



UNIVERSIDAD DE GRANADA

FACULTAD DE CIENCIAS DE LA EDUCACIÓN

DEPARTAMENTO DE MÉTODOS DE INVESTIGACIÓN Y DIAGNÓSTICO EN
EDUCACIÓN (MIDE)

PROGRAMA DE DOCTORADO EN CIENCIAS DE LA EDUCACIÓN

**TESIS DOCTORAL
(MENCIÓN INTERNACIONAL)**

HABILIDADES SOCIALES DE LOS ESTUDIANTES INMIGRANTES DE
EDUCACIÓN SECUNDARIA OBLIGATORIA EN CIUDADES FRONTERIZAS
ESPAÑOLAS

Doctorando

Christian Fernández Leyva

Directora

Dra. María Tomé Fernández

Granada, 2021

Editor: Universidad de Granada. Tesis Doctorales
Autor: Christian Fernández Leyva
ISBN: 978-84-1117-288-2
URI: <http://hdl.handle.net/10481/74583>

Agradecimientos

El logro de esta tesis doctoral ha sido posible gracias al esfuerzo y apoyo de personas que sin condiciones me han apoyado durante todo este proceso. Por todo ello, le doy las gracias a mi directora de tesis María Tomé Fernández, por su infinita paciencia, su incondicional apoyo profesional y personal, así como su esfuerzo y dedicación, quien con sus conocimientos, experiencia y paciencia han contribuido en mi formación como investigador. Siendo esto el inicio de una bonita amistad personal y profesional.

A mi compañero y amigo José Manuel Ortiz Marcos, emprendimos juntos este camino, pero, aunque acabe esta etapa, seguimos caminando, gracias por todo, sin ti no hubiera sido igual.

A todos los centros que han contribuido a participar en el estudio, profesores y alumnado, por dedicarle tiempo y por comprender que su participación ha sido esencial para esta investigación.

Y finalmente, el agradecimiento más profundo y cálido para mi familia por su apoyo y comprensión durante este trabajo de investigación. De manera muy especial mi agradecimiento a la persona que me dio la vida, mi madre Hildegard Leyva Gebauer, sin ti nada habría sido posible. A mi tita Verónica Leyva Gebauer por ser mi hermana mayor y preocuparte siempre por mí. A mi tito Miguel Jiménez Moya por tus consejos. A mis primos Pepe Jiménez Leyva y Jorge Jiménez Leyva por darme siempre un momento de distracción fuera del mundo académico y por ser mis hermanos pequeños. Y mis mil gracias a mis abuelos maternos, mi abuelo Juan Leyva Moreno y mi abuela Hilgedgar Gebauer por haberme dado todo y más, por criarme y hacerme la persona que soy. Y, por último, pero no por ello menos importante a mi chica y mejor amiga Jennifer Escudero Correa, por estar siempre

siendo mi ancla y mi timón en los buenos y los malos momentos, ¡Cuántos nervios míos has tenido que aguantar! A todos vosotros miles de gracias por todo, por empujarme y ayudarme a seguir nadando en este océano tan grande que es una tesis doctoral. ¡Por vosotros y para vosotros!

*"La educación es lo que sobrevive cuando lo que
se ha aprendido ya se ha olvidado".*

B.F. Skinner

ÍNDICE

Resumen.....	18
Presentación.....	22
Capítulo 1. Justificación y objetivos de la investigación.....	26
1.1 Justificación de la investigación.....	26
1.2 Objetivos de la investigación.....	32
Capítulo 2. Marco teórico.....	34
2.1 Habilidades sociales y sus tipos.....	35
2.1.1 Habilidades sociales Cognitivas.....	37
2.1.2 Habilidades sociales Emocionales.....	38
2.1.3 Habilidades sociales Instrumentales/Conductuales.....	41
2.2 Habilidades sociales en el contexto escolar intercultural.....	44
2.2.1 Habilidades sociales en estudiantes de contextos interculturales.....	47
2.2.2 Habilidades sociales en estudiantes inmigrantes.....	50
2.3 El estado de la cuestión en las ciudades fronterizas de España.....	55
2.4 Instrumentos de evaluación.....	58
Capítulo 3. Estudio empírico.....	62
3.1 Paradigma y tipo de investigación.....	62
3.2 Contextualización de la investigación.....	64
3.3 Recapitulaciones metodológicas de la investigación 1.....	66
3.3.1 Contexto de la investigación.....	67
3.3.2 Participantes.....	68
3.3.3 Técnica de recolección de información.....	70
3.3.4 Análisis de datos.....	70
3.4 Recapitulaciones metodológicas de la investigación 2.....	71

3.4.1 Contexto de la investigación.....	73
3.4.2 Participantes.....	73
3.4.3 Técnica de recolección de información.....	74
3.4.4 Análisis de datos.....	75
3.5 Recapitulaciones metodológicas de la investigación 3.....	76
3.5.1 Contexto de la investigación.....	78
3.5.2 Participantes.....	78
3.5.3 Técnica de recolección de información.....	79
3.5.4 Análisis de datos.....	80
3.6 Recapitulaciones metodológicas de la investigación 4.....	81
3.6.1 Contexto de la investigación.....	83
3.6.2 Participantes.....	83
3.6.3 Técnica de recolección de información.....	84
3.6.4 Análisis de datos.....	85
Capítulo 4. Compendio de investigaciones.....	88
4.1 Investigación 1. Análisis factorial exploratorio y confirmatorio de la escala de habilidades sociales para jóvenes inmigrantes.....	89
Resumen.....	89
Palabras clave.....	90
Introducción.....	95
Material y Método.....	95
Desarrollo del instrumento.....	97
Puntuación de las escalas.....	99
Estudio Piloto.....	99
Muestra y Procedimiento.....	101

Pruebas de confiabilidad.....	101
Validez de Criterio.....	103
Validez Nomológica.....	104
Validez de Constructo.....	104
Resultados.....	104
Estadístico Descriptivos.....	105
Fiabilidad y Validez.....	105
Discusión y Conclusión.....	113
Limitaciones.....	116
Implicaciones para la Práctica.....	117
Contribución de los Autores:.....	118
Fondos:.....	118
Conflictos de Interés:.....	118
Apéndice A.....	119
Referencias.....	121
4.2 Investigación 2. La adquisición de habilidades sociales de estudiantes inmigrantes como medio de aculturación.....	138
Resumen.....	138
Palabras clave.....	138
Introducción.....	138
Material y Método.....	144
Participantes.....	144
Herramientas de recopilación de datos.....	145
Proceso.....	146
Análisis de Datos.....	146

Análisis Estadístico.....	149
Modelo Logístico.....	149
Estimación de parámetros.....	150
Interpretación de Coeficientes.....	150
Resultados.....	151
Análisis Logít.....	151
Discusión.....	156
Conclusión.....	158
Propuestas de Mejora.....	159
Referencias.....	160
Apéndice B.....	191
Sobre los Autores.....	193
4.3 Investigación 3. La nacionalidad como variable influyente en las habilidades sociales y el éxito académico de los estudiantes inmigrantes.....	194
Resumen.....	194
Palabras clave.....	195
Justificación.....	195
Introducción.....	197
Conceptualización: Habilidades Sociales y Éxito Académico.....	198
Interculturalidad, Bienestar Social y Habilidades Sociales en los Centros Educativos.....	200
Habilidades sociales como premisa del bienestar social de los estudiantes inmigrantes.....	201
La enseñanza en línea y su inferencia en la problemática social de los estudiantes interculturales.....	202

Habilidades Sociales y Éxito Académico en estudiantes inmigrantes.....	207
Fundamentos teóricos del instrumento utilizado.....	208
Material y Método.....	209
Objetivos e Hipótesis.....	209
Muestra.....	210
Instrumento.....	212
Procedimiento de recopilación de datos.....	214
Procedimiento de análisis de datos.....	216
Resultados.....	217
Análisis de Datos.....	217
Discusión.....	222
Conclusión.....	224
Limitaciones.....	225
Contribución de los Autores:.....	226
Fondos:.....	226
Declaración de la Junta de Revisión Institucional:.....	226
Declaración de consentimiento informado:.....	226
Declaración de disponibilidad de datos:.....	226
Conflictos de Intereses:.....	226
Referencias.....	227
4.4 Investigación 4. Habilidades sociales para la integración educativa de preadolescentes y adolescentes inmigrantes.....	247
Resumen.....	248
Palabras Clave.....	248
Introducción.....	248

Método y materiales.....	251
Participantes.....	251
Herramientas de recopilación de datos.....	254
Proceso.....	255
Análisis de Datos.....	256
Resultados.....	257
Análisis Lineal.....	257
Discusión y conclusion.....	259
Referencias.....	261
Capítulo 5. Discusión y conclusions.....	276
5.1 Discusión.....	276
5.2 Conclusions.....	282
5.3 Limitaciones del estudio.....	284
5.4 Futuras líneas de investigación.....	285
Referencias bibliográficas.....	286

ÍNDICE DE TABLAS

Tabla 1.....	64
Tabla 2.....	69
Tabla 3.....	74
Tabla 4.....	79
Tabla 5.....	84
Tabla 6.....	99
Tabla 7.....	101
Tabla 8.....	102
Tabla 9.....	102
Tabla 10.....	103
Tabla 11.....	104
Tabla 12.....	105
Tabla 13.....	106
Tabla 14.....	109
Tabla 15.....	112
Tabla 16.....	113
Tabla 17.....	144
Tabla 18.....	147
Tabla 19.....	147
Tabla 20.....	148
Tabla 21.....	149
Tabla 22.....	151
Tabla 23.....	152
Tabla 24.....	153

Tabla 25.....	154
Tabla 26.....	154
Tabla 27.....	210
Tabla 28.....	211
Tabla 29.....	211
Tabla 30.....	212
Tabla 31.....	217
Tabla 32.....	218
Tabla 33.....	218
Tabla 34.....	219
Tabla 35.....	219
Tabla 36.....	220
Tabla 37.....	221
Tabla 38.....	253
Tabla 39.....	255
Tabla 40.....	257
Tabla 41.....	258
Tabla 42.....	259

ÍNDICE DE FIGURAS

Figura 1.....	67
Figura 2.....	72
Figura 3.....	77
Figura 4.....	82
Figura 5.....	112

Resumen

La tesis doctoral se estructura siguiendo un compendio de cuatro artículos de investigación, que tienen por objetivo analizar las habilidades sociales en el alumnado inmigrante de Educación Secundaria Obligatoria de ciudades fronterizas del sur de España. Para ello se han propuesto cinco objetivos de investigación: desarrollar y validar un instrumento para evaluar las habilidades sociales en alumnado inmigrante, diagnosticar las Habilidades Sociales presentes en los inmigrantes evaluados, conocer si hay diferencias significativas en las habilidades sociales de los estudiantes inmigrantes analizados por razón de etnia, raza, religión o país de procedencia, evaluar los factores discriminantes de las Habilidades Sociales de los estudiantes inmigrantes en Educación Secundaria Obligatoria y por último, evaluar si existen diferencias significativas en las habilidades sociales del alumnado inmigrante en función del género. Para responder al primer objetivo, adaptar y validar un instrumento útil para diagnosticar las habilidades sociales en jóvenes inmigrantes, el estudio se realizó mediante un juicio de expertos, el análisis factorial exploratorio (AFE) y análisis factorial confirmatorio (AFC). La muestra seleccionada estaba compuesta por 898 adolescentes, todos ellos estudiantes de Educación Secundaria Obligatoria de las provincias de Andalucía como de las ciudades autónomas de Ceuta y Melilla. Los ítems del instrumento se extrajeron de escalas relevantes sobre el tema. El cuestionario inicial estaba compuesto por 37 ítems y seis constructos subyacentes. Tras la validación con AFE ($n = 330$), se comprobó la estructura, y posteriormente se corroboró el modelo con el AFC ($n = 568$) mediante ecuaciones estructurales ($RMSEA = .04$, $CFI = .88$, $TLI = .85$). También se comprobó la fiabilidad y la consistencia interna del instrumento, con valores superiores a .8 para todas las dimensiones. Se concluye que este nuevo cuestionario consta de 29 ítems y seis dimensiones. Tiene una validez y fiabilidad aceptables, y puede ser utilizado para

diagnosticar las habilidades sociales en estudiantes de Educación Secundaria Obligatoria de las ciudades fronterizas de Ceuta, Melilla y las provincias que forman la Comunidad autónoma de Andalucía.

El segundo objetivo, diagnosticar las Habilidades Sociales presentes en los inmigrantes evaluados fue desarrollado aplicando el cuestionario a una muestra de $n = 749$ estudiantes de entre 12 y 18 años, de 41 nacionalidades diferentes, se analiza mediante la Escala de Habilidades Sociales para Jóvenes Inmigrantes (SSSYI). Además, se procedió a identificar la relación entre la variable más influyente y el éxito académico de los estudiantes inmigrantes. Para ello, el análisis de datos se realiza con los programas estadísticos SPSS y STATA. Los análisis de regresión lineal múltiple verifican que la nacionalidad es la variable más influyente. Además, al calcular la correlación de Pearson, se encuentran correlaciones altas y positivas entre habilidades sociales, nacionalidad y las calificaciones de los estudiantes, con las que se midió el éxito académico. En conclusión, encontramos que los estudiantes que emigraron del continente europeo presentan mejores habilidades sociales, mejor bienestar social y mayor éxito académico, por el contrario, los estudiantes procedentes del continente asiático son los que presentan menores habilidades sociales, peor bienestar social y menor éxito académico.

Para responder al tercer y cuarto objetivos, conocer si hay diferencias significativas en las habilidades sociales de los estudiantes inmigrantes analizados por razón de etnia, raza, religión o país de procedencia y evaluar los factores discriminantes de las Habilidades Sociales de los estudiantes inmigrantes en Educación Secundaria Obligatoria, el constructo de habilidades sociales se definió con respuestas de $N = 749$ estudiantes inmigrantes a la Escala de habilidades sociales para jóvenes inmigrantes (SSYI). A través de las cuales se evalúan seis dimensiones: la capacidad de decir que no y cortar interacciones, la autoexpresión en situaciones sociales, la defensa de los derechos propios,

la capacidad de expresar enfado o desacuerdo hacia los demás, la capacidad de hacer peticiones y la capacidad de iniciar interacciones positivas con el sexo opuesto. Los análisis se realizaron con el paquete estadístico SPSS y con el software STATA en sus versiones más recientes. Los resultados obtenidos tras realizar regresiones logísticas binarias mostraron que la probabilidad de adquirir habilidades sociales en estudiantes inmigrantes aumentaba con la edad, por lo que al ser divididos en dos grupos (preadolescentes de 12 a 13 años y adolescentes de 14 a 18 años en el caso de este estudio), se comprobó como el grupo de adolescentes presentaba mayor probabilidad de poseer habilidades sociales que el de preadolescentes.

Por último, para responder al quinto objetivo, evaluar si existen diferencias significativas en las habilidades sociales del alumnado inmigrante en función del género, se utilizó la estadística de regresión logística binaria y se definió el constructo de habilidades sociales con las respuestas de $N = 749$ inmigrantes a la Escala de Habilidades Sociales para Jóvenes Inmigrantes (SSSYI), en la que seis dimensiones son evaluadas: la capacidad de decir no y cortar interacciones, la autoexpresión en situaciones sociales, la defensa de sus propios derechos, la expresión de enfado o desacuerdo hacia los demás, la capacidad de hacer peticiones y la capacidad de iniciar interacciones positivas con el sexo opuesto. El análisis se realizó mediante el software estadístico SPSS y STATA. Los resultados mostraron que existen diferencias significativas en el desarrollo de habilidades sociales en los jóvenes inmigrantes en función de su género y origen cultural. Más específicamente, se muestra que los inmigrantes asiáticos tienen menos probabilidades de adquirir habilidades sociales que el resto de los participantes. En cuanto al género, se demuestra que son las mujeres inmigrantes las que tienen más probabilidades de obtener estas habilidades sociales.

Presentación

La investigación que se presenta en la memoria de esta tesis doctoral parte del programa de Doctorado de Ciencias de la Educación de la Universidad de Granada para la obtención de título de Doctor con mención internacional. Este trabajo se inició en el curso académico 2017/2018. Previo a este curso académico, el autor se encontraba matriculado en el Máster Universitario de Intervención Psicopedagógica del departamento de Métodos de Investigación y Diagnóstico en Educación (MIDE) de la Facultad de Ciencias de la Educación de la Universidad de Granada, cuya inspiración en el mundo científico comenzó con la realización del Trabajo Fin de Máster.

La investigación que se describe en esta memoria se contextualiza en entornos educativos de gran afluencia intercultural, centrándose principalmente en las provincias que forman la Comunidad autónoma de Andalucía, y en las ciudades autónomas de Ceuta y Melilla, puesto como indica el Instituto Nacional de Estadística (INE) (2019) estas provincias cuentan, a diferencia de otras comunidades autónomas, con un mayor índice de población inmigrante. Por tanto, el objetivo general que se propone en esta investigación consiste en investigar y conocer las habilidades sociales de los estudiantes inmigrantes de Educación Secundaria Obligatoria en ciudades fronterizas del sur de España.

A través de cuatro estudios de investigación, se analizan los siguientes objetivos:

1. Desarrollar y validar un instrumento para evaluar las habilidades sociales en alumnado inmigrante.
2. Diagnosticar las Habilidades Sociales presentes en los inmigrantes evaluados.
3. Conocer si hay diferencias significativas en las habilidades sociales de los estudiantes inmigrantes analizados por razón de etnia, raza, religión o país de procedencia.
4. Evaluar los factores discriminantes de las Habilidades Sociales de los estudiantes inmigrantes en Educación Secundaria Obligatoria.

5. Evaluar si existen diferencias significativas en las habilidades sociales del alumnado inmigrante en función del género.

Los objetivos y los artículos correspondientes donde se han llevado a cabo se muestran en la Tabla 1 de esta tesis doctoral.

La memoria de esta tesis se organiza en cinco capítulos. En el primer capítulo se presenta la justificación de la investigación donde se expone la importancia del estudio a desarrollar. Esta justificación se basa en el conocimiento del tema, reflejándose la revisión de trabajos científicos previos que han tratado sobre el tópico de estudio. En el último apartado de este capítulo, se muestra el objetivo general que resume la idea central y la finalidad de este trabajo, y los objetivos específicos que detallan los procesos necesarios para la completa realización de la tesis doctoral.

El segundo capítulo analiza la revisión de la literatura científica respecto a la temática central que sustenta el estudio. En él se exponen una serie de subcapítulos en el que se profundiza sobre las habilidades sociales y sus tipos, las habilidades sociales Cognitivas, las habilidades sociales Emocionales, las habilidades sociales Instrumentales/Conductuales, las habilidades sociales en el contexto escolar intercultural, las habilidades sociales en estudiantes de contextos interculturales, las habilidades sociales en estudiantes inmigrantes, el estado de la cuestión en las ciudades fronterizas de España y por último, los instrumentos de evaluación existentes sobre la temática. En este capítulo es necesario destacar que todas las citas y referencias utilizadas se han elaborado siguiendo la normativa American Psychological Association (APA) en su séptima edición.

En el tercer capítulo se presenta la metodología que se emplea en la investigación, más concretamente, se describe el paradigma de investigación aplicado en el estudio y se

especifican las características propias de cada uno de los estudios desarrollados en la tesis doctoral, así como los objetivos que cada uno desarrolla y sus elementos metodológicos. Los cuatro estudios científicos desarrollados se presentan en el capítulo cuatro. Cada uno de ellos son descritos siguiendo los apartados del artículo publicado. El único cambio introducido ha sido su adaptación a formato APA en su séptima edición para respetar los derechos de propiedad intelectual de las revistas en las cuales han sido publicadas, para que complementen la tesis doctoral. Los tres primeros artículos que se presentan han sido publicados en revistas de reconocido prestigio internacional, y el cuarto artículo se encuentra bajo revisión de la revista específica.

Por último, se presenta el capítulo cinco, en el que se muestran la discusión y conclusión de esta investigación realizada por compendio de estudios. En este apartado de la tesis, se exponen posibles aportaciones prácticas, así como se muestran las limitaciones y posibles líneas de investigación futuras.

Capítulo 1. Justificación y objetivos de la investigación

En el primer capítulo de la tesis doctoral se presentan los principales fundamentos que justifican la necesidad de esta investigación como los objetivos que se plantean para el desarrollo del estudio. La estructura de este apartado sigue, en primer lugar, con la justificación del estudio y, a continuación, los objetivos establecidos a desarrollar.

1.1 Justificación de la investigación

En la última década se ha dado un aumento de solicitudes para la consecución de la ciudadanía en Europa, por parte de ciudadanos inmigrantes de todas partes del mundo, dándose el mayor número de solicitudes en la historia (Herzog-Punzenberger et al., 2020; Meijen, 2020; Scholten, 2016). Todo esto se extrapola a España, donde el crecimiento del número de recién llegados va unido a los problemas de integración que se encuentran los mismos (Franco-Guillén, 2019). Las pruebas de ciudadanía realizadas a los inmigrantes se están extendiendo cada vez más en toda Europa, donde la mayoría de los países tienen una prueba, formal o informal (Orgad, 2019). España es quizás el último país en seguir este camino, ya que, para convertirse en ciudadanos, los inmigrantes que lo soliciten deben mostrar suficiente integración en la sociedad española, lo que dificulta este procedimiento, pero a su vez hace que los jóvenes inmigrantes se integren con mayor rapidez para conseguir su ciudadanía (Adam & Hepburn, 2019). En 2013 fue emitido, por el gobierno de España, un informe sobre la Reforma de la Administración Pública, cuyo objetivo en el ámbito de la inmigración era llevar a cabo algunas medidas para prevenir las desigualdades, una de las medidas consistía en unificar planes de integración de inmigrantes de varias comunidades autónomas y fusionar los diversos observatorios sobre racismo y xenofobia, en uno solo (Franco-Guillén, 2019; Rodríguez-Hidalgo et al., 2018). Los estudios de migración transnacional generalmente suelen enfocarse en los aspectos económicos, políticos, sociales y culturales, que exigen que los inmigrantes adopten

normas y valores del país receptor, para obtener un alto grado de identificación o integración (Adsera & Pytlikova, 2015; Flick et al., 2017; Kimanen, 2019). Por lo que, los enfoques multiculturales deben fomentar la comprensión de la integración desde el punto de vista de la coexistencia, la comprensión mutua y la cooperación ciudadana, creándose una participación económica, política, social y cultural de los inmigrantes (Büscher & Fletcher, 2015; Flick et al., 2019; Kudesia & Nyima, 2015). Para que se dé una correcta integración de los jóvenes inmigrantes, es necesaria la adquisición y dominio de unas adecuadas habilidades sociales, las cuales se entienden como un producto de una socialización que se crea mediante la vida relacional y mediante los procesos de aprendizaje (Grabowska, 2016; Guven et al., 2019), cobrando especial relevancia a la hora de conseguir una adecuada adaptación a la sociedad receptora, en la que suelen darse resultados de inadaptación con respecto al desarrollo social, académico y físico de los jóvenes inmigrantes (Baton et al., 2019; Connor & Koenig, 2015). Durante la última década, para favorecer la integración de jóvenes inmigrantes en sus países de destino, se han instituido políticas de inmigración que continúan con la adquisición del idioma del país anfitrión al llegar a dicho país, o incluso antes de hacerlo (Guyen et al., 2019; Guven & Islam, 2015). Para la adquisición de dicho idioma, son necesarias las interacciones sociales, tanto dentro como fuera del aula, para que de este modo los jóvenes inmigrantes agilicen su proceso de integración (Booker & Dunsmore, 2017; Dustman, 2018; Laliberté, 2019). En este proceso de integración y socialización, los jóvenes inmigrantes suelen preferir mantener relación con personas de etnia común a la suya, lo que suele interpretarse como un signo de falta de habilidades sociales para integrarse, o lo que es lo mismo, como asociabilidad (Rheeder, 2017, Salavera et al., 2020), por lo que, los jóvenes inmigrantes que permanecen dentro de un círculo social limitado, tendrán más dificultades para la adquisición de habilidades sociales que los que, con el tiempo, logran

desarrollar redes más amplias (Barwick, 2017; Francis, 2019). Para una correcta integración social de los jóvenes inmigrantes en un nuevo país, en este caso España, son necesarias las habilidades sociales que le facilitarán un buen desarrollo y ajuste adolescente y, además, es necesario conocer y trabajar dentro del contexto multicultural, las competencias socioemocionales del alumnado para que, de este modo, se dé una mejora en su aprendizaje y su integración tanto educativa como social (Romero-Oliva et al., 2017; Salavera et al., 2020). Estas habilidades sociales son la base para el desarrollo y la formación de relaciones satisfactorias y duraderas, que son, además, esenciales para el bienestar psicológico a lo largo de la vida, debido a que una gran parte de la vida cotidiana implica la participación social, independientemente del estado económico, el origen étnico, el estado educativo y las creencias religiosas (Lynch, 2016; Thompson et al., 2018).

En las últimas décadas, la migración internacional ha traído consigo el surgimiento de una diversidad cultural, étnica, racial y religiosa sin precedentes, dentro de las sociedades occidentales, lo que hace que los inmigrantes se enfrenten en su día a día a complejos desafíos (Koopmans, 2016). Una prueba decisiva de integración en los inmigrantes es la incorporación equitativa de sus hijos a la sociedad mediante una institución como es el sistema educativo (Friberg, 2019; Lynch, 2016). Esta rica diversidad cultural crea la necesidad de indagar en los efectos que la religión y el idioma tienen sobre la integración social de los inmigrantes (Clarke & Ispording, 2017) y además, el aumento de la diversidad cultural en una determinada sociedad, lleva consigo la necesidad de establecer confianza y promover una coexistencia pacífica entre diferentes grupos étnicos, culturales y religiosos, por lo que, tanto los inmigrantes como los propios miembros de la sociedad receptora se benefician de aprender a convivir con las diferencias culturales existentes y, también, podrán identificar las similitudes entre ellos (Kunst et al., 2016). Esta

convivencia no es sencilla, Arminen et al. (2019), añaden que se deben dar una comprensión y una coordinación de acciones conjuntas entre los jóvenes pertenecientes a la sociedad receptora y los inmigrantes, para que estos últimos adquieran unas habilidades sociales necesarias para su correcta integración en la sociedad de destino (Karst, 2017; Prince, 2017), al convivir con miembros de un diferente grupo social y poder observar cómo actúan para poder tomarlos como modelo. Unas de las habilidades sociales que deben ser adquiridas en primer lugar por los jóvenes inmigrantes, son las relacionadas con el lenguaje (Luthra et al., 2016, Rhea, 2017), ya que, hablar bien el idioma en el país receptor es crucial para una correcta integración (Zwysen, 2019).

Los jóvenes inmigrantes cuando llegan al país receptor poseen unas habilidades sociales adquiridas en su propio país, pero al llegar a uno nuevo, deben adquirir otras habilidades nuevas para integrarse (Boyd & Tian, 2018), lo que dificulta en gran medida su adaptación (Beek & Fleischmann, 2019; Booker & Dunsmore, 2017). Aunque esta cuestión no es igual en todos los casos, ya que, en algunos de ellos entre los jóvenes inmigrantes y los nativos pueden existir similitudes etnoculturales, sociales y económicas como pueden ser la práctica de la misma religión, antiguos lazos coloniales, una historia común, el uso de un mismo idioma, el nivel de desarrollo económico o el tipo de organización familiar (Güven et al., 2019), que se dan debido a las similitudes entre el país de origen y el de acogida, dependiendo en gran medida de la proximidad geográfica y que pueden aumentar la satisfacción de los jóvenes inmigrantes y facilitar el proceso de integración (Paparusso, 2019).

El rango de edad al que pertenece cada uno de los estudiantes inmigrantes afecta a la adquisición de habilidades sociales, ya que se presentan diferencias entre la pre adolescencia y la adolescencia (Blair et al., 2015; Bub et al., 2016). En la pre adolescencia el poseer unas habilidades sociales deficientes puede ser un obstáculo que frene el

desarrollo de relaciones de apoyo con los compañeros (Hilte et al., 2020; Laible et al., 2016), frenándose el entusiasmo de los inmigrantes preadolescentes por la educación en general, lo que afecta negativamente a sus competencias académicas (Hernández et al., 2016; Pulaczewska 2019). Sin embargo, las expresiones de emoción positiva pueden facilitar el inicio y la regulación de los intercambios sociales con los compañeros (Diaz et al., 2017), proporcionando así más oportunidades para desarrollar habilidades sociales apropiadas y promoviendo un ajuste positivo en el centro educativo (Nigg, 2017). De igual manera, el poseer unas habilidades sociales adecuadas, ayuda a que los inmigrantes pre adolescentes controlen su ira, lo que les proporcionará relaciones más sólidas y duraderas con sus pares (Crivello et al., 2016), ya que, el no control de esta ira puede conllevar graves problemas de adaptación, popularidad e incluso rechazo (Dollar et al., 2017), llegándose a crear un ambiente escolar estresante que puede hacer las tareas académicas más desafiantes (Perry et al., 2018). Por el contrario, una reactividad positiva puede facilitar el inicio y la regulación de los intercambios sociales con compañeros (Olson et al., 2017), lo que puede promover más oportunidades para aprender habilidades sociales apropiadas. Por esto los inmigrantes preadolescentes que son propensos a experimentar emociones positivas suelen ser más competentes socialmente, como lo ilustran las calificaciones más altas y el comportamiento prosocial (Woltering et al., 2016). Es más probable que los inmigrantes preadolescentes que son aceptados por sus compañeros experimenten y aprendan de las actividades del aula que promueven el aprendizaje y la exposición a los materiales educativos (Woodward et al., 2017). A estos preadolescentes también les puede gustar más la escuela y, por lo tanto, pueden estar más motivados para participar en el aprendizaje en el aula (Laible et al., 2016), siendo posible que, al poseer unas habilidades sociales correctas, sean más propensos a solicitar y recibir

ayuda de sus compañeros y profesores en tareas académicas desafiantes (Díaz et al., 2017, Padilla-Walker et al., 2015).

Por otra parte, en la etapa de la adolescencia, en la que, en España, el alumnado pasa de la educación primaria a la educación secundaria, se le da mucha importancia al término popular, por lo que el no serlo puede traer graves problemas de autoestima y ansiedad (Flynn et al., 2015; Reijntjes et al. 2018). Para ello el poseer unas correctas habilidades sociales es necesario, ya que, el poseer unas habilidades sociales deficientes puede llegar a crear en los inmigrantes una sensación de ser dominados por parte de sus compañeros de clase, lo que puede pasar a ser una manipulación y traer consigo graves problemas tanto de conducta como de autoestima (Closson & Hymel, 2016; Luby et al. 2017). Todo esto puede derivar en unas bajas calificaciones o, incluso, llegar a extremos como los del absentismo escolar o, más grave aún, el suicidio. Las agresiones por parte del resto de compañeros suelen ser más habituales en esta etapa que en la pre adolescencia (Ustuner & Yigitbas, 2020; Wagner et al., 2019). En la etapa de educación secundaria, la que abarca desde los 12 a los 18 años de edad en España, formando de los 12 a los 13 años el primer curso, de los 13 a los 14 el segundo, de los 14 a los 15 el tercero y a partir de 16 años el cuarto y último curso de Educación Secundaria Obligatoria (García-Moya et al., 2019; Morell-Velasco et al., 2020), el alumnado suele tener unas habilidades sociales más altas y una mayor probabilidad de adquirirlas que en su etapa de Educación Primaria (de 6 a 12 años de edad), debido en gran parte al hecho de tener una personalidad más definida (Downey et al., 2019; Malinauskas, 2019). En esta etapa de Educación Secundaria Obligatoria los jóvenes inmigrantes pertenecientes al cuarto curso y, por tanto, al segundo ciclo que cuentan con entre 16 y 18 años de edad (Manchón-Gordón & García-Carmona, 2018; Muñoz-Fernández et al., 2018) tienen mayor probabilidad de adquirir unas habilidades sociales más definidas que los que tengan entre 12 y 15, alumnado

perteneciente al primer ciclo de Educación Secundaria Obligatoria formado por el primer, el segundo y el tercer curso (Borgonovi & Pokropek, 2016; García-Moya et al., 2019; Hawley, 2015). Esta probabilidad viene dada por la necesidad que tienen de sentirse importantes en su círculo de iguales, de lo contrario podrían llegar a sentirse menos populares y más amenazados (Donohue et al., 2020; Schultze-Krumbholz et al., 2020). Todo esto puede venir dado del hecho de que, al tener mayor edad y una personalidad más definida, se integrarán mucho mejor que si tienen menor edad, por lo que la probabilidad de adquisición de habilidades sociales aumentaría a partir de los 16 años de edad (Muris et al., 2016; Vermande et al., 2018).

Aun así, los inmigrantes preadolescentes que aprenden habilidades sociales apropiadas a más temprana edad y, por lo tanto, son más capaces de desenvolverse en situaciones sociales en la escuela, tienen más probabilidades de comenzar la experiencia escolar en educación secundaria con una mejor base y de continuar beneficiándose de estas habilidades y experiencias sociales a medida que avanzan en los años de la educación secundaria (Esping-Andersen & Cimentada 2018; Wolstencroft et al., 2017). Por lo tanto, es probable que estos inmigrantes preadolescentes desarrollen mejores relaciones sociales que brinden recursos emocionales y sociales y, a su vez, puedan desempeñarse en un nivel más alto en el entorno académico durante su adolescencia (Donohue et al., 2020; Rowsell et al., 2016).

1.2 Objetivos de la investigación

En esta tesis doctoral se plantea investigar y conocer las habilidades sociales de los estudiantes inmigrantes de Educación Secundaria Obligatoria en ciudades fronterizas del sur de España.

Este objetivo general se desglosa en los siguientes objetivos específicos:

1. Desarrollar y validar un instrumento para evaluar las habilidades sociales en el alumnado inmigrante.
2. Diagnosticar las Habilidades Sociales presentes en los inmigrantes evaluados.
3. Conocer si hay diferencias significativas en las habilidades sociales de los estudiantes inmigrantes analizados por razón de etnia, raza, religión o país de procedencia.
4. Evaluar los factores discriminantes de las Habilidades Sociales de los estudiantes inmigrantes en Educación Secundaria Obligatoria.
5. Evaluar si existen diferencias significativas en las habilidades sociales del alumnado inmigrante en función del género.

Capítulo 2. Marco teórico

En este capítulo se presentan las bases teóricas de la investigación recogida en esta memoria doctoral. En primer lugar, se centra la atención en la explicación sobre qué son las habilidades sociales, tanto a nivel emocional como a nivel social, además de su importancia para el bienestar de las personas, y también, qué tipos de habilidades sociales se encuentran en las personas, de las que se destacan tres diferentes, profundizando en ellas, las habilidades sociales cognitivas, que se relacionan con los aspectos psicológicos de las personas, las habilidades sociales emocionales, relacionadas con la expresión y manifestación de emociones y las habilidades sociales instrumentales/conductuales, que se relacionan con la forma de actuar de las personas.

Seguidamente, en tesis, se centrará la atención en las habilidades sociales que se dan en el contexto escolar intercultural que viene dado por un auge de la inmigración en España, profundizando en las habilidades sociales que posee el alumnado dentro de dicho contexto intercultural, y, por tanto, en las habilidades sociales del alumnado inmigrante dentro de dicho contexto.

En este punto se profundizará en la inmigración, más concretamente en el tema en lo relacionado con la inmigración en España y en Andalucía, donde se explicará la relevancia de las ciudades fronterizas entre el sur de España y el norte de África. Esta inmigración trae consigo una diversidad cultural en todos los estamentos de la sociedad, creándose una multiculturalidad que debe ser transformada en interculturalidad mediante el uso de las habilidades sociales, para lo que es necesario que se dé una aculturación en los inmigrantes. Para que este proceso de aculturación se pueda llevar a cabo, es necesario que los inmigrantes se integren, por lo que se hace especial hincapié en esta memoria doctoral en la integración social de los inmigrantes, de la que se desgranarán integraciones en otros ámbitos como la economía, la cultura, la religión y, como es el caso que más se

abarca esta investigación, la educación y la necesaria integración de los estudiantes inmigrantes en las aulas españolas y, más concretamente, andaluzas.

Por último, se va a centrar la atención en los instrumentos de evaluación de habilidades sociales más recientes que se han utilizado para la cuestión.

2.1. Habilidades sociales y sus tipos

Las relaciones sociales entre las personas son algo fundamental en la vida y en el desarrollo psico-emocional de cada uno de nosotros, por lo que, el estudio de las habilidades sociales ha cobrado especial relevancia en las últimas décadas (Su-Rusell & Rusell, 2021). Aunque esta relevancia no trae consigo una unanimidad en el concepto, ya que, algunas características comunes en su definición establecen que son comportamientos aprendidos del contexto de cada uno de los individuos y no un rasgo intrínseco de la personalidad y que, por tanto, están sujetas a las respuestas específicas del individuo ante situaciones específicas (Salavera et al., 2018).

Son muchos los autores y definiciones existentes de habilidades sociales. Algunos autores definen las habilidades sociales como un producto de una socialización que se crea mediante la vida relacional y mediante los procesos de aprendizaje (Grabowska, 2018), cobrando especial relevancia a la hora de conseguir una adecuada adaptación a la sociedad. Otros autores (In et al., 2019) las definen como el conjunto de conductas que emite un individuo en un contexto interpersonal, mediante el que se expresa y recibe opiniones, sentimientos y deseos de los demás, y también mediante el que conversa, defiende y respeta los derechos personales de un modo adecuado, aumentando la probabilidad de problemas en las interacciones sociales.

Diversas investigaciones demuestran que las habilidades sociales inciden en varios aspectos psicológicos del individuo como pueden ser la adopción de roles, en la autorregulación del comportamiento y en el rendimiento académico, tanto en la infancia

como en la adultez y también en la autoestima (Baton et al., 2019). Las habilidades sociales son conductas que le permiten al individuo expresar sentimientos, actitudes, deseos, opiniones o derechos de un modo adecuado de acuerdo con la situación (Zagefka et al., 2017) y son fundamentales para el desarrollo a lo largo de la vida, habiéndose demostrado que las relaciones positivas con los padres y los compañeros apoyan el desarrollo de las habilidades sociales desde la infancia, lo que supondrá que la persona gane seguridad a lo largo de toda su vida (Barnes et al., 2017).

Por otro lado, Gil-Madrona y Martínez-López (2016) definen a las Habilidades Sociales como conductas a través de las cuales las personas son capaces de expresar ideas, opiniones, sentimientos y afecto por los demás. Son conductas en donde se mantienen y mejoran las relaciones interpersonales, reforzándose situaciones sociales. El entrenamiento en habilidades sociales hace que aumente la frecuencia de conductas asertivas y habilidades comunicativas de interacción grupal, como, por ejemplo: dar y solicitar ayuda, dar y recibir explicaciones o hacer y responder preguntas. Estos autores también señalan que las habilidades sociales se relacionan con un buen ajuste psicológico, una reducción del estrés social, la consecución de un círculo social más amplio, tener una buena autoestima, tener menos conflictos con los demás, poseer autocontrol, tranquilidad, tener una percepción positiva por parte de los demás y una autoafirmación y, por tanto, deben ser incluidas en los currículos educativos para favorecer el desarrollo cognitivo del alumnado, mediante trabajos colaborativos. Lo que proporcionaría situaciones ideales para promover la empatía y las relaciones interpersonales, fortaleciendo los vínculos emocionales entre iguales.

Dichos autores diferencian a las habilidades sociales en tres grupos:

1- Habilidades Sociales Cognitivas: Son todas aquellas en las que intervienen aspectos psicológicos, las relacionadas con el pensar. Por ejemplo: la identificación de necesidades, preferencias, gustos y deseos en uno mismo y en los demás.

2- Habilidades Sociales Emocionales: Son aquellas habilidades en las que están implicadas la expresión y manifestación de diversas emociones, como la ira, el enfado, la alegría, la tristeza, la vergüenza, etc. Son todas las relacionadas con el sentir.

3- Habilidades Sociales Instrumentales/Conductuales: Se refiere a aquellas habilidades que tienen una utilidad en concreto. Están relacionadas con el actuar. Por ejemplo: conductas no verbales como las posturas corporales, el tono de voz, el ritmo, los gestos y el contacto visual.

2.1.1. Habilidades sociales Cognitivas

Las habilidades sociales cognitivas son procesos mentales que se desarrollan en el individuo desde la niñez y que permiten desenvolverse con éxito en la vida cotidiana. Estos procesos preparan a las personas para recibir, seleccionar, procesar, almacenar y recuperar la información necesaria para las relaciones con el resto de personas (Fang et al., 2021). Algunas de las habilidades cognitivas que con frecuencia requieren mayor entrenamiento son 1) las funciones ejecutivas, que son las encargadas de los procesos cognitivos necesarios para planear, organizar y regular la conducta de las personas, permitiendo de este modo la resolución de problemas de la vida cotidiana. 2) la atención, definida como la capacidad de focalizar la conciencia en un estímulo determinado, filtrándose así el resto de la información que se recibe del medio. 3) la memoria, siendo esta la habilidad para registrar, almacenar y evocar información previamente aprendida (Hao & Yu, 2017).

Otros autores como Hadfield y Ainscow (2018), hacen referencia a otras habilidades cognitivas que también es importante entrenar en caso de que se identifique alguna dificultad:

- Orientación: Consciencia de nosotros mismos y del contexto en un momento determinado.
- Habilidades viso-espaciales: Capacidad para representar, analizar y manipular objetos mentalmente.
- Gnosias: Capacidad para reconocer información previamente aprendida por uno o varios de los sentidos.
- Praxias: Habilidad para realizar movimientos organizados para lograr un fin.
- Lenguaje: Capacidad para expresar y comprender ideas que se comunican a través de signos y símbolos convencionales.
- Cognición social: Procesos de análisis e interpretación de pensamientos, emociones y comportamientos propios y de los otros, en contextos sociales.

2.1.2. Habilidades sociales Emocionales

Cuando se habla de emoción se hace referencia a un sentimiento fuerte que viene derivado de una determinada circunstancia, del estado de ánimo o de las relaciones con los demás. La emoción es sentir amor, telepatía, conexión, vulnerabilidad, comprensión, una empatía genuina sentida emocional y físicamente (Burkner et al., 2019).

La habilidad emocional es la capacidad de reconocer las emociones y procesarlas de forma lógica, siendo capaces de manejarlas, sabiendo dar un paso atrás mentalmente y observar las emociones y el papel que pueden jugar en futuras acciones, para considerar si los sentimientos son racionales o no, y si servirán para algo o empeorarán una situación determinada. Estas habilidades se relacionan con la madurez emocional ya que una

persona debe ser capaz de razonar y no actuar de forma precipitada (Abrahams et al., 2019).

Existen varios tipos de habilidades emocionales y al construir estas habilidades (como la regulación de las emociones, la empatía y la amabilidad), se puede aumentar más fácilmente la felicidad y bienestar en las personas. Autores como (Murano et al., 2019) mencionan las siguientes habilidades emocionales como necesarias para el bienestar de la persona:

- Pensamiento y actitud positiva. La capacidad de ver lo bueno y lo malo, todo de una manera más positiva.
- Confianza en uno mismo. Tener una visión positiva de uno mismo y de la propia autoestima.
- Resistencia. Ser capaz de recuperarse rápidamente y prosperar ante las dificultades.
- Empatía. Ponerse en el lugar de otras personas y sentir lo que ellas sienten.
- Capacidad de ser agradecido. Estar agradecido por las personas que hay alrededor, además de por las cosas que se poseen y las experiencias vividas.
- Capacidad de reevaluación. Cambiar la forma en que se siente sobre una situación cambiando la forma en que se piensa sobre ella.
- Amabilidad. Tratar a la gente de todos los ámbitos de la vida con amabilidad.
- Autoexpresión. Mostrar y compartir el verdadero y auténtico yo con los demás.
- Auto-empoderamiento. Tomar decisiones propias.
- Asertividad. Ser capaz de comunicar las necesidades de manera efectiva para que puedan ser satisfechas.

- Claridad emocional. Tener claro qué emociones se están sintiendo y por qué se están sintiendo.
- Desarrollo personal. Ser capaz de progresar con éxito hacia el objetivo de mejorar.

Es necesario desarrollar unas habilidades sociales emocionales correctas debido a que muchos de los problemas a los que una persona se enfrenta a diario, en la vida, en el lugar de trabajo, o en el colegio, son más fáciles de resolver cuando las personas involucradas tienen una alta inteligencia emocional. A algunas personas les resulta más fácil que a otras, pero siempre es positivo contar con unas habilidades emocionales desarrolladas. Estas habilidades emocionales se pueden mejorar a través de varias acciones, como son: la concienciación, la honestidad, el entrenamiento y el enfoque positivo que son definidas por (Dueber et al., 2019) como:

Concienciación: es un beneficio importante de la construcción de las habilidades emocionales para ser más consciente de las propias emociones. El beneficio puede extenderse a otras áreas de la vida, más allá de ayudar a mejorar la calidad de vida también puede hacerlo con las relaciones laborales.

Honestidad: las personas deben ser honestas con sus emociones, sin exagerar, en cualquier ámbito de la vida. Hay que ser honestos sobre tener un mal día para que los demás sepan cuándo dejarlos en paz o mostrarles compasión. Es interesante explicar por qué se siente frustración con los demás en una situación de grupo. Cuando las personas se comunican honestamente, pueden comenzar a hablar sobre un problema y trabajar para encontrar una solución. Mentir o tergiversar los sentimientos de uno crea sentimientos negativos como la confusión y el resentimiento.

Entrenamiento: algunas personas pueden ser emocionalmente inteligentes, pero otros requerirán entrenamiento. La planificación de un programa formal o personalizado para desarrollar habilidades clave de inteligencia emocional, como escuchar a las personas

antes de ofrecerles consejos, mostrarles preocupación, empatizar con las necesidades de los demás y hacer comentarios y gestos socialmente apropiados en respuesta a las expresiones emocionales de los demás. Un programa tendrá más posibilidades de éxito cuando una persona quiera cambiar su forma de interactuar en situaciones sociales

Enfoque positivo: es muy importante ser capaces de controlar los impulsos, siendo positivos y manejando las reacciones que se puedan dar en situaciones cambiantes. Es importante usar una forma positiva de liderazgo y recompensar a personas que muestren una actitud positiva. Si la positividad es un requisito para cada situación, las personas que son constantemente negativas no pueden encontrar el bienestar.

2.1.3. Habilidades sociales Instrumentales/Conductuales

Las habilidades sociales instrumentales o conductuales son aquellas necesarias para realizar el resto de habilidades y engloban las dos habilidades esenciales para interactuar con los otros, el saber escuchar y el saber expresarse (Beneke & Cheatham, 2016).

Saber escuchar lo que dicen las demás personas es primordial para llegar a conocerlas, además de saber interpretar el significado que tiene, cómo lo dicen etc. (Kirkpatrick et al., 2019). Saber expresarse también requiere de ser habilidosos tanto en el manejo de la comunicación verbal como de la no verbal, lo que requiere centrarse en la mirada, la postura, la entonación, el tono de voz o la proximidad corporal. (Brock et al., 2017).

Los componentes no verbales hacen referencia al propio lenguaje corporal y dan información sobre cómo se están relacionando las personas. Según (Erath et al., 2020; Spataro & Bloch, 2018; Wirantana et al., 2020) los componentes no verbales de las habilidades sociales instrumentales o conductuales son:

- El contacto ocular. Hace referencia a cómo se utiliza la mirada en la comunicación e interacción con otras personas. Si se mantiene una mirada directa a los ojos de

la otra persona, se están demostrando interés y escucha activa. Al retirar el contacto ocular se transmite que la conversación debe finalizar. Por otro lado, mantener una mirada intensa y penetrante, una mirada fija, puede intimidar a la otra persona. Cuando alguien mira fijamente durante un largo período sin decir nada, puede hacer sentir molestos a los demás.

- La distancia interpersonal. Hace referencia a la separación que se mantiene con las personas con las que se está interactuando. Cuanta más confianza se tiene con esa persona, más cercanos, en cuanto al espacio se refiere, se mantendrán. Por ello, la distancia interpersonal se ve reflejada en una esfera que va desde la esfera íntima (que es donde se encuentran las personas muy importantes a nivel afectivo como padres y madres, hermanos, pareja, etc.), a la esfera social que es la esfera donde se encuentran las relaciones con personas que no son de confianza o cercanas. En algunas ocasiones se invade el espacio personal y se genera malestar e incomodidad.
- La expresión facial. El rostro es un espejo claro de las emociones de una persona. La expresión facial puede mostrar en una comunicación desde miedo, hasta sorpresa, indiferencia, angustia, tranquilidad o alegría. La expresión facial es esencial en las relaciones sociales con las personas más cercanas, donde se vuelcan y reciben las emociones y sentimientos.
- La postura corporal. Este componente, también demuestra al interlocutor que se está manteniendo una actitud de escucha activa ante su mensaje. Si se mantiene una actitud relajada, el interlocutor sabrá que se está atendiendo a lo que está transmitiendo. Si al contrario se mantiene una postura erguida unida a una orientación del cuerpo hacia otro lugar que no sea el interlocutor, se estará transmitiendo que lo que comenta no es interesante.

Según (Stocco et al., 2017; Vostal et al., 2021; Weiss et al., 2017) otros componentes que influyen en las habilidades sociales instrumentales o conductuales son los componentes paralingüísticos, que hacen referencia a elementos que se utilizan durante la interacción con el interlocutor como el volumen de la voz, el tono, la fluidez o las perturbaciones del habla, la claridad con la que se habla y la velocidad de las palabras.

- El volumen. Su principal función es que llegue el mensaje al interlocutor. Por tanto, el volumen deberá estar adaptado a las características personales del mismo. Cuando el volumen es muy bajo no llega al receptor, con lo cual se pueden producir procesos como irritación, malestar o inseguridad. Por el contrario, el uso de un volumen alto puede molestar también a quién escucha. A lo largo de una conversación normal el volumen varía, dependiendo de si se desea resaltar alguna idea, o pasar por alto cuestiones menores.
- El tono. El tono hace referencia a la resonancia de la voz. Se distinguen cuatro tipos de tonos: 1) la voz aguda, el uso del tono agudo en la conversación puede ser interpretado como de tono infantil, también puede denotar queja. Este tono se asocia con personas que presentan problemas afectivos. 2) la voz plana, puede interpretarse como voz enfermiza, muestra desamparo y se asocia a personas que sufren depresión. 3) la voz hueca, puede interpretarse como una voz sin vida, vacía. Tiene pocas frecuencias altas. Se encuentra en personas que han sufrido daño cerebral y en aquellas personas con fatiga o debilidad general, y 4) la voz robusta, fuerte. Suele causar impresión por su potencia y se encuentra en personas seguras y extrovertidas.
- La fluidez/perturbaciones del habla. Hace referencia a las vacilaciones repeticiones, falsos comienzos en la comunicación. Un exceso de perturbaciones puede dar la impresión de inseguridad, ansiedad o incompetencia. Entre las

perturbaciones se encuentran principalmente tres tipos: el uso de silencios sin rellenar, que puede interpretarse como ansiedad o enfado, el excesivo uso de palabras de relleno, también puedan dar lugar a interpretaciones de aburrimiento y ansiedad y perturbaciones del tipo tartamudeo, repeticiones, etc.

- Claridad. El emisor tiene que evitar hablar atropelladamente, para que su mensaje sea claro y pueda ser recibido correctamente por el receptor.
- Velocidad. Al igual que ocurre con el volumen de la voz, el ritmo a lo largo de la conversación debe cambiar. Si se habla de forma muy lenta, las personas que escuchan pueden aburrirse e incluso impacientarse con lo que la conversación no será gratificante. Si al contrario el habla es muy rápida puede que la persona a la que es dirigida tenga problemas para seguir el ritmo y entender lo que se le quiere decir. El habla lenta, indica tristeza, aburrimiento y el habla rápida, excitación, alegría y sorpresa.

2.2. Habilidades sociales en el contexto escolar intercultural

En las últimas décadas se ha dado un auge en la cantidad de movimientos migratorios, sobre todo con dirección a Europa, donde los habitantes de otros países acuden buscando el empleo, dinero o sistema educativo que en su país de origen no encuentran (Këllezi et al., 2021). Autores como (Guo et al., 2021) mencionan el mal uso de la palabra inmigrante, a la que se da una connotación negativa por parte de los medios de comunicación y de muchos de los habitantes del país receptor de inmigrantes.

Para conocer lo que supone la inmigración (Pellegrini et al., 2021) señalan la importancia de disociar las palabras migración, emigrante e inmigrante. Según estos autores la migración se refiere al desplazamiento que puede realizar una persona o un grupo de personas desde su residencia, o lugar en el que habitan, hasta otra residencia y que no

necesariamente debe ser fuera de su país, ya que puede darse desde una ciudad a otra, desde la ciudad al campo, desde el campo a la ciudad etc. La palabra emigrante según (Arikan & Sekercioglu, 2019) se aplica a las personas que salen de su lugar de residencia y conlleva un cambio a mejor, ya sea en las perspectivas económicas, políticas o sociales, mientras que la palabra inmigrante se aplica a la llegada de personas a un nuevo destino (Cavaillé & Marshall, 2019). Esta llegada suele ser desde otro país, por lo que las personas autóctonas de dicho país pueden llegar a sentir algún prejuicio o estereotipo ante la llegada de personas desconocidas (Chang & Kang, 2018). Estos prejuicios y estereotipos pueden dotar a los sujetos de expectativas que influyan en las explicaciones de las conductas observadas, en la evaluación que hace del inmigrante o grupo de inmigrantes, y también en la predicción de las conductas futuras que se esperan de ellos, por lo que, en este punto los estereotipos cumplen una serie de funciones, ya sea a nivel cognitivo donde se busca la protección del yo que defiende la propia autoestima del sujeto, o a nivel social que haría que el sujeto sea aceptado como miembro del grupo al compartir y manifestar los estereotipos que posee el propio grupo (De Cristofaro et al., 2019). Autores como (Pottie-Sherman & Wilkes, 2017) señalan que fenómenos como los prejuicios no se deben únicamente a sesgos en el procesamiento cognitivo de la información, sino que la motivación por la defensa de la identidad social juega un papel protagonista y es aquí donde aparece lo que se conoce como xenofobia.

La xenofobia se estructura en base a unos prejuicios intensos hacia otros grupos étnicos, que dependen de cómo esos grupos están siendo discursivamente construidos por la cultura dominante a través de los medios de comunicación y las redes sociales (Nakagawa et al., 2017).

Este pensamiento xenófobo trae consigo problemas a los estudiantes inmigrantes de diversos tipos, según (Ward et al., 2016) los problemas a los que se enfrentan son:

- Encontrar un empleo por parte de los progenitores. Esta es la principal dificultad a la que hacen frente debido a que la razón de emigrar hacia otro país es obtener una vida mejor y ganar más dinero para mandarlo a sus familias. Para ello es fundamental el conseguir un empleo remunerado, pero en varias ocasiones la dificultad aumenta al ser inmigrantes y ser rechazados por diferentes motivos, pero en la mayoría de ocasiones suele darse por el hecho de ser extranjero.
- Remuneraciones bajas en los empleos de los progenitores. El hecho de ser inmigrante y la necesidad de obtener un empleo para poder subsistir hace que algunos empresarios se aprovechen de ello, especialmente de los inmigrantes que trabajan sin el permiso, para contratarlos con bajas remuneraciones económicas.
- Sociabilizar. Las dificultades en el idioma suelen ser una barrera a la que los estudiantes inmigrantes tienen que hacer frente en el aula cuando llegan al país de destino a la hora de conocer gente, por lo que se pueden llegar a sentir muy solos.
- Adaptación. Las costumbres y la forma de vida pueden ser muy distintas a las que ellos tenían en su país de origen, por lo que el no conocer la ciudad ni la cultura es una barrera que deben superar.
- Aceptación en la escuela. Ser aceptados en la escuela es algo básico para los estudiantes inmigrantes, especialmente para su desarrollo psicológico. Si los padres no dan la atención que necesitan se pueden crear grandes problemas en su desarrollo. Las diferencias económicas y sociales con respecto a las personas autóctonas pueden conllevar un seguimiento académico menor por parte de los padres inmigrantes.

Para evitar este pensamiento xenófobo y conseguir así una integración en la sociedad de destino, es necesario que en el contexto escolar intercultural se den, en cada uno de los participantes en dicho contexto, unas habilidades sociales. Según Boccagni y Righard

(2015) el contexto social del alumnado inmigrante es dificultoso, por lo que cuando la familia de un alumno llega al país receptor se enfrenta a altos niveles de desempleo, marginación, exclusión social, y discriminación, lo que conlleva un estrepitoso crecimiento de la brecha social hacia todos los miembros de la familia (Browne et al., 2016) viéndose mermadas las habilidades sociales que poseían. Esta situación, dificulta la integración eficaz de estos estudiantes en las nuevas aulas, por lo que, al llegar a un país con diferencias culturales y lingüísticas, los estudiantes inmigrantes se ven, en algunas situaciones, apartados del resto de compañeros (Suriá et al., 2015), debido a esto necesitan aprender de las costumbres y el idioma del país al que llegan, y, por tanto, aprender a comunicarse y socializarse con sus nuevos compañeros para conseguir una adaptación y aceptación por parte de éstos (Caballo et al., 2017). Para esta correcta integración son necesarias las habilidades sociales, que deberían surgir para evitar que crezca en este alumnado un sentimiento de ansiedad social y miedo al rechazo.

2.2.1. Habilidades sociales en estudiantes de contextos interculturales

Cuando se hace referencia a los contextos interculturales, entran en valor muchas características que diferencian a todos y cada uno de los participantes de ese contexto, pero para poder conocer las similitudes y diferencias, se suelen agrupar en función de sus afinidades (Ren et al., 2019a). Por tanto, los grupos se pueden conformar por el país de origen, por el idioma que comparten o por la religión que profesan entre otras características (Pellegrini et al., 2021). En los contextos interculturales toman especial importancia las creencias religiosas de los sujetos, por lo que las habilidades sociales que puede presentar cada joven inmigrante perteneciente a un grupo religioso diferente,

pueden ser muy diversas, algo que depende también de la importancia que les dan a sus creencias religiosas, como por ejemplo en el caso de los Cristianos Protestantes, los cuales piensan que la adolescencia es la etapa clave en el devenir de sus creencias religiosas, ya que durante dicha etapa decidirán si aceptan o no la religión que se les ha inculcado desde pequeños (Kimanen, 2019), además los jóvenes inmigrantes Protestantes valoran considerablemente mantener en su círculo más próximo a personas de sus mismas creencias religiosas en lugar de las pertenecientes a otros grupos religiosos o a ninguno, debido en gran medida, a la marginación y discriminación percibidas, por lo que tienen un sentido más fuerte de los límites del grupo y tienden a ser un grupo religioso que fomenta una identidad subcultural, este sentimiento de discriminación percibido puede venir dado por ser considerada como una tradición cristiana más tardía, por detrás de la Católica, lo que crea un sentimiento de inferioridad (Rheeder, 2017).

Con respecto a los jóvenes inmigrantes pertenecientes a la fe del Catolicismo, según Francis (2019), el refuerzo de las habilidades sociales produce optimismo y efectividad para superar las dificultades, en algunos casos llevando una relación de discipulado para desarrollar el carácter centrado en Cristo de un creyente, expandiendo su capacidad natural para adaptarse y vencer las adversidades. La comunidad de fe Católica incita al creyente a levantarse después de ser derribado por las adversidades de la vida, por lo que, a medida que el creyente crece en la fe, aprende a construir unas habilidades sociales mediante las que puede adquirir un sentido coherente de sí mismo, además de integrarse con los demás (Lynch, 2016). Según Dustman, (2018), debido al efecto que las habilidades sociales y las emociones pueden tener en la vida de los Católicos, las universidades Católicas deberían incluir el entrenamiento de habilidades sociales en sus programas educativos.

Los jóvenes inmigrantes practicantes de la fe Budista basan la mayoría de su vida en preservar el medio ambiente, por lo que sus habilidades sociales se orientan, en mayor medida, a la transferencia de conocimiento sobre la utilización de recursos naturales (Büscher & Fletcher, 2015; Kudesia & Nyima, 2015), para ellos el objetivo es llevar una vida feliz y estar en armonía con la naturaleza y con el resto de personas y seres vivientes (Karst, 2017), para lo que requieren unas habilidades sociales basadas en el pensamiento de cada persona, la creatividad, el trabajo en equipo y la comunicación (Rhea, 2017). Por ello, los planes de estudio que se llevan a cabo en los países de fe predominantemente budista se preocupan de formar a los estudiantes en habilidades y problemáticas de la vida cotidiana (Prince, 2017) y se centran en entrenar cuatro habilidades sociales por encima de las demás, que les convertirían en “superhéroes”, dichas habilidades son el ponerse en lugar de los demás e imaginarse cómo actuarían en determinadas situaciones, el cultivar un sentido de empatía y comunalidad con los demás, el practicar hábitos de ayuda con los demás y adquirir rasgos específicos de determinadas acciones que contribuyan al bien común (Jones, 2019).

En lo concerniente a los jóvenes inmigrantes practicantes de la fe musulmana o islam, según Connor and Koenig (2015), difieren de los jóvenes nativos y de otros grupos de jóvenes inmigrantes a la hora de expresar su religiosidad, además de sus actitudes hacia mujeres y niñas. Además, acontecimientos recientes y la violencia en Europa y Estados Unidos han generado dudas y preocupaciones sobre la capacidad y la voluntad de los inmigrantes musulmanes y sus descendientes para integrarse en la sociedad occidental (Adsera & Pytlikova, 2015; Guven et al., 2019). Aunque, por otro lado, los jóvenes inmigrantes musulmanes pueden tener más asequible la adquisición de habilidades sociales para conseguir integrarse en la sociedad de acogida, que los jóvenes inmigrantes practicantes de otras fes distintas, al ser más propensos a beneficiarse de las redes

informales creadas en dicha sociedad (Güven & İslam, 2015), en este punto, la adquisición del idioma desempeña un papel fundamental para facilitar la integración de los jóvenes inmigrantes musulmanes en el país de acogida, imprescindible para mejorar sus resultados escolares (Copeland, 2019).

