

Social Skills and Coexistence in the Virtual Classroom in University Students

Dennis Arias-Chávez^{1*}; Mitchell Alberto Alarcón Díaz²; Liset Sulay Rodriguez Baca³;
Segundo Pérez Saavedra⁴

^{1*}Universidad Continental, Perú.

^{1*}darias@continental.edu.pe, <https://orcid.org/0000-0003-1500-8366>

²Universidad Nacional Mayor De San Marcos, Perú.

²<https://orcid.org/0000-0003-0027-5701>

³Universidad Autónoma Del Perú, Perú.

³<https://orcid.org/0000-0003-1850-615X>

⁴Universidad César Vallejo, Perú.

⁴<https://orcid.org/0000-0002-2366-67241>

Abstract

The purpose of this study was to determine the relationship between social skills and coexistence in the virtual classroom of students in intermediate cycles of the four branches of a Peruvian university. The population was 11,700 students from the fourth to the seventh cycle, from which a sample of 390 students was extracted. The instruments applied were: the Social Skills Scale (EHB) and the Virtual Classroom Coexistence Scale (ECAV). The results show that there is a direct and low relationship between social skills and coexistence in the virtual classroom given that the Pearson correlation is .240, the effect size is 0.4969909 and the statistical power is 1.000. It is concluded that there is a very weak correlation; however, the effect size is large and the statistical power is very high.

Key-words: Social Skills, Coexistence in the Virtual Classroom, University Students.

1. Introduction

Lack of assertive social skills favor dysfunctional behaviors in the family environment, problems in the consolidation of the person's identity and the crystallization of psychological and academic disorders (Caldera et al., 2018). As indicated by Lacunza and Contini (2011) social behaviors are learned throughout life, for example, being kind or reacting aggressively depends on the socialization process. These skills are not only important in interaction, but also allow the

assimilation of social roles and norms. However, it is the family and educational institutions that are the privileged environments for learning these skills. Along the same lines, Lacunza and Contini (2009) demonstrated in their study that children living in poverty had social skills to cope with everyday situations. Therefore, despite the adversities associated with poverty, people can acquire cooperative and acceptable behaviors that enable development in the social and intellectual areas.

Family ties, on the other hand, favor the learning, transmission and development of social skills, since children learn behaviors from their parents. The study by Braz et al. (2013) showed that there is intergenerational transmission of several social skills, especially from mothers to their adolescent children, as well as a good quality relationship between parents and children. Therefore, these relationships are the most complex and lasting throughout life, and have an effect on the positioning of the individual. If within the family, it can be summarized, there is interpersonal communication, a shared vision, expression of affection and care, decision making, conflict resolution among others, this in the child, adolescent or young person, will be reflected in their academic and social future.

The state of the global pandemic has led teachers to face unexpected challenges. One of these is undoubtedly the migration from face-to-face to virtual education. For this reason, several institutions (not only universities) have been training this sector in virtual teaching, assertiveness and empathy (Cáceres-Piñaloza, 2020). The virtual classroom has become the space where various competencies can be fostered, which will help students to have good relationships with the people around them. Regarding the latter, the study by Sánchez (2010) successfully proved that the design of a virtual learning classroom in the Moodle platform pleases and motivates students.

Lack of assertive social skills favor dysfunctional behaviors in the family environment, problems in the consolidation of the person's identity and the crystallization of psychological and academic disorders (Caldera et al., 2018). As indicated by Lacunza and Contini (2011) social behaviors are learned throughout life, for example, being kind or reacting aggressively depend on the socialization process. These skills are not only important in interaction, but also allow the assimilation of social roles and norms. However, it is the family and educational institutions that are the privileged environments for learning these skills. Along the same lines, Lacunza and Contini (2009) demonstrated in their study that children living in poverty had social skills to cope with everyday situations. Therefore, despite the adversities associated with poverty, people can acquire cooperative and acceptable behaviors that enable development in the social and intellectual areas.

Family ties, on the other hand, favor the learning, transmission and development of social skills, since children learn behaviors from their parents. The study by Braz et al. (2013) showed that

there is intergenerational transmission of several social skills, especially from mothers to their adolescent children, as well as a good quality relationship between parents and children. Therefore, these relationships are the most complex and lasting throughout life, and have an effect on the positioning of the individual. If within the family, it can be summarized, there is interpersonal communication, a shared vision, expression of affection and care, decision making, conflict resolution among others, this in the child, adolescent or young person, will be reflected in their academic and social future.

