

TRANSFORMATIONAL LEADERSHIP IN SOCIAL SKILLS IN UNIVERSITY STUDENTS <https://doi.org/10.56238/sevened2025.002-001>

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ABSTRACT

The research report entitled "Transformational Leadership Program to Improve Advanced Social Skills in University Students, Peru 2023", set as a general objective to analyze the application of transformational leadership strategies to improve advanced social skills in university students in the Tumbes region, 2023. The research belongs to the quantitative method, which consists of collecting and analyzing numerical data. This method is ideal for identifying trends and averages, making predictions, checking relationships, and getting overall results from large populations. It was framed with a pre-experimental design in 169 university students of social sciences. For hypothesis testing, Wilcoxon test statisticians were used to determine whether the leadership program improved advanced social skills. The results show that, after the implementation of the Transformational Leadership Program, the mean of advanced social skills in the group of university students increased, evidenced by Table 17 where the mean of the post-test is higher than the pre-test. In

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addition, Sig. is 0.000 in Table 18 highlights that this increase is highly significant, thus validating the effectiveness of the program in improving these skills.

Keywords: Strategies. Transformational Leadership. Advanced Social Skills.



INTRODUCTION

Currently, advanced social skills are represented by the affective states that are created as an effect of the interrelation in work groups in the context in which they develop, by providing them with adequate coexistence, coverage of their expectations due to what they contribute to the university, thus producing an affectionate bond towards the study reflected in the pleasure for what they do.

For Mainhard et al. (2018) in the Netherlands, it points out that it is of great importance to work with university students on advanced social skills efficiently in order to incorporate them into the world with a focus on the supreme good for society. In this sense, the successful development of HHSS will allow college students to close to graduation, succeed and thrive in various situations, as well as in close relationships and feelings, such as in the educational environment, work and career.

In this same context, Rodríguez and Zapata (2019) in Colombia, point out that the formation of tolerance, empathy and good communication is a fundamental part of the progress of knowledge in university students, which they currently affirm is not observed in a large percentage in universities, greatly affecting their self-esteem. And it is for this reason that several universities contemplate student guidance in their educational activities to help them improve and leave behind their difficulties.

According to Arroyo et al. (2021). Peru, states that advanced social skills represent a challenge, given that only 10% of university students demonstrate a sufficient level, while the remaining 90% show a deficient level of advanced social skills, which constitutes a serious problem on a global scale, given that, over time, we have visualized how students when they begin their studies at university, they have great difficulties emotionally, verbally, since it is difficult for them to socialize, and problems at the level of studies. These present problems do not only stop there, and we can see that in their professional training.

The existing problem that was observed in university students regarding social skills was due to the lack of active participation in collaborative work, difficulty in the development of their soft skills, lack of understanding among their peers. A lack of personal commitment and lack of solidarity among them was also observed, difficulty in relating to others in an affective way due to low self-esteem, shyness, poor development of communication skills, which limited the students to being few participative, causing them to perform poorly academically, so it was relevant to implement appropriate strategies to improve the existing problem.



In response to this, the problem is exposed. How is the proposal for a transformational leadership program decisive in improving advanced social skills in university students in the Tumbes region, 2023?

In the theoretical justification, it was based on different theories, such as the theory of social skills of Goldstein, et al. (1989); the social cognitive theory of Albert Bandura and transformational leadership theories of Bass and Avolio and James Mac Gregor Burns, the contributions that were obtained in this research served as scientific knowledge; in the same way, he favored with the conclusions and results of this research for other investigations.

At the same time, this work also had a significant impact on social justification, since the main recipients were university students, which contributed to improving their advanced social skills through transformational leadership. In addition, teachers, the institution as a whole, as well as administrators and directors benefited indirectly.

In the practical justification, in this study it was due to the existence of problems among the students. Lack of active participation in collaborative work, difficulty in developing their soft skills, difficulty in relating to others. A lack of personal commitment and lack of solidarity between them was also observed. Therefore, this research on transformational leadership was useful to assess the advanced social skills of the students.

From the methodological justification, a questionnaire was built that allowed collecting different perspectives from students, in order to process the data and obtain solid and reliable results. To support this choice, it was considered essential to validate the questionnaire through review by researchers and also the performance of a pilot test to evaluate its suitability, the results obtained were shared with the institution to support advanced social skills and allowing the implementation of the program to the different contexts where its application was feasible.

The objective of this chapter is to analyze the application of transformational leadership strategies to improve advanced social skills in university students in the Tumbes region.

For scientific support in the study, international precedents were taken into account, Duitama (2019). Colombia. "Transformational Leadership as a Growth Option for Entrepreneurs", This inquiry was to level and examine this way of leadership. I use the inductive-deductive method and it was carried out at a descriptive level. It is indicated that, in general terms, entrepreneurs exhibit a moderate level of idealized influence (50%), inspirational stimulation (25%), individualized deference (15%), and idealized authority (10%).



According to Carpio (2021). Ecuador. "Transformational Leadership of Teachers to Ensure Educational Inclusion at the Technical University of Babahoyo - Ecuador". The research was applied and a mixed approach is used, with a cross-sectional non-experimental design. Indicating that there is a statistically demonstrative correspondence between the two variables ($Rho\ Spearman=0.651$). Since the significance value (p-value) 0.000 is smaller than 0.05, the null hypothesis is challenged and an alternative hypothesis is granted, where it involves that there is a revealing concordance of teacher transformational leadership and educational inclusion.

