

Soft Skills Program In The Communicative Competencies Of Students Of A Ceba De Piura 2023

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Abstract

The objective of this research was to determine the effect of the Soft Skills Program on the communicative competencies of students of a CEBA in Piura- 2023. Likewise, the methodology used was applied, with a quantitative approach and pre-experimental design, with a sample of 20 students from a CEBA; In addition, a survey technique was used with the questionnaire instrument, which were validated and had high reliability. As a result, a significance of 0.05 was obtained by means of the student's t-test, which affirms the hypothesis of the study. It is concluded that the Soft Skills Program has significant effects on the communicative competencies of students from a CEBA in Piura; which indicates that the implementation of this program generates remarkable and measurable improvements in student ability.

Keywords: *Communicative skills; Soft skills; CEBA students.*

1. Introduction

Communicative competencies are currently fundamental for the development of skills such as speaking, listening and creating coherent statements in students, in addition, it strengthens security and self-confidence, in accordance with the National Curriculum of Basic Education (CNEB), developing and strengthening communicative skills during school life is of vital importance, since students of various grades can expound competently, through, soft skills incorporated in the adaptability of teamwork and leadership, fundamental in social environments, closing the gap of inequality and success in interpersonal relationships (Educational Institution Management Support Information System [SIAGIE] , 2023).

At the international level, the latest PISA (Programme for International Student Assessment's) reports show a deterioration in education within the majority of countries evaluated impacted by the pandemic, with 60% of 15-year-old students having obtained insufficient marks in the assessments, harming communication competences and soft skills (Organization for Economic Co-operation and Development, 2023). Likewise, UNICEF shows that out of every five students, only four reach a minimum level of reading comprehension in Latin America, since

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they have been affected by virtuality, affecting learning in reading, writing and oral expression, generating a generational crisis (United Nations Fund [UNICEF], 2022).

For the national panorama, the reality is also alarming, since the results of the PISA test showed that only 47% obtain a minimum necessary level in reading, which puts at risk their development in the contemporary world, that is, they are not developing their communicative skills according to the demands of their school development (Ministry of Education [MINEDU], 2023). It is worth mentioning that the established CENEB seeks to achieve 31 competencies in education; however, the results in international evaluations are unfavorable, with Peru ranking 64th out of 79 participating countries, with a gap between educational goals and the concrete achievements of the proposed competencies (Reyes & Lira, 2021).

According to the National Institute of Statistics (INEI), in 2019 in the province of Piura, only 30% of primary school students achieved a minimum satisfactory level in reading, which indicates a deficiency of communicative skills and competencies (Pariahuache, 2022). On the other hand, only 47.3% of secondary school students obtain an expected achievement in mathematics, reading and science, therefore, a constant problem is reflected in the performance of learning and development of competencies, despite the curricular plan (Castillo, 2022).

The Miguel Cortés Center for Alternative Basic Education (CEBA) is a directly managed institution, whose dependency is the Ministry of Education in agreement with the Peruvian Army, with the modality of initial, primary and secondary, carrying out two cycles per year, aimed at student soldiers who are carrying out their military service and who did not complete their school studies at the time. In addition, it has peripherals that are Rehabilitation Centers for young people with drug problems, classes are taught in the afternoon and evening in person for soldiers in the Grau barracks and via zoom for peripherals.

In the CEBA Miguel Cortés, there are great deficiencies due to the same condition in which the students find themselves, who, because they are soldiers, consider that the instruction should be "hard" tend not to express their ideas easily, they read very little and therefore their written productions are not the most adequate, to this is added that by not developing their soft skills because they consider that a soldier, You should never express your emotions, that would be showing weakness.

In this context, the following question was posed: What is the effect of the Soft Skills Program on the communicative competencies of students of a CEBA in Piura- 2023? And the specific ones were: What is the effect of the Soft Skills Program on expressing themselves orally in their mother tongue in students of a CEBA in Piura - 2023?, What is the effect of the Soft Skills Program on reading various types of texts in their mother tongue in students of a CEBA in Piura - 2023? And finally, we have: What is the effect of the Soft Skills Program on writing various types of texts in their mother tongue on students of a CEBA in Piura - 2023?

