reported assertive communication by 18%, by integrating HHSS modules directly into language and social studies classes. The new method for effectiveness evaluation was confirmed by the calculation of pre- and post-intervention HHSS scores, which demonstrated statistically significant gains ($p < 0.01$) across all three dimensions. New research results supplement existing socio-educational models by demonstrating how gender-and age-differentiated programming can be embedded within an institution's pedagogical model and can be used for designing context-specific HHSS programs in other schools. This study is novel because it integrates quantitative gender-and age-segmentation data to inform the development of a scalable, evidence-based HHSS curriculum that aligns with institutional teaching practices and directly targets social-emotional challenges both inside and outside the school context.

Keywords: School Coexistence; Integral Education; Social Skills (HHSS); Social Interaction

识别差异：学校社会技能项目设计框架

摘要：本文旨在确定中学生的高阶社会技能（HHSS）水平，以便构建一个考虑群体和性别差异的教育项目。文章描述了一种基于认知、情感和行为维度的新型多维 HHSS 评估与干预框架，使教育者能够针对学习者的具体特征量身定制干预措施。研究采用标准化 HHSS 问卷、观察量表和统计分析相结合的方法，对哥伦比亚巴尔米拉市一所公立学校六至十一年的 297 名学生进行了社会互动、冲突解决和情感表达评估。结果显示，不同年龄组和性别在 HHSS 方面存在显著差异。例如，年长女学生在情感表达得分比年轻男同学高出 12%，而某些男性群体的冲突解决能力则落后 15%。作为示例，我们说明了该框架如何识别低同理心群体——在同理心子量表中得分低于第 25 百分位的学生——并据此在现有课程领域内制定针对性教学策略。我们的方案通过将 HHSS 模块直接整合到语言和社会学科课堂中，可改善关键的校园氛围指标——例如将学生报告的同伴冲突事件减少 20%，并将自我报告的自信沟通提高 18%。新方法的有效性通过干预前后 HHSS 得分的计算得到验证，三个维度均显示出统计学显著提升（ $p < 0.01$ ）。新的研究成果通过展示如何将性别与年龄分层编排纳入学校的教学模式，补充了现有的社会教育模型，可用于在其他学校设计特定情境的 HHSS 课程。本文创新之处在于整合了定量性别与年龄分段数据，为开发可扩展、循证的 HHSS 课程提供依据，该课程既符合机构教学实践，又直接应对校内外的社会情感挑战。

关键词：学校共处；整体教育；社会技能（HHSS）；社会互动

1. Introduction

Implementing HHSS programs in educational institutions is necessary to develop optimal school environments and provide tools for children and adolescents to relate assertively to their social environment with clear parameters of emotionality. Monjas (1993) stresses the importance of strengthening social skills (HHSS) in students, as they are key to fostering positive school coexistence and are linked to the teaching-learning process, which is quite a challenge, since the first step is to consider that each student is a world: family, social, emotional, cognitive, and behavioral.

This study was conducted at the IECC Cárdenas Centro Educational Institution, a state institution in Palmira, Valle del Cauca, Colombia, with a tradition of more than 157 years of educational service, its historical value is centered as a cultural center of the late nineteenth century, currently the school graduates academic baccalaureate students, has two day and night shifts, in preschool education, elementary basic education, secondary basic education and middle school education.

The HHSS were evaluated in students from sixth to eleventh grade, which Monjas (1993) defines as “the behaviors necessary to interact and relate with peers and adults in an effective and mutually satisfactory manner”

(p. 29). According to Caballo (1997), these are behaviors that have two purposes of action, that of interacting and that of relating, in a situational context, which is that of peers and adults, the consequence of which is to be effective and mutually satisfactory.

The program responds to institutional needs and is articulated in the guidelines of the Ministry of National Education (MEN), especially in the promotion of citizenship competencies and peace education (Law 1620, 2013; MEN, 2004). In the context of basic secondary and middle vocational education, this study analyzes how an HHSS program impacts school coexistence, families, and teachers, promoting assertive interpersonal relationships in a population of 297 students aged between 11 and 17 years.

This study has two main objectives. The first is to analyze data on social skills and school coexistence using specific indicators designed for the institution, which allows the identification of critical areas that require intervention. The second objective was to design a program to promote and strengthen HHSS in alignment with the institutional pedagogical model. This program seeks to educate students through the Institutional Educational Project (PEI), consolidating a positive and safe coexistence environment (Monjas, 2000; Del Rey et al., 2009).

Under a mixed methodological approach, the first objective was achieved, as it integrated a quantitative analysis of the Social Interaction Skills Questionnaire (CHIS) developed by Monjas (1993), and a qualitative analysis through direct observations and interviews, concluding that the aspects evaluated differed according to the age and gender of the students, which allowed structuring a program taking into account this difference as a starting point.

In this order of ideas, this article shows the most important aspects of the aforementioned difference, which constitute the basis for the development of a social skills program at school. Caballo (2007) emphasized that HHSS must be considered within a specific cultural framework, since communication patterns vary according to factors such as age, gender, social class, and educational level. Several studies highlight the need to integrate HHSS into educational programs and curricula structure in order to generate a real and sustained impact on school coexistence (Monjas & González, 2000). Monjas (1993) and Nieves and Concha (2005) proposed the formalization of these skills in the Institutional Educational Project (PEI), area, and classroom plans. Caballo (1987) stressed the importance of systematic and structured teaching, which allows for managing emotions and establishing effective relationships.

The theoretical underpinning of this study is based on the premise that HHSS are key competencies for the integral development of students. Monjas (1993)

pointed out that learning and practicing these skills makes it possible to interact constructively and respond appropriately in diverse social situations. To achieve a real impact, it is essential to design specific pedagogical activities in areas that foster healthy interactions, empathy, emotional self-regulation, and cooperation (Del Rey et al., 2009; Goleman, 1996).