National Antecedents, Cardoso (2019). In Chiclayo, in its study "Basic psychosocial model to improve the practice of social skills in sociology students" it aimed to delineate, allocate and evaluate the effectiveness of basic psychosocial models to optimize social skills in students. It is concluded that 88% of students demonstrate empathy by putting themselves in the place of others in the face of a problem; 83% have the ability to deal constructively with their feelings, as well as resolve conflicts; 82% interact positively with their peers; 84% openly express their feelings, emotions and opinions in an appropriate way; 78% show tolerance, and 79% say they defend their rights.

Alania et al. (2021). In Junín in his thesis. "Advanced Social Skills Scale for Communication Sciences Students". This research is descriptive, and had a sample of 668 students of communication sciences belonging to two universities, verifying that all the indicators and items were valid (more than 60% agree, according to Student). it was measured through the sample study and Cronbach's alpha coefficient, its confidentiality was (0.888). In conclusion, this study emphasized the Advanced Social Skills Scale as a legitimate and honest tool where these skills were evaluated to students of communication sciences.

Regional Antecedents, Díaz, (2020). In Piura, in his thesis "Proposal for an educational program of social skills, according to structured learning to improve interpersonal relationships in secondary adolescents", his work is quantitative in nature. Its purpose was to design and determine the impact of an adjusted educational program on the improvement of mutual skills and improved good relationships. Consequently, they were evaluated through the administration of a Goldstein social skills test, concluded the pedagogical program had a positive effect on students by promoting their ability to function effectively in interpersonal interactions with 45% at a medium level.

Jaramillo (2023). In Piura in his thesis "Strengthening My Emotions" Program to improve social skills in students of an educational institution in Piura, 2023. A quantitative approach was used. The descriptive results revealed that prior to the implementation of this



research, 100% of schoolchildren were at a level of social skills considered fair. However, after the application of the program, 13.16% showed social skills considered good and 86.84% demonstrated very good social skills. It concluded that the implementation of the educational program had a degree of significance to the advancement of the social skills of the students in a Piura entity.

Theoretical approaches to transformational leadership, Kouzes & Posner (2018), recommend that transformational leaders encourage those around them to improve, benefit both groups and individuals, finding new ways of thinking and visualizing their goals of their work group. Broadly speaking, the concept of transformational leadership originated through the study of political authorities and their motivational impact on followers (Burns, 1978).

However, it was thanks to the contributions of Bass and Avolio (2006) that the concrete concept of "transformational leadership" was established. According to the above, transformational leadership refers to a process that seeks to stimulate people's awareness with the aim of turning them into productive followers; These followers must accept and commit themselves to the achievement of the organizational mission, putting aside their individual interests and focusing their attention on the collective well-being.

Chiavenato (2002) argues that a key factor in allowing a transformational leader to gain authority is to provide independence so that owners can fully assume their responsibilities, assuming as an objective to inspire teachers to work, develop new and more productive teaching methods and provide teachers with the tools to achieve positive results.

Transformational approach. Bass and Avolio (1999). They propose a situation in which leaders use rewards or sanctions to assess whether their followers' performance meets expectations. This dynamic consists of two main aspects: Contingent reward: involves an interactive exchange between the leader and the followers, and Inequality Management: In this dimension, the guide intervenes when necessary to correct or modify the followers' behaviors. García et al. (2022) state that the leader points out the concerns of the followers and establishes transactions that meet both the needs of the group and those of the individuals.

Continuing with the first variable, transformational leadership, according to Bass and Avolio (2004), implies a fundamental role played by leaders in helping their followers to face conflictive or stressful situations by providing them with security and tolerance in the face of uncertainty. This type of leadership proves to be especially effective during periods of



change. To the disagreement of the transactional leaders, who are aimed at correcting and achieving results.

Of all the concepts considered in this transformational leadership research, Bass & Avolio (2006) were chosen. This is because it is the characteristics of transformative leaders that serve as models to carry it out among the directors of educational centers. In addition, various theories and approaches have been proposed in relation to the study. As mentioned by Rojas et al. (2020), transformational approaches have the shadow of a 'boundary overseer', a leader with complete intellectual knowledge, competence and social skills.

The theory of Burns and Bass states that within each group of people there are individuals called leaders who have the capacity and skills to transform the group or team, maintain dynamic connections and have some followers, teaches us that virtue exists, generate feelings of change for personal and social benefit, and seek alternatives with change and aspiration without offending others. Similarly, organizational and corporate leaders must guide people toward personal stability to achieve goals, demonstrate friendliness in growth, improvement, and sustain the common good (Burns, 1978; Bass, 1985, cited in Velásquez, 2022).

In addition, Rojero et al. (2019) examined transformational leadership is based on fostering positive aspects in supporters, focusing on group dynamics and actively supporting each other. For Rozo & Abaúnza (2010), this model guides employees towards collective goals and provides them with the ability to influence people using authenticity and ethical values.

Serrano et al. (2022). showed that transformational leadership achieves its goals while maintaining a strong link with the strength of beliefs that every leader exercises. Therefore, leadership is beneficial to optimize social skills, with respect to work in all demanding contexts, such as academic disciplines, increasing trust in the team and resolving conflicts appropriately.

