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Digital tools in the development of social skills: The role of the teacher as facilitator

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Abstract

The paper analyzes the role of the teacher in the development of social skills of seventh and eighth grade students through the integration of digital tools. The aim was to evaluate the impact of technology-mediated pedagogical strategies on the social and academic development of students. A quasi-experimental design with a mixed approach was used; a pretest-posttest was applied to a control group (traditional teaching) and an experimental group (digital tools: Educaplay, Kahoot, Genially, Google Meet). A validated CHASO questionnaire and classroom observation sheets were applied, assessing social skills and teaching practices. SPSS was used (t-tests, Kolmogorov-Smirnov), and qualitative data were analyzed thematically. The experimental group showed a significant improvement in social skills and academic performance compared to the control group. Technological tools enhanced motivation, although individual challenges persisted. The teaching guide mediated the use of technology and fostered empathetic and collaborative environments. The integration of digital tools in the classroom effectively promotes the development of social skills and digital competencies. However, it may vary due to individual and contextual factors, and teacher intervention is necessary. Curricular designs that promote the integration of digital tools in the classroom are recommended.

Keywords: Academic performance, digital tools, interactive learning, social skills, student integration, student integration.

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1. Introduction

School climate is a multidimensional phenomenon that is significantly affected when students lack adequate development of social skills [1]. These competencies, which include effective communication, empathy, and cooperation, are fundamental to building relationships based on mutual respect and understanding [2]. Their absence not only deteriorates the educational environment but also limits students' academic and social experiences and can trigger aggressive or isolating behaviors. Therefore, the development of social skills during childhood is essential for the emotional, social, and academic well-being of individuals [3].

Despite their importance, the inclusion of these skills in curricula remains limited in many educational contexts, with notable exceptions in Latin American countries [4, 5]. This lack affects school coexistence and increases students' exposure to risk behaviors, such as substance abuse, by hindering emotional expression and effective communication. Therefore, it is imperative to integrate strategies that promote the development of social skills from an early age to improve coexistence and open professional and personal opportunities in the future.

In this context, the role of the teacher emerges as a determining factor in the promotion of these competencies [6]. Educators are facilitators of academic knowledge and guides in the integral formation of students [7]. Their intervention, especially when supported by technological tools, can significantly enhance the development of social skills in students [8]. Thus, this study aims to analyze how the teacher contributes to the strengthening of social skills, such as communication, empathy, and cooperation, in higher basic education students of a particular institution. The central hypothesis states that teacher intervention, supported by technological tools, has a significant impact on the development of these skills in seventh and eighth-year elementary school students.

2. Background

2.1. Social Skills

Social skills are competencies that are acquired through a process of socialization and interaction with the environment [9]. These include proactive, assertive, and empathic behaviors, whose main objective is to maintain functional and harmonious relationships with others. Although certain aspects of these skills may be innate, their adequate development depends largely on the environment in which the individual develops, with education being one of the most influential factors [10].

In this sense, the role of the teacher is fundamental, as he or she acts as a key facilitator in the formation of these skills within the educational environment. Social skills are not only essential for establishing positive interpersonal relationships in the classroom, but they also directly influence the school climate and the teaching-learning process [11]. In addition, they promote empathy, collaboration, and students' personal and academic growth, contributing to effective planning and better school performance.

2.2. Social Dimensions

The social dimension is a capacity inherent to all human beings, and its development is influenced by three main factors. First, the immediate environment, which includes the family and educational institutions, as well as the degree of solidarity present in the community. Secondly, the individual's capacity to interpret, understand, and relate to the outside world as well as to himself. Finally, the society in which the individual is immersed, which, as a product of human interaction, shapes and is shaped by people's behavior [12]. In this context, the more interactions based on respect, help, communication, and acceptance are fostered, the greater the quality of life and well-being of individuals, recognizing their worth and ability to establish healthy and balanced relationships.

