

Social Skills and Positive Discipline in Secondary School Students, Villa EL Salvador, 2025

Rosa Isabel Espinoza Santillan¹, Secilia Charo Alfaro Luján², María Elena Sevillano Oxsolón³, Jessica Ross Audureau⁴, Mirtha Marcela Rojas Rodriguez⁵, María Leyssy Santiago Rentería⁶

¹Technological University of Peru, Email: Espinoza_2092@hotmail.es, Orcid: 0000-0002-2485-1307

²Universidad Autónoma del Perú. Email: secilialfaro@gmail.com , Orcid: 0000-0002-0622-9645

³UGEL 01 – Horacio Zeballos Gamez - Peru ,Email: marielenas17@hotmail.com, Orcid: 0000-0002-5174-9420

⁴Technological University of Peru, Email: audureau66@hotmail.com , Orcid: 0000-0002-2876-303X

⁵Technological University of Peru, Email: mrojas@utp.edu.pe, Orcid:0000-0001-6901-4652

⁶Technological University of Peru. Email: maleysy@gmail.com , Orcid 0000-0003-2430-9873

HOW TO CITE:

Rosa Isabel Espinoza Santillan, Secilia Charo Alfaro Luján, María Elena Sevillano Oxsolón, Jessica Ross Audureau, Mirtha Marcela Rojas Rodriguez, María Leyssy Santiago Rentería (2026). Social skills and positive discipline in secondary school students, Villa el Salvador, 2025. International Journal of Special Education, 41(15s), 1167-1179

COPYRIGHT STATEMENT:

Copyright: © 2026 Authors.
Open access publication under the terms and conditions of the Creative Commons Attribution (CC BY) license (<http://creativecommons.org/licenses/by/4.0/>).

ABSTRACT:

This study highlights the importance of prioritizing the cognitive and emotional development of adolescents in Villa El Salvador, 2025. The Sustainable Development Goal (SDG) addressed in this process is SDG 4: Quality Education. This contributes to the development of objectives that seek to establish the relationship between social skills and positive discipline, which is key to the holistic development of secondary school students. The methodology used was basic in nature, with a quantitative approach and a non-experimental, cross-sectional, and correlational design. The population consisted of 70 second-year secondary school students from in Villa El Salvador. Data collection techniques included the Social Skills Checklist and the Positive Discipline Questionnaire for Adolescents. The results show a weak positive correlation between positive discipline and social skills in the students ($\rho = 0.360$; $p = 0.002$). The study concludes that as positive discipline is promoted in the educational setting, the development of social skills in students will also be strengthened. Suggesting the activation and implementation of positive discipline strategies aimed at strengthening students' social skills, with the purpose of improving school climate and emotional well-being

Keywords: Social interaction, Interpersonal relationships, Self-discipline, Educational cooperation, Social-emotional learning

1. Introduction

In adolescence, several cognitive and developmental transformations occur that determine personality. Therefore, social skills and positive discipline are variables that have tended to prioritize the cognitive and emotional aspect of adolescents, being committed to the ability to express emotions, the development of skills and appropriate relationships. In this sense, the United

Nations Educational, Scientific and Cultural Organization (UNESCO, 2018) highlights the importance of Sustainable Development Goal (SDG) 4 quality education, maintaining that education based on positive discipline contributes to the adequate development of social skills. The directed goal is the 4.a. which aims to develop and change educational infrastructures that provide

safe, non-violent, inclusive and effective learning environments for all.

With regard to the first variable at the international level, the United Nations (2022) has highlighted the value of social skills as fundamental for harmonious coexistence and the emotional well-being of children and adolescents. However, there is evidence of a growing increase in skills deficits worldwide, reflecting problems of aggressiveness, discrimination, conflicts in their relationships and lack of problem-solving skills. This problem prevents integral development and active participation in society.

With respect to the second variable, the annual report of the United Nations Children's Fund UNICEF (2022), highlights an essential challenge that affects the integral growth of children and adolescents, and focused on the purpose of protecting their rights in different situations. These adverse situations not only harm basic essential services such as education and health, but also limit the development of social capacities necessary for emotional well-being and peaceful coexistence. Therefore, this situation highlights the relevance of applying methods that promote positive discipline in educational contexts, a model based on reciprocal respect, empathy and emotional self-regulation, as opposed to sanctioning or authoritarian practices.

