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Embedding Social–Emotional Competencies in the Curriculum to Strengthen School Coexistence and Life Outcomes: A Study in a Colombian Public Secondary School

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Abstract

Background: Social–emotional competencies, hereafter “HHSS” (from Spanish *habilidades sociales*), are central to positive peer relations and a supportive school climate (*convivencia escolar*). Many schools address HHSS through short, stand-alone workshops, yet the effectiveness of such approaches compared with curriculum-embedded strategies remains uncertain.

Objective: To evaluate students’ social interaction, conflict resolution, and emotional expression in a public secondary school in Palmira, Colombia, and to determine whether a whole-curriculum approach is warranted to strengthen HHSS across school and everyday life.

Methods: We conducted a mixed-methods study with 297 students in grades 6–11 at Cárdenas Centro. A multi-agent, multi-method design combined student self-reports, teacher ratings, classroom observations, and semi-structured group interviews to characterize HHSS and the classroom social climate. The quantitative and qualitative strands were analyzed separately and integrated through triangulation.

Results: Convergent evidence indicated uneven HHSS profiles across grades, with particular needs in conflict resolution and emotion regulation. Isolated, time-limited workshops were perceived by students and teachers as insufficient to ensure the transfer and maintenance of skills. The triangulated findings supported systematic, cross-



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subject reinforcement, clear progression of competencies by grade, and explicit alignment with the school's pedagogical model.

Conclusions: A school-wide curriculum that embeds HHSS across subjects is recommended over sporadic workshops. Such a model should be adaptable to student characteristics, incorporate regular monitoring, and assign shared responsibility among all teachers. Embedding HHSS is expected to enhance school co-existence and equip students with transferable life skills beyond the classroom.

Keywords: Social-emotional learning (SEL); social skills (HHSS); school coexistence; school climate; curriculum integration; conflict resolution; emotion regulation; secondary education; mixed-methods; Colombia; whole-school approach; pedagogical alignment.

将社会情感能力融入课程以加强学校共存和生活成果：哥伦比亚一所公立中学的一项研究

背景: 社会情感能力, 以下简称“HHSS”(源自西班牙语“habilidades sociales”), 是积极的同伴关系和支持性学校氛围(*convivencia escolar*)的核心。许多学校通过短期、独立的工作坊来探讨 HHSS, 但与课程嵌入式策略相比, 此类方法的有效性仍不确定。

目的: 评估哥伦比亚帕尔米拉市一所公立中学学生的社交互动、冲突解决和情绪表达能力, 并确定是否有必要采用全课程方法在学校和日常生活中加强 HHSS。

方法: 我们在卡德纳斯中心小学对 297 名 6-11 年级学生进行了一项混合方法研究。本研究采用多主体、多方法设计, 结合学生自我报告、教师评分、课堂观察和半结构化小组访谈, 以表征 HHSS 和课堂社交氛围。定量和定性研究分别进行分析, 并通过三角测量法进行整合。

结果: 综合证据表明, 不同年级的 HHSS 情况参差不齐, 尤其是在冲突解决和情绪调节方面存在特殊需求。学生和教师认为, 孤立的、时间有限的工作坊不足以确保技能的迁移和维持。三角研究结果支持系统性的跨学科强化、按年级清晰的能力提升以及与学校教学模式的明确衔接。

结论: 建议采用将 HHSS 融入各学科的全校课程, 而非零星的工作坊。这种模式应适应学生的特点, 纳入定期监测, 并由所有教师共同承担责任。嵌入 HHSS 有望增强学校共存, 并使学生掌握课堂之外可迁移的生活技能。

关键词: 社会情感学习 (SEL); 社会技能 (HHSS); 校园共处; 学校气候; 课程整合; 冲突解决; 情绪调节; 中等教育; 混合方法; 哥伦比亚; 全校性路径; 教学模型对齐。

1. Introduction

Across education systems worldwide, social-emotional competencies, hereafter “HHSS” (from Spanish *habilidades sociales*), are recognized as foundational to students' wellbeing, peer relations, and academic thriving. Large-scale syntheses indicate that well-designed school-based programs meaningfully improve social behavior, reduce conduct problems, and enhance academic outcomes, underscoring HHSS as a core component of effective schooling rather than an optional add-on [1, 2]. Conceptually, HHSS intersects with the broader construct of emotional intelligence,

whose models emphasize accurate emotion perception, understanding, regulation, and the adaptive expression of needs and rights in interpersonal contexts [3, 4].