Finally, this article analyzes the results obtained in the research on the most relevant differences, and how they determine a good HHSS program for the school, where the population is diverse in age, social strata, gender and ethnicity, therefore, social interaction is complex due to different thoughts, convictions and emotions. For this reason, teachers should be protagonists in the development of students' HHSS within the topics of their areas of knowledge, so as not to reduce it to a few activities, as supported by the research work done by Tarazona, González, and Gómez (2021) in Colombia. Likewise, the inclusion of the designed HHSS program in the state curriculum correlated with IECC's PEI will be shown, which will generate novel changes in the teaching methodology, as proposed by Monjas and González (Dir.) (2000).

2. Methodology

The methodological approach of the project was mixed, combining qualitative and quantitative techniques to understand the cardinal educational community in the development of social skills (HHSS) (Hernández, Fernández and Baptista, 2010). following the steps indicated in the diagram below.

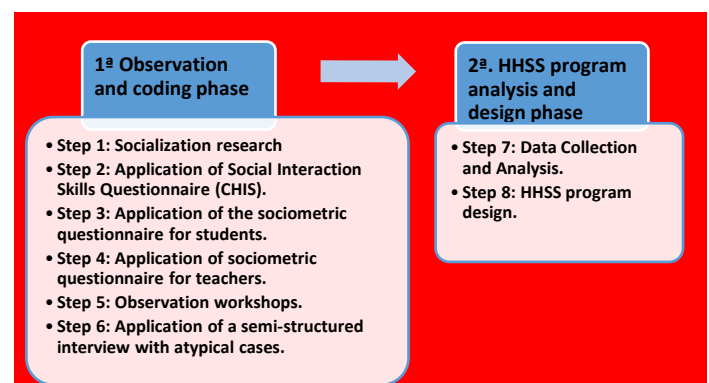


Figure 1. Research phases

This design allowed for a sequential relationship between data collection and analysis, and qualitative data were obtained, initially complemented by quantitative techniques that expanded and explained the findings.

This correlational research sought to analyze the relationship between the dimensions of HHSS and school climate (SC) in IECC. Indicators were measured to identify interactions among teachers, students, and families, providing key information for designing a

program to strengthen interpersonal relationships and the emotional environment in the classroom (Monjas, 1993).

Multi-agent and multi-method techniques were applied to obtain data from the students and teachers. Initially, the Social Interaction Skills Questionnaire (CHIS), proposed by Monjas (1993), was used to evaluate interpersonal behaviors based on six scales: basic skills, friendships, conversational, emotional, problem-solving, and relationships with adults. Complementarily, the Implementation and Satisfaction Questionnaire for Teachers (CUIS-PR) (Monjas, 1992) was adapted, which included closed, open, and mixed questions, allowing teachers to justify their answers.

A procedure was employed..there-stage. The first used a Likert scale to measure peer acceptance and to identify with whom they preferred to interact. Second, the nomination method analyzes positive and negative choices during a game, revealing the degree of acceptance or rejection of each participant. In the third stage, the “guess who” method (sociometric Harsthorne, May, and Maller, 1929) linked descriptions of positive and negative behaviors with peers’ names, assessing fraternity, prudence, valuing of the person, and contributions to the group.

For teachers, the nomination method was combined with rankings. They were asked to rank students into rejected, accepted, and ignored, ordering their names according to the acceptance observed in daily interactions.

In atypical cases, semi-structured interviews were conducted to obtain detailed information from open and closed questions, facilitating the understanding of answers that could be hidden or omitted.

The application of these instruments allowed for an in-depth analysis of the link between HHSS and CE, identifying patterns in the interactions and perceptions of participants. The techniques used were fundamental to answering the research objectives and to structuring a pedagogical proposal oriented toward the development of social skills, improving school coexistence, and interpersonal relationships within the educational context.

3. Results

3.1. Social Skills (HHSS) Global

The results of the analysis of the data obtained through the application of Nuns’ (1993) Social Interaction Skills Questionnaire (CHIS) to 297 students who participated in the research (with prior signed consent of their legal representatives and the students themselves) made it possible to examine each of the components of the questionnaire. The analysis began with the basic HHSS at the global level in the IECC (see figure 1), where the variable X represents the values of the standard deviation, maximum, median, mean, and

minimum (range 0-300) and the variable Y is the group evaluated in this study.

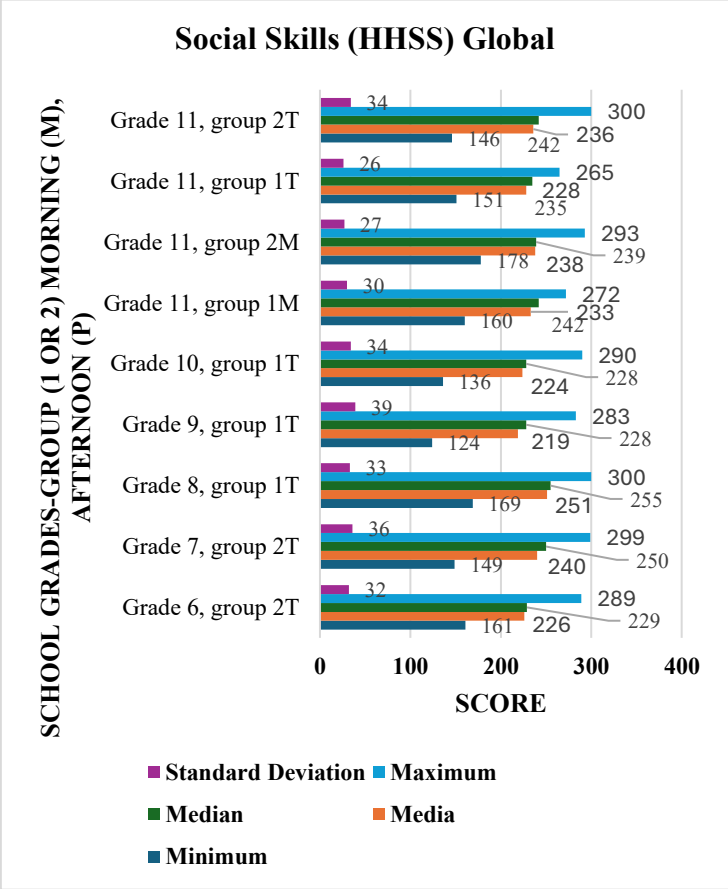


Figure 2. Overall HHSS by group - grade. Source: Prepared by the authors

Standard deviations (purple bars) ranged from 26 to 39, indicating considerable moderate variability in assessments within groups. Groups with higher standard deviations, such as grade 9 and 1T, could indicate wider differences in social skills within the group.

