Social Skills in Education: A Systematic Approach

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Abstract

The present study focused on the purpose of: Analyze social skills in education, considering the benefits of students at different levels (initial, basic or higher) possessing optimal social skills, and the complications of not possessing them. In this regard, the study was elaborated following a systematic review, for which certain sources of information were distinguished, such as: *SCOPUS, SCIELO, DIALNET, ERIC, REDALYC AND GOOGLE SCHOLAR*, which allowed obtaining documents that contribute to the research. In addition, different criteria were applied to select the relevant documents, including the publication period (2020-2023), and both Boolean operators (OR, AND, NOT) and key terms and/or phrases associated with the subject under investigation were used. The findings denoted that social skills in students allow improvements in their learning, social interaction, performance and school performance, however, not in all school instructions of the different levels of education, students have adequate social skills; despite the fact that various teaching strategies are implemented that contribute to the strengthening of social skills. It was concluded that the development and enhancement of social skills in students contributes to improve their learning and their full formation.

Keywords: Social skills, student, education, performance.

1. Introduction

Quality education in the modern world is evidenced in the significant results of learners, who are the ones who possess different social skills that communities currently require. Thus, there have recently been notable transformations in communities, changes that are not only associated with technology and science, but also with people, fundamentally in their ways of social bonding through oral interaction or ways of living together in different contexts (educational, family, social, etc.). In the educational context, the development and enhancement of students' social skills are considered of great relevance, due to their contribution to their academic, collective and individual progress, interactions with their peers and friends and their connection with the environment that surrounds them (Valiente & Hernández, 2020). Therefore, the socialization of each of the learners has constantly been one of the determining purposes of the educational system, and there are different strategies for the development of these skills (Kian et al., 2020; Salimi et al., 2021). In this sense, social skills refer to a means to acquire adequate attachments when interacting with others, reflecting actions of support, collaboration, perseverance, communication, cooperation with the community, and decision-making, that is, they are collective skills requested by individuals to execute interpersonal activities (Ina et al., 2021; González & Molero, 2022). (Mendoza, 2021)

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At the international level, it is perceived that people achieve optimal social skills essentially through learning (perception, representation, communication, experiment, etc.), incorporating verbal and gestural behaviors; however, when they are defined as aptitudes or capacities used by the human being, when relating to others and depending on the condition of the socialization phases in educational centers, these social skills can be evidenced in a negative or positive way in the person (in the educational context, in the students) (Salavera & Usán, 2021; Aguilar et al., 2020). In Saudi Arabia and Indonesia, following studies conducted by Albatran and Salimi et al. respectively, the majority of students were certified to have "good" social skills, and it is even evident that a large proportion of students in pedagogical centers have the skills of cooperation (teamwork), responsibility, self-control, empathy and assertiveness, which are designated as components of social skills, which contribute to the educational progress of the person. In contrast, in Pakistan, Ahmad et al. They certified that learners regularly reflect social skills at "low" levels, so that the training of social skills should be included in educational systems, either through the application of tactical strategies or programs that promote the strengthening of skills.(2021)(2021)(2022)

In Latin America, educational environments are scenarios where the development of skills, abilities or social competencies is encouraged, enabling the full progress of the individual, that is, they contribute to the strengthening of their learning as well as to the way of interrelating with the individuals of their context. According to Torres et al. In education, social skills intervene in the correct individual conditioning, in the optimal educational attainment and in social adequacy, although a lack of these leads to the appearance of problems of social approval, educational, individual and psychological inconveniences. In Colombia, students show favorable levels in relation to their social skills, since they demonstrate optimal basic and advanced social skills, linked to feelings, organization, coping with stress, and providing satisfactory alternatives that help to cope with different daily social circumstances (Andrade et al., 2020; Flórez & Prado, 2021). However, in Ecuador, despite being key to the educational progress of the human being, in educational contexts students expose notable complications, revealing difficulties in interacting with peers in their environment, establishing connections, expressing themselves in particular circumstances, among other inconveniences (Cárdenas et al. 2021; Torres et al., 2020).(Balcazar, 2021)(2020)