Likewise, Martínez et al., (2017), shows that transformational leadership is a model created according to the combination of several theories. In this regard, Judge & Bono (2000) conclude that the charisma and incentive of a leader influences others, which helps them to work hard and achieve their goals. That is why it is important to apply it in the classroom to motivate teachers and students to work and transform people by exceeding expectations.

With respect to this first variable, transformational leadership, we point out its dimensions: Inspirational motivation. According to. Bass and Avolio (2006); cited by López



et al. (2018). They argue that motivated leaders will exceed expectations based on excellence, inner strength, positive hope, and flexibility to achieve the entity's goals and claim to have the ability to inspire others. This leader focuses on persuading staff, promoting opportunities, and creating goals for himself and his team. Therefore, essential factors such as strength, hope, and flexibility are critical to motivating and nurturing university staff to work enthusiastically.

Individualized consideration. It includes a leader's ability to present opportunities and challenges to students and integrate empathy and motivation. As part of a study that analyzed individuals, they found that leaders identified specific requirements for each employee, acted as facilitators, listened to personal stories, and treated each employee specifically, to maintain respect as the basis and personal esteem of followers (Bass & Avolio, 2006., Romero, 2020). This type of leadership can be implemented in institutions to optimize advanced social skills in our students.

Intellectual stimulation. Romero (2020) points out that this leadership model is the person who imparts knowledge to others so that they can analyze their own proposals based on the strategy and the way of working. In addition, this leader presents forward-looking explanations, visualizes current difficulties, plans actions on them and resolves conflict situations within the organization without revealing other people's opinions, requests personal comments if necessary. Therefore, new ways of addressing the weaknesses of the education system may be an impractical task, but they must be facilitated through models of thought leadership. The type of leadership can refine the work environment and foster advanced social skills.

Idealized or moral influence. Bass & Avolio (2006) argue that leaders with this profile influence their supporters through goals and plans for future aspirations, their profile evidences a high degree of principled conduct and professional ethics. Other studies have found that transformative leaders are participatory, communicating role models to their supporters based on respect, admiration, and most importantly, trust and recognition, demonstrating high ethical standards and values. In total, this leadership model embodies honesty and coherence, and can be applied not only in organizational contexts, but also in educational centers as a model for teachers and staff, therefore, as authorities they can adopt this profile and promote an improvement in the institutional environment.

Psychological tolerance, which is the quality in which the leader turns to his followers in a personalized way to help him in his concerns and proceeds as a tutor and takes into account what the person does with his work group. It also effectuates and perfects the interest of individuals in their self-esteem, self-realization. (Grimaldo et al., 2010).



Continuing with the second variable, advanced social skills, Gismero (2010) argues that these are responses to specific events that allow individuals to express their concerns, desires, feelings, ideas, and emotions freely and spontaneously. Mena et al. (2020). As has been pointed out, these skills are part of the expressiveness and communicative fluency that an individual possesses and allow them to socialize in any environment, whether personal, work or family.

Goldstein's social skills theory, et al. (1989), categorized social skills into various categories including initial social skills, advanced social skills, skills framed with emotions, organizational skills, skills to cope with nervous tension, and skills to reduce bad temper. These experts, advanced social skills, frame competencies where the individual develops dialogue satisfactorily in various general contexts. These develop after the initial skills and contribute to the individual's ability to function appropriately in society.

The competence to ask for help refers to the ability to recognize when it is necessary to ask for assistance and to do so without hesitation to the individual (Goldstein et al., 1989). Participation implies the ability to competently integrate into a group and contribute effectively to an activity. The ability to follow directions involves the ability to understand and follow directions, demonstrating confidence in another's judgment, and strengthening beneficial relationships. The ability to apologize consists of the ability to recognize when a fault has been committed and to express it. The ability to persuade others encompasses the ability to inform, convince, intervene, and negotiate with others (Alania & Turpo, 2018).

According to Goldstein (1989); cited in González & Molero (2022). Advanced social skills are forms of necessary actions where effective interpersonal relationships are to be established. These skills allow for social integration and are directly related to problems at an interpersonal, social, and emotional level. Goldstein also points out that these behaviors are learned and facilitate interaction with others, fostering respect for both one's own rights and those of others, and improving interpersonal communication.

Advanced social skills refer to the essential behaviors in every human being, which help a person to function effectively and healthily in various contexts, both in the personal sphere and in interactions with other individuals (Goldstein et al; 1989). From the cognitive-behavioral perspective, they are defined as an aggregate of actions that guide people to interact effectively with other individuals (Caballo, 2007). These social skills are not innate to each person, but rather the union of obtained and assimilated behaviors, which are visualized in contact with another person, in order to establish mutually satisfactory relationships (Monjas, 2012).



In contrast, Monjas (2007) defines social skill as the behaviors that an individual shows in their personal context, manifests their feelings, desires, and opinions in response to a specific scenario. In addition, according to Caballo (2007); cited in Méndez et al. (2022) advanced social skills is the behavior of an individual in any interpersonal environment, in which a connection is established between emotions, sensations, feelings, and various actions, all in relation to specific situations where the person demonstrates social skill.