At the national level, in relation to the first variable, the Ministry of Education MINEDU (2023), in its study of 15-year-old students, highlighted the social skills in the educational field such as self-control, resistance to stress, tolerance, assertiveness and emotional control. Demonstrating inequalities in the development of social competences and exposing several challenges faced by schools to transform themselves into spaces where they can cultivate these skills in students. In this context, it is vital to continue promoting educational strategies that promote positive interactions among its members, to enhance socio-emotional competencies in teachers and leaders.

Likewise, in the second variable, MINEDU (2021) also in view of the high demand for the inadequate development of skills, difficulties in the affective ties between children and parents, proposes an alternative that seeks to promote an adequate

educational system at the socio-affective and cognitive level, ensuring that children and adolescents reinforce their skills. Highlighting the importance of positive discipline aimed at reinforcing social skills in a respectful and encouraging way for a healthy coexistence.

At the local level, focusing on the problems of the beneficiary population is important; because it presents growing demands in the behavioral field such as: lack of empathy and conflict resolution, violence among students, disrespect for teachers, lack of academic commitment and difficulties in following norms and rules. Affecting their well-being and integral development of adolescents. As a result of this inadequate interrelationship, positive discipline has been affected, because the directors, teachers and parents by not addressing this situation in a timely manner, are generating a negative school climate, affecting coexistence and harmony in the educational institution.

Therefore, this academic work addresses the following general problem: What is the relationship between social skills and positive discipline in secondary school students, Villa el Salvador, 2025?

This academic work is theoretically justified by the contribution and support of updated scientific theories that explain the study variables: social skills and positive discipline. In relation to the practical justification, this study will facilitate the use of data in time for an appropriate intervention to the problems presented by the institution, raising awareness through prevention workshops and programs for parents and students. The methodological justification is given by the use of the methodology and two instruments to analyze the sample in order to collect data and establish the correlation between the variables. The social justification is because it will help adolescents learn to handle situations assertively and respecting others, generating a better coexistence. Consequently, it will facilitate other professionals to implement studies, and tools that will favor the development of social skills and the appropriate practice of positive discipline in adolescents in the educational community.

On the other hand, the general objective proposed for this study is: To establish the relationship

between social skills and positive discipline in secondary school students, Villa el Salvador, 2025. And the specific objectives are: To identify the relationship between social skills and the dimension of long-term objectives in secondary school students, Villa el Salvador, 2025. To determine the relationship between skills and the dimension of providing warmth in secondary school students, Villa el Salvador, 2025. To indicate the relationship between social skills and the dimension of providing structure in secondary school students, Villa el Salvador, 2025. Identify the relationship between social skills and the dimension of understanding how they think and how they feel in secondary school students, Villa el Salvador, 2025. To determine the relationship between social skills and the problem-solving dimension in secondary school students, Villa el Salvador, 2025.

The general hypothesis proposed for the study will be: if there is a significant relationship between social skills and positive discipline in secondary school students, Villa el Salvador, 2025.

Consequently, the search for national and international precedents that support the research work was also generated, so it is highlighted that there are limited investigations in terms of the variables to be investigated, detailing this information below:

In Colombia, Gonzales and Molero (2023) focused their research on identifying the most important social skills in adolescence. The results showed that skills related to feelings are the most used by adolescents. Concluding that social skills are significant elements that contribute to promoting the well-being of adolescents in society.

In Ecuador, Montero (2021) sought to find the relationship between social skills and resilience in adolescents. The main results were found in terms of the variable and the areas that have a low average are communication equivalent to 35%, self-esteem with 41% and decision-making with 31%. Concluding that there is a significant average correlation between social skills and resilience, indicating that the lower the resilience, the lower the social skills in adolescents.

Similarly, in Ecuador, Jiménez (2020) developed a study on positive discipline and behavior

modulation in students. The main objective of the research was to formulate four strategies that teachers could apply in their educational practice to improve student behavior and strengthen relationships with them. The proposed strategies focus on the relevance of effective communication, pointing out that it is crucial between teachers and students, the strengthening of self-esteem, learning through mistakes and constant motivation. Concluding that these tools seek to create a more positive and constructive educational environment, promoting better interaction in the classroom and greater mutual understanding.

Also in Ecuador, Calderón, et al. (2023) investigated with the intention of determining the relationship between positive discipline and the school performance of students in the various institutions. The results achieved in showed that there is a considerable effect of positive discipline on students with respect to academic performance. Concluding that if students receive an education based on positive discipline, they present superior educational results in classroom processes compared to those who do not.

In Peru, Boza et al. (2022) in their research sought to find the correlation between intelligence and social skills in adolescents. The results and using the Pearson statistic highlighted that there is a direct relationship between social skills and the dimensions of emotional intelligence. As for the conclusion, it is shown that statistically there is a relationship between the aforementioned variables.