At the national level, the Ministry of Education emphasizes that a comprehensive education of students involves dealing with both knowledge skills and emotional and social connection skills, these being the support for the student to present the faculty of learning, so that, if students develop their competence of empathy, self-esteem, bonding with others, effective communication, achieves optimal learning, but not only from books, but also from their context. However, currently the teaching-learning of individuals manifests a series of drawbacks, mainly in the national school system the deficit of projects or programs that contribute to the appropriate mastery of social skills of the student is exposed. For this reason, in order to promote the development of competencies in all learners that make it possible to face the different misfortunes to which they are exhibited and to contribute to their interrelation in a beneficial way with others, the development and improvement of social skills is considered relevant (Estrada et al., 2020). (Valiente & Hernández, 2020)(Justo & Bobadilla, 2021)

In this line, the study was based on the question: How to analyze social skills in education?, with the essential objective of: Analyzing social skills in education, considering the benefits that entails that students at different levels (initial, basic or higher) have optimal social skills, and the complications of not having them. Likewise, taking into account the form of teaching exhibited by pedagogues in favor of the development and improvement of social skills in the educational context. The study was justified in different areas, among them, in a theoretical

field, because through the exposition of the multiple foundations or theoretical approaches, it was sought to increase previous scientific knowledge and acquire new ones about social skills, contributing to the progress of science; in a practical field, since starting from a systematic review and distinguishing the levels of the social skills of the students, institutions can develop and include workshops with the intention of seeking the improvement of these skills in the student population; to a social sphere, since the study was intended to provide relevant solutions that make it possible to face the collective inconveniences linked to social skills; and to a methodological field, since a systematic method was evidenced, which allowed the obtaining of significant information, which contributes to the obtaining of findings and consequently of conclusions; in addition, since the study serves as a guide for future similar investigations.

2. Methodology

The study was based on the methodology of a qualitative approach, since events were examined and previous inquiries were reviewed in parallel, generating theoretical foundations associated with what was being perceived, and because in the course of its elaboration the approval of assumptions and the obtaining of statistical significance were not sought (Arispe et al., 2020). In addition, the study was based on a systematic review, as it consisted of the identification, selection, evaluation, and synthesis of evidence from different highly relevant research in an achievable and transparent manner, with the intention of answering the question in a precise and clear manner (Sánchez et al., 2022).

Eligibility Criteria

Accordingly, for the search, compilation, and selection of information on social skills in the educational environment, each of the suggestions concerning the PRISMA methodology was taken into consideration, which served as a guiding method, providing guidelines for the development of an outstanding bibliographic review (Page et al., 2021). In addition, aspects of inclusion and exclusion were taken into account for the selection of the documents found, linked to the criteria of identification, display, eligibility, and inclusion (Figure 1).

Inclusion criteria: Documents published during the period 2020 – 2023; that are linked to the topic of social skills in the educational environment; prepared in different languages, but indexed in outstanding data sources (quality journals and repositories); and documents of scientific relevance.

Exclusion criteria: Documents that are not published in the period 2020 – 2023; that are not related to the topic of social skills in the educational environment; not indexed in outstanding data sources (quality journals and repositories); and documents that do not have scientific relevance.

Selection process

In the information selection processes, fundamental aspects were highlighted. First, certain sources of information were distinguished, such as: Scopus, Scielo, Dialnet, Eric, Redalyc and Google Scholar to obtain the documents that contribute to the research (786 articles were distinguished). Next, the criterion concerning the years was applied, where a quantity equivalent to 298 articles was obtained. Then the use of both Boolean operators (OR, AND, NOT), and key terms and/or phrases associated with the subject matter is considered ("Social skills", "Social skills in learners", "social skills in education", and in their endings in English). This led to the incorporation of 110 articles, of which, after the application of the last filters (criteria), 60 articles were deleted, since they did not present notable information about the

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subject investigated: social skills in education. Finally, a total of 50 articles were considered for the research.