The study has a theoretical justification, because it focused on providing feedback from previous studies, theories and definitions within the context of the variables analyzed. From the practical base, it sought to improve the strategies of competency management within CEBA institutions to improve the expression, communicative and social capacity of students. Likewise, methodologically it was justified by the proposal of implementation and execution of reliable instruments designed for the sessions used in education. Finally, the social justification, through quantitative evidence, the importance of strengthening communicative competencies was highlighted, highlighting language as a fundamental means of soft skills.

For the study, the general objective has been considered: To determine the effect of the Soft Skills Program on the communicative competencies of students of a CEBA of Piura- 2023, being for the specific: To determine the effect of the Soft Skills Program on the competence

expressed orally in their mother tongue in students of a CEBA of Piura – 2023, a second was to determine the effect of the Soft Skills Program on reading various types of texts in their mother tongue in students of a CEBA in Piura – 2023 and a third objective considered was to determine the effect of the Soft Skills Program on the competence to write various types of texts in their mother tongue in students of a CEBA in Piura – 2023.

Likewise, it is considered as a general hypothesis: The soft skills program presents significant effects on the communicative competencies of students of a CEBA in Piura. The specific ones were: If the soft skills program has significant effects on the competence of students at a CEBA in Piura, they are expressed orally in their mother tongue. If the soft skills program has significant effects on the proficiency of the students, they read different types of texts in their mother tongue in students at a CEBA in Piura. If the soft skills program has significant effects on the competence of students at a CEBA in Piura – 2023.

2. Objectives and hypotheses

2.1 General objective

To determine the effect of the Soft Skills Program on the communicative competencies of students of a CEBA in Piura- 2023.

2.1.1 Specific objectives

- ✓ To determine the effect of the Soft Skills Program on the competence expressed orally in their mother tongue in students of a CEBA in Piura – 2023.
- ✓ To determine the effect of the Soft Skills Program on reading various types of texts in their mother tongue in students of a CEBA in Piura – 2023
- ✓ To determine the effect of the Soft Skills Program on the competence of writing various types of texts in their mother tongue in students of a CEBA in Piura – 2023.

2.2 General hypothesis

The soft skills program has significant effects on the communicative competencies of students from a CEBA in Piura

2.2.1 Specific hypotheses

- ✓ If the soft skills program has significant effects on the competence of students at a CEBA in Piura, it is expressed orally in their mother tongue.
- ✓ If the soft skills program has significant effects on the proficiency of the students, they read different types of texts in their mother tongue in students at a CEBA in Piura.
- ✓ If the soft skills program has significant effects on the competence of students at a CEBA in Piura – 2023.

3. Methodology

In a scientific study, researchers demonstrate all their qualities and abilities in order to extract the greatest benefit from what "the study problem" summons them (Silvestre & Huamán, 2019). In this sense, for the present research the profile of a quantitative approach has been taken, this being a systematized sequence and with a rigorous organization that aims at the measurement or quantification of the phenomenon to be studied.

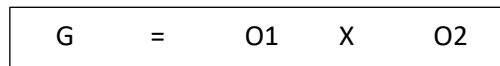
3.1. Type and design of research

3.1.1. Type of research

The applied study focuses on the application of the knowledge acquired in order to solve specific problems in order to present well-being to society, seeking to establish innovative solutions based on the knowledge of the problems studied (Valderrama & Jaimes, 2019). Therefore, the present study is of an applied type, since existing knowledge will be used to solve a problem, when applying the soft skills program to improve communicative competences.

3.1.2. Research design

As for the design, it was a pre-experimental with the application of a pre- and post-test since it was aimed at determining the influence of the variables in the control group (Silvestre & Huamán, 2019). In the present case, we proceeded with a group to which a previous measurement was made, then a program for a final measurement, as shown in the design below.



G = Student control group
 O1 = Pre-experimental
 O2 = Post-experimental

3.2 Population and sample

3.2.1 Population

A population is considered to be a set of elements that share common characteristics that give rise to research (Córdova, 2019). This research considered a population of 20 students from a CEBA in Piura.

Inclusion criteria: young soldiers of legal age with registration in the 2023 school year and who show willingness to carry out the activities foreseen in this study.

Exclusion criteria, young people who do not have a registration or who have requested a transfer to another CEBA.

3.2.2 Sample

For Córdova (2019), it states that a sample is a fraction of the population taken using some technique that helps to select enough volume to develop a study. For the present case, the sample consisted of 20 students of the 1st grade of Alternative Basic Education.