The state of the global pandemic has led teachers to face unexpected challenges. One of these is undoubtedly the migration from face-to-face to virtual education. For this reason, several institutions (not only universities) have been training this sector in virtual teaching, assertiveness and empathy (Cáceres-Piñaloza, 2020). The virtual classroom has become the space where various competencies can be fostered, which will help students to have good relationships with the people around them. Regarding the latter, the study by Sánchez (2010) successfully proved that the design of a virtual learning classroom in the Moodle platform pleases and motivates students.

2. Materials and Methods

Sample

The composition of the population was 11,700 students of intermediate cycles (III, IV, V and VI) of a Peruvian university in its four campuses (Arequipa, Lima, Huancayo and Cusco) and in all its specialties. A sample of 390 subjects (48.5% female and 51.5% male) aged between 18 and 28 years, with a mean of 20.45 and a standard deviation of 1.959 was drawn. An incidental non-probabilistic procedure was used for the selection, considering the students in attendance at the time the instrument was applied.

Instruments

The instruments applied were:

- a. To measure the Social Skills variable, the checklist or Social Skills Scale (EHS), created by Goldstein (1980), was used. The instrument consists of fifty items, distributed in five levels: "Never uses that skill", "Rarely uses that skill", "Sometimes uses that skill", "Often uses that skill" and "Always uses that skill". The checklist evaluates six areas distributed in groups:

Group I: early social skills;

Group II: advanced social skills;
Group III: social skills related to feelings;
Group IV: alternative skills to aggression;
Group V: social skills for coping with stress; and
Group VI: planning skills.

- b. To measure the variable coexistence in the virtual classroom, an adaptation of the Classroom Coexistence Scale (ECA) developed by Martínez and Moncada (2012) was used. The instrument (with a scope of application for children, adolescents and adults) is intended to measure processes related to coexistence in the classroom. This instrument can be applied individually or collectively and evaluates three dimensions: Learning to live together, Learning to relate and Learning to comply with rules.

Both instruments were applied virtually using Google forms to the sample in the classrooms of the professional schools at their various sites.

Design

This is a relational type of research since its objective is to determine the relationship between social skills and coexistence in the virtual classroom. It is also a cross-sectional study because the information is analyzed at a single point in time.

Ethical Considerations

Given the public health situation in the country and the world, the present study adapted its data collection processes following the health emergency measures indicated by the competent health institutions. To this end, the data collection was carried out using the virtual format, which avoids any type of physical contact. This format is recommended in situations of isolation. Likewise, each of the students who took part in the study gave their verbal consent after indicating that their participation was voluntary and anonymous.

3. Results

Psychometric Analysis Social Skills Scale (EHS)

The psychometric analysis of the EHS shows that the items have homogeneity indexes ranging from 0.765 (item 47) to 0.266 (item 14), these being significant, exceeding the minimum values established by the Kline criterion (2000) of 0.20, so it can be affirmed that the items of the classroom perception estimation scale have correct homogeneity indexes.

The reliability coefficient (see Table 1) was obtained using the internal consistency method, calculating a Cronbach's alpha of .973. The 50 items of the scale were taken as a basis. It is concluded that the EHS has a very high reliability.