In Latin America, and specifically in Colombia, this international consensus is complemented by a binding legal mandate. The General Education Law (Law 115 of 1994) frames education as a permanent, personal, cultural, and social formation; Law 1620 of 2013 elevates school coexistence (*convivencia escolar*) as a pillar of student development; and Decree 1965 of 2013 requires institutions to design, implement, monitor, and evaluate projects that strengthen citizenship, communicative, emotional, and cognitive skills to

sustain a positive classroom climate [8-10]. Despite this robust policy scaffold, many schools operationalize HHSS through short, time-limited workshops delivered outside the curriculum. Theoretical and practical literature on school mediation and coexistence cautions that such piecemeal approaches rarely ensure transfer or maintenance; instead, HHSS should be addressed structurally, within everyday teaching and learning processes [7].

Spanish-language scholarship provides a mature pedagogical architecture for such structural integration. Monjas' *Programa de Enseñanza de Habilidades de Interacción Social* (PEHIS) articulates a taxonomy spanning six domains from basic interaction and friendship-making to conversational abilities, emotion-related competencies, problem solving, and relating to adults explicitly designed for curricular embedding and classroom practice [5]. Complementarily, Caballo defines socially skilled behavior as the appropriate, situationally sensitive expression of feelings, attitudes, opinions, and rights that both resolve immediate interpersonal problems and minimize future conflict—an operational lens that aligns naturally with classroom routines and content-area tasks [6]. Together, these frameworks support moving from isolated HHSS “events” to iterative, subject-anchored learning opportunities that cultivate self-knowledge, self-concept, self-esteem, self-control, and self-awareness as developmental throughlines across grades [5, 6].

The COVID-19 pandemic intensified the urgency of this shift. Prolonged disruptions and the move to screen-mediated interaction exposed uneven HHSS profiles and widened the gaps in conflict resolution and emotion regulation that many schools observed upon re-opening. While universal SEL/HHSS programs remain effective on average, evidence suggests that integration into the regular curriculum and reinforcement across contexts better support skill generalization and durability than one-off workshops [1, 2, 11]. Yet, rigorous mixed-methods evaluations of curriculum-embedded HHSS in Latin American secondary schools, particularly designs that triangulate student self-reports, teacher ratings, classroom observations, and group interviews, are scarce. Two underexplored issues stand out: whether embedding HHSS within subject plans improves transfer to everyday classroom interactions and broader school climate; and how such integration affects profiles of social acceptance, choice/rejection status, and social impact captured by instruments derived from PEHIS/CHIS [5, 14].

Figure 1 presents a curriculum-embedded pathway in which foundational self-systems drive Social Interaction Skills (HHSS). Self-awareness feeds into self-concept and self-control; self-concept strengthens self-esteem, and together, self-control and self-esteem support the development and expression of HHSS. A feedback loop from HHSS to self-awareness, alongside formative

prompts at each node (“Who am I?”, “How do I stay balanced...?”, etc.), guides reflection and continuous improvement.

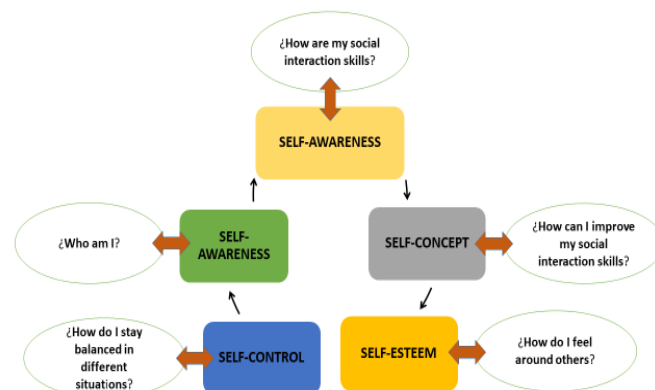


Figure 1. Aspects to be promoted. Source: authors' design (authors' design)