3.2.3 Sampling

Intentional non-probabilistic sampling in which it is the researcher who selects those elements that he or she considers enriching a homogeneous population to be part of the study sample (Córdova, 2019). Therefore, the sampling of this research work was non-probabilistic, because the entire population was used as the object of study.

3.2.4 Data collection technique and instruments

The survey technique was applied, both before and after the experimentation, this technique is very widely applied due to its versatility, simplicity and versatility using the questionnaire as an instrument (Silvestre & Huamán, 2019).

For the present research, a questionnaire was applied, which is an instrument that is applied in research works in order to collect accurate data, it is characterized by the formulation of closed questions with multiple alternatives, not focused on correct or incorrect answers, only honest ones that validate reinforcing the work developed (Arias, 2020). This instrument consists of 20

items, distributed in the three dimensions considered: Expresses themselves orally in their mother tongue (10 items); Reads different types of text in their native language (5 items) and writes different types of texts in their native language (5 items). The questionnaire was reviewed by expert judges who validated and gave an acceptable level of reliability. Taking into account the work carried out by the students within the barracks, there were occasions when they were transferred to other facilities, therefore, the form was shared in addition to the face-to-face learning sessions and was also distributed by the WhatsApp group. The duration was 20 minutes to always answer (4 points), almost always (3 points), rarely (2 points) and never (1 point) and the scale considered was the ordinal.

Validity and reliability

The validity of the instrument must take into account its construction, since it must be defined that its content is precise, the number of indicators, items to be taken into account for meaningful responses and thus achieve the objectives related to learning (Medina-Díaz & Verdejo, 2019). The instrument was submitted to the judgment of experts, validated by 5 respectable professionals who, after indicating some observations, proceeded to raise them and again submitted to criticism it was evaluated as "satisfactory".

For greater consistency, Aiken's V test was applied to each of the experts' results, obtaining a 0.88, a figure that proves the validity of the instrument.

number	Surname and first name	ORCID
	ANTÓN BARRETO, María	
1	Estela	0000-0002-6577-8222
2	BRENIS GARCIA, Allison	0000-0002-3303-8828
3	GARCÍA PAZ, Patricia Estela	0000-0002-3212-6359
	GUERRERO DE BRAVO,	
4	Ruth	0009-0009-2824-7041
5	MÁXIMO SANDOVAL, Lucy	0000-0002-7486-2389

Reliability

Reliability has to do with the capacity of a measuring instrument to obtain reproducible and consistent results when applied repeatedly to the same group chosen for the development of the study. To find the reliability of the questionnaire, it was applied to 20 CEBA students, processing the results with Cronbach's alpha, which yielded a significance of 0.781, thus demonstrating its reliability.

4. Results

As for the descriptive results, the database was prepared in the Microsoft Excel program, then the data were organized in the SPSS V.27 statistical software, reflected in tables where the levels are presented, as well as the frequencies and percentages of the pretest and posttest, and the data are also represented in graphs.

	Pre-test		Post test	
	Frequency	Percentage	Frequency	Percentage
Low	0	0,0	0	0,0
Middle	19	95,0	10	50,0
High	1	5,0	10	50,0
Total	20	100,0	20	100,0

Table 1. Levels of achievement of communicative competencies

Source: Authors' own creation

According to Table 1, the descriptive results related to the communicative competencies variable are shown in the sample, where it is observed how the low level remained at 0% (0) both before and after, in the medium level we see how the amount decreases after the application of the program, observing a change from 95% (19) to 55% (11); whereas, in the case of the high level, we observe an increase from 5% (1) to 45% (9). Therefore, at the descriptive level, a considerable increase in the level of communicative competencies is observed after the execution of the program related to soft skills.

	Pre-test		Post test	
	Frequency	Percentage	Frequency	Percentage
Low	1	5,0	0	0,0
Middle	18	90,0	13	65,0
High	1	5,0	7	35,0
Total	20	100,0	20	100,0

Table 2. Levels of achievement in the dimension is expressed orally in their native language

Source: Authors' own creation

In relation to Table 2, the descriptive findings related to the dimension expressed orally in their mother tongue regarding the sample are observed, where it is observed that at the low level it decreased from 5% (1) to 0% (0), at the medium level it was observed a decrease from 90% (18) to 65% (13); whereas, the high level increased from 5% (1) to 35% (7) with the implementation of the program. Therefore, there is an increase in the level linked to this dimension.

