

Social skills and school coexistence in students of Santa Rosa de Lima Educational Institution of Suárez-Tolima

Habilidades sociales y convivencia escolar en estudiantes de la Institución Educativa Santa Rosa de Lima de Suárez-Tolima

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Abstract: The present research is correlational, where the relationship between the study variables: social skills and school coexistence is determined. For this purpose, a sample of 45 students was considered, to whom the EHS scale (Social Skills Scale) was applied to determine social skills and assertiveness capacity in adolescents and adults (Gismero, 2000). For the school coexistence variable, a Likert-type questionnaire of our own elaboration was used. As part of the objectives, the relationship between variables was determined by applying a parametric statistical test (Spearman's correlation coefficient).

Keywords: social skills, school life, and the educational institution.

Resumen: La presente investigación es correlacional, donde se determina la relación entre las variables de estudio: Habilidades sociales y Convivencia escolar. Para esto, se consideró una muestra de 45 estudiantes, a los cuales se les aplicó la escala EHS (Escala de habilidades sociales) para determinar las habilidades sociales y la capacidad de asertividad en adolescentes y adultos (Gismero, 2000). Para la variable de convivencia escolar, se utilizó un cuestionario tipo Likert de elaboración propia. Como parte de los objetivos planteados, se determinó la relación entre variables, para ello se aplicó una prueba estadística paramétrica (coeficiente de correlación de Spearman).

Palabras clave: habilidades sociales, convivencia escolar, institución educativa.

Introduction

This research focused on the importance of the development of social skills and coexistence of secondary school students of Santa Rosa de Lima School. The current problem perceived in the students of the educational institution is the difficulty of establishing interpersonal relationships with other members, demonstrating inadequate behaviors that disrupt social skills and school coexistence. In addition, it is observed that they are not able to ask for a favor correctly, solve conflict circumstances, which makes difficult the development of their learning. This is why, it is essential to develop social skills in students as it

might guarantee better coexistence with others evidenced in their interpersonal relationships and preventing problematic situations and conflict, Flores (2007, cited in Cáceres, 2017). Hence lies the importance of students' social skills, as these are necessary for them to develop in the different contexts where they develop. In this way, social skills influence their adaptations to social systems through interpersonal relationships, and thus improve school coexistence at school.

Likewise, coexistence begins with people from the same family nucleus and from there it extends to other different contexts. The school becomes a space that also allows the integration and interaction of children with different people, which implies acquiring skills necessary to achieve acceptance of other people. In other words, a good coexistence helps to strengthen the teaching and learning process in students. Carretero (2008, cited in Ahumada, Orozco, 2019).

This research applies a quantitative approach, of a mixed descriptive-correlational type to determine the relationship between the two variables. Thus, for the social skills variable, we intend to use the EHS scale, which measures assertiveness and social skills in adolescents and adults (Gismero, 2000). Similarly, for the school coexistence variable, a Likert-type questionnaire of our own elaboration was used. After obtaining the results of the instruments mentioned above, a parametric statistical test (Spearman's correlation coefficient) was applied to achieve the objective of the research.

In terms of background, there is Becerra (2017) in his research entitled: "Social skills: An effective tool in the religion class of 7th grade students of O'Higgins school of Melipilla", which aimed to improve school coexistence in 7th grade high school students of that school to promote the development of social skills in the religion class. Therefore, this thesis shows a qualitative research work. The sample used in this research consisted of 7th grade students. They were 34 students; 11 females and 23 males. Subsequently, an intervention designed to improve the development of the most discussed social skills discipline was carried out during 6 subjects. Finally, a questionnaire was administered at the beginning of the program by means of which, behavioral changes were demonstrated in the students. The results of both questionnaires were analyzed by comparing the frequencies of the answers given by the students, which were shown in graphs.

The conclusions indicated that when a teacher bases his or her pedagogical practice on seeking changes in interpersonal relationships through teaching, he or she favors these instances with peers in the classroom, improves school coexistence and the development of students' social skills.