To address this gap, the present study designs and pilots a curriculum-embedded HHSS program aligned with the area and classroom plans in a Colombian public secondary school. Anchored in the PEHIS and mapped to routine academic activities, the program operationalizes HHSS learning targets, practice opportunities, and assessment moments within subject instruction. Using a multi-agent, multi-method mixed-methods design, we evaluated (a) students' HHSS (interaction, conflict resolution, emotional expression/regulation); (b) classroom social climate; and (c) indicators of social positioning (acceptance, choice, rejection, and social impact). This study contributes (1) a replicable blueprint for curricular HHSS integration under Colombia's legal framework [8-10]; (2) triangulated evidence on transfer and maintenance relative to stand-alone workshops [1, 2, 7, 11]; and (3) context-sensitive guidance for teachers seeking to embed HHSS into daily instruction while meeting national obligations and international best practices [5-7, 9, 10, 13].

2. Methodology

2.1. Design and Setting

We used a mixed-methods design to characterize students' social-emotional competencies (hereafter “HHSS,” from Spanish *habilidades sociales*) and to inform a whole-curriculum intervention at the public secondary school Cárdenas Centro (Palmira, Colombia). Quantitative and qualitative strands were conducted in parallel and integrated through triangulation following the standard guidance for mixed inquiry [14]. The study population comprised students in grades 6-11 ($N = 297$), with data collected via student self-reports, teacher ratings, structured classroom observations, and semi-structured group interviews.

2.2. Constructs and Operational Mapping

The HHSS constructs targeted for strengthening were: self-concept, self-knowledge, self-esteem, self-control, and self-awareness. Conceptual anchors were drawn from established descriptions: self-concept as internalized evaluations formed through experiences and social feedback [15]; self-knowledge as factual awareness about oneself [16]; self-esteem as a determinant of competence and behavior across cognitive, affective, and social domains [17]; self-control as appropriate management of emotions [18, 19]; and self-awareness as recognition of one’s traits, strengths/weaknesses, and preferences [20]. Risk indicators to be minimized (hereafter “aspects to prevent”) were low social acceptance, high rejection status, adverse choice status, and negative social impact, consistent with Monjas’ HHSS classification framework [5, 14].

2.3. Instruments and Measures

Six HHSS subscales were administered (student self-report and teacher rating forms), organized according to

Monjas’ taxonomy into domains corresponding to (a) basic social skills, (b) making and maintaining friendships, (c) conversational skills, (d) emotions and feelings, (e) interpersonal problem solving, and (f) relationships with adults [21]. Observational checklists captured classroom social behaviors aligned with these domains. Interview guides elicited perceptions of HHSS needs, transfer of skills beyond school, and barriers/facilitators of practice.

2.4. Quantitative Analysis

The scale scores were summarized with descriptive statistics. Associations among the six HHSS subscales were examined using a correlation matrix (Table 1), interpreted within Monjas’ framework to identify leverage points for curricular embedding [22]. Where data were ordinal, non-parametric measures were considered; results are reported as correlation coefficients with corresponding significance tests (Table 1).

