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## STRENGTHENING SOCIOEMOTIONAL SKILLS IN GENERAL HIGH SCHOOL STUDENTS BY SKILLS

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**Abstract:** This scientific article presents an intervention project focused on strengthening socio-emotional skills in high school students at the Vocational School of ``Universidad de Guadalajara``, the importance of promoting these skills to improve the psychological well-being and academic performance of students is addressed. The methodology used, the results obtained after the implementation of the project are described, and the practical and theoretical implications of the findings are discussed and it is concluded by highlighting the relevance of promoting socio-emotional skills in the educational field and recommendations are proposed for future research in this field.

**Keywords:** Socioemotional Skills, High School Students, Educational Intervention.

## INTRODUCTION

In the current context of education, the importance of not only focusing on the academic development of students, but also on their psychological and emotional well-being is increasingly recognized. In this sense, strengthening socio-emotional skills has become a fundamental aspect for the educational and personal success of high school students.

This article focuses on an intervention project carried out in some units of the Higher Secondary Education System of ``Universidad de Guadalajara``, with the objective of promoting socio-emotional skills in high school students, the lack of these skills can negatively impact the psychological well-being and academic performance of students, so it is crucial to address this problem.

Through this project, we seek not only to improve the psychological well-being of students, but also to enhance their ability to relate effectively with others, handle stressful situations and achieve optimal academic performance. The intervention is based

on scientific evidence that supports the importance of socio-emotional skills in the comprehensive development of individuals.

In this context, the methodology used, the results obtained and the practical and theoretical implications of this intervention project are presented. It is expected that this study contributes to the understanding of the relevance of promoting socio-emotional skills in the educational field and provides new perspectives. for future research in this constantly evolving field.

## GOALS

- Improve the psychological well-being of high school students at the Vocational School.
- Enhance the academic performance of students by strengthening socio-emotional skills.

## DEVELOPMENT

### METHODOLOGY

This socio-emotional intervention project in high school students at the Vocational School has been developed following a rigorous and structured approach. It is based on the need to address the strengthening of socio-emotional skills such as empathy, self-esteem, resilience and emotional management, essential aspects for personal development and solid academic performance (Morales de Ita, 2020; Muñoz Carmona, 2022). It has been observed that students with well-developed social-emotional skills tend to manage stress more effectively, relate appropriately with others, and achieve better academic performance (Góleman, 1995).

The relevance of this project lies in the positive impact it can have on the lives of students in the short and long term, improving their psychological well-being and, therefore, their participation in the classroom,

academic performance and interpersonal relationships (Del Valle López, 1998). In the long term, the development of these socio-emotional skills can be decisive for success in both the professional and personal spheres (``Universidad de Guadalajara``, 2009).

The proposed quasi-experimental research design will evaluate the effectiveness of the program to strengthen socio-emotional skills in high school students at the Vocational School. This design will compare an experimental group, which will participate in the program, with a control group that will not participate, which will facilitate the precise measurement of the effect of the intervention on the psychological well-being and academic performance of the students (López, 2008).

The intervention program was developed in collaboration with a team of psychologists and experts in the development of social-emotional skills. It included reflection activities, group work, conflict resolution, emotion management and teacher training (Carcaño Bringas, 2021). Student participation was divided into an experimental group that received the intervention and a control group that did not participate in the program (Veronica de Gaete, 2015).

To evaluate the impact of the program, various evaluation tools and techniques were used, including self-report scales, surveys, interviews, and records of academic performance (Bjerg, 2019). Self-report scales were used to measure stress, anxiety, self-esteem, resilience, and emotion management in students (Góleman, 1995). The surveys, administered before and after the intervention, provided detailed information about the perceptions and experiences of the participants (Organization of Ibero-American States for Education, Science and Culture [OEI], n.d.). On the other hand, individual or group interviews deepened the understanding of the changes observed in the students in

relation to their socio-emotional skills and psychological well-being (Muñoz Carmona, 2022). Finally, academic performance records were analyzed to evaluate the impact of the program on students' academic performance ('`Universidad de Guadalajara`', 2009).

These scales were administered through Google Forms to collect student results in real time, using a scale from 1 to 10 while surveys were administered before and after the intervention to evaluate the impact of the program on psychological well-being and academic performance of the students, these surveys made it possible to collect detailed information about the perceptions and experiences of the participants.

Individual or group interviews were carried out to deepen the understanding of the changes observed in the students in relation to their socio-emotional skills, their psychological well-being and their academic performance. The interviews provided valuable qualitative information about the effects of the intervention, they were collected and They analyzed the students' academic performance records, such as grades, attendance, and class participation, to evaluate the impact of the program on their school performance.

These evaluation instruments allowed us to obtain relevant quantitative and qualitative data to analyze the effect of the intervention in strengthening socio-emotional skills, psychological well-being and academic performance of high school students at the Vocational School. A comparative analysis of the results was carried out. obtained by the experimental group and the control group to determine the effectiveness of the program in strengthening socio-emotional skills, a quantitative analysis of the data collected through self-report scales and surveys was carried out, using statistical techniques to determine the magnitude of the changes observed in the psychological well-being and

academic performance of students.

A qualitative analysis of the interviews conducted with the participants was carried out, with the objective of identifying patterns, trends and perceptions related to the impact of the intervention on the development of socio-emotional skills and on the academic and personal lives of the students.

The quantitative and qualitative data were interpreted to draw conclusions about the effectiveness of the socio-emotional skills strengthening program in improving the psychological well-being and academic performance of the students. The findings were analyzed in relation to the stated objectives and research hypotheses.

This comprehensive approach to data analysis allowed us to obtain a complete and detailed view of the impact of the socio-emotional intervention program on high school students at the Vocational School, thus supporting the conclusions and recommendations derived from the study.