Another research by Cáceres (2017) in his work entitled: "Social skills and school coexistence in third year high school students in educational establishments of network 12 of Chorrillos of César Vallejo University of Peru" determined the relationship between social skills and school coexistence. The research was focused on quantitative basic type with a non-experimental-cross-sectional-correlational design in which, there were two variables. In addition, the population consisted of 394 students from three educational institutions of Chorrillos network. Therefore, the sample consisted of 195 students. The survey was also used as a technique for collecting information on the variables school coexistence and social skills.

The result of the research indicated that: there is a relationship between the two variables, which are social skills and school coexistence in the students of third year of high school of the educational institutions of network 12 of Chorrillo. The existence of conflicts around school coexistence was also found as a result. That is, the regulated level of coexistence indicates that there may be problems of empathy, treatment and respect in the rules of coexistence that are not executed in class.

Ramirez (2016) in his research "School coexistence in secondary education institutions: a cross-cultural study from the student perspective" refers that the main objective of this doctoral thesis was to examine the coexistence in schools in different countries from the point of view of the student community. Their differences and similarities were investigated by determining the different profiles in these countries through an instrument that collects the peculiarities of the required techniques. Therefore, the population is made up of students from Argentina, Spain, Mexico and Puerto Rico male and female genders, who were enrolled in both public and private schools, generally between 11 and 18 years of age.

The methodology was quantitative with a non-experimental descriptive cross-sectional research design. An instrument was used whose technical characteristics were analyzed as part of the research study. The product obtained by means of different analyses showed that students positively appreciated school coexistence in their respective schools. However, when relating the types of aggressions among the different countries, they found a statistically higher difference.

Gaspar (2017), in his research study entitled "Social skills and school coexistence in students of the VI cycle, of educational institutions, Red 13, Carabayllo, 2017 of Peru" aims to establish the relationship between social skills and school coexistence in high school students. Therefore, this study was quantitative in approach, its design was correlational. In addition, the sample of this research was formed by students of the educational centers that are within the Educational Network 13-Carabayllo, UGEL 04 of Comas, as well as students who were enrolled in 2017, who were chosen probabilistically. The technique that was used for this research was the survey, also the instrument to collect the information was the questionnaire. In order to define the validity of the instruments that were named above, in addition, the judgment of experts in the subject was used, likewise the reliability was assessed using the Cronbach's Alpha Coefficient with a result of 0.767 where it could be evidenced in the social skills questionnaire and 0.876 in the school coexistence questionnaire. Finally, the product of the tests concluded that there is a significant relationship ($r=0.756$; $p<.05$) between social skills and school coexistence in the students of the VI cycle, of the educational institutions, Red13, Carabayllo. They concluded that the greater the development of social skills, the better the school coexistence.

Rivera, D (2016), in his research: "Development of assertive communication social skills for the strengthening of school coexistence with Seventh grade students, at the Universidad Libre Bogotá Colombia", which main objective was to promote the development of social skills, based on a pedagogical proposal to contribute to the strengthening of school coexistence of Seventh grade students of IEDIT Rodrigo de Triana. It is based on a qualitative approach and an action research design. The participants of this study were seventh grade students

with ages ranging between 11 and 13 years old. It was located in the area surrounding the educational institution (patio bonito- locality & Kennedy of Bogota). They belong to strata 1 and 2. In addition, the participation of 9 teachers and 1 coordinator was obtained. The basic technique used was documentary review, focus group, meeting with students (problem tree) and finally semi-structured interviews as part of the evaluation and feedback of the process. The results obtained indicate that the development of assertive skills allows the improvement of coexistence and relationships among students achieving the solution of conflicts.

Bolaños, L, Roa, M (2015) developed the research: "Analysis of school coexistence in two educational institutions in Bogota from public policy contained in the law 1620 of 2013". The objective of this research is to analyze school coexistence from the law 1620 of 2013, which created 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". It was developed in two educational institutions in Bogota; one of state character, at Manuelita Saenz School and another of private character, at Nueva Alianza Integral School located in the fourth district of San Cristobal. The sample that was taken to obtain the results consisted of 8 teaching directors: 2 rectors, 2 academic coordinators, 2 coexistence coordinators and 2 counselors, 6 teachers and students of ninth, tenth and eleventh grades of the institutions taken for the study. To this population a semi-structured in-depth interview was applied with the purpose of obtaining the pertinent data to make the corresponding analysis.