Table 1 - Reliability of the Social Skills Scale

	M	DE	Ritc
1. Do you pay attention to the person who is talking to you and make an effort to understand what he/she is saying?	3,97	,994	,513
2. Do you start a conversation with other people and then can you keep it going for a while?	3,80	,956	,610
3. Do you talk to other people about things that interest both of you?	3,89	,913	,660
4. Do you choose the information you need to know and ask the right person for it?	3,96	,921	,594
5. Do you tell others that you are grateful to them for something they did for you?	4,17	,986	,640
6. Do you make an effort to meet new people on your own initiative?	3,56	1,042	,540
7. Do you introduce new people to others?	3,53	1,020	,570
8. Do you often give compliments?	3,47	1,013	,545
9. Do you ask for help when you need it?	3,69	,950	,604
10. Do you join a group to participate in a certain activity?	3,81	,971	,670
11. Do you clearly explain to others how to do a specific task?	3,89	,914	,697
12. Do you pay attention to instructions, ask for explanations and carry out instructions correctly?	4,00	,924	,673
13. Do you apologize to others when you have done something you know is wrong?	4,04	1,001	,629
14. Do you try to persuade others that your ideas are better and will be more useful than those of others?	3,32	1,105	,266
15. Do you try to understand and acknowledge the emotions you experience?	3,71	,941	,639
16. Do you let others know what you are feeling?	3,31	1,070	,553
17. Do you try to understand what others are feeling?	3,80	,915	,702
18. Do you try to understand other people's anger?	3,77	,982	,671
19. Do you let others know that you care or are concerned about them?	3,64	,935	,669
20. When you feel fear, do you think about why you feel it, and then try to do something to reduce it?	3,55	1,002	,563
21. Do you give yourself a reward after doing something well?	3,60	1,113	,553
22. Do you know when it is necessary to ask permission to do something and then ask the right person for it?	3,96	,900	,696
23. Do you share your things with others?	3,80	1,020	,607
24. Do you help those in need?	4,08	,868	,706
25. If you and someone disagree about something, do you try to reach an agreement	4,00	,897	,683

that satisfies both of you?			
26. Do you control your temper so that things don't get out of hand?	3,86	,918	,624
27. Do you stand up for your rights by letting others know your point of view?	3,94	,938	,719
28. Do you keep your temper in check when others make jokes?	3,92	,905	,674
29. Do you stay out of situations that might get you into trouble?	3,88	,937	,628
30. Do you find other ways to solve difficult situations without having to fight?	4,13	1,710	,309
31. Do you tell others clearly, but not angrily, when they have done something you don't like?	3,68	,979	,671
32. Do you try to listen to others and respond fairly when they complain about you?	3,68	,958	,660
33. Do you express sincere praise to others for the way they have judged you?	3,60	,985	,651
34. Do you do anything that helps you feel less embarrassed or self-conscious?	3,48	1,031	,593
35. Do you determine if you have been left out of an activity and then do something to make yourself feel better in that situation?	3,57	1,018	,603
36. Do you tell others when you feel a friend has not been treated fairly?	3,89	,929	,699
37. If someone is trying to convince you of something, do you think about that person's position and then your own before deciding what to do?	3,80	,926	,701
38. Do you try to understand the reason why you have failed in a particular situation?	3,87	,957	,711
39. Do you recognize and resolve the confusion that occurs when others explain one thing to you, but say and do another?	3,69	,910	,672
40. Do you understand what and why you have been accused and then think about how best to relate to the person who made the accusation?	3,57	,972	,618
41. Do you plan the best way to make your point before a problematic conversation?	3,79	,940	,681
42. Do you decide what you want to do when others want you to do something else?	3,75	,955	,623
43. If you feel bored, do you try to find something interesting to do?	3,98	,942	,623
44. If a problem arises, do you try to determine what caused it?	3,98	,910	,718
45. Do you make realistic decisions about what you would like to accomplish before you begin a task?	3,92	,905	,732
46. Do you realistically determine how well you could perform before you begin a task?	3,88	,904	,718
47. Do you determine what you need to know and how to get the information?	3,91	,926	,765
48. Do you realistically determine which of your numerous problems is the most important and which should be solved first?	3,98	,908	,735
49. Do you analyze among several possibilities and then choose the one that will make you feel better?	3,99	,924	,750
50. Are you able to ignore distractions and only pay attention to what you want to do?	3,66	,987	,637

M=Mean SD=standard deviation n=390, ritc=corrected item-test correlations.

The construct validity of the EHS (see Table 2) was obtained through exploratory factor analysis. The Kaiser-Meyer-Olkin index was .965, which shows that the instrument has explanatory potential. Bartlett's test of sphericity is significant as the Chi-square was 12643.837 and the $p = 0.00$, less than $p < .05$. This result shows that it is pertinent to perform a factor analysis with the resulting data.

Finally, the exploratory factor analysis through the principal components method establishes the conformation of two factors that explain 62.659% of the total variance. This allows us to conclude that the EHS has optimal construct validity.