2.2.2. Habilidades sociales en estudiantes inmigrantes

Actualmente, esta inmigración internacional, siendo la causa de una diversidad étnica, racial y religiosa única dentro de las sociedades liberales occidentales, hace que la integración se haya convertido en el centro del debate político y académico en lo que, a resultados socioeconómicos, identidad y cohesión social se refiere (Drouhot & Nee, 2019). Esta diversidad hace que los inmigrantes se enfrenten a una amplia gama de desafíos, por lo que a menudo llegan a la conclusión de que la prueba decisiva para conseguir una correcta integración es la incorporación igualitaria de sus hijos, y la principal institución que puede lograr dicha integración es el sistema educativo (Engzell, 2018). Según Hadjar y Scharf (2019) a pesar de las altas aspiraciones educativas y la elección del camino educativo basado en la consecución de logros experimentada con anterioridad, las minorías étnicas suelen experimentar desventajas en el rendimiento académico, debido al cambio cultural vivido al llegar a la sociedad de destino, por lo que se hace necesario un proceso de aculturación. Cuando se habla de aculturación se hace referencia a los cambios tanto culturales como psicológicos que se dan como consecuencia de un contacto intercultural prolongado, provocado en su mayoría por un movimiento migratorio, por lo que los individuos que fueron socializados en un contexto cultural se ven expuestos a un contexto diferente (Marakova & Birman, 2015). La aculturación es un proceso que implica actitudes hacia el mantenimiento propia de la cultura de los inmigrantes, como actitudes hacia la adopción de la cultura correspondiente

de la sociedad receptora (Hässler et al., 2018) y se ha convertido en un campo central de investigación en lo que a estudios culturales se refiere, dentro de los cuales ha influido de manera mayoritaria la globalización y el consiguiente aumento del contacto cultural que ha traído consigo en las últimas décadas (Ozer & Schwartz, 2016). Por tanto, las actitudes de aculturación que muestran los inmigrantes hacia el mantenimiento de su propia cultura (cultura del patrimonio), unidas a la adopción de la cultura de la sociedad receptora (cultura general), son actitudes relevantes para las relaciones intergrupales (entre inmigrantes y sociedad de acogida) (Grigoryev & Van de Vijver, 2018).

El proceso de aculturación se ve influenciado por factores tanto a nivel grupal como individual, donde pueden distinguirse tres categorías como son las condiciones de aculturación (características del país de origen y el de destino, los individuos aculturantes y el grupo aculturador), los resultados de aculturación (competencias socioculturales en la cultura de acogida) y las orientaciones de aculturación o preferencias para relacionarse con la cultura de acogida (Tausova et al., 2019). Debido a que la aculturación es un proceso llevado a cabo de manera bidireccional, donde actúan tanto los inmigrantes como los nacionales de acogida, las opiniones que estos últimos puedan tener sobre los inmigrantes son muy importantes cuando se tratan temas como la interacción y participación de los inmigrantes en la sociedad de acogida (Goedert et al., 2019). Al considerarse la aculturación como un proceso específico del contexto (Ward & Geeraert, 2016), sería correcto pensar que el contexto culturalmente diverso de España hace que este país sea adecuado para estudiar la aculturación de los inmigrantes y el papel que juega en este proceso el Sistema Educativo (Leganés-Lavall & Pérez-Aldeguer, 2016), para ello es necesario que posean unas adecuadas competencias socioculturales y habilidades sociales (Buchanan et al., 2016).

El constructo “aculturación” se ha venido investigando desde diferentes perspectivas, ya sea una perspectiva sociológica (cómo se ve afectada la sociedad en general y los recién llegados en particular), una perspectiva psicológica (cómo se ve afectada la psique de estas personas) o una perspectiva académica (cómo afecta en el aula y al aprendizaje) (Gürsoy & Kunt, 2019).

La aculturación se ve afectada por el aprendizaje de unas habilidades sociales necesarias para una correcta integración (Buchanan et al, 2016). En los adolescentes se da un desarrollo de la inteligencia emocional y de la competencia social, definidas como las capacidades para autorregular las emociones e interactuar con los demás de forma adecuada (Menesini & Salmivalli, 2017). En la etapa de la adolescencia se pasa del pensamiento concreto al abstracto y se comienzan a desarrollar habilidades más avanzadas de razonamiento que favorecen la autonomía del joven inmigrante, contribuyendo a su bienestar y a su desarrollo psicosocial, lo que le protege de la exposición a problemas psicológicos que pueden traer las experiencias estresantes de la vida cotidiana, donde las habilidades sociales son fundamentales para que los jóvenes inmigrantes tengan una correcta integración y un funcionamiento emocional adecuado (Salavera et al., 2018).

Las habilidades sociales se entienden como un producto de una socialización que se crea mediante la vida relacional y mediante los procesos de aprendizaje (Grabowska, 2016), cobrando especial relevancia a la hora de conseguir una adecuada adaptación a la sociedad receptora, pero al llegar a dicha sociedad es usual que los jóvenes inmigrantes sufran un déficit en estas habilidades, que puede venir de una insuficiente práctica social, de una falta de conocimiento, de la ausencia de pautas dentro del entorno social que les rodea, de la falta de refuerzo para el desempeño de las propias habilidades o de variables externas que afectan el desempeño de las habilidades sociales del joven inmigrante, por lo que

suelen darse resultados de inadaptación con respecto a su desarrollo social, académico y físico (Baton et al., 2019). Una de las causas más frecuentes de esta inadaptación es una lenta adquisición del idioma derivada en gran medida del enclave en el que habitan los inmigrantes, en su mayoría son áreas altamente segregadas que les proporcionan menos interacciones con los nativos, por lo que, el joven inmigrante podría hallar en el aula las herramientas precisas para subsanar esta deficiencia (Danzer & Yaman, 2016). Según Tseng et al. (2019), las habilidades sociales son esenciales para que se den relaciones armoniosas entre los inmigrantes y los nativos, ya que actúan cerrando brechas entre personas que poseen rasgos de personalidad y culturales diversos, implicando, además la capacidad de autorregularse y conectarse con el resto de compañeros dentro del aula, por lo que unas habilidades sociales deficientes tendrán un impacto negativo en el rendimiento académico, las relaciones personales y la salud mental de los jóvenes inmigrantes (Kizilcec et al., 2016). Habilidades sociales como la cooperación, la afirmación, la responsabilidad, la empatía o el autocontrol son algunas de las competencias que a los jóvenes inmigrantes les pueden servir como facilitadores académicos, ya que, al estar asociadas con el rendimiento académico y al tener éstos un mayor riesgo socioemocional que los nativos al ingresar en el sistema educativo, suelen tener resultados académicos más bajos (Jensen et al., 2015), lo que también puede estar influido porque no estén percibiendo el conjunto completo de habilidades sociales desarrolladas en su propio hogar, al tratarse la suya de una cultura diferente a la del resto de jóvenes que, en este caso son nativos (Gonçalves & Matos, 2016). Por tanto, se considera el aula como un espacio social relacional en el que las habilidades sociales se forman, mejoran, validan y remiten a través de las relaciones existentes entre las personas incluidas en ese espacio (Grabowska, 2018).

Según Gimeno et al. (2019), un inmigrante es una persona proveniente de otro país que ha establecido una nueva residencia, de manera permanente o semipermanente, en una población diferente a la que habitaba, y, por tanto, el país de origen puede ser heterogéneo. Según Andrews (2019) los inmigrantes, aunque hayan pasado años en su país de destino, aún conservan las identidades de su nación, lo que conlleva que dentro de un mismo país se den nacionalidades muy diversas y sea necesaria la integración de todas ellas, para lo que se pone de manifiesto la importancia de una buena educación, de habilidades lingüísticas o de la forja de nuevas amistades (Fragapane & Minaldi, 2018). Según Salavera et al. (2018), los indicadores de que una integración está fallando son deficiencias en la educación, unas habilidades lingüísticas insuficientes y una falta de amistades interétnicas. Por este motivo, en las aulas se da una gran diversidad cultural que ocasiona que todos los estudiantes deban sentirse incluidos, para prevenir la discriminación y promover buenas relaciones entre jóvenes de diferentes grupos culturales, para lo que las escuelas deben enseñar el valor de lo diverso a su alumnado, brindándoles así la oportunidad para aprender sobre diferentes culturas y grupos étnicos (Schachner et al., 2019). Por tanto, una manera de ayudar a los jóvenes inmigrantes a sentirse aceptados es lidiar con la diversidad cultural de una manera constructiva, creando conciencia a los profesores sobre los beneficios que puede reportar esta diversidad, promoviendo así el bienestar y los logros de los estudiantes matriculados en escuelas culturalmente diversas (Schachner et al., 2017).

Debido a esta diversidad cultural, sería oportuno realizar una comparativa entre las nacionalidades de los jóvenes inmigrantes, para descubrir si hay alguna relación entre la nacionalidad de dichos inmigrantes y la capacidad para adquirir habilidades sociales que les faciliten una correcta integración en la sociedad de acogida (In et al., 2019).

2.3. El estado de la cuestión en las ciudades fronterizas de España.

El fenómeno de la inmigración ha sido analizado desde diversas perspectivas y es importante entender que la inmigración es un hecho asociado a tiempos de crisis (Ren et al., 2019b). España, es además un punto de entrada al resto de Europa, y este es uno de los motivos de la avalancha de inmigrantes. La evidencia sugiere que las redes de inmigrantes utilizan España como punto para llegar a tierras europeas. La mayoría de los investigadores en migración entienden que estas redes consisten en un conjunto de "lazos fuertes" basados en el parentesco, la amistad o una comunidad de origen compartida que conecta a migrantes y no migrantes (Laliberté, 2019).

Al llegar a España los inmigrantes se encuentran con lo que se conoce como segregación sociodemográfica urbana, que ha evolucionado a una mezcla entre ésta y una segregación étnica o racial (Níkleva & Contreras-Izquierdo, 2020), pues, en general, los inmigrantes se han visto forzados a ubicarse en los sectores más degradados, lo que ha dado lugar a lo que se conoce como una guetización del espacio, es decir, la marginación de determinados espacios por la concentración de inmigrantes extranjeros (García-Carmona et al., 2020). En consecuencia, la segregación residencial urbana que sufren los distintos colectivos de inmigrantes es heredera de una situación previa de diferenciación social en el país (López-Castellano et al., 2018). Esta segregación sociodemográfica urbana se da debido a que el barrio en el que una persona reside constituye un espacio de socialización primario en el que se producen numerosas interacciones sociales (Níkleva & Ortega-Martín, 2015). Los inmigrantes no son ajenos a esta realidad, pero su capacidad de elección de lugar de residencia es limitada por la escasez de recursos económicos, el menor conocimiento de la ciudad de acogida, y el "efecto llamada" que se produce en aquellas zonas de la ciudad en las que ya viven compatriotas (Soriano-Ayala & Cala, 2019).

Además, España no es solo una entrada al resto de Europa, sino que es uno de los destinos escogidos por las personas de otros países para emigrar y buscar su futuro (Casado et al., 2019) debido a esto, a España llegan a diario inmigrantes de distintos destinos, aunque los más usuales son de Sudamérica y el norte de África, esto se debe en gran medida, en el primer caso a la similitud en el idioma y las costumbres, y en el segundo de los casos, debido a la cercanía de las costas norteafricanas con las del sur de España (Albornoz et al., 2018). Según Ferrer (2007) la frontera entre España y África está vinculada a los perímetros fronterizos de Ceuta, Melilla y Andalucía. En esta zona geográfica se unen el continente africano con el europeo. Existiendo un flujo migratorio constante proveniente, sobre todo, del norte de África, y de los países en conflicto del sur de este continente.

En la zona de Andalucía, además hay que añadir a aquellos inmigrantes que buscan un clima más cálido y una vejez más acomodada, asistida con el sistema de salud español (Ruíz-Román & Rascón, 2017). Estos inmigrantes provienen de países europeos, como es el caso de Rumanía, Francia, Italia o los países Bálticos, y buscan mejorar sus condiciones de vida y su estatus social, teniendo dentro de su proyecto migratorio también la mejora social de sus hijos, creándose grandes expectativas sobre las escuelas españolas. Para Gurrieri et al. (2016) la inmigración ha hecho que aumente el número de alumnado matriculado en centros educativos, dentro del Sistema Educativo Español, nutriendo a los centros de estudiantes diversos en cultura, etnia y religión. La integración de estos alumnos dentro del Sistema Educativo Español es uno de los mayores desafíos que se están afrontando en la actualidad y a pesar del interés y la preocupación que ha despertado esta cuestión, las estrategias que se han puesto en marcha para facilitar la integración de dicho alumnado en los colegios españoles siguen sin alcanzar los resultados deseados (Llorent-Bedmar & Llorent-Vaquero, 2017).

Recientemente, estudios como los de Iglesias-Pascual et al. (2019) muestran cómo la concentración territorial de una población inmigrante en un lugar concreto, como es el caso de Andalucía, se puede considerar como un elemento clave a la hora de entender las actitudes de la sociedad receptora hacia esa población. La concentración territorial de un grupo de inmigrantes viene a mostrar el grado de visibilidad de un grupo social en un ámbito territorial específico (Van Wijk et al., 2019), lo que, a su vez, podría ayudar a indicar la probabilidad de contacto o conflicto entre inmigrantes y la sociedad receptora (Janssen et al., 2019). También se ha expuesto como explicación la relación entre el rápido cambio en la composición étnica que vive la sociedad receptora y el aumento de la percepción de amenaza social.

Por ello, diversos estudios han ofrecido distintas explicaciones sobre los efectos sociales que ejerce la convivencia con una población inmigrante en la sociedad receptora. De acuerdo con estos hallazgos previos, hay dos puntos de partida teóricos fundamentalmente distintos: (a) la teoría del conflicto y (b) la teoría del contacto. Desde el punto de vista de la teoría del conflicto (Blalock, 1967; Blumer, 1958), el aumento de la población inmigrante en una determinada comunidad produce un mayor sentimiento de competencia por los recursos y un fuerte aumento del rechazo y los prejuicios antiinmigrantes (Savelkoul et al., 2017; Stockemer et al., 2020). Sin embargo, la teoría del contacto (Allport, 1954) revela que una presencia inmigrante más fuerte aumenta las posibilidades de entrar en contacto con la población local, lo que, a largo plazo, ayudaría a reducir los prejuicios hacia esta población inmigrante y probablemente mejoraría la convivencia (Van Wijk et al., 2019). El contacto con la población inmigrante en el entorno cotidiano implica una interacción habitual y repetitiva con los inmigrantes en los espacios públicos. Este tipo de contacto puede transformar los prejuicios sobre las minorías

étnicas, haciendo que de algún modo sean mejor recibidos y se integren mejor en la cultura receptora (Peterson, 2017).

2.4. Instrumentos de evaluación

En la actualidad, la lucha por encontrar un futuro mejor ha hecho que aumente el número de jóvenes inmigrantes en las ciudades occidentales, nutriendo a las instituciones sociales y educativas de adolescentes de diversas culturas, etnias y religiones (Wilson et al., 2017). Por ejemplo, en España, el 10% de la población total estudiantil es inmigrante, lo que supone unos 400.000 jóvenes escolarizados (INE, 2020) que necesitan, entre otras cosas, de la ayuda de trabajadores sociales para la inclusión social de estos y de sus familiares (Raineri & Calcaterra, 2018). La integración social de estos jóvenes es uno de los mayores desafíos actuales, aunque las estrategias que se han puesto en marcha para ello siguen sin alcanzar los resultados deseados, sobre todo en relación al desarrollo de las habilidades sociales en las instituciones educativas (Azorín-Abellán, 2017; Marcu, 2018) que es el primer contexto en el que necesitan socializarse.

El problema radica en que se siguen utilizando instrumentos obsoletos de auto informe de las habilidades sociales publicados en la década de los 70 (Francis et al., 2017), sumado a la dificultad de encontrar, instrumentos culturalmente sensibles (Bunford et al., 2015) para jóvenes inmigrantes. Lo que dificulta a los trabajadores sociales su posterior intervención, ya que el diagnóstico de las necesidades en habilidades sociales de esta muestra no se realiza eficazmente (Choi et al., 2018).

Algunos de estos instrumentos son los conocidos como instrumentos de auto informe (cuestionarios, inventarios o escalas). Los más conocidos y utilizados hoy día para evaluar las habilidades sociales se publicaron cuando asertividad y habilidades sociales eran términos sinónimos. De esta forma, instrumentos como el Cuestionario de asertividad de

Rathus (Rathus Assertiveness Schedule, RAS; Rathus, 1973), el Inventario de aserción (Assertion Inventory, AI; Gambrill & Richey, 1975), la Escala de autoexpresión universitaria (College Self-Expression Scale, CSES; Galassi, DeLo, Galassi & Bastien, 1974) o la Escala de autoexpresión para adultos (Adult Self Expression Scale, ASES; Gay et al., 1975) se emplean a menudo en la evaluación de las habilidades sociales. La antigüedad de estos y otros muchos cuestionarios del campo de las habilidades sociales podría no ser un problema si no fuera porque los estudios psicométricos sobre los mismos plantean notables contratiempos.

Al realizar un amplio recorrido y revisión de la literatura relevante, además de la exploración de instrumentos relacionados con el tema se encontraron instrumentos como son el Cuestionario de habilidades sociales de equipos de aprendizaje (CHSEA) (León et al., 2015) destinado a medir las habilidades sociales de equipos de aprendizaje en el contexto universitario, el Cuestionario de habilidades sociales (CHASO-III) (Caballo et al., 2017) que consta de 76 items y tiene como objetivo medir habilidades sociales en el contexto universitario, el Social Skills Inventory (Oldmeadow et al., 2013) es un instrumento de autoinforme que evalúa el repertorio de habilidades sociales requeridas en una muestra de situaciones interpersonales cotidianas en estudiantes universitarios, el Social Skills Questionnaire for College Students (SSQ-U) (Morán et al., 2015) un instrumento que mide habilidades sociales en el contexto escolar, el Social Skills Improvement System-RS (Bunford et al., 2015) un cuestionario que mide las habilidades sociales tratando de buscar un camino para que sean mejoradas, el Social Skills Questionnaire for Traumatic Brain Injury (SSQ-TBI) (Francis et al., 2017) un instrumento destinado a medir las habilidades sociales en una población que ha vivido situaciones traumáticas, el Social-Emotional Assessment/Evaluation Measure (SEAM) (Hintermair et al., 2016) instrumento que se centra en medir la parte socio-emocional de las personas,

el Social competence in Higher Education questionnaire (CCSES) (Leganés-Lavall & Pérez-Aldeguer, 2016) instrumento destinado a medir las competencias sociales o habilidades sociales en estudiantes de educación superior, el Social Skills Improvement System (SSIS) (Gresham & Elliott, 2008), el cual se utiliza para medir las habilidades sociales en niños de entre 3 y 18 años niños con TDAH diagnosticado, 12 meses después de realizar una intervención con el objetivo de mejorar dichas habilidades sociales, que se acompaña además de un formulario para padres, el cual, utiliza una escala Likert de 4 puntos para calificar 79 elementos en dos escalas: habilidades sociales y problemas de conducta, con un puntaje dentro del rango promedio (85-115) que se considera un indicador de habilidades apropiadas para el desarrollo, y en el que la evidencia de confiabilidad muestra valores alfa de Cronbach de .95 para confiabilidades de escala mediana y .83 para confiabilidades de subescala mediana, o la Escala de Habilidades Sociales (EHS) siendo este un instrumento destinado a medir las habilidades sociales en estudiantes del grado universitario de educación social (Mendo-Lázaro et al., 2016). Todos estos instrumentos sirvieron como inspiración, aunque finalmente se decidió adaptar la Escala de Habilidades Sociales (EHS) (Mendo-Lázaro et al., 2016), debido a su alta confiabilidad y a ser novedosa, creándose así la Escala de Habilidades Sociales en Jóvenes Inmigrantes (Tomé-Fernández et al., 2020), centrándose esta última en medir las habilidades sociales presentes en estudiantes inmigrantes de educación secundaria obligatoria, ya que no existía ningún instrumento dedicado a este colectivo en particular.

Capítulo 3. Estudio Empírico

En este capítulo se describe la metodología que se ha planteado y desarrollado en este estudio. En él se estructura las tres investigaciones que se centran en las habilidades sociales presentes en jóvenes inmigrantes dadas en entornos educativos con una gran afluencia cultural, étnica y religiosa. A continuación, se describe el paradigma de investigación y contextualización. Y posteriormente, se muestran los elementos metodológicos específicos de las tres investigaciones desarrolladas en esta tesis doctoral.

3.1 Paradigma y tipo de investigación

El paradigma de investigación que se emplea en este estudio es de corte cuantitativo. Este paradigma, según diversos autores, es el paradigma tradicional o clásico de investigación expresado mediante las tendencias racionalistas, positivistas, empiristas, cuantitativa, predominantes en la investigación socioeducativa hasta la década de los 60 (Hernández & Coello, 2020). En este tipo de paradigma el sujeto de la investigación es un ser capaz de despojarse de sus sentimientos, emociones, subjetividad, de tal forma que podemos estudiar el objeto, la realidad social y humana desde una vista exterior, es decir, desde fuera (Berlangua & Juárez-Hernández, 2020). La relación entre el sujeto y el objeto de investigación es de independencia. Aun cuando se investiga sobre aspectos humanos como la motivación, actitud, intereses, donde se percibe al objeto social como algo que no es directamente observable, que es real pero que existe independientemente del pensamiento (Sokol et al., 2020). La búsqueda principal consiste en explicar las causas de los fenómenos, confrontar teoría y praxis, detectar discrepancias, analizar estadísticamente, establecer conexiones y generalizaciones (Genest & Neslehova, 2020), por lo que, los propósitos básicos del paradigma cuantitativo en la investigación socio-educativa consisten en realizar mediciones y predicciones exactas del comportamiento

regular de grupos sociales (Al Shehhi et al., 2021). Algunos autores (Kerns, 2019) argumentan que con este paradigma se buscan hechos o causas de los fenómenos sociales con independencia de los estados subjetivos de los individuos, es decir, buscan la objetividad. Autores como Pattier y Rueda (2021) defienden que este tipo de investigación socio-educativa destaca elementos como variables (cuantitativas y cualitativas), confiabilidad (consistencia y estabilidad), validez (libre de distorsiones), hipótesis (formulación a ser probada por la comprobación de los hechos) y grado de significación estadística (nivel de aceptación o de rechazo y margen de error aceptado). Por ello, en esta investigación se elabora y adapta un cuestionario que analiza las habilidades sociales en estudiantes de Educación Secundaria Obligatoria. Este instrumento se estructura en dos niveles. En primer lugar, se analizan las variables sociodemográficas como la edad, género, lugar de procedencia, institución, curso, nacionalidad, religión y calificaciones académicas, y, la segunda parte, está conformada por una escala tipo Likert compuesta por 29 ítems con cuatro opciones de respuesta, que van desde *nunca* (1) hasta *siempre* (4). Además, la escala se estructura en seis dimensiones, Capacidad de decir no y cortar interacciones (7 ítems), Autoexpresión en situaciones sociales (8 ítems), Defensa de los propios derechos (4 ítems), Capacidad para expresar enfado o disconformidad (3 ítems), Capacidad para hacer peticiones a los demás (4 ítems), y Capacidad para iniciar interacciones positivas con el sexo opuesto (3 ítems). El rango de puntuaciones va de 7 a 28 para la primera dimensión, de 8 a 32 para la segunda dimensión, de 4 a 16 para la tercera dimensión, de 3 a 12 para la cuarta dimensión, de 4 a 16 para la quinta dimensión y de 3 a 12 para la sexta dimensión.

Además, el instrumento se presenta con una confiabilidad de .82, y la confirmación del análisis factorial mostró un excelente ajuste del modelo ($\chi^2 = 2344.36$, $p = .00$, TLI = .85, CFI = .88 y RMSEA = .04).

En los siguientes capítulos se especifican con mayor precisión los diferentes análisis que se llevan a cabo en las distintas investigaciones y los objetivos planteados en cada una de ellas.

3.2 Contextualización de la investigación

El contexto seleccionado para las diferentes investigaciones desarrolladas en la tesis doctoral proviene de contextos educativos con una gran diversidad cultural, étnica y religiosa. Concretamente España es un país receptor de inmigración que ha provocado que su sociedad se convierta en una con una rica diversidad, y que ha conllevado a la presencia de actitudes discriminatorias y racistas con una respuesta común en la forma de educación intercultural (Rojas et al., 2021).

En cuanto a las diferencias entre provincias, la mayor aglomeración de población inmigrante se centra en las provincias de Andalucía, Ceuta y Melilla, caracterizados por tener altos porcentajes de alumnado inmigrante y grupos de colectivos minoritarios (INE, 2021) que, se reflejan en la diversidad cultural y religiosa de sus aulas (Pena-Díaz, 2019). A través del compendio de artículos desarrollados en este estudio, se especifican los cinco objetivos específicos que se cumplen en las diferentes investigaciones planteadas (Tabla 1).

Tabla 1

Objetivos desarrollados en las diferentes investigaciones del estudio

Objetivos	Investigación 1	Investigación 2	Investigación 3	Investigación 4
-----------	-----------------	-----------------	-----------------	-----------------

1. Desarrollar y validar un instrumento para evaluar las habilidades sociales en alumnado inmigrante.				
2. Diagnosticar las Habilidades Sociales presentes en los inmigrantes evaluados.				
3. Conocer si hay diferencias significativas en las habilidades sociales de los estudiantes inmigrantes analizados por razón de etnia, raza, religión o país de procedencia.				
4. Evaluar los factores discriminantes de las Habilidades Sociales de los estudiantes inmigrantes en Educación Secundaria Obligatoria.				
5. Evaluar si existen diferencias significativas en las habilidades				

sociales del alumnado inmigrante en función del género.				
--	--	--	--	--

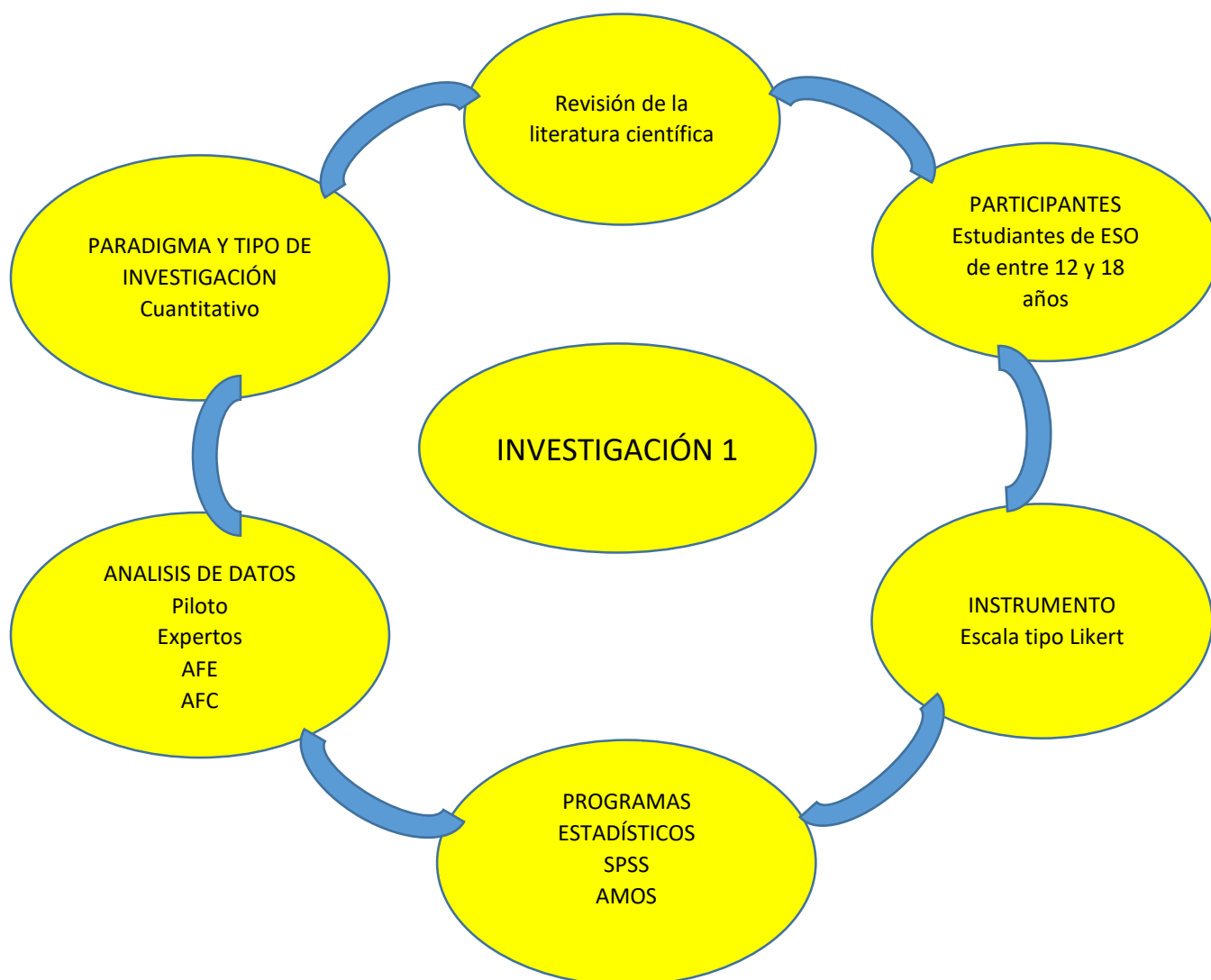
En las siguientes secciones del estudio, se especifica con mayor concreción los diferentes análisis metodológicos que se distinguen en las diferentes investigaciones.

3.3 Recapitulaciones metodológicas de la investigación 1

Esta primera investigación se pretende cumplir el primer objetivo, adaptar y validar un instrumento útil para diagnosticar las habilidades sociales en jóvenes inmigrantes en los centros de Educación Secundaria obligatoria.

Para obtener la validación del cuestionario, en primer lugar, se realizó una prueba piloto, seguida de un juicio de expertos contando con diferentes especialistas en la temática de estudio. En segundo lugar, el análisis factorial exploratorio (AFE) y, por último, el análisis factorial confirmatorio (AFC). Finalmente, tras realizar estos análisis, se comprobó la fiabilidad y consistencia interna del instrumento adaptado y validado.

Los elementos metodológicos que se han empleado en este estudio se presentan en la siguiente Figura 1.

Figura 1*Elementos metodológicos de la investigación 1*

3.3.1 Contexto de la investigación

El contexto de investigación se llevó a cabo en diferentes centros educativos de enseñanza secundaria de todas las ciudades de la comunidad autónoma de Andalucía, y las ciudades autónomas de Ceuta y Melilla, por su gran afluencia de alumnado inmigrante (INE, 2019). Cabe destacar que estas ciudades representan el primer contacto con la escuela para un

buen número de niños de origen extranjero y de distinta índole cultural, de entre 8 y 18 años de edad (Gonzalez-Faraco et al., 2020).

3.3.2 Participantes

Los participantes seleccionados para este estudio fueron 868 adolescentes que se seleccionaron a través de un muestreo no probabilístico por conveniencia, en el que se les aplicó el cuestionario a los estudiantes de los centros que quisieron participar.

La selección se llevó a cabo en dos momentos diferenciados por el análisis de validez a realizar en cada uno:

Un primer momento cuya finalidad fue la de encontrar la estructura y dimensiones en la que se organizan los ítems del cuestionario en función de la validez experimental con EFA. En este momento se seleccionó a 330 estudiantes de 12 a 18 años de edad ($M=14.82$ años; $DT= 1.7$), donde 181 (54.8 %) eran hombres y 159 (45.2 %) mujeres. Además, los países de origen de los participantes eran Marruecos (33.9%), Bolivia (10%), Ecuador (5.2%), China, Colombia y Japón (3.9%), Venezuela (3.6%), Argentina (3.3%), Paraguay (3%), Senegal (2.7%), Brasil (2.1%), Uruguay, Nigeria, Ucrania y Argelia (1.5%), Costa de Marfil, Mali, Corea del Sur, Rusia, Italia y Francia (1.2%), Pakistán, República Dominicana, Cuba, Rumanía e Inglaterra (0,9%), Honduras, México Perú, Siria y Alemania (0.6%) y Nicaragua, Guinea, Kosovo, Grecia, Letonia, Suecia, Polonia, Bulgaria, Suiza, Portugal y Georgia (0.3%).

Y un segundo momento en el que la finalidad del análisis de validez fue de tipo confirmatorio para encontrar un modelo que explicara la estructura del cuestionario en cuanto a la muestra aplicada. Para ello se seleccionó a 568 estudiantes con edades comprendidas entre los 12 y 18 años ($M=13.66$; $DT= 1.4$), de los cuales 318 (56 %) eran hombres y 250 (44 %) mujeres. Al igual que en el periodo anterior del estudio, la muestra

se caracterizaba por la diversidad de su procedencia, donde los países de origen eran Marruecos (43.7%), Ecuador (9.2%), Rumanía (6.7%), Senegal (3.7%), Perú (3.3%), China y Colombia (3.2%), Bolivia (2.6%), Japón (2.5%), México, Argentina y Brasil (2.1%), Venezuela (1.9%), Portugal (1.8%), Alemania (1.6%), Italia y Costa de Marfil (1.4%), Nigeria (1.2%), Chile (1.1%), Francia (0.9%), Mali (0.7%), Honduras, Cuba e Inglaterra (0.5%), Bulgaria, Rusia, Argelia y Siria (0.4%), y la República Dominicana, Uruguay, Guinea y Polonia (0.2%). En la tabla 2 se muestra la distribución de los participantes según su provincia de procedencia.

Tabla 2

Distribución de la muestra por provincia de procedencia

Provincia	AFE	AFC
Granada	77	206
Málaga	50	51
Almería	47	69
Jaén	16	27
Córdoba	18	22
Cádiz	40	62
Sevilla	12	27
Huelva	33	49
Ceuta	18	27
Melilla	19	28
Total	330	568

3.3.3 Técnica de recolección de información

Los participantes que de forma voluntaria decidieron participar en el estudio, debieron completar el cuestionario validado que se denominaba Social Skills Scale for Young Immigrants (SSSYI). Esta escala se estructura en dos subapartados, identificándose las variables demográficas como la edad, el género, curso, institución, nacionalidad, religión y calificaciones académicas. Y, por otra parte, los veintinueve ítems que componen este cuestionario con cuatro opciones de respuesta que se enmarca entre *nunca* (1) y *siempre* (4). Para realizar la investigación, se informó a los directores de las escuelas educativas de los objetivos y se les solicitó su correspondiente permiso para participar. Además, al trabajar con menores se solicitó autorización a los tutores legales de los estudiantes, insistiendo en el carácter voluntario de su participación y en que sus respuestas serían confidenciales y anónimas. La aplicación del instrumento de investigación se realizó de manera colectiva en las aulas de los participantes, en horario de tutorías para no interrumpir su horario lectivo, y, en presencia de los docentes, con sesiones que duraron entre quince y veinte minutos.

Se precisa destacar que durante todo el proceso de recolección de información se siguieron las pautas éticas establecidas en la Declaración de Helsinki y el protocolo aprobado por el Comité de Ética de la Universidad de Granada (código de referencia: 742 /CEIH / 2018).

3.3.4 Análisis estadístico de datos

En la fase previa, se estableció el estudio piloto, que se llevó a cabo con 20 menores inmigrantes, que contaban con las características de la muestra que se quería obtener, además del juicio de expertos formado por dos grupos humanos para el proceso de validación de contenido y apariencia del instrumento adaptado, caracterizados por tener

un buen conocimiento del método y ser investigadores académicos del tema de estudio. Una vez obtenido la evaluación de los expertos, se realizó el AFE con una muestra de 330 participantes que, se analizó utilizando la última versión del software estadístico SPSS y, en el segundo, el AFC con una muestra de 568 participantes y se analizó mediante el programa estadístico AMOS.

3.4 Recapitulaciones metodológicas de la investigación 2

Los objetivos de este estudio fueron describir si existen diferencias significativas teniendo en cuenta las variables raza, etnia, religión, país de procedencia y también de género a la hora de adquirir habilidades sociales por parte de jóvenes inmigrantes matriculados en Educación Secundaria Obligatoria a través de la Social Skills Scale for Young Immigrant (SSSYI) (Tomé-Fernández et al., 2020). Los análisis se llevaron a cabo utilizando el paquete estadístico SPSS y el software STATA. Se aplicaron la prueba Z de Kolmogorov-Smirnov para comprobar si se trabajaría con datos paramétricos o no paramétricos, seguida de la prueba de Chi-Cuadrado (χ^2), para comprobar la correlación existente entre la variable de origen cultural y género y las dimensiones del instrumento. Seguidamente se aplicó la prueba no paramétrica H de Kruskal-Wallis para detectar la existencia de diferencias significativas entre niveles de un mismo factor, cuando hay tres o más grupos dentro de la misma variable independiente. Una vez realizada dicha prueba, se volvió a realizar una prueba no paramétrica, para comprobar si existían diferencias significativas, esta vez en función del sexo de los participantes. En este caso, al ser solo dos grupos dentro de la misma variable independiente, se utilizó la prueba U de Mann Whitney. Tras conocer las diferencias significativas existentes, se realizó un análisis mediante regresiones logísticas binarias con la intención de confirmar que grupos poseían más

probabilidades de obtener habilidades sociales. Los elementos metodológicos que se han empleado en la investigación dos se presenta en la siguiente Figura 2.

Figura 2

Elementos metodológicos de la investigación 2



3.4.1 Contexto de la investigación

El contexto de investigación que se emplea en este estudio coincide con la primera investigación de la tesis doctoral, puesto que se analiza al alumnado de los centros de Educación Secundaria Obligatoria de las ocho provincias de Andalucía, y las ciudades autónomas de Ceuta y Melilla. Los datos obtenidos a lo largo de este estudio se desarrollan en las aulas de los diferentes centros educativos, con los permisos pertinentes y su aplicación siempre en presencia de los docentes.

3.4.2 Participantes

La selección de la muestra se realizó mediante un muestreo no probabilístico, siguiendo un enfoque intencional, en el que se seleccionaron para el estudio a 749 estudiantes. Matriculados en el curso académico 2020/2021. El número de participantes de la investigación se calculó mediante la fórmula estadística que estipula el porcentaje representativo del total de estudiantes matriculados en centros de Educación Secundaria Obligatoria de Andalucía, Ceuta y Melilla ($N = 386.821$). Esta fórmula se indica con un nivel de confianza del 95% y un error máximo de estimación del 2.1%. La edad de la muestra oscila entre 12 y 18 años ($M = 14.17$ años; $DT = 1.67$), con 397 (53%) mujeres y 352 (47%) hombres.

En cuanto a su continente de origen, 238 (31.8%) procedían del continente africano, 216 (28.8%) del continente europeo, 117 (23.6%) del continente americano y 118 (15.8%) del continente asiático. Finalmente, en cuanto a la religión, los procedentes de África el 100% eran de religión islámica, en lo que concierne a Europa, el 65% eran católicos, el 25% protestantes y el 10% restante eran ortodoxos. Los procedente de América, se dividieron entre norte americanos y sudamericanos, en Norte América el 80% eran cristianos (70% protestantes y 30% católicos), y el 20% restante eran judíos, en los participantes

sudamericanos el 90% eran católicos y el 10% protestantes. En cuanto a los participantes asiáticos, el 75% se declaraban budistas, el 15% islámicos y el 10% restante hindúes.

En la tabla 3 se muestra la distribución de los participantes en función de la provincia de procedencia.

Tabla 3

Distribución de la muestra por provincia de procedencia

Ciudad	%	Nº Participantes
Granada	34.8	261
Cádiz	13.6	102
Málaga	11.5	86
Almería	10.3	77
Huelva	8.7	65
Ceuta	4.7	35
Melilla	4.5	34
Jaén	4.3	32
Córdoba	3.9	29
Sevilla	3.7	28
Total	100	749

3.4.3 Técnica de recolección de información

El instrumento utilizado para realizar esta investigación fue la Social Skills Scale for Young Immigrant (SSSYI) (Tomé-Fernández et al., 2020). Esta escala se estructura en dos subapartados, identificándose las variables demográficas como la edad, el género, curso, institución, nacionalidad, religión y calificaciones académicas. Y, por otra parte,

los veintinueve ítems que componen este cuestionario con cuatro opciones de respuesta que se enmarca entre *nunca* (1) y *siempre* (4).

La administración del cuestionario en los centros de Educación Secundaria Obligatoria fue principalmente autorizada por los responsables de las instituciones educativas. Se les informó sobre el objetivo del estudio y luego se les pidió completar un formulario en línea para su participación.

En segundo lugar, se solicitó una autorización en línea a los tutores legales y los padres de todos los estudiantes participantes, insistiendo en el carácter voluntario de su participación y en el anonimato de las respuestas.

Una vez obtenido el consentimiento, se inició la aplicación del instrumento en las aulas con la presencia de los profesores. La cumplimentación del cuestionario duró entre 12 y 20 minutos.

A lo largo de este procedimiento, se siguieron los lineamientos éticos establecidos en la Declaración de Helsinki y el protocolo aprobado por el Comité de Ética de la Universidad de Granada (código de referencia: 742 /CEIH / 2018).

3.4.4 Análisis estadístico de datos

Para el análisis estadístico de los datos se utilizaron los softwares estadísticos SPSS y STATA en su versión 25.

En primer lugar, se realizó la prueba Z de Kolmogorov-Smirnov para comprobar si se trabajaría con datos paramétricos o no paramétricos, para seguidamente realizar la prueba de Chi-Cuadrado (χ^2), con el afán de comprobar la correlación existente entre la variable de origen cultural y género y las dimensiones del instrumento. Seguidamente se aplicó la prueba no paramétrica H de Kruskal-Wallis para detectar la existencia de diferencias significativas entre niveles de un mismo factor, cuando hay tres o más grupos dentro de

la misma variable independiente. Una vez realizada dicha prueba, se volvió a realizar una prueba no paramétrica, para comprobar si existían diferencias significativas, esta vez en función del sexo de los participantes. En este caso, al ser solo dos grupos dentro de la misma variable independiente, se utilizó la prueba U de Mann Whitney. Tras conocer las diferencias significativas existentes, se realizó un análisis mediante regresiones logísticas binarias con la intención de confirmar que grupos poseían más probabilidades de obtener habilidades sociales tanto en función del continente de origen como del género de los participantes.

3.5 Recapitulaciones metodológicas de la investigación 3

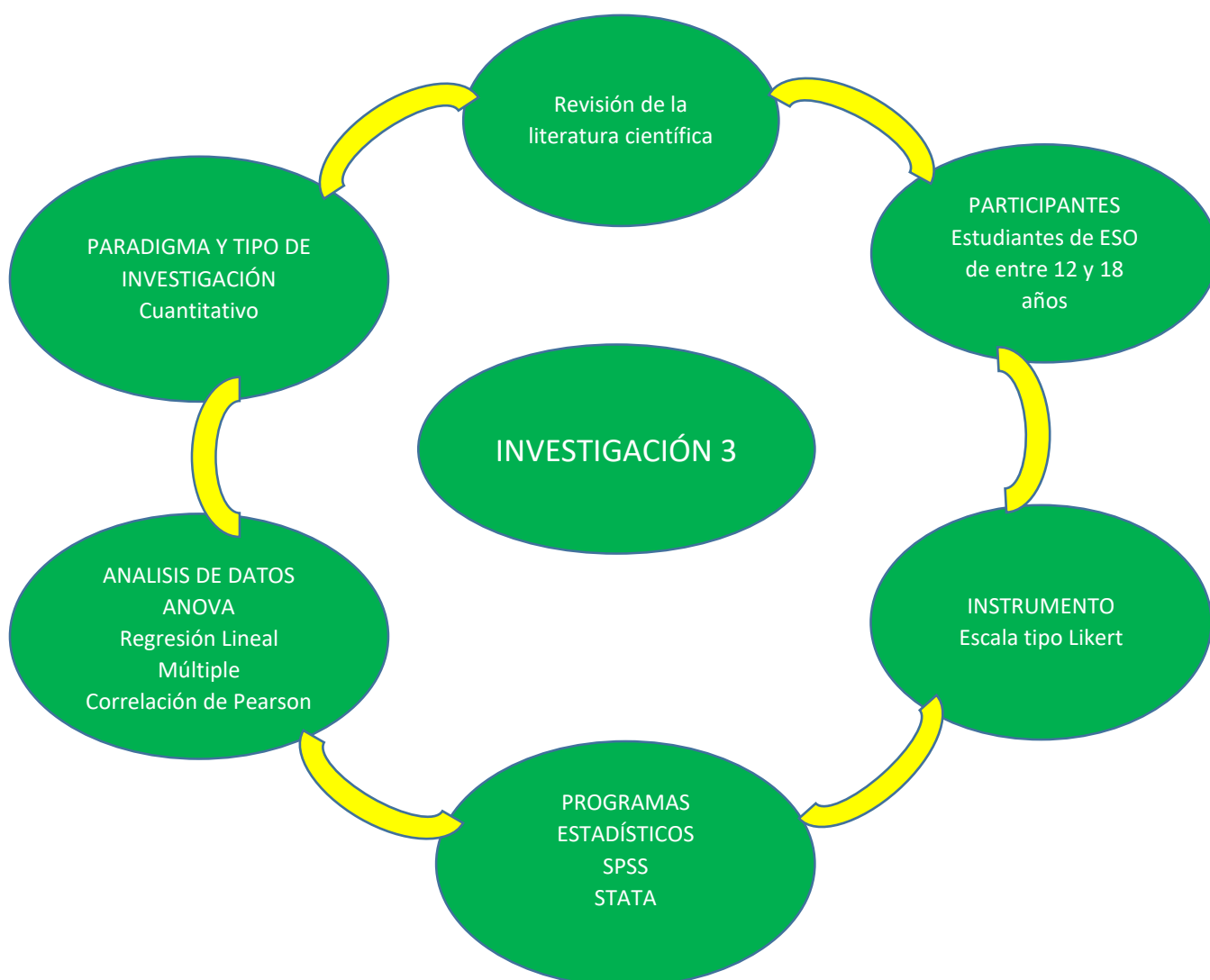
Actualmente, debido a la pandemia COVID-19, las metodologías de enseñanza de los centros educativos se han reestructurado y organizado para permitir la enseñanza en línea, lo que puede haber llevado al deterioro de las habilidades sociales y el éxito académico de algunos estudiantes (Bonal & González, 2020).

Ante esta situación, el objetivo principal de esta investigación es ampliar el conocimiento científico existente sobre las variables que influyen en el desarrollo de habilidades sociales de los estudiantes inmigrantes durante el aprendizaje en línea y conocer cómo la variable más influyente en el desarrollo de habilidades sociales de estos estudiantes afecta a su éxito académico. Para ello se les aplicó la Social Skills Scale for Young Immigrant (SSSYI) (Tomé-Fernández et al., 2020). Los análisis se realizaron mediante el paquete estadístico SPSS v.25 y con el software STATA. En primer lugar, la prueba ANOVA se realizó con el afán de comprobar la validez del modelo al hacer predicciones sobre las habilidades sociales de los estudiantes. En segundo lugar, se realizó una prueba de regresión lineal múltiple, debido a que es uno de los métodos estadísticos que intenta modelar la correlación entre las variables involucradas y una variable de respuesta que

depende de la ecuación lineal en los datos observados, por lo que se utilizaron habilidades sociales como variable dependiente y nacionalidad, lugar de residencia, sexo y edad como variables independientes. Además, se aplicó la Correlación de Pearson, análisis que indica que cuando se alcanza una alta correlación, como se describe en (Song et al., 2019), cuanto más se acerca al valor de uno, se indica en qué medida una variable es causa de otra. Los elementos metodológicos que se han empleado en la investigación tres se presentan en la siguiente Figura 3.

Figura 3

Elementos metodológicos de la investigación 3



3.5.1 Contexto de la investigación

El contexto de investigación que se emplea en este estudio coincide con la primera investigación de la tesis doctoral, puesto que se analiza al alumnado de los centros de Educación Secundaria Obligatoria de las ocho provincias de Andalucía, y las ciudades autónomas de Ceuta y Melilla. Los datos obtenidos a lo largo de este estudio se desarrollan en las aulas de los diferentes centros educativos, con los permisos pertinentes y su aplicación siempre en presencia de los docentes.

3.5.2 Participantes

La selección de la muestra se realizó mediante un muestreo no probabilístico, siguiendo un enfoque intencional, en el que se seleccionaron para el estudio a 749 estudiantes. Matriculados en el curso académico 2020/2021. El número de participantes de la investigación se calculó mediante la fórmula estadística que estipula el porcentaje representativo del total de estudiantes matriculados en centros de Educación Secundaria Obligatoria de Andalucía, Ceuta y Melilla ($N = 386.821$). Esta fórmula se indica con un nivel de confianza del 95% y un error máximo de estimación del 2.1%. La edad de la muestra oscila entre 12 y 18 años ($M = 14.17$ años; $DT = 1.67$), con 397 (53%) mujeres y 352 (47%) hombres.

En cuanto a su continente de origen, 238 (31.8%) procedían del continente africano, 216 (28.8%) del continente europeo, 117 (23.6%) del continente americano y 118 (15.8%) del continente asiático. Finalmente, en cuanto a la religión, los procedentes de África el 100% eran de religión islámica, en lo que concierne a Europa, el 65% eran católicos, el 25% protestantes y el 10% restante eran ortodoxos. Los procedente de América, se dividieron entre norte americanos y sudamericanos, en Norte América el 80% eran cristianos (70% protestantes y 30% católicos), y el 20% restante eran judíos, en los participantes

sudamericanos el 90% eran católicos y el 10% protestantes. En cuanto a los participantes asiáticos, el 75% se declaraban budistas, el 15% islámicos y el 10% restante hindúes.

En la tabla 3 se muestra la distribución de los participantes en función de la provincia de procedencia.

Tabla 4

Distribución de la muestra por provincia de procedencia

Ciudad	%	Nº Participantes
Granada	34.8	261
Cádiz	13.6	102
Málaga	11.5	86
Almería	10.3	77
Huelva	8.7	65
Ceuta	4.7	35
Melilla	4.5	34
Jaén	4.3	32
Córdoba	3.9	29
Sevilla	3.7	28
Total	100	749

3.5.3 Técnica de recolección de información

El instrumento utilizado para realizar esta investigación fue la Social Skills Scale for Young Immigrant (SSSYI) (Tomé-Fernández et al., 2020). Esta escala se estructura en dos subapartados, identificándose las variables demográficas como la edad, el género, curso, institución, nacionalidad, religión y calificaciones académicas. Y, por otra parte,

los veintinueve ítems que componen este cuestionario con cuatro opciones de respuesta que se enmarca entre *nunca* (1) y *siempre* (4).

La administración del cuestionario en los centros de Educación Secundaria Obligatoria fue principalmente autorizada por los responsables de las instituciones educativas. Se les informó sobre el objetivo del estudio y luego se les pidió completar un formulario en línea para su participación.

En segundo lugar, se solicitó una autorización en línea a los tutores legales y los padres de todos los estudiantes participantes, insistiendo en el carácter voluntario de su participación y en el anonimato de las respuestas.

Una vez obtenido el consentimiento, se inició la aplicación del instrumento en las aulas con la presencia de los profesores. La cumplimentación del cuestionario duró entre 12 y 20 minutos.

A lo largo de este procedimiento, se siguieron los lineamientos éticos establecidos en la Declaración de Helsinki y el protocolo aprobado por el Comité de Ética de la Universidad de Granada (código de referencia: 742 /CEIH / 2018).

3.5.4 Análisis estadístico de datos

Para el análisis estadístico de los datos se aplican los mismos softwares estadístico del estudio dos, como son el programa SPSS y el programa STATA en su versión 25.

En primer lugar, se realizó la ANOVA para comprobar la validez del modelo al hacer predicciones sobre las habilidades sociales de los estudiantes, además se realizó una prueba de regresión lineal múltiple para modelar la correlación entre las variables involucradas y una variable de respuesta que depende de la ecuación lineal en los datos observados, por lo que se utilizaron habilidades sociales como variable dependiente y nacionalidad, lugar de residencia, sexo y edad como variables independientes. Por último,

se realizó la prueba de Correlación de Pearson, para comprobar por qué motivo una variable es causa de la otra, buscando así conocer como las habilidades sociales influyen en el rendimiento y el éxito académico de los inmigrantes.

3.6 Recapitulaciones metodológicas de la investigación 4

Los objetivos de este estudio fueron describir si existen diferencias significativas teniendo en cuenta las variables raza, etnia, religión, país de procedencia y evaluar los factores discriminantes de las Habilidades Sociales de los estudiantes inmigrantes en Educación Secundaria Obligatoria a través de la Social Skills Scale for Young Immigrant (SSSYI) (Tomé-Fernández et al., 2020). Los análisis se llevaron a cabo utilizando el paquete estadístico SPSS y el software STATA.

Para verificar la probabilidad de que los estudiantes inmigrantes desarrollen habilidades sociales según su etapa de desarrollo (preadolescentes y adolescentes), se utilizó el análisis de regresión lineal. Ya que a través de este análisis se crea un modelo que define la relación entre la variable resultado o dependiente (etapa de desarrollo) y la variable independiente o explicativa (habilidades sociales) (Szczygieł et al., 2020). En la regresión lineal se utilizó el método de máxima verosimilitud (MLE) para elegir como valor estimado del parámetro el que tiene mayor probabilidad de ocurrir (Podinovski, 2020).

La estadística ANOVA se utiliza para estimar la proporción de varianza en los datos observados que se explica por el modelo. Para determinar el rechazo o aceptación de la hipótesis de que el atributo de varianza de las variables explicadas es igual a cero, se calcula el estadístico F, contrastando si el modelo nulo o solo intercepto puede rechazarse a favor del modelo completo, el modelo con todas las variables explicativas incluidas (Campbell & Lakens, 2020)

Los elementos metodológicos que se han empleado en la investigación dos se presenta en la siguiente Figura 4.

Figura 4

Elementos metodológicos de la investigación 4



3.6.1 Contexto de la investigación

El contexto de investigación que se emplea en este estudio coincide con la primera investigación de la tesis doctoral, puesto que se analiza al alumnado de los centros de Educación Secundaria Obligatoria de las ocho provincias de Andalucía, y las ciudades autónomas de Ceuta y Melilla. Los datos obtenidos a lo largo de este estudio se desarrollan en las aulas de los diferentes centros educativos, con los permisos pertinentes y su aplicación siempre en presencia de los docentes.

3.6.2 Participantes

La selección de la muestra se realizó mediante un muestreo no probabilístico, siguiendo un enfoque intencional, en el que se seleccionaron para el estudio a 749 estudiantes. Matriculados en el curso académico 2020/2021. El número de participantes de la investigación se calculó mediante la fórmula estadística que estipula el porcentaje representativo del total de estudiantes matriculados en centros de Educación Secundaria Obligatoria de Andalucía, Ceuta y Melilla ($N = 386.821$). Esta fórmula se indica con un nivel de confianza del 95% y un error máximo de estimación del 2.1%. La edad de la muestra oscila entre 12 y 18 años ($M = 14.17$ años; $DT = 1.67$), con 397 (53%) mujeres y 352 (47%) hombres.

En cuanto a su continente de origen, 238 (31.8%) procedían del continente africano, 216 (28.8%) del continente europeo, 117 (23.6%) del continente americano y 118 (15.8%) del continente asiático. Finalmente, en cuanto a la religión, los procedentes de África el 100% eran de religión islámica, en lo que concierne a Europa, el 65% eran católicos, el 25% protestantes y el 10% restante eran ortodoxos. Los procedente de América, se dividieron entre norte americanos y sudamericanos, en Norte América el 80% eran cristianos (70% protestantes y 30% católicos), y el 20% restante eran judíos, en los participantes

sudamericanos el 90% eran católicos y el 10% protestantes. En cuanto a los participantes asiáticos, el 75% se declaraban budistas, el 15% islámicos y el 10% restante hindúes.

En la tabla 3 se muestra la distribución de los participantes en función de la provincia de procedencia.

Tabla 5

Distribución de la muestra por provincia de procedencia

Ciudad	%	Nº Participantes
Granada	34.8	261
Cádiz	13.6	102
Málaga	11.5	86
Almería	10.3	77
Huelva	8.7	65
Ceuta	4.7	35
Melilla	4.5	34
Jaén	4.3	32
Córdoba	3.9	29
Sevilla	3.7	28
Total	100	749

3.6.3 Técnica de recolección de información

El instrumento utilizado para realizar esta investigación fue la Social Skills Scale for Young Immigrant (SSSYI) (Tomé-Fernández et al., 2020). Esta escala se estructura en dos subapartados, identificándose las variables demográficas como la edad, el género, curso, institución, nacionalidad, religión y calificaciones académicas. Y, por otra parte,

los veintinueve ítems que componen este cuestionario con cuatro opciones de respuesta que se enmarca entre *nunca* (1) y *siempre* (4).

La administración del cuestionario en los centros de Educación Secundaria Obligatoria fue principalmente autorizada por los responsables de las instituciones educativas. Se les informó sobre el objetivo del estudio y luego se les pidió completar un formulario en línea para su participación.

En segundo lugar, se solicitó una autorización en línea a los tutores legales y los padres de todos los estudiantes participantes, insistiendo en el carácter voluntario de su participación y en el anonimato de las respuestas.

Una vez obtenido el consentimiento, se inició la aplicación del instrumento en las aulas con la presencia de los profesores. La cumplimentación del cuestionario duró entre 12 y 20 minutos.

A lo largo de este procedimiento, se siguieron los lineamientos éticos establecidos en la Declaración de Helsinki y el protocolo aprobado por el Comité de Ética de la Universidad de Granada (código de referencia: 742 /CEIH / 2018).

3.6.4 Análisis estadístico de datos

Para el análisis estadístico de los datos se aplican los mismos softwares estadístico del estudio dos, como son el programa SPSS y el programa STATA en su versión 25.

En primer lugar, se realizó el análisis lineal utilizando como variable dependiente la variable etapa de desarrollo (preadolescente/adolescente); y como variables independientes las 6 dimensiones del cuestionario SSYI (Tomé-Fernández et al. 2020). Seguidamente, se utilizó la estadística ANOVA para estimar la proporción de varianza en los datos observados que se explica por el modelo. Para determinar el rechazo o aceptación de la hipótesis de que el atributo de varianza de las variables explicadas es

igual a cero, se calcula el estadístico F, contrastando si el modelo nulo o solo intercepto puede rechazarse a favor del modelo completo, el modelo con todas las variables explicativas incluidas. Comprobándose así que el modelo ajustaba correctamente y era preciso para medir habilidades sociales en inmigrantes según su etapa de desarrollo (preadolescente/adolescente).

Capítulo 4. Compendio de investigaciones

En el presente capítulo se muestran los diferentes estudios en formato artículo que conforman esta investigación.

La investigación 1 ha sido publicada en la revista *Sustainability* indexada tanto en la base de datos Journal Citation Report (JCR) en el cuartil Q2 como en Scimago Journal & Country Rank (SJR) en el cuartil Q1. La investigación 2 se ha publicado en *International Journal of Interdisciplinary Social and Community Studies* indexada en SJR, en esta ocasión en el cuartil Q2. La investigación 3 ha sido publicada en la revista *Education Sciences*, indexada en JCR en el cuartil Q2 y en SJR en el cuartil Q2. La investigación 4 se encuentra bajo revisión en la revista *Intercultural Education*, indexada en JCR en el cuartil Q2 y en SJR en el cuartil Q1.

Cabe destacar que, debido a los requisitos exigidos por la escuela de posgrado de la Universidad de Granada, en relación al formato en este tipo de tesis doctorales, cada artículo ha sido adaptado con el mismo tipo de letra y tamaño. Y se ha seguido la normativa APA, séptima edición, para sus citas y referencias bibliográficas.

4.1 Investigación 1. Exploratory and Confirmatory Factor Analysis of the Social Skills Scale for Young Immigrants

María Tomé-Fernández ¹, Christian Fernández-Leyva ^{2,*} and Eva María Olmedo-Moreno

Department of Research and Diagnostic Methods in Education, University of Granada,
18194 Granada, Spain;

mariatf@ugr.es (M.T.-F.); emolmedo@ugr.es (E.M.O.-M.)

* Correspondence: cristianoronaldo@correo.ugr.es; Tel.: +34-675-278-566

Received: 05 August 2020; Accepted: 22 August 2020; Published: 25 August 2020

Abstract: The integration of young immigrants in the societies that host them highlights the need for the intervention of social workers to facilitate their adaptation and inclusion from an individualized diagnosis of their needs. The development of social skills in the immigrants is one of the main ways to make that integration happen and therefore its diagnosis is fundamental. However, at present, there are no valid and reliable instruments that take into account the sociocultural factors that surround young immigrants for the evaluation of their social skills. It's for this reason that the purpose of this study is to adapt and validate a current and useful instrument for the diagnosis of such social skills to young immigrants welcomed in Spain. To do this, it was started on the choice and adaptation of The Social Skills Scale (Escala de Habilidades Sociales) (Mendo-Lázaro et al., 2016a). Subsequently, the questionnaire was submitted to concurrent, predictive and nomological validation processes. The construct validity was carried out by factor analysis first and second order to confirm the hierarchical structure of the scale. After validation with Exploratory Factor Analysis (n=330), the structure was checked, and the model was later adjusted with Confirmatory Factor Analysis (n=568) by means of structural equations. The reliability and internal consistency of the instrument was also tested with values in all dimensions above 0.8. It is concluded that this new instrument has 29 items and 6 dimensions, has acceptable validity and reliability and can be used for the diagnosis of Social Skills in Young Immigrants.

Keywords: immigrants; instrument; social skills; validation; factor analysis; structural equations

Introduction

The assessment of social skills has been a difficult area of research since its inception (Mendo-Lázaro et al., 2016a; Caballo et al., 2017). This difficulty is emphasized if the diagnoses of ideas, feelings, and opinions (Suriá et al., 2015) are made for young immigrants.

The social context of the immigrant in his adolescent and youthful stage is difficult (Boccagni & Richard, 2015). When the child arrives in the receiving country, he faces high levels of unemployment, marginalization, social exclusion, and discrimination, which leads to a steep growth in the social gap towards him (Browne et al., 2016) and social skills, that he owned, are depleted (Boccagni & Richard, 2015). Social skills are defined as behaviors through which people are able to express ideas, opinions, feelings, and affection for others (Gil-Madrona et al., 2017).

More specifically in Spain, young immigrants face different challenges, which vary depending on the socioeconomic level and the country of origin (Soriano-Miras et al., 2020). For example, to young people, immigrants from Morocco, this being the population from which the most immigrants arrive in Spain, together with the Romanian population, are those who arouse the least sympathy among Spanish natives, which causes greater rejection towards them and consequently poor academic performance (Greyling & Tregenna, 2017). This translates into socioeconomic disadvantages, due to the lack of employment and a proper integration process, getting in some Spanish cities to be a segregated culture (Boccagni & Richard, 2015; Browne et al., 2016).

However, a large number of Latin American migrants arrive in Spain, attracted by the call effect and by the similarity in language (Albertini et al., 2018). The Latin culture, similar to the Spanish one, together with the language, facilitate their social integration,

and this, in turn, is reflected in the socioeconomic level, because they find paid jobs in the country more easily than other groups (Fernández-Reino & González-Ferrer, 2019).

In addition, immigrants from the European continent arrive in Spain, especially in search of certain sanitary conditions and the warm climate that characterizes the country (Marcu, 2016; Obina, 2019). These immigrants usually form their own communities, even going so far as to create schools linked to the educational system of the country of origin (Fellini, 2018).