Castañeda and Mesa (2018) in their research work entitled "Strengthening school coexistence in the first grades of basic secondary education" aims to strengthen coexistence in students of first grades of basic secondary education at Ana Gómez de Sierra school in Rio Negro, and Escuela Normal Superior in Sonsón. This research work identified school problems that affected coexistence, characterization of the students and designed a proposal of intervention in the classroom. The purpose was to develop citizenship competencies to strengthen self-esteem, coexistence and respect for themselves and for others as factors that favor academic performance". The approach and method were complemented with the use of interactive techniques of social research, which contributed to the subjects expressing the world as they understand it, as well as the participant observation technique and the semi-structured interview, which allowed identifying the problems affecting coexistence and characterizing the population. The research process was structured in three phases: contextualization; systematization and interpretation of the information, and the design of a classroom intervention proposal. These were developed simultaneously given the qualitative approach that determines that the process is dialectical and non-linear. A brief description of each of them was done. With a population of students in grades six, seven and eight: sixth, seventh and eighth grades, it was also found that both in the process of participatory observation (for more than eight months) and in the realization of awareness and diagnostic workshops, it was evidenced that the students of the intervened groups do not present serious behavioral problems. However, the first grades of junior high school (sixth to eighth) are the ones that have the most difficulties in terms of coexistence due to repeated non-compliance with the rules

described in the manual, as shown by the responses obtained in the workshops, in which they expressed verbal abuse among themselves and towards teachers, and mocking behavior, bullying, cyberbullying, finger-pointing and discrimination.

Prieto, M (2015) thesis proposal called "Social skills as a strategy to improve school coexistence of a group of students of cycle 3 and 4 of the Usminia School in the city of Bogota" aimed to evaluate the effect of the application of the training program in social skills on school coexistence of students of cycle three and four of the Usminia School. The population and sample for the study were 60 students in grades 6 and 8 between 10 and 15 years of age from the headquarters of strata 1 and 2, which are from 14 neighborhoods surrounding the institution. The selection of these grades was made taking into account that those are the groups that evidenced the greatest difficulties in coexistence. The results were analyzed based on the triangulation of two variables: interpersonal relations and conflict resolution. The research was a quantitative analysis of the statistical results obtained in a pre-test and post-test intra-group comparison, which aimed to verify the result after the social skills training program applied to the students. The perception of each of them after the application of the program was collected. It was found that the social skills training program applied improved the relationship between peers and thus the school coexistence.

A research by Muñoz, N (2020): "Life skills within the educational context" from Universidad Cooperativa de Colombia was conducted at Gabriela Mistral Educational Institution in the city of Popayán. A design and implementation of a program for the promotion of life skills of students within the classroom and prevention of low academic performance was made. The sample were 159 students, 100 parents and 16 teachers. An exploratory practice was conducted. As a result, there was an increase in life skills among peers, and there was also a decrease in low academic performance of students.

Uribe (2015), carried out the research: "School coexistence from the perspective of resilience" at the Universidad Libre de Colombia Faculty of Education Sciences. It was -action and descriptive type of research. The objective was to identify the processes of school management and resilience in the school. 529 students from the second to fifth grades of primary school between 7 and 12 years of age of both female and malegender were sampled. The instrument used was non-participant observation and interview with the directors. The result of the instrument was that the directors, counselors and teachers assumed school coexistence as a means of interaction with the other, where their differences among others and interpersonal relationships were accepted. Finally, it is concluded that coexistence is strengthened through agreements and that the understanding and solution of conflicts among peers was reached.

Gil and Muñoz (2014) developed a research work entitled "Diagnosis of the situation of school coexistence of the educational institution San Simón, Ibagué Tolima". The objective was to diagnose the situations of school coexistence from the particularities of family, social, economic and external cultural characteristics that affected interpersonal relationships. Therefore, it was taken as a sample of the 10 groups of sixth grade existing in the institution. According to the results of the research, it was shown that a strategic plan was necessary to mitigate aggression focuses that may affect students in their daily lives and may not allow them to develop in an adequate environment.