2.3. Social Skills in the Educational Context

In the educational setting, social skills are defined as the set of behaviors that an individual manifests in interpersonal situations. These behaviors allow the expression of feelings, attitudes, desires, opinions, or rights in an appropriate manner, respecting those of others and resolving conflicts efficiently [13]. Through these skills, healthy interpersonal relationships are established and maintained, both with oneself and with the environment. Therefore, social skills and socialization are intrinsically linked concepts, as both are essential for the integral development of the individual and his or her adaptation to the social environment.

2.4. Social Skills and the Inclusion of ICT

The development of social skills in students brings personal and social benefits, in addition to contributing to the formation of capable leaders for the present and the future. Playful activities and innovative pedagogical strategies can promote aspects such as assertiveness, effective communication, and self-esteem, reducing aggressive or passive behaviors [14]. In this sense, information and communication technologies (ICT) have proven to be valuable tools. Platforms such as Zoom, Meet, Teams, and Webex facilitate contact between individuals, promoting the development of soft and socio-emotional skills [7, 15]. In addition, tools such as YouTube, Twitter, and LinkedIn, used in gamified sessions, have been effective in strengthening skills such as conflict resolution, empathy, and assertive communication [16].

Project-based teaching, supported by technology, also fosters key 21st-century skills such as critical thinking, problem-solving, creativity, and innovation, preparing students for a successful professional future [17]. Collaborative platforms such as Educaplay, Kahoot, Genially, and Google Meet allow the creation of dynamic and meaningful learning experiences, favoring interaction and teamwork [17-20]. However, it is important to emphasize that the use of technology must be supervised, since, if not properly managed, it can reduce opportunities for face-to-face socialization. In this scenario, the role

of the teacher is fundamental to ensure that ICTs are used in an effective and balanced manner, promoting the development of social skills without neglecting human interaction.

3. Methodology

This study applied a mixed approach (quantitative and qualitative), combining statistical rigor with contextual depth to analyze the impact of the teaching role on the development of social skills in elementary school students. A quasi-experimental design with pretest and posttest was used, as it was not possible to randomly assign the participants to the groups, given that these were already formed by the educational institution. This design made it possible to evaluate the effect of an intervention in real conditions while maintaining a high level of control over the study variables.

This design made it possible to evaluate the impact of the intervention in a real context, maintaining a high level of control over the study variables. In addition, the mixed approach enriched the analysis by combining quantitative data (CHASO questionnaire) with qualitative data (observation of teaching practices), which allowed for a more complete understanding of the phenomenon studied.

3.1. Population and Sample

The study was carried out at the San Pío X Educational Unit, Baños de Agua Santa extension, located in the highlands of Ecuador, with a population of 41 high school students distributed in two groups.

Control group: 20 students (11 males and 9 females).

Experimental group: 21 students (13 males and 8 females).

The sample was of the non-probabilistic purposive type, since the groups already established by the institution were selected. Both groups had similar characteristics in terms of age (11-13 years) and academic level, which allowed us to guarantee a valid comparison.

3.2. Instruments and Data Collection

Two main instruments were used for data collection:

Social Skills Questionnaire (CHASO): This validated instrument measures 10 dimensions of social skills, such as communication, empathy, and cooperation. It was applied as a pretest and posttest in both groups to assess the initial and final levels of social skills.

Observation Form: A form was designed to observe teaching practices in the classroom, focusing on three key aspects: communication, empathy and collaboration. This tool allowed the collection of qualitative data on the interaction between teachers and students.

Both instruments were validated through expert judgment and pilot testing to ensure their reliability and validity. The CHASO questionnaire showed a Cronbach's alpha of 0.85, indicating high internal consistency.

3.3. Intervention

The intervention consisted of the implementation of technological tools in the experimental group, while the control group continued with the traditional methodology. The tools used were:

Kahoot: To create interactive quizzes that encouraged participation and teamwork.

Educaplay: To design educational games that promote collaboration and problem-solving.