Table 2 - Construct Validity of the Social Skills Scale through Exploratory Factor Analysis

Rotated component matrix	Component						
	1	2	3	4	5	6	7
1. Do you pay attention to the person who is talking to you and make an effort to understand what he or she is saying?	,351	,293	,389	,176	,052	-,108	-,091
2. Do you start a conversation with other people and then can you keep it going for a while?	,313	,200	,642	,167	,035	,163	,011
3. Do you talk to other people about things that interest you both?	,456	,187	,609	,124	-,036	,223	,009
4. Do you choose the information you need to know and ask the right person for it?	,489	,062	,331	,339	-,097	,291	-,040
5. Do you tell others that you are grateful to them for something they have done for you?	,360	,568	,349	,174	,071	-,064	-,130
6. Do you make an effort to meet new people on your own initiative?	,100	,142	,724	,271	,176	,091	-,028
7. Do you introduce new people to others?	,077	,285	,677	,209	,268	,038	,036
8. Do you give compliments?	,136	,229	,611	,050	,302	,145	,146
9. Do you ask for help when you need it?	,362	,340	,298	,023	,125	,402	-,020
10. Do you join a group to participate in a certain activity?	,480	,256	,392	,036	,072	,381	,091
11. Do you clearly explain to others how to do a specific task?	,425	,383	,198	,282	,059	,332	,040
12. Do you pay attention to instructions, ask for explanations and carry out instructions correctly?	,509	,338	,222	,214	,017	,239	,042
13. Do you apologize to others when you have done something you know is wrong?	,403	,579	,269	,114	-,005	-,094	,169
14. Do you try to persuade others that your ideas are better and will be more useful than those of others?	,068	,060	,008	,045	,139	,724	-,141
15. Do you try to understand and acknowledge the emotions you experience?	,257	,561	,210	,173	,054	,230	,219
16. Do you let others know how you feel?	,119	,252	,290	,165	,187	,575	,180
17. Do you try to understand what others are feeling?	,269	,715	,186	,145	,161	,151	,169
18. Do you try to understand other people's anger?	,213	,686	,141	,216	,117	,234	,161
19. Do you let others know that you care or are concerned about them?	,208	,622	,204	,080	,304	,297	,100
20. When you feel afraid, do you think about why you feel afraid, and then try to do something to lessen your fear?	,296	,099	,114	,360	,104	,477	,269
21. Do you give yourself a reward after you do something well?	,228	,069	,243	,165	,492	,353	,267
22. Do you know when it is necessary to ask permission to do something and then ask the right person?	,530	,361	,256	,156	,156	,070	,134
23. Do you share your things with others?	,302	,432	,325	,166	,039	,133	,179
24. Do you help someone in need?	,336	,575	,270	,325	,125	-,008	,020
25. If you and someone disagree about something, do you try to reach an agreement that satisfies both of you?	,256	,418	,289	,490	,082	,067	,183