Devía (2018), developed a research work: "Strengthening of social skills through cooperative work in fourth grade students of Manuel Antonio Bonilla of the educational institution San Isidoro of the municipality of Espinal, Tolima", Colombia. The objective of this research was to determine the scope of "Cooperative Work" in the strengthening of "Social Skills" in fourth grade students of Manuel Antonio Bonilla school. The participating population consisted of 31 fourth grade students, 19 girls and 12 boys between 8 and 11 years of age. In conclusion, the research yielded positive results in terms of "Strengthening Social Skills"; since the students were able to establish authentic reciprocal relationships with their peers. In the same way, it leaves other significant contributions that contributed to the improvement of each student as a human being, since they had the opportunity to be creative according to their abilities and were able to interact positively not only with their classmates but also in other environments such as the family and with students of higher grades.

After reviewing the background, the following research question is posed: What is the relationship between social skills and school coexistence of 6th and 7th grade high school students at Santa Rosa de Lima Educational Institution in Suarez-Tolima?

Based on the above, the preponderance of the present article is inferred because the knowledge and study of the social skills of students in educational institutions essentially founds the pedagogical and attitudinal practices that tend to strengthen the school process, contributing to the school contexts the education and development of all children and adolescents. In this way, Raffo and Zapata (2000, cited by Cáceres, 2017) consider "social skills as learned and acquired behaviors, which allow individuals to relate satisfactorily with others". That is to say, social skills are given through learning acquired by the family environment, and that through their development it helps the individual to have better interpersonal relationships.

Likewise, educational contexts facilitate the exercise and social practice of students, since the person interacts with his/her environment in a particular way, relating with others and taking experiences from his/her life, applying them to concrete situations that arise in their daily life. In this way, it is possible to understand that the development of social skills allows the strengthening of a more adequate school coexistence. This is confirmed by Roca (2014, cited in Betancourth et al, 2017), who mentions that social skills are important for the social and personal development of students because those are habits and behaviors that are learned through observation, where emotions and thoughts favor the increase of interpersonal relationships based on the acquisition of their own interests without neglecting the rights, thoughts and feelings of others, which allows finding safe solutions for both parties when they come into conflict. For this reason, it is proposed in this research to establish a correlation between these variables in order to determine actions that will result in the improvement of school coexistence.

According to Uribe (2015), the school is an important factor for the construction of values that allow a healthy coexistence. Within the school, social processes are developed in students that allow determining interaction and dialogue forming a healthy coexistence within the school context, which is necessary for the formation of the person academically and socially.

Mainly, it can be said that throughout the years human beings have developed and evolved at the level of coexistence, that is to say, that basically human beings have learned to live in community, facilitating an environment of communication and personal development favoring interpersonal relationships. For Martínez-Otero (2001) coexistence is "referring to life in the company of other people, human life is only possible if there is a participation of others in it". (p. 296).

In this way, it contributes to educational psychology since, it determines the relationship of two fundamental variables for an educational context; also, the knowledge that will be given through the research contributes to teachers for the implementation of actions such as projects and educational programs to strengthen social skills and school coexistence of students. Therefore, the Educational Institution can deepen about this correlational study to use knowledge as a basis for the development of the teaching process in their students.

Theoretical framework

Urie Bronfenbrenner (1987) presents the levels: Microsystem, Mesosystem, Exosystem and Macrosystem. He calls the microsystem the environment and interactions that the individual has (the family); the Mesosystem comprises the interrelations of two or more environments in which the individual participates, such as the relationship between family, school, or between family and friends; in the Exosystem are the wider contexts that do not integrate the person such as workplaces; in the Macrosystem the culture and subculture, in which the person develops, are integrated and also the family environment that plays a very important role in the enhancement of the individual's social skills, improving their intrapersonal and interpersonal intelligence.

On the other hand, the ecological model of Urie Bronfenbrenner, 1987 (cited in Altamiranda et al, 2016) highlights the importance of different environments or settings, which set in motion social skills as a fundamental axis of healthy coexistence and development of an integral life. It is necessary to emphasize that the context where we interact is a lasting change in the way the person perceives the environment that surrounds him/her (his/her ecological environment) and in the way he/she relates to it and to others, proposing a perspective in their development.

