Educational Program to Strengthen School Coexistence and Social Skills in Student

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Education for good coexistence sustained in social skills in school life is a great challenge for the educational community. If daily habits are formed in students that lead to the promotion of social skills, it will become a good management practice for good coexistence, adequate mental health, and effective social integration. The objective of the study is to develop an educational program to strengthen school coexistence and social skills in elementary school students in a public school in Lima, Peru. It is a quantitative, applied research with a pre-experimental design. The sample was non-probabilistic and consisted of 40 students. The instruments used for data collection were the School Coexistence Observation Guide and the Social Skills Observation Guide, which were validated and have a high degree of reliability. The results showed that the Educational Program for the Strengthening of School Coexistence and Social Skills has been effective after obtaining pretest and posttest results with significant differences in eight dimensions: Perception of coexistence, school conflict, Basic Social Skills, Advanced Social Skills, Social Skills related to feelings, Social Skills for Aggression Alternatives, Social Skills for Coping with Stress and Social Skills for Planning.

INTRODUCTION

Coexistence as part of the socialization of man aims to share spaces, time and experiences among people showing willingness to grow as people in attention to values. From birth, man begins the process of interaction at home and is quickly projected among the family; then, at school, the social context that surrounds him, the university, or other means of socialization.

It is understood that social skills are those forms of action, called behavioral strategies and techniques that allow people to solve a social situation that meet the conditions of effectiveness, assertiveness, and empathy. Acceptable to the person and to the social environment in which he/she finds him/herself. They favor the expression of feelings, attitudes, desires, opinions, or rights in an adequate way and at the same time respect the behavior of others. Setiawan, et al. (2019), state that, because of the extended time children study and share experiences in the classroom, primary education becomes the fundamental basis for the social and affective development of children, building social behaviors useful for strengthening social skills at this stage.

Aguirre and Ortega (2017) express that the relationships that develop during the integral formation of students must be safe, bearable, satisfactory so that the dimensions of being: attitude, motivation and emotion reinforce their identity, therefore, it is considered that the school has a preponderant role. It gives consistency to the need to learn to live together, the National Educational Project to 2036, promoting multiple forms for a harmonious school coexistence proposing, coexistence practices, integration, and respect for social and ethnic differences; among other issues; actions that as teachers we are in the duty to perform them. UNESCO (2018) is the organization that promotes the initiative to build peace from school through the participation of texts in favor of non-violence in the world, especially in our country.

Chávez & Aragón (2017) conducted a study with the purpose of presenting bullying behaviors, in a sample of 416 students from fifth grade of primary to first of secondary school and the interrelation that exists between projects to improve social skills to prevent conflicts related to bullying, Showing a difference of 12 to 47% and 9 to 18. 5% of cyberbullying, the reason explained by the researcher is the lack of practice of social skills, which facilitates having knowledge as input to perform protective measures to students.

Silva (2018) investigated in Brazil the social skills as a factor of decrease of bullying in students of sixth grade of elementary school, after a year of observation. The research was quasi-experimental, applied to 78 students who received bullying. A social skills workshop was developed, consisting of eight sessions, covering the topics of civility, making friends, self-control, and assertiveness. Also, expression of emotions, conflict resolution and empathy. Poisson regression with random effect was used. After the implementation of the workshop, it was found that aggressiveness decreased significantly.

Nopembri & Sugiyama (2021) concluded in a research study that sports teachers perceived that their students in fourth through sixth grade demonstrated adequate psychosocial skills, but that these children needed to improve social skills, including the ability to cope with stress and communication skills; they also needed to develop strategies to help them resolve conflicts and strengthen social awareness.

Ahumada & Orozco (2019) in Colombia, set out to examine the consequences of the impact of training in techniques to develop interpersonal relationships among

schoolchildren. They showed that the social skills project strengthened interpersonal relationships among second grade students.