Genially: To develop interactive presentations to facilitate creative communication.

Google Meet: To conduct virtual sessions to strengthen empathy and digital communication.

The intervention lasted 12 weeks, equivalent to one academic term, with four weekly sessions of 40 minutes each. Each activity was designed to align with curricular objectives and promote specific social skills.

3.4. Data Analysis

Quantitative data obtained from the CHASO questionnaire were analyzed using SPSS software (version 25). Table 1 presents the following statistical tests that were performed:

Normality test: the Shapiro-Wilk test was applied to determine the distribution of the data.

Student's t-test: To compare the means of the experimental and control groups in the pretest and posttest.

Kolmogorov-Smirnov test: To compare the differences between groups when the data did not follow a normal distribution.

The qualitative data from the observation sheet were analyzed using content analysis, identifying patterns and recurring themes related to communication, empathy, and collaboration.

Table 1.
CHASO Skills.

CHASO Skill Number	Description of CHASO Skill
F1	Interacting with strangers
F2	Expressing positive feelings
F3	Dealing with criticism
F4	Interacting with people I am attracted to
F5	Remaining calm in embarrassing situations
F6	Speaking in public/Interacting with superiors
F7	Asking for clarification from another person about his or her behavior toward me.
F8	Expressing annoyance, displeasure or annoyance
F9	Apologizing
F10	Refusing requests

3.5. Evaluation Instruments

The questionnaire used in this study stands out for its versatility, as it can be applied to children, adolescents, and young people, allowing comparisons between pretest and posttest, as well as between control and experimental groups. Its previous validation guarantees the reliability of the results obtained. The interpretation of the data is performed by comparing individual scores with normative means and their standard deviations, which allows the overall level of social skills of the participants to be identified. According to the CHASO questionnaire, the values indicating deficit, normal range, and high level of social skills development are presented in Table 2.

Table 2.
Scale of overall skill development by gender.

Gender	Deficit (D)	Normal (N)	High (A)
Male	< 119.01	119.01 – 154.83	> 154.83
Female	< 114.67	114.67 – 147.73	> 147.73

Additionally, an observation sheet was used to record the processes of communication, empathy, and collaboration between teachers and students during classes. This instrument made it possible to capture relevant qualitative information on classroom interactions, complementing the quantitative data obtained through the questionnaire. The combination of both instruments provided a solid baseline to assess the evolution of social skills after the educational intervention.

3.6. Ethical Considerations

The study was governed by the ethical principles of research, obtaining informed consent from parents and student participants. The confidentiality of the data collected was guaranteed and it was ensured that participation was voluntary at all times.

4. Results

4.1. Initial Level of Social Skills

To identify the initial level of social skills in eighth grade elementary school students, the Social Skills Questionnaire (CHASO), developed and validated by Vicente E. Caballo and collaborators, was applied. This instrument made it possible to obtain a total score that reflects the initial level of social skills in the control and experimental groups. The data obtained are presented in Tables 3 and 4, which detail the individual score of each student and its interpretation according to the development scale, considering gender.

Table 3.
Initial level of skills of the control group pretest.

Male										
E1	**E2**	**E3**	**E4**	**E5**	**E6**	**E7**	**E8**	**E9**	**E10**	**E11**
112	120	111	156	118	115	106	108	119	104	113
D	N	D	A	D	D	D	D	D	D	D
Female										
E12	**E13**	**E14**	**E15**	**E16**	**E17**	**E18**	**E19**	**E20**		
117	101	115	111	113	108	155	102	107		
N	D	N	D	D	D	A	D	D		

Note: a) Male: D= Deficit (< 119,01), N = Normal (119,01-154,83), A = High (>154,83); b) Female: D= Deficit (< 114,67), N = Normal (114,67-147,73), A = High (>147.73)

Table 4.
Initial skill level of the experimental group pre-test.