Finally, in recent decades, the number of immigrants of Asian origin in Spain has increased. The greatest difficulty for these are found in language (Pinilla et al., 2019). As with the previous group, they limit social relations to people from the community, although this is disappearing in generations to come. This may be due to the limited time they spend interacting (Del-Águila et al., 2017; Garha et al., 2016).

The difficult integration of young immigrants in host societies (Hoffman et al., 2017) emphasizes the need for action by social workers to facilitate their adaptation and real inclusion (Bexell et al., 2018). When arriving in a country with cultural and linguistic differences, young immigrants are seen, in some situations, as separated from the rest of their equals (Suriá et al., 2015). Because of this, they need to learn the customs and language of the receiving country, and, therefore, learn to communicate and socialize to achieve full social inclusion (Caballo et al., 2017). The development of social skills is a key element for this to happen, decreases social anxiety and fear of rejection (Beidel et al., 2014), enhancing the confidence of immigrants and therefore increasing the number of interpersonal relationships between them and people of different cultural and linguistic origins (Crob et al., 2019).

Currently, the struggle to find a better future has increased the number of young immigrants in western cities, nurturing the social and educational institutions of

adolescents of diverse cultures, ethnicities, and religions (Wagner et al., 2014; Wilson et al., 2017). For example, in Spain, 10% of the total student population are immigrants, which means about 400,000 young people in school (Instituto Nacional de Estadística, 2017) who need the help of social workers for the social inclusion of these and their families (Raineri & Calcarreta, 2018). The social integration of these young people is one of the greatest current challenges, although the strategies that have been put in place for this purpose still do not achieve the desired results, especially in relation to the development of social skills in educational institutions (Caballo et al., 2017; Azorín-Abellán, 2017; Marcu, 2018), which is the first context in which they need to socialize. The problem is that obsolete instruments of self-report of social skills published in the 1970s are still used (Caballo et al., 2017; Bunford et al., 2015; Francis et al., 2017), added to the difficulty of finding culturally sensitive instruments (Mendo-Lázaro et al., 2016b) for young immigrants. What makes it difficult for social workers is their subsequent intervention, since the diagnosis of the social skills needs of this sample is not carried out effectively (Choi et al., 2018).

In addition, it is worth mentioning the lack of instruments for the diagnosis of social skills that were built taking into account the linguistic difficulties that may arise in culturally diverse participants (Danzer & Yaman, 2016; Kizilcec et al., 2017; Laliberté, 2019). Fact that bases the objective of this research, that adapt and validate a new instrument whose items were simple enough to be understood by those subjects who dominated the Spanish language in an incipient manner and also allowed the quick translation of these, for those young people who totally ignore the language. For this reason, the use of consolidated questionnaires was discarded in this investigation, such as the Social Skills Questionnaire (CHASO-III) (Caballo et al., 2017), the Social Skills Questionnaire for College Students (SSQ-U) (Morán et al., 2015) or the Social Skills Inventory (Oldmeadow et al., 2013).

On the other hand, following theoretical indications (Fernholz, 2019; Martínez-Ginés, 2019) a short instrument was sought, which could be applied quickly and inexpensively, whose corrections were easy to make and interpret; the reason that supported the discard of instruments with a large number of items such as The Social Skills Improvement System-RS (Bunford et al., 2015) or The Social Skills Questionnaire for Traumatic Brain Injury (SSQ-TBI) (Francis et al., 2017).

The use of questionnaires that did not fit the dimensions considered important for the analysis of social skills was also rejected (Alsmadi & Alnawas, 2018; Ciftci, 2018; Kettrey, 2018), such as the Skills Learning Team Questionnaire (CHSEA) (León et al., 2015) or those whose content and expression did not fit the age and reading comprehension of the selected sample; for example, the Social Competence in Higher Education Questionnaire (CCSES) (Leganés-Lavall, E.N.; Pérez-Aldeguer, 2016) or The Social-Emotional Assessment/Evaluation Measure (SEAM) (Hintermair et al., 2016).

Choosing for the adaptation and validation on which this research is based, the instrument that, complying with the aforementioned requirements, verifies the best psychometric properties of validity and reliability (Al Maqbali, 2020), in addition to being current for the treatment of social skills, is based on theoretical models of robust behavior (Francis et al., 2017), and it is based on the pattern of the Social Skills Scale (EHS) (Mendo-Lázaro et al., 2016a).

The instrument is composed of six underlying constructs. The first of these, the ability to say no and cut interactions, pretends to know the ability of young people to refuse to perform a task when they think it is not fair for them. To say no, it is a way of expressing social skills and defending a person's right to choose what is right (Kettrey, 2018).

The second construct, self-expression in social situations, aims to find out the degree to which young immigrants are capable of carrying out activities of daily life. For this, the

trust they have towards themselves is analyzed, since one of the indicators of self-expression in social situations is the confidence in their own possibilities (Ciftci, 2018).

With respect to the third construct of the instrument, defense of one's rights as a consumer, it is used to detect the immigrant's ability to demonstrate his knowledge of his own rights when he goes to a public establishment. In relation to this, it highlights the right to security, the right to be informed, the right to be heard, the right to choose, the right to privacy, and the right to compensation as fundamental to the social development of a subject (Alsmadi & Alnawas, 2018).

With the fourth construct, expressing anger or disagreement, the questionnaire identifies the ability to externalize anger towards other people. This anger is defined as a negative emotional response to the blocking of the objective and the unjust behavior of others towards oneself, and they affirm that this construct characterizes the social skills that are used as a shield against harm caused by other people (Klimeckil et al., 2018).

The fifth construct is the ability to make requests, through which it is intended to measure the degree to which young immigrants are able to ask for something they consider their own. The ability to petition causes the individual to leave his internal forum and externalize a problem that he does not know or cannot solve by himself (Sánchez-Teruel et al., 2015). In this way, the subject must relate to others, leaving shyness aside.

The sixth construct is identified with the factor initiating positive interactions with the opposite sex, through which it is intended to know if the participants are able to hold conversations and interact with people of the opposite sex. This ability is related to spontaneously making a compliment or simply being able to talk to someone who is attractive (Shaw et al., 2014). It is important to note that interactions with the opposite sex become increasingly common and important in adolescence and that, although they are exciting, these interactions are full of ambiguity due to the relative lack of romantic

experience and to the lack of clarity about the norms that regulate them (Hensel & Tanner, 2015).

Materials and Methods

Instrument Development

In a first phase, a review of the relevant literature and the exploration of instruments related to the topic was carried out, such as the Social Skills Learning Team Questionnaire (Cuestionario de habilidades sociales de equipos de aprendizaje) (CHSEA) (Leganés-Lavall & Pérez-Aldeguer, 2016), Social Skills Questionnaire (Cuestionario de habilidades sociales) (CHASO-III) (Caballo et al., 2017), the Social Skills Inventory (Oldmeadow et al., 2013), the Social Skills Questionnaire for College Students (SSQ-U) (Morán et al., 2015), the Social Skills Improvement System-RS (Bunford et al., 2015), the Social Skills Questionnaire for Traumatic Brain Injury (SSQ-TBI) (Francis et al., 2017), the Social-Emotional Assessment/Evaluation Measure (SEAM) (Hintermair et al., 2016), the Social competence in Higher Education Questionnaire (Cuestionario de competencias sociales en Educación Superior) (CCSES) (Leganés-Lavall & Pérez-Aldeguer, 2016), or EHS (Mendo-Lázaro et al., 2016a). Subsequently, the research group decided to adapt the last-mentioned scale to the sample of immigrants, considering it more appropriate in terms of the simplicity of the language of the constructs evaluated, in addition to complying with excellent psychometric properties of validity and reliability (Klimeckil et al., 2018) and of being novel in the definition and diagnosis of social skills; remaining, an initial questionnaire of 37 items.

Subsequently, a first validation of the questionnaire was carried out through the expert judgment technique and with the participation of 13 professionals. Seven of the experts were professionals related to the development and social skills of young people. These

worked in non-Governmental Organization, educational institutions and public posts linked to intervention activities to improve emotional and social relationships. The remaining six were researchers from different Spanish universities, whose lines of work were linked to the diagnosis and evaluation of social aspects in immigrants.

The initial scale presented to them was composed of 7 elements for the dimension that measures the ability to say no and cut interactions, 9 elements to measure self-expression in social situations, 7 elements to measure the defense that makes the rights themselves as a consumer, 5 elements for the factor that measures the expression of anger or disagreement, 6 elements to measure the ability to make requests to others, and 3 elements for the dimension that measures the ability to initiate positive interactions with people of the opposite sex. The experts established the content validity of this instrument through the content validity index for each element (I-CVI). More specifically, they assessed the relevance of each item to assess the social skills of young immigrants.

The questionnaire and the method of escalation were sent through email, which indicated that they value from 1 to 5 (1 = not relevant, 2 = somewhat relevant, 3 = relevant, 4 = quite relevant, and 5 = very relevant) the importance of each item. The elements that scored with $I-CVI < 0.78$ were extracted from the instrument (Polit, Beck & Owen, 2007), leaving the questionnaire with 33 elements. In addition, the experts evaluated the content validity index of the scale in general (S-CVI); this was done taking into account the average I-CVI of each item (Berry, Crowe & Deane, 2012), obtaining a S-index CVI = 0.92, which reflected excellent content validity (Polit et al., 2007).

The apparent validity and readability of the questionnaire were also consulted upon with the experts, asking them to indicate qualitatively and answering open questions, the adequacy of the information of the instrument for immigrant young, as well as the understanding and writing of the items (Mérida, Serrano & Taberero, 2015). Thus,

taking into account the experts' responses, several elements were modified in a nonsignificant way and 4 were substantially modified.

Finally, the final questionnaire was obtained, demonstrating its hierarchical structure through the performance of factor analysis. For this, the quantitative data acquired through the application of the instrument to the participants in two periods were analyzed; a first period, through which was carried the Exploratory Factor Analysis (EFA) by means of the SPSS statistical software in its latest version, involved the elements of the instrument being reduced to 29 items organized in six dimensions (the ability to say no and cut interactions formed by 7 items, the self-expression in social situations formed by 8 items, the defense of one's rights as a consumer formed by 4 items, the expression of anger or disagreement formed by 3 items, the ability to make requests to others formed by 4 items, and the ability to initiate positive interactions with people of the opposite sex consisting of 3 items). In addition, this involved a second period, in which the Confirmatory Factor Analysis (CFA) was carried out through the AMOS statistical program, in where is ratified the hierarchical structure of the previous analysis. The 29 items were divided in the same way into the aforementioned dimensions.

Scoring of Scales

All the categories of the instrument are measured through a rating scale about frequency that ranges from never (1) to always (4). In this way, the ability to say no and cut interactions is measured by seven elements to achieve a possible range of 7 to 28. The self-expression in social situations of participants is measured with eight items to achieve a possible range of 8 to 32. The defense of one's rights as a consumer is measured by four items to achieve a possible range of 4 to 16. The expression of anger or disagreement is measured with three items to achieve a possible range of 3 to 12. The ability to make requests to others is measured by four items to achieve a range of 4 to 16, and the ability

to initiate positive interactions with people of the opposite sex is measured by three elements to achieve a range of 3 to 12. To obtain the scores that differentiate the presence or not of the ability to average the scores in each of the dimensions will be followed (Kaliisa et al., 2017). In this way, the ability to “say no and cut interactions” will be obtained when the score is less than 17.5 points, the ability of “self-expression in social situations” with a score less than 20 points, the ability of “defense of one’s rights as a consumer” with a score of less than 10 points, the ability to “express anger or disagreement” with a score of less than 7.5 points, the ability to “make requests” with a score of less than 10 points and the ability to “initiate positive interactions with the opposite sex” when the score is less than 7.5 points.

The instrument aims to measure social skills in young immigrants. For this, it has a series of distinctive characteristics that make it appropriate for the measurement in the context and the selected sample. These characteristics mainly focus on simple language, easy to read and understand in subjects in the process of learning the language, as well as viable and quick to translate in cases where it is necessary (Grigoryev & Van de Vijver, 2018; Ren et al., 2019; Schachner et al., 2017).

In addition, the language of the questionnaire is inclusive and generalizable (Fragapane & Minaldi, 2018; Lee, 2018; Schachner et al., 2019), avoiding hurtful, racist, or intolerant words that cause a negative reaction to the answer of the items (Mundra, 2019). Also, this avoids value judgments or any expression that relates the item to the different ethnicities, cultures, or religions of the selected sample, so that the instrument allows generalized measurement of culturally diverse samples.

The items of the instrument represent simple actions of daily life that will allow to diagnose the existence or not of the underlying social ability, considering it essential for the improvement of the subsequent intervention, as the lack of such skills tends to be

associated with low acceptance, rejection, low self-esteem, helplessness, maladjustment, delinquency, or addictions in young immigrants (Liu & Blunden, 2019; Romero-Oliva et al., 2017). This is a fact that would hinder their social integration and their necessary acculturation (Curran et al., 2019; Mihalec-Adkins & Cooley, 2017; Urzúa, 2017).

Pilot Test

After the Institutional Review Board of the University of Granada approved the study, the instrument was applied in a pilot test to 20 young immigrants from the city of Granada, with similar characteristics to the study target population, to determine readability, the time of completion, and the understanding. The results indicated that adolescent immigrants between 12 and 18 years old could understand and perform the questionnaire successfully.

Sample and Procedure

For both factor analyses, the sample was selected through a nonprobabilistic sampling for convenience, in which the participants were the young immigrants belonging to the social and educational institutions of different Spanish cities who wanted to participate.

Table 6 shows the number of young people that make up the study sample in each city.

In all of them, the confidentiality of the data was assured, and the questionnaire was administered anonymously.

Table 6. Number of young immigrants who participated in the study in each city.

Province	Immigrants in Exploratory Factor Analysis	Immigrants in Confirmatory Factor Analysis
Granada	77	206
Málaga	50	51
Almería	47	69
Jaén	16	27

Córdoba	18	22
Cádiz	40	62
Sevilla	12	27
Huelva	33	49
Ceuta	18	27
Melilla	19	28
Total	330	568

The questionnaire was completed by a total of 330 immigrants for the EFA. The demographic data that the EFA showed were that 54.8% were men and 45.2% were women, with an average of $X = 14.82$ years ($SD = 1.7$). The countries of origin of the participants included Morocco (33.9%), Bolivia (10%), Ecuador (5.2%), China, Colombia, and Japan (3.9%), Venezuela (3.6%), Argentina (3.3%), Paraguay (3%), Senegal (2.7%), Brazil (2.1%), Uruguay, Nigeria, Ukraine, and Algeria (1.5%), Cote d'Ivoire, Mali, South Korea, Russia, Italy and France (1.2%), Pakistan, Dominican Republic, Cuba, Romania, and England (0.9%), Honduras, Mexico, Peru, Syria and Germany (0.6%), and Nicaragua, Guinea, Kosovo, Greece, Latvia, Sweden, Poland, Bulgaria, Switzerland, Portugal, and Georgia (0.3%). For the CFA, the questionnaire was completed by a total of 568 immigrants; 56% were men and 44% women $X = 13.66$ years ($SD = 1.4$). The countries of origin of the participants included Morocco (43.7%), Ecuador (9.2%), Romania (6.7%), Senegal (3.7%), Peru (3.3%), China and Colombia (3.2%), Bolivia (2.6%), Japan (2.5%), Mexico, Argentina, and Brazil (2.1%), Venezuela (1.9%), Portugal (1.8%), Germany (1.6%), Italy and Cote d'Ivoire (1.4%), Nigeria (1.2%), Chile (1.1%), France (0.9%), Mali (0.7%), Honduras, Cuba, and

England (0.5%), Bulgaria, Russia, Algeria, and Syria (0.4%), and the Dominican Republic, Uruguay, Guinea, and Poland (0.2%).

Reliability Tests

The reliability of the final instrument was made using the test–retest reliability and internal consistency method in order to test and retest the reliability of the questionnaire. The instrument was administered twice at two-week intervals to 30 participants. As the theorists (Asare & Sarma, 2015) show, acceptable levels were obtained for Cronbach’s alphas. It is considered excellent when Cronbach’s alphas is over 0.70 (Taber, 2018) (Table 7).

Table 7. Cronbach’s alphas and correlation coefficient between the subscales.

Cronbach’s Alphas	Correlation Coefficient between the Subscales
Test 0.775	0.105
Re-test 0.826	0.105

Criterion Validity

In order to know if the adapted instrument correlates with the already measured elements of the original instrument, the concurrent and the predictive validity of the same was carried out utilizing a sample of 30 subjects.

To carry out the concurrent validity, following theoretical indications (Eddy, C.L.; Herman & Reinke, 2019; Fosnacht et al., 2019), we utilized the original questionnaire (Mendo-Lázaro et al., 2016a) and the final adapted questionnaire, correlating the variables of both instruments through Spearman’s correlation coefficient (Xu, 2019), due to the non-normal distribution of the data, where it was obtained that all the evaluated elements correlate positively with Spearman’s Rho over 0.87 (Table 8). This justifies an excellent concurrent validity of the Social Skills Scale for Young Immigrant.

Table 8. Spearman's rho test for concurrent validity.

Social Skills Scale for Young Immigrant						
	1. Say No	2. Self- Exp.	3. Rights Def.	4. Angry Exp.	5. Make Requ.	6. Int. Opp. Sex
1. Say no	0.95					
2. Self-Exp		0.91				
3. Rights D.			0.87			
4. AngryExp.				0.90		
5. Make Req.					0.98	
6. Int. Opp. S.						0.99

The predictive validity of the instrument was also carried out. For this, the original instrument (Mendo-Lázaro et al., 2016a) and the final instrument, with a three-month difference period, were applied to a sample of 30 people. In this case, Spearman's correlation coefficients were greater than 0.80 (Table 9), which evidences an excellent predictive validity of the SSYI.

Table 9. Spearman's rho test for predictive validity.

Social Skills Scale for Young Immigrant						
	1. Say No	2. Self- Exp.	3. Rights Def.	4. Angry Exp.	5. Make Requ.	6. Int. Opp. Sex
1. Say no	0.85					
2. Self-Exp		0.80				
3. Rights D.			0.80			

4.AngryExp.	0.81	
5.Make Req.		0.90
6.Int.Opp. S.		0.93

Nomological Validity

In order to show the nomological validity of the SSYI, the means of the scores, and the respective standard deviation (SD), were compared between the group of immigrant women and men, using the variation coefficient (Davis & Cernas, 2017). According to theoretical approaches, women were expected to present greater social skills (Arace et al., 2019; Jenkins & Nickerson, 2017; Tan et al., 2018). Results were obtained that ratify the underlying theory, which was evidenced by a good nomological validity for the instrument (Table 10).

Table 10. Coefficient of variation for nomological validity.

Dimension	Men	Women
1	0.3393	0.3356
2	0.2961	0.2954
3	0.3686	0.3494
4	0.3673	0.3355
5	0.2732	0.2774
6	0.3932	0.3498

Construct Validity

To establish the construct validity of the questionnaire, two different factor analysis approaches were used. The first was the realization of the EFA, and the second, the CFA. The latter was carried out using the structural equation model (SEM). The eigenvalues (quantity of variance in the original set of variables explained by each main component) greater than 1 and the factor load greater than 0.30 were established a priori (Siembida et al., 2018) as criteria acceptable for this study. Statistical software SPSS in its latest version and Amos 24 were used to analyze the data.

Results

Descriptive Statistics

Descriptive statistics and study of the internal consistency of the Social Skills Scale for Young Immigrants.

Table 11 shows the descriptive statistics of the factors that make up the SSYI: mean, asymmetry, kurtosis, range of scores, and Cronbach's alphas coefficient. The dimensions presented values of asymmetry and kurtosis within the range of normality (López-Mora et al., 2017).

The internal consistency indexes ranged between 0.81 and 0.89. This indicates that the instrument has a high level of reliability.

Table 11. Descriptive statistics of the dimensions of the Social Skills Scale for Young Immigrants.

Dimensions	Nº Items	α	Mean	Asymmetry	Kurtosis	Range
To say no	7	0.89	6.66	0.61	-0.24	12
Self-exp.	8	0.81	12.69	0.85	0.37	21
RightsDef.	4	0.81	14.17	1.09	1.57	24

AngryExp.	3	0.81	8.15	0.74	-0.01	12
Make Req.	4	0.85	11.00	-0.25	0.60	12
Int.Opp. S.	3	0.82	6.73	0.36	-0.68	9
Scale(SSYI)	29	0.82				

Notes: α : Internal consistency test, Cronbach's alphas.

Reliability and Validity

After conducting the expert judgment, the instrument was validated using the EFA, a statistical analysis method used to design a model by identifying the correlation between a latent variable and an observed or measured variable (Hintermair et al., 2016; Wiktorowicz, 2016). This analysis was obtained with the data of 330 immigrants, who answered the 33 items of the questionnaire. This fact ratified the participant-items ratio (10:1) recommended in the literature (Williams-Washington & Mills, 2018).

Before this analysis, the varimax rotation method was applied to verify that the factors were able to measure if the subjects had social skills (Flick et al., 2017; Flick et al., 2019). The value of Kaiser–Meyer–Olkin (KMO) was 0.81 and the Bartlett Chi-square approximation was 2344.36 with $p = 0.000$. A KMO value close to 1 indicated that the correlation pattern was compact enough to produce different and reliable factors (Surastina & Dedi, 2018). The results in the Kaiser–Meyer–Olkin and Bartlett sphericity tests indicated that the EFA method was appropriate for use in this study (Auerswald & Moshagen, 2019) (Table 12). The statistical program SPSS was used to analyze the data.

Table 12. Kaiser–Meyer–Olkin and Bartlett's sphericity tests.

Kaiser–Meyer–Olkin Measure of Sampling Adequacy 0.81	
Chi-square Approx.	2344.36
GI	528

Bartlett's sphericity test

0.000

According to Siembida et al. (Siembida et al., 2018), after performing the extraction, the communalities must be greater than 0.30 to assume that the measurement has a good validity (Table 13). The analyzed instrument fulfills this criterion in most of the items, except for item number 7 (0.26), number 9 (0.29), number 14 (0.28), and number 16 (0.24), so they were eliminated from the questionnaire, going from having 33 items to the final 29 with which the questionnaire was configured. Further, the EFA study grouped the 33 initial items into six factors or dimensions with rotated factor loads that vary between 0.291 and 0.740 (Table 14). The grouping of the items in the aforementioned dimensions was carried out through the Analysis of Main Components, which is a method of data reduction that allows transforming a set of original variables into a new set with a smaller number of elements (Bacci, 2019; Deliu et al., 2019). To simplify the interpretation of the data obtained in this analysis, in the study, the rotation of the components or factors was carried out through the Varimax orthogonal rotation method, which allows to minimize the number of variables that have high loads in each factor. It is for this reason that Table 6 shows the variables with the highest saturations in each of the six factors obtained.

Table 13. Communalities to perform list elimination.

Items Extraction

1. I'm afraid they'll laugh at me when I ask questions. 0.518
2. It's hard for me to phone other friends. 0.383
3. I keep my opinions to myself. 0.424
4. I avoid meetings with many people for fear of doing or saying something foolish. 0.528
5. It is hard for me to express my feelings to others. 0.417

6. If I had to look for a job, I would prefer to write letters/emails rather than having to go through personal interviews. 0.361
7. I feel violent when someone of the opposite sex tells me that he likes something about my physical appearance. 0.267
8. I find it di_cult to express my opinion in groups (in classroom, meetings, etc.) 0.567
9. If I buy something and I see that it is not right, I go to the store to return it. 0.296
10. When a store first serves someone who came in after me, I do not say anything. 0.581
11. If I'm in the cinema and someone bothers me with their conversation, I can hardly tell them to shut up. 0.377
12. I am unable to ask for the price of something I am buying to be discounted. 0.393
13. When someone "jumps" the queue, I do not say anything. 0.472
14. When a friend expresses an opinion with which I do not agree, I do not say anything, even if I think otherwise. 0.284
15. When a close relative bothers me, I prefer to hide my feelings rather than expressing anger. 0.405
16. I find it hard to express aggression or anger toward the opposite sex, even if I have justified reasons. 0.241
17. I prefer to shut up to avoid problems with other people. 0.612
18. If a seller insists on showing me a product that I do not want, it's hard for me to say I do not want it. 0.420
19. When I'm in a hurry and a friend calls me on the phone, it's hard for me to hang up. 0.389
20. When someone borrows my things from me, I lend them, even if I do not want to or I do not like it. I do not know how to say no. 0.383
21. I do not know how to tell a friend that he talks a lot, that he stops talking. 0.459

22. When I decide that I do not want to go out with someone again, it's hard for me to tell it. 0.419
23. When someone calls me to leave, I do not know how to refuse, even though I do not feel like it. 0.520
24. I find it di_cult to ask for something to be returned. 0.480
25. If, in a restaurant, they do not bring me the food as I had requested, I call the waitress and ask the cook to do it again, 0.470
26. If I leave a store and I realize that they have given me the change badly, I return there to ask for the correct change, 0.529
27. If I lend money to a friend and he does not return it, I can remember it, 0.434
28. It's hard for me to ask favors from my friends, 0.343
29. When I like a boy or a girl I know what to say, 0.523
30. When I have to flatter someone, I do not know what to say, 0.356
31. I prefer to keep quiet so as not to create problems for other people, 0.609
32. If I find a person I like, I approach him to talk, 0.382
33. I am not able to ask someone for an appointment, 0.379
-

In addition, the principals' components analysis showed that the six dimensions have 43.09% of the total variance explained.

The distribution of the items in six factors coincides with the hierarchical structure of the reference instrument (Mendo-Lázaro et al., 2016a), which bases the dimensions of social skills in important theoretical references (Baton et al., 2019; Buchanan et al., 2016; Espinosa et al., 2016; Grabowska, 2016; In et al., 2019; Menesini & Salmivalli, 2017), which specify that when a subject presents social skills, he is able to express his emotions in social situations, defend his own rights, show denial and make requests, as well as

initiate interactions with people of another gender. These are aspects that are developed in the six dimensions established in the EFA (the ability to say no and cut interactions, self-expression in social situations, the defense of one's rights as a consumer, the expression of anger or disagreement, the ability to make requests to others, and the ability to initiate positive interactions with people of the opposite sex).

Finally, CFA was carried out, through which it was intended to configure the final instrument (Figure 5). This second-order analysis validated the hierarchical structure of the instrument (Caringi et al., 2017; Steenbergen-Hu et al., 2016; Young, 2017) and checked the previously defined relationships in the EFA between the variables. In addition, it is considered effective to determine the reliability (Tartakovsky, 2016) and to measure the invariance of the measurement between groups, thus checking that the instrument is appropriate to examine the equivalence of measurement with respect to two particularly relevant variables in relation to the construct evaluated (Wilson, 2016).

The CFA was carried out in the investigation to complement the results obtained with the EFA. It is necessary to perform this second-order analysis to ratify and complement any doubt about the validity of a questionnaire (Ammann et al., 2018), as it complements the factor analysis carried out (Abraham et al., 2019).

To carry out this analysis, the questionnaire was administered again to young immigrants from the cities of Granada, Málaga, Almería, Jaén, Córdoba, Sevilla, Cádiz, Huelva, Ceuta, and Melilla, in this case to a sample of 568 participants. The analysis was carried out using the AMOS software in version 24.

Table 14. Grouping of the 33 items into six factors with rotated factor loads.

Factors						
Items	1	2	3	4	5	6
23	0.639					

21	0.635		
24	0.599		
20	0.595		
22	0.573		
19	0.530		
18	0.468		
14	0.291		
4		0.713	
1		0.658	
8		0.651	
5		0.539	
3		0.529	
2		0.494	
6		0.413	
7		0.389	
28		0.366	
10			0.716
13			0.653
11			0.464
12			0.454
17			0.740
31			0.731
16			0.385
26			0.682
25			0.618

27		0.610
9		0.504
29		0.571
33		0.529
15	0.297	
32		0.395
30		0.393

The CFA is presented in route diagrams where the circles represent latent variables and the squares represent observed variables (Wong et al., 2017). The single-headed arrows are used to imply an assumed direction of influence, and the two-headed arrows represent the covariance between the six latent variables (Costa et al., 2016) (Figure 5).

In this analysis, the value of CMIN or Chi-square adjustment test (χ^2) of Pearson was measured, which was 765.98 with $p = 0.000$, being statistically significant (Tartakovsky, 2016). However, the Chi-square value shows great sensitivity to the sample size (Rodríguez, Fernández-Díaz & León, 2019), which is why we decided to use other adjustment indexes in order to contrast the model (Morin et al., 2016): the index of comparative adjustment (CFI), the Tucker–Lewis index (TLI), and the root mean square error of approximation (RMSEA) are the most relevant (Morin et al., 2016; Sánchez-Oliva et al., 2016). The CFI and the TLI have a range of 0 to 1 considering these values more valid when they are closer to the unit (Murphy et al., 2019); in addition, the value of RMSEA is considered to indicate a good fit to the model if it is less than 0.06 (Carvalho et al., 2017; Miyejav, 2018). In the study, the CFI was $n = 0.877$, the TLI was $n = 0.852$ (Table 15). and the RMSEA that was obtained was 0.04 (Table 6), data that show a very

good fit to the hypothetical model. The method of maximum verisimilitude was chosen to carry out this analysis (Lecerf & Canivez, 2018).

Figure 5. Confirmatory factor analysis diagram.

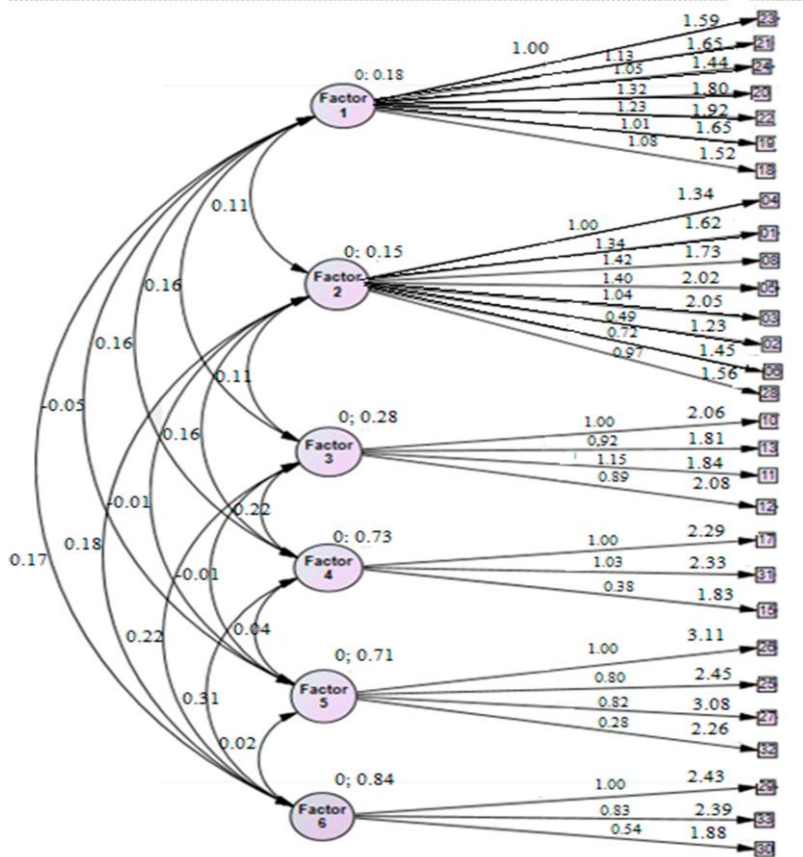


Table 15. Fit test of the comparative index and the Tucker–Lewis index.

Model	Tucker–Lewis Index	Index of Comparative Adjustment
Default model	0.85	0.88
Saturated model		1
Independence model	0.000	0.000

Table 16. Mean squared error approximation test.

Model Square Error of Approximation

Default model 0.04

Independence model 0.11

Finally, the latent variables for the subscales of social skills had seven, eight, four, three, four, and three items (Figure 1). The results of the route diagram showed acceptable factor loads (standardized values) for all the items, ranging from 0.28 to 1.42, these values being acceptable if they are above 0.10 (Nagy et al., 2017). The factorial loads of seven elements of the construct of the ability to say no and cut interactions was between 1 and 1.32. The eight elements of the construct self-expression in social situations was between 0.49 and 1.42. The four elements of the construct defense of one's rights as a consumer was between 0.89 and 1.15. The three elements of the construct expressing anger or disagreement was between 0.38 and 1.03. The four elements of the construct making requests was between 0.28 and 1, and, finally, the three elements of the construct initiating interactions with the opposite sex was between 0.54 and 1.

Once the CFA was finished and the instrument was confirmed in 29 items (Appendix A), the internal consistency test (Cronbach's Alpha) was re-run, in which on this occasion a value of $\alpha = 0.82$ was established, A more acceptable value of reliability than the one previously obtained when the instrument consisted of 33 items.

Discussion and Conclusions

The objective of this study was to develop an instrument to assess the social skills of young immigrants from different Spanish cities.

The internal consistency and test–retest reliability of the subscales were considered acceptable and are very close to those found in previous studies with reference instruments (Caballo et al., 2017; Bunford et al., 2015; Francis et al., 2017; Mendo-Lázaro et al., 2016b; Oldmeadow et al., 2013; León et al., 2015; Leganés-Lavall & Pérez-Aldeguer, 2016; Hintermair et al., 2016). More specifically, taking into account the data obtained in the total reliability of $\alpha = 0.82$ and in the reliability for each of the dimensions, from $\alpha = 0.81$ to $\alpha = 0.89$, it is considered to be a highly reliable instrument (Bacci et al., 2019; Abraham et al., 2019; Costa et al., 2016). This aspect beats the reliability properties of other scales that measure social skills such as the Social Skills Questionnaire (CHASO III) (Caballo et al., 2017) with $\alpha = 0.70$, the Social Skills Questionnaire for College Students (SSQ-U) (Choi et al., 2018) with $\alpha = 0.70$, or the Social Skills Questionnaire for Traumatic Brain Injury (SSQ-TBI) (Francis et al., 2017) with $\alpha = 0.80$.

This means that the questionnaire can measure the social skills possessed by young immigrants, and, therefore, researchers can rely on their use.

In addition, the apparent, criterion, and nomological validity, as well as the readability analysis of the subscales, were also satisfactory. These aspects are very important, since the objective of the research was to make an easily understandable instrument that measured relevant dimensions for the diagnosis of social skills in subjects with linguistic limitations because they are in the process of learning the host language. This fact, together with the reduction of factors that began to be evident in the content validity process, increases the value of the instrument. It is preferred to build instruments that are easy to complete and quick to make (Liu & Blunden, 2019; Jonkman & Janssen-Jansen, 2018), which stands out against the longer scales existing in previous studies, among which are: Social Skills Questionnaire (CHASO III) (Caballo et al., 2017) with 76 items, Social Skills Inventory (Oldmeadow et al., 2013) with 90 elements, Social Skills

Questionnaire for College Students (SSQ-U) (Choi et al., 2018) with 38 items, the Social Skills Improvement System-RS (Bunford et al., 2015) with 46 items, and the Social Skills Questionnaire for Traumatic Brain Injury (SSQ-TBI) (Francis et al., 2017) with 41 elements.

It should be taken into account that the sample to which the scale is directed consists of young people between 12 and 18 years of age of different ethnicities, races, or religions who are adapting to the language and customs of the host country. That is why this instrument has taken into account, when preparing the elements of the questionnaire, to avoid value judgments or statements that may offend the various members to whom it may be applied. That is why, for the preparation of the questionnaire, an inclusive language is used, defining this as the one that is used in a neutral way with the intention that people belonging to minority groups do not feel apart (Dinour, 2019; Pirchio et al., 2019).

With respect to the validation of constructs, the analysis of the SEM results indicated that, in general, the model was adequate.

The Exploratory Factor Analysis made it possible to select those items that presented a better psychometric behavior, going from a scale of 33 items to a scale of 29, with six different dimensions, which presented adequate levels of correlation with each other, indicative of an excellent validity, which was confirmed through the Confirmatory Factor Analysis. As it is a validation of the adaptation of a questionnaire, it could be expected that the results in terms of the indices would be lower than that of the starting instrument (Mendo-Lázaro et al., 2016a), but the reality is that it surpasses it, having better psychometric properties of validity and reliability (Lecerf & Canivez, 2018), in addition to improving statistical power by reducing the length of the questionnaire, maintaining its original structure and functioning, but with the advantage of needing fewer items to carry

out the study (Sreekumar & Varman, 2018). Even so, the analysis of the construct validity of the SSYI was shown in consonance with the literature (Mendo-Lázaro et al., 2016a), since six dimensions were also found. In this sense, the dimensions of the resulting scale encompass all possible levels of social skills.

The evaluation of the model of structural equations verified that the derived coefficients have a positive direction according to the theory (Murphy et al., 2019). In summary, the results obtained show a good reliable fit, which allows it to be a candidate perfect for assessing the social skills of young immigrants, becoming the only instrument that takes into account the linguistic and comprehension peculiarities of the sample to which it is addressed.

Limitations

The main limitation comes from the number of participants in relation to the sample size. Futures research studies should try to expand the sample, although it is important to highlight the difficulty to work with this type of participants, as well as to consider the sample presented in this study as sufficient for validation of a questionnaire.

On the other hand, the use of self-reports with a small number of items allows a series of advantages over other evaluation methods. It was applied quickly and inexpensively, in addition to its easy correction and interpretation; however, it also has some limitations such as the answers randomly that participants can perform and the difficulty that some immigrants may have to inform about their own thoughts, states, behaviors, cognitions, or affects, among other things (Boccagni & Righard, 2015; Leganés-Lavall & Pérez-Aldeguer, 2016; Wiktorowicz, 2016).

In addition, the instrument can find limitations related to the understanding of the language, since the majority of young people come from countries whose mother tongue

differs from Spanish (Suriá et al., 2015). That is why, in the application of the questionnaire, these immigrants require the help of a social worker who dominates their original language, as has been shown in this investigation.

Implications for Practice

On the basis of this study, it can be deduced that the current scale, although new, may be useful for researchers and social workers who move in the field of social skills and immigration. Researchers can use the instrument to predict whether young immigrants have the necessary social skills for a correct integration in the society and, based on their results, they can design intervention and inclusion programs for them. In such interventions, the constructs of the SSYI can be measured before and after the actions to evaluate the changes in these behavioral precursors.

Another advantage of this instrument is that it also operates acculturation, which is an important determinant for the immigrant population, because they must assimilate the interaction with the native subjects in the destination culture (Bördlein, 2018). Therefore, the instrument also serves to predict socially appropriate or inadequate skills in host immigrants.

Finally, the interventions carried out by social workers should aim to integrate the young immigrants, taking into account the construction of the dimensions to which the SSYI is adjusted. In this way, the ability to say no and cut interactions can be constructed by discussing the negative consequences that can happen when one does not know how to say no and ends up doing something one does not want to do; the ability to self-express in social situations can be built by holding debates where young immigrants are given guidelines to follow for a correct expression of their feelings; the defense of one's rights as a consumer can be improved by using role-playing, where young immigrants put

themselves in the shoes of a buyer, thus describing the beneficial effects of knowing what their rights are; the ability to express anger or disagreement can be worked out when a conflict occurs and a solution is sought, causing immigrants to express their disagreement calmly and coherently; the capacity to make requests can be carried out in different contexts, making the young immigrant interact with people of different cultural, ethnic, or religious origins; and finally, the ability to initiate positive interactions with people of the opposite sex can be constructed by dividing desirable behaviors into small steps, involving role models, using persuasion and reinforcement, and reducing stress (Bördlein, 2018; Hafford-Letchfield et al., 2018; Masilo, 2018; Munoz et al., 2019; Rodríguez & Ferreira, 2018).

Author Contributions: Conceptualization, C.F.-L. and M.T.-F.; methodology, C.F.-L. and M.T.-F.; software, C.F.-L.; validation, C.F.-L., formal analysis, C.F.-L. and M.T.-F.; investigation, C.F.-L.; resources, C.F.-L.; data curation, C.F.-L.; writing—original draft preparation, C.F.-L. and M.T.-F.; writing—review and editing, C.F.-L., M.T.-F. and E.M.O.-M.; visualization, M.T.-F.; supervision, M.T.-F. and E.M.O.-M.; project administration, E.M.O.-M.; funding acquisition, E.M.O.-M. All authors have read and agreed to the published version of the manuscript.

Funding: This work was funded by the Research Project Competitive EDU2017-88641-R. (INTEREDUC/UFM): “Hybrid learning models for educational intervention with unaccompanied foreign minors (UFM). Effective tools for the minor’s school and social integration.”

Conflicts of Interest: The authors declare no conflict of interest.

Appendix A

Social Skills Scale for Young Immigrants (SSYI) Age:

Gender:

Province:

Nationality:

Instructions:

Mark with an X the answer that you believe that is more according to your personality:

1. It never happens to me.
2. Sometimes it happens to me.
3. It happens to me a lot.
4. It always happens to me

You remember this answer is anonymous.

ITEM		Answer			
		1	2	3	4
	Keys				
1	I am afraid they will laugh at me when I ask questions.				
2	I am not able to phone other friends.				
3	I keep my opinions to myself.				
4	I do not like meeting with many people for fear of doing or saying something foolish.				
5	I am not able to express my feelings to others.				
6	If I had to look for a job, I would prefer to write letters/emails rather than having to go through personal interviews.				
7	I find it difficult to express my opinion in groups (in classroom, meetings, etc.).				
8	When in a store first serves someone, who came in after me, I do not say anything.				

9	If I am in the cinema and someone bothers me with their conversation, I cannot tell him/her to shut up.				
10	I am unable to ask for the price of something I am buying to be discounted.				
11	When someone "jumps" the queue, I do not say anything.				
12	When a close relative bothers me, I prefer to hide my feelings rather than express anger.				
13	I prefer to shut up to avoid problems with other people.				
14	If a seller insists on showing me a product that I do not want, it is hard for me to say I do not want it.				
15	When I am in a hurry and a friend calls me on the phone, I do not know how stop the conversation and hang up.				
16	When someone borrows my things from me, I lend them, even if I do not want to do. I do not know how to say no.				
17	I do not know how to tell a friend that he talks a lot, that he stops talking.				
18	When I do not want to go out with someone again, I cannot tell it to him/her.				
19	When someone calls me to leave, I do not know how to refuse, even though I do not feel like it.				
20	I do not know how to ask someone to give me back something that I lent him/her.				
21	If, in a restaurant, they do not bring me the food as I had requested, I cannot call the waitress or ask the cook to do it again.				
22	If I leave a store and I realize that they have given me the change badly, I do not return there to ask for the correct change.				
23	If I lend money to a friend and he does not return it, I cannot remember it to them.				
24	I am not able to ask favors from my friends.				
25	When I like a boy or a girl, I do not know what to say.				
26	When I have to flatter someone, I do not know what to say.				
27	I prefer to keep quiet so as not to create problems for other people.				
28	If I find a person I like, I cannot approach him to talk.				

29	I am not able to ask someone for an appointment.				
----	--	--	--	--	--

References

- Abraham, S., Mir, B.A., Suhara, H., Mohamed, F.A., & Sato, M. (2019). Structural equation modeling and confirmatory factor analysis of social media use and education., *International Journal of Educational Technology in Higher Education*, *16*, 2–25. doi: 10.1186/s41239-019-0157-y.
- Albertini, M., Mantovani, D., & Gasperoni, G. (2018). Intergenerational Relations Among Immigrants in Europe: The Role of Ethnic Differences, Migration and Acculturation. *Journal of Ethnic and Migration Studies*, *45*, 1693–1706. doi: 10.1080/1369183X.2018.1485202.
- Al Maqbali, M., Dunwoody, L., Rankin, J., Hacker, E., Hughes, C., & Gracey, J. (2020). Psychometric properties and cultural adaptation of sleep disturbance measures in Arabic-speaking populations: A systematic review. *Journal of Sleep Research*, *29*, 1–12. doi: 10.1111/jsr.12877.
- Alsmadi, S., & Alnawas, I. (2018). Consumer rights paradigm: Development of the construct in the Jordanian context. *Journal of business ethics*, 1-18. doi: 10.1007/s10551-018-3815-4.
- Ammann, J., Hartmann, C., & Siegrist, M. (2018). Development and validation of the Food Disgust Picture Scale. *Appetite*, *125*, 367–379. doi: 10.1016/j.appet.2018.02.020.
- Arace, A., Scarzello, D., Zonca, P., & Agostini, P. (2019). Early child care experiences and individual differences: The role of gender and temperament in social skills and problem behaviors in Italian toddlers. *Early Child Development and Care*, 1–14. doi: 10.1080/03004430.2019.1655736.

- Asare, M., & Sarma, M. (2015). Establishing validity and reliability of a health belief model and acculturation scale for measuring safe-sex and sexual communication behaviors among African immigrants for protecting against HIV/AIDS. *Journal of immigrant & refugee studies*, 12(3), 191-209. doi: 10.1080/15562948.2013.826842.
- Auerswald, M., & Moshagen, M. (2019). How to determine the number of factors to retain in exploratory factor analysis: A comparison of extraction methods under realistic conditions. *Psychological Methods*, 24, 468–491. <https://doi.org/10.1037/met0000200>.
- Azorín-Abellán, C. M. (2017). Análisis de instrumentos sobre educación inclusiva y atención a la diversidad. *Revista complutense de educación*, 28(4), 1043-1060. <https://doi.org/10.5209/RCED.51343>.
- Bacci, L.A., Mello, L.G., Incerti, T., de Paiva, A.P., & Balestrassi, P.P. (2019). Optimization of combined time series methods to forecast the demand for coffee in Brazil: A new approach using Normal Boundary Intersection coupled with mixture designs of experiments and rotated factor scores. *International Journal of Production Economics*, 212, 186–211. <https://doi.org/10.1016/j.ijpe.2019.03.001>.
- Baton, E., Crosland, K., & Haynes, R. (2019). An evaluation of a social skills application for children who are homeless. *Research on Social Work Practice*, 29, 323–332. <https://doi.org/10.1177/1049731517729038>.
- Beidel, D. C., Alfano, C. A., Kofler, M. J., Rao, P. A., Scharfstein, L., & Wong, N. (2014). The impact of social skills training for social anxiety disorder: A randomized controlled trial. *Journal of anxiety disorders*, 28, 908-918. <https://doi.org/10.1016/j.janxdis.2014.09.016>.

- Berry, S.L., Crowe, T.P., & Deane, F.P. (2012). Preliminary development and content validity of a measure of Australian Aboriginal cultural engagement. *Ethnicity Health, 17*, 325–336. <https://doi.org/10.1080/13557858.2011.645157>.
- Bexell, S. H., Decker, J. L., Tejada, J., & Rechkemmer, A. (2018). An analysis of inclusion gaps in sustainable development themes: Findings from a review of recent social work literature. *International social work, 62*(2), 864-876. <https://doi.org/10.1177/0020872818755860>.
- Boccagni, P., & Righard, E. (2015). Introduction to the special issue: Social work and migration in Europe: A dialogue across boundaries. *Journal of immigrant & refugee studies, 13*(3), 221-228. <https://doi.org/10.1080/15562948.2015.1059970>.
- Bördlein, C. (2018). Student-directed behavioral community interventions in social work education. *Research on social work practice, 28*(6), 731-740. <https://doi.org/10.1177/1049731518755011>.
- Browne, S., Glass, C., & Holyoak, G. (2016). Institutional constraints limiting social services for immigrants. *Journal of immigrant & refugee studies, 14*(2), 156-176. <https://doi.org/10.1080/15562948.2015.1066475>.
- Buchanan, Z.E., Abu-Rayya, H.M., Kashima, E., & Paxton, S.J. (2016). The interconnection between acculturation and subjective and social wellbeing among refugee youth in Australia. *Journal of Refugee Studies, 30*, 511–529. <https://doi.org/10.1093/jrs/few040>.
- Bunford, N., Evans, S. W., Becker, S. P., & Langberg, J. M. (2015). Attention-deficit/hyperactivity disorder and social skills in youth: A moderated mediation model of emotion dysregulation and depression. *Journal of abnormal child psychology, 43*(2), 283-296. <https://doi.org/10.1007/s10802-014-9909-2>.

- Caballo, V. E., Salazar, I. C., Iruetia, M. J., Piqueras, J. A., Rivera, M., Bas, P., Fernández Gutiérrez, M., Antona, C., & Salavera, C. (2017). Desarrollo y validación de un nuevo instrumento para la evaluación de las habilidades sociales: El “Cuestionario de Habilidades Sociales” (CHASO). *Behavioral psychology*, *25*(1), 5-24.
- Caringi, J., Hardiman, E., Weldon, P., Fletcher, S., Devlin, M., & Stanick, C. (2017). Secondary traumatic stress and licensed clinical social workers. *Trauma*, *23*, 186–195. <https://doi.org/10.1037/trm0000061>.
- Carvalho, A. V., Moura, A. A., Braga, J. K., Del-Ben, C. M., Pinheiro, F., Barbieri, M. A., & Bettiol, H. (2017). Perceived stress scale: confirmatory factor analysis of the PSS14 and PSS10 versions in two samples of pregnant women from the BRISA cohort. *Cadernos de saúde pública*, *33*(12), 13-25. <https://doi.org/10.1590/0102-311X00184615>.
- Choi, S., Lee, S., Kim, J. H., & Na, J. (2018). Effects of community integration on quality of life among Asian Americans. *International social work*, 1-12. <https://doi.org/10.1177/0020872818798009>.
- Ciftci, S. (2018). Self-expression values, loyalty generation, and support for authoritarianism: evidence from the Arab world. *Democratization*, *25*(7), 1132-1152. <https://doi.org/10.1080/13510347.2018.1450388>.
- Costa, J., Maroco, J., Pinto-Gouveia, J., Ferreira, C., & Castilho, P. (2016). Validation of the psychometric properties of the Self-Compassion Scale. Testing the factorial validity and factorial invariance of the measure among borderline personality disorder, anxiety disorder, eating disorder and general populations. *Clinical Psychology and Psychotherapy*, *23*, 460–468. <https://doi.org/10.1002/cpp.1974>.
- Curran, T., Meter, D., Janovec, A., Brown, E., & Caban, S. (2019). Maternal adult attachment styles and mother–child transmissions of social skills and self-esteem.

Journal of Families Studies, 1–15.

<https://doi.org/10.1080/13229400.2019.1637365>.

Danzer, A.M., & Yaman, F. (2016). Ethnic concentration and language fluency of immigrants: Evidence from the guest-worker placement in Germany. *Journal of Economic Behavior & Organization*, 131, 151–165. <https://doi.org/10.1016/j.jebo.2016.08.012>.

Davis, M.A., & Cernas, D.A. (2017). Revisiting the structural and nomological validity of the Zimbardo time perspective inventory. *Personality and Individual Differences*, 104, 98–103. <https://doi.org/10.1016/j.paid.2016.07.037>.

Del-Águila, R.A., Montalban-Peregrín, M., & Padilla-Melendez, A. (2017). Asian studies degrees and intercultural competence: The case of Spain. *KEDI journal of educational policy*, 14, 47–59.

Deliu, G., Miron, C., & Opariuc-Dan, C. (2019). Item dimensionality exploration by means of construct map and categorical principal components analysis. *Journal of Baltic Science Education*, 18, 209–226. <https://doi.org/10.33225/jbse/19.18.209>.

Dinour, L.M. (2019). Speaking out on “breastfeeding” terminology: Recommendations for gender-inclusive language in research and reporting. *Breastfeed. Med*, 14, 523–532. <https://doi.org/10.1089/bfm.2019.0110>.

Eddy, C.L., Herman, K.C., & Reinke, W.M. (2019). Single-item teacher stress and coping measures: Concurrent and predictive validity and sensitivity to change. *Journal of School Psychology*, 76, 17–32. <https://doi.org/10.1016/j.jsp.2019.05.001>.

Espinosa, P., Clemente, M., & Uña, O. (2016). Motivational values, parental influences and the experience of discrimination among romanian and moroccan young

- immigrants in Spain. *The Spanish Journal of Psychology*, *19*, 1–11. <https://doi.org/10.1017/sjp.2016.79>.
- Fellini, I. (2018). Immigrants' labour market outcomes in Italy and Spain: Has the Southern European model disrupted during the crisis? *Migration Studies*, *6*, 53–78. <https://doi.org/10.1093/migration/mnx029>.
- Fernández-Reino, M., & González-Ferrer, A. (2019). Intergenerational relationships among Latino immigrant families in Spain: Conflict and emotional intimacy. *Journal of Ethnic and Migration Studies*, *45*, 1746–1768. <https://doi.org/10.1080/1369183X.2018.1485205>.
- Fernholz, I., Menzel, J., Jabusch, H.C., Gembris, H., Fischer, F., Kendel, F., Kreutz, G., Schmidt, A., Willich, S.N., & Weikert, C. (2019). Musical inactivity—A risk factor? A short Questionnaire to Assess Musical Activity (MusA). *Gesundheitswesen*, *8*, 907–910.
- Flick, U., Hans, B., Hirsland, A., Rasche, S., & Röhnsch, G. (2017). Migration, unemployment, and lifeworld: Challenges for a new critical qualitative inquiry in migration. *Qualitative Inquiry*, *23*, 77–88. <https://doi.org/10.1177/1077800416655828>.
- Flick, U., Hirsland, A., & Hans, B. (2019). Walking and talking integration: Triangulation of data from interviews and go-alongs for exploring immigrant welfare recipients' sense(s) of belonging. *Qualitative Inquiry*, *25*, 799–810. <https://doi.org/10.1177/1077800418809515>.
- Fosnacht, K., Copridge, K., & Sarraf, S.A. (2019). How valid is grit in the postsecondary context? A construct and concurrent validity analysis. *Research in Higher Education*, *60*, 803–822. <https://doi.org/10.1007/s11162-018-9524-0>.

- Fragapane, S., & Minaldi, G. (2018). Migration policies and digital technologies in Europe: a comparison between Italy and Spain. *Journal of European Integration*, 40(7), 905-921. <https://doi.org/10.1080/07036337.2018.1482289>.
- Francis, H. M., Osborne-Crowley, K., & McDonald, S. (2017). Validity and reliability of a questionnaire to assess social skills in traumatic brain injury: A preliminary study. *Brain injury*, 31(3), 336-343. <https://doi.org/10.1080/02699052.2016.1250954>.
- Garha, N.S., Galeano, J., & Valls, A.A. (2016). South Asian immigration to Spain: Socio-demographic profile and territorial distribution, 2000–2014. *Asian and Pacific Migration Journal*, 25, 191–205. <https://doi.org/10.1177/0117196816639166>.
- Gil-Madrona, P., Valdivia-Moral, P., González-Víllora, S., & Zagalaz-Sánchez, M. L. (2017). Perceptions and behaviors of sex discrimination in the practice of physical exercise among men and women in pre-adolescents leisure time. *Journal of sport psychology*, 26(2), 81-86.
- Grabowska, I. (2016) The transition from education to employment abroad: The experiences of young people from Poland. *Europe-Asia Studies*, 68(8), 1421–1440. <https://doi.org/10.1080/09668136.2016.1233522>.
- Greyling, T., & Tregenna, F. (2017). Construction and analysis of a composite quality of life index for a region of South Africa. *Social Indicator Research*, 131, 887–930. <https://doi.org/10.1007/s11205-016-1294-5>.
- Grigoryev, D., & Van de Vijver, F. (2018). Acculturation expectation profiles of Russian majority group members and their intergroup attitudes. *International Journal of International Relations*, 64, 90-99. <https://doi.org/10.1016/j.ijintrel.2018.03.001>.

- Grob, C. M., Lerman, D. C., Langlinais, C. A., & Villante, N. K. (2019). Assessing and teaching job-related social skills to adults with autism spectrum disorder. *Journal of applied behavior analysis*, 52(1), 150-172. <https://doi.org/10.1002/jaba.503>.
- Hafford-Letchfield, T., Thomas, B., & McDonald, L. (2018). Social work students as community partners in a family intervention programme. *Journal of social work*, 18(5), 598-617. <https://doi.org/10.1177/1468017316657317>.
- Hensel, D. J., & Tanner, A. E. (2015). Daily emotional and behavioral interactions in young men's and young women's single and multiple partner relationships. *Journal of adolescent health*, 56(2), 5-6. <https://doi.org/10.1016/j.jadohealth.2014.10.013>.
- Hintermair, M., Sarimski, K., & Lang, M. (2016). Preliminary evidence assessing social-emotional competences in deaf and hard of hearing infants and toddlers using a new parent questionnaire. *Journal of deaf studies and deaf education*, 22(2), 143-154. <https://doi.org/10.1093/deafed/enw070>.
- Hoffman, S., Rueda, H. A., & Lambert, M. C. (2017). Confirmatory factor analysis of the Warwick-Edinburgh Mental Wellbeing Scale among youth in Mexico. *International social work*, 62(1), 309-315. <https://doi.org/10.1177/0020872817727576>.
- In, H., Kim, H., & Carney, J. V. (2019). The relation of social skills and school climate of diversity to children's life satisfaction: The mediating role of school connectedness. *Psychology in the Schools*, 1-14. <https://doi.org/10.1002/pits.22247>.
- Instituto Nacional de Estadística. (2017). Cifras de población a 1de julio de 2017: Estadística de migraciones [Population figures as of July 1, 2017: Migration statistics]. Madrid, Spain: Author. Retrieved from

<http://www.ine.es/dyngs/INEbase/>

es/operacion.htm?c=Estadistica_C&cid=1254736177000&menu=ultiDatos&idp=1254735573002.

Jenkins, L. N., & Nickerson, A. B. (2017). Bystander Intervention in Bullying: Role of Social Skills and Gender. *Journal of Early Adolescence*, 39(2), 141–166. <https://doi.org/10.1177/0272431617735652>.

Kaliisa, R., Palmer, E.J., & Miller, J. (2017). Mobile learning in higher education: A comparative analysis of developed and developing country contexts: Mobile learning in higher education. *British Journal of Educational Technology*, 50, 546–561. <https://doi.org/10.1111/bjet.12583>.

Jonkman, A., & Janssen-Jansen, L. (2018). Identifying distributive injustice through housing (mis)match analysis: The case of social housing in Amsterdam. *Housing Theory and Society*, 35, 353–377. <https://doi.org/10.1080/14036096.2017.1348392>.

Kettrey, H. H. (2018). “Bad girls” say no and “good girls” say yes: sexual subjectivity and participation in undesired sex during heterosexual college hookups. *Sexuality & culture*, 22(3), 685-705. <https://doi.org/10.1007/s12119-018-9498-2>.

Kizilcec, R.F., Pérez-Sanagustín, M., & Maldonado, J.J. (2017). Self-regulated learning strategies predict learner behavior and goal attainment in Massive Open Online Courses. *Computers and Education*, 104, 18–33. <https://doi.org/10.1016/j.compedu.2016.10.001>.

Klimeckil, O. M., Sander, D., & Vuilleumier, P. (2018). Distinct brain areas involved in anger versus punishment during social interactions. *Scientific reports*, 8(1), 1-12. <https://doi.org/10.1038/s41598-018-28863-3>.

- Laliberté, J. W. (2019). Language skill acquisition in immigrant social networks: Evidence from Australia. *Labour Economics*, *57*, 35-45. <https://doi.org/10.1016/j.labeco.2019.01.005>.
- Lecerf, T., & Canivez, G. L. (2018). Complementary exploratory and confirmatory factor analyses of the French WISC-V: Analyses based on the standardization sample. *Psychological assessment*, *30*(6), 793-808. <https://doi.org/10.1037/pas0000526>.
- Lee, B. (2018). The strengths and difficulties questionnaire: The factor structure in a sample of Korean immigrant parents in New Zealand. *Psychiatry and Clinical Psychopharmacology*, *28*, 429-435. <https://doi.org/10.1080/24750573.2018.1479114>.
- Leganés-Lavall, E. N., & Pérez-Aldeguer, S. (2016). Social competence in Higher Education Questionnaire (CCSES): Revision and psychometric analysis. *Frontiers in psychology*, *7*, 1-6. <https://doi.org/10.3389/fpsyg.2016.01484>.
- León, B., Felipe, E., Mendo, S., & Iglesias, D. (2015). Habilidades sociales en equipos de aprendizaje cooperativo en el contexto universitario. *Behavioral psychology*, *23*, 191-214.
- Liu, E., & Blunden, H. (2019). Cultural diversity and sensitivity in public estate renewals: Evidence from an Australian longitudinal study. *Housing Studies*, *35*, 1-22. <https://doi.org/10.1080/02673037.2019.1644296>.
- López-Mora, C., González, J., Garcés, E. J., & Portoles, A. (2017). Versión reducida del cuestionario CMA de metas para adolescentes (CMA-R). *Revista de investigación educativa*, *35*(2), 445-464. <https://doi.org/10.6018/rie.35.2.226461>.
- Marcu, S. (2016). Learning Mobility Challenging Borders: Cross-border Experiences of eastern European Immigrants in Spain. *Mobilities*, *11*, 343-361. <https://doi.org/10.1080/17450101.2014.934055>.

- Marcu, S. (2018). Refugee students in Spain: The role of universities as sustainable actors in institutional integration. *Sustainability*, *10*(6), 1-21. <https://doi.org/10.3390/su10062082>.
- Martínez-Ginés, M.L., García-Domínguez, J.M., Sarmiento, M., & Maurino, J. (2019). Spanish cultural adaptation of the short version of the Multiple Sclerosis Work Difficulties Questionnaire (MSWDQ-23). *Neurología*, *34*, 611–614. <https://doi.org/10.1016/j.nrl.2017.01.016>.
- Masilo, D. T. (2018). Social work intervention to address the phenomenon of bullying amongst learners in the school setting: A literature review. *South African journal of education*, *38*(1), 1-9. <https://doi.org/10.15700/saje.v38ns1a1594>.
- Mendo-Lázaro, S., León, B., Felipe-Castaño, E., & Polo, M. I. (2016a). Entrenamiento en habilidades sociales en el contexto universitario: Efecto sobre las habilidades sociales para trabajar en equipos y la ansiedad social. *Behavioral psychology*, *24*, 423-438.
- Mendo-Lázaro, S., León, B., Felipe-Castaño, E., Polo, M. I., & Palacios-García, V. (2016b). Evaluación de las habilidades sociales de estudiantes de educación social. *Revista de psicodidáctica*, *21*(1), 139-156. <https://doi.org/10.1387/RevPsicodidact.14031>.
- Menesini, E., & Salmivalli, C. (2017). Bullying in schools: the state of knowledge and effective interventions. *Psychology, Health & Medicine*, *22*, 240-253. <https://doi.org/10.1080/13548506.2017.1279740>.
- Mérida, R., Serrano, A., & Tabernero, C. (2015). Design and validation of a questionnaire for children's self-esteem assessment. *R.I.E.*, *33*, 149–162.
- Mihalec-Adkins, B.P., & Cooley, M.E. (2019). Examining individual-level academic risk and protective factors for foster youth: School engagement, behaviors, self-

- esteem, and social skills. *Child and Family Social Work*, 25, 256–266.
<https://doi.org/10.1111/cfs.12681>.
- Miyejav, I. (2018). A confirmatory factor analysis of Mathematics Teachers' Professional Competences (MTPC) in a Mongolian context. *EURASIA Journal of Mathematics, Science and Technology Education*, 14, 699–708.
<https://doi.org/10.12973/ejmste/80816>.
- Morán, V. E., Olaz, F. O., & Del Prette, Z.A.P. (2015). Social Skills Questionnaire for argentinean college students (SSQ-U). Development and validation. *Spanish journal of psychology*, 18, 95. <https://doi.org/10.1017/sjp.2015.92>.
- Morin, A. J. S., Arens, A. K., Tran, A., & Caci, H. (2016). Exploring sources of construct-relevant multidimensionality in psychiatric measurement: A tutorial and illustration using the Composite scale of morningness. *International journal of methods in psychiatric research*, 25(4), 277–288.
<https://doi.org/10.1002/mpr.1485>.
- Mundra, K. (2019) Immigrant and minority homeownership experience: Evidence from the 2009 American housing survey. *East. Economy Journal*, 46, 53–81.
- Munoz, R. T., Miller, C. R., Fritz, T. A., Miller, P. N., & Khojasteh, J. (2019). A screening, brief intervention, and referral to treatment collaborative: Impact for social work students. *Journal of social work education*, 1-13.
<https://doi.org/10.1080/10437797.2018.1526730>.
- Murphy, K.L., Liu, M., & Herzog, T.A. (2019). Confirmatory factor analysis and structural equation modeling of socio-cultural constructs among chamorro and non-chamorro micronesians betel nut chewers. *Ethnic Health*, 24, 724–735.
<https://doi.org/10.1080/13557858.2017.1346177>.