Sandoval et al. (2020), contributed to the knowledge in a study whose purpose was to distinguish the behaviors of elementary school children related to bullying in private and public schools. The research was of a qualitative type, it was carried out by applying cross-sectional comparative research between groups. Simple random probability sampling was used in children from second to fifth grade of elementary school between 8 and 12 years of age related to bullying as victim, victimizer, and observer. The results were significant in the experimental group with the control group. There is evidence of greater control of school violence in private institutions.

Jaramillo & Guzmán (2019), conducted a study to learn about social skills in early childhood education children with children in first grade of elementary school, the case study was used as a descriptive qualitative methodology. Information was collected with the social skills observation scale instrument, teacher interview, reports and anecdotes and the active case study technique. At the initial level, expressive languages and games prevail, and the teacher's participation is very relevant to stimulate skills and ensure a stable development of emotional control. On the other hand, at the primary level, verbal expression and group work prevail, achieving the development of social skills, but these should be continued to support the child in managing his emotions and therefore his social skills. They also recommended working with the family as socializers, to achieve development.

Flores (2018) conducted a study entitled: "Training my social skills in school coexistence in sixth grade elementary students". A study confirmed by 50 students, concluding that, the results vary in the pre-test and post-test, demonstrating that the Program influenced the school coexistence of sixth grade students.

Aguirre & Ortega (2017) and Ayala & Bravo (2017) implemented educational programs to improve social skills in children. At the end of their research, they demonstrated the effectiveness of the social skills program.

Muñoz (2020) conducted a study with the objective of seeking the correlation between social skills and school coexistence in elementary school students. They worked with 97 students from the 6 sections of the educational institution, ranging from 6 to 12 years of age. The results indicated a positive relationship between the variables corresponding to social skills and school coexistence.

In the same line, Villalobos (2019) contributes with a study that aimed to formulate a Social Skills Model to improve communication among students and help a favorable climate of school coexistence. The researcher, obtained the situational diagnosis of the section under study, discovering the negative relationships that did not favor peaceful and harmonious coexistence, which contributes to the Culture of Peace promoted by the school in its institutional objectives. Finally, he elaborated the data collection instruments and interpreted the results obtained in response to the elaboration of the Social Skills Model that he applied in his educational institution, obtaining highly

positive and desired results, since he presented a complex problem that was overcome with the support of parents and other teachers.

After having carried out the necessary research and analyzed the data from the results of the above findings, it can be seen that there is a current low level of school coexistence and social skills in educational settings.

Likewise, the interesting thing about this research is that it allows us to observe, analyse and understand those factors that involve an adequate learning process in children, and to contribute with a programme that enhances the social skills that are affected by various circumstances.

A theoretical limitation was the scarce source of specialised information on school coexistence and social skills for the type of profile of the sample selected in the country of Peru. Another limitation was the current context of the health emergency and social isolation; however, every precaution was taken to manage the field information, which involved more time in planning, foresight and execution of the field work, guaranteeing open environments at the time of the application of the instrument.

School coexistence

Coexisting at school means a continuous work of observation and analysis by the actors that make up the school community, in their actions that do not harm or damage the members. As the school is the second home, there must be harmony and respect to coexist in a favorable climate and to be able to develop learning efficiently and effectively (MINEDU, 2017). School coexistence must be internalized by all members of the educational community and in every act that takes place at school make a reflection and set an example of tolerance and affection to achieve school harmony. Those who should be the inspirers of this coexistence are the directors, many coexistence problems occur when there is no clear accountability.

Coexisting in a school means that students learn academic aspects, but also implies social behaviors, therefore the development of positive attitudes should be a group and personalized teaching that the teacher should promote to ensure harmonious coexistence in the educational institution.

For Ortega (2010) in his Theory of the ecological model of school coexistence. He explains that coexistence must have the following characteristics: Knowing oneself, valuing oneself, putting oneself in the place of other people, seeking to have harmonious relationships with others. In schools, interactions should be carried out to the satisfaction of all. They must be developed under an organizer that can be called Plan or Program of coexistence; created democratically to consider the behavior and values that the entire educational community will consider, through activities or workshops that reflect the objectives of the institution.