García (2020) sought to generate the connection between social skills and ability of resilience in students of an educational center in southern Lima. The findings indicated that there is a relevant correlation between the two variables. Similarly, highly significant coefficients were found in the correlations between the dimensions of both variables.

Likewise, López (2021) tried to establish the correlation between positive discipline and emotional intelligence in students. The findings indicated that about half of the students were engaged in low levels of positive discipline and a similar number had low emotional intelligence, thus establishing a relevant connection between both

variables. Concluding that positive discipline applied by parents and teachers has an impact on the emotional area of children.

Finally, Cotrina (2021) in her research examined the relationship between positive discipline and emotional intelligence in students in Ferreñafe. The results are that there is a positive relationship between both variables. Concluding that it is important to discipline adolescents appropriately helps to increase emotional intelligence.

In relation to the theoretical bases, in the first variable, Goldstein's model (1989 cited by Espinoza, 2021), states that they are positive attitudes that the individual has to maintain healthy relationships with others. It also considers six dimensions such as: Basic social skills defined as the ability to manage interrelationships. Advanced skills focused on interpersonal recognition. Skills related to feelings focused on the recognition and expression of feelings. Alternative skills to aggression to cope with stress defined as the ability to resolve conflict situations. And planning skills focused on organizational ability and goal setting.

Subsequently, Gismero's (2022) model states that social skills are verbal or non-verbal responses that enable an individual to express needs, points of view, and emotions through assertive behavior.

Next, Caballo (2005, cited by Reyes 2018) explained that socially skilled behavior refers to a set of actions that an individual carries out in a specific scenario, because it promotes the manifestation of appropriate emotions, positions, desires, and perspectives, always direct respectful behavior toward others. Normally, it solves the present problems of a circumstance by reducing the probability of future problems. Likewise, Gasibe (2022) also mentions that, if limits are demonstrated with love, empathy, and understanding, they contribute to promoting qualities such as responsibility, respect, and self-esteem in adolescents.

Later in learning theory, Monjas (1999 cited in García 2020) mentions that the behavior of adolescents is subject to the influence of rewards and punishments, causing behavior to increase or extinguish.

It is worth highlighting the positive discipline variable (Nelsen, Erwin, & Foster, 2018) who propose the positive discipline variable, as the key to education that does not reside in punishment, but in respect between people, focusing on adults fostering the feeling of belonging towards children, since their primary role is not rectification through education, but the emotional bond. This involves creating a bond between children and the different environments in which they develop, such as the family or school, which will enhance their behavior by feeling part of the community. This approach focuses on finding solutions, prioritizing strengthening the sense of community. Similarly, Sánchez et al. (2023) state that an effective application of positive discipline should focus on an appropriate teaching methodology, in which clear and consistent limits are established. In addition, they highlight the importance of fostering a peaceful environment, strengthening affective and respectful ties between adults and adolescents, transmitting security and affection to them, avoiding negative practices, and addressing their emotions through an empathetic attitude, especially during times of emotional imbalance.

Also, Ortega (2016, cited in Pérez, & Merino, 2024) underlines the principles of positive discipline based on impartiality, teaching for self-regulation, self-motivation, the ability to make decisions and maintain adequate interpersonal relationships. Additionally, it argues that mistakes are learning circumstances in a set of strategies focused on promoting responsibility and respect, avoiding punitive processes, but promoting competencies that support social harmony, directing priority to the interrelationship between teachers and students, creating a safe and empathetic environment. All this in order to contribute to the strengthening of skills, not only in the context of personal and social education, but in a transversal way in daily life.

Finally, the approach proposed by Durrant (2007 cited in Cotrina 2021) considers positive discipline as an appropriate parenting style facilitating the ability to reason and express oneself. It has five dimensions: a) Identify long-term objectives, defined as the ease of generating self-discipline; b) To provide warmth aimed at understanding the expression of the feelings of adolescents; c) Provide

structure seeks to understand clear guidelines for behavior; (d) To understand how adolescents think and feel, leading them to understand the recognition and expression of feelings; and, e) Problem solving with the aim of providing tools for conflict resolution.