- Nagy, G., Brunner, M., Lüdtke, O., & Greiff, S. (2017). Extension Procedures for Confirmatory Factor Analysis. *The Journal of Experimental Education, 85*, 574–596. <https://doi.org/10.1080/00220973.2016.1260524>.
- Obucina, O. (2019). Migrant Integration in a Changing Europe: Immigrants, European Citizens, and Co-Ethnics in Italy and Spain. *Population, 74*, 615–616. <https://doi.org/10.3917/popu.1904.0615>.
- Oldmeadow, J. A., Quinn, S., & Kowert, R. (2013). Attachment style, social skills, and facebook use amongst adults. *Computers in human behavior, 29*, 1142–1149.
- Pinilla, J., Negrín, M.A., & Abasolo, I. (2019). Trends in horizontal inequity in access to public health care services by immigrant condition in Spain (2006–2017). *International Journal for Equity in Health, 18*, 1–16. <https://doi.org/10.1186/s12939-019-1092-1>.
- Pirchio, S., Passiatore, Y., Carrus, G., & Taeschner, T. (2019). Children's interethnic relationships in multiethnic primary school: Results of an inclusive language learning intervention on children with native and immigrant background in Italy. *European Journal of Psychology of Education, 34*, 225–238. <https://doi.org/10.1007/s10212-017-0363-8>.
- Polit, D.F., Beck, C.T., & Owen, S.V. (2007). Is the CVI an acceptable indicator of content validity? Appraisal and recommendations. *Research in Nursing & Health, 30*, 459–467. <https://doi.org/10.1002/nur.20199>.
- Raineri, M. L., & Calcarreta, V. (2018). Social work strategies against crisis in everyday practice: An anti-oppressive case study. *International social work, 61*(1), 130–142. <https://doi.org/10.1177/0020872815606793>.
- Ren, H., Sun, S., Cheah, C. S., Sang, B., & Liu, J. (2019b). Confirmatory factor analyses of the parent attributions questionnaire among Asian immigrant mothers.

International Journal of Behavioral Development, 43(2), 185–193.
<https://doi.org/10.1177/0165025418798492>.

Romero-Oliva, C., Nunes, C., Montilla Coronado, C., Lemos, I., Gómez, Á. H., & Ayala-Nunes, L. (2017). Calidad de vida y competencias sociales: un estudio comparativo entre adolescentes nativos e inmigrantes de España y Portugal. *Universitas Psychologica*, 16(3), 1-11.
<https://doi.org/10.11144/Javeriana.upsy16-3.cvcs>.

Rodríguez, M. D., & Ferreira, J. (2018). The contribution of the intervention in social networks and community social work at the local level to social and human development. *European journal of social work*, 1-13.
<https://doi.org/10.1080/13691457.2018.1423551>.

Sánchez-Oliva, D., Morin, A. J. S., Teixeira, P. J., Carraça, E. V., Palmeira, A. L., & Silva, M. N. (2016). A bifactor exploratory structural equation modeling representation of the structure of the basic psychological needs at work scale. *Journal of vocational behavior*, 98, 173-187.
<https://doi.org/10.1016/j.jvb.2016.12.001>.

Sánchez-Teruel, D., Robles-Bello, M. A., & González-Cabrera, M. (2015). Social skills in university students studying health sciences (Spain). *Educación médica*, 16(2), 126-130. <https://doi.org/10.1016/j.edumed.2015.09.005>.

Schachner, M. K., He, J., Heizmann, B., & Van de Vijver, F. (2017). Acculturation and school adjustment of immigrant youth in six European countries: Findings from the Programme for International Student Assessment (PISA). *Frontiers in Psychology*, 8. <https://doi.org/10.3389/fpsyg.2017.00649>.

Schachner, M. K., Schwarzenthal, M., Van de Vijver, F., & Fons, J. R. (2019). How All Students Can Belong and Achieve: Effects of the Cultural Diversity Climate

- Amongst Students of Immigrant and Nonimmigrant Background in Germany. *Journal of Educational Psychology*, *111*(4), 703-716. <https://doi.org/10.1037/edu0000303>.
- Shaw, L. A., Wainryb, C., & Smetana, J. (2014). Early and middle adolescents' reasoning about moral and personal concerns in opposite-sex interactions. *Social development*, *23*(4), 784-802. <https://doi.org/10.1111/sode.12076>.
- Siembida, E. J., Moss, K., Kadan-Lottick, N., & Bellizzi, K. M. (2018). The patient-provider relationship in adolescent oncology: An exploratory factor analysis of a thirteen-item self-report measure. *Journal of adolescent health*, *63*, 509-512.
- Soriano-Miras, R.M., Trinidad-Requena, A., & Guardiola, J. (2020). The Well-Being of Moroccan Immigrants in Spain: A Composite Indicator. *Social Indicator Research*, *148*, 635–653. <https://doi.org/10.1007/s11205-019-02215-8>.
- Sreekumar, H., & Varman, R. (2018). Vagabonds at the margins: Acculturation, subalterns, and competing worth. *Journal of macromarketing*, *39*(1), 37-52. <https://doi.org/10.1177/0276146718815939>.
- Steenbergen-Hu, S., Makel, M.C., & Olszewski-Kubilius, P. (2016). What one hundred years of research says about the effects of ability grouping and acceleration on k–12 students' academic achievement: Findings of two second-order meta-analyses. *Review of Educational Research*, *86*, 849–899. <https://doi.org/10.3102/0034654316675417>.
- Surastina, & Dedi, F. S. O. (2018). Examining academic writing motivation of prospective Indonesian language teachers using exploratory factor analysis. *International journal of instruction*, *11*(2), 15-24. <https://doi.org/10.12973/iji.2018.1122a>.

- Suriá, R., García, J. M., & Ortigosa, J. M. (2015). Perfiles resilientes y su relación con las habilidades sociales en personas con discapacidad motora. *Behavioral Psychology*, 23, 35-49.
- Taber, K.S. (2018). The Use of Cronbach's Alpha When Developing and Reporting Research Instruments in Science Education. *Research in Science Education*, 48, 1273–1296. <https://doi.org/10.1007/s11165-016-9602-2>.
- Tan, K., Shin Oe, J., & Hoang Lee, M.D. (2018). How does gender relate to social skills? Exploring differences in social skills mindsets, academics, and behaviors among high-school freshmen students. *Psychology in the Schools*, 55, 429–442. <https://doi.org/10.1002/pits.22118>.
- Tartakovsky, E. (2016). Personal value preferences and burnout of social workers. *Journal of Social Work*, 16, 657–673. <https://doi.org/10.1177/1468017315589872>.
- Urzúa, A., Ferrer, R., Godoy, N., Leppes, F., Trujillo, C., Osorio, C., & Caqueo-Urizar, A. (2017). The mediating effect of self-esteem on the relationship between perceived discrimination and psychological well-being in immigrants. *PLoS ONE*, 13, e0198413. <https://doi.org/10.1371/journal.pone.0198413>
- Wagner, M. F., Pereira, A. S., & Oliveira, M. S. (2014). Intervención sobre las dimensiones de la ansiedad social por medio de un programa de entrenamiento en habilidades sociales. *Behavioral Psychology*, 22, 425-442.
- Wiktorowicz, J. (2016). Exploratory factor analysis in the measurement of the competencies of older people. *Journal of economic literature*, 54(4), 48-60. <https://doi.org/10.15611/ekt.2016.4.03>.

- Williams-Washington, K. N., & Mills, C. (2018). African American historical trauma: Creating an inclusive measure. *Journal of multicultural counseling and development, 46*, 246-263. <https://doi.org/10.1002/jmcd.12113>.
- Wilson, F. (2016). Identifying, preventing, and addressing job burnout and vicarious burnout for social work professionals. *Journal of Evidence-Informed Social Work, 13*, 479–483. <https://doi.org/10.1080/23761407.2016.1166856>.
- Wilson, M., Gochyyev, P., & Scalise, K. (2017). Modeling data from collaborative assessments: Learning in digital interactive social networks. *Journal of educational measurement spring, 54*(1), 85–102. <https://doi.org/10.1111/jedm.12134>.
- Wong, P., Wong, D., & Zhuang, Y. (2017). Psychometric properties of the AIR Self-Determination Scale: The Chinese version (AIR SDS-C) for Chinese people with intellectual disabilities. *Journal of Intellectual Disability Research, 61*, 233–244. <https://doi.org/10.1111/jir.12343>.
- Xu, W., Chen, C., Dai, J., Zhou, Y., & Zhang, Y. (2019). Detection of known signals in additive impulsive noise based on Spearman's rho and Kendall's tau. *Signal Processing, 161*, 165–179. <https://doi.org/10.1016/j.sigpro.2019.03.017>.
- Young, J. (2017). Technology-enhanced mathematics instruction: A second-order meta-analysis of 30 years of research. *Educational Research Review, 22*, 19–33. <https://doi.org/10.1016/j.edurev.2017.07.001>.

4.2 Investigación 2. The Acquisition of Social Skills of Immigrant Students as a Means of Acculturation.

Christian Fernández-Leyva,¹ University of Granada, Spain

María Tomé-Fernández, University of Granada, Spain

José Manuel Ortiz-Marcos, University of Granada, Spain

Abstract: In this study, binary logistic regression statistics was used in order to analyze the influence of the variables gender and cultural origin, in the development of social skills of young immigrants. The social skills construct was defined with the responses of N = 749 immigrants to the Social Skills Scale for Young Immigrants (SSSYI), in which six dimensions are evaluated: the ability to say no and cut off interactions, self-expression in social situations, defense of their rights as a consumer, expression of anger or disagreement toward others, the ability to make requests, and the ability to initiate positive interactions with the opposite sex. The analysis was carried out using the statistical software SPSS and STATA. The results showed that there are significant differences in the development of social skills in young immigrants based on their gender and cultural origin. More specifically, it is shown that Asian immigrants are less likely to acquire social skills than the rest of the participants. It is immigrant women who are more likely to obtain these social skills.

Keywords: Binary Regression, Cultural Origin, Gender, Immigrants, Social Skills.

Introduction

Currently, migratory movements characterize European countries with great cultural, ethnic, and linguistic diversity, mainly from South and West Asia, Africa, the Balkans, and the Middle East (Burgin & Daniel, 2020; Duarte et al., 2016; Taghizadeh &

Yourdshahi, 2019). In this situation, European schools reflect the multicultural and multilingual reality of these societies (Jiménez, 2019; Tohrtensson, 2017; Figueredo & Ortíz-Jiménez, 2017; Moreira, 2019). Many immigrant students face interracial challenges that put their educational inclusion in check during their educational stage (Straat et al., 2016; Czibere & Schranz, 2020; Escarbajal et al., 2019; Madariaga et al., 2016). Several investigations argue that it is essential to promote a climate of school coexistence based on the positive assessment of diversity and in intercultural educational actions that allow the acculturation of diverse students to be achieved (Micó- Cebrián et al., 2019; Carbajal & Fierro, 2019; Ahmadi et al., 2020; Hernández et al., 2016).

The acculturation phenomenon is synonymous with the adaptation and changes suffered by people of different cultural and racial origins in the host societies (Martín, 2017; Ordóñez-Carrasco et al., 2019; Kizgin et al., 2019). In this regard, when an immigrant student enters the educational system, there are several areas that can be affected in the aforementioned phenomenon: values, language, social relations, and cultural traditions (Bogulski et al., 2019; Chatty, 2017). In this way, the host population may be more or less favorable to the maintenance of cultural elements in the countries of origin (Roblain et al., 2017; Micó-Cebrián et al., 2019; Lu et al., 2020). These preferences influence future interactions and the well-being of the host group (López-Rodríguez & Zagefka, 2015).

In this regard, Moskal (2018) considers it essential to take into account, in the educational context, the concept of intersectionality in immigrant students, since acculturation will be characterized by belonging to two or more simultaneously subordinate social groups (Blau & Kahn, 2017; Moskal, 2018), in which the development of social skills will be influenced (Ordóñez-Carrasco et al., 2020). As Roblain et al. (2017) argue, in the phenomenon of acculturation, the immigrant will need to adopt social strategies that allow

them to develop an adequate adaptation to the new context (Martín-Pastor et al., 2017; Martín, 2017; Larrañaga et al., 2020).

In this adaptation, the individual will be able to manage in the host cultural context and is associated with the development of social skills, which in the case of students encompasses academic performance and affective relationships with their peers (Mora et al., 2017; Pena et al., 2018; Acosta, 2019). Furthermore, it is related to social skills linked to the cultural knowledge of society, the degree of knowledge of the language, the degree of contact, and positive intergroup attitudes (Chang, 2019; Shi et al., 2019; Zhou et al., 2020; Zhou et al., 2019; Ustuner & Yigitbas, 2020; Stunell, 2020). The development of these skills creates lower levels of conflicts between the immigrant and the host context (Huguet et al., 2017) and a potency of friendship between these groups (Pérez, Serrano & Carpio, 2020; Sáenz- Hernández, 2020).

Various investigations relate the gender variable to the development of essential social skills in the acculturation phenomenon (Freedman, 2016; Kyoko, 2017; Over & Uskul, 2016). Among the main conclusions, it has been obtained that the females, in all cultural and ethnic groups, outperform their male counterparts in the frequency of appearance of these skills (Barbarin & Aikens, 2015; Gowayed, 2019; Paz & Kook, 2020). However, other studies consider that these skills do not persist over time and tend to disappear due to the influence of cultural, ethnic, or religious elements (Walseth, 2015; Lleixà & Nieva, 2018; Piccinini, 2019). More specifically in the school context, there are data that reveal a greater participation of immigrant girls in recreational and social activities, that collect the use of certain social skills, but that tends to decrease as they grow up, due to family influences (Bian et al., 2017; Moliner et al., 2018; Sáinz et al., 2020). In this regard, certain family traditions related to cultural or religious beliefs have been shown to interfere with the development of the social freedoms of immigrants (Keddie, 2016;

Mahoney, 2019). Therefore, families play a fundamental role in the development of the social skills of their daughters that supposes a lower social participation of immigrant girls in social activities (Aldoney & Cabrera, 2016; Cabrera et al., 2017; Cabrera et al., 2018; Gresham et al., 2020; Telford et al., 2016; Sánchez-Hernández et al., 2019).

Furthermore, in the school context, the immigrant student is, in some situations, segregated or isolated from their peer group due to his race or culture (Adams & Van de Vijver, 2017; Adams-Wiggins et al., 2020; Lowe et al., 2020). Therefore, in this area, the gender variable must be linked to that of cultural origin as influential in the development of social skills of the immigrant student (Dusi, Rodorigo & Andus, 2017; Nishina et al., 2019). In this sense, Esping-Andersen and Cimentada (2018), Pulaczewska (2019), and Rodríguez-Hidalgo et al., (2018) agree on concluding that the cultural origin of a person influences the acquisition of social skills, identifying family mediation as a determining factor for this.

More specifically, Dewaard et al. (2018), Gallardo-López et al. (2020), and Martín-Pastor et al. (2017) relate the adaptation and language problems suffered by some immigrants when they arrive in the host country with the reduced development of their social skills. In this sense, they mention segregation, racism, and xenophobia as determining factors in the development of these skills, since, as Chiswick et al. (2020), Miller et al. (2020), Park et al. (2019), and Rebhun (2015) indicate, the greater the student's social relations immigrants with their peer group and with the host society, the greater the number of social skills they will acquire in the process of social interaction.

The generation of evidence where categories such as culture, ethnicity, social skills and gender are interrelated, allows addressing the differences and diversity of students from a key perspective for current education (Beach, 2019; Portes et al., 2018; Bauman et al., 2019; Riquelme-Castañeda & Pedraja-Rejas, 2019). That is why, in this research, the

influence of the variables “gender” and “cultural” origin on the development of social skills of immigrants, as a primary process for their acculturation are discussed. This article attempts to find out how the development of social skills influences the acculturation process of immigrant students. The following research question is defined for the study: How do the cultural origin and gender of immigrant students influence the development of social skills necessary for their acculturation? For this study, Social Skill Scale for Young Immigrants (SSYI) (Tomé- Fernández et al., 2020) has been used, made up of six dimensions that evaluate: the ability to know how to say no and cut interactions, self-expression in social situations, the defense of your own rights as a consumer, the ability to express anger and disagreement, the ability to make requests, and the ability to know how to initiate interactions with the opposite sex.

Regarding the ability to say no and cut interactions, there are previous investigations that relate lower levels in this ability with reduced levels of empathy, less self-control and more impulsiveness (Alsmadi & Alnawas, 2018; Kumi-Yeboah, 2016; Garces-Bacsal, 2020; Baadte, 2020). This sometimes leads to antisocial behavior (Dimitrova et al., 2016; Archambault et al., 2017; Theis et al., 2019). Acquiring the above mentioned skills will influence the maturation process of the immigrant student in the decision- making process in such a way that they will improve their self-worth, as competent, autonomous, and connected beings in the school environment (Ham et al., 2020; Tran & Raffaelli, 2020; Lee et al., 2018), which in turn will improve their social acculturation (Lee et al., 2017; López-Larrosa et al., 2019). The dimension related to self-expression in social situations refers to the ability to demonstrate to the host society its own cultural and religious way of life, in which society is enriched and inclusion is encouraged, regardless of the cultural characteristics of the subjects, thus avoiding racial discrimination and class inequality (Demireva, 2019; Kim et al., 2020; Lyausheva et al., 2020; Davidson, 2020).

The third dimension, the defense of one's rights as a consumer, refers to the ability of the immigrant to demonstrate knowledge of their rights in public establishments (Cavallaro & Sridhar, 2020; Trost et al., 2018). Defending one's own rights is essential in the acculturation phenomenon, since authors such as Zolfagharian and Ulusoy (2017), Lee (2019), and Kemppainen et al. (2020) indicate that, with the recognition of these rights, it favors the democratic connection with daily life experiences, naturally developing social skills within the host context.

The fourth dimension refers to the expression of anger or disagreement towards others. This skill is essential to carry out adequate management of conflict situations (Choi, 2017; Villalobos et al., 2017). This dimension is understood as a necessary and enriching component of social cohesion and acculturation (Lyausheva et al., 2020; Watters et al., 2020), and that it will reduce the negative impact of interracial conflicts that arise in young people (Mavuru & Ramnarain, 2020; Lichter et al., 2020).

The fifth dimension refers to the ability to make requests. With this ability, the immigrant population has the capability to request something that they consider fair for their dignity as people, and for this they will need to develop the sense of belonging to the host country, necessary for their integration and subsequent acculturation (Kim, 2019; Wessendorf, 2017; Wessendorf & Phillimore, 2019; Politi et al., 2020).

The last and sixth dimension is linked to the immigrant's ability to initiate positive interactions with the opposite sex. In this sense, there are studies that link the aforementioned ability with social integration and the acculturation of minority ethnic and cultural groups (Van der Graaff et al., 2018; Feu & Abril, 2020). Since the aforementioned ability brings together intercultural communication skills from an egalitarian point of view, in which both genders learn to cope and know the mechanisms

of social interaction with people of the other sex (Bragg et al., 2019; Fisher et al., 2020; Rodríguez et al., 2018).

Materials and Methods

Participants

Table 17. Percentage and Number of Participants by Province

City	%	Participants
Granada	34.8	261
Cádiz	13.6	102
Málaga	11.5	86
Almería	10.3	77
Huelva	8.7	65
Ceuta	4.7	35
Melilla	4.5	34
Jaén	4.3	32
Córdoba	3.9	29
Sevilla	3.7	28

Source: Fernández-Leyva, Tomé-Fernández and Ortiz-Marcos

The N = 749 immigrant students from centers belonging to Spanish cities in Andalusia, Ceuta and Melilla participated in the research (see Table 17). Of these, 397 (53%) were women and 352 (47%) men between the ages of twelve- and eighteen-years-old ($X = 14.17$, $SD = 1.67$). Regarding cultural origin, 238 students came from the African continent (31.8%) characterized by having the majority of the Islamic religion (100%); 216 European immigrants (28.8%) with a Christian religion, where 65 percent declared themselves Catholic, 25 percent Protestant, and 10 percent Orthodox; 177 from the

American continent (23.6%) divided into those who come from North America with the Christian religion (80%), where 70 percent declared themselves Protestant and 30 percent Catholic, and those who profess the Judaic religion (20%) and those of South America, mainly Catholics (90%) and Protestants (10%), finally, 118 immigrant students from the Asian continent (15.8%), who mainly processed the Islamic religion (15%), Buddhist (75%), and Hindu (10%).

The sample selection was non-probabilistic of intentional type, accessing only the higher education centers that wanted to participate. Despite this, the sample has sufficient representativeness, according to the calculations established by Williams-Washington and Mills (2018), in which they affirm that the participant-item ratio must be at least 10:1.

In addition, the geographical choice was intentional, since Andalusia, Ceuta, and Melilla are border areas between southern Spain and North Africa with great cultural diversity. School classrooms in these areas are therefore characterized by multiculturalism (Andersson, 2016; Fernández-Delgado et al., 2020). In addition, their good climate and linguistic similarities also make them benefit from immigrant students from northern Europe and the Latin American continent (Mora, Fernández & Torre, 2018; INE, n.d.).

Data Collection Tools

To assess the acquisition of social skills in immigrant students, the SSYI was used (Tomé-Fernández et al., 2020) (see Appendix B). This instrument collected sociodemographic data of the selected sample, such as age, gender, the province in which they live, the nationality and the religion they profess. For this study, a cultural division of the subjects has been made according to their cultural origin, defined as the place of origin of the people who mostly have similar traditions and customs (Renger et al., 2020; Rodríguez-Hidalgo et al., 2018).

The second part consists of twenty-nine items divided into the following six dimensions: ability to say no and cut interactions (7 items); self-expression in social situations (8 items); defense of your rights as a consumer (4 items); ability to express anger and disagreement (3 items); ability to make requests to others (4 items); and ability to initiate positive interactions with people of the opposite sex (3 items). The scale complies with the established psychometric properties, having an internal consistency level of 0.8.

Process

The SSYI questionnaire was administered to a total sample of 749 compulsory secondary education immigrant students. For this survey, the pertinent educational authorities were asked for the necessary permits to access the selected educational centers. Permission to participate in the study was also sought from the legal guardians of immigrants under the age of 18. The questionnaire was administered on paper in Spanish. It was carried out in a period of between ten and thirty minutes in the classroom and individually, although in the necessary cases the help of translators was used, which in most cases were other immigrant students with greater language skills. In this data collection process, the ethical recommendations provided in the Declaration of Helsinki in 1975 and then updated in Brazil in 2013 were followed; and by the Ethics Committee of the University of Granada (reference code: 742 / CEIH / 2018).

Data Analysis

Statistical software SPSS version 25 was used for tabulation and data analysis. Following theoretical recommendations, having obtained a sample of more than fifty participants, the data analysis was performed using the Kolmogorov-Smirnov statistical test (Finner & Gontscharuk, 2018; Baselice et al., 2019; Muhammad, 2020). Defined as the Z statistic

to obtain the score distribution between two or more variables (Banarjee & Pradhan, 2018; Fang & Chen, 2019).

The results were $Z = 0.07$, $p = 0.00$ (Table 18). Breaking the Null Hypothesis (H_0) (Kordzakhia et al., 2017; Finner & Gontscharuk, 2018), which determined a non-normal distribution of the data and the use of non-parametric test statistics.

Table 18. Kolmogorov-Smirnov Z Total and for Each Dimension.

	Dimension 1	Dimension 2	Dimension 3	Dimension 4	Dimension 5	Dimension 6	Total
Z	0.14	0.15	0.13	0.14	0.10	0.14	0.07
Sig.	0.00	0.00	0.00	0.00	0.00	0.00	0.00

Source: Fernández-Leyva, Tomé-Fernández and Ortiz-Marcos

In order to check the correlation between the variable of cultural origin and gender and the dimensions of the instrument, the Chi-square test (χ^2) was performed for a sample (Delorme & Champely, 2015; Muhammad, 2020), where results were obtained that suggested rejecting the H_0 , where $\bar{x} = 57.51$ and $DS = 11.20$ (Table 19).

Table 19. Chi-square Fit Test by Continents of Origin and Total Amount.

Continent	Sig. χ^2	Decision	\bar{x}	SD
Africa	.00	Reject H_0		
America	.00	Reject H_0		
Europa	.00	Reject H_0		
Asia	.00	Reject H_0		
Total			57.51	11.20

Notes: χ^2 : Chi-square, H_0 : Null Hypothesis, \bar{x} : Average, SD: Standard Deviation

Source: Fernández-Leyva, Tomé-Fernández and Ortiz-Marcos

Subsequently, the Kruskal Wallis H test was performed for independent samples (Maimaiti et al., 2019), in order to detect significant differences between levels of the same factor, when there are three or more groups within the same independent variable (González et al., 2019). In this case, the cultural origin of the students, distributed in continents of origin, was used as an independent variable. The results showed the existence of asymptotic significance of $p = 0.00$ (Table 20) (Bargagliotti & Greenwell, 2015; Ren et al., 2018). However, when performing the Kruskal-Wallis H test at each origin intragrugally, it was found that there were no significant differences between immigrants from the same continent of origin (Africa $p = 0.88$, Europe $p = 0.55$, America $p = 0.45$ and Asia $p = 0.43$).

Table 20. Kruskal-Wallis H Test for Independent Samples by Continents.

Group	Asymptotic Sig. test H	Range
Continents	0.00	
Africa	0.88	484.55
America	0.45	438.13
Europa	0.55	438.30
Asia	0.43	624.12

Notes: H: Kruskal-Wallis test results

Source: Fernández-Leyva, Tomé-Fernández and Ortiz-Marcos 2021

On the other hand, a non-parametric test was performed again, to check if there were significant differences, this time depending on the gender of the participants. In this case, since it was only two groups within the same independent variable, the Mann Whitney U test was used (Schmidtman et al., 2019; Happ et al., 2019). The results on this occasion were $p = 0.55$, so no significant differences were found between the participants based on this variable (Table 21).

Table 21. Mann Whitney U Test for Gender Independent Samples

Group	Asymptotic test U	Sig.	Range
Women	0.548		379.47
Men	0.548		369.96

Notes: U: Mann Whitney test results

Source: *Fernández-Leyva, Tomé-Fernández and Ortiz-Marcos*

Statistical Analysis

The objective of using binary logistic regression analysis is to use as few variables as possible to create a model that can precisely define the relationship between the outcome variable and the independent variable (Nikita & Nikitas, 2020; Papadopoulos & Stark, 2020; Arabarneri et al., 2019). Thus, the logistic regression analysis is used as an alternative to the conscience analysis and the contingency table in the case of the following assumptions: not having a normal distribution and not having mutual covariance (Palmieri, 2019; Sirin & Sahin, 2020; Tan & Shenoy, 2020). This investigation does not have a normal distribution or mutual covariance.

Logistic Model

P

$$l(\chi_i) = E(y_i | \chi_i) = \log \left[\frac{P(\chi_i)}{1 - P(\chi_i)} \right] = \sum_{k=0} \beta_k \chi_{ik}$$

The above equation can be demonstrated with ($i = 1, 2, \dots, p; \chi_{i0} = 1$) (Şenol 2020; Xu 2020).

Here the possibility of $P(\chi_i)$ is as follows. This equation is called “Logistic function.”

$P(X_1, X_2, \dots, X_k; \beta) = G[\beta_1 X_1 + \beta_k X_k]$ where $G(x) = \frac{1}{1+e^{-x}}$ distribution function of logistics function (Akkus & Sevinc, 2020; Guo et al., 2020; Li & Fan, 2020).

$$P(x_i) = \frac{e^{\sum \beta_k x_{ik}}}{1 + e^{\sum \beta_k x_{ik}}}$$

Estimation of parameters

The maximum likelihood method is used for parameter estimation in logistic regression (Podinovski, 2020; Brouste et al., 2020; Wu & Guan, 2015; Wu & Ding, 2020). In the study, this method was used in order to obtain observed data based on unknown parameters (Arabarneri et al., 2019; Ghezelbash et al., 2019; Šinkovec et al., 2019). Since the observations are independent of each other, the probability function is obtained by multiplying the terms in the equation with “n” observations (Cattelan & Varin, 2018; Enea & Lovison, 2019).

Interpretation of Coefficients

In logistic regression analysis, probabilities and the odds ratio are used to interpret the coefficients. The odds ratio Ω is the correlation of the calculated odds value for $x = 1$ with the calculated odds value for $x = 0$ (Cattelan & Varin, 2018; Arabarneri et al., 2019; Sirin & Sahin, 2020). Accordingly, the odds ratio can be written as follows:

$$\frac{P(1)}{[1-P(1)]}$$

$$\Omega(1,0) = \frac{P(0)}{[1-P(0)]}$$

Accordingly, if the independent variable in the logistic regression is binary and is coded as 0/1, as in this investigation, the odds ratio is as follows (Haines et al., 2018; Ghezelbash et al., 2019; Xu, 2020):

$$\Omega = e^{\beta_1}$$

Results

Logit Analysis

In the investigation, for the logistical analysis it was counted how the gender and cultural origin variable were dependent variables; and as independent variables the 6 dimensions of the SSYI questionnaire (Tomé-Fernández et al., 2020). The selection of these two dependent variables and not others also collected in the study, is supported by the conclusions obtained in previous research (Booker & Dunsmore, 2017; Esping-Andersen & Cimentada, 2018; Hilde et al., 2020; Pulaczewska, 2019; Rodríguez- Hidalgo et al., 2018; Salavera et al., 2020) where it is observed how cultural origin and gender determine the acquisition of certain social skills in a significant way.

For the calculation of the binary logistic regression analyzes, the statistical software STATA in its latest version was used. First, the logistic regression analysis was carried out taking into account the cultural origin variable. The results showed that in the six dimensions of the SSYI Odds Ratio values are obtained, equal to or very close to 1 (Uanhoro et al., 2019; Kung, 2019; Martín-Andrés et al., 2020). This indicated that the model correctly predicts each of the SSYI dimensions based on this variable. The results for each of the variables are shown in Table 22.

Table 22. Logistic Binary Regression with 6 Dimensions and Cultural Prigin.

Dep. Var	Ind. Var.	Odds Ratio	Std. Err.	Z	P>[z]	[95%Conf.	Interval]
Say No.	Cul Origin	.6878935	.2428214	-1.06	0.289	.3443921	1.374008
	_cons	128.4251	187.8285	3.32	0.001	7.306709	2257.24
Autoexp.	Cul Origin	.7060511	.4320633	-0.57	0.569	.2127889	2.342736
	_cons	983.256	2573.26	2.63	0.008	5.821076	166084.8
	Cul Origin	.9885515	.1576539	-0.07	0.942	.7231858	1.35129

Right	_cons	32.66882	20.69229	5.50	0.000	9.440305	113.0527
Def.							
Angry	Cul Origin	.8581477	.0940722	-1.40	0.163	.6922314	1.063832
expr.	_cons	7.163893	3.078623	4.58	0.000	3.08569	16.63205
Make	Cul Origin	1.032949	.0960415	0.35	0.727	.8608672	1.23943
reque.	_cons	3.791467	1.328855	3.80	0.000	1.907538	7.536007
Int. Op.	Cul Origin	1.193882	.1285633	1.65	0.100	.9667173	1.474426
Sex	_cons	8.744428	3.513111	5.40	0.000	3.97885	19.21787

Source: Fernández-Leyva, Tomé-Fernández and Ortiz-Marcos

The results shown in the previous table corroborated the data obtained in the Kruskal Wallis H test previously performed. Obtaining a value of 0.9948654 for participants originating from the Asian continent, below the values of immigrants originating in Europe (1.006919), Africa (0.9991823), and America (0.9968266) (Table 23), indicating that they were less likely to obtain social skills than immigrants from the other four continents surveyed.

Table 23. Logistic Regression to Check Origin Differences

Culture	Ind. Var.	Odds	Std. Err.	Z	P>[z]	95%	Interval
Origin		Ratio				Conf.	
Africa	Questio.	.9991823	.0071539	-0.11	0.909	.9852587	1.013303
	_cons	.4881847	.2045329	-1.71	0.087	.214763	1.109708
Asia	Questio.	.9948654	.0091895	-0.56	0.577	.9770164	1.01304
	_cons	.2511706	.1348366	-2.57	0.010	.0877033	.7193193
America	Questio.	.9968266	.0078546	-0.40	0.687	.9815502	1.012341
	_cons	.3713921	.1707426	-2.15	0.031	.1508357	.9144526

Europe	Questio.	1.006919	.0073603	0.94	0.346	.9925962	1.021449
	_cons	.2722454	.1172275	-3.02	0.003	.1170678	.6331166

Source: Fernández-Leyva, Tomé-Fernández and Ortiz-Marcos

Second, the binary logistic regression analysis was carried out, taking into account the gender grouping variable (female and male). The results showed, as with the variable of cultural origin, that the model correctly predicts each of the SSYI dimensions based on the gender variable (Table 24).

Table 24. Logistic binary regression with 6 dimensions and gender

Dep. Var	Ind. Var.	Odds Ratio	Std. Err.	Z	P>[z]	95%Conf.	Interval
Say No.	Gender	1.788673	1.560527	0.67	0.505	.3235198	9.889202
	_cons	128.4251	187.8285	3.32	0.001	7.306709	2257.24
Autoexpr.	Gender	.8851882	1.258056	-0.09	0.932	.0546113	14.34793
	_cons	983.256	2573.26	2.63	0.008	5.821076	166084.8
Right Def.	Gender	.7709176	.2757484	-0.73	0.467	.3824221	1.554079
	_cons	32.66882	20.69229	5.50	0.000	9.440305	113.0527
Angryexpr.	Gender	1.534731	.3983135	1.65	0.099	.922821	2.552392
	_cons	7.163893	3.078623	4.58	0.000	3.08569	16.63205
Make req.	Gender	1.268219	.2653814	1.14	0.256	.8415425	1.911229
	_cons	3.791467	1.328855	3.80	0.000	1.907538	7.536007
Int.Op. Sex	Gender	.7201756	.1654663	-1.43	0.153	.4590583	1.129819
	_cons	8.744428	3.513111	5.40	0.000	3.97885	19.21787

Source: Fernández-Leyva, Tomé-Fernández and Ortiz-Marcos

As can be seen in Table 8, in dimensions 1 the (ability to know how to say no and cut interactions), 2 (self-expression in social situations), 4 (ability to express anger and disagreement) and 5 (ability to make requests to others) gender predicts the social skills

of young immigrants more than dimensions 3 and 6 (defense of their own rights as a consumer and ability to initiate positive interactions with people of the opposite sex). In addition, differences are observed in the values obtained from the Odds Ratio of each of the groups that make up the gender variable. Being that of female students 1.005229 and that of male immigrant students 0.9947984 (Table 25). This indicates a higher probability that schooled immigrant girls possess more social skills than schooled immigrant boys.

Table 25. Logistic Regression to Check Gender Differences.

Gender	Ind. Var.	Odds Ratio	Std. Err.	Z	P>[z]	95%Conf.	Interval
Women	Questio.	1.005229	.0067247	0.78	0.436	.9921346	1.018496
	_cons	.8356465	.3270768	-0.46	0.646	.388023	1.799648
Men	Questio.	.9947984	.006655	-0.78	0.436	.98184	1.007928
	_cons	1.196678	.4683866	0.46	0.646	.5556641	2.577167

Source: Fernández-Leyva, Tomé-Fernández and Ortiz-Marcos

In addition, to corroborate the effectiveness of the analysis, the “Estat Class” command was applied to the dimensions of the questionnaire (Table 26), to calculate the “Correctly classified of dimensions.” This analysis aims to know the percentage of measurement that the instrument performs in each of the dimensions, being more effective the closer it is to 100 percent (Canary et al., 2015; Saint-Cyr & Piet, 2019). In the study, these percentages are higher than 85 percent in all dimensions. This indicates that the questionnaire measures, in all six dimensions, the social skills of immigrant students, which are intended to be measured effectively.

Table 26. Correctly Classified of Dimensions and Marginal Effects after Logistic Regression.

Dimension	Correctly classified (%)	Dimension	Marginal effects

Say no	99.20	Say no	.993
Autoexpr.	99.73	Autoexpr.	.998
Right Def.	95.59	Right Def.	.960
Angry expr.	90.48	Angry expr.	.910
Make reque.	85.05	Make reque.	.851
Int. Op. Sex	88.38	Int. Op. Sex	.886

Source: Fernández-Leyva, Tomé-Fernández and Ortiz-Marcos

Finally, the effectiveness of the analysis was also corroborated with the command called Marginal effects after logistic regression (Table 26). This test was intended to know the percentage in which each of the dimensions measures the social skills of the set developed in the SSYI, to know to what extent it would be appropriate to include these six dimensions when measuring social skills in immigrant students. Values close to 100 percent are more valuable for measuring the analyzed constructor (Saint-Cyr & Piet, 2019). Obtaining as a result that in 99.3 percent of the cases, the dimension called ability to say no and cut interactions, would measure the social skills of immigrants. The self-expression dimension in social situations would do so in 99.8 percent, the defense of one's rights as a consumer dimension would do so in 96 percent, the expression of anger or disagreement with 91 percent, the ability to make requests to the others with 85.1 percent of cases and the ability dimension to initiate positive interactions with the opposite sex would do so in 88.6 percent. The results obtained in this test indicated the importance of including the six dimensions of the SSYI questionnaire when measuring social skills in immigrant students, since if one of them were eliminated, the questionnaire would be negatively affected, since each of the six dimensions are quite high scores in this test. The results obtained with the tests of both commands, reaffirm that the model predicts the

dimensions of the SSYI correctly (Bourget, 2016; Olmuş et al., 2019; Zhang, 2020; Zhang et al., 2019; Rongfan & Junling, 2019).

Discussion

The objective of this study was to know the influence of the variables gender and cultural origin on the acquisition of social skills of immigrant students. To do this, the study addresses the concept of social skills from a constructivist point of view and facilitator of acculturation, necessary for the effective educational integration of these students (Alivernini et al., 2020; Berger et al., 2019; Hourí & Sullivan, 2019; Giugni & Grasso, 2020). Evaluating them through the SSYI (Tomé-Fernández et al., 2020) where six types of social skills were measured: the ability to know how to say no and cut interactions, self-expression, the defense of one's rights as a consumer, the ability to express anger or disagreement, the ability to make requests to others, and the ability to initiate positive interactions with people of the opposite sex.

To achieve the stated objective, the significant differences between the students were analyzed based on the variable gender and cultural origin. The results show that there are significant differences in social skills between male and female students, as well as between students from different cultural origin. This fact coincides with previous studies (Alecú, 2019; Booker & Dunsmore, 2017; Castellsagué & Carrasco, 2020; Esping-Andersen & Cimentada, 2018; Hilte et al., 2020; Pulaczewska, 2019; Rodríguez-Hidalgo et al., 2018; Salavera et al., 2020).

More specifically, regarding cultural origin, the analysis showed that students of Asian origin had lower social skills than the rest and a lower probability of obtaining them. This may be, as indicated by Bayrakdar and Guveli (2020), López-Larrosa et al. (2019), and Rodríguez-Mantilla and Zhou (2020) due to problems of social integration. Reaching an

intercultural context, Asian students are in constant challenge, leading to social segregation and stress due to lack of acculturation (Cao et al., 2018; Cao & Meng, 2020a; Gil et al., 2020). This fact is clearly reflected in the case of adolescents, who are incorporated as students in compulsory secondary education centers in Spain, who do not reach full school integration (Robles-Llana, 2018; Cao & Meng, 2020b; Wang et al., 2020).

Furthermore, Asian immigrants when arriving in Europe, tend to limit their social relationships almost exclusively with people from their community, with the same customs and traditions (Choi et al., 2018; Chang et al., 2015; Crul, 2016; Lim, 2018; Lin, 2017). Sometimes promoted by language difficulties of immigrants whose mother tongue is different from that of the host country (Martín-Pastor et al., 2017; Choi et al., 2018; Čatibušić et al., 2019). Fact that would limit the development of social skills linked to relations with others, as indicated by Chiswick, Rebhun and Beider (2020), Rebhun (2015) and Song et al., (2018). The more intergroup relations immigrants carry out, the number of social skills will increase. This aspect will be particularly determined by the social, economic and political opportunities that the host society offers to newly arrived immigrants opportunities, which are sometimes masked by factors such as discrimination and social rejection, especially in immigrants from Asia or Africa (Chiswick et al., 2020; Li et al., 2020; Lin et al., 2018; Dewaard et al., 2018; Wang, 2020). What can cause serious problems in the acculturation of these? (Urzúa et al., 2016; Edele et al., 2020; Hutchison et al., 2020).

On the other hand, regarding the gender variable, the results showed that female immigrant students were more likely to acquire social skills than their male counterparts. What agrees with previous research (Jurado et al., 2016; Jenkins & Nickerson, 2017; Tan et al., 2018; Tan et al., 2020; Arace et al., 2019).

In this regard, various investigations show how the advances of women favor their incorporation into the labor market and their participation in the economic and social life of their context (Chen et al., 2020; Mosteiro & Porto, 2017; Mason & Rich, 2020; Valdez & Tran, 2019). Have peaceful attitudes that contribute to a conciliatory relationship with others. (Camps et al., 2019; Stone, 2020; Kleszewski & Otto, 2020). Therefore, recipients of a greater number of social skills will be better able to relate to each other in intercultural contexts, even when interracial conflicts arise (Hsieh & Nguyen, 2020; Fisher et al., 2020; Filippou et al., 2020). The aspect that will favor the acculturation of these in the host societies, starting from their adaptation and change toward the host context (Özdemir & Özdemir, 2020; Martín, 2017; Ordóñez-Carrasco et al., 2019; Kizgin et al., 2019). In the case of adolescent girls in school, the study reflected adequate affective relationships with their peers of class in the school context (Mora et al., 2017; Pena et al., 2018; Acosta, 2019).

In this way, as immigrant students relate to their peers in the classroom (Ma, 2020; Pérez, Serrano & Carpio, 2020; Sáenz-Hernández et al., 2020), they acquire knowledge about the host culture, language and constructions (Chang, 2019; Shi et al., 2019; Zhou et al., 2019; Ustuner & Yigitbas, 2020; Stunell, 2020), an aspect that will favor the integration of these and their subsequent acculturation.

Conclusion

The conclusions obtained in this study ratify the starting hypothesis in which it was expressed that there were significant differences in the social skills of immigrant students based on the variables gender and cultural origin. The analysis show that the cultural origin with the lowest social skills is Asian and with the highest number of social skills, European. On the other hand, female immigrants are those who have a greater probability

of acquiring the evaluated social skills. In addition, the study confirmed the efficacy of the results, showing that the six dimensions of the questionnaire as a whole correctly predict social skills in young immigrants based on their gender and cultural origin.

Finally, mention that due to the gap in existing research that relates in a single study the variables cultural origin and gender with the development of social skills in immigrant students, underscores the importance of this research. Still, it is necessary to treat the data with caution and not to generalize to all immigrants in Spain o Europe, since the study was obtained from a sample that, although significant, only relates to immigrant students from southern Spain. Therefore, in order to extrapolate the findings obtained in this research, it will be necessary to increase the number of participants and their representativeness to other Spanish and European cities.

Furthermore, the study has only focused on the analysis of the variables of cultural origin and gender. Not taking into account other competing perspectives for the acculturation of the immigrant student body such as the personal experiences from childhood area, the cultural environment of Spain, the different approach of school staff, etc. Aspects that will be taken into account in future research analysis.

Even so, the research contributes to improving the existing knowledge on the influence of the variable gender and cultural origin on the development of social skills of immigrant students. At the same time as it shows, the efficacy of an instrument with adequate psychometric properties for the evaluation, as is the case of the SSYI scale.

Improvement Proposals

The findings obtained in the study highlight the need for educational intervention in secondary schools in southern Spain. According to the data, this intervention should be aimed mainly at male students of Asian origin. It would be necessary that all students

(immigrants and natives) participate in the above-mentioned intervention program in a preventive way and in order to guarantee a good development of social skills in secondary school students.

The educational intervention will focus on activities such as role playing, debates, critical and reflective readings, teamwork, etc. that may be applicable across the board in the subjects taught in Secondary Education. They will be oriented to the intercultural education of all students and especially to the development of social skills that improve the educational integration of immigrant students.

References

- Acosta, Y. (2019). Interculturalidad y Transición a la Transmodernidad / Interculturality and Transition to Transmodernity. *Revista internacional de filosofía y teoría social [International Journal of Philosophy and Social Theory]*, 24(1), 28–42. <https://doi.org/10.5281/zenodo.3108460>.
- Adams, B., & Van de Vijver, F. (2017). Identity and Acculturation: The Case for Africa. *Journal of Psychology in Africa*, 27(2), 115–121. <https://doi.org/10.1080/14330237.2017.1301699>.
- Adams-Wiggins, K. R., Myers, M. N., & Dancis, J. S. (2020). Negotiating Status Hierarchies in Middle School Inquiry Science: Implications for Marginal Non-Participation. *Instructional Science*, 48, 427–451. <https://doi.org/10.1007/s11251-020-09514-5>.
- Ahmadi, S., Hassani, M., & Ahmadi, F. (2020). Student- and School-Level Factors Related to School Belongingness among High School Students. *International*

Journal of Adolescence and Youth, 25(1), 741–752.
<https://doi.org/10.1080/02673843.2020.1730200>.

Akkus, Ö., & Sevinc, V. (2020). Use of Ordered Logit Model with Time Series Data for Determining the Factors Affecting the Milk Yield of Holstein Friesians. *Indian Journal of Animal Research*, 54(4), 488–493. <https://doi.org/10.18805/ijar.B-1066>.

Aldoney, D., & Cabrera, N. J. (2016). Raising American Citizens: Socialization Goals of Low- Income Immigrant Latino Mothers and Fathers of Young Children. *Journal of Child and Family Studies*, 25(12), 3607–3618. <https://doi.org/10.1007/s10826-016-0510-x>.

Alecu, A. (2019). Which Doctors do We Trust? A Vignette Experiment of how Gender and Ethnicity Influence Trust. *Ethnicities*, 20(5), 939–958. <https://doi.org/10.1177/1468796819877737>.

Alivernini, F., Cavicchiolo, E., Manganelli, S., Chirico, A., & Lucidi, F. (2020). Students' Psychological Well-Being and its Multilevel Relationship with Immigrant Background, Gender, Socioeconomic Status, Achievement, and Class Size. *School Effectiveness and School Improvement*, 31(2), 172–191. <https://doi.org/10.1080/09243453.2019.1642214>.

Alsmadi, S., & Alnawas, I. (2018). Consumer Rights Paradigm: Development of the Construct in the Jordanian Context. *Journal of Business Ethics*, 159, 777–794. <https://doi.org/10.1007/s10551-018-3815-4>.

Andersson, R. (2016). Hardwiring the Frontier? The Politics of Security Technology in Europe's 'Fight against Illegal Migration. *Security Dialogue*, 47(1), 22–39. <https://doi.org/10.1177/0967010615606044>.

- Arabarneri, A., Pradhan, B., & Lombardo, L. (2019). Comparative Assessment using Boosted Regression Trees, Binary Logistic Regression, Frequency Ratio and Numerical Risk Factor for Gully Erosion Susceptibility Modelling. *Catena*, *183*, 1–15. <https://doi.org/10.1016/j.catena.2019.104223>.
- Arace, A., Scarzello, D., Zonca, P., & Agostini, P. (2019). Early child care experiences and individual differences: The role of gender and temperament in social skills and problem behaviors in Italian toddlers. *Early Child Development and Care*, 1–14. <https://doi.org/10.1080/03004430.2019.1655736>.
- Archambault, I., Janosz, M., Dupéré, V., Brault, M. C., & McAndrew, M. (2017). Individual, Social, and Family Factors Associated with High School Dropout among Low-SES Youth: Differential Effects as a Function of Immigrant Status. *British Journal of Educational Psychology*, *87*(3), 456–477. <https://doi.org/10.1111/bjep.12159>.
- Baadte, C. (2020). Effects of Counterstereotypic Training on Preservice Teachers' Assessment of Students' Academic Performance. *Social Psychology of Education*, *23*, 1003–1022. <https://doi.org/10.1007/s11218-020-09562-2>.
- Banarjee, B., & Pradhan, B. (2018). Kolmogorov–Smirnov Test for Life Test Data with Hybrid Censoring. *Communications in Statistics-Theory and Methods*, *47*(11), 2590–2604. <https://doi.org/10.1080/03610926.2016.1205616>.
- Barbarin, Ó. A., & Aikens, N. (2015). Overcoming the Educational Disadvantages of Poor Children: How Much do Teacher Preparation, Workload, and Expectations Matter. *American Journal of Orthopsychiatry*, *85*(2), 101–105. <https://doi.org/10.1037/ort0000060>.
- Bargagliotti, A. E., & Greenwell, R. N. (2015). Combinatorics and Statistical Issues Related to the Kruskal-Wallis Statistic. *Communications in Statistics-Simulation*

and *Computation*, 44(2), 533–550.

<https://doi.org/10.1080/03610918.2013.786781>.

Baselice, F., Ferraioli, G., Pascazio, V., & Sorriso, A. (2019). Denoising of MR Images using Kolmogorov-Smirnov Distance in a Non Local Framework. *Magnetic Resonance Imaging*, 57, 176–193. <https://doi.org/10.1016/j.mri.2018.11.022>.

Bauman, S. M., Acker-Hocevar, M., Talbot, D. L., Visaya, A., Valencia, M., & Ambriz, J. (2019). Exploring and Promoting the College Attendance and Success of Racial/Ethnic Minority Students. *Journal of Multicultural Counseling and Development*, 47(1), 37–48. <https://doi.org/10.1002/jmcd.12119>.

Bayrakdar, S., & Guveli, A. (2020). Understanding the Benefits of Migration: Multigenerational Transmission, Gender and Educational Outcomes of Turks in Europe. *Journal of Ethnic and Migration Studies*, 47(13), 3037–3058. <https://doi.org/10.1080/1369183x.2020.1736531>.

Beach, D. (2019). Teacher Education Cultural Diversity, Social Justice and Equality: Policies, Challenges and Abandoned Possibilities in Swedish Teacher Education. *Profesorado, Revista De Currículum Y Formación Del Profesorado* [Teacher Training, Journal of Curriculum and Teacher Education], 23(4), 26–44. <https://doi.org/10.30827/profesorado.v23i4.11390>.

Berger, R., Safdar, S., Spieß, E., Bekk, M., & Font, A. (2019). Acculturation of Erasmus Students: Using the Multidimensional Individual Difference Acculturation Model Framework.” *International Journal of Psychology*, 54(6), 739–749. <https://doi.org/10.1002/ijop.12526>.

Bian, L., Leslie, S. J., & Cimpian, A. (2017). Gender Stereotypes about Intellectual Ability Emerge early and Influence Children’s Interests. *Science*, 355(6323), 389–391. <https://doi.org/10.1126/science.aah6524>.

- Blau, F. D., & Kahn, L. M. (2017). The Gender Wage Gap: Extent, Trends, and Explanations. *Journal of Economic Literature*, 55(3), 789–865. <https://doi.org/10.1257/jel.20160995>.
- Bogulski, C. A., Bice K., & Kroll, J. F. (2019). Bilingualism as a Desirable Difficulty: Advantages in Word Learning Depend on Regulation of the Dominant Language. *Bilingualism: Language and Cognition*, 22(5), 1052–1067. <https://doi.org/10.1017/S1366728918000858>.
- Booker, J. A., & Dunsmore, J. C. (2017). Affective Social Competence in Adolescence: Current Findings and Future Directions. *Social Development*, 26(1), 3–20. <https://doi.org/10.1111/sode.12193>.
- Bourget, C. (2016). Claiming Integration, Performing Exclusion: Yamina Benguigui's Documentaries. *French Cultural Studies*, 27(2), 178–189. <https://doi.org/10.1177/0957155815616591>.
- Bragg, J. E., Nay, E. D. E., Miller-Cribbs, J., & and Munoz, R. T. (2019). Implementing a Graduate Social Work Course Concerning Practice with Sexual and Gender Minority Populations. *Journal of Gay & Lesbian Social Services*, 32(1), 115–131. <https://doi.org/10.1080/10538720.2019.1654425>.
- Brouste, A., Dutang, C., & Rohmer, T. (2020). Closed-form Maximum Likelihood Estimator for Generalized Linear Models in the Case of Categorical Explanatory Variables: Application to Insurance Loss Modeling. *Computational Statistics*, 35(2), 689–724. <https://doi.org/10.1007/s00180-019-00918-7>.
- Burgin, X., & Daniel, M. (2020). Examining Ecuadorian Teachers' Perspectives on their Students' Multiculturalism. *Intercultural Education*, 31(4), 482–488. <https://doi.org/10.1080/14675986.2020.1766197>.

- Cabrera, N., Malin, J. L., Kuhns, C., & West, J. (2017). The Early Home Environment of Latino Boys and Their Peers: A Developmental Perspective. *Infant Mental Health Journal*, 38(1), 97–114. <https://doi.org/10.1002/imhj.21620>.
- Cabrera, N., Volling, B., L., & Barr, R. (2018). Fathers are Parents, too! Widening the Lens on Parenting for Children's Development. *Child Development Perspectives*, 12(3), 152–157. <https://doi.org/10.1111/cdep.12275>.
- Camps, J., Selvam, R. M., & Sheymardanov, S. (2019). Conflict Resolution in Adolescence: Application of a Questionnaire in Coeducational Schools and Differentiated by Sex in Spain. *Revista Páginas De Educación [Pages of Education Journal]*, 12(2), 1–22. <https://doi.org/10.22235/pe.v12i2.1833>.
- Canary, J., Blizzard, L., Barry, R., Hosmer, D., & Quinn, S. (2015). A Comparison of the Hosmer-Lemeshow, Pigeon-Heise, and Tsiatis Goodness-of-fit Tests for Binary Logistic Regression under Two Grouping Methods. *Communications in Statistics–Simulation and Computation*, 46(3), 1871–1894. <https://doi.org/10.1080/03610918.2015.1017583>.
- Cao, C., & Meng, Q. (2020a). Chinese University Students' Mediated Contact and Global Competence: Moderation of Direct Contact and Mediation of Intergroup Anxiety. *International Journal of Intercultural Relations*, 77, 58–68. <https://doi.org/10.1016/j.ijintrel.2020.03.002>.
- Cao, C., & Meng, Q. (2020b). Effects of Online and Direct Contact on Chinese International Students' Social Capital in Intercultural Networks: Testing Moderation of Direct Contact and Mediation of Global Competence. *Higher Education*, 80, 625–643. <https://doi.org/10.1007/s10734-020-00501-w>.
- Cao, C., Zhu, C., & Meng, Q. (2018). Chinese International Students' Coping Strategies, Social Support Resources in Response to Academic Stressors: Does Heritage

- Culture or Host Context Matter? *Current Psychology*, 40, 242–252.
<https://doi.org/10.1007/s12144-018-9929-0>.
- Carbajal, P., & Fierro, C. (2019). School Coexistence: A Review of the Concept. Psycho-Perspectives. *Individuo Y Sociedad* [Individual and Society], 18(1).
<https://doi.org/10.5027/psicoperspectivas-Vol18-Issue1-fulltext-1486>.
- Castellsagué, A., & Carrasco, S. (2020). Development, Education and Gender: Challenging the Empowerment Rhetoric from an Ethnographic Study in Rural Nepal. *Ethnography and Education*, 16(1), 92–108.
<https://doi.org/10.1080/17457823.2020.1764856>.
- Ćatibušić, B., Gallagher, F., & Karazi, S. (2019). Syrian Voices: An Exploration of the Language Learning Needs and Integration Supports for Adult Syrian Refugees in Ireland. *International Journal of Inclusive Education*, 25(1), 22–39.
<https://doi.org/10.1080/13603116.2019.1673957>.
- Cattelan, M., & Varin, C. (2018). Marginal Logistic Regression for Spatially Clustered Binary Data. *Journal of the Royal Statistical Society Series C-Applied Statistics*, 67(4), 939–959. <https://doi.org/10.1111/rssc.12270>.
- Cavallaro, J. L., & Sridhar, M. (2020). Reducing Bias in Human Rights Fact-Finding: The Potential of the Clinical Simulation Model to Overcome Ethical, Practical, and Cultural Tensions in “Foreign” Contexts. *Human Rights Quarterly*, 42(2), 488–512. <https://doi.org/10.1353/hrq.2020.0016>.
- Chang, C. (2019). Social Determinants of Health and Health Disparities among Immigrants and Their Children. *Current Problems in Pediatric and Adolescent Health Care*, 49(1), 23–30. <https://doi.org/10.1016/j.cppeds.2018.11.009>.
- Chang, E., Chan, K. S., & Han, H. (2015). Effect of Acculturation on Variations in Having a Usual Source of Care among Asian Americans and Non-Hispanic Whites in

- California. *American Journal of Public Health*, 105, 398–407.
<https://doi.org/10.2105/AJPH.2014.301950>.
- Chatty, D. (2017). The Syrian Humanitarian Disaster: Understanding Perceptions and Aspirations in Jordan, Lebanon and Turkey. *Global Policy*, 8(51), 25–32.
<https://doi.org/10.1111/1758-5899.12390>.
- Chen, X., Zhao, K., & Tao, J. (2020). Language Learning as Investment or Consumption? A Case Study of Chinese University Students' Beliefs about the Learning of Languages other than English. *Sustainability*, 12(6), 2156.
<https://doi.org/10.3390/su12062156>.
- Chiswick, B. R., Rebhun, U., & Beider, N. (2020). Language Acquisition, Employment Status, and the Earnings of Jewish and Non-Jewish Immigrants in Israel. *International Migration*, 58(2), 205–232. <https://doi.org/10.1111/imig.12634>.
- Choi, S., Yeoh, B., & Lam, T. (2018). Editorial Introduction: Situated Agency in the Context of Research on Children, Migration, and Family in Asia. *Population Space and Place*, 25(3), 1–6. <https://doi.org/10.1002/psp.2149>.
- Choi, S., Lee, S., Kim, J. H., & Na, J. (2018). Effects of Community Integration on Quality of Life among Asian Americans. *International Social Work*, 62(5), 1–12.
<https://doi.org/10.1177/0020872818798009>.
- Choi, Y. (2017). Conflict-handling Behaviors of Korean Immigrants in the United States. *Conflict Resolution Quarterly*, 34(4), 375–407. <https://doi.org/10.1002/crq.21186>.
- Crul, M. (2016). Super-Diversity vs. Assimilation: How Complex Diversity in Majority-Minority Cities Challenges the Assumptions of Assimilation. *Journal of Ethnic and Migration Studies*, 42(1), 54–68.
<https://doi.org/10.1080/1369183X.2015.1061425>.

- Czibere, I., & Schranz, E. (2020). The Migration of Career-starter Hungarian Graduate Women to the Countries of the European Union. *Social Sciences*, 9(5), 62. <https://doi.org/10.3390/socsci9050062>.
- Davidson, E. (2020). Potentials of Care: The Uncertain Politics of Social and Emotional Ability and Difference in American Childhood. *Children & Society*, 34(4), 245–260. <https://doi.org/10.1111/chso.12403>.
- Delorme, N., & Champely, S. (2015). Relative Age Effect and Chi-squared Statistics. *International Review for the Sociology of Sport*, 50(6), 740–746. <https://doi.org/10.1177/1012690213493104>.
- Demireva, N. (2019). Receiving Country Investments and Acquisitions: How Migrants Negotiate the Adaptation to Their Destination. *Social Inclusion*, 7(4), 18–27. <https://doi.org/10.17645/si.v7i4.2352>.
- Dewaard, J., Nobles, J., & Donato, K. M. (2018). Migration and Parental Absence: A Comparative Assessment of Transnational Families in Latin America. *Population Space and Place*, 24(7), e2166. <https://doi.org/10.1002/psp.2166>.
- Dimitrova, R., Chasiotis, A., & Van de Vijver, F. (2016). Adjustment Outcomes of Immigrant Children and Youth in Europe: A Meta-Analysis. *European Psychologist*, 21(2), 150–162. <https://doi.org/10.1027/1016-9040/a000246>.
- Duarte, M., Lippert-Rasmussen, K., Parekh, S., & Vitikainen, A. (2016). Introduction to the Thematic Issue ‘Refugee Crisis: The Borders of Human Mobility’. *Journal of Global Ethics*, 12(3), 245–251. <https://doi.org/10.1080/17449626.2016.1253034>.
- Dusi, P., Rodorigo, M., & Andus, P. (2017). Teaching in our Society: Primary Teachers and Intercultural Competences. *Procedia–Social and Behavioral Sciences*, 237, 96–102. <https://doi.org/10.1016/j.sbspro.2017.02.045>.