This model proposes four levels: social, community, institutional and individual; the good relationship between these gives a positive or negative product, which makes the work environment pleasant or not, capable of achieving a coexistence that results in academic success and good behavior for society.

Bandura's social cognitive theory, known as the Self-Efficacy Theory, (Bandura, 1977, cited Guanipa et al., 2007) considers that the possibilities of individual aptitudes represent a preponderant factor in the motivation for learning. This theory considers the personal characteristics of everyone to respond to continuous decision making and the expenditure of effort derived from these actions. Bandura argues that the achievement of success of everyone in society depends on the individual qualities that can be developed and that enable good performance. This is achieved through observation of respected role models and self-performance.

Lev Seminovich Vygotsky in his Social theory, as explained by Jusino-Sierra (2018), argues that for Vygotsky the development of culture goes from the social to the individual, learning behaviors that are represented in memory and language. Also, in mathematics. The teacher's support helps to mediate knowledge with the context. This process is called "cultural mediation". He also points out that there are periods of crisis in children because of the context in which the child finds himself; since they generate in the child new states of consciousness that he discovers throughout his life, influenced by the environment.

The mediated learning experience is conceptualized as the learning of the learner with his/her environment, again considering the teacher as the mediator. In preschool children it is easy to adapt to cognitive practice because of their plasticity and intellectual flexibility. The human mediator in the school context is the teacher who enriches the relationship between the child and the learning scenario, which can be the school through games, field trips, visits inside or outside the school. This mediating role of the teacher in cooperative groups enhances various capabilities in students, in this regard Ferdous & Karim (2019) state that an educational context that fosters communicative strategies should prioritize teamwork to achieve the development of affective skills.

In order to understand school coexistence as a construct, it is studied below from its two dimensions:

Perception of coexistence. This dimension corresponds to the individual experience perceived in institutional life, or in society, seeking harmony among individuals. School life involves managers, teachers, and students in the teaching-learning process.

School conflict. School conflict is understood as the conscious act of causing physical or moral harm to another individual or group. It can also be considered as the tendency to do harm, thus generating a defensive response. Montaño (2020) argues that a positive approach is currently used in the treatment of school conflict, since it is something inevitable in our human condition that must be resolved by seeking the positive effects of the conflict. Chevel & De la Espriella (2020), state that the function of educational institutions is to prepare tomorrow's citizens, but with adequate participation. In schools it is difficult to manage school conflicts, so researchers develop a dynamic that consists of games. in this way, they recognize the school as the scenario for the application of reflection with students to change their responses to conflicts, nothing by force, everything with love.

For his part, Bolis (2017) from his research considers as factors that favor school coexistence the good teacher-student relationship in the classroom, considering assertiveness when correcting students highlighting the positive aspects, thus improving communication and interpersonal relationships; good institutional management; teamwork with other teachers and the good predisposition of the students.

Social skills

Caballo (cited by Guevara et al., 2019), states that learning social skills involves reducing anxiety and negative thoughts. He also relates three components: the affective-emotional component, the social component that refers to verbal communication, cooperation, conflict management, and the third component, moral reasoning.

Castro (2020) mentions them, according to Daniel Goleman's studies, as the aspects that some people present to establish contact with others, favoring a healthy and enriching relationship for society. It could be conceptualized as efficient and effective communication, without leaving aside body language. It can be said, then, that they are attitudes that have been internalized through education with learning by imitation and reflection, the achievement of social skills can be seen in the behaviors that allow positive interrelationships with their age groups.

In this regard, Gardner (2001) argues that there are four aspects to develop in interpersonal relationships: group organization, decision making, empathy and conflict negotiation. Ramírez-Coronel, et al. (2020) argue that social skills are specific abilities needed to perform a social relationship. The stages of childhood and adolescence are important for learning positive behaviors. The scientific society considers them empowered for the incorporation of these skills. From what has been stated by the authors, it is concluded that social skills are the success factor for their development, since they will guarantee an optimal classroom climate and good coexistence. To understand social skills as a construct, its six dimensions are explained below:

Basic skills for social interaction.

