

## Social Skills And Academic Performance In Educational Institutions Of High Andean Puno -Peru In 2020

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### ABSTRACT

**OBJECTIVE:** To determine social skills and their influence on academic performance in students of high Andean educational institutions in the Puno region in 2020.

**METHODOLOGY:** cross-sectional, correlational study, a sample of 64 high school students in high Andean educational institutions, using descriptive statistics and Pearson's correlation test.

**RESULTS:** It is evident that 45.3% of the students in academic performance are located in the expected achievement scale, and 32.8% of the students are located in the process scale. On average they obtain a grade of 12.92, equivalent to 13 points, indicating that the students are located in the process scale, in the same way, the median and mode are equivalent to 14 points, with a high dispersion by the value of the standard deviation of 2.5 on average and with a difference of 11 points between the highest and lowest grade. because Pearson's correlation (0.898), shows a direct and strong relationship, where social skills influence 80.72% of academic performance demonstrating that it is significant at 95% reliability.

**CONCLUSIONS:** Social skills do significantly influence academic performance in students of high Andean educational institutions in the Puno region year 2020.

**Keywords:** Social skills, students, academic performance.

### RESUMEN

**OBJETIVO:** Determinar las habilidades sociales y su influencia en el rendimiento académico en estudiantes de instituciones educativas altoandinas de la región de Puno en el año 2020.

**METODOLIGIA:** estudio transversal, correlacional, se trabajó con una muestra de 64 estudiantes del nivel secundario en instituciones educativas alto andinas, se trabajó con la estadística descriptiva y la prueba de correlación de Pearson.

**RESULTADOS:** Se evidencian que el 45,3% de los estudiantes en el rendimiento académico se ubican en la escala de logro esperado, el 32,8% de los estudiantes se ubican en la escala de proceso. en promedio obtienen una nota de 12,92, equivalente a 13 puntos, indica, que los estudiantes se ubican en la escala de proceso, de la misma forma la

mediana y la moda son equivalentes a 14 puntos, existiendo alta dispersión por el valor de la desviación estándar de 2,5 en promedio y con una diferencia 11 puntos entre la nota mayor y menor. porque la correlación de Pearson (0,898), muestra una relación directa y fuerte, donde las habilidades sociales influye en 80,72% en el rendimiento académico demostrando que es significativa al 95% de confiabilidad.

**CONCLUSIONES:** Las habilidades sociales si influye de manera significativa en el rendimiento académico en estudiantes de instituciones educativas alto andinas en la región Puno año 2020,

**Palabras clave:** Habilidades sociales, estudiantes, rendimiento académico.

## INTRODUCTION

Strategies in social skills are important because they allow human beings to interrelate with those around them, and apart from being considered necessary, they also influence academic performance because through social relations many aspects can be learned, such as cognitive and emotional aspects (Gutiérrez, 2017).

Currently, a study indicates that the 21st century demands competent people in all areas, so in education, competencies are conceived as the student's attitude towards life, the capacity to undertake, discern, value, to execute actions with a high degree of efficiency and independence of criteria. Beyond filling class days with the study of certain contents and simply developing skills and abilities, the new curricular paradigm seeks the development of students' capacities, values and attitudes (Caballo, 2015).

On the other hand, performance is indispensable, since in the 21st century the human being is in constant learning, and it is there where human beings demonstrate their development capabilities in the different aspects that relate to daily and professional life. Initial teacher training has been part of the fundamental axes of educational reforms that recognize the importance of teachers in the creation of social capital (Carlos Marcelo and Denise Vaillant, 2009).

These authors recently show in their study one of the five study variables predictors of happiness turned out to be the manifestation of cooperative behaviors, confirming the relationships between well-being and sociability, in subjective psychological well-being, material well-being, self-concept, self-esteem, extraversion, neuroticism and psychoticism, secondly, to explore the relationships between psychological and material well-being, as well as between both types of well-being with the rest of the variables and, thirdly, to identify predictor

variables of subjective psychological well-being (Garaigordobil, 2015).