2. Methodology

This study was of a basic nature focusing on generating new knowledge and allowing us to enter the analysis of existing theories, as well as to open the study of phenomena and to be able to explain in detail, understanding that it does not seek to provide a solution, only to explain the procedures. Quantitative approach and non-experimental, cross-sectional and correlational design. With the purpose of determining the relationship between two variables: social skills and positive discipline in secondary school students in Villa el Salvador, 2025. For Hernández-Sampieri and Mendoza (2018), correlational research provides information to carry out explanatory analyses that help to understand the problem and are more conclusive. On the other hand, scope was explanatory correlational, seeking to identify the degree of relationship between both variables without manipulating them. According to the OECD Oslo Manual (2018), it is basic research, aimed at expanding knowledge about educational phenomena.

The study variables are social skills(V1) defined as the positive attitudes that the individual has to maintain healthy relationships with others by Goldstein (1989 cited by Espinoza, 2021); it also considers six dimensions such as: Basic social skills defined as the ability to manage interrelationships. Advanced skills focused on interpersonal recognition. Skills related to feelings focused on the recognition and expression of feelings. Alternative skills to aggression to cope with stress defined as the ability to resolve conflict situations. And planning skills focused on organizational ability and goal setting. On the other hand, the variable positive discipline (V2) considered as an appropriate form of parenting facilitating the ability to reason and express, Durrant (2007 cited in Cotrina 2021), also has five dimensions: a) identifying long-term objectives defined as the ease of generating self-discipline; b) to provide warmth aimed at

understanding the expression of the feelings of adolescents; c) provide structure seeks to understand clear guidelines for behavior; d) to understand how adolescents think and feel, leading to understanding the recognition and expression of feelings; and, e) problem solving with the aim of providing tools for conflict resolution, being support important to support the process of the methodology.

The beneficiary population was made up of 70 high school students from an educational institution in Villa el Salvador. The sample was chosen for convenience, through non-probabilistic sampling, taking into account the two sections of the grade, both section A and B. The exclusion criteria were students enrolled and with informed assent signed by their parents or guardians. On the other hand, students who did not attend on the day of the application of the instruments were excluded.

As a collection technique, two structured instruments were used, such as the Social Skills Checklist for V1 and the Positive Discipline Questionnaire for Adolescents for V2. Both instruments went through the validation of judges, allowing an exhaustive and in-depth review by the experts and thus giving conformity to the dimensions, indicators and items. Reliability was also carried out, demonstrating adequate levels of reliability, with Cronbach's alpha of 0.945 for V1 and 0.784 for V2, allowing reliable information to be obtained, because the items were understandable and understandable for the students, allowing them to continue with processing.

To continue with the data analysis, the SPSS was used, which helped in the organization and processing of the information obtained by the instruments applied to the population. Then, the normality test was carried out using the Kolmorov-Smirnov test, which allowed to guide the selection of the appropriate statistic for the study. Based on the procedure, it was decided to use Spearman's Rho statistic to examine the correlation between the variables and generate compliance with the proposed results.

The research was also carried out following the parameters of code No. 062- 2023-VI-UCV, being ethical standards of the Undergraduate School. It

was also possible to respect essential ethical principles: such as non-maleficence, justice, beneficence and autonomy. The individuals who were part of the study had the freedom to choose their participation without having negative consequences, choosing to preserve their well-being and equity first. Likewise, APA standards will be used to ensure the correct citation and use of academic references, which guarantee responsible and ethical work.

3. Results

Table 1: Relationship between social skills and positive discipline

			Positive Discipline	Ability is Social
Rho de Spearman	Positive Discipline	Correlation coefficient	1,000	,360**
		Sig. (bilateral)	.	,002
		N	70	70
	Social skills	Correlation coefficient	,360**	1,000
		Sig. (bilateral)	,002	.
		N	70	70
**. The correlation is significant at the 0.01 level (bilateral).				

Note. Results of the relationship of the variables

The result obtained from Spearman's correlation test shows that there is a low positive relationship between positive discipline and social skills in students ($\rho = 0.360$; $p = 0.002$). This finding means that, as positive discipline is promoted in the educational field of study, the development of social skills in students will also be strengthened.

Table 2: Relationship between social skills and the dimension identifying long-term goals

			Identify targets to long term	Social skills
Rho de Spearman	Identify long-term goals	Correlation coefficient	1,000	,234
		Sig. (bilateral)	.	,051
		N	70	70
	Social skills	Correlation coefficient	,234	1,000
		Sig. (bilateral)	,051	.
		N	70	70

Note. Results of the social skills variable and the first dimension

This chapter shows the analysis of the data collected, whose purpose was to establish the relationship between social skills and positive discipline in secondary school students in the district of Villa El Salvador, 2025. Likewise, the specific results that respond to identify the relationship between the social skills variable and the dimensions of the discipline variable are presented, in order to obtain a comprehensive view of the link between both variables in the educational context studied. Presenting the tables to support this information.