To develop social skills, one must first work with basic communication skills such as active listening, maintaining a conversation that includes asking questions, arguing, being assertive and respectful. Being able to manage social skills allows to control anxiety in difficult or new situations since communication, decision making, and interpersonal relationships can be managed.

Deficiency in social skills can lead to anxiety and depression, hence the importance of training, especially in basic skills such as: listening, initiating conversations, asking questions, thanking, introducing oneself or introducing people, giving compliments (De las Heras, 2020). From the concepts expressed by academics, it can be agreed that basic skills are the attitudes that allow harmonious coexistence with others, based on communication that should be listening, participating in a respectful and assertive manner.

Advanced social skills

De las Heras (2020) explains that it is of utmost importance to learn and have some mastery of basic skills to develop more complex or advanced skills, such as: Empathy,

emotional intelligence, assertiveness, problem solving skills, ability to communicate feelings, emotions and modulation of emotional expression, negotiation, asking or requesting. In addition, he points out that there are skills related to certain events such as: affective skills, stress coping skills, planning and aggression.

Skills associated with feelings

Many people develop empathy skills and can understand and manage the feelings of others, can influence feelings, knowing their own and others' feelings. Currently, it is studied as emotional intelligence. Vived (2011) argues that "it is the skills related to feelings, the way of expressing oneself that convinces others in a sincere way and express their own feelings and recognize in others also their emotions" (p. 99). The development of this ability makes us capable of handling social conflicts since human beings are motivated to react by emotions. This ability has very important capacities to develop such as empathy and self-control, which are applied in Emotional Intelligence, but it is difficult to manage, since many acts are quick and unconscious.

Alternative skills to aggression

These are specific skills related to anger and rage. For this, values such as empathy and self-control must be managed. Acosta, et al. (2018) argue that aggressive behavior is common among human beings. Everyone wants to satisfy their needs and if they do not achieve it, they resort to conflict, consequently, there are wars, rapes, murders, homicides. Countries create norms to diminish these aggressive behaviors that all humanity perceives. In this sense, De las Heras (2020) recommends that, to counteract aggression, skills such as self-esteem, knowing how to ask, knowing how to share, knowing how to help, negotiate, self-control and defend one's rights, respond to jokes and avoid fights should be developed. It is also thought to develop a culture of peace to develop a harmonious environment to live together, develop skills to control violent and aggressive impulses with the following capabilities: it means that we can control our anger, anger, and use self-control, in responding to jokes and be able to help and share, be supportive.

Stress coping skills

It is also a very necessary social skill, as it responds to group pressure, to respond to complaints, to embarrassing situations, to deceit, to failures, to situations that we must face every day and that, if they are continuous, decrease the defenses and consequently the discouragement that generates stress, as a physical and mental illness. Canton (2014) defines it as the ability to face adverse or disadvantageous situations that deepen depression and the person must face it, this ability must also develop self-control and empathy and give healthy responses that give creative answers, and the individual can handle stress.

Planning skills

These are skills related to perseverance aptitudes, making a life plan, responding to difficulties, and developing resilience. For Peñafiel & Serrano (2010) "the ability to plan

allows to set goals and how to achieve them" (p.15). According to Pérez (2008), developing planning skills is a conflict prevention task (p. 28).

In view of the above, the need to conduct this research that will contribute to rediscover new ways to contribute to the improvement of educational quality arises, so the following research question is posed: What effects does the educational program produce for the strengthening of school coexistence and social skills in students of the primary level of an educational institution?

METHOD

It is a study of explanatory level, of pre-experimental design, of applied type. According to Sánchez et al. (2018) this type of research is characterized by the resolution of immediate practical problems oriented to transform the conditions of the didactic act and to improve educational quality as evidenced through the application of the Educational Program for the strengthening of school coexistence and the management of their social skills.

The population consisted of students (boys and girls) from a state school in Lima, Peru, at the primary level, with a total of 110 participants. This population was characterized by the fact that they were children living in a shelter in which a public educational institution is located. The students are cared for by their caregivers, who assume the role of parents respectively.