	Pre-test		Post test	
	Frequency	Percentage	Frequency	Percentage
Low	6	30,0	0	0,0
Middle	14	70,0	10	50,0
High	0	0,0	10	50,0
Total	20	100,0	20	100,0

Table 3. Descriptive results corresponding to the dimension reads different types of texts in their mother tongue

Source: Authors' own creation

According to Table 3, the descriptive findings of the dimension reads various types of texts in their mother tongue referring to the sample, it can be observed that the low level decreased from 30% (6) to 0% (0), in the medium level a decrease is observed from 70% (14) to 50% (10); while at the high level there is an increase from 0% (0) to 50% (10). This shows an increase in the level of this dimension by the sample.

	Pre-test		Post test	
	Frequency	Percentage	Frequency	Percentage
Low	3	15,0	0	0,0
Middle	15	75,0	10	50,0
High	2	10,0	10	50,0
Total	20	100,0	20	100,0

Table 4. Descriptive results corresponding to the dimension writes different types of texts in their mother tongue

Source: Authors' own creation

In line with Table 4, in the descriptive results, it can be observed that in the dimension he writes various types of texts in his mother tongue referring to the sample, as the low level decreases from 15% (3) to 0% (0), in the medium level there is a decrease from 75% (15) to 50% (10); while at the high level there is an increase from 10% (2) to 50% (10). This shows an increase in the level of this dimension by the sample.

In order to establish the behavior to contrast the hypotheses that have been raised in the present study, the normality test was used under the Shapiro-Wilk statistic based on the presentation of a sample of less than 50 elements, achieving the following results.

	Shapiro-Wilk		
	Statistical	G1	Gis.
Dif. Communicative skills	,919	20	,094
Dif. Speaks orally in their mother tongue	,816	20	,002
Dif. Reads various types of texts in their native language	,948	20	,338
Dif. Write various types of texts in their native language	,937	20	,208
to. Lilliefors Significance Correction			

Table 5. Normality Test

Source: Authors' own creation

According to the data in Table 5, the results concerning the normality test applied to the results obtained from the sample are evidenced, where we observe how the variable communicative competences and the dimensions of both reading different types of texts in their mother tongue and writing various types of texts in their mother tongue have a significance greater than 0.05 (0.094; 0.338 and 0.208 respectively). Therefore, it can be said that they show normal or parametric behavior, which demonstrates the need for the so-called Student's t-test in order to test hypotheses.

On the other hand, the dimension expressed orally in their mother tongue has a significance of 0.002 less than 0.05, revealing a non-parametric behavior. Therefore, in order to test this hypothesis, the Wilcoxon test was applied.

H_a = The soft skills program has significant effects on the communicative competencies of students of a CEBA in Piura 2023.

H_0 = The soft skills program does not have significant effects on the communicative competencies of students at a CEBA in Piura 2023.

Paired Differences				t	G	Follow-
Stockin	Desv.	Desv.	95% Difference		1	up
g	Deviatio	Averag	Confidence			(bilateral
	n	e Error	Interval)

				Inferio r	Superio r			
Po	10,600	6,824	1,526	13,794	7,406	6,94	1	,000
s -						7	9	
Pr								
e								

Table 6. Testing the general hypothesis**Source:** Authors' own creation

Table 6 shows the result related to the Student's t-test applied to the general hypothesis, where a significance value of $0.000 < 0.05$ was observed; Therefore, the null hypothesis is rejected and the alternative is accepted. It is therefore considered that the soft skills program has significant effects on the communicative competencies of students of a CEBA in Piura 2023.

Ha= The soft skills program has significant effects on competence: it is expressed orally in their mother tongue in students of a CEBA in Piura - 2023.

H0= The soft skills program does not have significant effects on competence: it is expressed orally in their mother tongue in students of a CEBA in Piura - 2023.