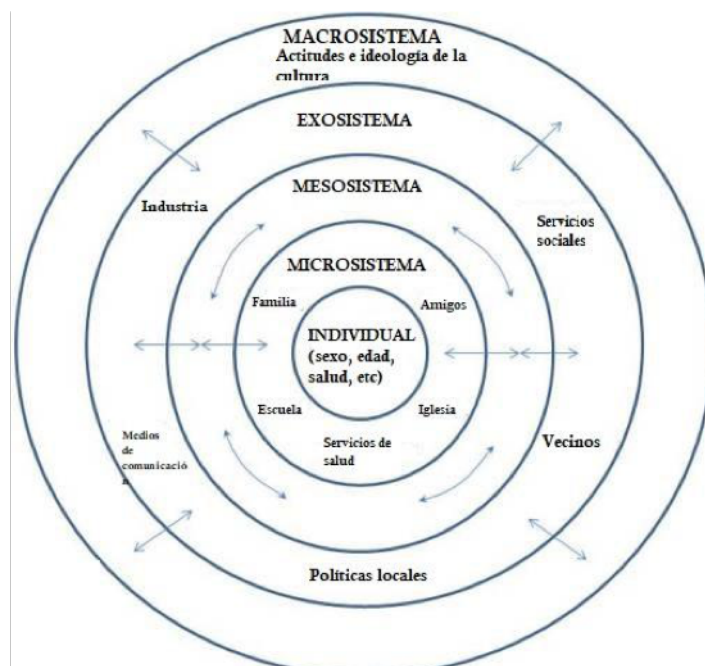


Figure 1
Ecological Theory

Figure 1. Ecological Theory

Note: the image shows that environmental factors are very important in human beings since, individuals are born with a series of genetic conditions that develop according to the contact that the person has with their environment or system that influences them.

Psychological skills

According to Vygotsky, mental functions are acquired through social interaction, since they are mainly based on sociocultural learning and occur throughout the individual's life cycle.

The potential for individuals to develop psychological skills depends on interaction with others and is part of the zone of proximal development. The zone of proximal development is fundamental in people as the learning process takes place in the social environment, interacting with others. Thus, learning in school always has a history before entering it, every child has already had experiences before entering the school phase, therefore, development and learning are interrelated from the first days of the child's life (Vygotsky, 1979).

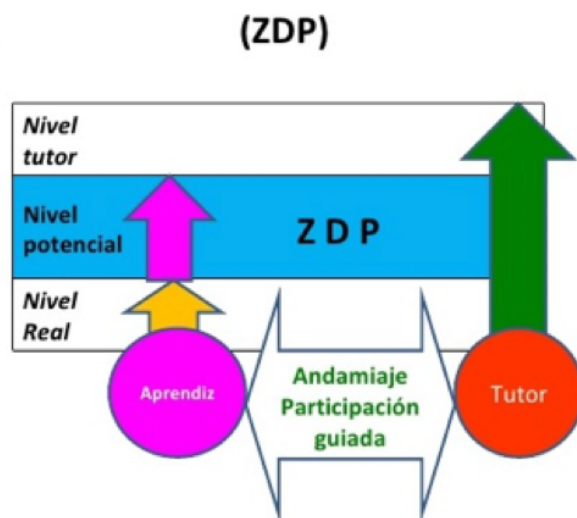


Figure 2
Zone of proximal development

Figure 2. Zone of proximal development

Note: the figure shows the distance between the actual level of development, which is determined by a person's ability to solve a problem independently, and the level of potential development, which is determined by the ability to solve a situation under the guidance of an older person.

Materials and methods

Design The present article "Social skills and school coexistence in the students of Santa Rosa de Lima Educational Institution of Suarez-Tolima" corresponds to a quantitative research oriented to the description of the relationship between the two variables. For this, the application of two instruments was carried out, of which for the Social Skills variable, a Likert-type scale consisting of 33 items whose purpose is to evaluate social skills was taken. For the variable of school coexistence, a self-made Likert-type School Coexistence Questionnaire, whose objective is to evaluate the school environment and the relationship between peers in the educational community.

Participants: The participants of the study were a sample of 45 students of Santa Rosa de Lima Educational Institution in Suarez-Tolima from grades 6 and 7 of high school with ages ranging between 11 and 14 years old.

Instruments: The instruments used to obtain information on the variables were the Social Skills Scale by the author Elena Gismero, which measures social skills, and the School Coexistence Questionnaire, which measures the school environment and the relationship between peers in the educational community, both of which were randomly completed by the students.