26. Do you control your temper so that things don't get out of hand?	,288	,184	,243	,523	,143	,066	,310
27. Do you stand up for your rights by letting others know where you stand?	,512	,293	,150	,322	,172	,222	,124
28. Do you keep your temper in check when others make jokes?	,361	,329	,294	,522	,024	,049	,000
29. Do you stay out of situations that might get you into trouble?	,362	,302	,154	,406	,167	,018	,218
30. Do you find other ways to solve difficult situations without having to fight?	,140	,221	-,010	,106	,044	-,019	,822
31. Do you tell others clearly, but not angrily, when they have done something you don't like?	,353	,295	,170	,374	,480	,053	-,035
32. Do you try to listen to others and respond fairly when they complain about you?	,245	,361	,183	,503	,355	,043	,007
33. Do you express sincere praise to others for the way they have judged you?	,288	,407	,171	,417	,240	,169	-,140
34. Do you do anything that helps you feel less embarrassed or self-conscious?	,336	,087	,183	,195	,686	,169	,042
35. Do you determine if you have been left out of an activity and then do something to make yourself feel better in that situation?	,307	,224	,163	,138	,697	,160	-,001
36. Do you tell others when you feel a friend has not been treated fairly?	,396	,525	,072	,285	,258	,182	-,085
37. If someone is trying to convince you of something, do you think about that person's position and then your own before deciding what to do?	,471	,338	,111	,411	,148	,171	,017
38. Do you try to understand the reason why you have failed in a particular situation?	,605	,306	,019	,339	,156	,149	,089
39. Do you recognize and resolve the confusion that occurs when others explain one thing to you, but say and do another?	,500	,163	,156	,533	,082	,094	,085
40. Do you understand what and why you have been accused and then think about how best to relate to the person who made the accusation?	,256	,104	,211	,646	,234	,195	,027
41. Do you plan the best way to make your point before a problematic conversation?	,536	,210	,122	,367	,166	,178	,067
42. Do you decide what you want to do when others want you to do something else?	,556	,239	,096	,214	,125	,248	-,102
43. If you feel bored, do you try to find something interesting to do?	,652	,210	,205	,108	,178	-,022	-,028
44. If a problem arises, do you try to determine what caused it?	,688	,256	,192	,115	,235	,058	,093
45. Do you make realistic decisions about what you would like to accomplish before you begin a task?	,770	,174	,168	,143	,201	,098	,102
46. Do you realistically determine how well you could perform before you begin a task?	,762	,089	,149	,235	,176	,136	,097
47. Do you determine what you need to know and how to get the information?	,732	,257	,144	,201	,226	,094	,087
Do you realistically determine which of your numerous problems is the most important and which should be solved first?	,686	,215	,246	,187	,166	,094	,102
49. Do you analyze among several possibilities and then choose the one that will make you feel better?	,741	,346	,110	,165	,142	,035	,101
50. Are you able to ignore distractions and only pay attention to what you want to do?	,547	,194	,100	,292	,114	,184	,117
Extraction method: principal component analysis. Rotation method: Varimax with Kaiser normalization. Explained variance 62.659%, Kaiser-Meyer-Olkin sample adequacy measure = .965, Bartlett's test of sphericity Chi-square = 12643.837 G.L. = 1225 p = .0000. n=390.							

Virtual Classroom Coexistence Scale (ECAV)

The reliability of the items of the ECAV (see Table 3) was evaluated using the internal consistency method, obtaining a Cronbach's alpha value of .868 for the 20 items. The homogeneity indices range from .238 (item 15) to .669 (item 12), being higher than Kline's (2000) criterion of 0.200. Therefore, it can be concluded that the VCAV enjoys reliability.

Table 3 - Reliability of the Virtual Classroom Coexistence Scale

	M	DE	N
1. I have good friends in the classroom.	3,69	,951	,483
2. I work with all my classmates.	3,67	,967	,533
3. I participate in class.	3,49	,869	,494
4. I maintain good behavior in the classroom when the teacher is present.	4,37	,777	,609
5. I respect my classmates' turn to speak.	4,54	,697	,638
6. I am in the habit of saying please, thank you, excuse me.	4,56	,699	,547
7. I keep secrets and do not tell others for any reason.	4,29	,859	,427
8. I like to help my coworkers.	4,20	,824	,632
9. When I am in trouble, there is someone to help me.	3,55	,987	,455
10. I like to support my teacher when he/she needs it.	3,83	,929	,562
11. I support my peers without expecting any reward.	4,21	,840	,630
12. I greet my teacher and classmates when I arrive in the classroom.	4,41	,809	,669
13. I feel accepted by my peers when I arrive at the classroom.	4,11	,860	,637
14. I feel useful in the classroom.	3,99	,975	,557
15. I feel isolated from my peers.	2,40	1,258	,238
16. I help to maintain order in the classroom.	4,09	,858	,520
17. I take care of my classroom materials and fixtures.	4,30	,815	,615
18. I log on promptly allowing class to begin.	4,27	,826	,617
19. I autonomously perform my duties in the classroom.	4,21	,839	,594
20. I accuse my classmate before I am sure that it was him.	1,79	1,198	,276

Note. n=390, ritc=Correlations ítem-test corregido.

The construct validity of the ECAV (see Table 4) was evaluated through exploratory factor analysis. The Kaiser-Meyer-Olkin index obtained a value of .898, highlighting its adequate explanatory potential. In addition, Bartlett's test of sphericity is significant, the Chi-square being 3639.644 and $p < .05$. The exploratory factor analysis using the principal components method concludes that the scale has five dimensions that, allow explaining 59.950% of the total variance. Therefore, it can be concluded that the ECAV has construct validity.