A non-probabilistic, intentional sampling was used, which included third, fourth and fifth grade students of the primary level in a total of 40 students. Inclusion criteria were: third, fourth and fifth grade students with higher class attendance and have more support from their caregivers. Students in the first, second and sixth grades were excluded because they had a higher rate of absenteeism. The independent variable is the Strengthening Program, the dependent variables are School Coexistence composed of the dimension's perception of coexistence and school conflict and Social Skills composed of the basic and advanced dimensions related to feelings, alternatives to aggression, coping with stress, planning.

For data collection, the observation technique was used because it is the most reliable, as specified by Ander Egg (as cited in Ñaupas et al., 2014). The collection of information started first by requesting permission from the director of the I.E., public educational institution where the shelter for children cared for by caregivers is located. Subsequently, the informed consent form was read to the children so that they could express their willingness to participate in the experience. In this way, we complied with the Nuremberg Code and the Declaration of Helsinki, as well as with the Code of Ethics of the Sacred Heart Women's University.

Then, the entrance test (pretest) was administered by means of the observation guides. Subsequently, the Strengthening Program was applied in a face-to-face manner with a duration of 32 sessions. It should be noted that the Educational Program was carried out in a shelter, guaranteeing current sanitary conditions. Finally, the post-test was applied.

Afterwards, the qualification, data collection and statistical analysis were carried out in the SPSS 26 program.

The first instrument used was the observation guide for school coexistence. It consists of 14 items, 7 correspond to the quality of school coexistence and 7 to school aggression. This instrument developed by the authors was validated by experts presenting a content validity (Aiken=.991), as well as the reliability test of consistency between measurements (r=.949).

The second instrument used was the social skills observation guide. It was structured in 24 items conformed for the six dimensions, four items for each one: basic skills, advanced skills, relationship with feelings, to manage anxiety and planning. This instrument elaborated by the researchers was validated by experts presenting a content validity (Aiken=.988), likewise the reliability test of consistency between measurements was executed (r=.90).

Both instruments were applied before and after the intervention of the Educational Program for the Strengthening of School Coexistence and Social Skills. This was a proposal that integrated educational activities that promoted and fostered the understanding and development of an inclusive, participatory, supportive, tolerant, peaceful, and respectful school coexistence. Activities aimed at developing social skills that help us to relate with empathy and assertiveness, always thinking of the welfare of oneself and others.

The educational program employed various group dynamics activities such as communication games, cooperation, small dialogue groups, brainstorming, role - playing, etc. Other activities were also used to stimulate and regulate discussion or debate (guided discussion, dialogues, etc.). On the other hand, it should be noted that the program was structured in 8 units with 32 class sessions, each lasting two teaching hours. Each unit consisted of 4 activities and reinforcement cards to work with the participants. The worksheets were not used as a paper-and-pencil supplementary material. On the contrary, group dynamics were used to stage or dramatize some of the situations suggested in the activities as feedback and metacognition.

The results are presented in tables of means and standard deviation, tables of ratios, tables of comparisons and graphs of means. The following has been used for the statistical analyses.

a. Content validity of the instruments: Aiken coefficient.

b. Reliability of the instruments: Spearman correlation coefficient.

c. Normal distribution test: Kolmogorov-Smimov test and Shapiro-Wilk test.

d. Comparisons of programme effects: Wilcoxon's Z-test (non-parametric test).

FINDINGS

Once the normality test was performed, the inferential results and/or hypothesis testing were presented. since the data did not come from a normal distribution, the Wilcoxon

rank test was chosen. the statistics were performed in the order described below. first, a comparative descriptive analysis, represented through the means of the variable and in its eight dimensions.

Table 1
Difference between pre-test and post-test means for school coexistence and social skills variables.

Descriptive statistics	Mean	Deviation	Minimum	Maximum
Pre-test_CE	19.63	4.482	14	27
Pos-test_CE	39.25	1.006	37	42
Difference	19.63			
Pre-test_HS	28.43	1.174	26	30
Pos-test_HS	68.85	1.099	67	71
Difference	40.425			

Table 1 shows the pre-test and post-test means of the variable School coexistence, finding a difference of 19.63 and in the variable Social Skills, a difference of 40.425 points was found.