It has 6 factors to evaluate: self-expression in social situations, defending one's rights as a consumer, expressing anger or disagreement, saying no and cutting off interactions, making requests and initiating positive interactions with the opposite gender. The modes of application are clinical, educational and research with adolescents and adults.

On the other hand, the School Coexistence Questionnaire is an instrument consisting of 25 items, which measures the school environment, the relationship between the actors of the educational community. The questionnaire was subjected to an evaluation. First of all, a thorough documentation was carried out to define exactly the concept of school coexistence. This made it possible to define each of the concepts that helped to establish the items contained in the questionnaire. After this, the questionnaire was submitted to the evaluation of experts in School Coexistence (rector, guidance teacher and psychology professionals), who analyzed and judged each of the items contained in the questionnaire, to determine the capacity of this instrument to evaluate the School Coexistence of the students. With this process, it was possible to provide the content validity required by the questionnaire to meet the objective of the research.

After this, a pilot test was applied to 10 students belonging to the sixth grade of a public educational institution. With this process, the relevance and effectiveness of the instrument was tested. Likewise, this made it possible to observe the conditions of the application and the procedures related to it. Based on the results of the pilot test, the initial reliability and validity of the instrument were calculated by means of psychometric analyses corresponding to the reliability, finding the Internal Consistency Index by means of Cronbach's Alpha statistic, which offered a validity index of 0.82.

Procedure

This research work was carried out in three phases:

Exploration Phase: First, a documentary review was carried out, the theoretical framework was constructed and an approach was made to the educational community through telephone calls, where the relationship between evaluators and researchers was established.

Description and Analysis Phase: A contextualization of the case study was carried out, where the sixth and seventh grade high school students were selected according to age and population criteria, and the spatial context was characterized and the information was organized.

Interpretation Phase: In this phase the results obtained in the previous phases will be interpreted, and the results will be evaluated and tabulated.

Results and Discussion

Description of the results of the variable: Social Skills.

Table 1. *Self-expression in social situations subscale*

Table 1
Selfexpression in social situations subscale

	N°	%
Low social skills	19	42.2
Medium social skills	19	42.2
High social skills	7	15.6
Total	45	100.0

Source: own elaboration (2020)

In Table 1, it is evident that 42.2% of the students have low ability of self-expression in social situations, 42.2% have medium ability and 15.6% have high ability.

Table 2. *Subscale of Defense of own rights as a consumer.*

Table 2
Subscale of Defense of own rights as a consumer

	N°	%
Low social skills	23	51.1
Mediumsocial skills	15	33.3
High social skills	7	15.6
Total	45	100.0

source: own elaboration (2020)

Table 2. shows that 51.1% of the students have low ability to defend their rights as consumers, 33.3% have medium ability and 15.6% have high ability.

Table 3. *Expression of anger or disagreement subscale.*

Table 3
Expression of anger or disagreement subscale

	N°	%
Low social skills	17	37.8
Mediumsocial skills	18	40.0
High social skills	10	22.2
Total	45	100.0

source: own elaboration (2020)

In Table 3, it is evident that 37.8% of the students have low ability in expressing anger or disagreement, 40.0% medium ability and 22.2% high ability.

Table 4. *Subscale of Saying No and Cutting Interactions.*

Table 4
Subscale of Saying No and Cutting Interactions

	N°	%
Low social skills	16	35.6
Mediumsocial skills	18	40.0
High social skills	11	24.4
Total	45	100.0

Source: own elaboration (2020)

In Table 4, it is evident that 35.6% of the students have low ability to say no and cut interactions, 40.0% medium ability and 24.4% high ability.

Description of the results of the variable: school coexistence.

Table 5. *School Environment Subscale*

Table 5
School Environment Subscale

	N°	%
Never	1	2.2
Almost never	5	11.1
Sometimes	36	80.0
Almost always	3	6.7
Total	45	100.0

Source: own elaboration (2020)

In Table 5, it is evident that 2.2% of the students never have an adequate school environment, 11.1% almost never have it, 80.0% sometimes have it and 6.7% almost always have it.