Table 2. Correlation matrix. Source: compiled by the authors

ASPECT TO STRENGTHEN	SELF CONCEPT Physiological and cognitive components of the HHSS	SELF KNOWLEDGE Physiological and cognitive components of the HHSS	SELF ESTIMATE Cognitive, behavioral, and physiological components
DEFINITION	Self-concept is formed from one’s own experiences of success and failure, and in relationships with the environment according to the opinions of others regarding our characteristics and our behavior [23]	Self-knowledge is, in effect, knowing facts about myself [24]	Self-esteem has to do with social competence, since it influences the person in how he feels, how he thinks, how he learns, how he values himself, how he relates to others and, in short, how he behaves [25].
ASPECT TO PREVENT	*Social acceptance *Elections status *Refusals status *Social impact		
BASIC CC STANDARD	I identify differences and similarities in gender, physical appearance, ethnicity, social background, customs, likes, dislikes, ideas, and many others between myself and others.	I recognize that actions are related to emotions and that I can learn to manage my emotions so as not to hurt other people. I recognize the basic emotions (joy, sadness, anger, fear) in myself and in other people. I express my feelings and emotions through different forms and languages (gestures, words, painting, theater, games, etc.)	I understand that taking care of myself and having healthy habits favors my well-being and my relationships. I recognize that I have the right to my privacy and intimacy; I demand respect for it. I am familiar with conflict mediation processes and techniques. I promote respect for life in the face of risks such as ignoring traffic signs, carrying weapons, driving at high speed or having consumed alcohol; I know what measures to take to act responsibly in the event of an accident.
SKILLS TO DEVELOP	*Basic social skills *Making friends *Conversational skills *Emotions and feelings *Interpersonal problem solving *Relationships with adults		
ASPECT TO STRENGTHEN	SELF-CONTROL Physiological, cognitive, and behavioral components of the HHSS	SELF-AWARENESS Cognitive, behavioral, and physiological components	
DEFINITION	Self-control is the emotional ability a person has to manage feelings appropriately [26, 27]	Self-awareness involves recognizing ourselves, our character, our strengths and weaknesses, and our own desires and aversions [28]	
ASPECT TO PREVENT	*Social acceptance *Elections status *Refusals status *Social impact		

BASIC CC STANDARD	<p>I understand that my actions can affect those close to me and that the actions of those close to me can affect me.</p> <p>I know and use simple strategies for peaceful conflict resolution. (How to establish a creative agreement to use our only ball during recess... without always playing the same game?)</p> <p>I respect the basic rules of dialogue, such as taking turns speaking and respecting what others say.</p>	<p>I express my ideas, feelings, and interests in the classroom and listen respectfully to those of other group members.</p> <p>I understand that conflicts are part of relationships, but that having conflicts does not mean that we stop being friends or loving each other.</p> <p>I assertively express my views and interests in group discussions.</p>
SKILLS TO DEVELOP	<p>*Basic social skills *Making friends *Conversational skills *Emotions and feelings *Interpersonal problem solving *Relationships with adults</p>	

2.5. Qualitative Analysis and Integration

Interview and observation materials were transcribed and thematically analyzed to (i) corroborate or nuance quantitative profiles and (ii) surface contextual factors (e.g., classroom routines, peer dynamics) relevant to implementation. Joint displays were used to integrate strands at the level of HHSS domains and grade bands, informing the curricular mapping and instructional choices.

2.6. Program Design Logic and Implementation Stages

Building on evidence from the participatory and experiential HHSS programs [10], we designed a four-stage project (Figure 2): (1) design; (2) implementation; (3) monitoring; and (4) continuous improvement.

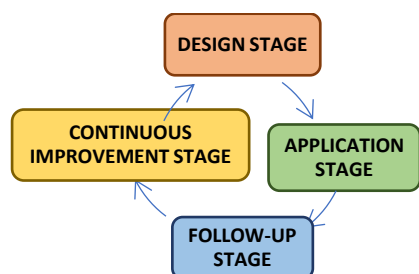


Figure 2. Project implementation stages. Source: authors’ design

During Stage 1 (design), HHSS dimensions were mapped to topics across all subjects in the school curriculum (IECC), with civic-competency standards explicitly linked to HHSS cognitive, emotional, and behavioral components [29]. A linear “waterfall” project methodology structured documents (area and classroom plans), milestones, and review gates to ensure sequential progress and traceability [30]. The program principles were aligned with each institution’s pedagogical model to support adoption and sustainability [31].

2.7. Example of Curricular Embedding (Grade 11, Spanish)

As an illustration (Table 2), the Grade 11 Spanish plan linked the learning standard “Ethics of communication” to group-discussion formats (debate, seminar, panel, symposium) to practice initiating, maintaining, and concluding conversations; recognizing interlocutors’ arguments; and regulating turn-taking. Learning evidence included identification of communicative intent, speaker roles, and register, while HHSS targets emphasized basic interaction skills, friendship skills (e.g., cooperating, sharing), and conversational competence (e.g., joining group discussions). This mapping operationalized day-to-day practice opportunities for HHSS within the regular subject content.