Table 4 - Construct Validity of the Virtual Classroom Coexistence Scale through Exploratory Factor Analysis

Rotated component matrix^a				
	Component			
	1	2	3	4
1. I have friends in the virtual classroom.	,082	,166	,825	-,060
2. I work with all my classmates.	,149	,239	,761	-,046
3. I actively participate in class.	,148	,492	,350	,291
4. I maintain a good behavior in the virtual classroom when the teacher is present.	,696	,092	,349	-,025
5. I respect my classmates' turn to speak.	,672	,125	,406	-,167
6. I am accustomed to say please, thank you, excuse me	,563	,182	,319	-,313
7. I keep confidential information confidential without divulging it.	,406	,106	,355	-,281
8. I like to help my colleagues.	,287	,601	,351	-,219
9. When I am in trouble, there is someone to help me.	,134	,288	,530	,218
10. I like to support my teacher when he/she needs it.	,339	,569	,171	,174
11. I support my peers without expecting any reward.	,413	,442	,351	-,109
12. I greet my teacher and classmates when I enter the virtual classroom.	,523	,535	,202	-,173
13. I feel accepted by my classmates when I come to the virtual classroom.	,233	,662	,343	-,090
14. I feel useful in the virtual classroom.	,201	,786	,104	-,100
15. I feel isolated from my classmates.	,077	-,279	-,028	,840
16. I help to maintain order in the classroom.	,656	,333	-,066	,042
17. I take care of the connectivity of my virtual classroom.	,834	,180	,074	-,026
18. I log in punctually allowing the start of class.	,746	,276	,099	-,042
19. I autonomously fulfill my functions in the virtual classroom.	,741	,265	,057	,014
20. I accuse my classmate before I am sure that it was him.	-,347	,247	,032	,666
Extraction method: principal component analysis. Rotation method: Varimax with Kaiser normalization. a. Rotation has converged in 7 iterations. Explained variance 62.659%, Kaiser-Meyer-Olkin sample adequacy measure = .898, Bartlett's test of sphericity Chi-square = 3639.644 G.L. = 390 p = .0000. n=390				

Descriptive Analysis

When analyzing the goodness of fit to the normal curve using the Kolmogorov-Smirnov test (see Table 5), statistics with low values were obtained for the social skills scale and the scale of coexistence in the virtual classroom, concluding that the data do not have a normal distribution.

Table 5 - Goodness-of-fit Analysis to the Normal Kolmogorov-Smirnov Curve

	Kolmogorov-Smirnov		
	Estadística	gl	Sig.
Social skills	,069	390	,000
Coexistence in the classroom	,086	390	,000

Results of the Variables

Table 6 shows that, in terms of social skills, this achieves an average value of 3.7947, equivalent on the Likert scale of the instrument to "almost always". The same happens with coexistence in the virtual classroom, a variable that obtained an average score of 3.8985, equivalent to "almost always". These results show that the vast majority of university students at the sites studied state that they almost always perform the elements evaluated, both in social skills and in coexistence in the classroom.

Table 6 - Descriptive Results of the Independent Structures of the Coexistence in the Virtual Classroom Scale and the Social Skills Scale

	N	Minimum	Maximum	Media	Standard deviation
Social skills	390	1	5	3,7947	,62946
Coexistence in the classroom	390	2	5	3,8985	,48201
N valid (for list)	390				

Results of the Correlation between the Variables

Since both variables were non-normal, Spearman's Rho was used as the hypothesis testing statistic. Table 7 shows the existence of a weak positive relationship between social skills and coexistence in the virtual classroom in the university students studied. The correlation is 0.247. The effect size is large, being 0.4969909. The relationship was also validated and it was demonstrated that the relationship between the variables exists and is significant. As for the statistical power, the value exceeds 0.80, obtaining a value of 1.000, and these results can be generalized to the entire population of university students studied.

Table 7 - Correlation of the Variables Social Skills and Coexistence in the Virtual Classroom

	Social skills	
Coexistence in the virtual classroom	Spearman's Rho	0.2470*
	Sig. (bilateral)	0.000
	P	0.4969
	1- β	1.000
	N	390

Note: **. Correlation is significant at the 0.01 level (2-tailed).