Bandura's (2001) theoretical approach to social learning refers to the ability to work in the long term with a viable preparation. According to his perspective, behaviors are mostly learned through the observation of behavior

from others, where the relationship between the context and the person is influenced by the processes of modeling and molding. These processes have the potential to prepare an individual to perform competently. These social skills are acquired through actions that contribute to the social climate and the environment in which the person creates and learns.

Bandura's (1987) theory of social cognition is based on his theory that people do not have well-defined behaviors and are modified according to interpersonal relationships in which the social environment affects others considered in the opinion by changing their personal nature. This approach, therefore, emphasizes that the behavior of others greatly influences the behavior of subjects, and that the complexity of a particular behavior can only be learned through the mastery of examples or the mastery of prototypes (Ruiza et al., 2004).

Therefore, it is not enough to look at behavior to imitate it, and it is true, because there is a mixture of social and psychological contextual factors that intervene in behavior. After careful observation, the remembered similarities must be entered into the object's memory and the meaning or motive for reproducing them must be found. Therefore, the development of a learning society requires four processes: attention, retention, nurturing, and motivation (Gutiérrez et al., 2018).

According to Moreno & Vásquez (2022), social skills are an integral part of professional competitiveness, that the usual and academic approach in vocational training is not taken into account. In line with this perspective, Segura (2007) states that the education of an individual is not limited to providing knowledge, since the essential and fundamental thing is the development of the human dimension, transforming him or her into a complete person.

Freitas (2019), on the other hand, argues that social skills can be understood as positive responses to the components of socially authoritarian behavior, and that these skills contribute to harmonious relationships and more comfortable sharing. Horna, et al.,



(2020) argue that these are human abilities to function fully and successfully in society, and because society facilitates the growth and learning of others (Vieira et al., 2018).

Social skills are not a new concept, but UNICEF (2020) defined them as psychosocial or social skills that allow students to become competent citizens to face their personal, academic, and economic challenges. It develops in the course of their lives through daily coexistence, shared actions and modular emotions that must be practiced according to the characteristics of the place in which they take place (Gómez et al., 2017).

Also, Ortiz et al., (2018). they argue that it is essential to identify changes from childhood, whether the HH. SS is underdeveloped or very developed. On the other hand, Caballo (2005) points out that through social skills, individuals can grow individually and interpersonally. In this sense, Díaz, (2020). Social skills are relevant to current research, determining the interpersonal relationships of the university, so the practices of the learning activity can occur in environments conducive to knowledge transfer.

In addition, Peñafiel & Serrano (2010) point out various forms of social skills, including all skills related to social behavior. Also, Gonzales et al., (2021). He states that social capacity does not correspond to traits of the individual, but to the accumulation of specific responses associated with certain types of incentives.

Education to change this behaviour is therefore essential to correct the inappropriate behaviour that is manifesting itself in society. Valles (1996); cited in Rojas & Pilco (2023). It also states that people must be able to develop social skills in a total or imperfect way according to their cultural environment, virtues, beliefs, values and knowledge.

Additionally, these researchers such as Rojas & Pilco (2023). They have raised the complexities of having a precise definition of social skill, arguing that it corresponds to the sum of knowledge and experience acquired in a given situation.

In this way, Mainhard et al., (2018) describe social skills according to a behavioral approach that corresponds to a person's particular behavior in a particular situation and ultimately, their likelihood of acceptance or exclusion. In this order, social skills with behavioral approaches should be linked to learning, improve social work and school environments, and become a fundamental tool in the extracurricular activities of students and teachers. According to Huambachano et al., (2018), the social approach addresses a set of interpersonal skills that motivate individuals to maintain social relationships with others and effectively address social needs.

In addition, Delgado (2016) concludes that both approaches contribute to self-analysis for self-reflection and help to acquire adequate social adaptability, depending on the situation. Córdova et al. (2022) comment that these approaches make it possible to



specifically assess students' behavior in the context of education and provide the necessary tools for better social and institutional development.

In this sense, these approaches demonstrate that individuals actively interact in specific situations, adapt according to the communicative and cognitive concepts acquired since childhood, and develop healthy social skills. Regarding the second variable social skills, according to Gismero (2010), cited in Cajas et al., (2020). The following dimensions are considered.

Self-expression. It represents the importance of referring to each one in an open way without reflecting the anguish in any society. In fact, the above shows an individual's self-awareness, from which the ability to interact socially in a natural way, such as expressing opinions and feelings, becomes possible. At the same time, it helps them to externalize emotions such as expressing affection and releasing emotional states between people.

As for the self-defense dimension, individual responses to contingencies are established to protect oneself from possible threats and protect one's rights (Gismero, 2010 cited in Estrada et al., (2020). This social skill is essential to avoid conflicts with others. Unfortunately, this happens several times, especially in education. In the same way, the dimension of expression of feelings deals with the management of emotions. It can manifest as anger, resentment, other harmful emotions, and disagreements with other people (Gismero, 2010). Social interaction among young people should be encouraged, especially in the academic field, as it will benefit their active and communicative participation in the classroom.