Table 3. The Grade 11 classroom plan. Spanish language subject. Source: compiled by the authors

ETHICS OF COMMUNICATION	
LEARNING STANDARD	I express respect for the cultural and social diversity of the contemporary world in the communicative situations in which I participate.
BASIC LEARNING RIGHT (BLR)	<p>I understand that the arguments of my interlocutors involve the processes of comprehension, criticism, and proposition.</p> <p>Understands how the parts of a text are articulated to give it overall meaning.</p> <p>Identifies and understands the content.</p>
SPANISH	
3. Group TECHNIQUES	
3.1. Debate	
3.1.1. Characteristics	
THEMATIC AXIS	3.1.2. Logistics
	3.1.3. Practice
	3.2. Seminar
	3.2.1. Characteristics
	3.2.2. Logistics

	3.2.3. Practice 3.3. Panel 3.3.1. Characteristics 3.3.2. Logistics 3.3.3. Practice 3.4 Symposium 3.4.1. Characteristics 3.4.2. Logistics 3.4.3. Practice
LEARNING EVIDENCE	Identifies the intentions and purposes in the texts they read. Identifies who is speaking in the oral text. Evaluates the style and vocabulary of the text according to the demands of the communication situation and the role of the interlocutor. Identifies who is speaking in the oral text. Evaluates the style and vocabulary of the text according to the demands of the Communication situation and the role of the interlocutor.
SOCIAL SKILLS TO DEVELOP	Area 1. Basic social interaction skills 1.1 Smiling and laughing 1.2 Greeting 1.3 Introductions 1.4 Favors 1.5 Courtesy and kindness Area 2. Skills for making friends 2.1 Praising and reinforcing others 2.2 Social Initiations 2.3 Joining in games with others 2.4 Help 2.5 Cooperating and sharing Area 3. Conversational skills 3.1 Starting conversations 3.2 Maintaining conversations 3.3 Ending conversations 3.4 Joining in other people's conversations 3.5 Group conversations

2.8. Fidelity and Teacher Autonomy

Teachers implemented classroom plans with methodological autonomy while adhering to core HHSS–curriculum linkages and documentation requirements (area plans, lesson plans, and observation notes). Stage-wise monitoring within the waterfall model enabled ongoing verification that planned HHSS–topic correlations were enacted and documented (Figure 2).

This study reports the results from Stage 2 (initial implementation) and the accompanying discussion/analysis before the subsequent stages of monitoring and continuous improvement. Tables 1-2 and Figure 2 provide the analytic correlation structure, an exemplar classroom plan, and the staged implementation architecture that underpinned the intervention.

3. Results

The study began with an assessment using the Social Interaction Skills Questionnaire (CHIS) [21] to review the social skills of students. The results of this

assessment led to the design and implementation of this program, which is the subject of this study [32].

The four stages of the program were carried out in Spanish language classes, as this subject is responsible for developing the three basic communication skills of reading, writing, and speaking [33]. The target population was 11th graders who showed significant results in their social skills, which affected their coexistence in the classroom. Therefore, these students must have behavioral skills that enable them to interact positively with others and have the necessary tools to cope effectively and adaptively with the demands of their social environment [21], since it would be their last school year, and the school does this through the HHSS program.

As the school year progressed, new behaviors and attitudes began to emerge, so the same Social Interaction Skills Questionnaire (CHIS) [21] was applied again. At the end of the school year, a comparative analysis of the before and after in the social interaction skills of students in these grades was carried out.