Therefore, the hypothesis posed for the present research is accepted, since there is a significant and direct relationship between soft skills and coexistence in the classroom, despite the fact that the relationship between both variables is low.

4. Discussion

There is previous research that evaluated coexistence in a physical classroom, but there is no similar research that evaluates coexistence in a virtual classroom to corroborate these results. However, it is possible to highlight approximate studies such as the one conducted by García-Salguero and Mudarra (2020) who verified that social skills, when consistent with the teacher's expectations and specifically taught, can help prevent maladaptive behaviors, decreasing the vulnerability of certain students and optimizing social relationships and academic performance.

Sulca (2018), in his study on social skills and school coexistence, determined that there is a direct and significant relationship between these two variables, which allows inferring that the better the skills the better the school coexistence. On the other hand, Trigueros et al. (2020), in their research on the relationship between emotional intelligence, social skills and bullying among peers, conclude that social skills are fundamental, not only because of their relational dimension, but also because of their influence on other areas of the adolescent's life, including coexistence. According to positive psychology, social skills operate as a protective factor and constitute a healthy resource in early adolescence.

The present research made it possible to determine that a large percentage of the students surveyed stated that they almost always put their social skills into practice in the contexts in which they find themselves. This result is corroborated by Ruiz de Azua et al. (2020), in their study on communicative and social skills, in which they conclude that the medical students who participated in the study exhibited good communicative and social skills. Also, an association was observed between gender and specialty preference, and empathy and active listening skills.

Abbasi et al. (2020), in their study on social skills training, concluded that students with social skills reduce students' silence behavior in the classroom, fear of negative evaluation and shyness in social situations. For their part, Gilani and Motaghi (2019) in their study on social skills and misbehavior with their teachers in high school students, corroborate that by increasing students' social skills training, disorder can be avoided and thus help in the education and coexistence of students.

Regarding coexistence in the virtual classroom, a large percentage of students surveyed in the present study state that they almost always have a good coexistence. In this line, Castro-Robles et al.

(2020) point out that coexistence is affected by disrespect among classmates. However, Loáiciga (2020) disagrees with this result since, in his study, university students present few interpersonal relationships in their coexistence and in classroom spaces, mainly when it comes to carrying out work in learning communities. For his part, Pérez (2018) points out that a high percentage of students maintain a good coexistence in the classroom, being its percentage 71.15% and is located in the high level, a result that coincides with what was found in the present study.

In view of these results, it is evident that social skills help to improve coexistence in the classroom of university students, whether it is a physical or virtual classroom, considering that coexistence is the ability to live with others (coexist) in a framework of mutual respect and solidarity; it also implies the recognition and respect for diversity, the ability of a person to understand, value and accept differences and other points of view. This developed capacity will not remain only in the classroom, but will have repercussions on the construction of a better society. Finally, it remains to replicate the present research in other university entities, with a larger selection of study subjects and at other educational levels, comparing the results.

References

- Abbasi, M., Maleki, M., & Romanian, S. (2020). Investigate the effect of social skills training on reducing classroom silence, fear of negative evaluation and shyness of female students. *Education Strategies in Medical Sciences*, 13(4), 306-315. <http://edcbmj.ir/article-1-1585-en.html>
- Braz, A., Comodo, C., Del Prette, Z., Del Prette, A. & Fontaine, A (2013). Social and intergenerational skills in family relationships. *Apuntes de Psicología*, 32(1), 77-84. <http://www.apuntesdepsicologia.es/index.php/revista/article/view/305>
- Cáceres-Piñaloza, K. (2020). Virtual education: Creating affective spaces, coexistence and learning in COVID-19 times. *Ciencia América*. 9(2), 38-44. <http://dx.doi.org/10.33210/ca.v9i2.284>.
- Castro-Robles, A., Niño-Vega, J. & Fernández-Morales, F. (2020). Bullying as an opportunity to improve classroom coexistence. *Educación y Humanismo*, 22(38). <https://doi.org/10.17081/eduhum.22.38.3675>
- Caldera, J., Reynoso, O., Angulo, M., Cadena, A. & Ortiz, D. (2018). Social skills and self-concept in university students from the Altos Sur region of Jalisco, Mexico. *Escritos de Psicología*, 11(3), 144-153. <https://dx.doi.org/10.5231/psy.writ.2018.3112>
- García-Salguero, B. & Mudarra, M. (2020) Importance of social skills in the prevention of situations of risk and academic performance in secondary education in Spain: what do teachers expect from their students? How can coexistence and well-being be improved? En B. Malik-Liévano, B. Álvarez-González, M. Sánchez-García & Irving B. (eds.) *Perspectivas internacionales de la investigación en la orientación educativa y profesional*. Springer, Cham. https://doi.org/10.1007/978-3-030-26135-1_10