For the interaction dimension, this includes the ability to end unwanted conversations, such as people who keep talking at inappropriate times (Gismero, 2010). This ability will help you articulate your unwillingness to continue the conversation if there is a disagreement, as well as reciprocally exert action between people. **Request Dimension.** Demonstrate the ability to ask others for what they need, such as asking a friend to bring them food at a restaurant. High scores indicate an individual's ability to successfully make requests, while low scores reflect a lack of ability to express one's wishes to others (Gismero, 2010).

In the face of this competition, higher education institutions encourage this social behavior so that students, especially teachers, can achieve teamwork, promote open communication. **The initiative dimension.** It refers to an individual's ability to communicate with people of the opposite sex through conversations, dating, or spontaneous compliments. In this sense, high scores indicate the ability to carry out these behaviors, while low scores reflect difficulty in relating freely with the opposite sex (Gismero, 2010).



According to what has been mentioned, initiative is a socially open skill to interact step by step towards an action with people of the opposite sex.

The philosophical basis of this proposal is found in Positivism, since a quantitative approach has been adopted to analyze the causal reciprocity model of transformational leadership and the improvement of advanced social skills. Under this approach, in conclusion, these results can be generally applicable and reproducible in other university institutions (Park et al; 2020).

From the epistemological framework, Socrates argues that the fundamental purpose of any human action was the good, and advocated that the government be in the hands of experts committed to good, justice and moral values. This perspective represented a significant detraction from the public management of his time (Solana, 2018). On the other hand, Aristotle emphasized the commitment of politicians and citizens to promoting social skills.

Román (2019). According to these ideas, those who lead universities are committed to endorsing the well-being of those under their care by providing a body of knowledge and theoretical meanings that detail advanced social skills to public universities, considering cognitive contributions as a source of information. On the other hand, in the axiological framework, they refer to the role of values in research that has to do with the explanation as a problem of social skills and their alternative solutions through transformational leadership, in the methodological framework of the research process.

Finally, in the legal framework of transformational leadership it is of great importance, and since this proposal is related to the administration of university institutions, it is mainly based on the current laws and regulations of the education sector.

METHODOLOGY

Research with a pre-experimental design, quantitative approach, a pre-test and a post-test were carried out to determine the level of the variable before and after the implementation of the program in the experimental group (Hernández & Mendoza, 2018). The population used was 169 university students.

Figure 1 Distribution of university students, Peru 2023.

Cycles	N
II	55
IV	45
VI	32
VIII	37
Total	169

Source: Prepared by: Lady Shirley Minaya Becerra.



Inclusion criteria: University students.

Exclusion criteria: Invited, contracted and appointed teachers.

Group	Pre-test		Postest
Sample	01	Program	02

Where:

G = (College Students)

O1= Pretest

X = Transformational Leadership

Program

O2= Postest

Two variables were used in this research:

Transformational Leadership and Advanced Social Skills Program

For this purpose, a questionnaire was used to collect information on advanced social skills from students with options according to the Likert scale: 5 Always, 4 almost always, 3 Sometimes, 2 Almost never 1 Never. (Carhuancho, et al.2019) validated by professional evaluators with an academic mention of a PhD in education.

Table 1: Pretest processing

LEVELS	FREQUENCY	PERCENTAGE
<i>Advanced social skills variable (Pretest)</i>		
Low	77	45,56
Middle	72	42,60
High	20	11,83
TOTAL	169	100
<i>Self-Expression Dimension (Pretest)</i>		
Low	88	52,07
Middle	54	31,95
High	27	15,98
TOTAL	169	100
<i>Self-Defense Dimension</i>		
Low	90	53,25
Middle	52	30,77
High	27	15,98
TOTAL	169	100
<i>Dimension Expression of feelings (Pretest)</i>		
Low	81	47,93
Middle	57	33,73
High	31	18,34
TOTAL	169	100
<i>Interaction Dimension (Pretest)</i>		
Low	85	50,30
Middle	54	31,95
High	30	17,75
TOTAL	169	100



<i>Request Dimension (Pretest)</i>		
Low	89	52,66
Middle	48	28,40
High	32	18,93
TOTAL	169	100
<i>Initiative Dimension (Pretest)</i>		
Low	96	56,80
Middle	33	19,53
High	40	23,67
TOTAL	169	100

These results show that university students have 45.56% low level of social skills, only 11.83% show high level of ability. Regarding the dimension of self-expression, 52.07% have a low level; and only 15.98% have a high level of self-expression. In the self-defense dimension of advanced social skills, 53.25% of the participants have a low level, and 15.98% have a high level. In the expression of feelings, 47.93% have a low level, and 18.34% have a high level. In the Interaction of Feelings, 50.30% have a low level, only 17.75% have a high level, highlighting the importance of empathy in social interaction. And in the request for advanced social skills, 52.66% have a low level, and 18.93% have a high level.

RESULTS

The results of the level of advanced social skills in university students 2023; through a pre-test are shown in Tables 1,2

Measuring the level of advanced social skills in university students 2023; through a posttest.