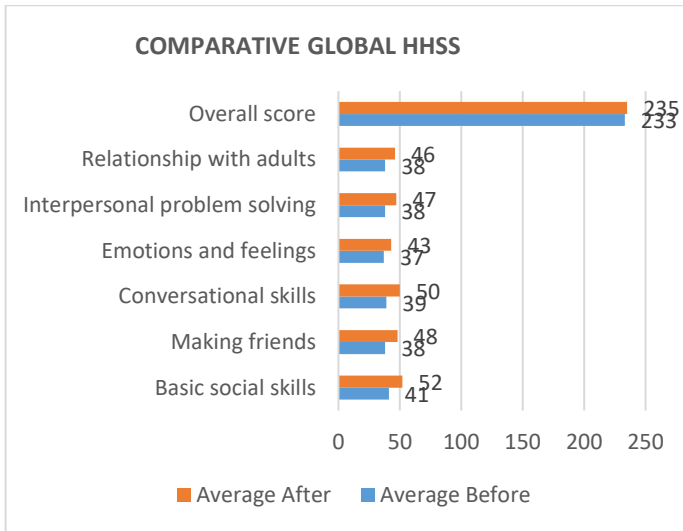


Figure 3. Comparison of results before and after implementation of the HHSS Program in different areas. Source: authors’ design

Figure 3 shows the progress made in each of the social skills, highlighting the areas with the best results and those that still require attention because their values were close to the minimum before the test. Overall, there was an increase between the median and the mean, demonstrating the effectiveness of the program.

The improvement in basic social skills such as greeting and introducing oneself, which are important life skills, increased by 9 points on average.

Making Friends had a similar result, with the mean increasing from 38 to 48, a 10-point increase compared to the data provided in the first application of the program. This means that interpersonal relationships were more satisfactory because there was greater closeness between peers.

Similarly, the results for conversational skills were notable, with an average increase from 39 to 50, which implies a strengthening of communication between peers and their relationship with adults. This may be because they learned to manage their emotions and feelings, as indicated by the difference between the before and after, which increased from 37 to 43 points.

Knowing how to communicate improvements interpersonal problem-solving skills, with an increase of 9 points. This is also evident in the ability to relate to adults, learning to interact respectfully with teachers, parents, and guardians and any authority figure.

In conclusion, students generally strengthened their social skills. However, of the four 11th-grade classes at I.E. Cárdenas Centro, the group with low scores was 11-2M, indicating a need for an improvement plan for them in particular, i.e., their social skills still need to be strengthened.

The influence of the program was evident in the academic results of the study population in the 2023 ICFES tests, which were the result of an initial process of mock exams (in the 10th grade in 2022) with average

results that improved significantly as the HHSS program progressed, as shown in Figure 4.

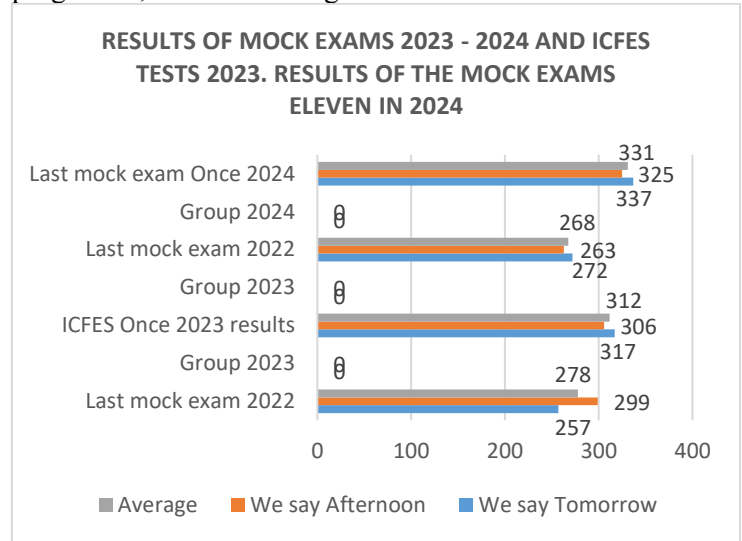


Figure 4. Results of mock exams 2023-2024 and ICFES tests 2023. Results of 11 mock exams in 2024. Source: authors’ design

This result shows that academic performance is linked to the development of social skills in students. A warm and harmonious environment promotes their well-being at school and, as a result, improves their academic performance, as they can focus on fulfilling their academic commitments and are not distracted by social problems. As concluded by [34], there is a positive relationship between social skills and academic success, and this program confirms that conclusion, as the performance of 11th grade students on their state tests was remarkable, showing continuous improvement throughout the process.