3. Results

Regarding the findings acquired in the search of the current systematic review, Figure 1 shows that the information acquired was organized according to a number of 50 scientific articles analyzed from different databases, of which it was evidenced that 28.0% (14) of articles were from the Scopus database. 24.0% (12) from Dialnet, 18.0% from Scielo and with the same percentage from Google Scholar, 8.0% from Eric and 4.0% from Redalyc. In addition, it was certified that 36.0% (18) were published in the 2023 period, 26.0% (13) in 2021, 22.0% (11) in 2020 and 16.0% (8) in 2022. Regarding the language of the publication, it was found that 52.0% (26) were in Spanish and 48.0% (24) in English. Regarding their place of origin, they were usually nationals (Peru, 26.0%≅13), followed by Indonesia (20.0% ≅10), Ecuador (16.0%≅8) and Colombia (10.0%≅5); and as a smaller proportion were from Saudi Arabia, Iran, Pakistan, Ethiopia, Turkey, Spain, Costa Rica and Brazil.
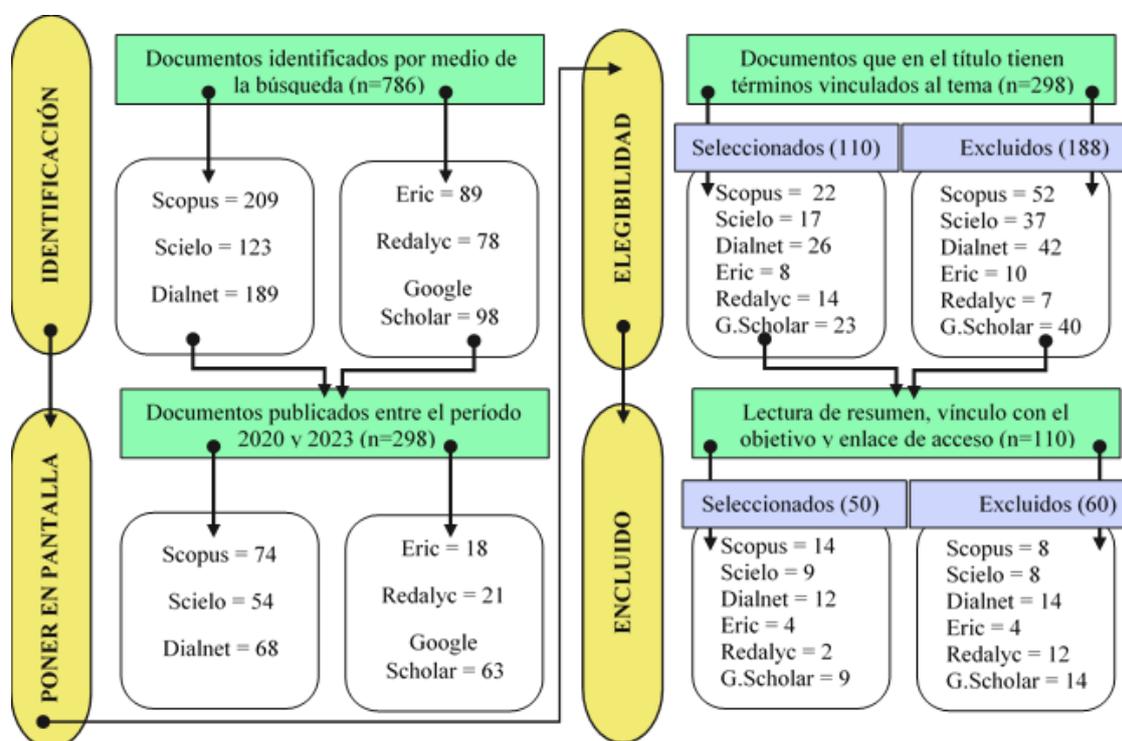

Figure 1. *PRISMA phase of choosing articles*
Note. Prepared by the researcher. In original language Spanish

Along these lines, of the 50 documents addressed for the current study, a total of 20 articles were chosen to be analyzed, as reflected in Table 1. These documents were extracted from the databases of Scopus (8), Scielo (5), Dialnet (4), Google Scholar (1) and Redalyc (1) and Eric (1); published in the years 2020 (7), 2021 (2), 2022 (4) and 2023 (7).

Board 1. *Articles chosen to be analyzed in reference to the aspects shown*

N°	AUTHOR(S)	TITLE	YEAR	DATABASE	STUDY CONTEXT	RESULT
1	Salimi and Fauziah	Social Skills in Early Childhood and Primary Schools: A Systematic Review	2023	Scopus	The improvement of social skills in infants, as well as in primary level students through the allocation of learning outside the educational classroom.	Learners tend to exhibit good social skills of cooperation, assertiveness, mastery and responsibility when they are instructed outside the classroom; therefore, the inquirers are encouraged to focus their studies on social skills in students,
2	Trigueros et al.	Relationship between Emotional Intelligence, Social Skills and Peer Harassment. A Study with High School Students	2020	Scopus	The social skills referred to as social skills used by human beings play a fundamental role in both individualization and socialization.	The existence of a positive link between social skills and emotional intelligence was emphasized, and an inverse association of these with student bullying in secondary educational institutions.
3	Open	Problems of social skills in early childhood education program in Ethiopia	2020	ERIC	Quality initial instruction refers to one of the best free placements to ensure the success of a beneficial future for infants and future generations.	It was stated that social skills depend on the training, qualifications and significance of the educational plans of the pedagogues of the initial schools.

