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Influence of collaborative learning and soft skills on text production for primary school students

Influencia del aprendizaje colaborativo y habilidades blandas en la producción de textos para estudiantes de primaria

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Abstract

This study examines the influence of collaborative learning and soft skills on the writing skills of primary school students at the Quispicanchis UGEL. Given the low levels of writing performance detected in national assessments, the study aimed to evaluate how these methodological variables can contribute to improving student writing. The main objective was to determine the effect of these strategies on the planning, writing, and revision of texts. A quantitative approach with a non-experimental design and a random sample of 143 students aged 11 to 12 was used. Data were collected using validated questionnaires, and analysis was carried out using ordinal logistic regression. The results showed a significant influence of collaborative learning ($p < 0.000$) on text production, with an estimated incidence of 25.3 % according to Nagelkerke. Furthermore, soft skills demonstrated a significant effect (14.1 %), especially in areas such as resilience and self-esteem. Therefore, it is concluded that both variables positively impact the improvement of academic writing. Finally, it is recommended to implement active methodologies that integrate collaboration and socioemotional development as part of the curriculum to strengthen written communication skills at the primary level.

Keywords: collaborative learning, soft skills, text production.

Resumen

Este estudio examina la influencia del aprendizaje colaborativo y las habilidades blandas en la producción de textos de estudiantes de primaria en la UGEL Quispicanchis. Ante los bajos niveles de escritura detectados en evaluaciones nacionales, se planteó evaluar cómo estas variables metodológicas pueden contribuir a mejorar la redacción escolar. El objetivo principal fue determinar el efecto de dichas estrategias en la planificación, textualización y revisión de textos. Para ello, se empleó un enfoque cuantitativo con diseño no experimental y una muestra aleatoria de 143 estudiantes de 11 a 12 años. La recolección de datos se realizó mediante cuestionarios validados, y el análisis se llevó a cabo con regresión logística ordinal. Los resultados mostraron una influencia significativa del aprendizaje colaborativo ($p < 0.000$) en la producción textual, con una incidencia estimada del 25.3 % según Nagelkerke. Asimismo, las habilidades blandas evidenciaron un efecto relevante (14.1 %), especialmente en dimensiones como resiliencia y autoestima. Por lo tanto, se concluye que ambas variables inciden positivamente en la mejora de la escritura escolar. Finalmente, se recomienda implementar metodologías activas que integren la colaboración y el desarrollo socioemocional como parte del currículo para fortalecer la competencia comunicativa escrita en el nivel primario.

Palabras clave: aprendizaje colaborativo, habilidades blandas, producción de textos.

Introduction

The teaching-learning process necessitates continuous and ongoing interaction, both within the diverse spaces provided by the classroom and in the social environments where students engage in group activities and projects. These experiences foster significant and relevant learning, as, according to learning principles, students, when situated in a specific context, expect to learn and solve problematic situations based on their personal history by establishing logical and meaningful relationships that involve multiple variables.

Schools are recognized as educational and social institutions that manage essential learning and values for students' lives. They promote participation and the collective construction of knowledge through meaningful learning experiences, as perceived by the students themselves. However, these educational environments suggest that learning is closely linked to the social system to which students belong, who consequently receive determining social influences in the formation of values and the construction of comprehensive learning. It is through interactions among classroom participants and the development of methodological strategies aimed at promoting soft skills (SS) that the construction of knowledge and meaningful learning is facilitated (Andrades-Moya, 2023).

In light of the multiple challenges faced by societies, such as poverty, pollution, inadequate education, and insufficient infrastructure, the United Nations (UN) has established 17 Sustainable Development Goals (SDGs) in its 2030 Agenda to address these issues. In this context, analyzing how collaborative learning (CL) and the strengthening of SS impact the writing production of primary students contributes to achieving SDG 4: Quality Education (Gómez, 2022).

Improving writing skills in basic education is fundamental at the international level, as writing is a key tool for stimulating thought and learning. However, even in countries with high educational standards, difficulties persist. For instance, an official report from Spain indicates that 20% of students are at initial writing levels and 59% are in process (Sánchez-Santillán, 2021), highlighting the urgent need to reinforce this competency through methodologies such as collaborative learning.