The 135 eleventh-grade students who made up the population of this research gave their opinions in a survey designed by the author on the effectiveness of the HHSS program through the Spanish language course in their personal and academic lives. It was concluded that it positively affected their decision-making when entering higher education, yielding the following result (Figure 5).

Figure 5 shows that 79% of graduates are currently pursuing university studies, 10% are pursuing technical studies, 4% are pursuing technological studies, 3% are pursuing other activities, and only 3% are not pursuing academic activities and 1% are pursuing military service. This result indicates that the life project, the subject of the Spanish course, seems to have provided the necessary tools for graduates to feel that their education was not only academic but also influenced their personal and professional development. As stated in [12], the program is designed to be dynamic and adaptable, ensuring that all activities and strategies are relevant and effective for students in different grades and contexts of the IECC, which is what the results of this study show.

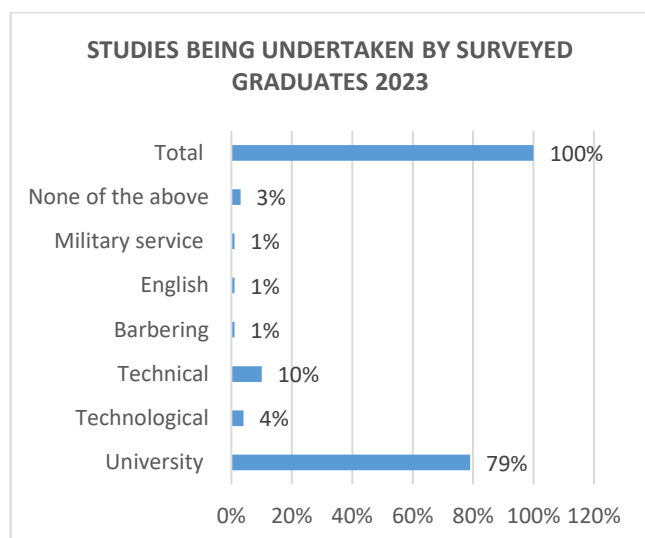


Figure 5. Studies being pursued by the graduates surveyed in 2023. Source: authors' design

According to [35], the population benefiting from a social skills program favors their vocational choice processes and life project construction. This corroborates the importance of strengthening HHSS to positively guide a defined life project, as determined in this research with numerical results.

Ninety-seven percent of graduates believe that this type of activity allowed them to structure their future life project, while the remaining 3% indicated that it had not been useful to them.

4. Discussion

The social skills program integrated into the curriculum at an educational institution such as the Cárdenas Center in Palmira was quite an academic challenge, but in the end, the results exceeded expectations because the strengthening of interpersonal relationships among eleventh-grade students (those in whom the program was implemented) was reflected in their academic performance, state test results, and, above all, their life plans, such as attending university.

Several topics favored the correlation with the social skills proposed by [21], including those related to group presentation techniques, such as panels, seminars, conferences, and forums, as they strengthened all basic skills, especially conversational skills. As indicated by [36], meaningful learning occurred as a result of the curriculum content, particularly modules designed to help adolescents develop a rational and positive self-concept, such as the Self-Esteem Module. According to [36], it precisely this meaningful learning enabled 11th-grade students at I.E. Cárdenas Centro to achieve academic success and improve their prospects for accessing higher education, attributable to the integration of HHSS (social-emotional competencies) into the school's educational process.

This meaningful learning provided opportunities for them to interact with each other in a professional

(assigned) role, reinforcing their problem-solving skills and equipping them with the key criteria for success in life. These skills can be improved and strengthened through practice and the acquisition of new communication and interpersonal relationship strategies that can be used both at school and at home [29].

This was particularly evident in topics such as context, which facilitated the development of skills related to emotional awareness and regulation. For instance, students learned to engage with the present moment, neither dwelling on past sadness nor anticipating future anxiety, but instead cultivating resilience and a mindful appreciation of their current experiences. This focus on the "here and now" reinforced key components of social-emotional learning, including self-awareness and emotional strength.