The school is approached as a secondary socialization space, having as the raw material of analysis the set of social interactions that occur within it, understood as a process where knowledge and communications are oriented towards a goal with skill and wisdom- will be more efficient, resulting in better learning, thereby contributing to improve the quality of education (Manríquez, 2014).

Academic performance is an indicator that helps to know exactly the level of learning of students after the study day and that becomes the central objective of the teaching-learning process Perez (2016).

Considering in the current context one of the problems in the levels of academic development at the secondary level has become more degrading in terms of academic performance, which is why today, one in six students at the secondary level have a serious communication problem because of the development of social skills, which if not controlled could influence the student's academic performance. This is currently considered the main factor because of the lack of social skills, students are becoming more and more distant or isolated from their peers due to the lack of communication because of the misuse of technology and other factors. This is being considered a serious problem not only at the local, regional and national level but also at the global level, as the low academic level has been identified as a frequent phenomenon among high school students.

The research is justified because it leads to generate in the teacher the need to offer attractive activities among secondary school students, to see their situation as they feel with freedom of action through communication allowing them to express and test changes and thus learn to satisfy

their curiosity, to explore and experiment in conditions free of risk.

As a problem, in the same way, it is justified in three fields of research: In the theoretical aspect, the necessary information will be sought to sustain and relate to the development of social skills, in such a way that the theory will seek to explain the importance of the subject. On the practical side, to motivate teachers to systematize the problems that arise in the various aspects of the pedagogical process and to provide alternative solutions. From the methodological perspective, this work is based on the results obtained in the research based on a methodological and orderly process where the principles of research are taken into account.

For the reasons stated in previous paragraphs, social skills do influence academic performance, it is considered that relationships and social skills in high school students depend on various criteria including self-esteem and social communication skills, which are fundamental elements to generate integration among high school students.

## **MATERIALS AND METHODS**

### **Study design and context**

This is a cross-sectional, correlational study (Hernandez Sampiere, 2006) conducted in the Puno region located at 3820 meters above sea level, southwest of the Peruvian territory. It has a population of approximately 1 172 697 inhabitants as of 2017. It is a department with commercial and tourism activities, especially for being located on the shores of the highest navigable lake in the world (Instituto Nacional de Estadística e Informática, 2017).

### **Population and sample**

The population consisted of 350 secondary school students enrolled in the current year 2020, all of them belonging to different educational institutions in the Puno region.

For this study, a sample of (n= 64) students was taken by non-probabilistic sampling.

### **Variables and Instruments**

The independent variable was social skills, which was evaluated and validated by the inventory (CHASO) (Caballo et al., 2016), which is composed of 40 questions with Likert-type answers Very uncharacteristic of me, Very uncharacteristic of me, Moderately characteristic of me, Fairly characteristic of me, Very characteristic of me, Not very characteristic of me, Moderately characteristic of me, Quite characteristic of me, Very characteristic of me. The internal consistency (Cronbach's alpha) of the final version of the CHASO (40 items) as well as of the 10 dimensions or skills obtained through the AFE (10 factors) was calculated. Likewise, the reliability of both the complete questionnaire and each of the 10 skills was calculated through the Guttman two-half reliability coefficient. Thus, Cronbach's alpha for the total CHASO was 0.88 while the Guttman reliability coefficient was 0.86. For the first skill, Interacting with strangers, Cronbach's alpha was 0.79 and the Guttman reliability was 0.82. For the second, Expressing positive feelings, the alpha and reliability were 0.81 and 0.82, respectively. For the third, Coping with criticism, they were 0.78 and 0.71, respectively. For the fourth, Interacting with people I am attracted to, 0.90 and 0.89. For the fifth, Keeping calm in embarrassing situations, 0.68 and 0.66. For the sixth, Public speaking/interacting with superiors, 0.80 and 0.79. For the seventh, Coping with situations of making a fool of oneself, 0.64 and 0.71. For the eighth, Defending one's rights, 0.72 and 0.75. For the ninth, Apologizing, 0.81 and 0.83. And for the tenth, Refusing requests, 0.71 and 0.70.