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4	González and Molero	Intervention Resources to Work on Social Skills with Adolescents: A Qualitative Systematic Review	2023	Scielo	Social skills conceptualized as those capacities that enable the human being to function in any environment through the expression of judgments or resolutions of problems, with the help of intervening resources.	The allocation of different programs on social skills exhibits favorable results, since they not only improve the manifestations of social skills, but also benefit the life of the students, increasing their levels of individual health and empathy.
5	Günindi	The Effect of Online Education on Children's Social Skills during the COVID-19 Pandemic	2022	Scopus	Development of the different social skills in virtual and face-to-face education in those students who did not attend any training on collective skills.	Social skills are impaired by the limitations of collective bonding, so that it was certified that students who are taught online have higher levels of social incompatibility than those who are taught in person.
6	Andrade et al.	Social skills and cooperative learning in students of the Upper Basic School	2023	Dialnet	Deterioration of social skills due to the Covid19 pandemic, together with a restricted development in the educational environment, even when cooperative learning is applied.	The analysis made it possible to expose that the students present "moderate" levels of social skills and "regular" levels of cooperative learning, emphasizing the need for full attention in

					student training that favors improvement in the indicated variables.
7	Sumani et al.	The impact of "Kampus Mengajar MBKM" on students' social skills	2022	Scopus	Programs that make it possible to improve teaching-learning standards in schools and instruct students to increase both their skills and competencies, in order to face the era of community 5.0.	Significant inequalities were perceived in the variable social skills in the students who participate in the programs with those who do not; therefore, it is trusted that the individuals involved in the instruction of the students develop various programs oriented towards social skills.
8	Ina et al.	Social Interaction Contents on Social Studies Learning to Improve Social Skills	2021	Google Scholar	The development of social skills is carried out through support for the creation of social bonds and through the learning of social inquiry, with the aim of converting citizens with attitudes, skills, abilities, principles and knowledge.	Social interaction was strongly linked to reciprocal influences and connections, and through this it is possible to instill the understanding that the bonding between at least two individuals is effective if optimal communication is evidenced. It was found that the function of social

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					interaction refers to increasing the social skills of the students.
9	Biberos et al.	Social skills in secondary school students	2023	Scielo	Social skills in the educational environment 2016 – 2021, appreciated as interpersonal interrelation skills, enable students to bond with their peers, pedagogues, directors, parents, etc., in an assertive and appropriate way.	To demonstrate an improvement in the educational performance and collective interaction of adolescent learners, the appropriate development of social skills is required. In this sense, it was certified that in this digitized era, educational policies must be implemented that show a notable increase in the levels of social skills.
10	Quispe-Quispe	Social Skills And Academic Performance In Educational Institutions Of High Andean Puno -Peru In 2020	2020	Scopus	Impact of the use of skills on productivity and educational performance in students from different institutions.	The link between social skills and educational performance (Sig.=0.000) was evidenced, specifically the skills of favorable feelings, coping with criticism, public expression and defense of individual rights.

1 1	Tufiño and Cayame	Development of social skills to improve academic performance in the students of the educational unit April 30	2023	Dialnet	Social skills are transcendental for performance in any context, particularly in educational, being the context in which individuals spend the vast majority of their time, even different tactics are attributed that make it possible to evaluate the level of responsibility with the institution, which in a short time will ensure the achievement of individual goals.	The evaluation of the manifestations of social skills exhibited by high school students made it possible to detect that learning in the collective and family context impacts on the exposure of mild social skills in 90.0% of students and moderate in 10.0%. Likewise, good performance was specified, denoting that social skills have been developed.
1 2	Torres et al.	Social Skills and Academic Performance in Secondary School Adolescents	2020	Scielo	Behaviors that cooperate in preserving and improving interpersonal bonds called social skills make up operating rules that promote individual adjustment, improvements in educational attainment, and social acclimatization in the educational context.	Social skills are associated with the educational performance of learners; the most far-reaching were the decision not to end the interactions, which favored the learning of the students. It was emphasized that women have better levels of social skills and therefore better