Similarly, foundational social interaction skills, such as greeting and saying goodbye, were integrated into the Spanish language curriculum, as these represent essential speech acts in everyday communication. These practices not only support linguistic competence but also enable students to appropriately initiate and conclude social encounters, thereby strengthening their interpersonal skills and sense of social belonging [37].

Any presentation and/or exhibition made by the student has a beginning (which corresponds to greeting), that is, when something is about to begin, there is a starting point, and it has an end (which corresponds to saying goodbye). Emphasizing this basic interaction skill will allow the student to explore many fields in their daily life.

The same concept can be applied when writing an essay; all written texts must have an introduction and a conclusion, which would correspond to the greeting and farewell.

Each topic emphasized the social skills proposed by [21], which were reinforced in the lives of each student.

As emphasized by [38], the importance of ensuring that social skills are not taught in isolation but are generalized across various social contexts. This finding supports the present study, as it reinforces the idea that the development of socially appropriate behaviors should be an ongoing, integrated component of the curriculum, rather than a sporadic or extracurricular activity.

Many authors have developed social skills programs; however, these programs are often generic and lack contextual specificity. Therefore, there is a need for more targeted interventions that are closely aligned with academic content and developmental stages. The current HHSS-based program addresses this gap by proposing a curriculum-integrated approach to social-emotional learning, designed to be both systematic and contextually relevant.

The scope of HHSS in the topics of any subject would constitute an innovative way of addressing them

at the educational level, since a psychological topic, as it deals with emotions, can be worked on within an academic curriculum. Any teacher in their academic assignment can address HHSS within their area plan and classroom plan. All of this is aimed at improving school coexistence among children and young students, which implies greater commitment from school administrators and teachers, since it generates a new pedagogical model that promotes the development of organizational and didactic strategies within the classroom that enhance and favor the promotion of appropriate interpersonal behavior among students [22].

One of the main limitations was the number of sessions, due to the curriculum schedule of state educational institutions. Therefore, it is recommended that future research increase the number of sessions. For this reason, this program proposes including it directly in the curriculum so that its implementation is not limited by time and long-term results can be seen.

5. Conclusions

The HHSS program designed, where HHSS and the curriculum are correlated, shows notable improvements in students' academic performance, as students favor classes that emphasize being over doing, a pedagogical strategy that allows for deeper knowledge by incorporating social skills into the students' pedagogical process.

One of the findings of the doctoral research, and perhaps the most important, suggests that the Social Skills Program (HHSS) requires all members of the educational community (teachers, parents, administrators, principals, and students) to be committed to the program and that it complies with the country's educational regulations.

Teachers require ongoing training in social skills. The teacher must first master social skills before incorporating them into their subject matter, since many do not even greet their students. How can they teach something they do not do themselves? It would be feasible to first apply the Social Interaction Skills Questionnaire (CHIS) to see how they are doing in terms of managing these social skills.

Parents, because they are a key part of this work, should be familiar with the program so that they can support and strengthen the social and emotional skills process at home for the personal and academic growth of their children. The General Education Law (Law 115 of 1994) promotes the shared responsibility of the family in the education of students.

And in teaching managers, it must be supervised by teaching managers in terms of its effective development in order to support continuous improvement, the final stage of the program. Institutional support is vital in strengthening the program within the framework of shared responsibility. This requires clear indicators to evaluate students' progress in HHSS and their academic

performance, thereby promoting healthy school coexistence.

In this vein, the program must be methodologically structured by the teacher to ensure that this correlation occurs assertively and in favor of healthy coexistence, which must be recorded in the relevant documents for this purpose, such as class planners and area plans.

Finally, this HHSS program, which is correlated with the curriculum, has the future goal of opening the doors to other educational institutions in the country, because they all follow the same curriculum guidelines determined by the Ministry of National Education.

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-drafting, H.B.O. and C.A.T.R.; drafting-revising and editing, H.B.O.; visualization, H.B.O.; supervision, H.B.O. and C.A.T.R.; project administration, H.B.O. All authors have read and accepted the published version of the manuscript.

Data Availability Statement

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

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Informed Consent Statement

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

Conflict of Interest

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

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