Table 2
 Pre-test and post-test contrast statistics of the social skills variable

Test statistics[a]	
POS-TEST_HS – PRE-TEST_HS	
Z	-5.544[b]
Asymptotic sign (bilateral)	0.000

a. Wilcoxon signed-rank test
b. It is based on negative ranges.

The contrast statistic between pre-test and post-test in the Social Skills variable, shows a p-value "Sig Asymptotic" of 0.000, less than 0.05, this value allows rejecting the hypothesis H0 and verifying the hypothesis of the researcher concluding that there is no equality of means between pre-test and post-test otherwise there are significant differences, and this is due to the application of a strengthening program.

Table 3
Difference of means between pre-test and post-test of the dimension of perception of coexistence

Descriptive statistics	Mean	Deviation	Minimum	Maximum
Pre-test Perception of coexistence	9.40	2.307	7	13
Post-test Perception of coexistence	20.15	0.802	18	21
Difference	10.75			

Table 3 shows that the mean of perception of coexistence in the post-test is 20.15 points and, in the pre-test, it is 9.40 points, with a difference of 10.75 points.

Table 4
Difference between pre-test and post-test means of the school conflict dimension

Descriptive statistics	Mean	Deviation	Minimum	Maximum
Pre-test School conflict	10.23	2.315	7	14
Pos-test School conflict	19.10	0.441	19	21
Difference	8.88			

Table 4 shows the means of both groups: pre-test and post-test of School Conflict; in the post-test the mean is 19.10 and, in the pre-test, it is 10.23. The results show a difference of 8.88 points.

Table 5
Difference between pre-test and post-test means of the basic social skills dimension

Descriptive statistics	Mean	Deviation	Minimum	Maximum
Pre-test Basic social skills	5.50	1.109	4	8
Pos-test Basic social skills	11.68	0.474	11	12
Difference	6.18			

Table 5 shows the pre-test and post-test means for the basic social skills dimension; in the pretest the mean is 5.50 and, in the post-test, it is 11.68. In this dimension there is a difference of 6.18 points.

Table 6
Comparison of means between pre-test and post-test of the advanced social skills dimension

Descriptive statistics	Mean	Deviation	Minimum	Maximum
Pre-test Advanced social skills	4.93	0.997	4	6
Pos-test Advanced social skills	11.62	0.490	11	12
Difference	6.69			

Table 6 shows the pre-test and post-test means of the advanced social skills dimension; in the pre-test the mean is 4.93 and, in the post-test, it is 11.62, there is a difference of 6.69 points.

Table 7
Difference between pre-test and post-test means of the social skills related to feelings dimension

Descriptive statistics	Mean	Deviation	Minimum	Maximum
Pre-test social skills related to feelings	5.00	0.000	5	5
Pos-test social skills related to feelings	10.43	0.931	8	12
Difference	5.43			

Table 7 shows the pre-test and post-test means of the social skills dimension related to feelings; in the pretest the mean is 5.00 and, in the post-test, it is 10.43; there is a difference of 5.43 points.

Tabla 8
Diferencia de medias del pre-test y pos-test de la dimensión Habilidades Sociales de alternativas de agresión

Descriptive statistics	Mean	Deviation	Minimum	Maximum
Pre-test social skills of aggression alternatives	4.37	.490	4	5
Pos-test social skills of aggression alternatives	12.00	.000	12	12

Table 8 shows the pre-test and posttest means of the social skills dimension of aggression alternatives; in the pre-test the mean is 4.37 and, in the post-test, it is 12.00, a difference of 7.63 points was found.

Table 9
Difference between pre-test and post-test means of the Social Coping with Stress dimension

Descriptive statistics	Mean	Deviation	Minimum	Maximum
Pre-test social skills to cope with stress	4.02	0.158	4	5
Pos-test social skills to cope with stress	11.35	0.921	9	12
Difference	7.33			

Table 9 shows the pre-test and post-test means of the social skills dimension for coping with stress; in the pretest the mean is 4.02 and, in the post-test, it is 11.35, a difference of 7.33 points was found.