- Gilani, R., & Motaghi, M. (2019). The relationship between social skills and misconduct with their teachers in high school students in the City Aligudarz 2018. *International journal of adolescent medicine and health*, 1(ahead-of-print). <https://doi.org/10.1515/ijamh-2018-0242>
- Goldstein, A. (1980). *Social Skills Check List* (LCHS). Projective Way.
- Kline, P. (2000). *The handbook of psychological testing* (2da ed.). Routledge.
- Lacunza, A. & Contini, N. (2009). Social Abilities in Pre-school Children in Poverty Environments. *Ciencias Psicológicas*, 3(1), 57-66. http://www.scielo.edu.uy/scielo.php?script=sci_arttext&pid=S1688-42212009000100006&lng=es&tlng=es
- Lacunza, A. & Contini, N. (2011). Social skills in children and adolescent Social skills in preschoolers in poverty contextss. Its importance in the prevention of psychopathological disorders. *Fundamentos en Humanidades*. 12(23), 159-182. <https://www.redalyc.org/articulo.oa?id=18424417009>
- Loáiciga, J. (2020). ART Interpersonal relationships and situations of coexistence in the university classroom. *Revista Académica Arjé*, 3(1), 15-25. <https://revistas.utn.ac.cr/index.php/arje/article/view/240>
- Mansilla, D. & Gonzáles, M. (2017). The use of socio-effective strategies in the virtual translation classroom: a didactic proposal. *Revista Digital de Investigación en Docencia Universitaria*, 11(2), 251-273. <https://doi.org/10.19083/ridu.11.568>
- Martínez, M., & Moncada, S. (2012). *Relationship between Aggressiveness and Classroom Cohabitation levels in I.E.T. Primary Education Fourth Grade Students No. 88013 "Eleazar Guzmán Barrón"*, Chimbote, 2011 [Master's thesis]. Universidad César Vallejo, Chimbote.
- Pérez, A. (2020). *Correlate between levels of aggression and classroom coexistence* [Master's thesis, Universidad de Costa Rica]. <http://hdl.handle.net/11323/2988>
- Ruiz De Azua, S., Ozamiz-Etxebarria, N., Ortiz-Jauregui, M. & Gonzalez-Pinto, A. (2020). Communicative and social skills among medical students in Spain: a descriptive analysis. *International Journal of Environmental Research and Public Health* 17(4), 1408. <https://doi.org/10.3390/ijerph17041408>
- Sánchez, Y. (2010). *Virtual classroom for the promotion of the sense of belonging and coexistence of children of the primary day late of the simón Bolívar school*. Master's thesis, Corporación Universitaria Minuto de Dios. https://repository.uniminuto.edu/bitstream/handle/10656/2760/TAMB_SanchezRozoYenny_2010.pdf?sequence=1&isAllowed=y
- Sulca, P. (2018). *Social skills and school coexistence in students of the initial and intermediate Campoy*, J. & Rocamora, P. (2020). Relationship between Emotional Intelligence, Social Skills and cycle of CEBA No. 0086 José María Arguedas in the district of San Juan de Lurigancho, 2017 [Master's thesis] <https://hdl.handle.net/20.500.12692/14990>
- Trigueros, R., Sánchez- Sánchez, E., Mercader, I., Aguilar-Parra, J., López-Liria, R., Morales- Gázquez, M., Fernández- Peer Harassment. A Study with High School Students. *Int. J. Environ. Res. Public Health* 2020, 17(12), 4208. <https://doi.org/10.3390/ijerph17124208>
- Villasana, N., & Dorrego, E. (2007). Social skills in virtual collaborative work environments. *Revista Iberoamericana de Educación a Distancia*, 10(2), 45-74. <https://doi.org/10.5944/ried.2.10.993>