The analysis using Spearman's correlation test shows that the relationship between social skills and the dimension of identifying students' long-term goals has a coefficient of $\rho = 0.234$, with a significance level $p = 0.051$. However, the

intensity of this relationship is low, which means that the impact of a variable on the dimension is limited. But as students learn to identify objectives, it will guarantee a better development of social skills.

Table 3: Relationship between social skills and the dimension of providing warmth

			Provide warmth	Social skills
Rho de Spearman	Provide warmth	Correlation coefficient	1,000	,315**
		Sig. (bilateral)	.	,008
		N	70	70
	Social skills	Correlation coefficient	,315**	1,000
		Sig. (bilateral)	,008	.
		N	70	70
**. The correlation is significant at the 0.01 level (bilateral).				

Note. Results of the relationship between social skills and the second dimension

The result of Spearman's correlation test shows that there is a positive and significant relationship between the variable social skills and the dimension of providing warmth of students ($\rho = 0.315$; $p = 0.008$), the statistical evidence shows that warmth is a key factor in enhancing social skills. When students experience a warm and respectful environment, they develop a greater capacity for interaction, empathy and cooperation, which favors their integration and well-being in the school environment.

Table 4: Relationship between social skills and the dimension of providing structure

			Toast Structure	Abilities Social
Rho de Spearman	Provide structure	Coefficient of correlation	1,000	,369**
		Sig. (bilateral)	.	,002
		N	70	70
	Abilities Social	Coefficient of correlation	,369**	1,000
		Sig. (bilateral)	,002	.
		N	70	70
**. The correlation is significant at the 0.01 level (bilateral).				

Note. Results of the relationship between social skills and the third dimension.

The analysis using Spearman's correlation test shows that there is a positive and significant relationship between the variable social skills and the dimension of providing student structure ($\rho = 0.369$; $p = 0.002$). This confirms that providing structure is a determining factor in the development of social skills in the school context.

Table 5: Relationship between social skills and the dimension of understanding how they think and how they feel

			Understand how they think and how they feel	Social Skills
Rho de Spearman	Understand how they think and feel	Correlation coefficient	1,000	,232
		Sig. (bilateral)	.	,053
		N	70	70
	Social skills	Correlation coefficient	,232	1,000
		Sig. (bilateral)	,053	.
		N	70	70

Note. Results of the relationship between social skills and the fourth dimension

The analysis of Spearman's correlation test shows that the relationship between the variable social skills and the dimension understanding how students think and feel presents a coefficient of $\rho = 0.232$, with a level of significance $p = 0.053$. The

p -value = 0.053 is slightly higher than the conventional threshold of 0.05, which means that the relationship is not statistically significant, but it is important to highlight that social skills require understanding how adolescents think and feel.

Table 6: Relationship between social skills and the problem-solving dimension

			Troubleshooting	Social skills
Rho de Spearman	Resolution of Problems	Coefficient of correlation	1,000	,249*
		Sig. (bilateral)	.	,038
		N	70	70
	Social skills	Correlation coefficient	,249*	1,000
		Sig. (bilateral)	,038	.
		N	70	70
*. The correlation is significant at the 0.05 level (bilateral).				

Note. Outcomes between social skills and the fifth dimension

The analysis of Spearman's correlation test shows that there is a positive and significant relationship between social skills and the problem solving dimension of students ($\rho = 0.249$; $p = 0.038$). The coefficient of 0.249 indicates that as students develop problem-solving skills, they also tend to improve their social skills. Reflecting that problem solving contributes to social strengthening.

4. Discussion

The results achieved consider the relevance of social skills and positive discipline as fundamental in the comprehensive development of secondary level students, Villa el Salvador, 2025. The correlation between the two shows that the teaching of strategies based on positive discipline, characterized by respect, empathy, assertive communication and collaboration among all. It will be essential to promote social skills and thus guarantee a healthy educational coexistence and maintain adequate interpersonal relationships, contributing to the emotional well-being and development of socio-affective skills of the beneficiary population. The existence of rules and especially the emotional support that are given in the educational context reflect the importance of implementing frequent and systematic interventions. This is also relevant for teachers not only to adapt a solitude containment and, above all, a concise structure that allows creating opportunities for guided reflection, but also to generate a collaborative approach free of conflicts and pedagogical situations focused on the reinforcement of critical analysis and self-reflection. Thus, the favorable trends detected in the results could become more consistent correlations in the process.