Table 10
Difference between pre-test and post-test means of the Social Skills Dimension of planning

Descriptive statistics	Mean	Deviation	Minimum	Maximum
Pre-test social planning skills	4.60	0.496	4	5
Pos-test social planning skills	11.78	0.480	10	12
Difference	7.18			

Table 10 shows the pretest and posttest means of the dimension "Social planning skills"; in the pre-test the mean is 4.60 and, in the post-test, it is 11.78. A difference of 7.18 points was found.

DISCUSSION

In the research, "an educational program to strengthen interpersonal relationships of elementary school students" was implemented.   The findings are discussed in this section.

Significant differences were found between the scores obtained in the pretest and posttest in the perception of coexistence after applying the "educational strengthening program", which demonstrates the effectiveness of the educational program. Likewise, when contrasting the hypothesis, it was found that the asymptotic sig. (bilateral) is less than 0.05, which corroborates that the program helps significantly in the development of an inclusive school coexistence, where everyone participates, showing solidarity and being tolerant with their classmates. On the other hand, social skills also improved

considerably since empathy and assertiveness among peers were observed, always thinking of one's own well-being and that of others. In this sense, the results are similar to those found by Flores (2018) in his research "Training my social skills to improve school coexistence in sixth grade elementary school students", he found that the control group was different from the experimental group after applying the pretest and posttest, since 64% of the experimental group were at an intermediate level and after applying the "Training my social skills project", 36% managed to move to a high level, however 44% of the control group maintained an intermediate range. For the verification of hypotheses, the U-Mann-Whitney test was used, which indicates that the program had positive effects since the significance level is $p<0.05$. On the contrary, Aguirre & Ortega (2017) conducted a research based on a program of democratic coexistence norms to improve the social skills of elementary school children in an I.E. They used Student's T test on a sample of 32 subjects, and when contrasting the hypothesis, it was confirmed that the students improved their social skills with the application of the Norms of Coexistence program.

When comparing the means between the scores obtained in the pre-test and post-test in the perception of school conflict, a substantial difference was found, which guarantees that the educational strengthening program allowed decreasing the perception of conflict. It is worth mentioning that school conflict is represented in different ways, for example the studies conducted by Chávez and Aragón (2017) state that Mexico is the first country in the world in which students perform bullying, however; the concern to decrease has not been long in coming, having to develop strategies in order to reduce this type of school conflict that is generated through bullying. To prevent this type of harassment they used the Social Skills and Bullying Scale of Chávez & Aragón (2015), the findings were that out of every 12 students 47% do bullying and out of every 9 students 18.5% perform cyberbullying and out of every 20 students 87% do not practice social skills adequately, which merited taking protective measures in students. Silva's (2018) studies also dealt with bullying, however; Silva developed a social skills workshop in eight consecutive sessions, the topics covered were civility, establishing a good relationship with their friendships, learning to have self-control and being assertive. He employed conflict resolution strategies, thereby improving his expression of emotions and empathetic relationships.

Differences were found between the scores obtained in the pre-test and post-test in the Basic Social Skills dimension; this indicates that the educational strengthening program produced effects in primary level students. A similar case was the research of Ahumada & Orozco (2019) who conducted an intervention strategy which they called "Social Skills Training" for the strengthening of school coexistence in children in 2nd grade of primary education of the IED Las Flores in Barranquilla, Colombia. At the end of the intervention, they were able to verify that the social skills training program strengthened coexistence in students.

It was confirmed that by administering an educational program to strengthen the Advanced Social Skills dimension, differences were found between the means of both groups, which showed that after working on "basic social skills", students achieved

other skills, such as "advanced skills"; it was observed that students began to become aware, first of all, of the coexistence agreements, to address their peers with respect and, most importantly, to know how to apologize when necessary. Sandoval's research (2020) is no stranger to the problem and the results were no different when investigating certain "behaviors in primary school children related to bullying in private and public schools". To alleviate this type of behavior, he designed a program in Microsoft Excel 2010 and SPSS version 23. The results were significant in the experimental group and in the control group there was no evidence of greater control of school violence.