Male												
E1	**E2**	**E3**	**E4**	**E5**	**E6**	**E7**	**E8**	**E9**	**E10**	**E11**	**E12**	**E13**
122	110	115	111	155	101	110	120	118	114	103	115	115
A	D	D	D	A	D	D	N	D	D	D	D	D
Female												
E14	**E15**	**E16**	**E17**	**E18**	**E19**	**E20**	**E21**					
111	105	106	117	149	157	107	108					
D	D	D	N	N	A	D	D					

Note: a) Male: D= Deficit (< 119,01), N = Normal (119,01-154,83), A = High (>154,83); b) Female: D= Deficit (< 114,67), N = Normal (114,67-147,73), A = High (>147.73).

4.2. Comparison of Skills Between Groups

Table 5 shows the percentage results of social skills in the control and experimental groups, broken down by gender and developmental level (deficit, normal, high).

Table 5.
Comparison of skills between groups.

Gender	**Control group**			**Experimental group**		
	Deficit	**Normal**	**High**	**Deficit**	**Normal**	**High**
Male	45%	5%	5%	47.7%	4.8%	9.5%
Female	30%	10%	5%	23.8%	9.5%	4.8%
Subtotal	75%	15%	10%	71.4%	14.3%	14.3%

4.3. Observation of Teaching Practices

Systematic observation of teaching practices was conducted in both groups to assess communication, empathy and collaboration between teachers and students. The results are summarized in Tables 6 and 7.

Table 6.
Observation of teaching practice in the control group.

Aspect	**Indicators**	**Always**	**Sometimes**	**Never**
Communication	Clarity in the teacher's explanations.	X		
	Use of questions to promote participation.		X	
	Timely and appropriate responses.		X	
	Effective verbal and nonverbal language.		X	
	Spaces for feedback and discussion.		X	
Empathy	Understanding of needs and emotions.		X	
	Strategies to include all students.		X	
	Patience and willingness to deal with difficulties.		X	
	Respect and mutual support.	X		
Collaboration	Active participation in group activities.		X	
Aspect	Encouragement of teamwork.		X	
	Interaction among students.		X	
	Conflict resolution.		X	

Table 7.
Observation sheet of the teaching practice of the experimental group.

Aspect	Indicators	Always	Sometimes	Never
Communication	Clarity in the teacher's explanations.		X	
	Use of questions to promote participation.		X	
	Timely and appropriate responses.		X	
	Effective verbal and nonverbal language.		X	
	Spaces for feedback and discussion.		X	
Empathy	Understanding of needs and emotions.		X	
	Strategies to include all students.		X	
	Patience and willingness to deal with difficulties.		X	
	Respect and mutual support.		X	
Collaboration	Active participation in group activities.		X	
Aspect	Encouragement of teamwork.		X	
Communication	Interaction among students.		X	
	Conflict resolution.		X	

4.4. Intervention Strategies with Technological Tools

In the experimental group, innovative technological tools (Educaplay, Kahoot, Genially, and Google Meet) were implemented for 12 weeks. These tools were used to design interactive activities that fostered participation, collaboration, and communication among students. The strategies applied are detailed in Tables 8 to 12.

Table 8.
Strategy 1: Use of interactive platforms in Kahoot.

Curricular Block: Living Beings and their Environment
Skill: CN.4.1.14. Investigate and formulate hypotheses about evolutionary processes and changes in living beings, deducing the modifications that occur in offspring as a process that generates biological diversity.
Topic: Evolutionary changes in living beings.
Procedure: 1. Preparation of the Test in Kahoot: - Design a Kahoot with questions related to the topic, incorporating key chemical, biological and ecological elements. - Include different types of questions (multiple choice, true/false). 2. Classroom application: - Project the Kahoot in the classroom using a projector or interactive screen. - Form teams of 3 students to compete in groups. - Students will respond on a sheet of paper noting only the correct answer. 3. Group dynamics: - Explain the rules and objective of the game beforehand. - At the end of each round, have a brief discussion about the correct answers and their relevance to the topic. - The teacher guides the use of the technological tool and the whole process of building the strategy.
Time: 2 class session (80 minutes)
Evaluation: Score issued by Kahoot.