The minimum values (yellow bar) vary between 124 and 161, suggesting that even students with lower scores possess a basic level of social skills; the mean (orange bar) varies between 178 and 242.

Groups such as grade 11 and 2M show high means, indicating better average performance in social skills, while the medians (green bar) are closely aligned with the means, suggesting a symmetrical distribution of data across most groups.

This was particularly evident in the 11th grade group, group 2M). The maximum values (light blue bars) were between 228 and 299, indicating that there were students who exhibited a very high level of social skills in each group.

Regarding homogeneity and variability, the relatively low standard deviation in some groups, such as Grade 6 and Group 2T, suggests that students are homogeneous in their social skills. In contrast, a higher standard deviation in the other groups indicated greater

heterogeneity, which may require differentiated interventions.

Specific needs by grade and day were detected, as the differences between the morning (M) and afternoon (T) days and between groups (1 and 2) may reflect variations in social skills development needs, which could inform the planning of specific programmes adapted to each group and day.

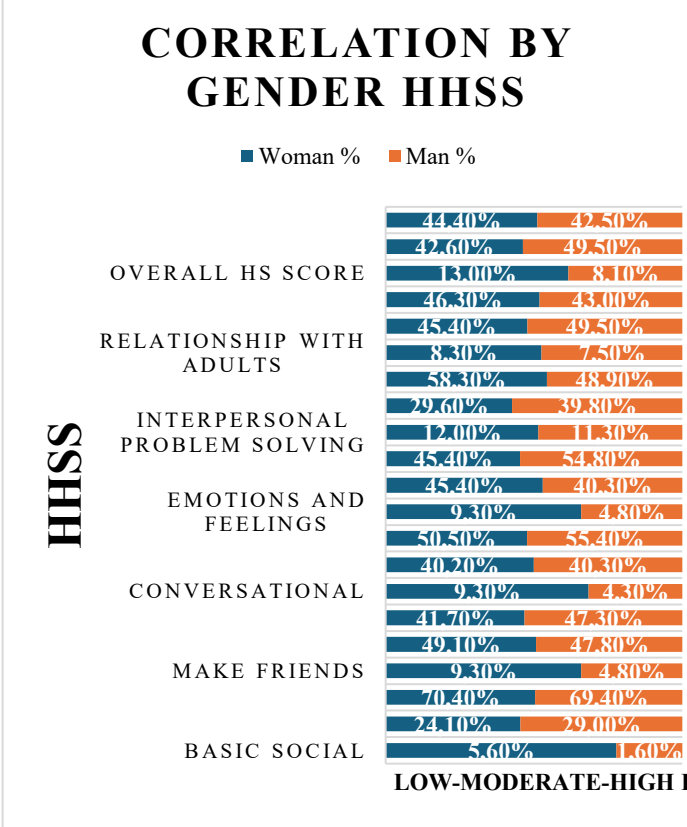


Figure 3. HHSS at the global level by gender. Source: Prepared by the authors

The graph shows that in basic social skills, making friends skills, conversational skills, and skills in emotions and feelings, women show a slight tendency toward greater difficulty in relation to men. On the other hand, women scored moderately on interpersonal problem-solving skills and relationship skills with adults.

According to Caballo (1987), these differences in HHSS between men and women are based on multidimensional perspectives, which include personal variables such as cognitive, emotional, and behavioral variables, as well as contextual variables such as the particular details of the social situation, the characteristics of the individuals with whom one interacts socially, the culture, and the natural environment in which the specific situation develops and the other lives.

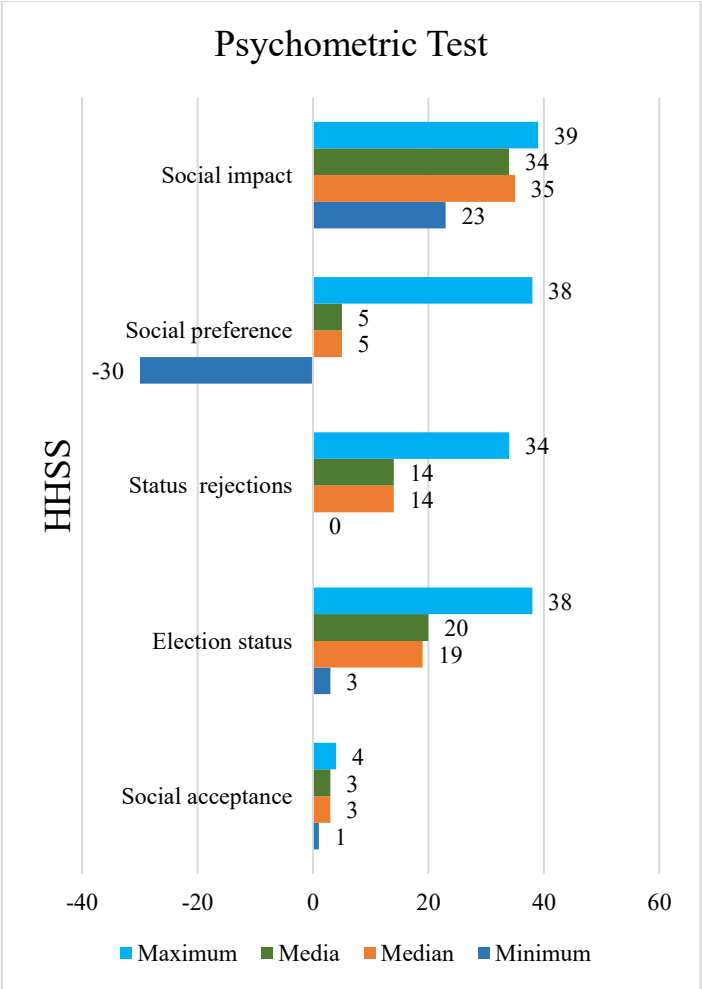


Figure 4. Test for Global students Source: own elaboration.sociometric

With regard to the social impact of students, high maximum and minimum values reflect a high social impact of some individuals, highlighting the significant influence of certain students in the group.