Regarding the "Social Skills related to feelings", significant mean differences were also found between the pre-test and post-test. Likewise, during the process of application of the strengthening program, a change was observed as they begin to socialize among peers, show kindness to familiar adults and have a certain tolerance to jokes; this is the improvement, which makes the difference between the pre-test and post-test. The work of Villalobos, (2019) is indirectly related because although it administers a Social Skills Model, it does so to improve communication among students and help a favorable climate of school coexistence. Previously, he conducted a situational diagnosis from which he found negative relationships, which did not favor a peaceful coexistence and even worse harmony, this led to the development of a "Social Skills Model" when applied, the results obtained were highly positive, to overcome the complex problem it was necessary the support of parents and other teachers, I.E a joint work.

In the "Social Skills dimension of alternatives to aggression", the results show that the difference between before and after is significant; after applying an educational strengthening program, it was observed that the students began to contribute with respect, to recognize and accept their state of mind and not only with themselves but also with their peers, they showed some interest in solving their conflicts among peers, and their decisions they make are correct; this shows a significant improvement. On the other hand, Pérez (2008) makes an important remark about "Alternative skills to aggression" that these "are not only a consequence of our empathy and self-control, but also through knowing alternatives to be able to respond assertively". Peñafiel & Serrano (2010) support the same thesis regarding "alternative skills to aggression" and say that they should also allow to defend their position and develop models that lead to equitable agreement.

It was also found that the strengthening program produced significant effects, whose mean differences are reflected in the social skills to cope with stress, since it is observed that they begin to make assertive decisions, to control and regulate their emotions. In this regard, Peñafiel & Serrano (2010) refer that the skills to cope with stress, "it is necessary to understand, build and answer complaints, respond to persuasion, as well as the response to failure and contradictions, while Cantón (2014) comments that it is necessary to "face adverse or disadvantageous situations that deepen depression".

In the Social Skills dimension of planning, the results allowed us to affirm that the educational strengthening program applied to primary level students was favorable and significant. It was shown that students began to take responsibility for planning and organizing their school activities with great commitment. Clavijo et al. (2005) affirm

that the correct way to execute an action is by projecting into the future, mentally anticipating the correct way to reach the goal; this includes selecting hierarchical alternatives.

CONCLUSION

In conclusion, it was found that the educational program for strengthening produced effects in all dimensions and in a global manner. Therefore, it is recommended that educational institutions administer educational programs to strengthen school coexistence, as well as social skills; to achieve this, a whole set of strategies and conviction are needed to resolve situations effectively in any social context. It is recommended to reduce school conflict, both at group and individual level, using strategies of tolerance towards others, and teach them to solve problems with dialogue and not with force. Strengthen skills that allow students to respond to conflicts and unexpected situations, work with empathy, manage feelings and deal with conflict situations by understanding others.

SUGGESTIONS

It is recommended that priority be given to the administration of educational programs that allow for the strengthening of the perception of school coexistence, because of achieving improvements in the way students' daily experiences are viewed.

It is suggested to reduce school conflict, both at group and individual level, using strategies of tolerance towards others, thus teaching them to solve problems with dialogue and not with force.

Likewise, strengthening Basic Social Skills, which will allow them to respond to conflicts and unexpected situations, implies having the ability to interrelate with groups that can be accepted and do not generate conflicts.

Developing Social Skills Related to Feelings; this involves working with empathy, managing feelings, and dealing with conflictive situations by understanding others.

Encourage skills such as empathy and self-control as part of a strategy to reduce aggression. It is recommended to reverse adverse situations that give way to depression, self-control and empathy are also necessary as part of the Social Skills for Coping with Stress.

To develop social planning skills that allow projecting into the future, for this it is necessary to mentalize the student to establish action plans, to learn to be responsible to achieve their goals.

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