Table 9.
Strategy 2: Creation of an interactive game in Kahoot.

Curricular Block: Human body and health
Skill: CN.4.2.1. Analyze and explain the stages of human reproduction, deduce its importance as a mechanism for the perpetuation of the species, and argue about the relevance of prenatal nutrition and breastfeeding.
Topic: sexual intercourse and fertilization.
Procedure: 1. After teaching the class, students are asked to create questions in teams, based on the content of the topic studied. 2. A total of 20 questions were collected and used to design a questionnaire in Kahoot. 3. The questions are structured in multiple choice format 4. The questionnaire was projected in the classroom 5. Students play Kahoot in teams 6. Apart from answering in the game, students answered on sheets of paper, writing down only the letter of the correct option. 7. The results are used to provide feedback on the topic addressed 8. The participation is always in a team consensual manner among its participants. 9. The teacher guides the use of the technological tool and the whole process of building the strategy.
Time: 2 sessions (80 minutes)
Evaluation: Score issued by Kahoot.

Table 10.
Strategy 3: Interactive test in Educaplay.

Curricular Block: Human body and health
Skill: CN.4.2.4. To inquire about sexual health in adolescents and propose a satisfactory life project that raises awareness about the risks.
Topic: Contraceptive methods.
Procedure: 1. Form teams of 3 students and distribute them in the computer lab. 2. As a team, design an interactive quiz in Educaplay with 5 questions about hormonal and physical contraceptive methods. 3. Each group accesses the link to another team's quiz that is projected on the whiteboard. 4. Students answer the test questions as a group, grades are assigned according to time and score obtained: • First place: 10 points. • Second place: 9 points, and so on. 5. The teacher guides the use of the technological tool and the whole process of building the strategy.
Time: 2 sessions (80 minutes).
Evaluation: Evaluate the students' speed and reasoning ability through the score obtained.

Table 11.
Strategy 4: Collaborative presentation in Genially.

Curricular Block: Human body and health
Skill: CN.4.2.5. Research and record evidence about sexually transmitted infections (STIs), classifying them into viral, bacterial, and fungal categories, inferring their causes and consequences, and recognizing prevention measures.
Topic: sexually transmitted infections (STIs).
Procedure: 1. Form teams of 3 people. 2. Divide the topic into subcategories: bacterial, fungal, viral and animal-caused STIs. 3. Assign each team a topic. 4. Each team should develop the topic in Genially, including videos and visual materials in the resource. 5. Each team presents the topic, presenting clear and simple concepts. 6. The teacher guides the use of the technological tool and the whole process of building the strategy.
Time: 2 sessions (80 minutes).
Evaluation: Clarity of the concepts presented

Table 12.
Strategy 5: Activity using Google Meet.

Curricular Block: Human body and health
Skill: CN.4.2.6. Explore the relationship of human beings with pathogenic organisms that affect health and exemplify preventive measures to avoid their spread.
Topic: Prevention of sexually transmitted diseases.
Description: Development of a Kahoot quiz on preventive measures for sexually transmitted diseases, applied in a virtual session using Google Meet.
Procedure: 1. Form teams of 3 students. 2. Create a link to meet asynchronously in Google Meet. 3. Build a 5-question Kahoot quiz on the given topic, using Google Meet. 4. Project the quiz to the class 5. Analyze the results 6. The teacher guides the use of the technological tool and the whole process of building the strategy
Time: 2 session (80 minutes)
Evaluation: The construction of the link and the questions posed are evaluated

To compare the development of social skills between the two groups, the Social Skills Questionnaire (CHASO) was applied again at the end of the intervention. The experimental group received a 12-week intervention based on the use of technological tools, while the control group continued with the traditional methodology. The results obtained in the post-test made it possible to evaluate the impact of the intervention on the development of social skills in both groups.