Taking into account the general objective, it is shown that there is a low positive relationship between social skills and positive discipline of the students, highlighting that the significance is $p = 0.002$ and the relationship of $\rho = 0.360$). This discovery leads to the fact that as positive discipline is promoted in the educational context of study, the use of social skills in students will also be reinforced, generating greater understanding of pedagogical practices focused on respect, appropriate behavior and collaboration among

students. This discovery is in line with those achieved by Gonzales and Molero (2023), establishing that in adolescence, skills related to the expression and management of feelings are used more, emphasizing their contribution to social integration and personal well-being. According to the two studies, they are fundamental for socio-emotional development in adolescents. However, they expand a better understanding by showing that positive discipline is a key point in the consolidation of these skills to improve coexistence, promote emotional and social well-being in students, achieving a safe and peaceful coexistence. Reflecting that educational actions focused on discipline positive are concretized as essential tools that can increase the emotional well-being of students.

Similarly, Montero (2021) detected a significant average correlation between resilience and social skills, establishing that the latter are negatively affected when resilience is perceived as lower. In both situations, it is verified that social competencies not only affect the interaction between individuals, but also the growth of personal resources that allow coping and adaptation to complicated situations. This is in line with the premise of this study: positive discipline as an element that encourages prosocial behaviors and reinforces bonds between equals. So, from this perspective, intrinsic resources are consolidated, allowing students to be predisposed to situations that require ease of adaptation.

Similarly, Jiménez (2020) supports these results by indicating that the use of positive discipline strategies focused on effective communication, motivation, and adequate self-esteem will facilitate the regulation of behavior, promoting an adequate relationship between teachers and students, based on respect and positive connection. Calderón et al. (2023) also concluded, similarly, that positive discipline has a significant impact on academic performance, demonstrating that a positive educational environment affects both behavior and emotions, as well as performance in school. These coincidences support the relationship found in the present study, highlighting the full impact that positive discipline has on students' education, ensuring that they understand the consequences of

actions, promoting self-responsibility and the ability to make value-centered decisions. Together, this review allows us to strengthen an understanding that encompasses an integral role played by both variables, supporting the relationship found and highlighting the importance of facilitating educational practices that consolidate students' principles in an orderly manner.

Likewise, Boza et al. (2022) found that there is a direct correlation between social skills and emotional intelligence, and concluded that emotional development helps improve interpersonal skills. García (2020) found, in the same direction, an important correlation between resilience and social skills in students in South Lima; This shows that both variables

They reinforce each other and affect the social and emotional adjustment of young people. These findings are consistent with the current study, which shows that positive discipline works as an instrument to reinforce these capacities, by promoting empathy and self-regulation, thus allowing a better coexistence in the educational population.

On the other hand, studies such as those by Cotrina (2021) and López (2021) confirm that emotional intelligence is directly linked to positive discipline. This indicates that students are educated based on respect and positive guidance. They also have higher levels of emotional self-control and satisfactory interpersonal relationships. In this line, the findings of this work agree with these studies, because they show that the application of positive discipline promotes an environment of trust and respect, in which there is the possibility of manifesting their emotions safely and thus strengthening their social relationships in their context.

Regarding the specific dimensions of positive discipline, the results show positive and significant relationships with providing warmth ($q = 0.315$; $p = 0.008$), linked to the formation of a positive emotional environment in which students feel appreciated, understood and above all listened to, according to Jiménez (2020), in this context, the results of this research are aligned with the existing

literature, by demonstrating that the teacher's understanding and warmth provides emotional security to adolescents, which favors the development of skills such as cooperation, empathy and assertiveness.

Also in the dimension of providing structure ($q = 0.369$; $p = 0.002$) and problem solving ($q = 0.249$; $p = 0.038$), they show that these components are fundamental for the development of social skills. This is proven by Calderón et al. (2023) that implementing positive discipline strategies has a significant impact on students' academic performance and behavior. They affirm that an organized environment focused on respect allows adolescents to understand social expectations and correctly adjust to the rules of the context that guarantee a better coexistence. Along these lines, providing structure does not mean being rigid or authoritarian; rather, it is about offering a supportive framework that fosters stability, emotional security, and predictability in the school environment. As a result, adolescents will be able to assimilate values such as empathy, commitment and responsibility, which translates into a direct strengthening of their social competencies. Problem-solving, on the other hand, is about teaching adolescents to think about the repercussions of their actions, to take responsibility for what they decide, and to find constructive solutions without resorting to punishment. This method promotes the ability to dialogue, empathy and critical thinking, skills necessary to function appropriately in varied social contexts. It also helps students to develop a proactive attitude towards conflicts, which enhances their autonomy and their ability to work in a team.