Table 6. *Relationship with peers subscale*

Table 6
Relationship with peers subscale

	N°	%
Never	1	2.2
Almost never	4	8.9
Some times	25	55.6
Almost always	15	33.3
Total	45	100.0

Source: own elaboration (2020).

In Table 6, it is evident that 2.2% of the students never have adequate peer relationships, 8.9% almost never do, 55.6% sometimes do, and 33.3% almost always do.

Table 7. *School Coexistence Questionnaire*

Table 7
School Coexistence Questionnaire

	N°	%
Never	1	2.2
Almost never	2	4.4
Sometimes	38	84.4
Almost always	4	8.9
Total	45	100.0

In Table 7, it is evident that 2.2% of the students never have adequate school coexistence, 4.4% almost never have it, 84.4% sometimes have it and 8.9% almost always have it. Of the correlation between the Evaluation of Social Skills and the School Coexistence Questionnaire, we have that the value of Sig. (Bilateral) is greater than 0.05 then, there is no correlation between the tests. On the other hand, if the value of Spearman's Rho correlation coefficient $\rho = 0.112$ is analyzed, it indicates that there is very low correlation between the two tests.

Descriptive results of the variable showed that 37.8% of the students have low level of social skills, 44.4% had average level and finally, 17.8% reached high level; according to the results of the evaluation of social skills, it was observed that most of the students have difficulties in the development of social skills. Thus, it is important to implement programs in educational institutions that facilitate the training of social skills and the solution of coexistence problems in order to improve the quality of life of the members of the educational community. As stated by Perez (2000, cited in Sullca, 2018), the development of social skills facilitates social interaction and meaningful learning. The student with skills builds his own knowledge and is academically motivated obtaining the achievement of higher performance and participatory communication in the school context.

According to the results of the variable school coexistence, it was found that 2.2% of the students never have adequate coexistence, while 4.4% stated that they almost never have it, 84.4% sometimes have it and 8.9% indicated that almost always. Interpreting the results, it was observed that students present difficulties in terms of school coexistence. In the perception is reflected low communication, empathy and coexistence rules are not met in the classroom and that low relationship with their peers is evidenced. Due to this, it is necessary for the educational institution to develop proposals such as workshops, programs and evaluations that measure attitudes, social competencies and the management of social skills of students in order to improve school coexistence. In this way, for Ortega, Del Rey and Sanchez (2012, cited in Sullca, 2018) school coexistence is the set of interpersonal relationships that is based on respect that is being built in the daily experience expressed in the interrelation

This is why it is necessary to strengthen it, since an adequate coexistence favors and benefits the teaching and learning process of the students.

In the results given by the two tests, it was found that the value of Sig. (Bilateral) is greater than 0.05. There is no correlation between the two tests and the value of Spearman's Rho correlation coefficient of $\rho = 0.112$ is

analyzed, indicating that there is very low correlation, but there is no significant relationship between the two variables.

With respect to the hypotheses proposed in the research, it was verified by means of Spearman's Rho correlation that there is no significant relationship between social skills and school coexistence in sixth and seventh grade students of Santa Rosa de Lima Educational Institution.

Conclusions

In the present study it was established to identify social skills and school coexistence at Santa Rosa de Lima School. It was carried out by means of 6 factors of the Scale. For the interpretation and evaluation of the factors, their respective values are assigned in which the qualification of centile scores is made; then, the scales presented in the manual are consulted in order to make the interpretation and with the help of the centiles, the evaluator can have a global index of the level of social skills of the individual. According to the results obtained by the test that evaluated the variable, it was evidenced that the students do not present very low index in the factors to be evaluated. Thus, it is important to continue strengthening students' social skills.

In addition, when characterizing these social skills, the four response alternatives presented by the scale were taken into account, and by obtaining a higher overall score, the individual expresses more social skills and assertiveness in different contexts.

On the other hand, when evaluating school coexistence, the application of the Questionnaire was carried out in which, questions about the school environment and the relationship with their peers were implemented from there the interpretation of values and answers presented by the selected population was made.

This article was the result of research, through which the proposed objectives were met, such as determining the relationship between social skills and school coexistence, identifying the social skills developed by students, characterizing social skills and evaluating school coexistence of 6th and 7th grade students of Santa Rosa de Lima Educational Institution. In this way, the objectives were fulfilled, carrying out the correlational study of the two variables.

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