Test Statisticiana	
Z	D1Pos - D1Pre 3,529b
Asymptotic sig. (bilateral)	,000

Table 7. Testing the Specific Hypothesis 1.**Source:** Authors' own creation

Table 7 presents the results related to the Wilcoxon test applied to the hypothesis defined as specific 1, with a significance of $0.000 < 0.05$, thus rejecting the null hypothesis and accepting the alternative. Consequently, the soft skills program has significant effects on competence: it is expressed orally in their mother tongue in students of a CEBA in Piura - 2023.

Ha= The soft skills program has significant effects on competence: write various types of texts in their mother tongue in students of a CEBA in Piura – 2023.

H0= The soft skills program does not have significant effects on competence: write various types of texts in their mother tongue in students of a CEBA in Piura – 2023.

	Paired Differences				t	G	Follow-up (bilateral)	
	Stockin g	Desv. Deviatio n	Desv. Averag e Error	95% Difference Confidence Interval Inferi or				Superi or
D3Po	2,500	2,439	,545	1,359	3,641	4,58	1	,000
s -						5	9	
D3Pr								
e								

Table 8. Testing the Specific Hypothesis 2.**Source:** Authors' own creation

Table 8 shows the result obtained in the Student's t-test applied to specific hypothesis 3, where a significance value of $0.000 < 0.05$ was observed, rejecting the null hypothesis and accepting the alternative. In this sense, it is shown that the soft skills program has significant effects on competence: write various types of texts in their mother tongue in students of a CEBA in Piura – 2023.

5. Discussions

The objective of the study was to determine the effect of the Soft Skills Program on the communicative competencies of students of a CEBA in Piura- 2023. When applying the result of the test called Student's t to the general hypothesis, it was evidenced that the significance of $0.000 < 0.05$, in such a way it was decided to reject the so-called null hypothesis and accept the alternative, demonstrating that the soft skills program maintains significant effects regarding the communicative competencies of students of a CEBA of Piura 2023. On the other hand, in the descriptive analysis of the communicative competencies variable, where it was obtained results that the low level remained at 0%, this was presented in the pretest and also in the posttest; however, at the medium level it is reduced from 95% in pretest to 55% posttest; Finally, the high level increases from 5% to 45%. Therefore, an increase in communicative competencies is inferred once the soft skills program is implemented.

According to the results, the postulates of Goleman (1995) are accepted, who maintains that a high IQ is not enough, if teamwork, leadership, empathy and conflict resolution are not included, which is valuable to develop communication skills, bringing social harmony, being key to efficiently achieve a high IQ collectively. Likewise, Lema (2020) states that soft skills are a substantial complement to other skills related to cognitive and psychomotor; that improve interpersonal relationships. However, for the development of skills, internalization and training programs allow the identification of weaknesses and strengths, to be improved through the application of strategies generating learning that can be applied in different contexts where students develop (Jaramillo et al., 2019).

On the other hand, it coincides with the international study by Fonseca, et al. (2019) who evaluated the effectiveness of a Spanish-language intervention program. This shows that only the intervention group showed statistically significant improvements in reading comprehension compared to the control group. At the national level, he agrees with Vargas (2022) who implemented the Program called Sophia aimed at the development of soft skills in students who were studying Alternative Basic Education, demonstrating that the elements of the program, implemented have a positive impact on a full quality of life, revaluing the potential of the person in all its dimensions. For his part, García (2022) proposed using digital narrative, also known as storytelling, in higher education students, in order to develop critical thinking, communication, and empathy skills through the use of digital narrative or storytelling in higher education students. The findings refer to a significant acceptance from the perception of the students, through learning, recognizing the tool as innovative, since it allows the development of creativity making the activities more fun. The findings from the quantitative approach, it is shown that the critical thinking competence obtained an average of 4.40, in written communication, making greater resonance the verbal expression of structured ideas and fluid, ability to speak in public and in private maintaining a certain formality appropriate to the communicative scenario, with a score of 4.82; Regarding the empathy competence, it was observed that the recognition of people, as well as their contexts and situations from the point of view of the other, showed a higher score with 4.91. It is concluded that the evidence from the exploration phase to the evaluation phase was linked to the use of the Storellyng and the competencies investigated. Likewise, information was obtained from the survey that was carried out briefly during the exploration phase, which was confirmed in each group session and in the use of the instrument through the evaluation stage, in which the participants

recognized that the use of the *storellyng* strengthened them in the various of the subskills that made up each competency. Therefore, the findings concerning the relationship found in digital narrative and competencies are assigned validity. Because different supports were given at different times, with a variety of groups and subjects.