As for social preference, the presence of a negative minimum value (-30) suggests that some students may be socially isolated or have a significant negative perception among their peers.

The low mean and median values reflect that most students do not reach high values of social preference, which is relevant to identifying and supporting those who have difficulties in this aspect.

A rejection status with a maximum value of 34 on this dimension indicates that some students experience high levels of rejection, whereas a minimum value of 0 indicates that others experience no rejection at all. The mean and median at 14 suggest that rejection is a significant experience for some but not all, which may influence social dynamics within the group.

On choice status with a maximum value of 38, some students are highly selected by their peers, while others with a minimum value of 3 are selected to a lesser extent. The mean and median indicate moderate preference,

highlighting diversity in the levels of acceptance within the group.

Social acceptability had low values overall, with a maximum of only four, suggesting that social acceptability was limited in this group of students. The mean and median values of 3 indicate moderate, although not outstanding, overall social acceptability.

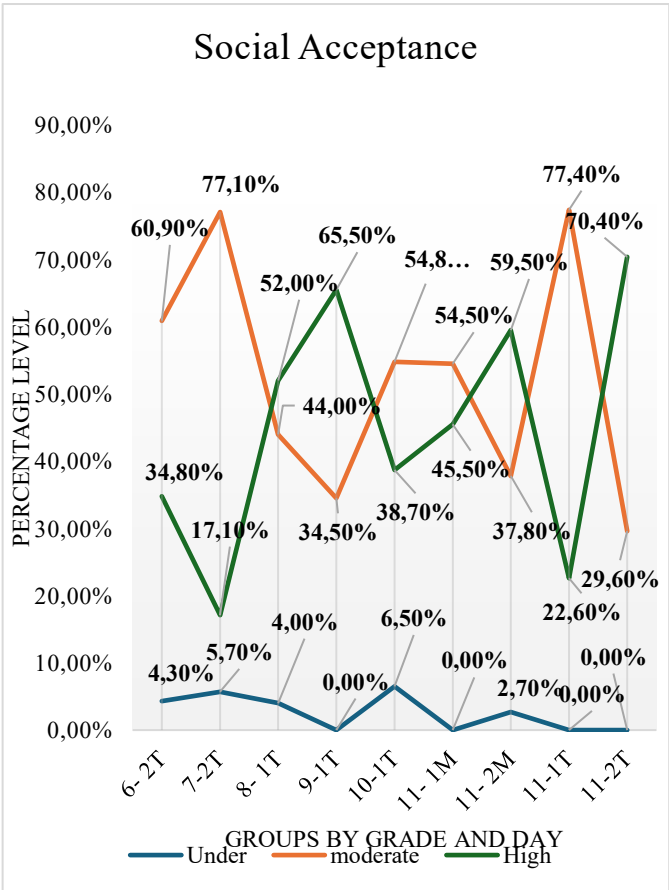


Figure 5. Overall acceptance of grade groups.
Source: Prepared by the authors

The groups had high social cohesion are groups the 9-1T and 11-2T. These groups can be considered to be the most cohesive and have a positive social environment, which could facilitate group activities and collaboration.

The groups with the greatest dispersion in social acceptance were the 7-2T group, suggesting that although most students were socially accepted, few reached a very high level of acceptance. This group could benefit from specific interventions that foster inclusion and cohesion to promote more relationships at a higher level.

The group with potential for improvement in social integration is 10-1T, indicating the presence of students who may feel less integrated, which is relevant for designing intervention strategies aimed at improving the sense of belonging and acceptance.

Detailed information made it possible to identify the specific needs of each group. For example, groups with

high percentages at a low level, such as 10-1T, might require activities focused on social integration and inclusion.

Another sample occurs in groups 7-2T and 10-1T, where moderate or low levels of social acceptance predominated, which could benefit from activities aimed at strengthening social bonds and fostering cohesion. This may include group dynamics workshops, communication skills workshops, and empathy exercises.

Groups with high levels of social acceptance, such as the 11-2T and 9-1T, can be used as models or benchmarks within the program. In these groups, programs can be implemented that reinforce positive relationships and explore leadership skills for students to act as agents of positive social change in other groups.

The above results reinforce that difference is the key to the design of an HHSS program in the school, since taking into account the definition of HHSS, Caballo (1997) "Social skills must be considered within a specific cultural framework, and communication patterns vary widely between cultures and within the same culture, depending on factors such as age, sex, social class and education" (p.4); therefore, each group is a different world and it is not possible to work it in the same way.

4. Discussion

The data obtained from the techniques and instruments used to measure social acceptance, global social skills, and other indicators such as social impact and interpersonal relationships reflect a detailed picture of the needs and strengths of students in grades six through 11, which differ significantly from one group to another and between genders.

4.1. Difference in overall HHSS between groups

In the first instance, the results show a marked difference in the overall HHSS, as each group has a different dynamic, even if they are in the same age range. The HHSS program may need to focus on students with marked difficulties in social skills, whereas for others, the focus could be on enriching and diversifying these skills.