Table 2: Post-test processing

LEVELS	FREQUENCY	PERCENTAGE
<i>Advanced social skills variable (Pretest)</i>		
Low	17	10,06
Middle	54	31,95
High	98	57,99
TOTAL	169	100
<i>Self-Expression Dimension (Pretest)</i>		
Low	28	16,57
Middle	64	37,87
High	77	45,56
TOTAL	169	100
Self-Defense Dimension		
Low	29	17,16
Middle	53	31,36
High	87	51,48
TOTAL	169	100
<i>Dimension Expression of feelings (Pretest)</i>		
Low	25	14,79
Middle	68	40,24
High	76	44,97
TOTAL	169	100
<i>Interaction Dimension (Pretest)</i>		
Low	27	15,98
Middle	54	31,95
High	88	52,07
TOTAL	169	100
<i>Request Dimension (Pretest)</i>		
Low	30	17,75
Middle	57	33,73



High	82	48,52
TOTAL	169	100
<i>Initiative Dimension (Pretest)</i>		
Low	38	22,49
Middle	42	24,85
High	89	52,66
TOTAL	169	100

In the post-test of advanced social skills, 57.99% of the participants showed a high level, and only 10.06% had a low level. In the Self-expression of social skills, 45.56% show a high level, and 16.57% have a low level. In the self-defense of social skills, 51.36% showed a high level, and 17.16% have a low level. In the expression of feelings of social skills, 44.97% show a high level and 14.79% have a low level. In the interaction of social skills, 52.07% have a high level, and 15.98% have a low level. In the request for social skills, 48.52% of the participants show a high level and 17.75% have a low level. In the advanced social skills initiative, 52.66% have a high level, and 22.49% have a low level.

After applying the Transformational Leadership Program, a marked advance in advanced social skills is observed. The percentage of participants in the high level increased significantly from 11.83% to 57.99%, while the medium and low levels experienced reductions, reflecting a general improvement in social competence. These results suggest that the program had a positive impact on the development of social skills, strengthening the leadership capacity and interpersonal interactions of the participants.

It is visualized that the levels of significance are less than 0.05, which indicates that they have a non-parametric distribution, for which the Wilcoxon test was applied to compare the means of the pretest and posttest.

The results show that, after the implementation of the Transformational Leadership Program, the mean of advanced social skills in the group of university students increased, (Table 3). In addition, Sig. is 0.000 in Table 4 highlights that this increase is highly significant, thus validating the effectiveness of the program in improving these skills.

Table 3 Comparative Ranges of Advanced Social Skills

		N	RANK AVERAGE	SUM OF RANGES
Postest - Pretest	Negative Ranges	0a	0,00	0,00
	Positive Ranges	100b	50,50	5050,00
	Draws	69c		
	Total	169		
a. Advanced Social Skills (Posttest) < Advanced Social Skills (Pretest)				
b. Advanced Social Skills (Posttest) > Advanced Social Skills (Pretest)				
c. Advanced social skills (Posttest) = Advanced social skills (Pretest)				

Table 4: Wilcoxon test statistics for advanced social skills

	Postest – Pretest
Z	-8,684b
Asymptotic sig. (bilateral)	,000
a. Rango test with Wilcoxon sign	
b. It is based on negative ranges.	



DISCUSSION

When considering this section, it is highlighted that the main objective has resulted in a significance value of 0.00, which is less than 5%, which leads to the acceptance of the transformational leadership program. It is concluded that, given a significance value of 0.00, which is less than 0.05, it can be stated that the transformational leadership program has had a significant effect on the improvement of advanced social skills among university students in Peru.

These results coincide with Carpio (2021). Ecuador in her doctoral thesis "Transformational leadership of teachers to ensure educational inclusion at the Technical University of Babahoyo - Ecuador". The type of research is applied and a mixed approach is used, together with a cross-sectional non-experimental design. The results indicate that there is a statistically demonstrative correspondence between transformational teacher leadership and educational inclusion (Rho Spearman=0.651).

Since the significance value (p-value) 0.000 is less than 0.05, the null hypothesis is rejected and the alternative hypothesis is accepted, implying that there is a revealing concordance between teacher transformational leadership and educational inclusion. Indeed, in this study, transformational leadership theory frames that leadership is formed through actions that meet the needs of followers and promote their self-realization.

This leadership approach is the subject of extensive research due to its ability to drive both the professional and personal development of followers, keeping them motivated to achieve success. It focuses on promoting a collective wisdom based on stimulation, nobility, and responsibility, making it an appropriate model for implementation in organizations. This leadership style involves modifying the environment through the motivation and inspiration that the leader provides to his followers.

According to Bass and Avolio (2006), transformational leadership involves increasing employees' self-awareness so that they accept and dedicate themselves to institutional objectives. Followers prioritize the needs of the organization over personal needs to improve their productivity.

A transformational guide guides people to common goals, instilling collaboration to achieve the objectives set. Transformational leaders are expected to influence their environment and motivate their team to work toward shared goals.

In addition, transformational leadership relates to intellectual stimulation and individualized consideration, where the leader motivates followers to think creatively and provides personalized assessments of their performance and contribution within the organization.



This approach is based on the dimensions established by Bass and Avolio (2006), which include idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration.

Theoretical approaches to transformational leadership, Kouzes & Posner (2018), recommend that transformational leaders encourage those around them to improve, benefit both groups and individuals, finding new ways of thinking and visualizing their goals of their work group.

Broadly speaking, the concept of transformational leadership originated through the study of political authorities and their motivational impact on followers (Burns, 1978).