It finds similarities with the work of Younis et al. (2021) who explored the effectiveness of the use of project-based learning (PBL). The findings were related to the student's personal growth and the incorporation of PBL, demonstrating that if there is a significant effect on interpersonal skills demonstrated with a significant p-value equal to 0.002 and a volume of the so-called "large" effect Cohen's $d = 0.86$ in the case study applied in autumn 2018, and a p-value = 0.0000012, with Cohen's "large" effect size d equal to 0.77 in the spring of 2019. It was concluded that the effect of the use of the PBL plan was direct on soft skills, on the other hand, teamwork, led students to put into practice a fundamental collaborative learning to develop social skills.

Also, Aguinaga (2022) concludes that the proposal of the comprehensive plan related to the management of soft skills for the development of competencies in students is taken as an alternative solution, based on the complex and comprehensive systemic approach, its essence being the enhancement of soft skills in students, in addition to other educational actors through programs, projects and workshops to strengthen these competencies.

In this same context, Vásquez (2022) evaluated the effects that the Flippados Program had on the development of communicative competencies given in primary school in an educational institution located in a parish in Lima, he also applied a pretest and also a posttest, in addition to the so-called experimental group the Flippados program was implemented, promoting three capacities referred to the communicative approach and the purpose established in the area of communication as defined by the CNEB. This program was based on the virtual learning modality considering the Flipped Classroom, emphasizing collaborative learning, as well as active, meaningful, blended learning and student-centered learning. The results coincide with the current study, since when applying the program in the experimental group, an advance was noted during the development of communicative skills, maintaining a difference in terms of means with the so-called control group, while from the statistical perspective a p equal to $0.000 < 0.05$ was evidenced. The hypothesis considered null and void was rejected and the hypothesis concerning the research was accepted.

The first specific objective is to determine the effect of the Soft Skills Program on competence: it is expressed orally in their mother tongue in students of a CEBA in Piura – 2023. The findings show in the descriptive analysis where the difference between the pretest and posttest is observed, referring to oral expression, it is found that at the low level there was a decrease from 5% to 0%, while at the medium level it was reduced from 90% to 65%; whereas, the high level increased from 5% to 35%; Therefore, it can be said that before the program, the majority of students met this competency, however, after applying the program, the average level decreases in favor, since the high level increases, that is, the indicators of the competence progressively improve, including obtaining information from the oral text. inferences and interpretation of information about the oral text, use of nonverbal and paraverbal resources strategically, among others. Therefore, it can be inferred that the program maintains a significant derivation in the aforementioned competence. Regarding the inferential analysis, the dimension maintained a significance of 0.002 below 0.05, revealing a non-parametric procedure. Therefore, Wilcoxon's test was used to test the corresponding hypothesis, yielding a significance of $0.000 < 0.05$, deciding to reject the hypothesis considered null and accept the alternative. Consequently, the soft skills program exhibits significant effects on competence: it is expressed orally in their mother tongue in students of a CEBA in Piura - 2023.

Regarding the oral expression dimension, Cuellar (2019) points out that communicative competence is not simply the grammatical linguistic skill that the person possesses when speaking; rather, it is part of a series of skills considered extralinguistic that range from

communicative, social, semiotic, linguistic, fickle and variable to adapt to different social aspects. On the other hand, in the curricular design of education, it presents characteristics such as obtaining information from the oral text, deducing and interpreting information through the oral text, making adaptations, organizing and developing ideas coherently and cohesively, among others (Ministry of Education [MINEDU], 2016). For his part, Córdova (2022) states that oral expression has to do with active processing where the student tends to construct the meaning of the texts they hear and transmit. Likewise, the study coincided with the findings of Martínez (2021) who, through the statistics used, verified that there is a relationship between the empathy dimension and oral expression, thus Spearman's Rho indicated the significant relationship equal to 0.01, having an $r = 0.471$, placing it at a positive medium level; On the other hand, the significance value (bilateral) $p = 0.000$ shows that there is a significant association between soft skills and oral expression, placing it in a positive relationship of medium level. Likewise, Fonseca (2019) found that $p = 0.000$ indicates the significance of the variables, proving the hypothesis related to the research, soft skills are related to the oral expression variable, showing a value concerning Spearman's Rho $r = 0.584$, revealing a positive relationship of medium level. The study by Toruño (2020), demonstrates the most relevant results in the competence related to teamwork, before starting the Metacognitive Module, 41% of the interviewees perceived a medium mastery, so at the end of the implementation of the Module, 5.13% saw a high mastery. Likewise, in relation to the skills referred to Arguing and Debating with respect to Public Speaking Skills, when analyzed correlationally, a mean with a value of 45% of the sample stands out, reporting a very low or low level domain between one and another competence before the Module and at the end a high level and very high level mastery above 60% in the aforementioned categories. In his conclusion, he expresses that the interviewees see the learning experience in a positive way with respect to the Module, noticing progress in the domains of soft skills, as well as in the process of moving to the university environment.