In Latin America, collaborative learning has been widely valued as an effective strategy for improving text production, particularly due to its emphasis on joint problem-solving. However, its implementation faces significant structural obstacles. For example, Benoit (2021) notes that in Chile, this methodology has proven effective for achieving meaningful learning, although its success largely depends on the availability of technological resources, materials, and adequate infrastructure. Unfortunately, many institutions have not fully embraced this commitment.

Simultaneously, efforts have been made to strengthen soft skills, which are essential for improving writing, although challenges in this area also exist. A UNESCO report reveals that only 24% of professionals in the region have adequately developed these competencies, underscoring the urgent need for educational policies that integrate both socio-emotional and cognitive skills (Aguinaga & Sánchez, 2020; Banco Mundial, 2024).

In Peru, text production faces significant challenges. A national assessment applied to nearly 6,000 primary education students revealed that only 20.2% achieved a satisfactory level in writing, while 23.8% were at the initial level and 56% were in process (Sánchez-Santillán, 2021). This issue is echoed in various regions of the country; for instance, in Virú, fourth-grade students exhibit difficulties in writing coherent and cohesive texts, characterized by limited use of connectors and references.

Locally, in UGEL Quispicanchis, students show little interest in writing, a situation exacerbated by a lack of access to books and informational resources. This reality invites reflection, as it evidences the need to implement creative workshops and programs that motivate students to express their ideas, emotions, and thoughts, thereby enhancing their motivation and understanding of the importance of writing in their academic and personal lives. In this context, it is essential for educators to design innovative strategies tailored to students' particularities, thematic fields, and expected skills.

Considering this context, the central question for this study has been formulated as follows: What are the effects of collaborative learning and soft skills on the improvement of text production among primary students in Quispicanchis during the year 2025? Additionally, specific problems are addressed through three questions that explore the effects of CL and SS on the enhancement of planning, text creation, and text revision among these students during the same period.

The general objective is to determine the effects of the independent variables on the improvement of text production capacity in primary students from Quispicanchis during the year 2025. Finally, the specific objectives focus on analyzing how collaborative learning and soft skills influence the enhancement of planning, text creation, and text revision among these same students during the specified period.

Methodology

This study is framed within basic research with a quantitative approach, aimed at understanding the influence of collaborative learning and soft skills on the text production of primary students in Quispicanchis during the year 2025. A non-experimental and observational design was employed, which allowed for the analysis of relationships between variables without direct manipulation.

The target population consisted of 1,910 fifth and sixth-grade students from eight educational institutions affiliated with UGEL Quispicanchis. A representative sample of 143 students was selected through random probabilistic sampling for data collection. Surveys and questionnaires adapted from recognized authors were administered to evaluate both CL and SS.

Inclusion criteria considered only students aged 11 to 12 years who were formally enrolled in the educational institution and had attended regularly throughout the academic year 2025. Conversely, students who did not meet these conditions due to age, enrollment, or irregular attendance were excluded.

The validation of the instruments was carried out by specialists and complemented with a pilot test applied to 20 students. The reliability coefficients obtained were satisfactory, ensuring the reliability of the tools used. Data analysis was performed using SPSS version 27, applying ordinal logistic regression to determine the influence of the independent variables on text production. Additionally, goodness-of-fit tests were conducted, and pseudo R-squared values were calculated to evaluate the explanatory power of the model.

Results

Before analyzing the results, it is essential to emphasize that this study focused on evaluating how collaborative learning and soft skills influence text production among primary students. From a representative sample and the application of validated instruments, data were collected that allowed for the identification of significant patterns in student performance regarding these variables. For better comprehension of the findings, the results are presented at two levels of analysis: one descriptive, showing the general trends and perceptions of students about each variable; and another inferential, establishing the statistically significant relationships and influences between the studied variables. These complementary approaches provide a comprehensive view of the impact of pedagogical strategies on planning, text creation, and text revision skills within the educational context.