- Edele, A., Jansen, M., Schachner, M. K., Schotte, K., Rjosk, C., & Radmann, S. (2020). School Track and Ethnic Classroom Composition Relate to the Mainstream Identity of Adolescents with Immigrant Background in Germany, but Not their Ethnic Identity. *International Journal of Psychology*, 55(5), 754–768. <https://doi.org/10.1002/ijop.12677>.
- Enea, M., & Lovison, G. (2019). A Penalized Approach for the Bivariate Ordered Logistic Model with Applications to Social and Medical Data. *Statistical Modelling*, 19(5), 467–500. <https://doi.org/10.1177/1471082X18782063>.
- Escarbajal, A., Corbalán-Palazón, P., & Orteso-Iniesta, P. (2019). Analysis of Educational Inclusion in Vulnerable Contexts. *Revista Colombiana De Educación [Colombian Journal of Education]*, 1(78), 1–15. <https://doi.org/10.17227/rce.num78-6776>.
- Esping-Andersen, G., & Cimentada, J. (2018). Ability and Mobility: The Relative Influence of Skills and Social Origin on Social Mobility. *Social Science Research*, 75, 13–31. <https://doi.org/10.1016/j.ssresearch.2018.06.003>.
- Fang, F., & Chen, Y. (2019). A New Approach for Credit Scoring by Directly Maximizing the Kolmogorov–Smirnov Statistic. *Computational Statistics and Data Analysis*, 133, 180–194. <https://doi.org/10.1016/j.csda.2018.10.004>.
- Fernández-Delgado, F., Rascón-Gómez, M. T., & Herrera-Pastor, D. (2020). Spacesocial Horizons and Temporary of the Margination: The Case of the Asperones. *Andamios*, 16(41), 355–383. <https://doi.org/10.29092/uacm.v16i41.729>.
- Feu, J., & Abril, P. (2020). Gender Perspective as a Dimension of Democracy in Schools. *Revista de Currículum y Formación del Profesorado [Journal of Curriculum and Teacher Education]*, 24(1), 1–16. <https://doi.org/10.30827/profesorado.v24i1.8237>.

- Figueredo, V., & Ortíz-Jiménez, L. (2017). Initial Teacher Training for the Inclusion of Cultural Diversity. *Revista de Investigación en Docencia Universitaria* [Journal of University Teaching Research], *11*(1), 38–61. <https://doi.org/10.19083/ridu.11.529>.
- Filippou, F., Rokka, S., Kouli, O., Koupani, A., Masadis, G., Bebetos, E., Derri, V., & Kagianni, S. (2020). The Students' Behavior Self-Evaluation Scale in a Greek Multicultural Educational Frame. *Annals Applied Sport Science*, *8*(1), e785. <https://doi.org/10.29252/aassjournal.785>.
- Finner, H., & Gontscharuk, V. (2018). Two-Sample Kolmogorov–Smirnov-Type Tests Revisited: Old and New Tests in Terms of Local Levels. *Annals of Statistics*, *46*(6a), 3045–3068. <https://doi.org/10.1214/17-AOS1647>.
- Fisher, C. R., Thompson, C. D., & Brookes, R. H. (2020). Gender Differences in the Australian Undergraduate STEM Student Experience: A Systematic Review. *Higher Education Research & Development*, *39*(6), 155–1168. <https://doi.org/10.1080/07294360.2020.1721441>.
- Freedman, J. (2016). Sexual and Gender-based Violence Against Refugee Women: a Hidden Aspect of the Refugee “Crisis”. *Reproductive Health Matters*, *24*(47), 18–26. <https://doi.org/10.1016/j.rhm.2016.05.003>.
- Gallardo-López, J. A., García-Lázaro, I., & Gallardo-Vázquez, P. (2020). Coeducation in the Spanish Educational System: A Bridge to Achieve Equity and Social Justice. *Brazilian Journal of Development*, *6*(3), 13092–13106. <https://doi.org/10.34117/bjdv6n3-247>.
- Garces-Bacsal, R. M. (2020). Diverse Books for Diverse Children: Building an Early Childhood Diverse Booklist for Social and Emotional Learning. *Journal of Early Childhood Literacy*, *0*(0), 1–30. <https://doi.org/10.1177/1468798420901856>.

- Ghezelbash, R., Maghsoudi, A., & Carranza, E. J. (2019). An Improved Data- Driven Multiple Criteria Decision-Making Procedure for Spatial Modeling of Mineral Prospectivity: Adaption of Prediction–Area Plot and Logistic Functions. *Natural Resources Research*, 28(4), 1299–1316. <https://doi.org/10.1007/s11053-018-9448-6>.
- Gil, F., Doncel, D., Morales, N., & Lambea, M. (2020). Study on Child Welfare of Adopted Chinese Children at Schools in Castilla y León. *Pedagogia Social*, 35, 73–84. https://doi.org/10.7179/PSRI_2020.35.06.
- Giugni, M., & Grasso, M. (2020). Trust, Identity, Skills, ¿or Recruitment? Assessing Four Explanations of the Relationship between Associational Involvement and the Political Participation of Migrants. *International Migration Review*, 54(2), 585–610. <https://doi.org/10.1177/0197918319856362>.
- González, A., Navas, F. J., Arando, A., León, J. M., Barba, C., & Camacho, M. E. (2019). Non-Parametrical Canonical Analysis of Quality-Related Characteristics of Eggs of Different Varieties of Native Hens Compared to Laying Lineage. *Animals*, 9(4), 1–19. <https://doi.org/10.3390/ani9040153>.
- Gowayed, H. (2019). Resettled and Unsettled: Syrian Refugees and the Intersection of Race and Legal Status in the United States. *Ethnic and Racial Studies*, 43(2), 275–293. <https://doi.org/10.1080/01419870.2019.1583350>.
- Gresham, F., Elliott, S., Metallo, S., Byrd, S., Wilson, E., Erickson, M., Cassidy, K., & Altman, R. (2020). Psychometric Fundamentals of the Social Skills Improvement System: Social–Emotional Learning Edition Rating Forms. *Assessment for Effective Intervention*, 45(3), 194–209. <https://doi.org/10.1177/1534508418808598>.

- Guo, J., Feng, T., & Timmermans, H. J. P. (2020). Modeling Co-Dependent Choice of Workplace, Residence and Commuting Mode Using an Error Component Mixed Logit Model. *Transportation*, 47(2), 911–933. <https://doi.org/10.1007/s11116-018-9927-y>.
- Haines, L. M., Kabera, G. M., & Ndlovu, P. (2018). D-Optimal Designs for the Two-Variable Binary Logistic Regression Model with Interaction. *Journal of Statistical Planning and Inference*, 193, 136–150. <https://doi.org/10.1016/j.jspi.2017.08.007>.
- Ham, S. H., Song, H., & Yang, K. E. (2020). Towards a Balanced Multiculturalism? Immigrant Integration Policies and Immigrant Children's Educational Performance. *Social Policy & Administration*, 54(5), 630–645. <https://doi.org/10.1111/spol.12561>.
- Happ, M., Bathke, A. C., & Brunner, E. (2019). Optimal Sample Size Planning for the Wilcoxon-Mann-Whitney Test. *Statistics in Medicine*, 38(3), 363–375. <https://doi.org/10.1002/sim.7983>.
- Hernández, M. A., Gomariz, M. A., Parra, J., & García-Sanz, M. P. (2016). Family, Immigration and Communication with the School: A Comparative Study. *Educación XXI*, 19(2), 127–151. <http://doi.org/10.5944/educXX1.14229>.
- Hilte, L., Daelemans, W., & Vandkerckhove, R. (2018). Lexical Patterns in Adolescents' Online Writing: The Impact of Age, Gender, and Education. *Written Communication*, 37(3), 365–400. <https://doi.org/10.1177/0741088320917921>.
- Houri, A. K., & Sullivan, A. L. (2019). Relations of Social-Emotional Functioning and Kindergarten Academic Achievement in Children of Immigrants. *Psychology in the Schools*, 56(9), 1413–1433. <https://doi.org/10.1002/pits.22281>.

- Hsieh, B., & Nguyen, H. T. (2020). Identity-Informed Mentoring to Support Acculturation of Female Faculty of Color in Higher Education: An Asian American Female Mentoring Relationship Case Study. *Journal of Diversity in Higher Education, 13*(2), 169–180. <https://doi.org/10.1037/dhe0000118>.
- Huguet, A., Sansó, C., Díaz-Torrent, T., & Navarro, J. L. (2017). Immigration and School in Multilingual Contexts. The Case of Catalonia and Andorra. *International Journal of Developmental and Educational Psychology, 7*(1), 393–406. <https://doi.org/10.17060/ijodaep.2014.n1.v7.809>.
- Hutchison, E. N., Haden, S. C., Saunders, B. A., Cain, N. M., & Grundleger, A. B. (2020). Disordered Eating in Men and Women: Internalization of Sociocultural Body Image Norms and Emotion Dysregulation. *American Journal of Health Education, 51*(3), 151–160. <https://doi.org/10.1080/19325037.2020.1740119>.
- INE (Statistics National Institute). n.d. “Demografía y población” [Demographics and Population]. Accessed September 7, 2018. https://www.ine.es/dyngs/INEbase/es/categoria.htm?c=Estadistica_P&cid=1254735572981.
- Jenkins, L. N., & Nickerson, A. B. (2017). Bystander Intervention in Bullying: Role of Social Skills and Gender. *Journal of Early Adolescence, 39*(2), 141–166. <https://doi.org/10.1177/0272431617735652>.
- Jiménez, D. (2019). The Space of Wounds: Violence, Affections and Context in the Homeland and the Diner. *Bulletin of Spanish Studies, 96*(7), 1077–1094. <https://doi.org/10.1080/14753820.2019.1651005>.
- Jurado, M., Cumba-Avilés, E., Collazo, L. C., & Matos, M. (2016). Reliability and Validity of a Spanish Version of the Social Skills Rating System– Teacher Form.

Journal of Psychoeducational Assessment, 24(3), 195–209.
<https://doi.org/10.1177/0734282906288961>.

Keddie, A. (2016). Disrupting (Gendered) Islamophobia: The Practice of Feminist Ijtihad to Support the Agency of Young Muslim Women. *Journal of Gender Studies*, 27(5), 522–533. <https://doi.org/10.1080/09589236.2016.1243047>.

Kemppainen, T., Kemppainen, L., Kuusio, H., Rask, S., & Saukkonen, P. (2020). Multifocal Integration and Marginalisation: A Theoretical Model and an Empirical Study on Three Immigrant Groups. *Sociology*, 54(4), 782–805. <https://doi.org/10.1177/0038038520904715>.

Kim, B., Jun, H., Lee, J., & Kim Y. M. (2020). Social Support, Activities of Daily Living, and Depression among Older Japanese and Koreans Immigrants in the U.S. *Social Work in Public Health*, 35(4), 163–176. <https://doi.org/10.1080/19371918.2020.1761922>.

Kim, H. H. S. (2019). Outgroup Contact, Anti-Foreigner Attitude, and Social Cohesion in the Caucasus: Evidence from a Population-Based Survey. *Social Sciences*, 8(6), 179–189. <https://doi.org/10.3390/socsci8060179>.

Kizgin, H., Dey, B. L., Dwivedi, Y. K., Hughes, L., Jamal, A., Jones, P., Kronemann, B., Laroche, M., Peñaloza, L., Richard, M. O., Rana, N., Romer, R., Tamilmani, K., & Williams, M. D. (2019). The Impact of Social Media on Consumer Acculturation: Current Challenges Opportunities, and an Agenda for Research and Practice. *International Journal of Information Management*, 51,1–15. <https://doi.org/10.1016/j.ijinfomgt.2019.10.011>.

Kleszewski, E., & Otto, K. (2020). The Perfect Colleague? Multidimensional Perfectionism and Indicators of Social Disconnection in the Workplace.

- Personality and Individual Differences*, 162, 1–36.
<https://doi.org/10.1016/j.paid.2020.110016>.
- Kordzakhia, N., Novikov, A., & Ycart, B. (2017). Approximations for Weighted Kolmogorov– Smirnov Distributions via Boundary Crossing Probabilities. *Statistic and Computing*, 27(6), 1513–1523. <https://doi.org/10.1007/s11222-016-9701-y>.
- Kumi-Yeboah, A. (2016). Educational Resilience and Academic Achievement of Immigrant Students from Ghana in an Urban School Environment. *Urban Education*, 55(5), 753–782. <https://doi.org/10.1177/0042085916660347>.
- Kung, L. (2019). Asymptotic and Exact Interval Estimators of the Common Odds Ratio under the Sequential Parallel Comparison Design. *Statistical Methods in Medical Research*, 28(10), 3074–3085. <https://doi.org/10.1177/0962280218796255>.
- Kyoko, S. (2017). Gender and Citizenship in Academic Career Progression. *Journal of Ethnic and Migration Studies*, 43(8), 1325–1346.
<https://doi.org/10.1080/1369183x.2017.1300309>.
- Larrañaga, N., García, I., Berasategi, N., & Azumendi, M. J. (2020). Acculturation Orientations of Immigrant Students, & their Adaptation to a Context of Bilingualism in the Basque School. *Revista de Educación [Journal of Education]*, 388, 39–63. <https://doi.org/10.4438/1988-592X-RE-2020-388-446>.
- Lee, C. (2019). Improvising “Nonexistent rights”: Immigrants, Ethnic Restaurants, and Corporeal Citizenship in Suburban California. *Social Inclusion*, 7(4), 79–89.
<https://doi.org/10.17645/si.v7i4.2305>.
- Lee, M., Kim, Y., & Madyun, N. (2018). Do Relational and Structural Characteristics of Negative School Environments Independently Predict Immigrant Adolescents’

- Academic Achievement? *Social Psychology of Education: An International Journal*, 21, 539–563. <https://doi.org/10.1007/s11218-018-9427-0>.
- Lee, M., Lam, B., & Madyun, N. (2017). Effects of Different-Race Exposure in School and Neighborhood on the Reading Achievement of Hmong Students in the United States. *Urban Education*, 52(10), 1255–1283. <https://doi.org/10.1177/0042085915595092>.
- Li, S., Nan N., Xu, Q., & Li, J. (2020). Perceived Quality of Parent–Child Relationships by Chinese Primary School Students: The Role of Parents’ Education and Parent–Child Literacy Activities. *Child Language Teaching and Therapy*, 36(2), 79–89. <https://doi.org/10.1177/0265659020915943>.
- Li, Y., & Fan W. (2020). Modelling the Severity of Pedestrian Injury in Pedestrian-Vehicle Crashes in North Carolina: A Partial Proportional Odds Logit Model Approach. *Journal of Transportation Safety and Security*, 12(3), 358–379. <https://doi.org/10.1080/19439962.2018.1483989>.
- Lichter, D. T., Parisi, D., & Ambinakudige, S. (2020). The Spatial Integration of Immigrants in Europe: A Cross-National Study. *Population Research and Policy Review*, 39(3), 465–491. <https://doi.org/10.1007/s11113-019-09540-3>.
- Lim, D. (2018). The Indirect Gender Discrimination of Skill-Selective Immigration Policies. *Critical Review of International Social and Political Philosophy*, 22(7), 906–928. <https://doi.org/10.1080/13698230.2018.1479812>.
- Lin, C. (2017). The Verbal Periphrasis of the Infinitive. Morphosyntactic and Semantic Difficulties for Taiwanese University Students. *Círculo De Lingüística Aplicada a La Comunicación* [Circle of Linguistics Applied to Communication], 71, 191–202. <https://doi.org/10.5209/CLAC.57310>.

- Lin, C. H., Chiang, P. P., Lux, E. A., & Lin, H. F. (2018). Immigrant Social Worker Practice: An Ecological Perspective on Strengths and Challenges. *Children and Youth Services Review*, 87, 103–113. <https://doi.org/10.1016/j.chidyouth.2018.02.020>.
- Lleixà, T., & Nieva, C. (2018). The Social Inclusion of Immigrant Girls in and Through Physical Education. Perceptions and Decisions of Physical Education Teachers. *Sport, Education and Society*, 25(2), 185–198. <https://doi.org/10.1080/13573322.2018.1563882>.
- López-Larrosa, S., Barrós-Pérez, C., Amigó, M. F., & Dubra, M. (2019). Immigrant Students in Spain Compared to Spanish Students: Perceived Relationships and Academic Results. *Revista Iberoamericana De Psicología y Salud* [Iberoamerican Journal of Psychology and Health], 10(2), 64–74. <https://doi.org/10.23923/j.rips.2019.02.026>.
- López-Rodríguez, L., & Zagefka, H. (2015). The Effects of Stereotype Content on Acculturation Preferences and Prosocial Tendencies: The Prominent Role of Morality. *International Journal of Intercultural Relations*, 45, 36–46. <https://doi.org/10.1016/j.ijintrel.2014.12.006>.
- Lowe, M. R., Byron, R., O'Hara, H., & Cortez, D. (2020). Neutralized Hegemonic Banter: The Persistence of Sexist and Racist Joking among Undergraduate Students. *Sociological Inquiry*, 91(1), 181–206. <https://doi.org/10.1111/soin.12362>.
- Lu, M., Hamamura, T., Michelle Y., Chan, P., Chengjin L., & Park, J. H. (2020). Acculturation Coping Leads to Heightened Sensitivity to Socially Hurtful Events. *Basic and Applied Social Psychology*, 42(4), 295–304. <https://doi.org/10.1080/01973533.2020.1741358>.

- Lyausheva, S., Shadzhe, A. M., Igosheva, M. A., & Kotlyarova, V. V. (2020). Models of Interethnic Relations Management in a Multicultural Society in the Context of Social Consequences of Globalization. *International Journal of Sociology and Social Policy*, *41* (1–2), 85–91. <https://doi.org/10.1108/IJSSP-03-2020-0085>.
- Ma, C. (2020). The Relationship Between Social Support and Life Satisfaction among Chinese and Ethnic Minority Adolescents in Hong Kong: The Mediating Role of Positive Youth Development. *Child Indicators Research*, *13*(2), 659–679. <https://doi.org/10.1007/s12187-019-09638-2>.
- Madariaga, J. M., Arribillaga, A., & Bengoechea, I. (2016). Analysis of Educational Interaction in Classrooms with a High Percentage of Immigrant Students. *Anuario de Psicología* [Psychology Yearbook], *46*(3), 109–116. <https://doi.org/10.1016/j.anpsic.2016.11.002>.
- Mahoney, C. (2019). Religion, Gender, and Interculturality: Young Women Constructing and Navigating Difference. *Journal of Intercultural Studies*, *40*(6), 736–750. <https://doi.org/10.1080/07256868.2019.1675613>.
- Maimaiti, P., Sen, L. F., Aisilahong, G., Maimaiti, R., & Yun, W. (2019). Statistical Analysis with Kruskal Wallis Test for Patients with Joint Contracture. *Future Generation Computer Systems*, *92*, 419–423. <https://doi.org/10.1016/j.future.2018.10.024>.
- Martín, R. (2017). Acculturation Studies in Spain in the Last Decade. *Psychologist Papers*, *37*(1), 125–134. <https://doi.org/10.23923/pap.psicol2017.2826>.
- Martín-Andrés, A., Herranz-Tejedor, I., & Álvarez-Hernández, M. (2020). Two-Tailed Asymptotic Inferences for the Odds Ratio in Prospective and Retrospective Studies: Evaluation of Methods of Inference. *Journal of Statistical Computation*

and *Simulation*, 90(1), 138–156.
<https://doi.org/10.1080/00949655.2019.1673751>.

Martín-Pastor, E., Río, C. J., & González-Gil, F. (2017). Sociolinguistic and Cultural Components in the Educational Process of Immigrant Students. *Teoría de la Educación. Revista Interuniversitaria* [Inter-University Journal], 29(2), 127–144.
<https://doi.org/10.14201/teoredu292127144>.

Mason, S. L., & Rich, P. J. (2020). Development and Analysis of the Elementary Student Coding Attitudes Survey. *Computers & Education*, 153.
<https://doi.org/10.1016/j.compedu.2020.103898>.

Mavuru, L., & Ramnarain, U. (2020). Learners' Socio-Cultural Backgrounds and Science Teaching and Learning: A Case Study of Township Schools in South Africa. *Cultural Studies of Science Education*, 15, 1067–1095.
<https://doi.org/10.1007/s11422-020-09974-8>.

Micó-Cebrián, P., Cava, M., & Buelga, S. (2019). Intercultural Sensitivity and Satisfaction with Life in Native and Immigrant Students. *Educar*, 55(1), 39–57.
<https://doi.org/10.5565/rev/educar.965>.

Miller, K. E., Koppenol-Gonzalez, G. V., Arnous, M., Tossyeh, F., Chen, A., Nahas, N., & Jordans, M. J. D. (2020). Supporting Syrian Families Displaced by Armed Conflict: A Pilot Randomized Controlled Trial of the Caregiver Support Intervention. *Child Abuse & Neglect*, 106, 1–17.
<https://doi.org/10.1016/j.chiabu.2020.104512>.

Moliner, O., Moliner, J., & Sanahuja, A. (2018). Perceptions on the Concept and Management of Diversity in a Center in the Process of School Democratization. *Revista De Investigación Educativa* [Journal of Educational Research], 36(2), 455–469. <https://doi.org/10.6018/rie.36.2.293191>.

- Mora, C. G., Fernández, J. J., & Torre, M. (2018). Different Contexts and Trends: Latina Immigrant Fertility in the US and Spain. *International Migration*, 56(5), 56–73. <https://doi.org/10.1111/imig.12373>.
- Moreira, D. (2019). Lifelong Education for the Global and Intercultural Workplace. *Revista Lusófona De Educação* [Lusophone Journal of Education], 45(45), 43–56. <https://doi.org/10.24140/issn.1645-7250.rle45.03>.
- Moskal, M. (2018). Gendered Differences in International Graduates' Mobility, Identity and Career Development. *Social & Cultural Geography*, 21(3), 421–440. <https://doi.org/10.1080/14649365.2018.1499039>.
- Mosteiro, M. J., & Porto, A. M. (2017). Analysis of Gender Stereotypes in Vocational Training Students: Differences According to Sex, Age and Grade. *Revista de Investigación Educativa* [Journal of Educational Research], 35(1), 151–165. <https://doi.org/10.6018/rie.35.1.257191>.
- Muhammad, A. (2020). Introducing Kolmogorov-Smirnov Tests under Uncertainty: An Application to Radioactive Data. *ACS OMEGA*, 5(1), 914–917. <https://doi.org/10.1021/acsomega.9b03940>.
- Nikita, E., & Nikitas, P. (2020). Sex Estimation: A Comparison of Techniques Based on Binary Logistic, Probit and Cumulative Probit Regression, Linear and Quadratic Discriminant Analysis, Neural Networks, and Naïve Bayes Classification Using Ordinal Variables. *International Journal of Legal Medicine*, 134, 1213–1225. <https://doi.org/10.1007/s00414-019-02148-4>.
- Nishina, A., Lewis, J. A., Bellmore, A., & and Witkow, M. R. (2019). Ethnic Diversity and Inclusive School Environments. *Educational Psychologist: Promoting Inclusive School Climate: Multiple Approaches to Uniting Students Across Groups*, 54(4), 306–321. <https://doi.org/10.1080/00461520.2019.1633923>.

- Olmuş, H., Beşpinar, E., & Nazman, E. (2019). Performance Evaluation of Some Propensity Score Matching Methods by Using Binary Logistic Regression Model. *Communications in Statistics–Simulation and Computation*.
<https://doi.org/10.1080/03610918.2019.1679181>.
- Ordóñez-Carrasco, J. L., Blanc, A., Navas, M., & Rojas-Tejada, A. J. (2020). Acculturation Preferences of Spaniards Towards Middle Eastern and Syrian Refugees and their Relationship with the Stereotypical Dimension of Morality. *International Journal of Social Psychology*, 35(1), 9–36.
<https://doi.org/10.1080/02134748.2019.1682291>.
- Over, H., & Uskul, A. K. (2016). Culture Moderates Children’s Responses to Ostracism Situations. *Journal of Personality and Social Psychology*, 110(5), 710–724.
<https://doi.org/10.1037/pspi0000050>.
- Özdemir, S. B., & Özdemir, M. (2020). The Role of Perceived Inter-Ethnic Classroom Climate in Adolescents’ Engagement in Ethnic Victimization: For Whom does it Work? *Journal of Youth and Adolescence*, 49(6), 1328–1340.
<https://doi.org/10.1007/s10964-020-01228-8>.
- Palmieri, F. (2019). Network Anomaly Detection Based on Logistic Regression of Nonlinear Chaotic Invariants. *Journal of Network and Computer Applications*, 148, 1–14. <https://doi.org/10.1016/j.jnca.2019.102460>.
- Papadopoulos, A., & Stark, R. B. (2020). Does Home Health Care Increase the Probability of 30-Day Hospital Readmissions? Interpreting Coefficient Sign Reversals, or Their Absence, in Binary Logistic Regression Analysis. *American Statistician*, 75(2), 173–184. <https://doi.org/10.1080/00031305.2019.1704873>.
- Park, C., Spruill, T. M., Butler, M. J., Kwon, S. C., Redeker, N. S., Gharzeddine, R., & Whittemore, R. (2019). Gender Differences in Acculturative Stress and Habitual

- Sleep Duration in Korean American Immigrants. *Journal of Immigrant and Minority Health*, 22, 736–745. <https://doi.org/10.1007/s10903-019-00926-1>.
- Paz, A., & Kook, R. (2020). ‘It Reminds Me that I Still Exist.’ Critical Thoughts on Intersectionality; Refugee Muslim Women in Berlin and the Meanings of the Hijab. *Journal of Ethnic and Migration Studies*, 47(13), 2979–2996. <https://doi.org/10.1080/1369183X.2020.1757417>.
- Pena, A., González-Chordá, V. V., Cervera-Gasch, A., & Mena, D. (2018). Cross-Cultural Adaptation and Validation of the Pamela Reed Self-Transcendence Scale to the Spanish Context. *Revista Latino-Americana Enfermagem* [Latin American Journal Nursing], 26, 1–18. <https://doi.org/10.1590/1518-8345.2750.3058>.
- Pérez, E., Serrano, R., & Carpio, A. J. (2020). Promoting Interculture through Content and Competences within Bilingual Education: Teachers in Action. *Intercultural Education*, 31(4), 407–426. <https://doi.org/10.1080/14675986.2020.1747348>.
- Piccinini, M. (2019). Analysis of the Nigerian Female Migration in Italy. Infringement of Women’s Rights for Victims of Forced Migration and Aimed for Sexual Exploitation. *Collectivus*, 6(2), 151–168. <https://doi.org/10.15648/Coll.2.2019.10>.
- Podinovski, V. (2020). Maximum Likelihood Solutions for Multi-criterial Choice Problems. *European Journal of Operational Research*, 286(1), 299–308. <https://doi.org/10.1016/j.ejor.2020.03.028>.
- Politi, E., Giroud, A., Green, E. G., & Maloku, E. (2020). Sedative Effects of Intergroup Contact on Support for Ethnic Activism among Kosovo Albanians in Switzerland: The Interplay of Ethnic, National, and Dual Identification. *Journal of Applied Social Psychology*, 50(7), 418–429. <https://doi.org/10.1111/jasp.12670>.

- Portes, P., Gonzalez, M., & Whatley, D. (2018). Early Evaluation Findings from the Instructional Conversation Study: Culturally Responsive Teaching Outcomes for Diverse Learners in Elementary School. *American Educational Research Journal*, 55(3), 488–531. <https://doi.org/10.3102/0002831217741089>.
- Pulaczewska, H. (2019). Importance of Friendship. An Overlooked Predictor of Heritage Language Skills and Cultural Knowledge in Teenagers of Polish Origin in Germany. *Learning Culture and Social Interaction*, 22, 1–13. <https://doi.org/10.1016/j.lcsi.2018.06.002>.
- Rebhun, U. (2015). Assimilation in American Life: An Empirical Assessment of Milton Gordon's Multi-dimensional Theory. *Journal of Contemporary Religion*, 30(3), 473–496. <https://doi.org/10.1080/13537903.2015.1081350>.
- Renger, D., Eschert, S., Teichgräber, M., & Renger, S. (2020). Internalized Equality and Protest Against Injustice: The Role of Disadvantaged Group Members' Self-Respect in Collective Action Tendencies." *European Journal of Social Psychology*, 50(3), 547–560. <https://doi.org/10.1002/ejsp.2637>.
- Riquelme-Castañeda, J., & Pedraja-Rejas, L. (2019). Leadership, Culture and the Challenges of Education. *Ingeniare. Revista Chilena De Ingeniería* [Chilean Journal of Engineering], 27(1), 5–7. <https://doi.org/10.4067/S0718-33052019000100005>.
- Roblain, A., Malki, B., Azzi, A., & Licata, L. (2017). After Coming in, Settling in: An Analysis of Early-Stage Acculturation. Preferences of Male Syrian and Iraqi Asylum Seekers in Belgium. *International Review of Social Psychology*, 30, 20–28. <https://doi.org/10.5334/irsp.49>.

- Robles-Llana, P. (2018). Cultural Identities of Children of Chinese Migrants in Spain: A Critical Evaluation of the Category 1.5. *Identity, 18*(2), 124–140. <https://doi.org/10.1080/15283488.2018.1447481>.
- Rodríguez-Hidalgo, A. J., Solera, E., & Calmaestra, J. (2018). Psychological Predictors of Cyberbullying According to Ethnic-Cultural Origin in Adolescents: A National Study in Spain. *Journal of Cross-Cultural Psychology, 49*(10), 1506–1522. <https://doi.org/10.1177/0022022118795283>.
- Rodríguez-Mantilla, J. M., & Zhou, W. (2020). The Feeling of Belonging of the Young Chinese of the Second Generation of the Community of Madrid. *RISE, 9*(1), 34–59. <https://doi.org/10.17583/rise.2020.4622>.
- Rodríguez, J., Rodríguez, N. G. L., & Freeman, K. (2018). Student Assessments of Teaching: Phrenology in the 21st Century? *Race, Ethnicity and Education, 23*(4) 473–491. <https://doi.org/10.1080/13613324.2018.1538118>.
- Rongfan, M. A., & Junling, Y. (2019). Research on the Identification Mechanism of University Young Teachers' Political Institutional based on Binary Logistic Regression Analysis. *Revista de Cercetare si Interventie Sociala* [Journal of Social Research and Social Intervention], 65, 248–259. <https://doi.org/10.33788/rcis.65.15>.
- Sáenz-Hernández, I., Lapresta-Rey, C., Ianos, M. A., & Petreñas, C. (2020). Identity and Linguistic Acculturation Expectations. The Attitudes of Western Catalan High-School Students towards Moroccans and Romanians. *International Journal of Intercultural Relations, 75*, 10–22. <https://doi.org/10.1016/j.ijintrel.2019.12.001>.
- Saint-Cyr, L. D. F., & Piet, L. (2019). Mixmcm: A Community-Contributed Command for Fitting Mixtures of Markovchain Models using Maximum Likelihood and the

- EM Algorithm. *Stata Journal*, 19(2), 294–334.
<https://doi.org/10.1177/1536867X19854015>.
- Sáinz, M., Martínez, J. L., & Meneses, J. (2020). Gendered Patterns of Coping Responses with Academic Sexism in a Group of Spanish Secondary Students. *International Journal of Social Psychology*, 35(2), 246–281.
<https://doi.org/10.1080/02134748.2020.1721049>.
- Salavera, C., Usan, P., & Jarie, L. (2020). Styles of Humor and Social Skills in Students. Gender Differences. *Current Psychology*, 39(2), 571–580.
<https://doi.org/10.1007/s12144-017-9770-x>.
- Sánchez-Hernández, N., Martos-García, D., & Soler, S. (2019). The (Re) Construction of the Professional Identity of PE Teachers: from Complicity and the Reproduction of Gender Relations to the Disposition for Educational Change. *Revista Complutense de Educación* [Complutense Journal of Education], 30(3), 879–893.
<https://doi.org/10.5209/rced.59504>.
- Schmidtmann, I., Konstantinides, S., & Binder, H. (2019). Power of the Wilcoxon-Mann-Whitney Test for Non-Inferiority in the Presence of Death-Censored Observations. *Biometrical Journal*, 61(5), 1187–1200.
<https://doi.org/10.1002/bimj.201700296>.
- Şenol, H. (2020). Anaerobic Digestion of Hazelnut (*Corylus Colurna*) Husks after Alkaline Pretreatment and Determination of New Important Points in Logistic Model Curves. *Bioresource Technology*, 300, 1–8.
<https://doi.org/10.1016/j.biortech.2019.122660>.
- Shi, L., Chen, W., Bouey, J. H., Lin, Y., & Ling, L. (2019). Impact of Acculturation and Psychological Adjustment Mental Health among Migrant Adolescents in

- Guangzhou, China: A Cross-Sectional Questionnaire Study. *BMJ Open*, 9, 1–15.
<https://doi.org/10.1136/bmjopen-2018-022712>.
- Šinkovec, H., Geroldinger, A., & Heinze, G. (2019). Bring More Data! A Good Advice? Removing Separation in Logistic Regression by Increasing Sample Size. *International Journal of Environmental Research and Public Health*, 16(23), 1–12. <https://doi.org/10.3390/ijerph16234658>.
- Sirin, Y. E., & Sahin, M. (2020). Investigation of Factors Affecting the Achievement of University Students with Logistic Regression Analysis: School of Physical Education and Sport Example. *Sage Open*, 10(1), 1–9. <https://doi.org/10.1177/2158244020902082>.
- Song, Q., Koh, J. B. K., & Wang, Q. (2018). Children's Narrative Representations of Peer Experiences in Cultural Contexts: The Relations to Psychological Adjustment. *Journal of Child and Family Studies*, 27(6), 2037–2048. <https://doi.org/10.1007/s10826-018-1033-4>.
- Stone, G. (2020). Working with Men: A Gender-Sensitive Practice Model. *Masculinities and Social Change*, 9(1), 28–52. <https://doi.org/10.17583/MCS.2020.4277>.
- Straat, J. H., Van der Ark, A., & Sijtsma, K. (2016). Using Conditional Association to Identify Locally Independent Item Sets. *Methodology: European Journal of Research Methods for the Behavioral and Social Sciences*, 12(4), 117–123. <https://doi.org/10.1027/1614-2241/a000115>.
- Stunell, K. (2020). Supporting Student-Teachers in the Multicultural Classroom. *European Journal of Teacher Education*, 44(2), 217–233. <https://doi.org/10.1080/02619768.2020.1758660>.
- Taghizadeh, M., & Yourdshahi, Z. H. (2019). Integrating Technology into Young Learners' Classes: Language Teachers' Perceptions. *Computer Assisted*

Language Learning, 33(8), 982–1006.
<https://doi.org/10.1080/09588221.2019.1618876>.

Tan, K., Oe, J. S., & Lee, M. D. H. (2018). How Does Gender Relate to Social Skills? Exploring Differences in Social Skills Mindsets, Academics, and Behaviors among High-School Freshmen Students. *Psychology in the Schools*, 55(4), 429–442. <https://doi.org/10.1002/pits.22118>.

Tan, K., White, J., Shin, O., Kim, S., & Lee, M. D. H. (2020). Teacher- Student Ratings of Social, Emotional, Behavioural Needs among High School Freshmen Students. *Educational Studies*. <https://doi.org/10.1080/03055698.2020.1762544>.

Tan, Y., & Shenoy, P. P. (2020). A Bias-Variance Based Heuristic for Constructing a Hybrid Logistic Regression-Naïve Bayes Model for Classification. *International Journal of Approximate Reasoning*, 117, 15–28.
<https://doi.org/10.1016/j.ijar.2019.09.007>.

Telford, R. M., Telford, R. D., Olive, L. S., Cochrane, T., & Davey, R. (2016). Why Are Girls Less Physically Active than Boys? Findings from the Look Longitudinal Study.

Plos One, 11(3), 1–15. <https://doi.org/10.1371/journal.pone.0150041>.

Theis, D., Sauerwein, M., & Fischer, N. (2019). Perceived Quality of Instruction: The Relationship among Indicators of Students' Basic Needs, Mastery Goals, and Academic Achievement. *British Journal of Educational Psychology*, 90(51), 176–192. <https://doi.org/10.1111/bjep.12313>.

Tomé-Fernández, M., Fernández-Leyva, C., & Olmedo-Moreno, E. M. (2020). Exploratory and Confirmatory Factor Analysis of the Social Skills Scale for Young Immigrants. *Sustainability*, 12(17), 6897.
<https://doi.org/10.3390/su12176897>.

- Tohrtensson, L. (2017). Newly Arrived Immigrant Youth in Sweden Negotiate Identity, Language & Literacy. *System*, 67, 1–11. <https://doi.org/10.1016/j.system.2017.04.001>.
- Tran, S. P., & Raffaelli, M. (2020). Configurations of Autonomy and Relatedness in a Multiethnic U.S. Sample of Parent–Adolescent Dyads. *Journal of Research on Adolescence*, 30(1), 203–218. <https://doi.org/10.1111/jora.12517>.
- Trost, M., Wanke, E., Ohlendorf, D., Klingelhöfer, D., Braun, M., Bauer, J., Groneberg, D. A., Quarcoo, D., & Brüggmann, D. (2018). Immigration: Analysis, Trends and Outlook on the Global Research Activity. *Journal of Global Health*, 8(1), 010414. <https://doi.org/10.7189/jogh.08.010414>.
- Uanhoro, J. O., Wang, Y., & O’Connell, A. A. (2019). Problems with Using Odds Ratios as Effect Sizes in Binary Logistic Regression and Alternative Approaches. *Journal of Experimental Education*. <https://doi.org/10.1080/00220973.2019.1693328>.
- Urzúa, A., Heredia, O., & Caqueo, A. (2016). Mental Health and Stress by Acculturation in Immigrants from South America in Northern Chile. *Rev. Med. Chile* [Medical Journal of Chile], 144(5), 563–570. <https://doi.org/10.4067/S0034-98872016000500002>.
- Ustuner, F., & Yigitbas, Ç. (2020). Social Anxiety, Lifestyle Behavior and Quality of Life in Disadvantaged Migrant Adolescents: A Case-Control Study. *Current Psychology*, 40, 93–101. <https://doi.org/10.1007/s12144-020-00677-5>.
- Valdez, N. M., & Tran, V. C. (2019). Gendered Context of Assimilation: the Female Second- Generation Advantage among Latinos. *Journal of Ethnic and Migration Studies*, 46(9), 1709–1736. <https://doi.org/10.1080/1369183X.2019.1569504>.

- Van der Graaff, J., Carlo, G., Crocetti, E., Koot, H. M., & Branje, S. (2018). Prosocial Behavior in Adolescence: Gender Differences in Development and Links with Empathy. *Journal of Youth and Adolescence*, 47(5), 1086–1099. <https://doi.org/10.1007/s10964-017-0786-1>.
- Walseth, K. (2015). Muslim Girls' Experiences in Physical Education in Norway: What Role does Religiosity Play? *Sport, Education and Society*, 20(3), 304–320. <https://doi.org/10.1080/13573322.2013.769946>.
- Wang, C., Huang, F., Stathi, S., & Vezzali, L. (2020). Positive and Negative Intergroup Contact and Willingness to Engage in Intergroup Interactions among Majority (Han) and Minority (Uyghur) Group Members in China: The Moderating Role of Social Dominance Orientation. *International Journal of Intercultural Relations*, 75, 132–140. <https://doi.org/10.1016/j.ijintrel.2018.09.002>.
- Wang, L. (2020). Tertiary Dance Education in Inclusive Settings: Teachers' Intercultural Sensitivity for Teaching International Students. *Research in Dance Education*. <https://doi.org/10.1080/14647893.2020.1766008>.
- Watters, S. M., Ward, C., & Stuart, J. (2020). Does Normative Multiculturalism Foster or Threaten Social Cohesion? *International Journal of Intercultural Relations*, 75, 82–94. <https://doi.org/10.1016/j.ijintrel.2020.02.001>.
- Wessendorf, S. (2017). Pioneer Migrants and Their Social Relations in Super-Diverse London. *Ethnic and Racial Studies*, 42(1), 17–34. <https://doi.org/10.1080/01419870.2017.1406126>.
- Wessendorf, S., & Phillimore, J. (2019). New Migrants' Social Integration, Embedding and Emplacement in Superdiverse Contexts. *Sociology*, 53(1), 123–138. <https://doi.org/10.1177/0038038518771843>.

- Williams-Washington, K. N., & Mills, C. P. (2018). African American Historical Trauma: Creating an Inclusive Measure. *Journal of Multicultural Counseling and Development, 46*(4), 246–263. <https://doi.org/10.1002/jmcd.12113>.
- Wu, B., & Guan, W. (2015). Reader Reaction on the Generalized Kruskal–Wallis Test for Genetic Association Studies Incorporating Group Uncertainty. *Biometrics, 71*(2), 556–557. <https://doi.org/10.1111/biom.12260>.
- Wu, L., & Ding, Y. (2020). Wavelet-Based Estimations of Fractional Brownian Sheet: Least Squares Versus Maximum Likelihood. *Journal of Computational and Applied Mathematics, 371*, 112609. <https://doi.org/10.1016/j.cam.2019.112609>.
- Xu, C. (2020). Phenomenological Bifurcation in a Stochastic Logistic Model with Correlated Colored Noises. *Applied Mathematics Letters, 101*, 106064. <https://doi.org/10.1016/j.aml.2019.106064>.
- Zhang, P. (2020). Home-Biased Gravity: The Role of Migrant Tastes in International Trade. *World Development, 129*, 104863. <https://doi.org/10.1016/j.worlddev.2019.104863>.
- Zhang, Z., Mo, L., Huang, C., & Xu, P. (2019). Binary Logistic Regression Modeling with Tensor Flow. *Annals of Translational Medicine, 7*(20), 1–10. <https://doi.org/10.21037/atm.2019.09.125>.
- Zhou, S., Li, X., & Gao, B. (2020). Family/Friends Support, Work-Family Conflict, Organizational Commitment, and Turnover Intention in Young Preschool Teachers in China: A Serial Mediation Model. *Children and Youth Services Review, 113*, 104997. <https://doi.org/10.1016/j.childyouth.2020.104997>.
- Zhou, Z., Xin, T., & Du, L. (2019). Floating Childhoods: Psychological and Educational Adaptations of Migrant Children in China. *International Journal of School and*

Educational Psychology, 7(2), 72–82.

<https://doi.org/10.1080/21683603.2019.1570884>.

Zolfagharian, M., & Ulusoy, E. (2017). Inter-Generational Pendula (IGP): Toward a Theory of Immigrant Identity, Materialism and Religiosity. *International Journal of Research in Marketing*, 34(3), 678–693.
<https://doi.org/10.1016/j.ijresmar.2017.07.001>.

Appendix B

Social Skills Scale for Young Immigrants (SSYI) Age:

Gender:

Province:

Nationality:

Instructions:

Mark with an X the answer that you believe that is more according to your personality:

1. It never happens to me.
2. Sometimes it happens to me.
3. It happens to me a lot.
4. It always happens to me.

You remember this answer is anonymous.

ITEM	Keys	Answer			
		1	2	3	4
1	I am afraid they will laugh at me when I ask questions.				
2	I am not able to phone other friends.				
3	I keep my opinions to myself.				

4	I do not like meeting with many people for fear of doing or saying something foolish.				
5	I am not able to express my feelings to others.				
6	If I had to look for a job, I would prefer to write letters/emails rather than having to go through personal interviews.				
7	I find it difficult to express my opinion in groups (in classroom, meetings, etc.).				
8	When in a store first serves someone, who came in after me, I do not say anything.				
9	If I am in the cinema and someone bothers me with their conversation, I cannot tell him/her to shut up.				
10	I am unable to ask for the price of something I am buying to be discounted.				
11	When someone “jumps” the queue, I do not say anything.				
12	When a close relative bothers me, I prefer to hide my feelings rather than express anger.				
13	I prefer to shut up to avoid problems with other people.				
14	If a seller insists on showing me a product that I do not want, it is hard for me to say I do not want it.				
15	When I am in a hurry and a friend calls me on the phone, I do not know how stop the conversation and hang up.				
16	When someone borrows my things from me, I lend them, even if I do not want to do. I do not know how to say no.				
17	I do not know how to tell a friend that he talks a lot, that he stops talking.				

18	When I do not want to go out with someone again, I cannot tell it to him/her.				
19	When someone calls me to leave, I do not know how to refuse, even though I do not feel like it.				
20	I do not know how to ask someone to give me back something that I lent him/her.				
21	If, in a restaurant, they do not bring me the food as I had requested, I cannot call the waitress or ask the cook to do it again.				
22	If I leave a store and I realize that they have given me the change badly, I do not return there to ask for the correct change.				
23	If I lend money to a friend and he does not return it, I cannot remember it to them.				
24	I am not able to ask favors from my friends.				
25	When I like a boy or a girl, I do not know what to say.				
26	When I have to flatter someone, I do not know what to say.				
27	I prefer to keep quiet so as not to create problems for other people.				
28	If I find a person I like, I cannot approach him to talk.				
29	I am not able to ask someone for an appointment.				

About the Authors

Christian Fernández-Leyva: Doctoral Student, Research and Diagnostic Methods in Education, University of Granada, Granada, Spain

María Tomé-Fernández, PhD: University Lecturer, Research and Diagnostic Methods in Education, University of Granada, Granada, Spain

José Manuel Ortiz-Marcos: Doctoral Student, Research and Diagnostic Methods in Education, University of Granada, Granada, Spain

4.3 Investigación 3. Nationality as an Influential Variable with Regard to the Social Skills and Academic Success of Immigrant Students.

Christian Fernández-Leyva ^{1,*}, María Tomé-Fernández ² and José Manuel Ortiz-Marcos ¹

¹ Department of Research Methods and Diagnosis in Education, Faculty of Education Sciences, University of Granada, 18071 Granada, Spain; jmanuel30@correo.ugr.es

² Department of Research Methods and Diagnosis in Education, Faculty of Education and Sports Sciences, University of Granada, 52071 Melilla, Spain: mariatf@ugr.es (M.T.-F.)

* Correspondence: cristianoronaldo@correo.ugr.es

Abstract: This study aims to expand the existing scientific, theoretical and empirical knowledge about the influence of the variables age, gender, nationality and place of residence on the probability of developing social skills that generate social wellbeing, and, in addition, to identify the relationship between the most influential variable and the academic success of immigrant students. We hope that the educational community, in an intercultural context, can benefit from and apply this knowledge to assist immigrant students. In this study, a sample of $n = 749$ students aged between 12 and 18, of 41 different nationalities, is analyzed using the Social Skills Scale for Young Immigrants (SSSYI). Data analysis is performed with the SPSS and STATA statistical programs. Multiple linear regression (MLR) analyses verify that nationality is the most influential

variable. In addition, when calculating the Pearson correlation, high and positive correlations are found between social skills, nationality and students' grades, with which academic success was measured. In conclusion, we find that students who emigrated from the European continent present better social skills, better social wellbeing and greater academic success.

Keywords: social skills; social wellbeing; academic success; online teaching; linear regressions.

Justification

In the last decade, the number of immigrants in Europe has increased. More specifically, this migratory flow has turned Spain into a country of great cultural diversity, especially in its southern regions (Rodríguez-Izquierdo & González-Franco, 2021). This phenomenon is manifested in educational centers, significantly increasing the diversity in classrooms. Therefore, educational spaces are required that pay special attention to the social relations of the peer group, emphasizing and promoting them, in order to reduce segregation and the cultural gap (Gómez-Flors & Alguacil, 2018). Given this situation, the main purpose of this research is to expand the existing scientific knowledge on the variables that influence the development of social skills of immigrant students during online learning and to know how the most influential variable in the development of social skills of these students affects their academic success. For this purpose, the Social Skills Scale for Young Immigrants (SSSYI) was applied, an instrument that is considered a perfect candidate for assessing the social skills of young immigrants, making it the only instrument that takes into account the linguistic and comprehension peculiarities of the sample (Tomé-Fernández et al., 2020). To test the influence of the variables of age, gender, nationality and place of residence on the probability of social skills development,

ANOVA and regression analyses were performed on the input dataset, as these analyses are recommended for the treatment of parametric data (Abrougui et al., 2019). As recommended by Campbell and Lakens (Kern et al., 2019), the ANOVA statistic was used to estimate the proportion of the variance of the observed data that can be explained by the model. To determine the rejection or acceptance of the hypothesis that the proportion of variance of the explained variables is equal to zero, the F statistic is calculated, which tests whether the null model can be rejected in favor of the full model, with all ex-plan variables included (Papadopoulos & Stark, 2020). In the multiple linear regression (MLR) analysis, since this calculation is the one recommended by experts for the aforementioned analysis (McGee, 2018), social skills are used as the dependent variable and nationality, place of residence, gender, and age are used as independent variables. In addition, Pearson's correlation was applied, an analysis that indicates that when a high correlation is reached, as described in (Song et al., 2019) the closer it is to the value of one indicates to what extent one variable is the cause of another. On the other hand, to check the behavior of the data, a descriptive analysis of the results in the degrees according to the nationalities of the immigrant students analyzed was performed, taking into account that the closer the mean degree grade is to 10, the higher the academic degree success of the students is. Furthermore, to compare the means of the participants' scores according to their nationality, Tukey's post hoc test was performed. Finally, to check which immigrants' nationalities had more social skills and which had less, and to compare it with their academic success, a contingency table comparing these variables was performed. To obtain the social skills scores, the mean of the answers given to the questionnaire was used, where scores between 1 and 2 correspond to having better social skills, and scores between 3 and 4 correspond to having worse social skills. This is because the instrument is composed of 4 response options, where 1 and 2 mean possessing

a specific social skill and 3 and 4 mean not possessing it. Therefore, the lower the scores, the more social skills they possess.

Introduction

In this cultural context, it is common for the majority culture to dominate minority groups from the aspect of status and power, skewing the social welfare of the latter (Alba & Duyvendak, 2019). On the other hand, there are studies that indicate that there is heterogeneity in the results according to the nationality or nativity of the students in terms of their social skills and academic performance (Hourri & Sullivan, 2019). The culture of young immigrants due to their traditions, experiences and assimilation rates are very heterogeneous; the immigrant paradox can manifest itself differently in various groups or collectives of immigrants (Liu-Farrer et al., 2021), which justifies the consideration of the nationality variable in this study. In addition, currently, due to the COVID-19 pandemic, the teaching methodologies of educational centers have been restructured and organized to allow for teaching online, which may have led to the deterioration of the social skills and academic success of some students (Bonal & González, 2020). Therefore, in this research, the following research question is posed: which variables are most influential in the development of the social skills of immigrant students according to the online learning methodology? In addition, and according to some studies (Hull & Norris, 2020) where it is shown that the lower a student's social skills are, the more they fail in school, an attempt is also made to answer a second question: Does the most influential variable (social skills) affect the academic success of these students?

Conceptualization: Social Skills and Academic Success

Before delving into the theoretical foundation of the work, it is necessary to explain the underlying concepts behind it.

The social wellbeing of a student is understood as the functioning of optimal psychological experiences, which favor the prevalence of positive emotions over negative ones and an adequate level of satisfaction with life. This is related to the development of social skills and personal growth, and is frequently referred to as eudaimonic well-being (Tsurumi et al., 2020).

Social skills are one of the most important processes in the development of the individual; it is manifested through the interaction between the peer group that will allow them to obtain a healthy social life, which over time leads to certain results with different social groups such as emotional, along with meaningful communication with others (Kızbes & Abide, 2017).

Since social skills play an important role within relationships that occur in the same social context (Gökel & Dağlı, 2017) Through social skills people become better relationship builders (Choi & Lee, 2021), and communication between people, decision-making, problem or conflict resolution, self-management, self-control and competitive skills are improved (Sariyatun et al., 2021). These skills are mainly acquired in the interaction given in group and diverse environments. Authors such as Tompkins and Villaruel (Tompkins & Villaruel, 2020) indicate that these skills are necessary to interact with the peer group as well as with their teachers in a positive way, for example, by sharing, cooperating, and having the ability to refrain from problematic behaviors such as aggression and bullying, among others. In this sense, in intercultural settings, Hamaidi et al. (Hamaidi et al., 2021) and Othman and Ruslan (Othman & Ruslan, 2020) argue the importance of developing social skills among all their students, which will facilitate inclusion and academic success.

In addition, (Buchanan et al., 2016) contextualizes it in the intercultural environment, and considers that social wellbeing can be obtained when the social and cultural skills necessary to function effectively in a diverse cultural environment are acquired. As indicated by Baeva et al. (2021) the most important factor influencing social skills is the culture constituted by the environment and the family.

On the other hand, regarding academic success, this is defined as a more operational way of looking at academic performance, which is understood as the relationship between the learning process and its tangible results as predetermined values (Álvarez de Sotomayor & Martínez-Cousinou, 2016). Also, academic success is understood as performance results that indicate the extent to which individuals achieve the goals and objectives in their educational environment (Meneghel et al., 2021). Along the same lines, authors such as Goegan and Daniels (2019) conceptualize academic success as the acquisition of knowledge, cognitive and social skills, and as general satisfaction that generates greater academic capacity and a best achievement due to experiences of academic integration and social skills.

In relation to this, some research shows that the development of positive social skills is related to better performance and therefore to a higher probability of academic success (Cook et al., 2017), which is a fundamental aspect in intercultural educational contexts (Pareja de Vicente et al., 2021) where social wellbeing and academic success depend on participation and social integration with the host community (Göbel & Preusche, 2019). Also, there is evidence that shows that, in most cases, immigrant students do not achieve optimal levels of academic success (Medina, 2017).

Additionally, schools must guarantee the inclusion of all of their students, regardless of their cultural, ethnic or religious origin (Tuters & Portelli, 2017) since, as stated by (Martín, 2017), students belonging to a minority culture, upon coming into contact with

the majority group, modify their coping strategies to adapt to their new sociocultural reality. On some occasions, this leads to the development of harmful or dangerous habits that require students to develop certain social skills (Bobowik et al., 2018). These students avoid the impact of traumatic events that may arise in the period of cultural integration (Starck et al., 2019), which leads to the deregulation of their state of mind and school failure, as well as periods of social isolation, psychological disorder, or social conflict (Birkelund, 2019).

Interculturality, Social Wellbeing and Social Skills in Educational Centers

Spain, like the entire European continent, has become an intercultural territory (Garreta-Bohaca et al., 2020; Silva et al., 2020). The great migratory influx has transformed the country, increasing its diversity (Suarez et al., 2020) due to the introduction of different groups that follow different religions, customs and traditions (Vargas et al., 2020). Due to this 21st century phenomenon, the scientific literature has experienced a boom with regard to research focused on the social and emotional wellbeing of the immigrant population, especially with regard to the role that education has in empowering this school-age population (Kunesova, 2020).

In the presence of the cultural diversity that currently characterizes the educational context, it is considered essential to define and understand what the paradigm of interculturality consists of (Garrad, 2020), since this concept pursues the representation of minority groups, recognizing their interests and needs (Martínez et al., 2020).

According to (Pineda et al., 2019), interculturality allows different social groups to enjoy equal rights in spaces of coexistence and communication. The intercultural approach implies knowing others, valuing them for who they are and fostering spaces for dialogue between all actors (Sacavino, 2020). Opportunities for cultural mixing must be staged in educational centers so that they become a meeting place for students of different

ethnicities, cultures or religions (Chocobar, 2020), thereby allowing us to analyze and understand the realities of students and their social wellbeing from a tolerant and egalitarian perspective (Szelei et al., 2019).

Thus, interculturality has special relevance in the school context in terms of the social relations of the students, emphasizing and promoting them, in order to reduce qualitative segregation (Brown et al., 2020) and, consequently, social unrest (Kirmizi, 2018). Faced with such a situation, and to achieve a recommended state of social wellbeing among students from different cultural groups, the intercultural paradigm considers the development of social skills in these students as the most important factor (Ion et al., 2018).

Social Skills as a Premise of the Social Welfare of Immigrant Students

According to (Kerklaan, et al., 2020), there are important links between social skills and the social wellbeing of the individual since changes in one of these areas has an impact on the other. Therefore, authors such as (Gunthorsdottir et al., 2017) argue that intercultural schools should focus on ensuring that all students have equivalent educational opportunities that allow them to acquire the social skills necessary to develop adequate social welfare.

Furthermore, fostering social skills will allow the entire class group, regardless of their cultural origin, to acquire a new capacity for fairer and more equitable relationships (Gibson et al., 2020). As such, the social relations between these groups will improve (Quinones, 2020) alongside their social wellbeing.

However, there is evidence that schools with a large influx of immigrants can lead to the development of social problems to the detriment of equal opportunities to promote the optimal development of immigrant students' social skills and social wellbeing (Álvarez-Hernández & Choi, 2017). As such, education, political, and pedagogical intervention is

urgently required (Arjona et al., 2018). As (Keyes, 1998) indicates, aspects such as students' positions in the social hierarchy of the educational center will condition the development of skills that allow them to relate optimally with their peers and, in this way, promote an adequate level of social welfare.

Online Teaching and its Inference in the Social Problems of Intercultural Students

The educational interculturality, due to globalization and migratory social movements, produced in recent decades, has been associated with important changes in the Spanish educational system (Cutri et al., 2020). This, together with connectivism and the continuous appearance of ICT applications or resources, has been motivating a shift towards an online training model associated with digital competence and technological advances (O'Dowd, 2019). This has been strengthened in Spain, by home confinement due to the COVID-19 pandemic. It has become, during this period, the only methodology used at all educational levels (Esteban et al., 2021).

Through this situation, new deficiencies related to the digital and social divide of different sectors of the Spanish student population have been revealed (García, 2021). These include the problems of connection to the Internet, the lack of technological resources, and the scarcity of training of many teachers for the didactic use of technologies as the most notable deficits (Mielgo-Conde et al., 2021). This is particularly the case in minority ethnic and cultural groups, whose migratory situation positions them, in some cases, as students at risk of social exclusion (Gautam et al., 2021). This is characterized by low economic and linguistic levels that enhance the vulnerability of these groups in online teaching (Portillo et al., 2020). Given these shortcomings, in Spain it has been established to guarantee the digital inclusion of all these students, by adapting the current educational law (LOMLOE, 2020), as well as with regional aid, in which laptops and tablets have been provided to the neediest students (Moral et al., 2020). However, through this online

teaching the expected educational expectations were not met, for this reason, in the second year of the pandemic, face-to-face teaching has been opted for, taking into account the health standards of social distancing, use of a mask and hand washing (Cranfield et al., 2021).

Given this situation, it is necessary to highlight that the educational inequalities that have been observed during online teaching have been different in percentage and severity depending on the ethnic and cultural group to which the student belongs (Area-Moreira et al., 2021).

In this sense, students of African origin have shown themselves to be the most disadvantaged, due to the socioeconomic status in which they find themselves, caused by the poor labor regulation of their parents (Goldenthal et al., 2021). This, together with the parents' ignorance about the functioning of the educational system and about the language, have been closely related to the lack of adaptation to online teaching (Rodríguez-Hidalgo et al., 2018), which requires specific support and efforts to close the existing cultural gap between African parents and schools (Tesfai, 2018). In addition, there are studies that show that African students perceive less family support, since they prioritize work goals and base their decisions on ease and the lower economic cost of enrollment (Santana et al., 2016). They therefore present little expectations of academic success (Gil-Hernandez & Gracia, 2018).

On the other hand, authors such as Heaslip, Hean and Parker identify the Roma ethnic group as another minority group with high deficiencies in adapting to virtual teaching (Heaslip et al., 2016). In this case, in Spain, their relationship with the marginal world positions them as students with low academic performance and high levels of school absenteeism (Bayraktar et al., 2015), aspect that has been aggravated due to the lack of resources in online teaching (Ortiz-Marcos et al., 2021). In addition, the scarce training

and the little value that Roma parents place on their children's education have overshadowed their academic expectations (Myers, 2019), giving priority, as with other ethnic groups, to professional goals. Faced with these problems, there are initiatives that seek to increase the school integration of these students, as well as their academic level, a fact that is sometimes hampered by cultural roots and the discrepancy in educational values on the part of these families (Llevot & Bernad, 2016).

Another minority cultural group that has participated in online teaching in Spain have been Asian students (Keung & Ho, 2020). Unlike the previous ones, in this group, no connection difficulties have been observed, although their parents' understanding of the language has. However, in this situation, above all, it has affected the socialization of Asian students, who were already characterized by having poor social skills (Atkin et al., 2018). This has been associated with few interactions in the different schools' digital media (Cao et al., 2016).

This, together with the lack of knowledge of the Spanish educational system by Asian parents (Yip, 2019), has made it difficult to access the minimum educational objectives (Zhang et al., 2018). For this reason, there are authors (Jia & Liu, 2017) who claim that social and academic support should be applied to this group, using specific theoretical and methodological tools that help social and educational integration, reducing in this way the cultural prejudices that the group faces (Trieu & Lee, 2017).

Finally, it is necessary to highlight the group of Latin American students as another of the groups greatly affected by online teaching in Spain. This group, in which family participation in school was already scarce, has seen this situation worsened with online teaching this (Jasis, 2019). Nuances that especially influence adolescents, whose parents transmit messages of little academic effort to their students (Volk, 2017), prioritizing the world of work over the academic training of their children (Simpkins et al., 2017).

Although the dropout rate has decreased in recent years and the achievement gap between Hispanics and other racial groups has narrowed, Latino students continue to be the racial group with the highest dropout rate among the people aged 16 to 24 years in Spain (Boutakidis & Rodriguez, 2019). According to studies (INE, 2020) the dropout rate in secondary education is still disappointing.

For this group, as for the previous ones, it is also considered that the support programs of educational institutions play a key role in maintaining high educational aspirations and better academic performance while they are in secondary school (Giraldo-García et al., 2018).

However, these cultural references or nationalities should be considered with caution, and not extrapolated to other contexts as shown by some previous studies (Jung et al., 2015), in which, for example, it is observed that students of Asian origin achieve low levels of academic success in Spain, in contrast to the educational levels, expectations and reputation of this group in other European countries (Falcon, 2021).

All this is due to the lack of social equity in intercultural educational contexts. Online teaching (which we currently find ourselves in the midst of due to the COVID-19 pandemic) may lead to the development of new social problems that cross time-space borders, leading to situations of racial or xenophobic cyberbullying (Montt & Borgonovi, 2017).

Therefore, (Rodríguez-Hidalgo et al., 2020) argues that this new online teaching paradigm has increased cases of cyberbullying worldwide, together with the online insecurity faced by some students due to their culture. Intolerance towards different ethnicities, races or religions has become a risk factor for victims of cyberbullying (Kim & Faith, 2020), which have been magnified due to the resettlement of immigrant students in segregated communities (Fuentes et al., 2019). Given these circumstances,

understanding these possible risk factors constitutes an important step towards addressing and developing the acquisition of the social skills necessary to deal with these issues (Kenny et al., 2020). As some studies indicate, the acquisition and development of social skills in the immigrant population facilitates greater inclusion in the educational context, increases their social wellbeing and thereby reduces intercultural social conflicts (Fernández-Antelo et al., 2020).

The acquisition of social skills in students (immigrant or not) helps them interpret different situations, provides them with stimuli, higher academic performance and provides them access to additional resources that promote development, such as the use of new technologies (Hull & Norris, 2020). They are necessary resources in online teaching caused by the COVID_19 pandemic (Chwialkowska, 2020). And in which the implementation of new social skills that entail virtual support and companionship through digital platforms has been necessary (Pozo et al., 2021).

However, not all behaviors in virtual learning have been positive. Precisely the lack of certain social skills has resulted in cyberbullying situations (Ahmed & Opoku, 2021). This has affected, in the most extreme cases, the academic performance of students (Materre et al., 2021). Minority ethnic and cultural groups have been affected due to racist and / or xenophobic attitudes of their peer group (Williamson et al., 2021).