The dependent variable was academic achievement The independent variable was an academic achievement, which was determined based on the guidelines of

(Ministry of Education, 2005), where four levels of achievement are determined: 1) Outstanding achievement (score of 18-20), 2) Expected achievement (14-17), 3) In process (11-13) and 4) Beginning (0-10), and 5) In progress (0-10).

### Procedures

After establishing the validated instruments, it was coordinated, first with students, teachers, principals and parents of secondary level educational institutions, explaining the motives and reasons for conducting the research, who facilitated and agreed to fill out the application of the questionnaire, to plan and develop a schedule on the dates of application of the online questionnaire instrument on the strategy of social skills and academic performance, these criteria were taken: For the academic performance variable, the MINEDU 2015 rating scales will be used.

On the established dates, the link was sent to the respective teachers and students so that they could fill it out via the online classroom, the study was presented individually and those who decided to participate in the study were asked to fill out the informed consent form. Once the informed consent was signed, the survey was distributed and each participant was asked to complete all the questions. The researcher answered the questions asked during the application of the survey in a personalized online form.

Once the survey was completed, the data were entered into the Microsoft Excel 2016 statistical program. This activity was carried out by previously trained collaborators, who filled in the databases independently and, in

the end, the data were crossed until a similarity of the total data was reached.

### Statistical analysis

The data were processed in the Microsoft Excel program version 2013 and then transferred to the SPSS version 20 statistical program. For the identification and description of data, univariate descriptive statistics were used with frequency distribution tables, statistical graphs and measures of centralization (mean and standard deviation). At the bivariate level, contingency tables were used to cross variables, and for the demonstration of the general and specific hypotheses, descriptive statistics and Pearson's correlation test with a reliability of 95% were used.

### Ethical Aspects

The present study has been evaluated and approved by the Institutional Research Ethics Committee of the Universidad Católica Los Ángeles de Chimbote, issuing an approval report: N°029-2018-CEI-VI-ULADECH-Católica. The study respected the rights of the participants, as well as all the ethical principles of human research.

### RESULTS

The test statistics of the academic performance of the Alto Andinas educational institutions of the Puno Region in 2020, on average, obtain a score of 12.92, equivalent to 13 points, indicating that students are located in the process scale, in the same way, the median and mode are equivalent to 14 points, with a high dispersion by the value of the standard deviation of 2.5 on average and with a difference of 11 points between the highest and lowest score (**Tabla 1**).

Table 1. Academic performance

Test statistics
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Mean	12.92
Median	14
Mode	14
Standard deviation	2.50
Sample variance	6.26
Kurtosis	-0.36
Asymmetry coefficient	0.17
Range	11
Minimum	8
Maximum	19

It also shows the results of the academic performance on a qualitative scale, of the students of the High Andean Educational Institutions of the Puno Region in the year 2020. It shows that 45.3% of the students are

located on the expected achievement scale, 32.8% of the students are located on the process scale, and 32.8% of the students are located on the process scale (**Table 2**)

**Table 2.** Academic performance on a qualitative scale

Scale	Frequency	Percentage
At startup (C)	10	15.6%
In process (B)	21	32.8%
Expected achievement (A)	29	45.3%
Outstanding achievement (AD)	4	6.3%
Total	64	100.0%

Likewise, in the general value table, the Pearson correlation test shows a value of 0.898, a value that indicates that the test shows a direct and strong relationship, in

addition, the social skills variable influences academic performance by 80.72% and the probability of error value of 0.000 shows that the test is significant, at 95% reliability

(Table 3)