On the other hand, the dimensions identifying long-term goals ($q = 0.234$; $p = 0.051$) and understanding how they think and feel ($q = 0.232$; $p = 0.053$) showed weak and non-significant relationships, although they suggest positive trends that could be consolidated with greater educational intervention. These results reflect that educational environments where teachers and parents provide emotional support and clear rules that promote more effective interpersonal relationships, while empathy and goal projection require longer

maturity processes, which will help to better clarify their objectives.

In this line, these discoveries coincide among the studies analyzed, making it possible to confirm that positive discipline has a structural role in the integral development of the student. Because it is not only concerned with correcting behaviors, but also encourages personal responsibility, critical thinking and principled decision-making. They are essential to develop more advanced social skills, impacting the quality of interactions that occur between peers and the facilitation and promotion of safe and favorable school environments for learning.

The results of this study and the background reviewed allow, as a whole, to specify that the adequate development of skills is important in the comprehensive education of students, however, a key component to achieve this is positive discipline that will help to enhance an appropriate development of empathy, assertive communication and teamwork among adolescents. Favoring integral development, when teaching strategies based on constructive orientation, respect and understanding are implemented. This promotes their emotional well-being and social adaptation in a healthy school context.

5. Conclusions

The research made it possible to acquire the following relevant conclusions.

The relationship between social skills and positive discipline was established, which highlights that there is a low positive relationship in students, highlighting that as positive discipline is promoted in the study population, the development of social skills in students will also be strengthened. The relationship between social skills and the dimension of social skills was also identified. But to the extent that students manage to identify objectives, it will guarantee a better development of social skills.

On the other hand, the positive and significant relationship between the variable social skills and the dimension of providing warmth to students was determined, evidencing that warmth is a key

factor to enhance social skills. When students experience a warm and respectful environment, they develop a greater capacity for interaction, empathy and cooperation, which favors their integration and well-being in the school environment. Likewise, the positive and significant relationship between the variable social skills and the dimension of providing structure was indicated, confirming that providing structure is a determining factor within the school context. Then, the correlation between social skills and the dimension understanding how they think and how they feel was identified, demonstrating that the relationship is not statistically significant at 95% confidence, although it does show an important trend. In other words, there are indications of a relationship, but not enough evidence to confirm with complete certainty. The positive and significant relationship between social skills and the problem-solving dimension was also determined, indicating that as students develop the ability to solve problems, they also tend to improve their social skills.

Finally, the results of the research supported the impact of relating both variables. Promoting an environment of respect and empathy, for a healthy educational coexistence in secondary school students in the district of Villa El Salvador, 2025.

6. Recommendations

With the support of the results achieved in the study on social skills and positive discipline in secondary level students in the district of Villa El Salvador, 2025, to deepen, allowing intervention in the difficulties encountered in the population.

In the first instance, the institution is recommended to activate and execute positive discipline strategies, aimed at strengthening the social skills of students, with the purpose of improving school coexistence and emotional well-being. Likewise, principals should manage training for teachers and learn strategies on positive discipline for their application in their pedagogical practice, thus guaranteeing the strengthening of socio-emotional competencies in students.

Secondly, it is valuable to suggest the incorporation into the institution's tutorial plan of activities that encourage reflection, planning and

responsible decision-making in adolescents. It also promotes emotional support in the classroom, especially in the dimension of understanding how students feel and think. Although the correlation was not statistically significant, a positive trend was observed that has the potential to be consolidated through active listening strategies, personalized tutorials and group dynamics of reflection.

In the same way, it is suggested to promote positive discipline with the participation of families, through workshops or talks that guide parents and/or guardians on the value of

educating from understanding, affection and healthy limits that will favor adequate social development in adolescents.

Finally, this research will be the basis for promoting future studies that delve into positive discipline and social skills in high school students in southern Lima. It will continue to allow us to broaden understanding at a theoretical, methodological, practical and social level in the improvement of the school climate.