In the work carried out by Camacho-Gómez, Camacho-Calvo (2005) Social Skills in Childhood, they concluded that "the lower dispersion and, therefore, greater uniformity in the data may be the result of the socialization processes that are currently taking place in schools." It is evident that in the higher groups, because they are completing the school process, their degree of integration is better because they handle HHSS assertively than in the children of the lower grades.

In this order of ideas, age is a differential marker that must be highlighted, and the social needs of children are not the same as those of adolescents. For this reason, the program to be structured must include this difference.

However, one of the difficulties lies in the number of students per group, since state institutions are numerous and heterogeneous.

This would be feasible if they were small groups where personalized education was provided. However, in state institutions, the situation changes because groups are characterized by a large number of students. This leads to the proposal of an HHSS program aligned with the pedagogical model of each institution. As Monjas (2000) points out, interpersonal behaviors have been neglected and are not taught directly in schools, being relegated to the criteria of each teacher (pp. 45-46). Like Camacho-Gómez, Camacho-Calvo concludes that “as far as the social skills intervention program is concerned, we consider that, as in all programs, it should be flexible and open to modifications marked by the needs and pace of the subjects.”

4.2. Correlation by gender HHSS

As indicated in the results, there are notable differences in HHSS by sex, with men standing out in some and women in others. This suggests that special attention should be paid when designing the program, since the needs are different for the two groups. This behavior contributes to the design of the HHSS program by focusing on gender-specific needs.

For women, the program could focus on improving skills, such as conversational communication and emotional management, as well as strategies to promote basic skills and bonding. For men, the program should include components that strengthen interpersonal problem solving and adult relationship skills, where they have a lower percentage of skills.

Coronel, C. P., Levin, M., & Mejail, S. (2011). Social skills. An investigation with 11 and 12 year old adolescents from different socioeconomic contexts., in their work concludes that “In social development, different cultures imprint patterns of behavior that are considered distinctive and proper to males and females; this is gender roles. Gender roles are a set of behaviors and beliefs that make up, according to Monjas (2004), gender role stereotypes about what is socially expected to be appropriate for men and women”. This aspect must be considered when designing the program, since it is necessary to reflect on what is socially established and the essence of being a man and a woman.

This is when the teacher becomes the protagonist, since they are responsible for generating environments conducive to strengthening the HHSS of their students, because most of the conflicts in the SC are generated in the category of interpersonal relationships, therefore, educational institutions should foster healthy and safe environments that promote learning in HHSS training or social skills (Fernández, 1999).

Coronel (2011) recommended specific interventions for the structure of the program so that it can consider gender-differentiated sessions in certain areas to address

the particularities of each group. This is endorsed by Law 1620 (2013), indicating that school is a key space for developing citizenship competencies that include cognitive, emotional, and communicative skills that allow students to interact constructively in a democratic society.

Taking into account what Coronel indicated, and addressing a new variable of social skills such as their relationship by gender with the adult, characterized by the difficulties in both cases, the program could begin with topics that show the difference between them, that I am a woman, I am a man should start with the subject of natural sciences, and then approach it from the social sciences, for example, and thus create a solid foundation from the curriculum that benefits both men and women in their self-knowledge and self-concept for the development of healthy HHSS and thus improves their relationship with the other, whether adult or peers.

Bandura (2002) states that the causes of interpersonal conflicts are social influence and the environment, and it is important to ask what self-concept and/or self-knowledge, self-esteem, self-control, self-awareness brings from home, to be able to act from school, so that the mentioned subjects can significantly help from their classrooms.

The atypical cases obtained classroom-by-classroom show the family factors that influence the students, since they present low levels in three or more HHSS. In a semi-structured interview, it was possible to expand the information obtained through the Social Interaction Skills Questionnaire (CHIS) and everything was oriented towards the family, since it fulfills a socializing function that includes preparation to occupy social roles, impulse control, values, social skills and selection of goals for personal development as indicated by García, AL, & Contreras, AU (2020).

In their study, Ruiz (2019) proved that 48.15% of adolescents expressed that their families almost never paid attention to their conversations, and it is that adolescents realize when they are not empathetic with them, because they feel that they are not giving importance to their problems, that they do not listen to them, that they minimize what they tell, and sometimes that they ridicule them or exaggerate their opinions and ideas, limiting the learning of their adequate interpersonal relationships. It is evident that the students reflect on the hhhss learned at home in their school environment, and in some cases, the family situations are more complex, which corresponds to atypical cases.

From this analysis, possible individual causes that explain the results of each case were identified, and the need to activate pertinent support routes according to the particular situation of each student was evaluated. It is worth asking how family influences such low relational dynamics.

García, AL L. and Contreras, AU (2020). He argues that in the relationships created during the growth of people, emotions and affections linked to other individuals with whom the subject lives together are produced. The family is a context in which all members participate and where more feelings are expressed, and therefore, more conflicts are generated. In this order of ideas, each student brings to school a particular relational dynamic, which must be considered when designing the program.

4.3. Peer-to-peer, student-teacher relationships

The breadth of the metrics, especially social impact and preference, contributes to the existence of considerable heterogeneity in the social dynamics of the group. The presence of low and even negative minimum values, particularly in social preferences, suggests that there are students with integration difficulties who can experience isolation or rejection.

The dimensions of rejection and social preference with extreme values made it possible to identify those students who were in difficult social situations, which is essential to provide them with specific support in the development of HHSS. From the school, it is necessary to correlate the knowledge imparted in each of the subjects with the development of HHSS. According to Bernstein (1988), the student is guided by a teacher, under the scheme of practical ways of transmitting knowledge, values, and customs, which emphasize how, methodological, and communication are pedagogical practices.

High values for social impact and choice status indicate that some students are perceived as leadership or popularity figures, which can influence group dynamics and be leveraged in positive leadership interventions. The analysis of choice and rejection status helps identify students who are natural leaders and those who may be marginalized or face difficulties in their social relationships.