**Table 3.** Influence of social skills and academic performance.

		Academic performance
Ability to interact with strangers	Pearson correlation	.898
	Coefficient of determination	80.72%
	Sig. (bilateral)	.000
	N	64

## DISCUSSION

From the results obtained, the present study sought to determine the strategy of social skills and its influence on academic performance in students of high Andean educational institutions in the Puno region year 2020. In it, the results are located: in addition, the skills that influence are: interacting with strangers influence 16.95%, expressing positive feelings influences 56.96%, dealing with criticism influences 54.20%, interacting with people I am attracted to influences 31.22%, of keeping calm in the face of criticism influences 26.86%, of public speaking/interacting with superiors influences 53.78%, of facing situations of making a fool of oneself influences 30.97%, of defending one's rights influences 40.60%, of apologizing influences 35.45% of rejecting requests influences 33.86% and by the value of the probability of error that is less than the parameter of 0.05. The test is significant, at 95% reliability. It is also evident that in academic performance 45.3% of the students are located in the expected achievement scale, 32.8% of the students are located in the process scale and 32.8% of the students are located in the process scale.

These studies point in the direction of other studies conducted by the following authors:

According to the author Carlos Marcelo and Vaillant (2009) a study conducted on academic performance, he mentions that it is essential because in the XXI century human beings are constantly learning, and therefore the individual develops and shows its capabilities and skills in everyday and professional life. Another study mentions Manriquez (2014), stating that social skills are addressed in the school as a space of secondary socialization, having as the raw material of analysis the set of social interactions that occur within it, where knowledge and communications are oriented towards a goal with skill and wisdom, thus contributing to improving the quality of education. According to Perez (2016), Academic performance is an indicator that helps to know exactly the student's learning level after the teaching-learning process.

For Hernandez (2018), social behaviors allowed the development of intervention experiences in the educational context, and the identification of social skills with peers and teachers for the promotion of their behaviors to be known (Garaigordobil, 2015). The study has three objectives: 1) to analyze sex differences in subjective psychological well-being, material well-being and personality dimensions such as self-concept, self-esteem, extraversion,

neuroticism and psychoticism; 2) to explore the relationships between psychological and material well-being with personality dimensions; and 3) to identify predictor variables of psychological well-being. The sample consists of 394 participants aged 20 to 40 years, of whom 183 are male (46.4%) and 211 are female (53.6%). Analyses of variance showed sex differences in neuroticism, with higher scores in women, and in psychoticism, with higher scores in men. Multiple regression analysis identified the following as predictors of high psychological well-being: high self-concept, material well-being, self-esteem, extraversion and low neuroticism. Interventions that promote self-concept/self-esteem and extraversion will increase psychological well-being.

## CONCLUSIONS

The social skills strategy significantly influences academic performance in students of high Andean educational institutions in the Puno region in 2020, since the Pearson correlation test shows a value of 0.898, a value that indicates that the test shows a direct and strong relationship. The social skills variable in general influences academic performance by 80.72% and by the error probability value of 0.000, it is evident that the test is significant, at 95% reliability. Most of the students refer to the social skills that influence academic performance directly and strongly are: Positive feelings, coping with criticism, public speaking and defending one's rights. The test statistics, in academic performance, obtained an average score of 12.92, equivalent to 13 points, indicates that the students are located in the process scale, in the same way, the median and mode are equivalent to 14 points, with a high dispersion due to the value of the standard deviation of 2.5 on average and with a difference of 11 points between the highest and lowest scores.

## RECOMMENDATIONS

It is recommended that the teaching authorities and students of the high Andean educational institutions in the Puno region, work as a team and in a coordinated way on social skills because some of their influence directly but moderately such as the ability to interact with strangers, to interact with people who attract me, to remain calm in the face of criticism, to deal with situations of ridicule, to apologize, to refuse requests, are skills that should be worked very carefully for students to achieve their abilities or skills which are directly seen with academic performance.

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