References

- Boza, M., Carbajal, K., & Zárate, K. (2023). Emotional intelligence and social skills in adolescents from an educational institution Huancayo, 2022. (Bachelor's thesis). Faculty of Humanities. (File: IV_FHU_501_TE_Boza_Carbajal_Estrella_2023.pdf)
- Calderón, E., Pérez, M., & López, J. (2023). Positive discipline and school performance in educational institutions in Ecuador. *Latin American Journal of Education*, 15(2), 45–60.
- Cotrina, L. (2021). Positive discipline and emotional intelligence in Ferreñafe students.
- Espinoza Santillán, R. (2021). Family functioning and social skills in students in the third year of secondary school at El No. 6080, Villa El Salvador, 2021. (Master's thesis). César Vallejo University. <https://repositorio.ucv.edu.pe/handle/20.500.12692/74793>
- García Tarazona, M. A. (2020). Social skills and resilience in high school students from a public educational institution in South Lima. (Undergraduate thesis). Autonomous University of Peru. <https://hdl.handle.net/20.500.13067/2138>
- Gasibe, B. (2022). Positive discipline: What is it? *NeuroClass*. <https://neuro-class.com/disciplina-positiva-que-es/>
- Gismero, E. (2022). EHS Social Skills Scale (4th ed.). TEA Ediciones.
- González Moreno, A., & Molero Jurado, M. del M. (2021). Social skills and their relationship with other variables in adolescence. *Ibero-American Journal of Psychology*, 15(1), 113–123. <https://doi.org/10.33881/2027-1786.rip.151111>
- Goldstein, A., Sparfkin, R., Gershaw, N., & Klein, P. (1989). *Social Skills and Self-Control in Adolescence: A Teaching Program*. Martínez Roca.
- Hernández-Sampieri, R., & Mendoza, C. P. (2018). *Research methodology: The quantitative, qualitative and mixed routes*. McGraw-Hill Education. [https://campusvirtual.icap.ac.cr/pluginfile.php/235858/mod_resource/content/1/Metodología%20de%20la%20Investigación.pdf](https://campusvirtual.icap.ac.cr/pluginfile.php/235858/mod_resource/content/1/Metodología%20de%20la%20Investigación.pdf)
- Jiménez Arias, M. E. (2018). Positive discipline and the modulation of the behavior of basic general education students in Ecuador. (Master's thesis). Universidad Andina Simón Bolívar. <http://hdl.handle.net/10644/6139>
- López, D. (2021). Positive discipline and emotional intelligence in primary school students of the "Pedro Celestino Kochatzin de la Cruz" school <https://repositorio.une.edu.pe/server/api/core/bitstreams/e5eac4dc-df0c-426d-9e059b4f2014ef7f/content>
- Ministry of Education. (2021). Positive discipline guide for the development of socio-emotional skills in school and

- work with families. <https://repositorio.minedu.gob.pe/bitstream/handle/20.500.12799/7634/Guía%20de%20disciplina%20positiva.pdf>
- Ministry of Education. (2023). Study on social and emotional skills. <http://umc.minedu.gob.pe/wp-content/uploads/2024/04/Resultados-SSES-2023.pdf>
- Ministry of Education. (2023). Peru in SSES 2023: National Results Report. <https://repositorio.minedu.gob.pe/handle/20.500.12799/10772>
- Montero, N. (2021). Social skills and resilience in adolescents from the city of Azogues. <https://dspace.ups.edu.ec/bitstream/123456789/21232/1/UPS-CT009337.pdf>
- Nelsen, J., Erwin, C., & Foster, S. (2018). Positive discipline for early childhood educators. <https://repositorio.usfq.edu.ec/bitstream/23000/11137/1/132800%20-%20143119%20%20136970.pdf>
- OECD/Eurostat. (2018). Oslo Manual 2018: Guidelines for collecting, reporting and using data on innovation (4th ed.). OECD Publishing. <https://doi.org/10.1787/9789264304604-en>
- Pérez, C. J., & Merino Covarrubias, N. P. (2024). Positive discipline and a positive climate in the classroom. (Degree thesis). Innova Teaching School of Private Pedagogical Higher Education. <https://repositorio.its.edu.pe/handle/20.500.14360/78>
- Reyes, J. L. (2018). Psychology of communication: Theoretical and practical aspects.
- Threshing. <https://www.trillas.com.mx/libro/psicologia-de-la-comunicacion-theoretical-and-practical-aspects/572218>
- Sánchez Cotrina, M. (2021). Positive discipline and emotional intelligence in the students of the Jorge Basadre Grohmann Private Educational Institution, Ferreñafe.
- UNICEF. (2022). UNICEF. Annual Report 2021: Protecting child rights in a time of crises. <https://www.unicef.org/reports/unicef-annual-report-2021>
- UNESCO. (2018). UNESCO 2018: A year in snapshots (ERI-2019/WS/3). <https://unesdoc.unesco.org/ark:/48223/pf0000367747>