Information on social acceptance and preference, social impact, and choice status can be used to develop programs that promote inclusion and improve interactions among students and are not simply relegated to sporadic workshops at HHSS.

Acaso (2018) emphasized that the pedagogical act is not neutral, and educators construct representations of reality in their interactions with students. This approach poses the challenge of integrating social skills into the curriculum explicitly, avoiding their concealment, and developing specific standards to guide their implementation. Therefore, the program should include continuous monitoring and evaluation components to measure the effectiveness of the interventions and adjust them as necessary, ensuring that all students' needs are met.

The results generated pedagogical and didactic guidelines that guide the design of an HHSS program

that should be present in the design of area plans or subjects that are part of the curriculum of each grade, which are adapted to the context by grade, gender, and school day and are different from the training needs of HHSS.

The following is a detailed table summarizing the proposed program to promote and strengthen social skills (HHSS) for IECC, designed for grades 6–11. This table organizes the key components of the program, including the purposes, methodologies, activities, performance indicators, and specific competencies for each program module.

HHSS	Purposes	Methodologies and Activities according to the subject of the course	Performance indicators that measure	Competencies to be developed in didactics
Skills Social Basic	Foster fundamental skills for effective and respectful interaction.	- Role- playing and simulations of social interactions in Spanish, - Active listening exercises and norms social	- Participation in group activities. - Respect for the rules of coexistence and team collaboration.	Communication and Cooperation .
Skills for Making Friends	Facilitate the development of positive interpersonal relationships and inclusion.	- "Getting to know my classmates" activities to explore common interests, in Natural Sciences - Workshops on empathy and expression of personal experiences. In ethics and values	- Develop new friendships. - Demonstrate empathy and participate in inclusive activities.	Empathy and Relationship Skills.
Conversational Skills	Improve verbal and non-verbal communication for the effective expression of ideas and emotions.	-Discussions and language activities body in humanities and philosophy - Feedback exercises to practice assertive communication. Spanish, philosophy , social sciences	- Communicates ideas with clarity and respect. - Uses effective non-verbal language.	Assertive Communication and Empathy.
Emotional Skills	Facilitate the identification and adequate expression of emotions.	Emotional in intelligence workshops Ethics and values, Natural Sciences. techniques -Mindfulness and breathing for emotional regulation.	- Identification and expression of emotions appropriately. - Demonstration of self-control in stressful situations.	Emotional Regulation and Self-control .
Interpersonal Problem Solving	Develop skills to resolve conflicts peacefully.	- Mediation and role-playing in simulated conflicts. -Political and Economic Sciences - Creation of a Student Conflict Resolution Council with teaching support.-Political and economic sciences	- Use of negotiation techniques. - Proposition of constructive solutions and participate in conflict mediation.	Conflict Resolution and Critical Thinking.
Adult Relationships	Promote respect and effective communication with adults and educational authorities.	- Dialogues and talks between students and teachers - humanities, political and economic sciences - Mentoring system where each student receives guidance from an adult mentor.	- Show respect and effective communication with adults. - Active participation in the tutoring program.	Respect for Authority and Intergenerational Relationships.

Díaz (2012), quoted by Arévalo Duarte, M. A., Gamboa Suárez, A. A., and Hernández Suárez, C. A.

(2016). “It is not enough to adapt or import the usual forms of teaching and content, but rather a real innovation in the curriculum and teaching is necessary if congruence with the concept of educational quality is sought’ (p. 139), which is what an HHSS program seeks when correlated with the curriculum.

This program was designed to be dynamic and adaptable, ensuring that all activities and strategies are relevant and effective for students in different grades and IECC contexts.

A program must address the complexity of HHSS, which not only involves individual capacities such as communication and empathy, but also the ability to navigate and respond appropriately to complex and changing social dynamics, according to Monjas and Gonzalez (2000). This implies educating students not only on how to act but also on how to think and feel in diverse social contexts.

5. Conclusions

The results clearly show that to structure an HHSS program in the school, the difference must be considered first, because each student is a world, and although they have similar characteristics, they cannot be approached in the same way.

The mechanism that can help address the difficulties at the HHSS level not only of the students in the sample, but also of other institutions, are the topics that each teacher teaches in his or her subject; therefore, it is recommended to prepare the teacher for everything related to social skills, since many times they are the ones who present deficiencies in the management of these skills in their relationship with the students.

When including HHSS within the curriculum, it is necessary to generate clear pedagogical and didactic guidelines by the academic coordinator of the institution to guide the design of a program within the classroom and area plans of each grade, which are adapted to the context by age and gender and are different from the formative need in HHSS.

The HHSS in most schools is linked through sporadic activities at the discretion of the teacher, which generates unstructured work for the integral development of the student; this is why, by linking cross-cutting strategies in the area plans, in which HHSS exercises are included in all subjects to promote the transversality of the program, emphasizing and respecting differences, it is possible to build an effective social skills program for the school that is comprehensive and adapts both to the individual needs of students and to the cultural, social, and environmental context of the school environment, considering the interaction of personal and contextual variables that, according to Caballo (1987), will be essential for the development of these skills.

Declarations

Authors' contribution

Conceptualization, H.B.O.; methodology, H.B.O.; software, H.B.O.; validation, H.B.O., H.B.O.; formal analysis, H.B.O.; research, H.B.O.; resources, H.B.O.; data curation, H.B.O.; original drafting and drafting, H.B.O.; visualization, H.B.O.; supervision, H.B.O. and C.A.T.R.; project administration, H.B.O.; no funding was obtained. All authors read and accepted the published version of the manuscript.

Data Availability Statement

Data were obtained from third parties who took part in the research with prior signed consent from their legal representatives and the students themselves. The availability of information is subject to required restrictions.

Funding

No funding was provided by any organization for research or for the preparation and presentation of this article.