The group scores, broken down by gender and group, are presented in Tables 13 to 16. These tables show the values obtained in the pretest and posttest, which made it possible to compare progress in social skills according to the CHASO rating scales. The results were analyzed considering the categories of deficit, normal level, and high level of social skills for both males and females in the control and experimental groups.

Table 13.
Pre-test and post-test scores of the control group.

Student	Male											Average Score CHASO
	E1	E2	E3	E4	E5	E6	E7	E8	E9	E10	E11	-
PreTest	112	120	111	156	118	115	106	108	119	104	113	116.55
Post Test	115	135	123	150	123	120	110	115	125	118	117	122.82

Note: D= Deficit (< 119,01), N = Normal (119,01-154,83), A = High (>154,83)

Table 14.
Pre-test and post-test scores of the female control group.

Student	Female									Average Score CHASO
-	E12	E13	E14	E15	E16	E17	E18	E19	E20	-
Pre test	117	101	115	111	113	108	155	102	107	114.33
Post test	120	105	120	108	118	115	140	108	113	116.33

Note: D= Déficit (< 114,67), N = Normal (114,67-147,73), A = Alto (>147.73)

Table 15.
Pre-test and Post-test of the experimental group males.

Student	Male													Average Score CHASO
	E1	E2	E3	E4	E5	E6	E7	E8	E9	E10	E11	E12	E13	-
Pre test	122	110	115	111	155	101	110	120	118	114	103	115	115	116.07
Post test	130	150	123	150	130	128	125	121	130	125	120	148	116	130.46

Note: D= Déficit (< 119,01), N = Normal (119,01-154,83) , A = Alto (>154,83).

Table 16.
Pre-test and post-test of the experimental group females.

Student	Female								Average Score CHASO
	E14	E15	E16	E17	E18	E19	E20	E21	
Pre test	111	105	106	117	149	157	107	108	120.00
Post test	125	117	118	125	150	150	130	125	130.00

Note: D= Déficit (< 114,67), N = Normal (114,67-147,73) , A = Alto (>147.73)

4.5. Statistical Hypothesis Tests

Based on descriptive statistics, a normality test was applied to the data collected from the 21 students in the experimental group, using the SPSS program, whose values are detailed in Table 17.

Table 17.
Data normality test.

		Kolmogorov-Smirnov[g]			Shapiro-Wilk		
	Experiments Post-test	Stadistic	gl	Sig.	Stadistic	gl	Sig.
Experimental pre-test	125	0.211	5	0.200*	0.965	5	0.844
	130	0.317	4	.	0.884	4	0.357
	150	0.299	4	.	0.811	4	0.124

The calculated significance value is greater than 0.05 indicates that the data follow a normal distribution, so we proceed to perform the hypothesis test using Student's parametric t-test, the results of which are shown in Table 18.

Table 18.
Paired samples test.

		Matched differences					t	gl	Sig. (bilateral)
		Mean	Deviation	Dev. Mean Error	95% confidence interval of the difference Lower	Upper			
Par 1	Experiment Pre-test Experiment Pos-test	-12.714	14.990	3.271	-19.538	-5.891	-3.887	20	0.001

Since the significance value is less than 0.05, the null hypothesis is rejected and the alternative hypothesis is accepted:

H_1: The teaching intervention supported by technological tools contributes significantly to the development of social skills in seventh and eighth-grade students of basic education at the San Pío X Educational Unit, Baños de Agua Santa extension.

The calculation of the normality of the data obtained from the posttest of the control and experimental groups was also performed, the results of which are shown in Table 19.

Table 19.
Normality tests to the posttest scores of the control and experimental groups.

		Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Group	**Statistic**	**gl**	**Sig.**	**Statistic**	**gl**	**Sig.**
Pos-test Notes	Control	0.196	20	0.042	0.887	20	0.023
	Experimental	0.272	21	0.000	0.819	21	0.001

Note: Lilliefors significance correction.