The second specific objective is to determine the effect of the Soft Skills Program on competence: reading various types of texts in their mother tongue in students of a CEBA in Piura – 2023. It is evident in the descriptive findings of the dimension that the low level decreases from 30% to 0%; at the medium level it is reduced from 70% to 50%; and the high level shows an increase from 0% to 50%, which indicates that the students have improved the competence related to reading various types of texts in their mother tongue when applying the program, since it was observed in the participants a higher degree in the way they reflect and evaluate the form, the content and context of the text. On the other hand, for the inferential analysis, the Student's t-test was assigned to the hypothesis corresponding to the aforementioned dimension, resulting in a significance with a value of $0.000 < 0.05$, thus proceeding to challenge the null hypothesis and admit the alternative, demonstrating the significant effects of the soft skills program on the competence described.

Thus, the importance of the interaction of the reader, text and sociocultural contexts about reading is highlighted, leading to a better understanding of the interpretation and position of the student on the topic (Alghorbany & Hamzah, 2020). From the curricular point of view, oral skills consider among their competencies the obtaining of information from the written text, the use of inferences and interpretation of the information in the text, as well as the use of reflection and evaluation of the form, content and context of the text (Ministry of Education [MINEDU], 2016). In other research, Fonseca, et al. (2019) when evaluating how effective the program related to the intervention is in Spanish, applied a reading comprehension program (LEE), where the intervention group (IG) achieved superior results to the control group (CG), particularly in the application of the posttest, with a fairly significant difference, favoring the IG with a score of 3.61. $p = .003$. The execution referring to the reading took place in three moments, namely "before reading" in which it was intended to activate previous knowledge and thus strengthen the vocabulary. The "while reading" moment emphasized the importance

of monitoring reading by considering reading speed, clarifying the confusion between new information and confusing information by making online inferences. And finally, "after reading", focusing the tasks on the construction of inferences after reading, reflecting on the structure of the text and the organization of ideas. Ormanci and Çepni (2020) state that comprehension is a student-driven tactic that remains active and is executed responsibly.

The third specific objective is to determine the effect of the Soft Skills Program on competence: write various types of texts in their mother tongue in students of a CEBA in Piura – 2023. In their descriptive results, they show a decrease in the low level from 15% during the pretest to 0% in the posttest, in the same way it occurred in the medium level from 75% to 50% respectively; However, at the high level you notice the increase from 10% to 50% in the post-test. Thus, after putting the program into practice, there was an improvement with respect to the aforementioned competence, because the participants adapted the text to the different communicative situation, as well as organized and developed the ideas following coherence and cohesion, using relevant written language conventions. However, the inferential analysis through Student's t-test applied to the specific hypothesis corresponding to the dimension yielded a significant value of $0.000 < 0.05$, rejecting the hypothesis considered null and accepting the alternative, demonstrating a significant effect of the program on competence: write various types of texts in their mother tongue in students of a CEBA in Piura – 2023.

Minedu (2016) argues that when referring to reading competence, the following skills must be taken into account: adaptation of the text to the communicative situation, organization and development of ideas from a coherent and cohesive point of view, among others. In such a way, qualities are considered for the writing variety of texts among them coherence, which tries to maintain thematic unity, on the other hand, a cohesion must also be maintained, this characteristic is achieved by connecting sentences. In addition, cohesion focuses on the grammar and style of your work, as well as the logical relationship of ideas; taking into account connectors, spelling and suitability, to produce enriching and interesting texts. (Zapana, 2021). Arce (2022) explained the effect generated by the Personal Development Program called "Allin Runa Kay" to strengthen soft skills in students, emphasizing the dimensions related to communication, empathy, monitoring of emotions, stress management, self-evaluation, decision-making, problem solving, and teamwork. In this way, this is aligned with the present study in the sense that the implementation of the aforementioned program has a significant impact on the consolidation of the soft skills of the population studied.