Acknowledgments

We thank Gustavo William Arboleda Ortiz, Rector of the Educational Institution Cárdenas Centro Palmira - Valle del Cauca for the authorization of the research and implementation of a HHSS program, teacher Psychologist Adriana Lucia González Libreros for accompanying the data collection and carrying out the test in the classroom of the HHSS program, teachers who took part in the study, legal representatives and students who took part in the research, Dr. María Inés Monjas Casares for endorsing the use of the Social Interaction Skills Questionnaire (CHIS) and Sociometric Questionnaire of her authorship.

Institutional Review Board Statement

The study was conducted in accordance with the Declaration of Helsinki and approved by the Institutional Review Boards of the Institución Educativa Cárdenas Centro and the Universidad de Santiago de Cali.

Informed consent statement

The study was developed with prior signed consent from legal representatives and the students themselves who took part in the research.

Conflict of interest

The authors declare that they have no conflicts of interest during the development of this research.

References

- [1] ACASO, M. (2018). *Invisible Pedagogies*. Madrid: Los Libros de la Catarata.
- [2] ARÉVALO DUARTE, M. A., GAMBOA SUÁREZ, A. A., & HERNÁNDEZ SUÁREZ, C. A. (2016). Policies and programs of the Colombian educational system as a framework for the articulation of ICT. *Aletheia. Journal of Contemporary Human, Educational and Social Development*, 8(1), 12-31.
- [3] BANDURA, A., & WALTERS, R. (2002). *Social learning and personality development*. Madrid: Alianza Editorial S.A.
- [4] BERNSTEIN, B. C. (1988). Power, education and consciousness. *Sociology of cultural transmission*. Center for Research and Development of Education, (CIDE). Obtained from https://edisciplinas.usp.br/pluginfile.php/3262633/mod_resource/content/1/Texto%20para%20leitura.pdf
- [5] CABALLO, V. E. (1987). *Assessment and training of social skills. A multimodal strategy*. Madrid: Universidad Autonoma.
- [6] CABALLO, V. E. (1988). *Theory, evaluation and training of skills*. Valencia: Promolibro.
- [7] CABALLO, V. E. (1997). *Manual for the cognitive-behavioral treatment of psychological disorders (Vol. 1)*. Madrid, Spain: Siglo XXI España Editores. Retrieved from chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://d1wqtxts1xzle7.cloudfront.net/52473808/caballo-2007-manual-para-el-tratamiento-cognitivo-conductual-de-los-trastornos-psicologicos-vol-1_1.pdf?1491328886=&response-content-disposition=inline%3
- [8] CABALLO, V. E. (2007). *Manual for the evaluation and training of social skills*. Madrid: Siglo XXI.
- [9] COLOMBIA, C. D. (March 20, 2013). Law 1620. by which the National System of School Coexistence and Training for the Exercise of Human Rights, Education for Sexuality and the Prevention and Mitigation of School Violence is created. Bogotá, Colombia. Obtained from <https://www.suin-juriscol.gov.co/viewDocument.asp?ruta=Leyes/1685356>
- [10] CORONEL, C. P., LEVIN, M., & MEJAIL, S. (2011). Social skills in early adolescents from different socioeconomic backgrounds. *Electronic Journal of Research in Educational Psychology*, 9(1). <https://doi.org/10.25115/ejrep.v9i23.1436>
- [11] CAMACHO-GÓMEZ, C., & CAMACHO-CALVO, M. (2005). Social skills in childhood. *Spanish professional journal of cognitive-behavioral therapy*, 3(1), 1-27.
- [12] DEL REY, R., ORTEGA, R., & FERIA, I. (2009). School coexistence: strength of the educational community and protection against school conflict. *Spain: Interuniversity Journal of Teacher Training*, 23(3), 159-180.
- [13] FERNÁNDEZ, I. (1999). *Types of violent acts, Prevention of violence and conflict resolution*. Madrid, Spain: Narcea, S.A. de Ediciones.
- [14] GARCÍA, A. L., & CONTRERAS, A. U. (2020). Self-esteem and social skills in adolescents: the role of family and school variables. *Pulso. Journal of education*.
- [15] GOLEMAN, D. (1996). *Emotional Intelligence*. Barcelona: Kairós
- [16] HERNÁNDEZ, SAMPIERI, R., FERNANDEZ, C., BAPTISTA, M. (2010). *Research Method*. Mexico: McGrawHill
- [17] HIDALGO, C. G., & ABARCA, N. (1992). Development of social skills in university students. *Latin American Journal of Psychology*, 265-282. Retrieved from chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://www.redalyc.org/pdf/805/80522205.pdf
- [18] MINISTRY OF NATIONAL EDUCATION. (2004). *Basic Standards of Citizenship Competencies. Training for citizenship Yes it is possible! What we need to know and know how to do*. chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://www.mineducacion.gov.co/1621/articulos-75768_archivo_pdf.pdf
- [19] MONJAS, M. I. (1993). *Social interaction skills training program*. PEHIS. Madrid: Trilce.
- [20] MONJAS, M^a I (1992). *Implementation and satisfaction questionnaire for teachers (CUIS-PR)*
- [21] MONJAS, M. I., & González, B. (2000). *Social skills in the curriculum*. Madrid: CIDE.
- [22] MONJAS, M. (2004). *Neither submissive nor dominant. Interpersonal relationship styles in childhood and adolescence*. Spain: Ministry of Labor and Social Affairs.
- [23] NARCISO RUÍZ, V. M. (2019). *Influence of poor family support on the social skills of adolescents in 2ºB*, Gustavo Ríes Educational Institution, 2018.