For this reason, as reflected by Maksum et al. (2021), it is considered necessary that all students develop social skills in academic environments with a great cultural influx, especially at a time when online teaching is gaining great relevance in educational centers. And in which it is intended, through it, to develop inclusive environments that allow students to learn about local and foreign cultures, and encourage them to develop a sense of heritage and cultural identity (Dorji et al., 2019), and to share them with people who have different backgrounds.

This intracultural online learning will promote values and behaviors, which in turn will improve social skills related to communication, discussion, self-efficacy, and academic performance in online teaching (Sampson et al., 2021) and will help with the use of digital media as a way of learning intercultural communication (Su, 2018) skills.

Social Skills and Academic Success in Immigrant Students

On the other hand, authors such as (Yeh et al., 2021) equate the optimal development of social skills with academic success. However, this development is affected by variables such as nationality, gender, age, and place of residence.

Regarding nationality, (Hojnoski et al., 2018) concludes that native-born students have better social skills and better academic performance. Agreeing with this, (Lacoste et al., 2020) indicates that immigrant students present lower academic measures when suffering from the impact of adaptation to a new context. Their integration in the host country significantly affects the development of these skills (Moise et al., 2019).

Furthermore, research links the better development of social skills to female students (Schmerse & Zitzmann, 2021). This coincides with another study, where it was found that male students were competing with a greater number of social conflicts, less control of their emotions and motivations, and higher rates of academic failure than their female counterparts (Cabrera et al., 2016).

Alternatively, some research indicates that, as students grow, the development of certain social skills improves and, with these skills, their academic success also improves due to their maturity (Solhaug & Nørgaard, 2019). Moreover, several studies affirm that higher levels of education, which are achieved at an older age, lead to greater social wellbeing, indicating the development of better social skills (MacCormack et al., 2020). In addition, it has been found that, as they age, individuals feel happier and more satisfied with their

lives and therefore present higher levels of social and psychological wellbeing (Nishimura et al., 2020).

However, no studies have been found that relate students' place of residence to the development of social skills. However, one investigation showed that, in places of residence where a greater number of their compatriots live, the adaptation of immigrant students improves, and with this, the time taken to achieve academic success is reduced (Beltrán-Velasco et al., 2020).

Theoretical Foundations of the Instrument Used

Therefore, it is necessary to mention the value and novelty of the research, since it measures, for the first time, the acquisition of social skills and academic success among immigrant students in digitized educational contexts in which the social problems of intercultural students are emphasized (Castaño et al., 2017).

This study uses an adapted and validated instrument, called the Social Ability Scale for Young Immigrants (SSYI) (Zhang-Yu et al., 2020), made up of six dimensions that evaluate the following aspects: the ability to know how to say no and end interactions; self-expression in situations related to social rights; defense of one's own rights; the ability to express anger and disagreement; the ability to make requests; and the ability to know how to initiate interactions with the opposite sex.

The first dimension measures the ability to say no and end interactions since, as indicated by (Naeyun & Cheol-Sung, 2015), immigrants who do not acquire this skill experience lower levels of sociability and frustration, unlike immigrants who do acquire it, who are able to adapt to the prevailing levels of sociability in their destination country. The second dimension, self-expression in social situations, consists of the ability for self-expression, which allows immigrant students to express themselves in the broader community, and, in turn, acquire and develop their social skills in a way that is appropriate in the host

environment (De los Ríos, 2020). The third dimension encompasses the defense of one's rights. This dimension consists of students defending their rights to access free education, medical care, the world of work, and, in addition, being recognized by the host society, which must make a greater effort to improve the quality of life of immigrants (Sánchez-Ojeda, 2020).

As for the fourth dimension, expression of anger or disagreement, this concerns the ability of students to express their emotions in increasingly complex situations, since it allows them to regulate themselves in different situations that can lead to anger, as this is a prerequisite to being able to function as a member of society (Park et al., 2018).

The fifth dimension consists of the ability to make requests, which is related to the research of (Atani, 2020), who refers to the ability to make requests of other people, which makes it possible to solve immediate and future problems and allows for greater social skills acquisition.

The sixth and final dimension involves initiating positive interactions with the opposite sex. According to (Assari et al., 2020), this dimension leads immigrant students to interact with friends of the opposite sex in order to improve their capacity to relate to other members of society. This can be accomplished by interactions based on trust, reciprocity, mutual support, and friendly relationships between the sexes.

Materials and Methods

Objectives and Hypothesis

In order to answer the question: Does the most influential variable of the social skills affect the academic success of these students? the following general objectives are proposed:

- 1. Expand the existing scientific knowledge regarding the variables influencing the development of social skills of immigrant students during online learning.
- 2. Know how the most influential variable in the development of social skills of these students affects their academic success.

The review of the scientific literature shows the importance of this study and lays the foundations for the initial hypotheses raised: The first hypothesis determines that nationality is the most influential variable analyzed in the acquisition of social skills of immigrant students during online teaching. And the second hypothesis is that in an online learning context, students who belong to a nationality with higher social skills will have greater academic success.

Sample

This research was planned with an ex post facto quasi-experimental design, in which a sample of $n = 749$ immigrant students between 12 and 18 years old participated ($X = 14.17$, $SD = 1.67$), of which 397 (53%) belonged to the female gender and 352 (47%) to the male. The selection of the sample was carried out by means of intentional non-probabilistic sampling in which students at collaborating schools who wished to participate were able to do so. Despite this, the sample is sufficiently representative, exceeding the ratio of 10:1 (participants vs. items of the instrument) (Franco, 2018).

In addition, the participants resided in 10 different cities located in southern Spain (Table 27). These cities were selected since they are the ones that reflect a higher rate of immigrant students per school ratio (Kettrey, 2018).

Table 27. Percentage of number of students by place of residence.

Place of Residence	%	Participants
Granada	34.8	261
Cádiz	13.6	102
Málaga	11.5	86
Almería	10.3	77
Huelva	8.7	65

Ceuta	4.7	35
Melilla	4.5	34
Jaén	4.3	32
Córdoba	3.9	29
Sevilla	3.7	28
Total	100	749

Source: own calculations.

Regarding their origin, 238 (31.8%) immigrant students came from the African continent, 216 (28.8%) from the European continent, 177 (23.6%) from the American continent, and 118 (15.8%) from the Asian continent (Table 28). The distributions of the countries of origin of immigrant students are shown in Table 29.

Table 28. Distribution of the continents of origin of the immigrant students.

Continent	N°	%
Africa	238	31.8
Europe	216	28.8
America	177	23.6
Asia	118	15.8

Source: own calculations.

Table 29. Distribution of the nationalities of immigrant students.

Continent	Nationality	N°	%
Africa	Morocco	145	60.9
	Senegal	25	10.5
	Nigeria	23	9.7
	Ivory Coast	18	7.5
	Mali	15	6.3
	Algeria	10	4.2
	Guinea	2	0.9
	Europe	Romania	149
Germany		13	6.15
France		11	5
Portugal		11	5
Italy		10	4.66
England		9	4.21
Ukraine		3	1.38
Russia		3	1.38
Bulgaria		1	0.46
Greece		1	0.46
Latvia		1	0.46
Switzerland		1	0.46
Sweden		1	0.46

	Poland	1	0.46
	Georgia	1	0.46
America	Ecuador	57	32.2
	Bolivia	33	18.64
	Peru	18	10.17
	Colombia	16	9.04
	Argentina	15	8.5
	Brazil	12	6.78
	Venezuela	9	5
	Mexico	9	5
	Paraguay	2	1.12
	Uruguay	2	1.12
	Cuba	1	0.56
	Honduras	1	0.56
	Dominican Rep.	1	0.56
	Chile	1	0.56
Asia	China	52	44
	Japan	41	35
	Pakistan	11	9
	Syria	9	7
	South Korea	5	4

Source: own calculations.

Instrument

The instrument used in this research, the Social Skills Scale for Young Immigrants (SSSYI), has a psychometric structure that presents excellent values (Ciftci, 2018) and has a global internal consistency level of 0.82 and levels above 0.81 for each of its dimensions (Table 30).

Table 30. Internal consistency of the six dimensions of the Social Skills Scale for Young Immigrants (SSSYI).

Dimensions	α	N° Items
1. Being able to say no and end interactions	0.89	7
2. Being able to express oneself in social situations	0.81	8
3. Being able to defend one's own rights	0.81	4
4. Being able to express anger and disagreement	0.81	3
5. Being able to make requests to others	0.85	4
6. Being able to initiate positive interactions with the opposite sex	0.82	3
Total	0.82	29

Source: own calculations.

The instrument consists of 37 initial items, which were reduced to 33 items using the expert judgment technique. Next, an exploratory factor analysis was carried out in which the instrument was reduced to 29 items and, finally, a confirmatory factor analysis was carried out that confirmed the previous 29 items, in which CFI values of $n = 0.877$, TLI values of $n = 0.852$ and RMSEA values of 0.04 were obtained, meaning that the instrument was validated and had a high level of reliability $\alpha = 0.82$.

The first part of the questionnaire collected sociodemographic data regarding the selected sample, such as students' ages, gender, place of residence and nationality. Additionally, a second part made up of 29 items was divided into six dimensions: ability to say no and end interactions (seven items); self-expression in social situations (eight items); defense of one's own rights (four items), ability to express anger and disagreement (three items); ability to make requests to others (four items); and the ability to initiate positive interactions with people of the opposite sex (three items). The items were evaluated using a Likert-type scale, which measured the frequency of the statement from one to four, with one being equal to never, two equal to almost never, three equal to almost always and four equal to always.

On the other hand, the range of scores for the proposed dimensions ranged from seven to 28 for the first dimension, from eight to 32 for the second dimension, from four to 16 for the third and fifth dimensions, and from three to 12 for the fourth and sixth dimensions.

With regard to the six dimensions, the first of them, the ability to say no and end interactions, aims to assess the ability of young people to refuse to perform a task when they believe that it is not fair, since, according to (Alivernini, 2020), saying no is a method of expressing one's social skills and defending one's right to choose. The second dimension, self-expression in social situations, aims to assess the degree to which young immigrants are capable of carrying out the activities of daily life, as authors such as

(Klimeckil et al., 2018) indicate that their confidence can be analyzed in this way. (Giugni & Grasso, 2020) argues that one of the indicators of self-expression in social situations is confidence in one's own abilities. With respect to the third dimension, the defense of their own rights, this is used to detect the ability of young immigrants to demonstrate their knowledge about their own rights when they visit a public establishment. In relation to this, (Hensel & Tanner, 2015) highlights the right to security, the right to be informed, the right to be heard, the right to choose, the right to privacy and the right to compensation as fundamental for the social development of a subject (Pérez, 2014). The fourth dimension, expression of anger or disagreement, is identified with the ability of immigrant students to externalize their anger towards other people, which (Campbell & Lakens, 2020) defines as a negative emotional response to unfair behavior by others, also affirming that this ability is used as a shield against the harm of others. The fifth dimension is the ability to make requests, which is intended to measure the degree to which young immigrants are capable of asking for something they consider to be theirs, which forces the individual leave their internal forum and externalize a problem that they cannot solve by themselves. In this way, the individual must relate to others, putting their shyness aside (Bayrakdar & Guveli, 2020). The sixth and last dimension involves immigrant students' ability to initiate positive interactions with the opposite sex, through which we intended to assess whether the participants were capable of holding conversations and interacting with people of the opposite sex. In relation to this, (Pallmann & Jaki, 2017) states that this ability is related to spontaneously giving a compliment, or simply being able to talk to someone who is attractive.

Data Collection Procedure

For data collection in the educational centers, participation was requested by email and telephone calls to various managers. Subsequently, the parents and legal guardians of

immigrant students were asked to sign an informed consent form to confirm that they consented to participate in the study. We explained that this participation would be completely anonymous and that the confidentiality of the data would be guaranteed. Regarding the administration of the questionnaire, it was provided virtually and in Spanish to students, through a link provided by their teacher in class. The instrument was completed in approximately 10 to 30 minutes using the Google Forms platform. The help of an online translator was requested only four times by the students since most of the immigrant students surveyed were fluent in Spanish and had passed their literacy classes. The questionnaire was tested with immigrant students, and this instrument was decided to be administered in Spanish because the students had a good level of the language, which was verified by their own teachers who were sent a document to ensure that this was the case. Finally, at the end of the academic year, the teachers were asked for the final grades in each subject obtained by the students who participated in the study. These grades were sent by email to the authors of this work and represent the average of the marks obtained during the course in each of the subjects.

Both in the administration of the questionnaire and in the collection of academic qualifications, the ethical recommendations provided in the Declaration of Helsinki (1975), later updated in Brazil in 2013, were followed, and the Ethics Committee of the University of Granada approved this study (reference code: 742/CEIH/2018). We assessed the variables of nationality and gender, which, a priori, can generate controversies when related to descriptions of students' capacities. We also took into account the existing immigration policy, as reflected in the deontological code of the regulations mentioned above.

Data Analysis Procedure

In the tabulation and analysis of the data, the statistical program SPSS version 25 was used, following the statistical indications and data analysis techniques proposed by authors such as P (Gbadamosi et al., 2019). Prior to this step, we carried out the coding of the independent variables. For the gender variable, the number 1 was used to code for male gender and the number 2 for female gender. For the nationality variable, the number 1 was used to refer to immigrants from the African continent, the number 2 for the continent of Europe, 3 for the Asian continent and 4 for the American continent. For the variable place of residence, the number 1 was used to code for immigrants who resided in the province of Granada, the number 2 for those who resided in the province of Malaga, 3 for Almería, 4 for Jaén, 5 for Córdoba, 6 for Cádiz, 7 for Seville, 8 for Huelva, 9 for Melilla and 10 for immigrants residing in Ceuta. Finally, regarding age coding, this was done using the ages of the students: 12, 13, 14, 15, 16, 17 and 18.

Following this procedure, we were left with a final data set of three nominal variables (gender, nationality and place of residence) and one ordinal variable (age). To check the probability of immigrant students developing their social skills according to the variables of age, gender, nationality and place of residence, multiple linear regression (MLR) analysis was carried out using STATA statistical software. Through this analysis, a model can be created that defines the relationship between the outcome or dependent variable (social skills) and the independent or explanatory variables (Bijsterbosch et al., 2017). Multiple linear regression (MLR) is one of the statistical methods that attempts to model the correlation between the variables involved and a response variable that depends on the linear equation in the observed data.

The MLR model is as follows:

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \dots + \beta_p X_p + \varepsilon$$

where Y is the dependent variable, β_1 is the intercept, X_1 is the independent variable, and ε refers to random measurement errors (Song et al., 2019).

Results

Data Analysis

MLR Model

In this study, the values for ANOVA ($F = 4.17$, $p = 0.001$) indicated the significance of the complete model and, therefore, the validity of the model when making predictions about students' social skills, as previously shown (Kim et al., 2018) (Table 31). The R^2 and the root mean square error (RMSE) of the independent variables were then calculated to check the fit of the model and the ability of the SSSYI scale to predict social skills since, according to some theorists, this is the best analysis for this calculation (Williamson et al., 2021).

Table 31. ANOVA results for the regression model of the age, gender, nationality and place of residence variables.

ANOVA							
Regression	Sum of squares	Df	Sum of squares residual	Mean squares regress	Mean squares residual	F	Sig.
on	306.54	5	10977.39	61.31	14.70	4.17	0.001

Source: own calculations.

The multiple linear regression (MLR) analyses of the input data set for social skills obtained values of $R = 0.888$ and R^2 Adjusted = 0.787. The value of R^2 indicates the percentage at which the intended instruments were measured since, according to some theorists, this is the best analysis for this calculation (Linke et al., 2020). In the case of R^2 Adjusted = 0.787, this indicates that the SSSYI measures 78.7% of social skills as a

function of the nationality, place of residence, gender and age variables. The results showed that RMSE was = 0.712, indicating that the model fit scores below 0.712 correctly as, according to some studies, this indicates that the adjustment is adequate (Ordones et al., 2020) (Table 32). In order to verify which of the variables (nationality, place of residence, gender or age) was the one that had the most weight in the research and, therefore, was the greatest predictor of social skills, a comparison of competing model coefficients was calculated.

Table 32. Results of multiple linear regression (MLR) analysis of the input data set for social skills.

R	R2 Adjusted	RMSE
0.888	0.787	0.712

Source: own calculations.

The comparison of competing model coefficients was obtained with the variables with less impact, which were the place of residence (=0.242), age (=0.135) and gender (with a coefficient of = 0.04) (Table 33). Therefore, it can be deduced that social skills are linked to the nationality of the young immigrant participants to a greater degree than place of residence, age and gender. Subsequently, the correlation between the social skills, nationality and qualifications variables was corroborated by calculating the Pearson correlation, as recommended (Machado-Casas et al., 2018) (Table 34).

Table 33. Comparison of competing model coefficients of multiple linear regression analysis.

Comparison of Competing Models	
Place of residence	0.242
Age	0.135
Gender	0.040

Source: own calculations.

Table 34. Correlation between social skills, nationality and qualifications.

Pearson's Correlation	
	Qualifications
Social Skills	0.937
Nationality	0.994

Source: own calculations.

The value of the mean academic scores achieved by the participants ranged between 4.33 and 9.22, with the latter being the highest. The lowest score corresponds to immigrants of Korean origin, followed by Chinese students with 4.34 and Japanese students with 4.38. On the other hand, the best marks were obtained by immigrants from Germany with 9.22, followed by the English with 8.33 and the Portuguese with 8.22. (Table 35)

Table 35. Descriptive statistics of the mean academic success of the students according to their nationality.

	Nationality	Mean
1	Germany	9.22
2	England	8.33
3	Portugal	8.22
4	France	8.13
5	Switzerland	8
6	Mexico	7.92
7	Uruguay	7.83
8	Italy	7.70
9	Chile	7.33
10	Cuba	7
11	Russia	7
12	Sweden	7
13	Argentina	6.90
14	Brazil	6.75
15	Paraguay	6.70
16	Venezuela	6.69
17	Bulgaria	6.67
18	Bolivia	6.54
19	Peru	6.50
20	Colombia	6.30
21	Ecuador	6.21

22	Ukraine	6
23	Guinea	6
24	Domin. R.	6
25	Greece	6
26	Latvia	6
27	Poland	6
28	Algeria	5.86
29	Nigeria	5.83
30	Morocco	5.76
31	Mali	5.75
32	Senegal	5.69
33	Honduras	5.33
34	Syria	5.33
35	Ivory Coast	5.25
36	Georgia	5
37	Romania	4.84
38	Pakistan	4.67
39	Japan	4.38
40	China	4.34
41	South Korea	4.33

Source: own calculations.

Tukey's post hoc test (Table 36) verified that the majority of grades had a level of significance below 0.05 and were homogeneous, except for grades 4 and 8; 4 and 9; 5 and 7; 6 and 7; 8 and 9; and 9 and 10. Significant differences were found between these grades and therefore they differed from each other due to their heterogeneity (Chen et al., 2019).

Table 36. Tukey's multiple comparison test of the means of academic success according to nationality.

Difference of Levels	Difference of Means	EE Difference	IC of 95%	Sig.
Mixture 4- Mixture 5	9.219	1.449	(4.94, 13.50)	0.000
Mixture 4- Mixture 6	12.323	1.458	(8.01, 16.63)	0.000
Mixture 4- Mixture 7	10.119	1.632	(5.30, 14.94)	0.000
Mixture 4- Mixture 8	2.166	1.800	(-3.16, 7.49)	0.893
Mixture 4- Mixture 9	-0.866	2.465	(-8.15, 6.42)	1.000
Mixture 4- Mixture 10	-15.132	5.087	(-30.17, -0.09)	0.047
Mixture 5- Mixture 6	3.105	1.034	(0.05, 6.16)	0.044
Mixture 5- Mixture 7	0.091	1.267	(-2.85, 4.65)	0.992
Mixture 5- Mixture 8	-7.052	1.478	(-11.42, -2.68)	0.000
Mixture 5- Mixture 9	-10.084	2.241	(-16.71, -3.46)	0.000
Mixture 5- Mixture 10	-24.351	4.982	(-39.08, -9.62)	0.000
Mixture 6- Mixture 7	-2.204	1.277	(-5.98, 1.57)	0.599
Mixture 6- Mixture 8	-10.157	1.487	(-14.55, -5.76)	0.000
Mixture 6- Mixture 9	-13.189	2.246	(-19.83, -6.55)	0.000

Mixture 6- Mixture 10	-27.456	4.984	(-42.19, -12.72)	0.000
Mixture 7- Mixture 8	-7.953	1.658	(-12.85, -3.05)	0.000
Mixture 7- Mixture 9	-10.985	2.363	(-17.97, -4.00)	0.000
Mixture 7- Mixture 10	-25.252	5.038	(-40.15, -10.36)	0.000
Mixture 8- Mixture 9	-3.032	2.483	(-10.37, 4.31)	0.886
Mixture 8- Mixture 10	-17.299	5.095	(-32.36, -2.24)	0.013
Mixture 9- Mixture 10	-14.267	5.366	(-30.13, 1.60)	0.110

Source: own calculations.

As can be seen in Table 36, the immigrant students who have better social skills are of the German, French and Portuguese nationalities, and they agree that their academic success is high, the average grade obtained during the school year being 9.22 for students of German origin, 8.22 for those of Portuguese origin and 8.13 for those of French origin. On the opposite side are the immigrant students who have the worst social skills, which are those from China, Japan and Pakistan, and they agree that their academic success is low, with the average of the grades obtained during the course being 4.67 for the students of Pakistani origin, 4.38 for those of Japanese origin and 4.34 for those of Chinese origin. Therefore, when checking these scores, it can be observed how having better social skills is related to greater academic success.

Table 37. Contingency table comparing immigrant skills with more and less social skills and their academic success.

Nationality	More Social Skills	Academic Success
Germany	1.155	9.22
France	1.169	8.13
Portugal	1.212	8.22
Nationality	Less Social Skills	Academic Success
China	3.87	4.34
Japan	3.66	4.38

Pakistan

3.42

4.67

 Source: own calculations.

Discussion

The objectives of this study consisted, on the one hand, of attempting to expand the scientific knowledge on the influence of the variables of nationality, gender, age and place of residence on the development of social skills among immigrant students, and, on the other hand, to assess the relationship between the most influential variable influencing the development of social skills and the academic success achieved by immigrant students during the online learning process (initiated due to the COVID-19 pandemic).

Given this situation, it should be mentioned that the large migratory influx has transformed Europe and, more specifically, Spain (Rodríguez-Izquierdo & González-Faraco, 2021). Due to this 21st century phenomenon, the scientific literature has experienced a boom with regard to research focused on the social and emotional wellbeing of the immigrant population, especially with regard to the role that education has in empowering the school-age population (Kunesova, 2020). Therefore, authors such as (Garrard, 2020) consider the paradigm of interculturality as essential to the social and emotional wellbeing of the immigrant population, since it seeks the representation of immigrant groups or minority groups, recognizing their interests and needs in society (Szelei et al., 2019). Promoting equality and social relations between different cultural groups in educational centers seeks to reduce the existing cultural gap (Álvarez-Hernández & Choi, 2017). However, even in these contexts, it is common for the majority culture to position itself as superior to minority groups due to its status and power, to the detriment of the social welfare of immigrant students (Alba & Duyvendak, 2019). In addition, this social gap may be exacerbated by socio-economic and cultural exclusion within educational

institutions (Chen et al., 2019). This has caused an increase in segregation, leaving to cyber violence perpetrated by dominant groups (Brown et al., 2021). Moreover, due to the COVID-19 pandemic, a methodological shift occurred from face-to-face to digitized teaching, leading to an increase in the social problems of said students, even crossing the boundaries of time and space (Dorji et al., 2019).

In this sense, in their study, (Liu-Farrer, et al., 2021) reveal that, through this new methodology, differences in access to and appropriation of technology are intensified based on the diverse cultural backgrounds and socioeconomic status of the students.

Faced with such a situation, some theorists recommend that interculturality should be promoted in diverse educational contexts in order to favor the socialization of all students and thus lead them to acquire new social skills in order to achieve optimal social wellbeing (Ion et al., 2018).

Based on this, a study that looks to expand the existing scientific knowledge on the variables influencing the development of the social skills of these students is justified. Re-garding this objective, the results show that, among the variables analyzed, such as nationality, gender, age and place of residence, the nationality of immigrant students seems to have the biggest impact on their acquisition of said skills. This aspect also coincides with previous research (Álvarez de Sotomayor & Martínez-Cousinou, 2016) in which authors such as (Chen et al., 2019) highlighted nationality as one of the most influential factors in the development of social skills in immigrant students. According to (Halimi et al., 2019), this may be due to the fact that the traditions, cultures and customs of each nationality determine the intercultural dialogue that takes place and, with it, the acquisition (or not) of certain social skills (Vargas et al., 2020).

On the other hand, and taking into account the second objective of this research, the results obtained show that the social skills of the immigrant students analyzed have a

positive correlation with the academic qualifications they achieved. This is in agreement with another study showing that the development of positive social skills is related to better academic performance, and, therefore, to a higher probability of academic success (De los Ríos, 2020).

The results obtained also reflect the positive correlation between the nationality variable, the variable that most influences the social skills of these students, and their grades, which are considered a reflection of their academic success. In the analyses of the nationality variable, it is revealed that the highest level of academic success is indicated in students of European origin, such as those from Germany, England or Portugal, while the students who obtained lower grades and, therefore, less academic success, were students from China, Japan and South Korea. These results coincide with previous research (Sánchez-Ojeda et al., 2020), where it was identified that, depending on the students' nationality, a different degree of integration is achieved in the host country, which significantly influences their academic performance and success.

The findings cannot be extrapolated to the entire Spanish context, and the reason for this lies in the peculiarities of the analyzed region, where there is a lower representation of the nationality of some immigrants than in other areas of the country. This means that the results obtained should be considered with caution, although the sample selection meets statistical requirements established by Williams-Washington and Mills (2018), where it is known that the participant-element ratio must be at least 10: 1.

Conclusions

We believe that our findings confirm each of the hypotheses discussed in this study. Firstly, we found that the nationality of the evaluated students is the most influential variable in the development of their social skills and, therefore, their social wellbeing.

On the other hand, and taking into account the second hypothesis raised, the results obtained show that the social skills of the analyzed students have a positive correlation with the academic grades they achieved. Additionally, the same positive correlation also occurs between the nationality variable and the academic success of the studied students. More specifically, this study shows that students of European origin show a greater development of their social skills and greater academic success.

These data exemplify the need for educational and family projects that focus on the development of social skills in immigrant students in order to improve not only their social wellbeing, but also their academic success. Therefore, educational centers must generate awareness of this issue and develop prevention and intervention actions that favor the inclusion of all students, and in which xenophobic values towards cultural diversity are avoided and the coexistence of responsible citizens is promoted.

Lastly, it should be mentioned that the findings obtained in this study revealed that the SSSYI scale, used to measure the data, correctly predicts the social skills of young immigrants based on their nationality, gender, age and place of residence.

Limitations

The study has several limitations that require consideration when interpreting the findings. This research used a quantitative methodology, which can provide limited information regarding the social skills, social wellbeing and academic success of immigrant students. Therefore, it is recommended that the study be expanded via investigations that collect qualitative data in order provide complementary information to accompany the current findings.

In addition, another of the main limitations of the study is related to the research it-self. Although representative, it is limited to immigrant students from southern Spain. Therefore, extrapolation of the data must be carried out with caution.

Despite these limitations, the study contributes to expanding the existing scientific knowledge on the social skills of immigrant students in online learning settings. Additionally, educational specialists should consider our findings in order to make prevention and intervention decisions that improve said skills and, consequently, the social wellbeing and academic success of these students. At present, it is undeniable that the research conducted in this study is highly relevant if one takes into account the constant migratory growth of educational centers and the increase in racist and xenophobic cyber violence.

Author Contributions: C.F.-L., M.T.-F. and J.M.O.-M. conceived the hypothesis of this study. J.M.O.-M. participated in data collection. All authors analyzed the data. All authors contributed to data interpretation of the statistical analysis and wrote the paper with significant input. All authors have read and agreed to the published version of the manuscript.

Funding: This research was funded by the following I + D + I Project: “The Role of Personal Learning Environments in the Social Integration of Unaccompanied Foreign Minors (MENAS): 500€”.

Institutional Review Board Statement: Not applicable.

Informed Consent Statement: Not applicable.

Data Availability Statement: Not applicable.

Conflicts of Interest: The authors declare no conflicts of interest.

References

- Abrougui, K., Gabsi, K., Mercatoris, B., Khemis, C., Amami, R., & Chehaibi, S. (2019). Prediction of organic potato yield using tillage systems and soil properties by artificial neural network (ANN) and multiple linear regressions (MLR). *Soil Tillage Research, 190*, 202–208.
- Ahmed, V., & Opoku, A. (2021). Technology supported learning and pedagogy in times of crisis: The case of COVID-19 pandemic. *Educaction and Information Technologies, 1–14*. <https://doi.org/10.1007/s10639-021-10706-w>.
- Alba, R., & Duyvendak, J.W. (2019). What about the mainstream? Assimilation in super-diverse times. *Ethnic and Racial Studies, 42*, 105–124, <https://doi.org/10.1080/01419870.2017.1406127>.
- Alivernini, F., Cavicchiolo, E., Manganelli, S., Chirico, A., & Lucidi, F. (2020). Students' psychological well-being and its multilevel relationship with immigrant background, gender, socioeconomic status, achievement, and class size. *School Effectiveness and School Improvement, 31*, 172–191.
- Álvarez de Sotomayor, A., & Martínez-Cousinou, G. (2016). ¿Capital económico o cultural? El efecto del origen social sobre las desventajas académicas de los hijos de inmigrantes en España. *Papers, 101*, 527–554, <https://doi.org/10.5565/rev/papers.2200>.
- Álvarez-Hernández, L.R., & Choi, Y.J. (2017). Reconceptualizing culture in social work practice and education: A dialectic and uniqueness awareness approach. *Journal of Social Work Education., 53*, 384–398.
- Area-Moreira, M., Bethencourt-Aguilar, A., Martín-Gómez, S., & San Nicolás-Santos, M.B. (2021). Análisis de las políticas de enseñanza universitaria en España en

- tiempos de Covid-19. La presencialidad adaptada. *Revista de Educación a Distancia*, 65, 1–19, <https://doi.org/10.6018/red.450461>.
- Arjona, M.D.S., del Aguila, L.M.G., & Gutierrez-Perez, R. (2018). The key Competence Cultural Awareness and Creativity as a tool to vindicate the Spanish-Arabian literary heritage in an intercultural educational context. *Tercio Creciente*, 13, 57–78.
- Assari, S., Cobb, S., Cuevas, A.G., & Bazargan, M. (2020). Diminished Health Returns of Educational Attainment Among Immigrant Adults in the United States. *Frontiers in Psychiatry*, 11, 1–13, <https://doi.org/10.3389/fpsyt.2020.535624>.
- Atani, L. (2020). Psychiatry and intrafamily violence. When to say alienates. *Annales Medico-Psychologiques*, 178, 525–529, <https://doi.org/10.1016/j.amp.2019.07.005>.
- Atkin, A.L., Yoo, H.C., Jager, J., & Yeh, C.J. (2018). Internalization of the model minority myth, school racial composition, and psychological distress among Asian American adolescents. *Asian American Journal of Psychology*, 9, 108–116, <https://doi.org/10.1037/aap0000096>.
- Baeva, I.A., Gayazova, L.A., Kondakova, I.V., & Laktionova, E.B. (2021). Psychological Security and Social Intelligence in Adolescents and Young People. *Psychology of Social Education*, 26, 5–16. <https://doi.org/10.17759/pse.2021260201>.
- Bayrakdar, S., & Guveli, A. (2020). Understanding the benefits of migration: Multigenerational transmission, gender and educational outcomes of Turks in Europe. *Journal of Ethnicity Migration Studies*, 1–22, <https://doi.org/10.1080/1369183x.2020.1736531>.
- Bayraktar, F., Machackova, H., Dedkova, L., Cerna, A., & Ševčíková, A. (2015). Cyberbullying: The discriminant factors among cyberbullies, cybervictims, and

- cyberbully-victims in a Czech adolescent sample. *Journal of Interpersonal Violence*, *30*, 3192–3216, <https://doi.org/10.1177/0886260514555006>.
- Beltrán-Velasco, A.I., Mendoza-Castejón, D., Fuentes-García, J.P., & Clemente-Suárez, V.J. (2020). Behavioural, psychological, and physiological stress markers and academic performance in immigrant and non-immigrant preschool and school students. *Physiological Behavioral*, *225*, 1–6.
- Bijsterbosch, J., Harrison, S., Duff, E., Alfaro-Almagro, F., Woolrich, M., & Smith, S. (2017). Investigations into within- and between-subject resting-state amplitude variations. *Neuroimage*, *159*, 57–69.
- Birkelund, J.F. (2019). Aiming High and Missing the Mark? Educational Choice, Dropout Risk, and Achievement in Upper Secondary Education among Children of Immigrants in Denmark. *European Sociological Review*, 1–18. <https://doi.org/10.1093/esr/jcz064>.
- Bobowik, M., Włodarczyk, A., & Lay-Lisboa, S. (2018). Dark and Bright Side of Claiming Discrimination: Making Attributions to Prejudice and Social Wellbeing among Immigrants in Spain. *Universitas Psychologica*, *16*, 1–15.
- Bonal, X., & González, S. (2020). The impact of lockdown on the learning gap: Family and school divisions in times of crisis. *International Review of Education*, *66*, 635–655, <https://doi.org/10.1007/s11159-020-09860-z>.
- Boutakidis, I., & Rodriguez, J.L. (2019). Academic Motivation and Engagement across Three Generations of Latino/a Junior High School Students. *Journal of Latinos and Education*, 1–14. <https://doi.org/10.1080/15348431.2019.1674147>.
- Brown, J.C., Graves, E.M., & Burke, M.A. (2020). Involvement, Engagement, and Community: Dimensions and Correlates of Parental Participation in a Majority–

- Minority Urban School District. *Urban Education*, 1–36.
<https://doi.org/10.1177/0042085920902245>.
- Buchanan, Z.E., Abu-Rayya, H.M., Kashima, E., & Paxton, S.J. (2016). The Interconnection between Acculturation and Subjective and Social Wellbeing among Refugee Youth in Australia. *Journal of Refugee Studies*, 1–19, <https://doi.org/10.1093/jrs/few040>.
- Cabrera, N.J., Malin, J.L., Kuhns, C., & West, J. (2016). The early home environment of latino boys and their peers: A developmental perspective. *Infant Mental Health Journal*, 38, 97–114.
- Campbell, H., & Lakens, D. (2020). Can we disregard the whole model? Omnibus non-inferiority testing for R^2 in multi-variable linear regression and eta boolean AND 2 in ANOVA. *British Journal of Mathematical and Statistical Psychology*, 1–26.
- Cao, C., Zhu, P., & Meng, Q. (2016). An exploratory study of inter-relationships of acculturative stressors among Chinese students from six European union (EU) countries. *International Journal of Intercultural Relations*, 55, 8–19. <https://doi.org/10.1016/j.ijintrel.2016.08.00>.
- Castaño, A., Martínez, F., & Perianez, I. (2017). Andalusia at the crossroads of Europeanness: Immigration as a performance of coloniality. *Patterns of Prejudice*, 51, 69–88.
- Chen, Y., Mayall, H.J., York, C.S., & Smith, T.J. (2019). Parental perception and English Learners' mobile-assisted language learning: An ethnographic case study from a technology-based Funds of Knowledge approach. *Learning Cultural and Social Interaction*, 22, 1–9. <https://doi.org/10.1016/j.lcsi.2019.100325>.

- Chocobar, C.N. (2020). Creación surrealista de sueños colectivos en Educación Primaria. Investigación-acción intercultural. *Educatio Siglo XXI*, 38, 363–382. <https://doi.org/10.6018/educatio.452971>.
- Choi, S., & Lee, M. (2021). Diversity as an opportunity or a challenge? A cross-national study of ethnic diversity and students' generalized trust. *International Journal of Educational Research*, 80, 1–11. <https://doi.org/10.1016/j.ijedudev.2020.102301>.
- Chwialkowska, A. (2020). Underemployment of skilled selfinitiated expatriates—A skill mismatch or categorisation? *Journal of Education and Work*, 1–18. <https://doi.org/10.1080/13639080.2020.1820963>.
- Ciftci, S. (2018). Self-expression values, loyalty generation, and support for authoritarianism: Evidence from the Arab world. *Democratization*, 25, 1132–1152.
- Cook, K.D., & Coley, R.L. (2017). School transition practices and children's social and academic adjustment in kindergarten. *Journal of Educational Psychology*, 109, 166–177. <https://doi.org/10.1037/edu0000139>.
- Cranfield, D.J., Tick, A., Venter, I.M., Blignaut, R.J., & Renaud, K. (2021). Higher Education Students' Perceptions of Online Learning during COVID-19—A Comparative Study. *Education Sciences*, 11, 403. <https://doi.org/10.3390/educsci11080403>.
- Cutri, R.M., Mena, J., & Whiting, E.F. (2020). Faculty readiness for online crisis teaching: Transitioning to online teaching during the COVID-19 pandemic. *Europeana Journal of Teacher Education*, 43, 523–541. <https://doi.org/10.1080/02619768.2020.1815702>.
- De los Ríos, C.V. (2020). Translingual Youth Podcasts as Acoustic Allies: Writing and Negotiating Identities at the Intersection of Literacies, Language and

- Racialization. *Journal of Language, Identity and Education*, 00, 1–15. <https://doi.org/10.1080/15348458.2020.1795865>.
- Dorji, R., Bailey, J., Paterson, D., Graham, L., & Miller, J. (2019). Bhutanese teachers' attitudes towards inclusive education. *International Journal of Inclusive Education*, 1–20. <https://doi.org/10.1080/13603116.2018.1563645>.
- Esteban, I.F., Aguilar, A.B., Gomez, S.M., Becerra-Brito, C., & Moreira, M.A. (2021). Perceptions on the educational impact of COVID-19: Analysis of a TECNOEDU Webinar. *International Journal of Educational Research and Innovation*, 15, 519–532. <https://doi.org/10.46661/ijeri.5732>.
- Falcon, M.A.H. (2021). Student political practices in Cordoba National University. An analysis through the figure of student center. *Revista Internacional de Ciencias Sociales y Humanas*, 30, 138–162. <https://doi.org/10.20983/noesis.2021.1.8>.
- Fernández-Antelo, I., Cuadrado-Gordillo, I., & Martín-Mora Parra, G. (2020). Determining Factors in the Perception of Cyberbullying in Victimized Adolescents: Psychoeducational Implications. *International Journal of Emerging Technologies in Learning*, 15, 38–51.
- Franco, D. (2018). Trauma without borders: The necessity for school-based interventions in treating unaccompanied refugee minors. *Child and Adolescent Social Work Journal*, 35, 551–565.
- Fuentes, A., Moreno, A.J., Pozo, J.S., & Rodríguez-García, A.M. Bullying among Teens: Are Ethnicity and Race Risk Factors for Victimization? A Bibliometric Research. *Education Sciences*, 9, 1–13. <https://doi.org/10.3390/educsci9030220>.
- García, Á.P. (2017). La enseñanza online post pandemia: Nuevos retos. *Holos*, 37, 1–13. <https://doi.org/10.15628/holos.2021.12082>.

- Garrard, K.A. (2020). Finding a way in for interculturality: Analysing History teachers' conceptualisations at the secondary school level. *Discourse: Studies in the Cultural Politics of Education*, 1–13. <https://doi.org/10.1080/01596306.2020.1825288>.
- Garreta-Bochaca, J., Macia-Bordalba, M., & Llevot-Calvet, N. (2020). Intercultural Education in Catalonia (Spain): Evolution of Discourses and Practices (2000–2016). *Estudios sobre Educación*, 38, 191–215.
- Gautam, S., Imteyaz, SP., & Alam, M.I. (2021). COVID-19 Pandemic: Assessment of Stress and Perception of E-Learning amongst First Year Undergraduate Medical Students. *Journal of Clinic Diagnostic Research*, 15, 1–4. <https://doi.org/10.7860/JCDR/2021/46998.14643>.
- Gbadamosi, G., Evans, C., Richardson, M., & Chanthana, Y. (2019). Understanding self-efficacy and the dynamics of part-time work and career aspiration. *Higher Education, Skills Work-Based Learning*, 9, 468–484.
- Gibson, J.L., Newbury, D.F., Durkin, K., Pickles, A., Conti-Ramsden, G., & Toseeb, U. (2020). Pathways from the early language and communication environment to literacy outcomes at the end of primary school; the roles of language development and social development. *Oxford Review of Education*, 1–24. <https://doi.org/10.1080/03054985.2020.1824902>.
- Gil-Hernandez, C.J., & Gracia, P. (2018). Adolescents' educational aspirations and ethnic background: The case of students of African and Latin American migrant origins in Spain. *Demographic Research*, 38, 577–618. <https://doi.org/10.4054/DemRes.2018.38.23>.
- Giraldo-García, R.J., Galletta, A., & Bagaka's, J.G. (2018). The intersection of culture and institutional support for Latino students' academic success: Remediation or

- empowerment? *Journal of Latinos and Education*, 1–13.
<https://doi.org/10.1080/15348431.2018.1426464>.
- Giugni, M., & Grasso, M. (2020). Trust, identity, skills, or recruitment? Assessing four explanations of the relationship between associational involvement and the political participation of migrants. *International Migration Review*, 54, 585–610.
- Göbel, K., & Preusche, Z.M. (2019). Emotional school engagement among minority youth: The relevance of cultural identity, perceived discrimination, and perceived support. *Intercultural Education*, 1–17.
<https://doi.org/10.1080/14675986.2019.1616263>.
- Goegan, L.D., & Daniels, L.M. (2019). Academic Success for Students in Postsecondary Education: The Role of Student Characteristics and Integration. *Journal of College Student Retention*, 0, 1–27. <https://doi.org/10.1177/1521025119866689>.
- Gökel, Ö., & Dağlı, G. (2017). Effects of Social Skill Training Program on Social Skills of Young People. *Eurasia Journal of Mathematics, Science and Technology Education*, 13, 7365–7373. <https://doi.org/10.12973/ejmste/79615>.
- Goldenthal, E., Park, J., Liu, S.X., Mieczkowski, H., & Hancock, J.T. (2021). Not All AI are Equal: Exploring the Accessibility of AI-Mediated Communication Technology. *Computers in Human Behavior*, 125, 1–9.
<https://doi.org/10.1016/j.chb.2021.106975>.
- Gómez-Flors, M.D., & Alguacil, M. (2018). The impact of immigrant diversity on wages. The Spanish experience. *Sustainability*, 10, 1–29.
<https://doi.org/10.3390/su10093312>.
- Gunthorsdottir, H., Barille, S., & Meckl, M. (2017). Immigrant students: Parents' and teachers' experience of learning and teaching. *Imarit um uppeldi og menntun-*

- iceland Journal of Education*, 26, 21–41.
<https://doi.org/10.24270/tuuom.2017.26.2>.
- Halimi, F., AlShammari, I., & Navarro, C. (2020). Emotional intelligence and academic achievement in higher education. *Journal of Applied Research in Higher Education*, 1–19. <https://doi.org/10.1108/jarhe-11-2019-0286>.
- Hamaidi, D.A., Mattar, J.W., & Arouri, Y.M. (2021). Emotion Regulation and Its Relationship to Social Competence Among Kindergarten Children in Jordan. *European Journal of Contemporary Education*, 10, 66–76.
<https://doi.org/10.13187/ejced.2021.1.66>.
- Heaslip, V., Hean, S., & Parker, J. (2016). Lived Experience of Vulnerability from a Gypsy Roma Traveller Perspective. *Journal of Clinical Nursing*, 25, 1987–1998.
<https://doi.org/10.1111/jocn.13223>.
- Hensel, D.J., & Tanner, A.E. (2015). Daily emotional and behavioral interactions in young men’s and young women’s single and multiple partner relationships. *Journal of Adolescent Health*, 56, 5–6.
- Hojnoski, R.L., Missall, K.N., & Wood, B.K. (2018). Measuring Engagement in Early Education: Preliminary Evidence for the Behavioral Observation of Students in Schools–Early Education. *Assessment for Effective Intervention*, 1–12.
<https://doi.org/10.1177/1534508418820125>
- Houri, A.K., & Sullivan, A.L. (2019). Relations of social-emotional functioning and kindergarten academic achievement in children of immigrants. *Psychology in the Schools*, 56, 1413–1433. <https://doi.org/10.1002/pits.22281>.
- Hull, M., & Norris, J. (2020). The skill development of children of immigrants. *Economics of Education Review*, 78, 1–17.
<https://doi.org/10.1016/j.econedurev.2020.102036>.

- INE (Instituto Nacional de Estadística, Statistics National Institute). 2020. Demografía y Población. Available online: https://www.ine.es/dyngs/INEbase/es/categoria.htm?c=Estadistica_P&cid=1254735572981 (accessed on 15 September 2021).
- Ion, G., Sánchez, A., & Agud, I. (2018). Giving or receiving feedback: Which is more beneficial to students' learning? *Assessment & Evaluation in Higher Education*, 1–15. <https://doi.org/10.1080/02602938.2018.1484881>.
- Jasis, P. (2019). Latino immigrant parents and schools: Learning from their journeys of empowerment. *Journal of Latinos and Education*, 1–12. <https://doi.org/10.1080/15348431.2018.1543118>.
- Jia, XJ., & Liu, X. (2017). Perceived discrimination and antisocial behaviour among Chinese rural-to-urban migrant adolescents: Mediating effects of social support. *International Journal of Psychology*, 52, 327–335. <https://doi.org/10.1002/ijop.12280>.
- Jung, Y., Zuniga, S., Howes, C., Jeon, H.-J., Parrish, D., Quick, H., Manship, K., & Hauser, A. (2015). Improving Latino children's early language and literacy development: Key features of early childhood education within family literacy programmes. *Early Child Development and Care*, 186, 845–862. <https://doi.org/10.1080/03004430.2015.1062374>.
- Kenny, K.S., Merry, L., Brownbridge, D.A., & Urquia, M.L. (2020). Factors associated with cyber-victimization among immigrants and non-immigrants in Canada: A cross-sectional nationally-representative study. *BMC Public Health*, 20, 1–13.
- Kerklaan, J., Hannan, E., Hanson, C., Guha, C., Cho, Y., Christian, M., Hamiwka, L., Ryan, J., Sinha, A., Wong, G., et al. (2020). Perspectives on life participation by

- young adults with chronic kidney disease: An interview study. *BMJ Open*, *10*, 1–12. <https://doi.org/1136/bmjopen-2020-037840>.
- Kern, C., Stefan, T., & Hinrichs, J. (2019). Multiple linear regression modeling: Prediction of cheese curd dry matter during curd treatment. *Food Research International*, *121*, 471–478.
- Kettrey, H.H. (2018). “Bad girls” say no and “good girls” say yes: Sexual subjectivity and participation in undesired sex during heterosexual college hookups. *Sexuality and Culture*, *22*, 685–705.
- Keung, C.P.C., & Ho, E.S.C. (2020). Estructura y agencia en las expectativas de los adolescentes de seguir la educación postsecundaria. *Research in Higher Education*, *61*, 270–295. <https://doi.org/10.1007/s11162-019-09574-8>.
- Keyes, C.L.M. (1998). Social Well-Being. *American Sociological Association*, *61*, 121–140.
- Kızbes, K., & Abide, F. (2017). The Effect of Social Skills Training on Social Skills in Early Childhood, the Relationship between Social Skills and Temperament. *Education Sciences*, *42*, 185–204. <https://doi.org/10.15390/EB.2017.7162>.
- Kim, S., & Faith, M.S. (2020). Cyberbullying and ICT use by immigrant youths: A serial multiple-mediator SEM analysis. *Children and Youth Services Review*, *110*, 1–11.
- Kim, Y.K., Park, E., Lee, A., Im, C.H., & Kim, Y-H. (2018). Changes in network connectivity during motor imagery and execution. *PLoS ONE*, *13*, 1–18.
- Kirmizi, FS. (2018). The Effect of Creative Drama Activities on Immigrant Students’ Life Satisfaction. *Advanced Science Letters*, *24*, 3357–3361.
- Klimeckil, O.M., Sander, D., & Vuilleumier, P. (2018). Distinct brain areas involved in anger versus punishment during social interactions. *Scientific Reports UK*, *8*, 1–12.

- Kunesova, K. (2020). The Teaching of Interculturality through Literature: New Challenges. *Revista Electrónica Interuniversitaria de Formación del Profesorado*, 23, 21–31.
- Lacoste, Y., Dancause, K.N., Gosselin-Gagne, J., & Gadais, T. (2020). Physical Activity Among Immigrant Children: A Systematic Review. *Journal of Physical Activity and Health*, 17, 1047–1058.
- Ley Organica 3/2020 de 29 de Diciembre, Por la que se Modifica la ley Orgánica 2/2006, de 3 de Mayo, de Educación. Boletín Oficial del Estado, 340, sec, 1, de 30 de Diciembre de 2020, 122868 a 122953. Available online: <https://www.boe.es/boe/dias/2020/12/30/pdfs/BOE-A-2020-17264.pdf> (accessed on 14 September 2021).
- Linke, A.C., Mash, L.E., Fong, C.H., Kinnear, M.K., Kohli, J.S., Wilkinson, M., Tung, R., Jao Keehn, R.J., Carper, R.A., Fishman, I., et al. (2020). Dynamic time warping outperforms Pearson correlation in detecting atypical functional connectivity in autism spectrum disorders. *Neuroimage*, 223, 1–15.
- Liu-Farrer, G., Yeoh, B.S., & Baas, M. (2021). Social construction of skill: An analytical approach toward the question of skill in cross-border labour mobilities. *Journal of Ethnic Migration Studies*, 47, 2237–2251. <https://doi.org/10.1080/1369183X.2020.1731983>.
- Llevot, N., & Bernad, O. La mediación gitana: Herramienta performativa de las relaciones entre escuela y familia. *Revista Electrónica Interuniversitaria de Formación del Profesorado*, 19, 99–110. <https://doi.org/10.6018/reifop.19.1.245581>.
- MacCormack, J. K., Castro, V. L., Halberstadt, A. G., & Rogers, M. L. (2020). Mothers' interoceptive knowledge predicts children's emotion regulation and social skills

- in middle childhood. *Social Development*, 29, 578–599.
<https://doi.org/10.1111/sode.12418>.
- Machado-Casas, M., Andrés, S., Talati-Espinza, K., & Abdul-Razaq, H. (2018). Working with immigrant and refugee families: Broadening cross-cultural understanding with immigrant/refugee families. *Foro Education*, 16, 193–205.
<https://doi.org/10.14516/fde.579>.
- Maksum, A., Widiana, I.W., & Marini, A. (2021). Path Analysis of Self-Regulation, Social Skills, Critical Thinking and Problem-Solving Ability on Social Studies Learning Outcomes. *International Journal of Curriculum and Instruction*, 14, 613–628. <https://doi.org/10.29333/iji.2021.14336a>.
- Martín, R. (2017). Acculturation studies in Spain in the last decade. *Psychological Papers*, 38, 125–134.
- Martínez, D., Muñoz, W., & Mondaca, C. (2020). Racism, Interculturality, and Public Policies: An Analysis of the Literature on Migration and the School System in Chile, Argentina, and Spain. *SAGE Open*, 11, 1–12.
<https://doi.org/10.1177/2158244020988526>.
- Matere, I.M., Weng, C., Astatke, M., Hsia, C.-H., & Fan, C.-G. (2021). Effect of design-based learning on elementary students computational thinking skills in visual programming maker courseInteract. *Learning Environmental*, 1–14.
<https://doi.org/10.1080/10494820.2021.1938612>.
- McGee, E. (2018). “Black Genius, Asian Fail”: The Detriment of Stereotype Lift and Stereotype Threat in High-Achieving Asian and Black STEM Students. *AERA Open*, 4, 1–16.

- Medina, R. (2017). La construcción sociodiscursiva de la identidad del inmigrante latinoamericano en Barcelona. *Social and Education History*, 6, 116–141. <https://doi.org/10.17583/hse.2017.2399>.
- Meneghel, I., Boix, Q., & Salanova, M. (2021). Resiliencia y autoeficacia como mecanismos psicológicos que favorecen el éxito académico. *Dedica Revista de Educação e Humanidades*, 18, 153–171. <http://dx.doi.org/10.30827/dreh.vi18.18022>.
- Mielgo-Conde, I., Seijas-Santos, S., & Grande-de-Prado, M. (2021). Review about Online Educational Guidance during the COVID-19 Pandemic. *Education Sciences*, 11, 411. <https://doi.org/10.3390/educsci11080411>.
- Moise, R.K., Meca, A., Schwartz, S.J., Unger, J.B., Lorenzo-Blanco, E.I., Ángel, M., Szapocznik, J., Piña-Watson, B., Des, S.E., Baezconde-Garbanati, L., et al. The use of cultural identity in predicting health lifestyle behaviors in Latinx immigrant adolescents. *Cultural Diversity & Ethnic Minority Psychology*, 25, 371–378. <https://doi.org/10.1037/cdp0000229>.
- Montt, G., & Borgonovi, F. (2017). Combining Achievement and Well-Being in the Assessment of Education Systems. *Social Indicators Research*, 138, 271–296. <https://doi.org/10.1007/s11205-017-1644-y>.
- Moral, A.M., Jurado, E.B., Ucles, D.F., Viruel, M.J.M., & Poyatos, R.P. (2020). Second degree cooperativism and ICT adoption. *CIRIEC-ESPAÑA Revista de Economía Pública, Social y Cooperativa*, 100, 67–85. <https://doi.org/10.7203/CIRIEC-E.100.17712>.
- Myers, M. (2019). An inheritance of exclusion: Roma education, genetics and the turn to biosocial solutions. *Research in Education*, 1–17. <https://doi.org/10.1177/0034523719880205>.

- Naeyun, L., & Cheol-Sung, L. (2015). Relational skill assets and anti-immigrant sentiments. *Social Sciences Research*, 52, 270–289. <https://doi.org/10.1016/j.ssresearch.2015.02.004>.
- Nishimura, T., Bradshaw, E.L., Deci, E.L., & Ryan, R.M. (2020). Satisfaction of Basic Psychological Needs in an Interdependence Model of Fathers' Own Aspirations and Those of Their Adolescent Children. *Social Deveolpment*, 1–18. <https://doi.org/10.1111/sode.12473>.
- O'Dowd, R. (2019). A transnational model of virtual exchange for global citizenship education. *Language Teaching*, 1–14. <https://doi.org/10.1017/s0261444819000077>.
- Ordonez, S., Servin, M., Padilla, M., Choque, I., Muñoz, A., & Flores, J.L. (2020). Tukey's robust M-estimator for phase demodulation of interferograms with nonuniform shifts. *Applied Optics*, 59, 6224–6230.
- Ortiz-Marcos, J.M., Tomé-Fernández, M., & Fernández-Leyva, C. (2021). Cyberbullying Analysis in Intercultural Educational Environments Using Binary Logistic Regressions. *Future Internet*, 13, 1–15. <https://doi.org/10.3390/fi13010015>.
- Othman, A., & Ruslan, N. (2020). Intercultural communication experiences among students and teachers: Implication to in-service teacher professional development. *Journal of Multicultural Education*, 14, 223–238. <https://doi.org/10.1108/JME-04-2020-0024>.
- Pallmann, P., & Jaki, T. (2017). Simultaneous confidence regions for multivariate bioequivalence. *Statistics in Medicine*, 36, 4585–4603.
- Papadopoulos, A., & Stark, R.B. (2020). Does Home Health Care Increase the Probability of 30-Day Hospital Readmissions? Interpreting Coefficient Sign Reversals, or

- Their Absence, in Binary Logistic Regression Analysis. *American Statistician*, 1–12. <https://doi.org/10.1080/00031305.2019.1704873>.
- Pareja de Vicente, D., Alcalá del Olmo-Fernández, M.J., Santos-Villalba, M.J., & Leiva-Olivencia, J.J. (2021). A Qualitative Study on the Intercultural Educational Sensitivity of the Professors at the University of Malaga (Spain). *Education Sciences*, 11, 1–11. <https://doi.org/10.3390/educsci11020074>.
- Park, I.J.K., Wang, L., Williams, D.R., & Alegría, M. (2018). Coping With Racism: Moderators of the Discrimination–Adjustment Link Among Mexican-Origin Adolescents. *Child Development*, 89, 293–310. <https://doi.org/10.1111/cdev.12856>.
- Pérez, C. (2014). *Técnicas Estadísticas Predictivas con IBM SPSS Modelos*. Garceta: Madrid, Spain.
- Pineda, P., Celis, J., & Rangel, L. (2019). On interculturality and Decoloniality: Sabedores and government protection of indigenous knowledge in Bacatá schools. *Compare: Journal of Comparative and International Education*, 1–18. <https://doi.org/10.1080/03057925.2019.1585758>.
- Portillo, J., Garay, U., Tejada, E., & Bilbao, N. (2020). Self-Perception of the Digital Competence of Educators during the COVID-19 Pandemic: A Cross-Analysis of Different Educational Stages. *Sustainability*, 12, 1–13. <https://doi.org/10.3390/su122310128>.
- Pozo, J.I., Pérez, M.P., Cabellos, B., & Sánchez, D.L. (2021). Teaching and Learning in Times of COVID-19: Uses of Digital Technologies During School Lockdowns. *Frontiers in Psychology*, 12. <https://doi.org/10.3389/fpsyg.2021.656776>.
- Quinones, H.T. (2020). Social Skills and Educational Strategies for Leadership Training in Primary and Secondary Education. *Revista de Educación*, 44, 661–665.

- Rodríguez-Hidalgo, A.J., Mero, O., Solera, E., Herrera-López, M., & Calmaestra, J. (2020). Prevalence and psychosocial predictors of cyberaggression and cybervictimization in adolescents: A Spain-Ecuador transcultural study on cyberbullying. *PLoS ONE*, *15*, 1–18.
- Rodríguez-Hidalgo, A.J., Solera, E., & Calmaestra, J. (2018). Psychological predictors of cyberbullying according to ethnic-cultural origin in adolescents: A national study in Spain. *Journal of Cross-Cultural Psychology*, *49*, 1506–1522. <https://doi.org/10.1177/0022022118795283>.
- Rodríguez-Izquierdo, R.M., & González-Faraco, J.C. (2021). Culturally relevant education: A pedagogical model for students from culturally diverse backgrounds. Concept, possibilities and limitations. *Revista Interuniversitaria*, *33*, 153–172.
- Sánchez-Ojeda, M.A., Navarro-Prado, S., Martín-Salvador, A., Luque-Vara, T., Fernández-Gómez, E., & Del Pino, F.J.P. Nursing students' attitudes towards immigrants' social rights. *International Journal of Environmental Research and Public Health*, *17*, 1–11. <https://doi.org/10.3390/ijerph17238875>.
- Sacavino, S.B. (2020). Interculturalidade e Práticas Pedagógicas: Construindo caminhos. *Educação*, *45*, 1–18. <https://doi.org/10.5902/1984644438257>.
- Sampson, M., Parrish, D.E., & Washburn, M. (2021). Behavioral Health Training to Address the Needs of Adolescents: Outcomes of the GLOBE Youth Program. *Journal of Social Work Education*, 1–18. <https://doi.org/10.1080/10437797.2021.1943585>.
- Santana, L.E., Feliciano, L., & Jiménez, A.B. (2016). Apoyo familiar percibido y proyecto de vida del alumnado inmigrante de Educación Secundaria. *Revista de Educación*, *372*, 35–58. <https://doi.org/10.4438/1988-592X-RE-2015-372-314>.

- Sariyatun., Suryani, N., Sutimin, L.A., Abidin, N.F., & Akmal, A. (2021). The Effect of Digital Learning Material on Students' Social Skills in Social Studies Learning. *International Journal of Instruction*, *14*, 417–432. <https://doi.org/10.29333/iji.2021.14324a>.
- Schmerse, D., & Zitzmann, S. (2021). Early school adjustment: Do social integration and persistence mediate the effects of school-entry skills on later achievement? *Learning and Instruction*, *71*, 1–12. <https://doi.org/10.1016/j.learninstruc.2020.101374>.
- Silva, C., Bajzath, A., Lemkow-Tovias, G., & Wastijn, B. (2020). Encouraging intercultural attitudes and practices in contemporary ECEC services. Insights from the research conducted in Italy, Spain, and Hungary. *European Early Childhood Education Research Journal*, *28*, 90–103.
- Simpkins, S.D., Liu, Y., Hsieh, T.-Y., & Estrella, G. (2019). Supporting Latino high school students' science motivational beliefs and engagement: Examining the unique and collective contributions of family, teachers, and friends. *Educational Psychology*, 1–21. <https://doi.org/10.1080/01443410.2019.1661974>.
- Solhaug, T., & Nørgaard, N. (2019). Gender and intercultural competence: Analysis of intercultural competence among upper secondary school students in Denmark and Norway. *Educational Psychology*, 1–21. <https://doi.org/10.1177/1534508418820125>.
- Song, Y., Huang, B., He, Q., Chen, B., Wei, J., & Mahmood, R. (2019). Dynamic assessment of PM2.5 exposure and healthrisk using remote sensing and geo-spatial big data. *Environmental Pollution*, *253*, 288–296.
- Starck, A., Gutermann, J., Schouler-Ocak, M., Jesuthasan, J., Bongard, S., & Stangier, U. (2020). The Relationship of Acculturation, Traumatic Events and Depression in

- Female Refugees. *Frontiers in Psychology*, *11*, 1–9. <https://doi.org/10.3389/fpsyg.2020.00906>.
- Su, Y.C. (2018). Assessing Taiwanese college students' intercultural sensitivity, EFL interests, attitudes toward native English speakers, ethnocentrism, and their interrelation. *Asia-Pacific Education Researcher*, *27*, 217–226. <https://doi.org/10.1007/s40299-018-0380-7>.
- Suarez, B.F., Varela, V.V., & De Palma, R. (2020). Intercultural priorities among immigrant organizations in Galicia (Spain): Beyond the offensive and defensive binary. *International Journal of Intercultural Relations*, *79*, 135–144. <https://doi.org/10.1016/j.ijintrcl.2020.08.004>.
- Szczygieł, D., Sekulowicz, M., Kwiatkowski, P., Roskam, I., & Mikolajczak, M. (2020). Validation of the Polish version of the Parental Burnout Assessment (PBA). *New Directions for Child and Adolescent Development*, 1–22. <https://doi.org/10.1002/cad.20385>.
- Szelei, N., Tinoca, L., & Pinho, A.S. (2019). Rethinking “cultural activities”: An examination of how teachers utilised student voice as a pedagogical tool in multicultural schools. *Teaching and Teacher Education*, *79*, 176–187.
- Tesfai, R. (2018). Does Country Context Matter? Sub-Saharan and North African Immigrants' Labour Market Outcomes in France and Spain. *International Migration*, 1–20. <https://doi.org/10.1111/imig.12538>.
- Tomé-Fernández, M., Fernández-Leyva, C., & Olmedo-Moreno, E.M. (2020). Exploratory and confirmatory factor analysis of the social skills scale for young immigrants. *Sustainability*, *12*, 1–20. <https://doi.org/10.3390/su12176897>.