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						educational performance.
1 3	Ahmad et al.	Identification Of Social Skills Level Of Secondary School Students In Khyber Pakhtunkhwa	2022	Scopus	Identification of collaboration, assertiveness, educational skills, self-management, and peer bonding (components of social skills) to increase school performance in secondary school students.	Learners in several schools located in Pakistan tend to exhibit "low" levels according to their social skills; In addition, these skills are unequal in women and men, as well as in educational centers. Therefore, the incorporation of social skills instruction as well as its components should be considered.
1 4	Tello et al.	Academic performance and social skills	2023	Dialnet	The role that social skills play in students and their influence on their behavior, since they are understood as a grouping of behaviors expressed in interpersonal environments that are acquired in the family, culture and community.	School skills in the university context show certain deficiencies, since activities that enable students to maintain a conversation between themselves and their pedagogues are not exposed. A link between educational performance and social skills in students was specified.
1 5	Estrada et al.	Psychoeducational strategies	2020	Redalyc	Psychoeducational tactics in	The findings of the study

		for the development of social skills in Peruvian primary school students			the strengthening of social skills in students from different national schools, promoting their full education and fostering a suitable psychological atmosphere for education.	certified significant inequalities in the pre- and post-test of the adjudication of a psychoeducatio nal strategy on social skills in students (Sig.<0.05). In this regard, it was possible to specify that the adjudication of psychoeducatio nal tactics improves and promotes social or interaction skills in students.
1 6	Kian et al.	Social Skills in Elementary Students: The Role of Attitude to School and School Environment	2020	Scopus	Training of social skills in students at the basic level, depending on certain agents that favor educational performance and make it possible to meet daily social requirements.	The findings showed "high" levels in student- pedagogue relationships, responsibility, posture towards the pedagogue and the class, and found associations in certain components of the educational environment, attitude towards school and social skills.
1 7	Tolentino	Social skills and didactic strategies for leadership	2020	Scielo	Training of students at the basic level, in order to be future leaders,	A model of learning sessions based on Gestalt psychology for

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#	Author	Title	Year	Database		
		training from basic education			distinguishing the peculiarities and/or qualities that concern leadership and the social capacities that must stand out, and exposing the educational techniques and strategies to be developed.	the progress of social skills was presented. The relevance of the mastery of social, interpersonal, intrapersonal and emotional skills by the student population was exposed, since they are the support for the training of student leaders.
18	Mondragón et al.	Social skills in the context of basic education in Peru	2023	Scielo	The absence of social skills means that young people and adolescents are much more predisposed to failures in their professional lives in future periods, because this arises in schools and is consolidated in the university cycle.	It was decreed that the absence of social skills in the student population affects the social and affective dimensions of students, as it is reflected in positions of isolation, complications of integration in collaborative activities and collective identity, lack of empathy, poor listening skills and deficient control of emotions, so that they should be incorporated into the educational curriculum.
19	Sánchez and Ñañez	Perception of teamwork and	2022	Dialnet	In the current century, the	The distinction of the activity

	social skills in university students			obligation to develop a sequence of social capacities is required and appears with the intention of facing transformations and adapting to new contexts, this being part of their full training.	as a whole has been linked to the clarification of the favoring and exercise of social competencies, such as communication, resolution of different inconveniences, taking initiatives and leadership. In addition, the instruction-learning methodology favored the assignment of a group of social skills
2 0	The Profile of Students' Social Skills of Bengawan Solo Elementary Nature School			Social skills such as collective competencies of communication and interrelation with the population through visual treatment, language and appropriate behavior to establish and sustain connections between individuals, based on social rules.	Social skills are taught through collective programs and adaptation in the phase of daily learning. They distinguished themselves in the profile of the students' skills in 5 classes: collaboration or cooperation, self-control, assertion, empathy and responsibility.
	Salimi et al.		2021	Scopus	

Note. Prepared by the researcher.

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4. Discussion

In the context of education, social skills are represented as the aptitudes, capacities or skills that students possess when relating to the individuals around them, reflecting responsibility, collective self-control, empathy and assertion, which make it possible to solve different problems and make effective connections, so that, the development and improvement of these contributes to the formation of responsible, democratic, and supportive citizens (Trigueros et al., 2020; Amad et al., 2022; Andrade et al., 2020; Ina et al., 2021). According to Abera, in the elaboration of his study, he certified that the disadvantages that students have associated with social skills allude to the fact that they could not collaborate in the course of learning their social skills with their classroom friends, they were not able to solve difficult social situations when they interacted with their peers. Likewise, Mondragón et al. (2023) managed to establish that the deficiency of social attitudes in students is evident in the social and affective components of the student, since students often express behaviors of isolation and inconveniences to engage in different collaborative activities. In the research carried out by Torres et al. it was decreed that the largest proportion of students exhibit levels between "low" (18.2%) and "medium" (54.5%) and in the study by Tufiño and Cayambe after analyzing social skills it was stated that their levels are "mild" (90.0%) and "moderate" (10.0%). Similarly, in the conduct of the research by Andrade et al. (2023), "regular" levels in the social attitudes of the students were evidenced. Therefore, Estrada et al. (2020), Sumaní et al. (2022), Günindi (2022) and Gonzalez and Molero (2023) specified that the development and/or attribution of tactics, strategies, methods, programs and resources focused on the development of social skills are of great relevance in the training of students, since it contributes favorably to their school performance.(2020)(2020)(2023)