However, it was thanks to the contributions of Bass and Avolio (2006) that the concrete concept of "transformational leadership" was established. According to the above, transformational leadership refers to a process that seeks to stimulate people's awareness with the aim of turning them into productive followers; These followers must accept and commit themselves to the achievement of the organizational mission, putting aside their individual interests and focusing their attention on the collective well-being.

Chiavenato (2002) argues that a key factor in allowing a transformational leader to gain authority is to provide independence so that owners can fully assume their responsibilities, assuming as an objective to inspire teachers to work, develop new and more productive teaching methods and provide teachers with the tools to achieve positive results.

Transformational approach. Bass and Avolio (1999). They propose a situation in which leaders use rewards or sanctions to assess whether their followers' performance meets expectations. This dynamic consists of two main aspects: Contingent reward: involves an interactive exchange between the leader and the followers, and Inequality Management: In this dimension, the guide intervenes when necessary to correct or modify the followers' behaviors. García et al. (2022) state that the leader points out the concerns of the followers and establishes transactions that meet both the needs of the group and those of the individuals.

Transformational leadership, according to Bass and Avolio (2004), involves a fundamental role played by leaders in helping their followers face conflictive or stressful situations by providing them with security and tolerance in the face of uncertainty. This type of leadership proves to be especially effective during periods of change. To the disagreement of the transactional leaders, who are aimed at correcting and achieving results.



Of all the concepts considered in this transformational leadership research, Bass & Avolio (2006) were chosen. This is because it is the characteristics of transformative leaders that serve as models to carry it out among the directors of educational centers. In addition, various theories and approaches have been proposed in relation to the study. As mentioned by Rojas et al. (2020), transformational approaches have the shadow of a 'boundary overseer', a leader with complete intellectual knowledge, competence and social skills.

The theory of Burns and Bass states that within each group of people there are individuals called leaders who have the capacity and skills to transform the group or team, maintain dynamic connections and have some followers, teaches us that virtue exists, generate feelings of change for personal and social benefit, and seek alternatives with change and aspiration without offending others. Similarly, organizational and corporate leaders must guide people toward personal stability to achieve goals, demonstrate friendliness in growth, improvement, and sustain the common good (Burns, 1978; Bass, 1985, cited in Velásquez, 2022).

In addition, Rojero et al. (2019) examined transformational leadership is based on fostering positive aspects in supporters, focusing on group dynamics and actively supporting each other. For Rozo & Abaúnza (2010), this model guides employees towards collective goals and provides them with the ability to influence people using authenticity and ethical values.

Serrano et al. (2022). showed that transformational leadership achieves its goals while maintaining a strong link with the strength of beliefs that every leader exercises. Therefore, leadership is beneficial to optimize social skills, with respect to work in all demanding contexts, such as academic disciplines, increasing trust in the team and resolving conflicts appropriately.

Likewise, Martínez et al., (2017), shows that transformational leadership is a model created according to the combination of several theories. In this regard, Judge & Bono (2000) conclude that the charisma and incentive of a leader influences others, which helps them to work hard and achieve their goals. That is why it is important to apply it in the classroom to motivate teachers and students to work and transform people by exceeding expectations.

Transformational leadership, we point out its dimensions: Inspirational motivation. According to. Bass and Avolio (2006); cited by López et al. (2018). They argue that motivated leaders will exceed expectations based on excellence, inner strength, positive hope, and flexibility to achieve the entity's goals and claim to have the ability to inspire



others. This leader focuses on persuading staff, promoting opportunities, and creating goals for himself and his team. Therefore, essential factors such as strength, hope, and flexibility are critical to motivating and nurturing university staff to work enthusiastically.

Individualized consideration. It includes a leader's ability to present opportunities and challenges to students and integrate empathy and motivation. As part of a study that analyzed individuals, they found that leaders identified specific requirements for each employee, acted as facilitators, listened to personal stories, and treated each employee specifically, to maintain respect as the basis and personal esteem of followers (Bass & Avolio, 2006., Romero, 2020). This type of leadership can be implemented in institutions to optimize advanced social skills in our students.

Intellectual stimulation. Romero (2020) points out that this leadership model is the person who imparts knowledge to others so that they can analyze their own proposals based on the strategy and the way of working. In addition, this leader presents forward-looking explanations, visualizes current difficulties, plans actions on them and resolves conflict situations within the organization without revealing other people's opinions, requests personal comments if necessary. Therefore, new ways of addressing the weaknesses of the education system may be an impractical task, but they must be facilitated through models of thought leadership. The type of leadership can refine the work environment and foster advanced social skills.

Idealized or moral influence. Bass & Avolio (2006) argue that leaders with this profile influence their supporters through goals and plans for future aspirations, their profile evidences a high degree of principled conduct and professional ethics. Other studies have found that transformative leaders are participatory, communicating role models to their supporters based on respect, admiration, and most importantly, trust and recognition, demonstrating high ethical standards and values. In total, this leadership model embodies honesty and coherence, and can be applied not only in organizational contexts, but also in educational centers as a model for teachers and staff, therefore, as authorities they can adopt this profile and promote an improvement in the institutional environment.

Psychological tolerance, which is the quality in which the leader turns to his followers in a personalized way to help him in his concerns and proceeds as a tutor and takes into account what the person does with his work group.

It also effectuates and perfects the interest of individuals in their self-esteem, self-realization. (Grimaldo et al., 2010).