- Tompkins, V., & Villaruel, E. (2020). Parent discipline and pre-schoolers' social skills. *Early Child Development and Care*, 1–15. <https://doi.org/10.1080/03004430.2020.1763978>.
- Trieu, M.M., & Lee, H.C. (2017). Asian americans and internalized racial oppression: Identified, reproduced, and dismantled. *Sociology of Race and Ethnicity*, 4, 67–82. <https://doi.org/10.1177/2332649217725757>.
- Tsurumi, T., Yamaguchi, R., Kagohashi, K., & Managi, S. (2020). Are Cognitive, Affective, and Eudaimonic Dimensions of Subjective Well-Being Differently Related to Consumption? Evidence from Japan. *Journal of Happiness Studies*, 1–24. <https://doi.org/10.1007/s10902-020-00327-4>.
- Tuters, S., & Portelli, J. (2017). Ontario school principals and diversity: Are they prepared to lead for equity? *International Journal of Educational Management*, 31, 598–611. <https://doi.org/10.1108/ijem-10-2016-0228>.
- Vargas, V., Conchell, R., Expósito-Álvarez, C., & Lila Murillo, M. (2020). Differences between Latin American and Spanish men in a batterer intervention programme: Proximal and final outcomes. *Anales de Psicología*, 36, 418–426. <https://doi.org/10.6018/analesps.36.3.428831>.
- Volk, D. (2017). Constructing Literacy Spaces in Low-Income Homes and Communities: A Study of Two Latino First Graders and Their Families. *Urban Education*, 56, 61–90. <https://doi.org/10.1177/0042085916677348>.
- Williams-Washington, K.N., & Mills, C.P. (2018). African American Historical Trauma: Creating an Inclusive Measure. *Journal of Multicultural Counseling Development*, 46, 246–263.
- Williamson, G., Osa, M.L., Budd, E., & Kelly, N.R. (2021). Weight-related teasing is associated with body concerns, disordered eating, and health diagnoses in racially

- and ethnically diverse young men. *Body Image*, 38, 37–48.
<https://doi.org/10.1016/j.bodyim.2021.03.010>.
- Yeh, H.C., Tseng, S.S., & Heng, L. (2020). Enhancing EFL students' intracultural learning through virtual reality. *Interactactive Learning Environments*, 1–10.
<https://doi.org/10.1080/10494820.2020.1734625>.
- Yip, M.C.W. (2019). The linkage among academic performance, learning strategies and self-efficacy of Japanese university students: A mixed-method approach. *Studies in Higher Education*, 1–13. <https://doi.org/10.1080/03075079.2019.1695111>.
- Zhang, H., Stapleton, C.M., Hsueh, Y., & Sun, F. (2018). “Get encouraged through failures. Failures are not fearful. We can always start over again”: Chinese children’s lived experiences of zi zun. *Qualitative Research in Psychology*, 1–27.
<https://doi.org/10.1080/14780887.2018.1475534>.
- Zhang-Yu, C., García-Díaz, S., García-Romero, D., & Lalueza, J.L. (2020). Funds of identity and self-exploration through artistic creation: Addressing the voices of youth. *Mind, Culture and Activity*, 1–14.
<https://doi.org/10.1080/10749039.2020.1760300>.

4.4 Investigación 4. Social skills for the educational integration of pre-adolescent and adolescent immigrants.

Christian Fernández-Leyva ¹, María Tomé-Fernández ^{2*} and José Manuel Ortiz-Marcos ³

1 Faculty of Education Sciences, Department of Research Methods and Diagnosis in Education, University of Granada, 18194, Spain; E-Mail: swarleyva@gmail.com

2 Faculty of Education and Sports Sciences, Department of Research Methods and Diagnosis in Education, University of Granada, 52005, Spain; E-Mail: mariatf@ugr.es

(N.L.)

3 Faculty of Education Sciences, Department of Research Methods and Diagnosis in Education, University of Granada, 52005, Spain; E-Mail: jmanuel30@correo.ugr.es (N.L.)

Abstract

In this study, age variable is analyzed as influential for the development of social skills by immigrant students enrolled in Compulsory Secondary Education (12 to 18 years old) in the South of Spain. The social skills construct was defined with responses of N = 749 immigrant's students to the Social Skill Scale for Young Immigrants (SSYI). Through which six dimensions are evaluated: The ability to say no and cut off interactions, self-expression in social situations, defending own rights, the ability to express anger or disagreement towards others, the ability to make requests and the ability to initiate positive interactions with the opposite sex. The analyzes were carried out with the SPSS statistical package and with the STATA software in its most recent versions. The results obtained after carrying out binary logistic regressions showed that the probability of acquiring social skills in immigrant students increased with age.

Keywords: Social Skills; South of Spain; Logistic regressions; Secondary education; Immigrants; Instrument; Dimensions.

Introduction

The last decade has seen the highest number of applications to join Europe from immigrant citizens aged 9-18 (Herzog-Punzenberger et al., 2020). In relation to this situation, it should be noted that the growth in the number of newcomers is often linked to integration problems, both social and educational (Adam & Hepburn, 2019; Franco-Guillén, 2019; Orgad, 2019). These are often linked to a lack of self-esteem, which is

closely related to the acquisition and mastery of social skills (Flick et al., 2019; Kimanen, 2019).

These skills have an enriched meaning because of their dual direction, as they are first defined as a product of socialisation that is created through relational living and learning processes (Guven et al., 2019). And in turn, they lay the foundations for the development and formation of satisfying and lasting relationships, essential for psychological well-being (Thompson et al., 2018).

In relation to these aspects, the latest studies carried out by the INE (2021) indicate that immigrant pre-adolescents (aged 8 to 13) present greater difficulties in social relationships, school performance and well-being, while in the case of adolescents (aged 14 to 18) these early manifestations will continue to occur continuously until the end of adolescence (Fernández-Reino & González-Ferrer, 2018). Bearing in mind that most of the research found in the scientific literature focuses on adolescence, at the European level the data indicate that the most vulnerable victims are schoolchildren in the pre-adolescent stage, generating a state of social concern, especially among professionals in the field of psychosocial health and education (Barroso et al., 2020). For this reason, this study focuses on immigrant pre-adolescent and adolescent students, since at this stage of life it is more common for them to develop attitudes of social isolation and maladjustment if they are excluded from the context to which they belong, since, as Englander (2019) indicates, these negative consequences are more prevalent among this group. Silva et al. (2018) reflects that in recent decades there has been an increase in xenophobic attitudes towards pre-adolescents and immigrant adolescents who are victims of school violence in different educational contexts. Moreover, authors such as Pot et al. (2018) argue that these xenophobic attitudes have negative consequences for the victim, such as poor academic performance, truancy and difficulties in the development of social skills among

peers. This situation highlights the importance of creating important contexts oriented to the development of autonomy, competence or relationship, in order to promote social bonds between native and immigrant students, which, in addition, imposes elements to prevent intercultural bullying and promote the inclusion of all students (Menéndez & Fernández-Río, 2018). As Pastor-Gil and Blázquez (2019) argue, these inclusive developments will depend on the perception of the individual and of each social group, and on what the ideal situation of well-being entails, taking into account their access to a set of goods and services, as well as the exercise of their rights and respect for their values as citizens.

This is particularly relevant in the maladaptive academic context of immigrant adolescents and pre-adolescents (Baton et al., 2019). However, there are differences in the development of social skills between the stages of pre-adolescence (9 to 13 years) and adolescence (14 to 18 years) (Perry et al., 2018).

In relation to this, different research (García-Moya et al., 2019) shows that students are more likely to acquire social skills in adolescence. This likelihood is driven by the need to feel integrated into their peer circle, otherwise they may feel less popular and more threatened (Donohue et al., 2020; Schultze-Krumbholz et al., 2020). And by the existence of a better-defined personality (Vermande et al., 2018). Still, pre-adolescents who are already able to cope in social situations at school are more likely to begin the school experience in secondary education benefiting from social skills through this context (Esping-Andersen & Cimentada, 2018). Therefore, they are likely to develop better social relationships, which provide them with sufficient emotional resources for adequate integration in their adolescence (Donohue et al., 2020).

Having poor or no social skills in adolescence is related to behavioural and/or self-esteem problems (Ustuner & Yigitbas, 2020), resulting in low grades or, in the most extreme

cases, in situations of truancy or suicide. Often, the lack of social skills at this stage is accompanied by violent situations such as insults or aggression from peers (Wagner et al., 2019).

On the other hand, in pre-adolescence, having few social skills is an obstacle that slows down the development of supportive relationships with peers (Hilte et al., 2020), sometimes also curbing enthusiasm for education, which negatively affects their academic skills (Pulaczewska, 2019). In addition, the absence of these skills leads to social maladjustment, and with it to situations of anger and unsound and long-lasting social relationships (Meijen, 2020).

In both stages, the above negative aspects are solved by the development of positive emotions at school, related to certain social skills (Arminen et al., 2019). They promote positive school adjustment (Nigg, 2017). And according to Wang (2019) they are related to better grades and prosocial behaviour. In addition, students with adequate social skills are more likely to ask for and receive help from peers and teachers in challenging academic tasks and this enhances their motivation for collective learning (Rhea, 2017).

Method and materials

Participants

The sample was chosen through non-probabilistic purposive sampling. Immigrants enrolled in the schools who wished to participate took part in the sample. Despite this, the sample is sufficiently representative, exceeding the 10:1 participant-to-sample ratio (Williams-Washington & Mills, 2018).

It should be noted that, for the selection of the study sample, the immigrant population indicated by the National Institute of Statistics (INE 2021) was taken into account, where it is reflected that the provinces of Andalusia, Ceuta and Melilla are characterised by high

percentages of immigrants, unlike the rest of the Spanish autonomous communities. Authors such as Villalobos et al. (2017) argue that, in recent years, the massive arrival of the immigrant population of school age has increased the cultural diversity of Spanish classrooms. Therefore, the geographical choice of the study sample was intentional, because these autonomous communities are border areas with North Africa. As McDevitt (2020) indicates, the schools that participated in the research are characterised by their high incidence of pre-adolescent and adolescent immigrant students. This reflects a high percentage of immigrant students in their classrooms (Fernández-Delgado et al., 2020). The sample selected for the study was regrouped into immigrant pre-adolescents and adolescents, since as argued by Miconi et al. (2017) young people in the pre-adolescent and adolescent stage show clear developmental differences in their social, physiological and cognitive competence. Along the same lines, Watts et al. (2020) support these differences, as pre-adolescence, unlike adolescence, refers specifically to the period of an individual's life, constituting the first phase of adolescence and the transition from childhood to adulthood. Therefore, pre-adolescence is what we know as initial or early adolescence, the first phase of adolescence, but it does not constitute the same developmental process (Narmandakh et al., 2020). But despite these differences, they maintain a certain relationship, as the socio-demographic, family, psychosocial and biological factors faced in pre-adolescence will determine their behaviour in adolescence (Ferrar et al., 2020). This fact reaffirms the need to take social skills into consideration when implementing treatments for immigrant pre-adolescents and adolescents with antisocial behaviour problems, as in the case of social and academic discrimination (Lin et al., 2020), as well as to use instruments that measure social skills in immigrant students, such as the one applied in this study.

Taking all these data into account, N = 749 immigrant students from Compulsory Secondary Education schools in the 8 cities that make up the province of Andalusia, in addition to the autonomous cities of Ceuta and Melilla, all of which are located in southern Spain, participated in the research (Table 38).

Table 38. Percentage and number of participants by province.

Province	%	Participants
Granada	34.8	261
Cádiz	13.6	102
Málaga	11.5	86
Almería	10.3	77
Huelva	8.7	65
Ceuta	4.7	35
Melilla	4.5	34
Jaén	4.3	32
Córdoba	3.9	29
Sevilla	3.7	28

Source: own calculations.

Of these, 397 (53%) were female and 352 (47%) male. Their ages ranged from 12 to 18 years ($X = 14.17$, $SD = 1.67$). 40.8% were in the pre-adolescent stage of development and 59.2% in the adolescent stage of development.

In terms of country of origin, 238 students came from the African continent (31.8%) where 145 came from Morocco (60.9%), 25 from Senegal (10.5%), 23 from Nigeria (9.7%), 18 from Ivory Coast (7.5%), 15 from Mali (6.3%), 10 from Algeria (4.2%) and 2 from Guinea (0.9%). From the European continent came 216 immigrants (28.8%) where

149 came from Romania (69%), 13 from Germany (6.15%), 11 from France (5%), 11 from Portugal (5%), 10 from Italy (4.66%), 9 from England (4.21%), 3 from Ukraine (Ukraine) (4.21%), 3 from the United Kingdom (4.21%), 1 from the United Kingdom (4.21%) and 1 from the United States (4.21%). 21%), 3 from Ukraine (1.38%), 3 from Russia (1.38%), 1 from Bulgaria (0.46%), 1 from Greece (0.46%), 1 from Latvia (0.46%), 1 from Switzerland (0.46%), 1 from Sweden (0.46%), 1 from Poland (0.46%) and 1 from Georgia (0.46%). 177 came from the American continent (23.6%) divided into those from Ecuador 57 (32.2%), 33 from Bolivia (18.64%), 18 from Peru (10.17%), 16 from Colombia (9.04%), 15 from Argentina (8.5%), 12 from Brazil (6.78%), 9 from Venezuela (5%), 9 from Mexico (5%), 2 from Paraguay (1.12%), 2 from Uruguay (1.12%), 1 from Cuba (0.56%), 1 from Honduras (0.56%), 1 from Dominican Republic (0.56%) and 1 from Chile (0.56%). And finally, 118 immigrant students from the Asian continent (15.8%), coming from China 52 (44%), 41 from Japan (35%), 11 from Pakistan (9%), 9 from Syria (7%) and 5 from South Korea (4%).

Data Collection Tools

To evaluate the acquisition of social skills in immigrant students, the Social Skills Scale for Young Immigrant (SSYI) was used (Tomé-Fernández et al., 2020). An instrument that was adapted and validated for the general research of which this study is part.

The scale complies with the established psychometric properties of validity and reliability. Which were analyzed using the expert judgment technique, the content validity index, and the exploratory and confirmatory factor analyzes. Having an internal consistency level of .82.

This instrument is made up of two different parts. In the first, the sociodemographic data of the selected sample are collected, these being age, gender, the province in which they live, the nationality and the religion they profess. In the second part, 29 items are presented divided into the following 6 dimensions: ability to say no and cut interactions (7 items); self-expression in social situations (8 items); defense of own rights (4 items), ability to express anger and disagreement (3 items); ability to make requests to others (4 items); and the ability to initiate positive interactions with people of the opposite sex (3 items).

The internal consistency of each of the 6 dimensions is considered high as they are all higher than .81 (Table 39).

Table 39. Internal consistency of the 6 dimensions of SSSYI.

Dimensions	α	Nº Items
1. To say no	.89	7
2. Self-Exp.	.81	8
3. Rights Def.	.81	4
4. Angry Exp.	.81	3
5. Make Requests	.85	4
6. Int. Opp. Sex	.82	3

Source: own calculations.

Process

To apply the instrument to the selected sample, in the first place, and since they were minors, the relevant educational authorities were requested to obtain the necessary permits to access the educational centers. Once granted, the legal guardians of each of the immigrants gave their consent so that these participate in the study.

Regarding the administration of the questionnaire, it was provided on paper and in Spanish, although it has been translated into English for this article. Its application was carried out in a period of between 10 and 30 minutes in the classroom and individually. At all times, in the data collection procedure, the ethical recommendations provided in the Declaration of Helsinki in 1975 and later updated in Brazil in 2013 were followed; and the recommendations provided by the Ethics Committee of the University of Granada (reference code: 742 / CEIH / 2018).

Data Analysis

SPSS and STATA version 25 statistical software were used for tabulation and data analysis. Licenses acquired by the University of Granada, for its exclusive empirical use. In order to check the probability of immigrant students to develop social skills according to their stage of development (pre-adolescents and adolescents), the linear regression analysis was used. Since through this analysis a model is created that defines the relationship between the result or dependent variable (stage of development) and the independent or explanatory variable (social skills) (Arabarneri et al., 2019; Enea & Lovison, 2019; Papadopoulos & Stark, 2020; Zhang et al., 2019).

(Okada et al., 2019; Olmuş et al., 2019; Szczygieł et al., 2020).

In the linear regression, the maximum likelihood method (MLE) was used in order to choose as the estimated value of the parameter the one that has the highest probability of occurring (Brouste et al., 2020; Ghezelbash et al., 2019; Podinovski, 2020; Šinkovec et al., 2019; Wu & Ding, 2020).

Multiple linear regression (MLR) is one of the statistical methods, which attempts to model the correlation between variables involved and a response variable that depends on the linear equation in the observed data.

The MLR model is: $y_i = b_0 + b_1x_{i,1} + b_2x_{i,2} + \dots + b_kx_{i,k} + e_i$

Where, y_i is the dependent variable; b_0 is the intercept; x_i , k is a, k independent variables; b_k is the vector of regression coefficients; and e_i are random measured errors (Abrougui et al. 2019). In the present study, SPSS 25 was used to estimate the MLR models.

Results

Linear Analysis

For the linear analysis, the variable stage of development (pre-adolescent / adolescents) was used as the dependent variable; and as independent variables the 6 dimensions of the SSYI questionnaire (Tomé-Fernández et al., 2020). The selection of these variables is justified by previous conclusions, in which it is indicated that the age of immigrant's conditions the acquisition of social skills (Goldingay et al., 2020; Orgiles et al., 2020; Trigueros et al., 2020).

The results showed that in the 6 dimensions of the SSYI, the correlation analysis, show that adolescents are more likely to acquire social skills than pre-adolescents (Table 40). This indicates that the model correctly predicts the relationships between the variables (Palmieri, 2019).

Table 40. Linear regression correlations with age as independent variable and dimensions as dependent variable for preadolescents and adolescents.

Age	D 1	D 2	D 3	D 4	D 5	D 6
12-14	.240	.302	.241	.220	.138	.294
15-18	.297	.355	.253	.352	.319	.341

Source: own calculations.

Notes: D1= Dimension 1 "To say no", D2= Dimension 2 "Self-Exp.", D3= Dimension 3 "Rights Def.", D4= Dimension 4 "Angry Exp.", D5= Dimension 5 "Make Requests", D6= Dimension 6 "Int. Opp. Sex".

The ANOVA statistic is used to estimate the proportion of variance in the observed data that is explained by the model. In order to determine the rejection or acceptance of the hypothesis that the variance attribute of the explained variables is equal to zero, the F-statistic is calculated, testing whether the null or intercept-only model can be rejected in favour of the full model, the model with all explanatory variables included (Campbell & Lakens, 2020) (Table 41).

Table 41. ANOVA of linear regression for adolescents and pre-adolescents.

Age	D1	D2	D3	D4	D5	D6
	F	F	F	F	F	F
12-14	28.523	46.765	28.790	23.661	9.076	44.081
	Sig.	Sig.	Sig.	Sig.	Sig.	Sig.
	.000	.000	.000	.000	.003	.000
	F	F	F	F	F	F
15-18	27.013	40.246	19.121	39.272	31.510	36.647
	Sig.	Sig.	Sig.	Sig.	Sig.	Sig.
	.000	.000	.000	.000	.000	.000

Source: own calculations.

Notes: D1= Dimension 1 "To say no", D2= Dimension 2 "Self-Exp.", D3= Dimension 3 "Rights Def.", D4= Dimension 4 "Angry Exp.", D5= Dimension 5 "Make Requests", D6= Dimension 6 "Int. Opp. Sex".

F-values for ANOVA on the 6 dimensions of the questionnaire for both pre-adolescents and adolescents with $p = .000$, on all dimensions except dimension 5 for pre-adolescents where $p = .003$, indicated the existence of significance of the full model and thus the

validity of the model in making prediction of social skills as a function of immigrant age group (Pallmann & Jaki, 2017).

R² and root mean squared error (RMSE) were then calculated for the variables nationality, province of origin, gender and age to test the model fit and the ability of SSSYI to predict academic success through soft skills (Liaw et al., 2020) (Table 42).

Table 42. Results of multiple linear regression (MLR) analysis of the input dataset for estimating academic achievement.

R	R ²	RMSE	Regression Kind
.997	.995	.712	Enter

Source: own calculations.

Table 4 shows the values of R=.997 and R²=.995. The R² value indicates the percentage by which the instrument used measures what it intends to measure (Badhwar et al., 2019), so in the case of R²=.995, it indicates that the SSSYI (Tomé-Fernández et al., 2020) measures 99.5% of social skills as a function of the variables nationality, province, gender and age. The results showed that RMSE was = .712, indicating a correct model fit with scores below (Bijsterbosch et al., 2017; Liaw et al., 2020; Song et al., 2019).

Discussion and conclusion

The objective of this study was to know the probability of developing social skills in pre-adolescent and adolescent immigrant students. For this, the concept of social skills is approached from a constructivist point of view and facilitator of the educational integration of immigrant students (Alivernini et al., 2020; Berger et al., 2019; Giugni & Grasso, 2020; Hourri & Sullivan, 2019; Stănculescu, 2020), evaluated through the SSSYI (Tomé-Fernández et al., 2020).

The results obtained through the linear regression analysis, confirm the initial hypothesis in which it is expressed that immigrant students are more likely to develop social skills in adolescence.

In the research, the probability was only exceeded in the pre-adolescent stage, in the social skills related to the ability to say no and cut interactions; and with self-expression in social situations. This may be due to the low social shyness that pre-adolescent students present (Baardstu et al., 2020). To avoid situations of loneliness and anxiety produced, in some cases, by the change to a new secondary education center, which can also be aggravated by the immigrant condition (Closson & Hymel, 2016; Pérez et al., 2020; Wong et al., 2018), makes these students show themselves in the receiving class group as they are, without fear of being different, overcoming situations of shyness, in which they even cut off communications or disagree with the opinions of the students. others (Baardstu et al., 2020; Jahng & Kim, 2020; Kettrey, 2018).

The research shows, therefore, greater probabilities in the adolescent stage for the development of the rest of the social skills evaluated. Fact that agrees with previous studies in which native students were analyzed (Vermande et al., 2018). Therefore, it is shown that immigrant status has not influenced the probability for the development of social skills among adolescents and preadolescents.

However, there are studies (Flick et al., 2017; Kimanen, 2019) that relate the lack of development of social skills in immigrant students, with preference of these to form links with people from the same community, with the same traditions or languages. Fact that must be taken into account in educational centers to avoid discrimination and school rejection (Ćatibušić et al., 2019; Dewaard et al., 2018). And improve, in this way, acculturation and educational integration (Edele et al., 2020; Urzúa et al., 2016).

In short, the study shows that the adolescent students evaluated are more likely than their preadolescent counterparts to develop social skills related to defending their rights, expressing anger or disagreement, the ability to make requests, and initiation of relationships with the opposite gender.

This may be due to the fact that as the subject grows, it consolidates aspects such as citizen identity, influencing the ability to defend their own rights (Alsmadi & Alnawas, 2018; Kiang et al., 2020); empathy and respect for others, which promotes the expression of anger from maturity (Klimeckil et al., 2018) and the security to interact with peers, linked to the ability to make requests. In addition, in adolescence, hormonal and social changes promote a new interest in the opposite gender, favoring an increase in affective and loving relationships (Bragg et al., 2019; Fisher, Thompson & Brookes, 2020).

Finally, it should be noted that the results obtained should be considered with caution, as well as avoiding their generalization. Given that the selected sample, despite being representative, only focuses on southern Spain.

Despite this, the study has increased previous research on the likelihood of social skills development in pre-adolescent and adolescent students. And it shows a first approach to the knowledge that relates the development of the evaluated social skills and the school integration of immigrant students.

References

- Adam, I., & Hepburn, E. (2019). Intergovernmental relations on immigrant integration in multi-level states. A comparative assessment, *Regional & Federal Studies*. *Regional & Federal Studies*, 29(5), 563-589. <https://doi.org/10.1080/13597566.2018.1524376>.

- Alivernini, F., Cavicchiolo, E., Manganelli, S., Chirico, A., & Lucidi, F. (2020). Students' psychological well-being and its multilevel relationship with immigrant background, gender, socioeconomic status, achievement, and class size. *School Effectiveness and School Improvement*, 31(2), 172-191. <https://doi.org/10.1080/09243453.2019.1642214>.
- Alsmadi, S., & Alnawas, I. (2018). Consumer rights paradigm: Development of the construct in the Jordanian context. *Journal of business ethics*, 1-18. <https://doi.org/10.1007/s10551-018-3815-4>.
- Ansari, A. (2018). The persistence of preschool effects from early childhood through adolescence. *Journal of Educational Psychology*, 110(7), 952-973. <https://doi.org/10.1037/edu0000255>.
- Arminen, I., Segersven, O. E. A., & Simonen, M. (2019). Active and latent social groups and their interactional expertise. *Acta Sociologica*, 62(4), 391-405. <https://doi.org/10.1177/0001699318786361>.
- Baardstu, S., Coplan, R. J., Karevold, E. B., Laceulle, O. M., & Von Soest, T. (2020). Longitudinal Pathways From Shyness in Early Childhood to Personality in Adolescence: Do Peers Matter?. *Journal of research on adolescence*, 30, 362-379. <https://doi.org/10.1111/jora.12482>.
- Barroso, C. S., Springer, A. E., Ledingham, C. M., & Kelder, S. H. (2020). A qualitative analysis of the social and cultural contexts that shape screen time use in Latino families living on the U.S.-Mexico border. *International Journal of Qualitative Studies on Health and Well-Being*, 15(1), 1-9. <https://doi.org/10.1080/17482631.2020.1735766>.

- Baton, E., Crosland, K., & Haynes, R. (2019). An Evaluation of a Social Skills Application for Children Who Are Homeless. *Research on Social Work Practice*, 29(3), 323-332. <https://doi.org/10.1177/1049731517729038>.
- Berger, R., Safdar, S., Spieß, E., Bekk, M., & Font, A. (2019). Acculturation of erasmus students: Using the multidimensional individual difference acculturation model framework. *International Journal of Psychology*, 54(6), 739-749. <https://doi.org/10.1002/ijop.12526>.
- Bragg, J.E., Nay, E. D. E., Miller-Cribbs, J., & Munoz, R. T. (2019). Implementing a graduate social work course concerning practice with sexual and gender minority populations. *Journal of Gay & Lesbian Social Services*, 1-18. <https://doi.org/10.1080/10538720.2019.1654425>.
- Brouste, A., Dutang, C., & Rohmer, T. (2020). Closed-form maximum likelihood estimator for generalized linear models in the case of categorical explanatory variables: application to insurance loss modeling. *Computational Statistics*, 35(2), 689-724. <https://doi.org/10.1007/s00180-019-00918-7>.
- Campbell, H., & Lakens, D. (2020). Can we disregard the whole model? Omnibus non-inferiority testing for R² in multi-variable linear regression and in ANOVA. *British Journal of Mathematical and Statistical Psychology*, 74(1), 64-89. <https://doi.org/10.1111/bmsp.12201>.
- Ćatibušić, B., Gallagher, F., & Karazi, S. (2019). Syrian voices: An exploration of the language learning needs and integration supports for adult syrian refugees in Ireland. *International Journal of Inclusive Education*, 1-18. <https://doi.org/10.1080/13603116.2019.1673957>.

- Cattelan, M., & Varin, C. (2018). Marginal logistic regression for spatially clustered binary data. *Journal of the Royal Statistical Society Series C-Applied Statistics*, 67(4), 939-959. <https://doi.org/10.1111/rssc.12270>.
- Dewaard, J., Nobles, J., & Donato, K. M. (2018). Migration and parental absence: A comparative assessment of transnational families in Latin America. *Population space and place*, 24(7), 1-14. <https://doi.org/10.1002/psp.2166>.
- Dollar, J. M., Perry, N. B., Calkins, S. D. Keane, S. P., & Shanahan, L. (2017). Temperamental Anger and Positive Reactivity and the Development of Social Skills: Implications for Academic Competence During Preadolescence. *Early Education and Development*, 29(5), 747-761. <https://doi.org/10.1080/10409289.2017.1409606>.
- Donohue, M. R., Tillman, R., & Luby, J. (2020). Reparative Prosocial Behavior Difficulties across Childhood Predict Poorer Social Functioning and Depression in Adolescence. *Journal of Abnormal Child Psychology*, 48, 1077–1088. <https://doi.org/10.1007/s10802-020-00646-3>.
- Donohue, M. R., Williamson, R. A., & Tully, E. C. (2020). Toddlers imitate prosocial demonstrations in bystander but not transgressor contexts. *Journal of Experimental Child Psychology*, 192, 104776. <https://doi.org/10.1016/j.jecp.2019.104776>.
- Edele, A., Jansen, M. Schachner, M. K., Schotte, K. Rjosk, C., & Radmann, S. (2020). School track and ethnic classroom composition relate to the mainstream identity of adolescents with immigrant background in germany, but not their ethnic identity. *International Journal of Psychology*, 1-15. <https://doi.org/10.1002/ijop.12677>.

- Enea, M., & Lovison, G. (2019). A penalized approach for the bivariate ordered logistic model with applications to social and medical data. *Statistical Modelling*, *19*(5), 467-500. <https://doi.org/10.1177/1471082X18782063>.
- Englander, E. (2019). What do we know about sexting, and when did we know it?. *Journal of Adolescent Health*, *65*(5), 577-578. <https://doi.org/10.1016/j.jadohealth.2019.08.004>.
- Esping-Andersen, G., & Cimentada, J. (2018). Ability and mobility: The relative influence of skills and social origin on social mobility. *Social Science Research*, *75*, 13-31. <https://doi.org/10.1016/j.ssresearch.2018.06.003>.
- Fernández-Delgado, F. C., Rascón-Gómez, M. T., & Herrera-Pastor, D. (2020). Spacesocial horizons and temporary of the margination: the case of the asperones. *Andamios*, *16*(41), 355-383. <https://doi.org/10.29092/uacm.v16i41.729>.
- Fernández-Reino, M., & González-Ferrer, A. (2018). Intergenerational relationships among Latino immigrant families in Spain: conflict and emotional intimacy. *Journal of Ethnic and Migration Studies*, 1–23. <https://doi.org/10.1080/1369183x.2018.1485205>.
- Ferrar, S. J., Stack, D. M., Dickson, D. J., & Serbin, L. A. (2020). Conflict Resolution and Emotional Expression in Mother-Preadolescent Dyads: Longitudinal Associations with Children's Socioemotional Development. *Journal of youth and adolescence*, *49*(11), 2388-2406. <https://doi.org/10.1007/s10964-020-01312-z>.
- Fisher, C. R., Thompson, C. D., & Brookes, R. H. (2020). Gender differences in the australian undergraduate STEM student experience: A systematic review. *Higher Education Research & Development*, 1-14. <https://doi.org/10.1080/07294360.2020.1721441>.

- Flick, U., Hans, B., Hirseland, A., Rasche, S., & Röhnsch, G. (2017). Migration, unemployment, and lifeworld: Challenges for a new critical qualitative inquiry in migration. *Qualitative Inquiry*, 23, 77-88. <https://doi.org/10.1177/1077800416655828>.
- Flick, U., Hirseland, A., & Hans, B. (2019). Walking and Talking Integration: Triangulation of Data From Interviews and Go-Alongs for Exploring Immigrant Welfare Recipients' Sense(s) of Belonging. *Qualitative Inquiry*, 25(8), 799–810. <https://doi.org/10.1177/1077800418809515>.
- Franco-Guillén, N. (2019). Intergovernmental relations on immigrant integration in Spain: The case of Catalonia. *Regional & Federal Studies*, 29(5), 655-674. <https://doi.org/10.1080/13597566.2018.1457026>.
- García-Moya, I., Moreno, C., & Brooks, F. M. (2019). The 'balancing acts' of building positive relationships with students: Secondary school teachers' perspectives in England and Spain. *Teaching and teacher education*, 86, 1-11. <https://doi.org/10.1016/j.tate.2019.102883>.
- Ghezelbash, R., Maghsoudi, A., & Carranza, E. J. (2019). An Improved Data-Driven Multiple Criteria Decision-Making Procedure for Spatial Modeling of Mineral Prospectivity: Adaption of Prediction–Area Plot and Logistic Functions. *Natural Resources Research*, 28(4), 1299-1316. <https://doi.org/10.1007/s11053-018-9448-6>.
- Giugni, M., & Grasso, M. (2020). Trust, identity, skills, ¿or recruitment? Assessing four explanations of the relationship between associational involvement and the political participation of migrants. *International Migration Review*, 54(2), 585-610. <https://doi.org/10.1177/0197918319856362>.

- Goldingay, S., Stagnitti, K., Robertson, N., Pepin, G., Sheppard, L., & Dean, B. (2020). Implicit play or explicit cognitive behaviour therapy: The impact of intervention approaches to facilitate social skills development in adolescents. *Australian occupational therapy journal*, 67(4), 360-372. <https://doi.org/10.1111/1440-1630.12673>.
- Güven, C., Akbulut, M., & Yuksel, M. (2019). Do English Skills Affect Muslim Immigrants' Economic and Social Integration Differentially?. *Economic Record*, 95(310), 279-300. <https://doi.org/10.1111/1475-4932.12481>.
- Haines, L. M., Kabera, G. N., & Ndlovu, P. (2018). D-optimal designs for the two-variable binary logistic regression model with interaction. *Journal of Statistical Planning and Inference*, 193, 136-150. <https://doi.org/10.1016/j.jspi.2017.08.007>.
- Herzog-Punzenberger, B., Altrichter, H., Brown, M., Burns, D., Nortvedt, G. A., Skedsmo, G., Wiese, E., Nayir, F., Fellner, M., McNamara, G., & O'Hara, J. (2020). Teachers responding to cultural diversity: case studies on assessment practices, challenges and experiences in secondary schools in Austria, Ireland, Norway and Turkey. *Educational Assessment, Evaluation and Accountability*, 32, 395-424. <https://doi.org/10.1007/s11092-020-09332-w>.
- Hilte, L., Daelemans, W., & Vandkerckhove, R. (2020). Lexical Patterns in Adolescents' Online Writing: The Impact of Age, Gender, and Education. *Written Communication*, 1-36. <https://doi.org/10.1177/0741088320917921>.
- Houri, A. K., & Sullivan, A. L. (2019). Relations of social-emotional functioning and kindergarten academic achievement in children of immigrants. *Psychology in the Schools*, 56(9), 1413-1433. <https://doi.org/10.1002/pits.22281>.

- INE (Instituto Nacional de Estadística, Statistics National Institute). Demography and Population. 2021. Available online: http://www.ine.es/inebmenu/mnu_migrac.htm (accessed on 29 January 2021).
- Jahng, K. E., & Kim, Y. (2020). Relationships Between Children's Shyness, Play Disconnection, and Loneliness: Moderating Effect of Children's Perceived Child-Teacher Intimate Relationship. *Child psychiatry & human development*, 1-12. <https://doi.org/10.1007/s10578-020-01069-3>.
- Kettrey, H. H. (2018). “Bad girls” say no and “good girls” say yes: sexual subjectivity and participation in undesired sex during heterosexual college hookups. *Sexuality & culture*, 22(3), 685-705. <https://doi.org/10.1007/s12119-018-9498-2>.
- Kiang, L., Folmar, S., & Gentry, K. (2020). Untouchable”? Social Status, Identity, and Mental Health Among Adolescents in Nepal. *Journal of Adolescent Research*, 35(2), 248-273. <https://doi.org/10.1177/0743558418791501>.
- Kimanen, A. (2019). Finnish Muslim and Protestant Background Youth’s Discourses on Religion and Religious Commitment. *Religion & Education*, 46(3), 343-362. <https://doi.org/10.1080/15507394.2018.1510250>.
- Klimeckil, O. M., Sander, D., & Vuilleumier, P. (2018). Distinct brain areas involved in anger versus punishment during social interactions. *Scientific reports*, 8(1), 1-12. <https://doi.org/10.1038/s41598-018-28863-3>.
- Lin, S. Y., Eaton, N. R., & Schleider, J. L. (2020). Unpacking Associations between Mood Symptoms and Screen Time in Preadolescents: a Network Analysis. *Journal of abnormal child psychology*, 48(12), 1635-1647. <https://doi.org/10.1007/s10802-020-00703-x>.

- McDevitt, S. E. (2020). Teaching immigrant children: learning from the experiences of immigrant early childhood teachers. *Journal of Early Childhood Teacher Education*, 1-20. <https://doi.org/10.1080/10901027.2020.1818650>.
- Meijen, J. (2020). Exporting European values? Political myths of liberal democracy and cultural diversity in creative Europe's literary translation projects. *International Journal of Cultural Policy*, 1-18. <https://doi.org/10.1080/10286632.2020.1801659>.
- Menéndez, J. I., & Fernández-Río, J. (2018). Attitudes towards violence and the important role of students in the physical education classroom. *Revista Complutense de Educación*, 29(4), 1293–1308. <https://doi.org/10.5209/RCED.55352>.
- Miconi, D., Moscardino, U., Altoè, G., & Salcuni, S. (2017). Self-Construals and Social Adjustment in Immigrant and Nonimmigrant Early Adolescents: The Moderating Role of Executive Functioning. *Child Development*, 1-19. <https://doi.org/10.1111/cdev.12918>.
- Narmandakh, A., Roest, A. M., de Jonge, P., & Oldehinkel, A. J. (2020). Psychosocial and biological risk factors of anxiety disorders in adolescents: a TRAILS report. *European Child & Adolescent Psychiatry*, 1-14. <https://doi.org/10.1007/s00787-020-01669-3>.
- Nigg, J. T. (2017). Annual Research Review: On the relations among self-regulation, self-control, executive functioning, effortful control, cognitive control, impulsivity, risk-taking, and inhibition for developmental psychopathology. *Journal of Child Psychology and Psychiatry*, 58, 361–383. <https://doi.org/10.1111/jcpp.12675>.

- Okada, S., Ohzeki, M., & Taguchi, S. (2019). Efficient partition of integer optimization problems with one-hot encoding. *Scientific reports*, 9(13036), 1-12. <https://doi.org/10.1038/s41598-019-49539-6>.
- Olmuş, H., Beşpinar, E., & Nazman, E. (2019). Performance evaluation of some propensity score matching methods by using binary logistic regression model. *Communications in Statistics - Simulation and Computation*, 1-15. <https://doi.org/10.1080/03610918.2019.1679181>.
- Orgad, L. (2019). The citizen-makers: Ethical dilemmas in immigrant integration. *European Law Journal*, 25(4), 1-20. <https://doi.org/10.1111/eulj.12338>.
- Orgiles, M., Melero, S. Fernández-Martínez, I. Espada, J. P., & Morales, A. (2020). Effectiveness of Video-Feedback with Cognitive Preparation in Improving Social Performance and Anxiety through Super Skills for Life Programme Implemented in a School Setting. *International Journal of Environmental Research and Public Health*, 17(8), 1-13. <https://doi.org/10.3390/ijerph17082805>.
- Pallmann, P., & Jaki, T. (2017). Simultaneous confidence regions for multivariate bioequivalence. *Statistics in medicine*, 36(29), 4586-4603. <https://doi.org/10.1002/sim.7446>.
- Palmieri, F. (2019). Network anomaly detection based on logistic regression of nonlinear chaotic invariants. *Journal of Network and Computer Applications*, 148, 1-14. <https://doi.org/10.1016/j.jnca.2019.102460>.
- Papadopoulos, A., & Stark, R. B. (2020). Does Home Health Care Increase the Probability of 30-Day Hospital Readmissions? Interpreting Coefficient Sign Reversals, or Their Absence, in Binary Logistic Regression Analysis. *American Statistician*, 1-12. <https://doi.org/10.1080/00031305.2019.1704873>.

- Pastor-Gil, L., & Blázquez, I. (2019). Evaluation of Emotional Education programs in situations of bullying. *Revista Electrónica en Educación y Pedagogía*, 3(5), 22-38. <https://doi.org/10.15658/rev.electron.educ.pedagog19.09030502>.
- Pérez, E., Serrano, R., & Carpio, A. J. (2020). Promoting intercultural through content and competences within bilingual education: Teachers in action. *Intercultural Education*, 1-20. <https://doi.org/10.1080/14675986.2020.1747348>.
- Perez-Crim, E., Bernasconi Scheidegger, P., & Dufresne, P. (2017). Reflections on the group approach in a public psychiatric clinic. *La psychiatrie de l'enfant*, 2(2), 351-370. <https://doi.org/10.3917/psy.602.0351>.
- Perry, N. B., Dollar, J. M., Calkins, S. D., Keane, S. P., & Shanahan, L. (2018). Childhood self-regulation as a mechanism through which early overcontrolling parenting is associated with adjustment in preadolescence. *Developmental Psychology*, 54(8), 1542–1554. <https://doi.org/10.1037/dev0000536>.
- Podinovski, V. V. (2020). Maximum likelihood solutions for multicriterial choice problems. *European Journal of Operational Research*, 286(1), 299-308. <https://doi.org/10.1016/j.ejor.2020.03.028>.
- Pot, A., Keijzer, M., & De Bot, K. (2018). The language barrier in migrant aging. *International Journal of Bilingual Education and Bilingualism*, 1–19. <https://doi.org/10.1080/13670050.2018.1435627>.
- Pulaczewska, H. (2019). Importance of friendship. An overlooked predictor of heritage language skills and cultural knowledge in teenagers of Polish origin in Germany. *Learning Culture and Social Interaction*, 22, 1-13. <https://doi.org/10.1016/j.lcsi.2018.06.002>.

- Rhea, Z. M. (2017). Buddhist pedagogy in teacher education: cultivating wisdom by skillful means. *Asia-Pacific Journal of Teacher Education*, 46(2), 199-216. <https://doi.org/10.1080/1359866X.2017.1399984>.
- Rongfan, M. A., & Junling, Y. (2019). Research on the Identification Mechanism of University Young Teachers' Political Institutional based on Binary Logistic Regression Analysis. *Revista de Cercetare si Interventie Sociala*, 65, 248-259. <https://doi.org/10.33788/rcis.65.15>.
- Saint-Cyr, L. D. F., & Piet, L. (2019). Mixmcm: A community-contributed command for fitting mixtures of Markovchain models using maximum likelihood and the EM algorithm. *Stata Journal*, 19(2), 294–334. <https://doi.org/10.1177/1536867X19854015>.
- Schultze-Krumbholz, A., Ittel, A., & Scheithauer, H. (2020). The association between in-class cultural diversity with empathy and bullying in adolescence: A multilevel mediation analysis. *International Journal of Psychology*, 1-10. <https://doi.org/10.1002/ijop.12700>.
- Silva, J. L., Oliveira, W. A. Zequinão, M. A. Z. Lizzi, E. A. S. Pereira, B. O., & Silva, M. A. I. (2018). Results from interventions addressing social skills to reduce school bullying: a systematic review with meta-analysis. *Trends in Psychology*, 26(1), 509-522. <https://doi.org/10.9788/TP2018.1-20En>.
- Šinkovec, H., Geroldinger, A., & Heinze, G. (2019). Bring More Data! A Good Advice? Removing Separation in Logistic Regression by Increasing Sample Size. *International Journal of Environmental Research and Public Health*, 16(23), 1.12. <https://doi.org/10.3390/ijerph16234658>.
- Sirin, Y. E., & Sahin, M. (2020). Investigation of Factors Affecting the Achievement of University Students with Logistic Regression Analysis: School of Physical

- Education and Sport Example. *SAGE OPEN*, 10(1), 1-9.
<https://doi.org/10.1177/2158244020902082>.
- Stănculescu, E., Roskam, I. Mikolajczak, M. Muntean, A., & Gurza, A. (2020). Parental burnout in Romania: Validity of the Romanian version of the parental burnout assessment (PBA-RO). *New Directions for Child and Adolescent Development*, 1-18. <https://doi.org/10.1002/cad.20384>.
- Szczygieł, D., Sekulowicz, M. Kwiatkowski, P. Roskam, I., & Mikolajczak, M. (2020). Validation of the Polish version of the Parental Burnout Assessment (PBA). *New Directions for Child and Adolescent Development*, 1-22.
<https://doi.org/10.1002/cad.20385>.
- Tan, Y., & Shenoy, P.P. (2020). A bias-variance based heuristic for constructing a hybrid logistic regression-naïve Bayes model for classification. *International Journal of Approximate Reasoning*, 117, 15-28. <https://doi.org/10.1016/j.ijar.2019.09.007>.
- Thompson, E. J., Beauchamp, M. H. Darling, S. J. Hearps, S. J. C. Brown, A. Charalambous, G. Crossley, L. Darby, D. Dooley, J. J. Greenham, M. Jaimangal, M. McDonald, S. Muscara, F. Turkstra, L., & Anderson, V. A. (2018). Protocol for a prospective, school-based standardisation study of a digital social skills assessment tool for children: The Paediatric Evaluation of Emotions, Relationships, and Socialisation (PEERS) study. *BMJ Open*, 8(2), 1-11.
<https://doi.org/10.1136/bmjopen-2017-016633>.
- Tomé-Fernández, M., Fernández-Leyva, C., & Olmedo-Moreno, E. M. (2020). Exploratory and Confirmatory Factor Analysis of the Social Skills Scale for Young Immigrants. *Sustainability*, 12(17), 6897, 1-20.
<https://doi.org/10.3390/su12176897>.

- Trigueros, R., Sánchez-Sánchez, E. Mercader, I. Aguilar-Parra, J. M., Lopez-Liria, R. Morales-Gazquez, M. J. Fernandez-Campoy, J. M., & Rocamora, P. (2020). Relationship between Emotional Intelligence, Social Skills and Peer Harassment. A Study with High School Students. *International Journal of Environmental Research and Public Health*, *17*(12), 1-10. <https://doi.org/10.3390/ijerph17124208>.
- Urzúa, A., Heredia, O., & Caqueo, A. (2016). Mental health and stress by acculturation in immigrants from South America in northern Chile. *Revista Médica de Chile*, *144*, 563-570. <https://doi.org/10.4067/S0034-98872016000500002>.
- Ustuner, F., & Yigitbas, Ç. (2020). Social anxiety, lifestyle behavior and quality of life in disadvantaged migrant adolescents: A case-control study. *Current Psychology*, 1-9. <https://doi.org/10.1007/s12144-020-00677-5>.
- Vermande, M. M., Gilholm, P. A., Reijntjes, A. H. A., Hessen, D. J. Sterck, E. H., & Overduin-de Vries, A. M. (2018). Is Inspiring Group Members an Effective Predictor of Social Dominance in Early Adolescence? Direct and Moderated Effects of Behavioral Strategies, Social Skills, and Gender on Resource Control and Popularity. *Journal of Youth and Adolescence*, *47*(9), 1813-1829. <https://doi.org/10.1007/s10964-018-0830-9>.
- Villalobos, C. F., Álvarez, I. M., & Vaquera, E. (2017). Amistades co-étnicas e inter-étnicas en la adolescencia: Diferencias en calidad, conflicto y resolución de problemas. *Educación XXI*, *20*(1), 99-120. <https://doi.org/10.5944/educXX1.17493>.
- Wagner, N. J., Mills-Koonce, W. R. Willoughby, M. T. Cox, M. J., & Family Life Project Key Investigators. (2019). Parenting and corti-sol in infancy interactively predict

- conduct problems and callous-unemotional behaviors in childhood. *Child Development, 90*(1), 279–297. <https://doi.org/10.1111/cdev.12900>.
- Wang, J. X. (2019). Presentation of Physical Abuse In Adolescents And Pre-Adolescents From Immigrant Families. *Journal of Adolescent Health, 64*(2), 63–64. <https://doi.org/10.1016/j.jadohealth.2018.10.138>.
- Watts, A. L., Smith, G. T. Barch, D. A., & Sher, K. J. (2020). Factor structure, measurement and structural invariance, and external validity of an abbreviated youth version of the UPPS-P Impulsive Behavior Scale. *Psychological Assessment, 32*(4), 336–347. <https://doi.org/10.1037/pas0000791>.
- Williams-Washington, K. N., & Mills, C. (2018). African American historical trauma: Creating an inclusive measure. *Journal of Multicultural Counseling and Development, 46*, 246-263. <https://doi.org/10.1002/jmcd.12113>.
- Wong, N. M. L., Yeung, P. P. S., & Lee, T. M. C. (2018). A developmental social neuroscience model for understanding loneliness in adolescence. *Social Neuroscience, 13*(1), 94-103. <https://doi.org/10.1080/17470919.2016.1256832>.
- Wu, L., & Ding, Y. (2020). Wavelet-based estimations of fractional Brownian sheet: Least squares versus maximum likelihood. *Journal of Computational and Applied Mathematics, 371*, 1-15. <https://doi.org/10.1016/j.cam.2019.112609>.
- Xu, C. (2020). Phenomenological bifurcation in a stochastic logistic model with correlated colored noises. *Applied Mathematics Letters, 101*, 1-6. <https://doi.org/10.1016/j.aml.2019.106064>.
- Zhang, Z., Mo, L. Huang, C., & Xu, P. (2019). Binary logistic regression modeling with Tensor Flow. *Annals of Translational Medicine, 7*(20), 1-10. <https://doi.org/10.21037/atm.2019.09.125>.

Capítulo 5. Discusión y conclusions

En el presente capítulo se discuten los resultados obtenidos en contraste con estudios previos, además de las conclusiones de las diferentes investigaciones que se han desarrollado a lo largo de este trabajo, considerándose los principales resultados obtenidos como su relación entre los mismos. Se precisa destacar que el capítulo se estructura en cuatro apartados. En primer lugar, se exponen la discusión y conclusión de la tesis doctoral. A continuación, se plantean las limitaciones del estudio y, finalmente, las posibles líneas futuras de investigación como ampliación o complementación de la tesis doctoral.

5.1 Discusión

Las diferentes investigaciones que se estructuran en esta tesis doctoral se orientan y aglutinan bajo el objetivo general establecido para desarrollar el estudio, el cual consiste en investigar y conocer las habilidades sociales de los estudiantes inmigrantes de Educación Secundaria Obligatoria en ciudades fronterizas del sur de España.

Para comenzar se elaboró un cuestionario para evaluar las habilidades sociales en el alumnado de Educación Secundaria Obligatoria de ciudades fronterizas en los entornos educativos. Para ello, se analizaron las propiedades psicométricas de un cuestionario en cuatro fases.

De los cuestionarios existentes, the Social Skills Learning Team Questionnaire (Cuestionario de habilidades sociales de equipos de aprendizaje) (CHSEA) (Leganés-Lavall & Pérez-Aldeguer, 2016), Social Skills Questionnaire (Cuestionario de habilidades sociales) (CHASO-III) (Caballo et al., 2017), the Social Skills Inventory (Oldmeadow et al., 2013), the Social Skills Questionnaire for College Students (SSQ-U) (Morán et al., 2015), the Social Skills Improvement System-RS (Bunford et al., 2015),

the Social Skills Questionnaire for Traumatic Brain Injury (SSQ-TBI) (Francis et al., 2017), the Social-Emotional Assessment/Evaluation Measure (SEAM) (Hintermair et al., 2016), the Social competence in Higher Education Questionnaire (Cuestionario de competencias sociales en Educación Superior) (CCSES) (Leganés-Lavall & Pérez-Aldeguer, 2016) y Social Skills Scale (Escala de Habilidades Sociales) (EHS) (Mendo-Lázaro et al., 2016), se decidió adecuar la escala EHS (Mendo-Lázaro et al., 2016) a la muestra de inmigrantes, considerándola la más adecuada en cuanto a la simplicidad del lenguaje de los constructos evaluados, además de cumplir con excelentes propiedades psicométricas de validez y confiabilidad y ser novedosa en la definición y diagnóstico de habilidades sociales.

Una vez validado el instrumento, se realizó la prueba de fiabilidad Alfa de Cronbach donde el resultado de 0.82 significó una alta fiabilidad.

Seguidamente se procedió a conocer la influencia de las variables género y origen cultural en la adquisición de habilidades sociales de estudiantes inmigrantes. Para ello se aplicó el cuestionario de nuevo, esta vez a una muestra de 749 inmigrantes matriculados en centros de Educación Secundaria Obligatoria de las provincias de Andalucía, Ceuta y Melilla. Se analizaron las diferencias significativas entre los estudiantes en función de la variable género y origen cultural. Los resultados muestran que existen diferencias significativas en las habilidades sociales entre estudiantes y estudiantes, así como entre estudiantes de diferente origen cultural, coincidiendo con estudios previos (Alecú 2019; Booker & Dunsmore 2017; Castellsagué & Carrasco 2020). Más concretamente, en cuanto al origen cultural, el análisis mostró que los estudiantes de origen asiático tenían menores habilidades sociales que el resto y una menor probabilidad de obtenerlas. Esto puede ser, como indican Bayrakdar y Guveli (2020), por problemas de integración social.

Al llegar a un contexto intercultural, los estudiantes asiáticos están en constante desafío, lo que lleva a la segregación social y el estrés debido a la falta de aculturación (Cao, Zhu y Meng 2018). Este hecho se refleja claramente en el caso de los adolescentes, que se incorporan como estudiantes en los centros de educación secundaria obligatoria en España, que no alcanzan la integración escolar completa (Robles-Llana, 2018).

Además, los inmigrantes asiáticos al llegar a Europa, tienden a limitar sus relaciones sociales casi exclusivamente con personas de su comunidad, con las mismas costumbres y tradiciones (Lim, 2018). A veces promovido por dificultades lingüísticas de inmigrantes cuya lengua materna es diferente a la del país de acogida (Ćatibušić, Gallagher & Karazi, 2019). Hecho que limitaría el desarrollo de habilidades sociales vinculadas a las relaciones con los demás. Cuantas más relaciones intergrupales realicen los inmigrantes, aumentará el número de habilidades sociales. Este aspecto vendrá particularmente determinado por las oportunidades sociales, económicas y políticas que la sociedad de acogida ofrece a los inmigrantes recién llegados, que en ocasiones quedan enmascaradas por factores como la discriminación y el rechazo social, especialmente en inmigrantes de Asia o África (Wang, 2020).

Por otro lado, con respecto a la variable de género, los resultados mostraron que las estudiantes inmigrantes tenían más probabilidades de adquirir habilidades sociales que sus contrapartes masculinas. Lo que concuerda con investigaciones anteriores (Tan et al., 2020). Al respecto, diversas investigaciones muestran cómo los avances de las mujeres favorecen su incorporación al mercado laboral y su participación en la vida económica y social de su contexto (Valdez & Tran, 2019). Por lo tanto, los destinatarios de un mayor número de habilidades sociales podrán relacionarse mejor entre sí en contextos interculturales, incluso cuando surjan conflictos interraciales (Filippou et al., 2020). En el caso de las adolescentes en la escuela, el estudio reflejó relaciones afectivas adecuadas

con sus compañeros de clase en el contexto escolar. De esta forma, a medida que los estudiantes inmigrantes se relacionan con sus pares en el aula (Ma, 2020), adquieren conocimientos sobre la cultura, el lenguaje y las construcciones de acogida (Stunell, 2020), aspecto que favorecerá la integración de estos y su posterior aculturación.

Llegados a este punto se intenta ampliar el conocimiento científico sobre la influencia de las variables de nacionalidad, género, edad y lugar de residencia en el desarrollo de habilidades sociales de los estudiantes inmigrantes, y también, evaluar la relación entre la variable más influyente en el desarrollo de habilidades sociales y el éxito académico alcanzado por los estudiantes inmigrantes durante el proceso de aprendizaje en línea (iniciado debido a la pandemia de COVID-19). Ante esta situación, cabe mencionar que la gran afluencia migratoria ha transformado Europa y, más concretamente, España (Rodríguez-Izquierdo & González-Faraco, 2021). Debido a este fenómeno del siglo XXI, la literatura científica ha experimentado un auge en lo que respecta a la investigación centrada en el bienestar social y emocional de la población inmigrante, especialmente en lo que respecta al papel que tiene la educación en el empoderamiento de la población en edad escolar (Kunesova, 2020). Por ello, autores como (Garrard, 2020) consideran el paradigma de la interculturalidad como fundamental para el bienestar social y emocional de la población inmigrante, ya que busca la representación de grupos inmigrantes o minoritarios, reconociendo sus intereses y necesidades en la sociedad (Szelei et al., 2019). Promover la igualdad y las relaciones sociales entre diferentes grupos culturales en los centros educativos busca reducir la brecha cultural existente (Álvarez-Hernández & Choi, 2017). Sin embargo, incluso en estos contextos, es común que la cultura mayoritaria se posicione como superior a los grupos minoritarios por su estatus y poder, en detrimento del bienestar social de los estudiantes inmigrantes (Alba & Duyvendak, 2019). Además, esta brecha social puede verse agravada por la exclusión socioeconómica y cultural dentro

de las instituciones educativas (Chen et al., 2019). Esto ha provocado un aumento de la segregación, dejando a la ciber violencia perpetrada por grupos dominantes (Brown et al., 2021). Además, debido a la pandemia COVID-19, se produjo un cambio metodológico de la enseñanza presencial a la digitalizada, lo que provocó un aumento de los problemas sociales de dichos estudiantes, incluso traspasando los límites del tiempo y el espacio (Dorji et al., 2019).

En este sentido, en su estudio (Liu-Farrer, et al., 2021) revelan que, a través de esta nueva metodología, se intensifican las diferencias en el acceso y apropiación de la tecnología en función de los diversos orígenes culturales y estatus socioeconómico de los estudiantes. Ante tal situación, algunos teóricos recomiendan que se promueva la interculturalidad en diversos contextos educativos para favorecer la socialización de todos los estudiantes y así llevarlos a adquirir nuevas habilidades sociales para lograr un óptimo bienestar social (Ion et al., 2018). En base a esto, se justifica un estudio que busque ampliar el conocimiento científico existente sobre las variables que influyen en el desarrollo de las habilidades sociales de estos estudiantes. Respecto a este objetivo, los resultados muestran que, entre las variables analizadas, como nacionalidad, sexo, edad y lugar de residencia, la nacionalidad de los estudiantes inmigrantes parece tener el mayor impacto en la adquisición de dichas competencias. Este aspecto también coincide con investigaciones previas (Álvarez de Sotomayor & Martínez-Cousinou, 2016) en las que se destacó la nacionalidad como uno de los factores más influyentes en el desarrollo de habilidades sociales en estudiantes inmigrantes. Según (Halimi, AlShammari & Navarro, 2019), esto puede deberse a que las tradiciones, culturas y costumbres de cada nacionalidad determinan el diálogo intercultural que se produce y, con él, la adquisición (o no) de determinadas habilidades. Por otro lado, y teniendo en cuenta el segundo objetivo de esta investigación, los resultados obtenidos muestran que las habilidades

sociales de los estudiantes inmigrantes analizados tienen una correlación positiva con las calificaciones académicas que alcanzaron. Los resultados obtenidos también reflejan la correlación positiva entre la variable de nacionalidad, la variable que más influye en las habilidades sociales de estos estudiantes, y sus calificaciones, las cuales se consideran un reflejo de su éxito académico. En los análisis de la variable nacionalidad se revela que el mayor nivel de éxito académico se indica en los estudiantes de origen europeo, como los de Alemania, Inglaterra o Portugal, mientras que los estudiantes que obtuvieron calificaciones más bajas y, por tanto, con menor éxito académico, fueron estudiantes de China, Japón y Corea del Sur. Estos resultados coinciden con investigaciones previas (Sánchez-Ojeda et al., 2020), donde se identificó que, dependiendo de la nacionalidad de los estudiantes, se logra un diferente grado de integración en el país de acogida, lo que influye significativamente en su rendimiento y éxito académico.

Para finalizar, se pretendió conocer la probabilidad de desarrollar habilidades sociales en estudiantes preadolescentes y adolescentes inmigrantes. Los resultados obtenidos mediante el análisis de regresión lineal, confirman la hipótesis inicial en la que se expresa que los estudiantes inmigrantes tienen más probabilidades de desarrollar habilidades sociales en la adolescencia. En la investigación, la probabilidad solo se superó en la etapa preadolescente, en las habilidades sociales relacionadas con la capacidad de decir no y cortar interacciones; y con la autoexpresión en situaciones sociales. Esto puede deberse a la baja timidez social que presentan los estudiantes preadolescentes (Baardstu et al., 2020). Para evitar situaciones de soledad y ansiedad producidas, en algunos casos, por el cambio a un nuevo centro de educación secundaria, que también puede verse agravada por la condición de inmigrante (Pérez et al., 2020), hace que estos alumnos se muestren en el grupo de clase receptor como son, sin miedo a ser diferentes, superando situaciones de timidez, en las que incluso cortan la comunicación o discrepan de las opiniones de los

alumnos otros. La investigación muestra, por tanto, mayores probabilidades en la etapa adolescente para el desarrollo del resto de las habilidades sociales evaluadas. Hecho que concuerda con estudios previos en los que se analizó a estudiantes nativos (Vermande et al., 2018). Por tanto, se demuestra que la condición de inmigrante no ha influido en la probabilidad de desarrollo de habilidades sociales entre adolescentes y preadolescentes. Sin embargo, existen estudios (Kimanen, 2019) que relacionan la falta de desarrollo de habilidades sociales en estudiantes inmigrantes, con preferencia de estos para formar vínculos con personas de la misma comunidad, con las mismas tradiciones o idiomas. Hecho que debe tenerse en cuenta en los centros educativos para evitar la discriminación y el rechazo escolar (Ćatibušić et al., 2019) y, por tanto, mejorar, de esta forma, la aculturación y la integración educativa.

5.2 Conclusions

The first objective of this doctoral program is to adapt and validate a questionnaire to measure social skills in young immigrants. This was carried out in four phases, the first phase consisted of a pilot study carried out on 20 immigrant students from the city of Granada, with the characteristics of the sample to be analyzed. With this, the readability, completion time and comprehension of the questionnaire were determined. The time in which it had to be completed was defined in 15-20 minutes. The second phase was an expert judgment where 13 experts analyzed the instrument. The questionnaire went from the initial 37 items to 33.

The third phase was an Exploratory Factor Analysis. After carrying out the corresponding analysis of $KMO = 0.81$ and Barlett's Sphericity Test = 0.00, in addition to the corresponding elimination by means of the communalities table, the questionnaire went from 33 to 29 items, eliminating another 4 items. The fourth and last phase was configured

by a Confirmatory Factor Analysis, where the data obtained confirmed the final questionnaire was made up of 29 items divided into 6 different dimensions, Ability to say no and cut off interactions (7 items), Self-expression in social situations (8 items), Defense of own rights (4 items), Ability to express anger or disagreement (3 items), Ability to make requests to others (4 items), and Ability to initiate positive interactions with the opposite sex (3 items).