Finally, the methodology used is of great relevance since, through the execution of programs, the incidence of one variable on another can be evidenced, in addition, being exploratory allows a more direct approach to the problem, since it allows us to know the reality from different perspectives, by using a pretest and a posttest. On the other hand, a program adapted to the observed reality is generated as a product, taking into consideration the soft skills that currently serve as support for the development of students, achieving academic success from communication skills.

However, there were some situations that are qualified as weaknesses that occur in the studies, and that is that sometimes not all the students attended during the execution of the program for different reasons, in addition at the beginning a little timid participation was observed, that is, there was not much enthusiasm in the students, However, these circumstances were not reasons to suspend the scheduled activities.

It is worth mentioning that the contribution of the present research acquires a significant contribution, due to the fact that the studied population was strengthened with the applied program, overcoming in turn weaknesses that were sometimes unknown by the students, also by applying different tests such as the pretest and posttest, the Student's t and Wilcoxon, the research generates a substantial contribution to the social scientific context in which it was executed. With respect to other studies, the present research is at the level of those carried out in international contexts, in addition the results were obtained by instruments that have been

validated using processes of scientific rigor that verify their reliability, therefore they remain at the scientific level of other studies, generating a contribution in turn in terms of the variable soft skills and communication competencies. serving as a precedent to other studies since they are scarce in this area. In addition, a soft skills program was generated as a product.

In the same way, it is expected that it will serve other researchers not only as a background, but also that they will implement this proposal in other contexts with different samples in order to improve and optimize each element of the proposal, which would strengthen the contribution to scientific knowledge so necessary in the academy.

6. Conclusions

1. The Soft Skills Program presents significant effects on the communicative competencies of students of a CEBA in Piura, supported with a significance of $0.000 < 0.05$, which indicates that the implementation of this program generates remarkable and quantifiable improvements in the ability of students to communicate effectively, generating a substantial and measurable change in the way students use to express themselves, understand and relate socially.

2. There are significant effects of the Soft Skills Program on the competence that is expressed orally in their mother tongue in students of a CEBA of Piura – 2023, with a significance of 0.000; This refers to the idea that the program has had a significant and positive impact on the ability that students maintain for oral expression in their native language, highlighting linguistic competencies within educational and social interaction.

3. The Soft Skills Program has effects on competence: reading various types of texts in their mother tongue in students, demonstrated with a significance of 0.000, reflecting that the ability of students to perform when reading a variety of texts in their mother tongue, is strengthened positively impacting the soft skills program taught in the educational curriculum.

4. There are significant effects of the Soft Skills Program on competence: write various types of texts in their mother tongue in students of a CEBA in Piura – 2023, affirmed by a significance of 0.000; This supports that the effectiveness of the program improves written expression skills that allow students to write a variety of texts in their native language.

7. Recommendations

1. Consider the continuation and strengthening of the Soft Skills Program as an integral part of the curriculum, therefore, managers must implement strategies to continuously monitor and evaluate the progress of students in relation to their communication skills. Likewise, students take advantage of the opportunities offered by the program to improve communication skills, with constant active participation in activities that promote expression, understanding and social relationships, such as discussion groups, book clubs or cultural events.

2. Expand specific modules or activities focused on oral expression within the Soft Skills Program, as part of the activities of the institution's management and teaching staff, to offer spaces where students practice and improve their verbal expression in diverse environments. In addition, it is recommended that students should seek opportunities to improve their ability to express themselves orally in their native language without any inhibition.

3. Promote the creation of reading clubs or events focused on reading to strengthen reading proficiency, therefore, the institution should place emphasis on providing access to a variety of texts and encouraging the practice of reading and critical analysis, revaluing the bilingual capacity of students.

4. Offer additional workshops and resources to improve written expression, which should be promoted by teachers and supported by administrators, therefore, specific feedback should be provided to contribute to students to develop their writing skills, so that students practice writing various texts, working on the continuous improvement of this essential competence.

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