In the first specific objective, it was discovered that, when measuring the level of advanced social skills in the dimensions of self-expression, self-defense, expression of



feelings, interaction, petition, and initiative in university students 2023; through a pre-test, a low level of 11.83% was found, these results coincide with Alania et al. (2021). In Junín in his thesis. "Advanced Social Skills Scale for Communication Sciences Students".

This research is descriptive, it was carried out with a sample of 668 students of communication sciences belonging to two universities and it was verified that all the indicators and items were valid (more than 60% agree, according to Student).

Regarding the reliability of the instrument, it was measured through the application to the study sample and Cronbach's alpha internal consistency coefficient, its confidentiality was very high (0.888). In conclusion, this study demonstrated that the Advanced Social Skills Scale is a valid and reliable instrument to assess these skills in communication science students.

In the second specific objective, a set of transformational leadership strategies aimed at university students was designed, The Transformational Leadership proposal aims to enrich the advanced social skills of university students in Peru. We seek to provide a reflective platform on the crucial role that teachers, administrators and hierarchical leaders play in creating a positive institutional atmosphere.

Through this approach, we strive to promote leadership practices that foster collaboration, effective communication, and a mutually supportive environment at our universities. This initiative aims not only to improve the organizational climate, but also to enhance the integral development of our students so that they can face social and professional challenges with confidence and skill.

This agrees with Duitama (2019). Colombia. In his research "Transformational leadership as a growth option for entrepreneurs", the research of this inquiry was to identify and analyze this leadership style. I use the inductive-deductive method and it was carried out at a descriptive level. It is indicated that, in general terms, entrepreneurs exhibit a moderate level of idealized or attributed influence (50%), inspirational motivation (25%), individualized consideration (15%), and idealized influence (10%).

The researcher concluded that there is a notorious lack of application of a solid transformational leadership model in companies.

In the third specific objective, it was determined that Measure the level of advanced social skills in the dimensions of self-expression, self-defense, expression of feelings, interaction, petition and initiative in university students 2023; through a posttest.

The fourth specific objective was to contrast the results obtained in the pre-test with the post-test. After applying the Transformational Leadership Program, a marked advance in advanced social skills is observed. The percentage of participants in the high level



increased significantly from 11.83% to 57.99%, while the medium and low levels experienced reductions, reflecting a general improvement in social competence.

These results frame that the program had an effective footprint on the development of social skills, strengthening the leadership capacity and interpersonal interactions of the participants. He agrees with Cardoso (2019).

In Chiclayo, in its study "Basic psychosocial model to improve the practice of social skills in sociology students" it aimed to delineate, allocate and evaluate the effectiveness of basic psychosocial models to improve the practice of social skills of students. It is concluded that 88% of students demonstrate empathy by putting themselves in the place of others in the face of a problem; 83% have the ability to deal constructively with their feelings, as well as resolve conflicts; 82% interact positively with their peers; 84% openly express their feelings, emotions and opinions in an appropriate way; 78% show tolerance, and 79% say they defend their rights.

Alania et al. (2021). In Junín in his thesis. "Advanced Social Skills Scale for Communication Sciences Students". This research is descriptive, with a sample of 668 students of communication sciences belonging to two universities, it was found that all indicators and items were valid (more than 60% agree, according to Student).

Regarding the reliability of the instrument, it was measured through the application to the study sample and Cronbach's alpha internal consistency coefficient, its confidentiality was very high (0.888). In conclusion, this study demonstrated that the Advanced Social Skills Scale is a valid and reliable instrument to assess these skills in communication science students.

CONCLUSIONS

1. It is concluded that, with a significance value of 0.00, which is less than 0.05, it can be stated that the transformational leadership program has had a significant impact on the improvement of advanced social skills among university students. Peru.
2. It is concluded that, in the dimensions of self-repression, self-defense, expression of feelings, interaction, petition and initiative, out of a total of 169 university students, 98, representing 57.99%, have experienced a significant improvement in advanced social skills thanks to the implementation of the transformational leadership program among university students in Peru.



3. The transformational leadership proposal is crucial to address the identified problem and to fortify advanced social skills in a university in Peru. This was achieved through the development of strategies aimed at improving these skills.
4. Individualized consideration, inspirational motivation, intellectual stimulation, psychological tolerance and idealized influence have emerged as crucial elements marking the progress of advanced social skills in a university in Peru. This is due to the lack of recognition of academic activities and the absence of positive interactions between students.

RECOMMENDATIONS

1. The director of the professional career can carry out a comprehensive assessment of advanced social skills in university students, identifying both their strengths and the areas in which they can improve. Establish clear and objective ideas for the improvement and development of these skills.
2. Managers promote the adoption of transformational leadership in the academic part, recognizing their ability to promote quality training. Given that in order to achieve educational objectives and form individuals ready to face the challenges of tomorrow, it is essential to have pedagogical leadership that inspires and is responsibly committed to its teachings.
3. Management staff implement training programs in individualized consideration, intellectual stimulation, inspirational motivation, idealized influence, designed to satisfy advanced social skills in university students. each academic semester.

Implement a transformational leadership program aimed at developing advanced social skills for university students. This program should be implemented gradually and continuously, with periodic evaluations of its effectiveness. It is crucial to have the active participation of university authorities and a leader on the part of the representatives.



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