The main conclusion of this study was that the instrument developed complied with the established psychometric properties, being a useful questionnaire for the diagnosis of social skills. This could even improve teaching tools in contexts where students have equivocal value judgments towards different cultures and religions. The findings of the study are considered important for the development of educational intervention programs that develop intercultural sensitivity in students through social skills, supported by an educational community that values cultural pluralism. Subsequently, it was verified by means of this instrument how both the cultural origin and the gender of the participants influenced when acquiring social skills. Regarding cultural origin, said origin was divided into the 4 continents present in the origin of the surveyed immigrants (America, Africa, Asia and Europe), verifying that students from Asian countries were less likely to acquire social skills than the rest. When referring to the gender of the participants, it was found that female students had a greater probability of acquiring social skills than their male counterparts. Once this was verified, it was decided to check the influence of the variables of nationality, gender, age and place of residence on the development of social skills of immigrant students, in addition to checking the relationship with their academic success. After carrying out the corresponding analyzes, it was concluded that the variable that had the greatest impact when it came to acquiring social skills was nationality, so it was decided to measure the influence of academic success on the nationality of the students,

which led to that academic success was given according to the country from which they came, with immigrant students from Europe having the greatest academic success and those from Asia, again, having the least academic success. Finally, we wanted to verify the probability of developing social skills in immigrant pre-adolescent students and adolescents. After carrying out the linear regression analyzes, the greater probability of acquiring social skills in the adolescent stage was shown by immigrant students, although in the study the probability of acquiring social skills was exceeded in the pre-adolescent stage, in the social skills related to two of the dimensions of the questionnaire, those corresponding to the ability to say no and cut interactions; and with self-expression in social situations. Therefore, it is generally concluded that immigrant adolescents are more likely to acquire social skills than immigrant pre-adolescents.

5.3 Limitaciones del estudio

Aunque las muestras seleccionadas en cada uno de los artículos presentados, de manera general son representativas, es importante considerar los datos de esta investigación con cautela, puesto que algunos de los grupos étnicos, religiosos o culturales analizados no se han recogido con suficiente representatividad con respecto al contexto educativo español. Esto se debe a la singularidad de la región analizada, donde hay pocos asentamientos de algunos países como, por ejemplo, de los estudiantes procedentes de Estados Unidos o la India entre otros.

A pesar de ello, la muestra es representativa de la zona sur del país, y proporciona una sólida primera aproximación a las habilidades sociales en estudiantes inmigrantes. Esto resulta valioso y necesario para el vacío científico existente sobre este tipo de estudios, donde las habilidades sociales en estudiantes inmigrantes apenas habían sido tratadas. Sobre todo, en estos momentos donde, después de un confinamiento debido al virus

COVID-19, en nuestro país muchos alumnos y alumnas han tenido que aprender de manera online, sin la posibilidad de una presencialidad en los centros educativos, lo que conlleva un paso atrás en sus relaciones con los demás y también, en sus habilidades sociales.

5.4 Futuras líneas de investigación

En este subcapítulo de la tesis doctoral se plantean una serie de propuestas de estudio que quedan abiertas para ser desarrolladas en el futuro.

La primera propuesta gira en torno a la aplicación del estudio desde un paradigma de investigación cualitativa o mixta, con otros instrumentos y, con el uso de análisis de datos diferentes que supondrán un enriquecimiento y una complementación de los resultados obtenidos.

Otra propuesta de investigación que sería interesante es la creación de un App móvil que sirva medir de forma online la posesión de habilidades sociales entre estudiantes de Educación Secundaria Obligatoria de contextos interculturales. Esto supondría, además de una línea de investigación, un recurso didáctico fundamental para educar en un entorno multicultural, ayudando a la aculturación del alumnado inmigrante, llegando así a una interculturalidad real en las aulas, mediante el respeto a todas las culturas, nacionalidades y religiones.

Por último, sería necesario la ampliación de los centros educativos analizados en la propuesta de la investigación, analizando a centros de diferentes comunidades autónomas, llegando así a toda España y pudiendo generalizar los resultados a nivel nacional.

Referencias bibliográficas

- Abrahams, L., Pancorbo, G., Primi, R., Santos, D., Kyllonen, P., John, O. P., & DeFruyt, F. (2019). Social-emotional skill assessment in children and adolescents: Advances and challenges in personality, clinical, and educational contexts. *Psychological Assessment*, *31*(4), 460-473. <https://doi.org/10.1037/pas0000591>.
- Adam, I., & Hepburn, E. (2019). Intergovernmental relations on immigrant integration in multi-level states. A comparative assessment, *Regional & Federal Studies*. *Regional & Federal Studies*, *29*(5), 563-589. <https://doi.org/10.1080/13597566.2018.1524376>.
- Adsera, A., & Pytlikova, M. (2015). The Role of Language in Shaping International Migration. *Economic Journal*, *125*(586), 49–81. <https://doi.org/10.1111/econj.12231>.
- Alba, R., & Duyvendak, J.W. (2019). What about the mainstream? Assimilation in super-diverse times. *Ethnic and Racial Studies*, *42*, 105–124. <https://doi.org/10.1080/01419870.2017.1406127>.
- Albornoz, F., Cabrales, A., Calvo, P., & Hauk, E. (2018). Immigrant children's school performance and immigration costs: Evidence from Spain. *Economic Letters*, *170*, 27-30. <https://doi.org/10.1016/j.econlet.2018.05.015>.
- Alecú, A. (2019). Which Doctors do We Trust? A Vignette Experiment of how Gender and Ethnicity Influence Trust. *Ethnicities*, *20*(5), 939–958. <https://doi.org/10.1177/1468796819877737>.
- Allport, G. (1954). *The nature of prejudice*. New York: Doubleday Anchor.
- Al Shehhi, M., Alzouebi, K., & Ankit, A. (2021). An examination of the emotional intelligence of school principals and the impact on school climate in public schools in the United Arab Emirates. *Journal of applied research in higher education*, 1-21. <https://doi.org/1.1108/JARHE-093320-0287>.

- Álvarez de Sotomayor, A., & Martínez-Cousinou, G. (2016). ¿Capital económico o cultural? El efecto del origen social sobre las desventajas académicas de los hijos de inmigrantes en España. *Papers*, 101, 527–554. <https://doi.org/10.5565/rev/papers.2200>.
- Álvarez-Hernández, L.R. & Choi, Y.J. (2017). Reconceptualizing culture in social work practice and education: A dialectic and uniqueness awareness approach. *Journal of Social Work Education*, 53, 384–398.
- Andrews, P. (2019). From Prohibited Immigrants to Citizens: The Origins of Citizenship and Nationality in South Africa. *Law & Society Review*, 53(2), 616-619. <https://doi.org/10.1093/sf/sot106>.
- Arikan, G., & Sekercioglu, E. (2019). Authoritarian predispositions and attitudes towards redistribution. *Political Psychology*, 40(5), 1099-1118. <https://doi.org/10.1111/pops.12580>.
- Arminen, I., Segersven, O. E. A., & Simonen, M. (2019). Active and latent social groups and their interactional expertise. *Acta Sociologica*, 62(4), 391–405. <https://doi.org/10.1177/0001699318786361>.
- Azorín-Abellán, C. M. (2017). Análisis de instrumentos sobre educación inclusiva y atención a la diversidad. *Revista complutense de educación*, 28(4), 1043-1060. <https://doi.org/10.5209/RCED.51343>.
- Baardstu, S., Coplan, R. J., Karevold, E. B., Laceulle, O. M., & Von Soest, T. (2020). Longitudinal Pathways From Shyness in Early Childhood to Personality in Adolescence: Do Peers Matter?. *Journal of research on adolescence*, 30, 362-379. <https://doi.org/10.1111/jora.12482>.
- Barnes, G., Wilkes-Gillan, S., Bundy, A., & Cordier, R. (2017). The social play, social skills and parent-child relationships of children with ADHD 12 months following a RCT of a play-

based intervention. *Australian Occupational Therapy Journal*, 64(6), 457–465.
<https://doi.org/10.1111/1440-1630.12417>.

Barwick, C. (2017). Are Immigrants Really Lacking Social Networking Skills? The Crucial Role of Reciprocity in Building Ethnically Diverse Networks. *Sociology-The Journal of the British Sociological Association*, 51(2), 410-428.
<https://doi.org/10.1177/0038038515596896>.

Baton, E., Crosland, K., & Haynes, R. (2019). An Evaluation of a Social Skills Application for Children Who Are Homeless. *Research on Social Work Practice*, 29(3), 323-332.
<https://doi.org/10.1177/1049731517729038>.

Bayrakdar, S., & Guveli, A. (2020). Understanding the Benefits of Migration: Multigenerational Transmission, Gender and Educational Outcomes of Turks in Europe. *Journal of Ethnic and Migration Studies*, 47(13), 3037–3058.
<https://doi.org/10.1080/1369183x.2020.1736531>.

Beek, M., & Fleischmann, F. (2019). Religion and integration: does immigrant generation matter? The case of Moroccan and Turkish immigrants in the Netherlands. *Journal of Ethnic and Migration Studies*. <https://doi.org/10.1080/1369183X.2019.1620417>.

Beneke, M., & Cheatham, G. (2016). Inclusive, democratic family-professional partnerships: (Re) conceptualizing culture and language in teacher preparation. *Topics in Early Childhood Special Education*, 35(4), 243–244.
<https://doi.org/10.1177/0271121415581611>.

Berlanga, M. L., & Juárez-Hernández, L. G. (2020). Paradigmas de evaluación: del tradicional al socioformativo. *Diálogos sobre educación*, 21(11), 1-14.
<https://doi.org/1.32870/dse.v0i21.646>.

- Berry, S.L., Crowe, T.P., & Deane, F.P. (2012). Preliminary development and content validity of a measure of Australian Aboriginal cultural engagement. *Ethnicity Health, 17*, 325–336. <https://doi.org/10.1080/13557858.2011.645157>.
- Blair, B. L., Perry, N. B., O'Brien, M., Calkins, S. D., Keane, S. P., & Shanahan, L. (2015). Identifying developmental cascades among differentiated dimensions of social competence and emotion regulation. *Developmental Psychology, 51*, 1062–1073. <https://doi.org/10.1037/a0039472>.
- Blalock, H. M. (1967). *Toward a theory of minority-group relations*. New York: John Wiley and Sons.
- Blumer, H. (1958). Race prejudice as a sense of group position. *Pacific Sociological Review, 1*, 3–7.
- Boccagni, P., & Righard, E. (2015). Introduction to the Special Issue: Social Work and Migration in Europe: A Dialogue Across Boundaries. *Journal of Immigrant & Refugee Studies, 13*(3), 221–228. <https://doi.org/10.1080/15562948.2015.1059970>.
- Bonal, X., & González, S. (2020). The impact of lockdown on the learning gap: family and school divisions in times of crisis. *International Review of Education, 66*, 635–655. <https://doi.org/10.1007/s11159-020-09860-z>.
- Booker, J. A., & Dunsmore, J. C. (2017). Affective social competence in adolescence: Current findings and future directions. *Social Development, 26*(1), 3–20. <https://doi.org/10.1111/sode.12193>.
- Boyd, M., & Tian, S. (2018). Is STEM Education Portable? Country of Education and the Economic Integration of STEM Immigrants. *Journal of International Migration and Integration, 19*, 965–1003. <https://doi.org/10.1007/s12134-018-0570-4>.
- Brock, M. E., Cannella-Malone, H. I., Seaman, R. L., Andzik, N. R., Schaefer, J. M., Page, E. J., et al. (2017). Findings across practitioner training studies in special education: A

comprehensive review and meta-analysis. *Exceptional Children*, 84(1), 7–26.
<https://doi.org/10.1177/0014402917698008>.

Brown, J.C., Graves, E.M., & Burke, M.A. (2020). Involvement, Engagement, and Community: Dimensions and Correlates of Parental Participation in a Majority–Minority Urban School District. *Urban Education*, 1–36. <https://doi.org/10.1177/0042085920902245>.

Browne, S., Glass, C., & Holyoak, G. (2016). Institutional Constraints Limiting Social Services for Immigrants. *Journal of Immigrant & Refugee Studies*, 14(2), 156–176.
<https://doi.org/10.1080/15562948.2015.1066475>.

Bub, K. L., Robinson, L. E., & Curtis, D. S. (2016). Longitudinal associations between self-regulation and health across childhood and adolescence. *Health Psychology*, 35, 1235–1245. <https://doi.org/10.1037/hea0000401>.

Buchanan, Z. E., Abu-Rayya, H. M., Kashima, E., & Paxton, S. J. (2016). The Interconnection between Acculturation and Subjective and Social Wellbeing among Refugee Youth in Australia. *Journal of Refugee Studies*, 30(4), 511–529.
<https://doi.org/10.1093/jrs/few040>.

Bunford, N., Evans, S. W., Becker, S. P., & Langberg, J. M. (2015). Attention-deficit/hyperactivity disorder and social skills in youth: A moderated mediation model of emotion dysregulation and depression. *Journal of abnormal child psychology*, 43(2), 283–296. <https://doi.org/10.1007/s10802-014-9909-2>.

Burkner, P. C., Schulte, N., & Holling, H. (2019). On the statistical and practical limitations of Thurstonian IRT models. *Educational and Psychological Measurement*, 1–28.
<https://doi.org/10.1177/0013164419832063>.

Büscher, B., & Fletcher, B. (2015). Accumulation by conservation. *New Political Economy*, 20(2), 273–298. <https://doi.org/10.1080/13563467.2014.923824>.

- Caballo, V. E., Salazar, I. C., Irurtia, M. J., Piqueras, J. A., Rivera, M., Bas, P., Fernández Gutiérrez, M., Antona, C., & Salavera, C. (2017). Desarrollo y validación de un nuevo instrumento para la evaluación de las habilidades sociales: El “Cuestionario de Habilidades Sociales” (CHASO). *Behavioral Psychology / Psicología Conductual*, 25(1), 5-24.
- Campbell, H., & Lakens, D. (2020). Can we disregard the whole model? Omnibus non-inferiority testing for R² in multi-variable linear regression and in ANOVA. *British Journal of Mathematical and Statistical Psychology*, 74(1), 64-89. <https://doi.org/10.1111/bmsp.12201>.
- Cao, C., Zhu, C., & Meng, Q. (2018). Chinese International Students’ Coping Strategies, Social Support Resources in Response to Academic Stressors: Does Heritage Culture or Host Context Matter? *Current Psychology*, 40, 242–252. <https://doi.org/10.1007/s12144-018-9929-0>.
- Casado, M. A., Garitaonandia, C., Moreno, G., & Jiménez, E. (2019). Immigrant Children and the Internet in Spain: Uses, Opportunities, and Risks. *Media and Communication*, 7(1), 56-65. <https://doi.org/10.17645/mac.v7i1.1478>.
- Castellsagué, A., & Carrasco, S. (2020). Development, Education and Gender: Challenging the Empowerment Rhetoric from an Ethnographic Study in Rural Nepal. *Ethnography and Education*, 16(1), 92–108. <https://doi.org/10.1080/17457823.2020.1764856>.
- Ćatibušić, B., Gallagher, F., & Karazi, S. (2019). Syrian Voices: An Exploration of the Language Learning Needs and Integration Supports for Adult Syrian Refugees in Ireland. *International Journal of Inclusive Education*, 25(1), 22–39. <https://doi.org/10.1080/13603116.2019.1673957>.

- Cavaillé, C., & Marshall, J. (2019). Education and anti-immigration attitudes: Evidence from compulsory schooling reforms across Western Europe. *American Political Science Review*, *113*(1), 254–263. <https://doi.org/10.1017/S0003055418000588>.
- Chang, H. I., & Kang, W. C. (2018). Trust, economic development and attitudes toward immigration. *Canadian Journal of Political Science/Revue canadienne de science politique*, *51*(2), 357–378. <https://doi.org/10.1017/S0008423917001378>.
- Chen, Y., Mayall, H.J., York, C.S., & Smith, T.J. (2019). Parental perception and English Learners' mobile-assisted language learning: An ethnographic case study from a technology-based Funds of Knowledge approach. *Learning Cultural and Social Interaction*, *22*, 1–9. <https://doi.org/10.1016/j.lcsi.2019.100325>.
- Choi, S., Lee, S., Kim, J. H., & Na, J. (2018). Effects of community integration on quality of life among Asian Americans. *International social work*, 1-12. <https://doi.org/10.1177/0020872818798009>.
- Clarke, A. J., & Ispording, I. E. (2017). Language Barriers and Immigrant Health Production. *Health Economics*, *26*(6), 765–778. <https://doi.org/10.1002/hec.3358>.
- Closson, L. M., & Hymel, S. (2016). Status differences in target-specific prosocial behavior and aggression. *Journal of Youth and Adolescence*, *45*, 1836–1848. <https://doi.org/10.1007/s10964-016-0481-7>.
- Connor, P., & Koenig, M. (2015). Explaining the Muslim Employment Gap in Western Europe: Individual-Level Effects and Ethno-religious Penalties. *Social Science Research*, *49*, 191–201. <https://doi.org/10.1016/j.ssresearch.2014.08.001>.
- Copeland, K. J. (2019). Representing Father–Son Relationships among African-American Muslim Men in Film and Television. *Islam and Christian–Muslim Relations*, *30*(2), 165–193. <https://doi.org/10.1080/09596410.2019.1599629>.

- Crivello, C., Kuzyk, O., Rodrigues, M., Friend, M., Zesiger, P., & Poulin-Dubois, D. (2016). The effects of bilingual growth on toddlers' executive function. *Journal of Experimental Child Psychology, 141*, 121–132. <https://doi.org/10.1016/j.jecp.2015.08.004>.
- Danzer, A. M., & Yaman, F. (2016). Ethnic concentration and language fluency of immigrants: evidence from the guest-worker placement in Germany. *Journal of Economic Behavior & Organization, 131*, 151–165. <https://doi.org/10.1016/j.jebo.2016.08.012>.
- De Cristofaro, V., Pellegrini, V., Baldner, C., van Zomeren, M., Livi, S., & Pierro, A. (2019). Need for closure effect on collective action intentions and behavior toward immigrants in Italy: the mediation of binding foundations and political conservatism. *Journal of Applied Social Psychology, 49*(10), 611–622. <https://doi.org/10.1111/jasp.12620>.
- Diaz, A., Eisenberg, N., Valiente, C., vanSchyndel, S., Spinrad, T. L., Berger, R., . . . Southworth, J. (2017). Relations of positive and negative expressivity and effortful control to kindergarteners' student–teacher relationship, academic engagement, and externalizing problems at school. *Journal of Research in Personality, 67*, 3–14. <https://doi.org/10.1016/j.jrp.2015.11.002>.
- Dollar, J. M., Perry, N. B., Calkins, S. D., Keane, S. P., & Shanahan, L. (2017). Temperamental Anger and Positive Reactivity and the Development of Social Skills: Implications for Academic Competence During Preadolescence. *Early Education and Development, 29*(5), 747–761. <https://doi.org/10.1080/10409289.2017.1409606>.
- Donohue, M. R., Tillman, R., & Luby, J. (2020). Reparative Prosocial Behavior Difficulties across Childhood Predict Poorer Social Functioning and Depression in Adolescence. *Journal of Abnormal Child Psychology, 48*, 1077–1088. <https://doi.org/10.1007/s10802-020-00646-3>.

- Donohue, M. R., Williamson, R. A., & Tully, E. C. (2020). Toddlers imitate prosocial demonstrations in bystander but not transgressor contexts. *Journal of Experimental Child Psychology*, *192*, 104776. <https://doi.org/10.1016/j.jecp.2019.104776>.
- Dorji, R., Bailey, J., Paterson, D., Graham, L., & Miller, J. (2019). Bhutanese teachers' attitudes towards inclusive education. *International Journal of Inclusive Education*, 1–20, <https://doi.org/10.1080/13603116.2018.1563645>.
- Drouhot, L., & Nee, V. (2019). Assimilation and the Second Generation in Europe and America: Blending and Segregating Social Dynamics Between Immigrants and Natives. *Annual Review of Sociology*, *45*. <https://doi.org/10.1146/annurev-soc-073117-041335>.
- Dueber, D. M., Love, A. M., Toland, M. D., & Turner, T. A. (2019). Comparison of single response format and forced-choice format instruments using Thurstonian item response theory. *Educational and Psychological Measurement*, *79*(1), 108–128. <https://doi.org/10.1177/0013164417752782>.
- Dustman, T. (2018). A Call for Emotional Intelligence Skills Training Curricula at Christian Colleges. *Journal of Research on Christian Education*, *27*(2), 183–191. <https://doi.org/10.1080/10656219.2018.1499572>.
- Engzell, P. (2018). Aspiration Squeeze: The Struggle of Children to Positively Selected Immigrants. *Sociology of Education*, *92*(1), 83–103. <https://doi.org/10.1177/0038040718822573>.
- Erath, T. G., DiGennaro Reed, F. D., Sundermeyer, H. W., Brand, D., Novak, M. D., Harbison, M. J., & Shears, R. (2020). Enhancing the training integrity of human service staff using pyramidal behavioral skills training. *Journal of Applied Behavior Analysis*, *53*, 449–464. <https://doi.org/10.1002/jaba.608>.

- Esping-Andersen, G., & Cimentada, J. (2018). Ability and mobility: The relative influence of skills and social origin on social mobility. *Social Science Research, 75*, 13-31. <https://doi.org/10.1016/j.ssresearch.2018.06.003>.
- Fang, G., Chan, P. W. K., & Kalogeropoulos, P. (2021). The Effects of School-to-School Collaboration on Student Cognitive Skills: Evidence from Propensity Score Analysis. *Asia-Pacific Education Researcher, 1-11*. <https://doi.org/10.1007/s40299-020-00549-3>.
- Ferrer, X. (2007). Acrobacias fronterizas en Ceuta y Melilla: Explorando la gestión de los perímetros terrestres de la Unión Europea en el continente africano. *Documents d'anàlisi geogràfica, (51)*, 129-149. <https://doi.org/10.5565/rev/dag.355>.
- Flick, U., Hans, B., Hirsland, A., Rasche, S., & Röhsch, G. (2017). Migration, unemployment, and lifeworld: Challenges for a new critical qualitative inquiry in migration. *Qualitative Inquiry, 23*, 77-88. <https://doi.org/10.1177/1077800416655828>.
- Flick, U., Hirsland, A., & Hans, B. (2019). Walking and Talking Integration: Triangulation of Data From Interviews and Go-Alongs for Exploring Immigrant Welfare Recipients' Sense(s) of Belonging. *Qualitative Inquiry, 25(8)*, 799–810. <https://doi.org/10.1177/1077800418809515>.
- Flynn, E., Ehrenreich, S. E., Beron, K. J., & Underwood, M. K. (2015). Prosocial behavior: Long-term trajectories and psychosocial out-comes: Prosocial trajectories. *Social Development, 24(3)*, 462–482. <https://doi.org/10.1111/sode.12100>.
- Fragapane, S., & Minaldi, G. (2018). Migration policies and digital technologies in Europe: a comparison between Italy and Spain. *Journal of European Integration, 40(7)*, 905-921. <https://doi.org/10.1080/07036337.2018.1482289>.
- Francis, H. M., Osborne-Crowley, K., & McDonald, S. (2017). Validity and reliability of a questionnaire to assess social skills in traumatic brain injury: A preliminary study. *Brain injury, 31(3)*, 336-343. <https://doi.org/10.1080/02699052.2016.1250954>.

- Francis, J. E. (2019). Integrating Resilience, Reciprocating Social Relationships, and Christian Formation. *Religious Education*, 14(4), 500-512. <https://doi.org/10.1080/00344087.2019.1631948>.
- Franco-Guillén, N. (2019). Intergovernmental relations on immigrant integration in Spain: The case of Catalonia. *Regional & Federal Studies*, 29(5), 655-674. <https://doi.org/10.1080/13597566.2018.1457026>.
- Friberg, J. H. (2019). Does selective acculturation work? Cultural orientations, educational aspirations and school effort among children of immigrants in Norway. *Journal of Ethnic and Migration Studies*, 45(15), 2844-2863. <https://doi.org/10.1080/1369183X.2019.1602471>.
- Galassi, J. P., DeLo, J. S., Galassi, M. D., & Bastien, S. (1974). The College Self-Expression Scale: a measure of assertiveness. *Behavior Therapy*, 5, 164-171.
- Gambrill, E. D., & Richey, C. A. (1975). An assertion inventory for use in assessment and research. *Behavior Therapy*, 6, 550-561.
- García-Carmona, M., Evangelou, M., & Fuentes-Mayorga, N. (2020). 'Hard-to-reach' parents: immigrant families' participation in schools and the views of parent association leaders in Spain and the United States. *Research Papers in Education*, 35(3), 337-358. <https://doi.org/10.1080/02671522.2019.1568532>.
- García-Moya, I., Moreno, C., & Brooks, F. M. (2019). The 'balancing acts' of building positive relationships with students: Secondary school teachers' perspectives in England and Spain. *Teaching and teacher education*, 86(102883), 1-11. <https://doi.org/10.1016/j.tate.2019.102883>.
- Garrard, K.A. (2020). Finding a way in for interculturality: Analysing History teachers' conceptualisations at the secondary school level. *Discourse: Studies in the Cultural Politics of Education*, 1–13. <https://doi.org/10.1080/01596306.2020.1825288>.

- Gay, M. L., Hollandsworth, J. G., Jr., & Galassi, J. P. (1975). An assertiveness inventory for adults. *Journal of Counseling Psychology*, 22, 340-344.
- Genest, C., & Neslehova, J. G. (2020). A Conversation With Paul Embrechts. *international statistical review*, 88(3), 521-547. <https://doi.org/1.1111/insr.12406>.
- Gil-Madrona, P., & Martínez-López, M. (2016). Emociones percibidas, por alumnos y maestros, en Educación Física en 6.º curso de primaria. *Educación XXI*, 19(2), 179-204. <https://doi.org/10.5944/educxx1.16460>.
- Gimeno-Feliu, L. A., Calderón-Larrañaga, A., Díaz, E., Laguna-Berna, C., Poblador-Plou, B., Coscollar-Santaliestra, C., & Prados-Torres, A. (2019). The definition of immigrant status matters: impact of nationality, country of origin, and length of stay in host country on mortality estimates. *BMC Public Health*, 19(247), 1-8. <https://doi.org/10.1186/s12889-019-6555-1>.
- Goedert, C., Albert, I., Barros, S., & Ferring, D. (2019). Welcome or not? – Natives' security feelings, attachment and attitudes toward acculturation of immigrants. *International Journal of Intercultural Relations*, 69, 24-31. <https://doi.org/10.1016/j.ijintrel.2018.12.001>.
- Gonçalves, M., & Matos, M. (2016). Cultural Competence in Intervention with Immigrants: A Comparative Analysis Between Health Professionals, Social Workers and Police Officers. *Acta Médica Portuguesa*, 29(10), 629-638. <https://doi.org/10.20344/amp.7121>.
- Gonzalez-Faraco, J. C., Gonzalez-Falcon, I., & Rodriguez-Izquierdo, R. M. (2020). Inter-cultural policies at school: meanings, dissonances and paradoxes. *Revista de educación*, 387, 63-84. <https://doi.org/1.4438/1988-592X-RE-2020-387-438>.
- Grabowska, I. (2016) The transition from education to employment abroad: The experiences of young people from Poland. *Europe-Asia Studies*, 68(8), 1421–1440. <https://doi.org/10.1080/09668136.2016.1233522>.

- Grabowska, I. (2018). Social Skills, Workplaces and Social Remittances: A Case of Post-Accession Migrants, *Work, Employment and Society*, 32(5), 868-886. <https://doi.org/10.1177/0950017017719840>.
- Gresham, F. M., & Elliott, S. N. (2008). *Social skills improvement system: Rating scales manual*. Minneapolis, MN: NCS Pearson.
- Grigoryev, D., & Van de Vijver, F. (2018). Acculturation expectation profiles of Russian majority group members and their intergroup attitudes. *International Journal of International Relations*, 64, 90-99. <https://doi.org/10.1016/j.ijintrel.2018.03.001>.
- Guo, B., Sheng, Z., & Lui, Y. (2021). Evaluation of influent microbial immigration to activated sludge is affected by different-sized community segregation. *NPJ Clean Water*, 4(1), 1-5. <https://doi.org/10.1038/s41545-021-00112-7>.
- Gurrieri, L., Brace-Govan, J., & Cherrier, H. (2016). Controversial advertising: transgressing the taboo of gender-based violence. *European Journal of Marketing*, 50(7), 1-22. <https://doi.org/10.1108/EJM-09-2014-0597>.
- Gürsoy, S., & Kunt, N. (2019). Acculturation of university students in Northern Cyprus. *Culture & Psychology*, 25(2), 146-160. <https://doi.org/10.1177/1354067X18808213>.
- Guven, C, Akbulut, M., & Yuksel, M. (2019). Do English Skills Affect Muslim Immigrants' Economic and Social Integration Differentially?. *Economic Record*, 95(310), 279-300. <https://doi.org/10.1111/1475-4932.12481>.
- Guven, C., & Islam, A. (2015). Age at Migration, Language Proficiency, and Socioeconomic Outcomes: Evidence from Australia. *Demography*, 52(2), 513-42. <https://doi.org/10.1007/s13524-015-0373-6>.
- Hadfield, M., & Ainscow, M. (2018). Inside a self-improving school system: Collaboration, competition and transition. *Journal of Educational Change*, 19(4), 441-462. <https://doi.org/10.1007/s10833-018-9330-7>.

- Hadjar, A., & Scharf, J. (2019). The Value of Education among Immigrants and Nonimmigrants and How this Translates into Educational Aspirations: A Comparison of Four European Countries. *Journal of Ethnic and Migration Studies*, 45(5), 711–734. <https://doi.org/10.1080/1369183X.2018.1433025>.
- Halimi, F., AlShammari, I., & Navarro, C. (2020). Emotional intelligence and academic achievement in higher education. *Journal of Applied Research in Higher Education*, 1–19. <https://doi.org/10.1108/jarhe-11-2019-0286>.
- Hao, L., & Yu, X. (2017). Sources of unequal cognitive development of middle-school students in China's rural-urban migration era. *Chinese Journal of Sociology*, 3(1), 32–55. <https://doi.org/10.1177/2057150x16684115>.
- Hässler, T., González, R., Lay, S., Lickel, B., Zagefka, H., Tropp, L., Brown, R., Astudillo J. M., & Bernardino, M. (2018). With a little help from our friends: The impact of cross-group friendship on acculturation preferences. *European Journal of Social Psychology*, 49(2), 366–384. <https://doi.org/10.1002/ejsp.2383>.
- Hawley, P. H. (2015). Social dominance in childhood and its evolutionary underpinnings: Why it matters and what we can do. *Pediatrics*, 135(Supplement 2), S31–S38. <https://doi.org/10.1542/peds.2014-3549D>.
- Hernández, R. A., & Coello, S. (2020). *El paradigma cuantitativo de la investigación científica*. Editorial Universitaria.
- Hernández, M. M., Eisenberg, N., Valiente, C., vanSchyndel, S. K., Spinrad, T. L., Silva, K. M., . . . Southworth, J. (2016). Emotional expression in school context, social relationships, and academic adjustment in kindergarten. *Emotion*, 16(4), 553–566. <https://doi.org/10.1037/emo0000147>.
- Herzog-Punzenberger, B., Altrichter, H., Brown, M., Burns, D., Nortvedt, G. A., Skedsmo, G., Wiese, E., Nayir, F., Fellner, M., McNamara, G., & O'Hara, J. (2020). Teachers

responding to cultural diversity: case studies on assessment practices, challenges and experiences in secondary schools in Austria, Ireland, Norway and Turkey. *Educational Assessment, Evaluation and Accountability*, 32, 395-424. <https://doi.org/10.1007/s11092-020-09332-w>.

Hilte, L., Daelemans, W., & Vandkerckhove, R. (2018). Lexical Patterns in Adolescents' Online Writing: The Impact of Age, Gender, and Education. *Written Communication, UNSP 0741088320917921*. <https://doi.org/10.1177/0741088320917921>.

Hintermair, M., Sarimski, K., & Lang, M. (2016). Preliminary evidence assessing social-emotional competences in deaf and hard of hearing infants and toddlers using a new parent questionnaire. *Journal of deaf studies and deaf education*, 22(2), 143-154. <https://doi.org/10.1093/deafed/enw070>.

Iglesias-Pascual, R., Paloma, V., & García-Ramírez, M. (2019). Contextual factors and prejudice at the beginning of the migrant influx: The Moroccan case in Seville, Spain. *Population, Space and Place*, 25(3), 1-9. <https://doi.org/10.1002/psp.2204>

In, H., Kim, H., & Carney, J. V. (2019). The relation of social skills and school climate of diversity to children's life satisfaction: The mediating role of school connectedness. *Psychology in the Schools*, 1-14. <https://doi.org/10.1002/pits.22247>.

Instituto Nacional de Estadística. (2020). Cifras de población a 1de julio de 2020: Estadística de migraciones [Population figures as of July 1, 2020: Migration statistics]. Madrid, Spain: Author. Retrieved from http://www.ine.es/dyngs/INEbase/es/operacion.htm?c=Estadistica_C&cid=1254736177000&menu=ultiDatos&idp=1254735573002.

INE (Instituto Nacional de Estadística, Statistics National Institute). Demografía y Población. 2019. Available online: http://www.ine.es/inebmenu/mnu_migrac.htm (accessed on 8 September 2019).

- Ion, G., Sánchez, A., & Agud, I. (2018). Giving or receiving feedback: Which is more beneficial to students' learning? *Assessment & Evaluation in Higher Education*, 1–15. <https://doi.org/10.1080/02602938.2018.1484881>.
- Janssen, H. J., van Ham, M., Kleinepier, T., & Nieuwenhuis, J. (2019). A micro-scale approach to ethnic minority concentration in the residential environment and voting for the radical right in The Netherlands. *European Sociological Review*, 35(4), 552–566. <https://doi.org/10.1093/esr/jcz018>
- Jensen, B., Reese, L., Hall-Kenyon, K., & Bennett, C. (2015). Social Competence and Oral Language Development for Young Children of Latino Immigrants. *Early Education and Development*, 26(7), 933-955. <https://doi.org/10.1080/10409289.2015.1005728>.
- Jones, P. (2019). Mindfulness Training: Can It Create Superheroes? *Frontiers in Psychology*, 10(613), 1-13. <https://doi.org/10.3389/fpsyg.2019.00613>.
- Karst, H. (2017). This is a holy place of Ama Jomo: buen vivir, indigenous voices and ecotourism in a protected area of Bhutan. *Journal of Sustainable Tourism*, 25(6), 746–762. <https://doi.org/10.1080/09669582.2016.1236802>.
- Këllezi, B., Wakefield, J., Bowe, M., Stevenson, C., & McNamara, N. (2021). Healthcare provision inside immigration removal centres: A social identity analysis of trust, legitimacy and disengagement. *Applied Psychology-Health and Wel Being*, 1-24. <https://doi.org/10.1111/aphw.12263>.
- Kerns, L. (2019). Benchmark profile and inferences for joint-exposure quantal data in quantitative risk assessment. *Communications in Statistics - Theory and Methods*, 49(11), 2713-2727. <https://doi.org/10.1080/03610926.2019.1580740>.
- Kimanen, A. (2019). Finnish Muslim and Protestant Background Youth's Discourses on Religion and Religious Commitment. *Religion & Education*, 46(3), 343-362. <https://doi.org/10.1080/15507394.2018.1510250>.

- Kirkpatrick, M., Akers, J., & Rivera, G. (2019). Use of behavioral skills training with teachers: A systematic review. *Journal of Behavioral Education, 28*, 344–361. <https://doi.org/10.1007/s10864-019-09322-z>.
- Kizilcec, R. F., Pérez-Sanagustín, M., & Maldonado, J. J. (2017). Self-regulated learning strategies predict learner behavior and goal attainment in Massive Open Online Courses. *Computers & Education, 104*, 18–33. <https://doi.org/10.1016/j.compedu.2016.10.001>.
- Koopmans, R. (2016). Does Assimilation Work? Sociocultural Determinants of Labour Market Participation of European Muslims. *Journal of Ethnic and Migration Studies, 42*(2), 197–216. <https://doi.org/10.1080/1369183X.2015.1082903>.
- Kudesia, R. S., & Nyima, V. T. (2015). Mindfulness Contextualized: An Integration of Buddhist and Neuropsychological Approaches to Cognition. *Mindfulness, 6*(4), 910–925. <https://doi.org/10.1007/s12671-014-0337-8>.
- Kunesova, K. (2020). The Teaching of Interculturality through Literature: New Challenges. *Revista Electrónica Interuniversitaria de Formación del Profesorado, 23*, 21–31.
- Kunst, J. R., Sadeghi, T., Tahir, H., Sam, D., & Thomsen, L. (2016). The vicious circle of religious prejudice: Islamophobia makes the acculturation attitudes of majority and minority members clash. *European Journal of Social Psychology, 46*, 249–259. <https://doi.org/10.1002/ejsp.2174>.
- Laible, D., Carlo, G., Davis, A. N., & Karahuta, E. (2016). Maternal sensitivity and effortful control in early childhood as predictors of adolescents' adjustment: The mediating roles of peer group affiliation and social behaviors. *Developmental Psychology, 52*, 922–932. <https://doi.org/10.1037/dev0000118>.
- Laliberté, J. W. (2019). Language skill acquisition in immigrant social networks: Evidence from Australia. *Labour Economics, 57*, 35–45. <https://doi.org/10.1016/j.labeco.2019.01.005>.

- Leganés-Lavall, E. N., & Pérez-Aldeguer, S. (2016). Social Competence in Higher Education Questionnaire (CCSES): Revision and Psychometric Analysis. *Frontiers in Psychology*, 7, 1-6. <https://doi.org/10.3389/fpsyg.2016.01484>.
- León, B., Felipe, E., Mendo, S., & Iglesias, D. (2015). Habilidades sociales en equipos de aprendizaje cooperativo en el contexto universitario. *Behavioral psychology*, 23, 191-214.
- Lim, D. (2018). The Indirect Gender Discrimination of Skill-Selective Immigration Policies. *Critical Review of International Social and Political Philosophy*, 22(7), 906–928. <https://doi.org/10.1080/13698230.2018.1479812>.
- Liu-Farrer, G., Yeoh, B. S., & Baas, M. (2021). Social construction of skill: An analytical approach toward the question of skill in cross-border labour mobilities. *Journal of Ethnic Migration Studies*, 47, 2237–2251. <https://doi.org/10.1080/1369183X.2020.1731983>.
- Llorent-Bedmar, V., & Llorent-Vaquero, M. (2017). Integration and interpersonal relationships of moroccan immigrant students of compulsory secondary education in Andalusia Spain. *Papeles de población*, 23(91), 9-38.
- López-Castellano, F., García-Quero, F., & García-Carmona, M. (2018). “Perspectives on Human and Social Capital Theories and the Role of Education: An Approach from Mediterranean Thought.” *Educational Philosophy and Theory*, 51(1), 51-62. <https://doi.org/10.1080/00131857.2018.1449106>.
- Luby, J. L., Barch, D., Whalen, D., Tillman, R., & Belden, A. (2017). Association between early life adversity and risk for poor emotional and physical health in adolescence: A putative mechanistic neurodevelopmental pathway. *JAMA Pediatrics*, 171(12), 1168–1175. <https://doi.org/10.1001/jamapediatrics.2017.3009>.

- Luthra, R., L. Platt, & J. Salamonska. (2016). Types of Migration: The Motivations, Composition, and Early Integration Patterns of 'New Migrants' in Europe. *International Migration Review*, 52(2), 1–36. <https://doi.org/10.1111/imre.12293>.
- Lynch, E. M. (2016). Faith is Confidence: The Implication of Psychosocial Components in Faith-Based Educational Programs on Expressive Communication Skills of Adult Learners. *Journal of Research on Christian Education*, 25(2), 169–187. <https://doi.org/10.1080/10656219.2016.1191393>.
- Ma, C. (2020). The Relationship Between Social Support and Life Satisfaction among Chinese and Ethnic Minority Adolescents in Hong Kong: The Mediating Role of Positive Youth Development. *Child Indicators Research*, 13(2), 659–679. <https://doi.org/10.1007/s12187-019-09638-2>.
- Makarova, E., & Birman, D. (2015). Cultural Transition and Academic Achievement of Students from Ethnic Minority Backgrounds: a Content Analysis of Empirical Research on Acculturation. *Educational Research*, 57(3), 305–330. <https://doi.org/10.1080/00131881.2015.1058099>.
- Marcu, S. (2018). Refugee students in Spain: The role of universities as sustainable actors in institutional integration. *Sustainability*, 10(6), 1–21. <https://doi.org/10.3390/su10062082>.
- Meijen, J. (2020). Exporting European values? Political myths of liberal democracy and cultural diversity in creative Europe's literary translation projects. *International Journal of Cultural Policy*, 1–18. <https://doi.org/10.1080/10286632.2020.1801659>.
- Mendo-Lázaro, S., León, B., Felipe-Castaño, E., Polo, M. I., & Palacios-García, V. (2016). Evaluación de las habilidades sociales de estudiantes de educación social. *Revista de psicodidáctica*, 21(1), 139–156. <https://doi.org/10.1387/RevPsicodidact.14031>.

- Menesini, E., & Salmivalli, C. (2017). Bullying in schools: the state of knowledge and effective interventions. *Psychology, Health & Medicine, 22*, 240-253. <https://doi.org/10.1080/13548506.2017.1279740>.
- Morán, V. E., Olaz, F. O., & Del Prette, Z.A.P. (2015). Social Skills Questionnaire for argentinean college students (SSQ-U). Development and validation. *Spanish journal of psychology, 18*, 95. <https://doi.org/10.1017/sjp.2015.92>.
- Murano, D., Lipnevich, A. A., Walton, K. E., Burrus J., Way, J. D., & Anguiano-Carrasco, C. (2021). Measuring social and emotional skills in elementary students: Development of self-report Likert, situational judgment test, and forced choice items. *Personality and Individual Differences, 169*, 1-12. <https://doi.org/10.1016/j.paid.2020.110012>.
- Muris, P., Meesters, C., Heijmans, J., van Hulten, S., Kaanen, L., Oerlemans, B., Stikkelbroeck, T., & Tielemans, T. (2016). Lack of guilt, guilt, and shame: A multi-informant study on the relations between self-conscious emotions and psychopathology in clinically referred children and adolescents. *European Child & Adolescent Psychiatry, 25*(4), 383–396. <https://doi.org/10.1007/s00787-015-0749-6>.
- Nakagawa, S., Johnson, P. C., & Schielzeth, H. (2017). The coefficient of determination R^2 and intra-class correlation coefficient from generalized linear mixed-effects models revisited and expanded. *Journal of the Royal Society Interface, 14*(134), 20170213. <https://doi.org/10.1098/rsif.2017.0213>.
- Nigg, J. T. (2017). Annual Research Review: On the relations among self-regulation, self-control, executive functioning, effortful control, cognitive control, impulsivity, risk-taking, and inhibition for developmental psychopathology. *Journal of Child Psychology and Psychiatry, 58*, 361–383. <https://doi.org/10.1111/jcpp.12675>.

- Níkleva, D. G., & Contreras-Izquierdo, N. M. (2020). The training of university students to teach Spanish as a second language to immigrant pupils in Spain. *Revista Signos*, 53(103), 496-519. <https://doi.org/10.4067/S0718-09342020000200496>.
- Níkleva, D., & Ortega -Martín, J. L. (2015). La formación del alumnado del Grado Educación Primaria para enseñar a alumnos inmigrantes y las medidas de intervención educativa. *Cultura y Educación*, 27(2), 316-330. <https://doi.org/10.1080/11356405.2015.1034535>.
- Oldmeadow, J. A., Quinn, S., & Kowert, R. (2013). Attachment style, social skills, and facebook use amongst adults. *Computers in human behavior*, 29, 1142–1149.
- Olson, S. L., Choe, D. E., & Sameroff, A. J. (2017). Trajectories of child externalizing problems between ages 3 and 10 years: Contributions of children’s early effortful control, theory of mind, and parenting experiences. *Development and Psychopathology*, 29, 1333–1351. <https://doi.org/10.1017/S095457941700030X>.
- Orgad, L. (2019). The citizen-makers: Ethical dilemmas in immigrant integration. *European Law Journal*, 25(4), 1-20. <https://doi.org/10.1111/eulj.12338>.
- Ozer, S., & Schwartz, S. J. (2016). Measuring globalization-based acculturation in Ladakh: Investigating possible advantages of a tridimensional acculturation scale. *International Journal of Intercultural Relations*, 53, 1–15. <https://doi.org/10.1016/j.ijintrel.2016.05.002>.
- Padilla-Walker, L. M., Dyer, W. J., Yorgason, J. B., Fraser, A. M., & Coyne, S. M. (2015). Adolescents’ Prosocial behavior toward family, friends, and strangers: A person-centered approach. *Journal of Research on Adolescence*, 25(1), 135–150. <https://doi.org/10.1111/jora.12102>.
- Paparusso, A. (2019). Studying Immigrant Integration Through Self-Reported Life Satisfaction in the Country of Residence. *Applied Research Quality Life*, 14(2), 479-505. <https://doi.org/10.1007/s11482-018-9624-1>.

- Pattier, D., & Rueda, P. O. (2021). Administration and teachers: Evidence-based educational practices. *Revista de educación*, 392, 33-58. <https://doi.org/1.4438/1988-592X-RE-2021-392-478>.
- Pellegrini, V., De Cristofaro, V., Salvati, M., Giacomantonio, M., & Leone, L. (2021). Social Exclusion and Anti-Immigration Attitudes in Europe: The mediating role of Interpersonal Trust. *Social Indicators Research*, 1-28. <https://doi.org/10.1007/s11205-021-02618-6>.
- Pena-Díaz, C. (2019). Child language brokering: challenges in Spanish intercultural education. *Intercultural Education* 30, 368–82. <https://doi.org/1.1080/14675986.2018.1540107>.
- Pérez, E., Serrano, R., & Carpio, A. J. (2020). Promoting interculture through content and competences within bilingual education: Teachers in action. *Intercultural Education*, 1-20. <https://doi.org/10.1080/14675986.2020.1747348>.
- Perry, N. B., Dollar, J. M., Calkins, S. D., Keane, S. P., & Shanahan, L. (2018). Childhood self-regulation as a mechanism through which early overcontrolling parenting is associated with adjustment in preadolescence. *Developmental Psychology*, 54(8), 1542–1554. <https://doi.org/10.1037/dev0000536>.
- Peterson, M. (2017). Living with difference in hyper-diverse areas: How important are encounters in semi-public spaces?. *Social & Cultural Geography*, 18(8), 1067–1085. <https://doi.org/10.1080/14649365.2016.1210667>.
- Podinovski, V. (2020). Maximum Likelihood Solutions for Multi-criterial Choice Problems. *European Journal of Operational Research*, 286(1), 299–308. <https://doi.org/10.1016/j.ejor.2020.03.028>.
- Polit, D.F., Beck, C.T., & Owen, S.V. (2007). Is the CVI an acceptable indicator of content validity? Appraisal and recommendations. *Research in Nursing & Health*, 30, 459–467. <https://doi.org/10.1002/nur.20199>.

- Pottie-Sherman, Y., & Wilkes, R. (2017). Does size really matter? On the relationship between immigrant group size and anti-immigrant prejudice. *International Migration Review*, 51(1), 218–250. <https://doi.org/10.1111/imre.12191>.
- Prince, S. (2017). Dwelling in the tourist landscape: Embodiment and everyday life among the craft-artists of Bornholm. *Tourist Studies*, 18(1), 63–82. <https://doi.org/10.1177/1468797617710598>.
- Pulaczewska, H. (2019). Importance of friendship. An overlooked predictor of heritage language skills and cultural knowledge in teenagers of Polish origin in Germany. *Learning Culture and Social Interaction*, 22, 1-13. <https://doi.org/10.1016/j.lcsi.2018.06.002>.
- Raineri, M. L., & Calcarreta, V. (2018). Social work strategies against crisis in everyday practice: An anti-oppressive case study. *International social work*, 61(1), 130-142. <https://doi.org/10.1177/0020872815606793>.
- Rathus, S. A. (1973). A 30-item schedule for assessing assertive behavior. *Behavior Therapy*, 4, 398-406.
- Reijntjes, A., Vermande, M., Goossens, F., Olthof, T., Aleva, L., & Van Der Meulen, M. (2018). Differences between resource control types revisited: A short term longitudinal study. *Social Development*, 27, 187–200. <https://doi.org/10.1111/sode.12257>.
- Ren., H., Cheah, C., Sang, B., & Liu, J. S. (2019a). Maternal Attribution and Chinese Immigrant Children's Social Skills: The Mediating Role of Authoritative Parenting Practices. *PARENTING-SCIENCE AND PRACTICE*, 20(3), 229-239. <https://doi.org/10.1080/15295192.2019.1694834>.
- Ren, H., Sun, S., Cheah, C. S., Sang, B., & Liu, J. (2019b). Confirmatory factor analyses of the parent attributions questionnaire among Asian immigrant mothers. *International Journal of Behavioral Development*, 43(2), 185–193. <https://doi.org/10.1177/0165025418798492>.

- Rhea, Z. M. (2017). Buddhist pedagogy in teacher education: cultivating wisdom by skillful means. *Asia-Pacific Journal of Teacher Education*, 46(2), 199-216. <https://doi.org/10.1080/1359866X.2017.1399984>.
- Rheeder, R. A. L. (2017). Respect for cultural diversity as a global bioethical principle. Own reasons from a Protestant perspective. *HTS Teologiese Studies/Theological Studies*, 73(3), 1-10. <https://doi.org/10.4102/hts.v73i3.4705>.
- Robles-Llana, P. (2018). Cultural Identities of Children of Chinese Migrants in Spain: A Critical Evaluation of the Category 1.5. *Identity*, 18(2), 124–140. <https://doi.org/10.1080/15283488.2018.1447481>.
- Rodríguez-Hidalgo, A., J., Solera, E., & Calmaestra, J. (2018). Psychological Predictors of Cyberbullying According to Ethnic-Cultural Origin in Adolescents: A National Study in Spain. *Journal of Cross-Cultural Psychology*, 49(10), 1506-1522. <https://doi.org/10.1177/0022022118795283>.
- Rodríguez-Izquierdo, R.M., & González-Faraco, J.C. (2021). Culturally relevant education: A pedagogical model for students from culturally diverse backgrounds. Concept, possibilities and limitations. *Revista Interuniversitaria*, 33, 153–172.
- Rojas, D. M., Henriquez, W. M., & Rojas, C. M. (2021). Racism, Interculturality, and Public Policies: An Analysis of the Literature on Migration and the School System in Chile, Argentina, and Spain. *Sage open*, 11(1), 1-12. <https://doi.org/10.1177/2158244020988526>.
- Romero-Oliva, C., Nunes, C., Montilla Coronado, C., Lemos, I., Gómez, Á. H., & Ayala-Nunes, L. (2017). Calidad de vida y competencias sociales: un estudio comparativo entre adolescentes nativos e inmigrantes de España y Portugal. *Universitas Psychologica*, 16(3), 1-11. <https://doi.org/10.11144/Javeriana.upsy16-3.cvcs>.

- Rowell, H. C., Ciarrochi, J., Deane, F. P., & Heaven, P. C. L. (2016). Emotion Identification Skill and Social Support During Adolescence: A Three-Year Longitudinal Study. *Journal of Research on Adolescence*, 26(1), 115-125. <https://doi.org/10.1111/jora.12175>.
- Ruíz-Román, C., & Rascón, M. T. (2017). Between two shores: crises of values and upbringing practices among Moroccan immigrant families in Andalusia, Spain. *Children's Geographies*, 15(2), 177-192. <https://doi.org/10.1080/14733285.2016.1214683>.
- Salavera, C., Usán, P., & Teruel, P. (2018). Contextual problems, emotional intelligence and social skills in Secondary Education students. Gender differences. *Annales Medico-Psychologiques*, 177(3), 223-230. <https://doi.org/10.1016/j.amp.2018.07.008>.
- Sánchez-Ojeda, M.A., Navarro-Prado, S., Martín-Salvador, A., Luque-Vara, T., Fernández-Gómez, E., & Del Pino, F.J.P. Nursing students' attitudes towards immigrants' social rights. *International Journal of Environmental Research and Public Health*, 17, 1–11, <https://doi.org/10.3390/ijerph17238875>.
- Savelkoul, M., Laméris, J., & Tolsma, J. (2017). Neighbourhood ethnic composition and voting for the radical right in The Netherlands: The role of perceived neighbourhood threat and interethnic neighbourhood contact. *European Sociological Review*, 33(2), 209–224. <https://doi.org/10.1093/esr/jcw055>
- Schachner, M. K., He, J., Heizmann, B., & Van de Vijver, F. (2017). Acculturation and school adjustment of immigrant youth in six European countries: Findings from the Programme for International Student Assessment (PISA). *Frontiers in Psychology*, 8. <https://doi.org/10.3389/fpsyg.2017.00649>.
- Schachner, M. K., Schwarzenthal, M., Van de Vijver, F., & Fons, J. R. (2019). How All Students Can Belong and Achieve: Effects of the Cultural Diversity Climate Amongst Students of Immigrant and Nonimmigrant Background in Germany. *Journal of Educational Psychology*, 111(4), 703-716. <https://doi.org/10.1037/edu0000303>.

- Scholten, P. (2016). Between National Models and Multi-Level Decoupling: The Pursuit of Multi-Level Governance in Dutch and UK Policies Towards Migrant Incorporation. *Journal of International Migration and Integration*, 17(4), 973–994. <https://doi.org/10.1007/s12134-015-0438-9>.
- Schultze-Krumbholz, A., Ittel, A., & Scheithauer, H. (2020). The association between in-class cultural diversity with empathy and bullying in adolescence: A multilevel mediation analysis. *International Journal of Psychology*, 1-10. <https://doi.org/10.1002/ijop.12700>.
- Sockol, L. E., Ellison, W. D., Stutts, L. A., & Knouse, L. E. (2020). Improving Quantitative Abilities and Attitudes in Clinical Psychology Courses: Longitudinal Assessment of a Blended Learning Intervention. *Teaching of psychology*, 1-12. <https://doi.org/1.1177/0098628320979894>.
- Song, Y., Huang, B., He, Q., Chen, B., Wei, J., & Mahmood, R. (2019). Dynamic assessment of PM2.5 exposure and health risk using remote sensing and geo-spatial big data. *Environmental Pollution*, 253, 288–296.
- Soriano-Ayala, E., & Cala, V. C. (2019). A transcultural health education programme led by immigrant adolescents in Southern Spain. *Health Promotion International*, 34(5), 970-980. <https://doi.org/10.1093/heapro/day057>.
- Spataro, S. E., & Bloch, J. (2018). “Can you repeat that?” Teaching active listening in management education. *Journal of Management Education*, 42, 168–198. <https://doi.org/10.1177/1052562917748696>.
- Stocco, C. S., Thompson, R. H., Hart, J. M., & Soriano, H. L. (2017). Improving the interview skills of college students using behavioral skills training. *Journal of Applied Behavior Analysis*, 50, 495–510. <https://doi.org/10.1002/jaba.385>.

- Stockemer, D., Halikiopoulou, D., & Vlandas, T. (2020). Birds of a feather'? Assessing the prevalence of anti-immigration attitudes among the far right electorate. *Journal of Ethnic and Migration Studies*, 1-27. <https://doi.org/10.1080/1369183X.2020.1770063>.
- Stunell, K. (2020). Supporting Student-Teachers in the Multicultural Classroom. *European Journal of Teacher Education*, 44(2), 217–233. <https://doi.org/10.1080/02619768.2020.1758660>.
- Suriá, R., García, J. M., & Ortigosa, J. M. (2015). Perfiles resilientes y su relación con las habilidades sociales en personas con discapacidad motora. *Behavioral Psychology/Psicología Conductual*, 23, 35-49.
- Su-Rusell, C., & Rusell, L. T. (2021). Maternal Autonomy Support and Children's Social Competencies, Academic Skills, and Persistence: Social Determinants and Mediation. *Journal of Child and family studies*, 30(3), 757-770. <https://doi.org/10.1007/s10826-020-01869-0>.
- Szelei, N., Tinoca, L., & Pinho, A.S. (2019). Rethinking “cultural activities”’: An examination of how teachers utilised student voice as a pedagogical tool in multicultural schools. *Teaching and Teacher Education*, 79, 176–187.
- Tan, K., White, J., Shin, O., Kim, S., & Lee, M. D. H. (2020). Teacher- Student Ratings of Social, Emotional, Behavioural Needs among High School Freshmen Students. *Educational Studies*. <https://doi.org/10.1080/03055698.2020.1762544>.
- Tausova, J., Bender, M., Dimitrova, R., & Van de Vijver, F. (2019). The role of perceived cultural distance, personal growth initiative, language proficiencies, and tridimensional acculturation orientations for psychological adjustment among international students. *International Journal of Intercultural Relations*, 69, 11-23. <https://doi.org/10.1016/j.ijintrel.2018.11.004>.

- Thompson, E. J., Beauchamp, M. H., Darling, S. J., Hearps, S. J. C., Brown, A., Charalambous, G., Crossley, L., Darby, D., Dooley, J. J., Greenham, M., Jaimangal, M., McDonald, S., Muscara, F., Turkstra, L., & Anderson, V. A. (2018). Protocol for a prospective, school-based standardisation study of a digital social skills assessment tool for children: The Paediatric Evaluation of Emotions, Relationships, and Socialisation (PEERS) study. *BMJ Open*, 8(2), 1-11. <https://doi.org/10.1136/bmjopen-2017-016633>.
- Tomé-Fernández, M., Fernández-Leyva, C., & Olmedo-Moreno, E. M. 2020. “Exploratory and Confirmatory Factor Analysis of the Social Skills Scale for Young Immigrants”. *Sustainability* 12 (17) 6897: 1-20. <https://doi.org/10.3390/su12176897>.
- Ustuner, F., & Yigitbas, Ç. (2020). Social anxiety, lifestyle behavior and quality of life in disadvantaged migrant adolescents: A case-control study. *Current Psychology*, 1-9. <https://doi.org/10.1007/s12144-020-00677-5>.
- Valdez, N. M., & Tran, V. C. (2019). Gendered Context of Assimilation: the Female Second-Generation Advantage among Latinos. *Journal of Ethnic and Migration Studies*, 46(9), 1709–1736. <https://doi.org/10.1080/1369183X.2019.1569504>.
- Van Wijk, D. C., Bolt, G., & Johnston, R. (2019). Contextual effects on populist radical right support: Consensual neighbourhood effects and the Dutch PVV. *European Sociological Review*, 35(2), 225–238. <https://doi.org/10.1093/esr/jcy049>.
- Van Wijk, D. C., Bolt, G., & Tolsma, J. (2020). Where does ethnic concentration matter for populist radical right support? An analysis of geographical scale and the halo effect. *Political Geography*, 77, 1-15. <https://doi.org/10.1016/j.polgeo.2019.102097>.
- Vermande, M. M., Gilholm, P. A., Reijntjes, A. H. A., Hessen, D. J., Sterck, E. H. M., & Overduin-de Vries, A. M. (2018). Is Inspiring Group Members an Effective Predictor of Social Dominance in Early Adolescence? Direct and Moderated Effects of Behavioral

- Strategies, Social Skills, and Gender on Resource Control and Popularity. *Journal of Youth and Adolescence*, 47(9), 1813-1829. <https://doi.org/10.1007/s10964-018-0830-9>.
- Vostal, B. R., Mrachko, A. A., Vostal, M., & McCoy, A. (2021). Effects of Group Behavioral Skills Training on Teacher Candidates' Acquisition and Maintenance of Active Listening. *Journal of Behavioral Education*, 1-20. <https://doi.org/10.1007/s10864-021-09431-8>.
- Wagner, N. J., Mills-Koonce, W. R., Willoughby, M. T., Cox, M. J., & Family Life Project Key Investigators. (2019). Parenting and cortisol in infancy interactively predict conduct problems and callous-unemotional behaviors in childhood. *Child Development*, 90(1), 279–297. <https://doi.org/10.1111/cdev.12900>.
- Wang, L. (2020). Tertiary Dance Education in Inclusive Settings: Teachers' Intercultural Sensitivity for Teaching International Students. *Research in Dance Education*. <https://doi.org/10.1080/14647893.2020.1766008>.
- Ward, C., & Geeraert, N. (2016). Advancing acculturation theory and research: The acculturation process in its ecological context. *Current Opinion in Psychology*, 8, 98–104. <https://doi.org/10.1016/j.copsyc.2015.09.021>.
- Ward, P. R., Miller, E., Pearce, A. R., & Meyer, S. B. (2016). Predictors and extent of institutional trust in government banks the media and religious organisations: evidence from cross-sectional surveys in six Asia-Pacific countries. *PloS one*, 11(10), 1-17. <https://doi.org/10.1371/journal.pone.0164096>.
- Weiss, M., Pellegrino, A., & Brigham, F. (2017). Practicing collaboration in teacher preparation: Effects of learning by doing together. *Teacher Education and Special Education*, 40(1), 65–76. <https://doi.org/10.1177/0888406416655457>.
- Williams-Washington, K. N., & Mills, C. (2018). African American historical trauma: Creating an inclusive measure. *Journal of multicultural counseling and development*, 46, 246-263. <https://doi.org/10.1002/jmcd.12113>.

- Wilson, M., Gochyyev, P., & Scalise, K. (2017). Modeling data from collaborative assessments: Learning in digital interactive social networks. *Journal of educational measurement spring*, 54(1), 85–102. <https://doi.org/10.1111/jedm.12134>.
- Wirantana, V., Stocco, C. S., & Kohn, C. S. (2020). The implementation and adoptability of behavioral skills training in a university career center. *Behavioral Interventions*, 35(1), 84–98. <https://doi.org/10.1002/bin.1692>.
- Wolstencroft, J., Mandy, W., & Skuse, D. (2017). Turner Syndrome: mental health and social skills from childhood to adolescence. *Journal of Intellectual Disability Research*, 51(9), 827-837.
- Woltering, S., Lishak, V., Hodgson, N., Granic, I., & Zelazo, P. D. (2016). Executive function in children with externalizing and comorbid internalizing behavior problems. *Journal of Child Psychology and Psychiatry*, 57, 30–38. <https://doi.org/10.1111/jcpp.12428>.
- Woodward, L. J., Lu, Z., Morris, A. R., & Healey, D. M. (2017). Preschool self regulation predicts later mental health and educational achievement in very preterm and typically developing children. *The Clinical Neuropsychologist*, 31, 404–422. <https://doi.org/10.1080/13854046.2016.1251614>.
- Zagefka, H., González, R., Brown, R., Lay, S., Manzi, J., & Didier, N. (2017). To know you is to love you: Effects of intergroup contact and knowledge on intergroup anxiety and prejudice among indigenous Chileans. *International Journal of Psychology*, 52(4), 308–315. <https://doi.org/10.1002/ijop.12229>.
- Zwysen, W. (2019). Different Patterns of Labor Market Integration by Migration Motivation in Europe: The Role of Host Country Human Capital. *International Migration Review*, 53(1) 59-89. <https://doi.org/10.1177/0197918318767929>.