- [24] NIEVES, A.-G., & CONCHA, I. R. (2005). Educational program for emotional and moral growth: PECOMO. DADUN. Retrieved from <http://home-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://dadun.unav.edu/bitstream/10171/52154/1/25522-75580-1-PB.pdf>
- [25] TARAZONA, J. G. (2021). Social skills of adolescents in the educational context in Colombia. A state of the art. *Revista Científica Signos Fónicos*, 6(2). doi:https://www.researchgate.net/publication/356597703_Licencias_Creative_Commons_REVISION_SISTEMATICA_Social_skills_of_adolescents_in_the_educational_context_in_Colombia_A_state_of_the_art

參考資料

- [1] ACASO, M. (2018). 《无形教学法》。马德里：Catarata 出版社。
- [2] ARÉVALO DUARTE, M. A., GAMBOA SUÁREZ, A. A., & HERNÁNDEZ SUÁREZ, C. A. (2016). 《作为信息通信技术衔接框架的哥伦比亚教育体系政策与项目》。Aletheia 当代人文、教育与社会发展期刊, 8(1), 12-31。
- [3] BANDURA, A., & WALTERS, R. (2002). 《社会学习与人格发展》。马德里：阿里安萨出版社。
- [4] BERNSTEIN, B. C. (1988). 《权力、教育与意识：文化传递的社会学》。教育研究与发展中心 (CIDE)。获取自 https://edisciplinas.usp.br/pluginfile.php/3262633/mod_resource/content/1/Texto%20para%20leitura.pdf
- [5] CABALLO, V. E. (1987). 《社会技能的评估与训练：一种多模式策略》。马德里：自治大学出版社。
- [6] CABALLO, V. E. (1988). 《技能的理论、评估与训练》。瓦伦西亚：Promolibro 出版社。
- [7] CABALLO, V. E. (1997). 《心理障碍认知行为治疗手册 (第 1 卷)》。西班牙马德里：Siglo XXI España Editores 出版社。获取自 chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://d1wqtxts1xzle7.cloudfront.net/52473808/caballo-2007-manual-para-el-tratamiento-cognitivo-conductual-de-los-trastornos-psicologicos-vol-1_1.pdf?1491328886=&response-content-disposition=inline%3
- [8] CABALLO, V. E. (2007). 《社会技能评估与训练手册》。马德里：Siglo XXI 出版社。
- [9] 哥伦比亚共和国 (2013 年 3 月 20 日)。《第 1620 号法律：建立国家学校共处与人权教育、性教育及预防与减轻学校暴力训练体系》。哥伦比亚波哥大。获取自 <https://www.suin-juricol.gov.co/viewDocument.asp?ruta=Leyes/1685356>
- [10] CORONEL, C. P., LEVIN, M., & MEJAIL, S. (2011). 《不同社会经济背景青少年早期的社会技能》。教育心理学研究电子期刊, 9(1). <https://doi.org/10.25115/ejrep.v9i23.1436>
- [11] CAMACHO-GÓMEZ, C., & CAMACHO-CALVO, M. (2005). 《儿童期的社会技能》。西班牙认知行为疗法专业期刊, 3(1), 1-27。
- [12] DEL REY, R., ORTEGA, R., & FERIA, I. (2009). 《学校共处：教育共同体的力量与对抗学校冲突的保护》。教师培训跨校期刊, 23(3), 159-180。
- [13] FERNÁNDEZ, I. (1999). 《暴力行为类型、暴力预防与冲突解决》。西班牙马德里：Narcea 出版社。
- [14] GARCÍA, A. L., & CONTRERAS, A. U. (2020). 《青少年的自尊与社会技能：家庭与学校变量的作用》。Pulso 教育期刊。
- [15] GOLEMAN, D. (1996). 《情商》。巴塞罗那：Kairós 出版社。
- [16] HERNÁNDEZ, R., SAMPIERI, R., FERNANDEZ, C., & BAPTISTA, M. (2010). 《研究方法》。墨西哥：McGraw-Hill 出版社。
- [17] HIDALGO, C. G., & ABARCA, N. (1992). 《大学生社会技能的发展》。拉丁美洲心理学期刊, 265-282。获取自 chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://www.redalyc.org/pdf/805/80522205.pdf
- [18] 国民教育部 (2004)。《公民能力基本标准：公民培训——是可能的！我们需要知道和会做的事情》。获取自 https://www.mineduacion.gov.co/1621/articles-75768_archivo_pdf.pdf
- [19] MONJAS, M. I. (1993). 《社会互动技能培训项目》。PEHIS。马德里：Trilce 出版社。
- [20] MONJAS, M. I. (1992). 《教师实施与满意度问卷 (CUIS-PR)》。
- [21] MONJAS, M. I., & González, B. (2000). 《课程中的社会技能》。马德里：CIDE 出版社。
- [22] MONJAS, M. (2004). 《非顺从亦非主导：儿童与青少年的人际交往风格》。西班牙：劳动与社会事务部。
- [23] NARCISO RUÍZ, V. M. (2019). 《2018 年古斯塔沃·里斯教育机构 2°B 班家庭支持不足对青少年社会技能的影响》。
- [24] NIEVES, A.-G., & CONCHA, I. R. (2005). 《情感与道德成长教育项目：PECOMO》。DADUN。获取自 <https://dadun.unav.edu/bitstream/10171/52154/1/25522-75580-1-PB.pdf>
- [25] TARAZONA, J. G. (2021). 《哥伦比亚教育环境

中青少年的社会技能：现状》。科学期刊 Signos
Fónicos , 6(2).
https://www.researchgate.net/publication/356597703_Licencias_Creative_Commons_REVISION_SISTEMATICA_Social_skills_of_adolescents_in_the_educational_context_in_Colombia_A_state_of_the_art

Word count: 5,503 words, excluding references.

Peer review information:

Whether the manuscript was fast tracked? - No

Number of reviewer report submitted in first round:
3 reports

Number of revision rounds: 3 rounds

Final revised version submitted: April 27, 2025

Disclaimer/Publisher's Note:

The statements, opinions, and data contained in all publications are solely those of the individual author(s) and contributor(s), and not of the Journal of Hunan University (Natural Sciences and/or the editor(s). Journal of Hunan University (Natural Sciences and/or the editor(s)) disclaim responsibility for any injury to people or property resulting from any ideas, methods, instructions, or products referred to in the manuscript.