However, Salimi et al. They emphasized that in the educational context, students usually express skills of cooperation with their peers (50.0%), socialization with new classmates (75.0%), establishment of conversations (75.0%), appreciation of the work of others (66.0%), and empathy (91.6%). Likewise, Sánchez and Ñañez in their findings reflected that with respect to the social skills of the students, the large proportion manifests "high" levels (43.6%), which are associated with group activities. According to Kian et al. Learners in the classroom demonstrate adequate social skills because they exhibit "good" levels of responsibility, attitudes toward their pedagogues and the classroom, and attachments to their educators. In the research carried out by the researchers Estrada and Mamani (2020), it was concluded that social skills in basic instruction were exposed at average levels (63.9%), making it possible to evidence a favorable social environment among the students. For Estrada et al. (2021), learners manifest developed social skills, however, in certain circumstances they have problems in establishing interactions with their peers.(2021)(2022)(2020)

In reference to what has been described, Biberos et al. and Syahbuddin et al. (2022) determined that social skills in educational aspects enable academic performance and social interrelation in adolescent learners, so the development of educational policies is required. Tello et al. (2023), Passeri et al. (2021); Maksum et al. (2021) concluded that social skills have a notable influence on the educational performance of the student population. Tolentino (2020) in his study pointed out that the different learning sessions attributed in school lessons potentiate in all learners their social, intrapersonal, interpersonal and emotional skills, which contribute to training student leaders for the future. In addition, Salimi and Fauziah (2023) specified that these skills are increased with instruction outside the classroom, emphasizing the elements of collaboration, self-control, responsibility, and assertiveness. Along the same lines, Hartati et al. (2020) found that the development of social skills helps to face social problems, seeking

favorable solutions in groups. On the other hand, for Montalvo and Jaramillo (2022), the relevance of social skills is perceived in the self-concept of the learners(2023)

In this sense, skills constitute a sequence of transcendental components and mechanisms for the external and internal evaluation of the individual (Camayo et al., 2023). Therefore, educational instructions have the obligation to provide a quality education, which enables students not only to acquire knowledge but also to develop and strengthen different skills and competencies, including social skills; and the student population has the obligation to intervene in each of the activities that develop their skills (Gul et al., 2023; Álvarez et al., 2023; Camargo et al., 2023; Ünlü & Çeviker, 2022). Accordingly, the implementation of various didactic strategies contributes to the improvement of social skills, that is, it makes it possible to establish bonds with peers, group work, emotional control; it even makes it possible to prepare it for the challenges of the universe (Durán et al., 2023; Chacha & Lemos, 2023; Isrianti et al., 2023; Quispe et al., 2023). Similarly, Barrios et al. (2023) detailed that the implementation of recreational techniques in educational classrooms allows stress management and assertive communication among those involved in the educational context. However, Peñafiel et al. (2023) emphasized that the effectiveness of methods or tactics depends to a considerable extent on pedagogues, who are responsible for properly applying strategies to promote the strengthening of social skills. Finally, Delu et al. (2023) concluded that social skills in the educational context have notable advantages in the training of learners.

5. Conclusions

Social skills in the educational context are reflected in different ways, among them, through good bonds with peers, pedagogues, managers, parents, etc., in the establishment of new links with individuals, in the cooperation of group activities, in the resolution of social problems, etc.; however, in certain institutions it was found that students presented deficiencies in the development of their social skills, since they exposed complications in establishing and maintaining conversations with their classmates, friends, to carry out joint work, to carry out activities that demonstrate the skills of empathy, collaboration and responsibility. Therefore, according to the research analyzed to promote and enhance social skills in the educational context, the implementation and execution of different strategies, programs and training that enable and contribute to their development is required; contributing to the full formation of the students.

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