The evaluation of results in the socio-emotional intervention project in high school students at the Vocational School

The results of the experimental group (that received the intervention) were compared with those of the control group (that did not participate in the program) to determine differences in psychological well-being and academic performance before and after the intervention.

The impact of the program on the psychological well-being of the students was evaluated through the measurement of variables such as stress level, anxiety, self-esteem, resilience and emotion management. The changes observed in these areas were analyzed to determine the effectiveness of the intervention.

The impact of the program on students' academic performance was analyzed, considering variables such as grades,

attendance and class participation. Academic results were compared before and after the intervention to identify significant improvements.

Trends and patterns were identified in the data collected to understand how the intervention influenced students' psychological well-being and academic performance over time. Variations in the participants' responses were examined to determine the consistency of the results, allowing us to demonstrate the positive impact of the socio-emotional intervention program on high school students at the Vocational School, providing solid evidence about the importance of strengthening socio-emotional skills for improve the well-being and academic performance of students.

The results found in the socio-emotional intervention project in high school students at the Vocational School were the following:

A significant increase in the psychological well-being of the students in the experimental group who participated in the socio-emotional skills strengthening program was observed compared to the control group; the participants reported an improvement in their ability to identify and regulate their emotions, which It helped them develop greater resilience and a better ability to cope with stressful situations. In addition, they experienced a decrease in anxiety and stress levels, which allowed them to improve their quality of life and enjoy their daily activities with greater joy and enthusiasm.

Students who received training on managing emotions and levels of stress and anxiety noted improvements in their school performance, felt more focused, motivated and had a greater ability to solve problems, which allowed them to increase their confidence in their abilities and improve their performance on exams and in the classroom, this improvement in academic performance

was attributed to the acquired ability to effectively manage emotions and stress, which allowed them to maintain a positive state of mind and focus on their school tasks.

Program participants reported a series of positive impacts on their personal lives as a result of the intervention, they experienced greater self-confidence, self-acceptance and a sense of personal worth, in addition, they expressed greater motivation to face challenges and opportunities, as well as a more optimistic outlook. of negative situations, seeing them as opportunities for growth, these changes in the perception and management of emotions contributed to a significant improvement in their general well-being and their ability to face daily challenges with greater resilience and positivity.

Program participants demonstrated greater awareness and understanding of their emotions, as well as greater control over them. This improvement in emotion management was reflected in a decrease in anxiety and stress, as well as a greater ability to regulate negative emotions and maintain a balanced emotional state in various situations, this ability allowed them to face academic and personal challenges with greater calm and mental clarity, contributing to their psychological well-being and academic performance.

The discussion around the results of the socio-emotional intervention project in high school students at the Vocational School highlights the importance of strengthening socio-emotional skills to improve the psychological well-being, academic performance and quality of life of adolescents.

Positive impact on psychological well-being: The results of the project show that training in the management of emotions and levels of stress and anxiety had a positive impact on the psychological well-being of the students. The improvement in the ability



to identify and regulate emotions, as well as the reduction in anxiety and stress levels, contributed to greater emotional resilience and better management of stressful situations. These findings highlight the importance of promoting the emotional well-being of adolescents as a fundamental part of their comprehensive development.

**Improved academic performance:** The relationship between social-emotional skills and academic performance was evident in the project results. Participants who received the training reported improvements in their concentration, motivation, and problem solving, which translated into an increase in their school performance. The ability to effectively manage emotions and stress allowed them to maintain a positive state of mind and focus on their academic tasks, which positively influenced their academic performance.

“The socio-emotional intervention also had positive effects on the personal lives of adolescents; changes were observed in self-confidence, self-acceptance and an optimistic view of situations, which contributed to greater resilience and the ability to face challenges with positivity. These results suggest that The strengthening of socio-emotional skills not only impacts the academic field, but also the daily life of students, improving their general well-being and quality of life” (Muñoz Carmona, 2022; Góleman, 1995; Del Valle López, 1998).

“The findings of the project underline the relevance of implementing programs to strengthen socio-emotional skills in the educational field. Training in the management of emotions and levels of stress and anxiety is positioned as an effective tool to improve psychological well-being, academic performance and the quality of life of the students, since these results support the need to integrate the development of socio-

emotional skills in the educational curriculum to promote a healthy school environment and promote the academic and personal success of adolescents” (Carcaño Bringas, 2021; ‘‘Universidad de Guadalajara’’, 2009; Organization of Ibero-American States for Education, Science and Culture [OEI], nd).

## CONCLUSIONS

The conclusions derived from the socio-emotional intervention project in high school students we can mention that in psychological well-being and academic performance: The implementation of a program to strengthen socio-emotional skills demonstrated to have a positive impact on the psychological well-being and academic performance of the participating students. A significant improvement was observed in the adolescents’ ability to manage their emotions, reduce stress and anxiety levels, and improve their academic performance. These results support the importance of integrating the development of social-emotional skills in the educational field to promote an environment conducive to learning and the comprehensive well-being of students.

**Improvement in quality of life and coping skills:** Participants who received training in managing emotions and levels of stress and anxiety experienced an improvement in their quality of life and their coping skills in stressful situations. The acquisition of tools to regulate emotions and face daily challenges in a positive way allowed them to develop greater resilience and self-confidence. These results highlight the relevance of strengthening socio-emotional skills as a fundamental part of the personal and academic growth of adolescents.

The findings of the project highlight the importance of implementing programs to strengthen socio-emotional skills in the educational field to improve the well-being and performance of students, training in skills

such as empathy, self-esteem, resilience and emotion management is positioned As an effective strategy to promote a healthy school environment and promote the comprehensive development of adolescents, these conclusions

support the need to continue promoting a focus on the socio-emotional well-being of students as a fundamental part of their educational training.

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