Since the degree of significance is less than 0.05 in both groups, it is established that there is no normality in the data of both groups; therefore, a nonparametric Kolmogorov-Smirnov test of two independent samples is used, the results of which are shown in Table 20.

Table 20.
Kolmogorov-Smirnov test of two samples.

		Posttest notes
Maximum extreme differences	Absolute	0.514
	Positive	0.000
	Negative	-0.514
Kolmogorov-Smirnov		1.646
Asymptotic sig.(bilateral)		0.009

Note: Grouping variable: Group.

Since the significance value is less than 0.05, the null hypothesis is rejected and the alternative hypothesis is accepted

H_1: There is a significant difference between the control group and the experimental group due to the application of technological tools. The post-test performance varies significantly between the two groups due to the fact that technological tools were applied in the experimental group and not in the control group.

5. Discussions

The results of this study show that the use of technological tools such as Educaplay, Kahoot, Genially and Google Meet had a significant impact on the development of social skills in the students of the experimental group. These findings are in line with what has been proposed by Tolentino [14] who emphasize that the lack of social skills can deteriorate the school climate and limit the academic and social experiences of students. In this sense, the technology-supported teaching intervention not only improved social skills, but also promoted a more collaborative and empathetic classroom environment, which is critical for students' emotional and academic well-being.

Furthermore, the results support the idea that social skills are competencies that can be developed through interaction and the educational environment, as pointed out by Condori and Quispe [10]. The role of the teacher, as a key facilitator in this process, was fundamental in guiding students in the use of technological tools and encouraging active participation. This coincides with what is stated by Núñez-Naranjo et al. [8], who emphasize that ICTs can be effective allies in the comprehensive education of students when used in a supervised and balanced manner.

On the other hand, the study reveals that social skills are not only essential for establishing positive interpersonal relationships but also directly influence academic performance, as suggested by Kwon et al. [13]. In the experimental group, a significant increase in students' grades was observed, suggesting that the development of social skills is intrinsically linked to academic success. This finding is consistent with that proposed by Llontop et al. [4], who argue that the inclusion of psychoeducational strategies in the curriculum can improve both school coexistence and academic performance.

However, it is important to note that, although the experimental group showed significant improvements, deficits still persist in the social skills of some students. This suggests that, although technological tools are effective, their impact may vary according to the context and individual characteristics of the students. This finding is consistent with the findings of Bossaert et al. [12], who argue that the development of social skills is influenced by multiple factors, including the immediate environment and the individual's ability to interpret and relate to the outside world.

The results of this study support the importance of integrating innovative strategies in the classroom, as suggested by Santamaria-Velasco et al. [21]. Gamification and the use of collaborative platforms not only encouraged participation and teamwork but also prepared students for a successful professional future by developing key skills such as critical thinking, problem solving, and creativity.

6. Conclusion

The implementation of technological tools such as Educaplay, Kahoot, Genially, and Google Meet had a positive impact on the development of social skills in the students of the experimental group. These tools fostered collaboration, effective

communication, and group interaction, which translated into better academic performance and greater interest in school activities.

The teacher played a fundamental role in promoting social skills, acting as a guide and facilitator in the use of technological tools. His intervention was key to creating a collaborative and empathetic learning environment, which allowed students to develop essential social and emotional competencies.

Students in the experimental group showed a significant increase in their grades, suggesting that the development of social skills is closely related to academic success. This highlights the importance of integrating strategies that foster these competencies into curricula.

Despite the observed improvements, some students still present deficits in their social skills. This indicates that, although technological tools are effective, their impact may vary according to the context and individual characteristics of the students. Therefore, it is necessary to continue researching and developing strategies adapted to the specific needs of each group.

The use of technological tools not only improved students' social skills but also allowed them to develop digital competencies and key skills for the 21st century, such as critical thinking, problem-solving, and creativity. This prepares them for a successful professional future in an increasingly digitalized world.

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