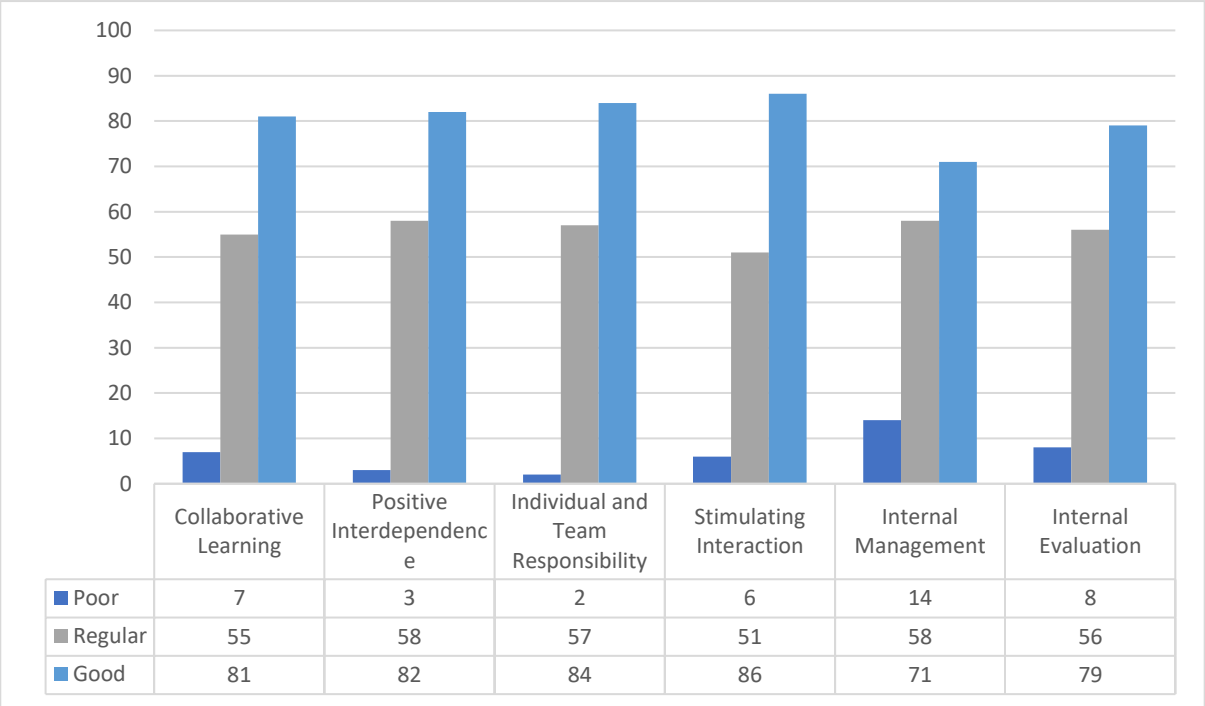
Descriptive analysis

Figure 1 illustrates students' perceptions regarding the level of development of Collaborative Learning (CL) and its associated dimensions. In general terms, it is observed that the majority of participants view positively the practices related to collaborative learning, primarily categorizing their responses as "Good."

Specifically, the best-evaluated dimension was Stimulating Interaction, with 86 responses in the "Good" category, followed by Individual and Team Responsibility (84) and Positive Interdependence (82). This suggests that students perceive active participation among peers, promoting both mutual support and shared responsibility in task fulfillment. Regarding the dimensions of Internal Management and Internal Evaluation, positive results are also recorded, albeit with a slight decrease in the frequency of "Good" responses (71 and 79, respectively), indicating areas with opportunities for strengthening, particularly in the planning and feedback of collaborative activities.

Responses in the "Regular" category are distributed evenly across all dimensions, with none particularly standing out. In contrast, the "Poor" category shows low percentages across all items, with the lowest ratings in Individual Responsibility (2) and Positive Interdependence (3). Ultimately, the integrated analysis reveals a clear trend toward positive valuation of collaborative learning, reflecting a favorable educational environment for cooperation among students, while also highlighting aspects that could be improved in the management and evaluation of these dynamics.

Figure 1
Collaborative learning variable and its dimensions



	Collaborative Learning	Positive Interdependence	Individual and Team Responsibility	Stimulating Interaction	Internal Management	Internal Evaluation
Poor	7	3	2	6	14	8
Regular	55	58	57	51	58	56
Good	81	82	84	86	71	79

Figure 2 presents the distribution of students' perceptions regarding the variable Soft Skills (SS) and its dimensions: self-esteem, assertiveness, resilience, and teamwork. Overall, the SS variable exhibits a balance between "Regular" and "Good" levels, with 64 students in the former group and 65 in the latter, while only 14 students perceive their soft skills at a "Poor" level.

In the self-esteem dimension, most students are situated at the "Regular" level with 73 cases, followed by a considerable number at the "Good" level (52 students) and a smaller group at the "Poor" level (18 students). This indicates that most possess moderate to positive self-esteem, although there is a segment that could benefit from support to strengthen it.

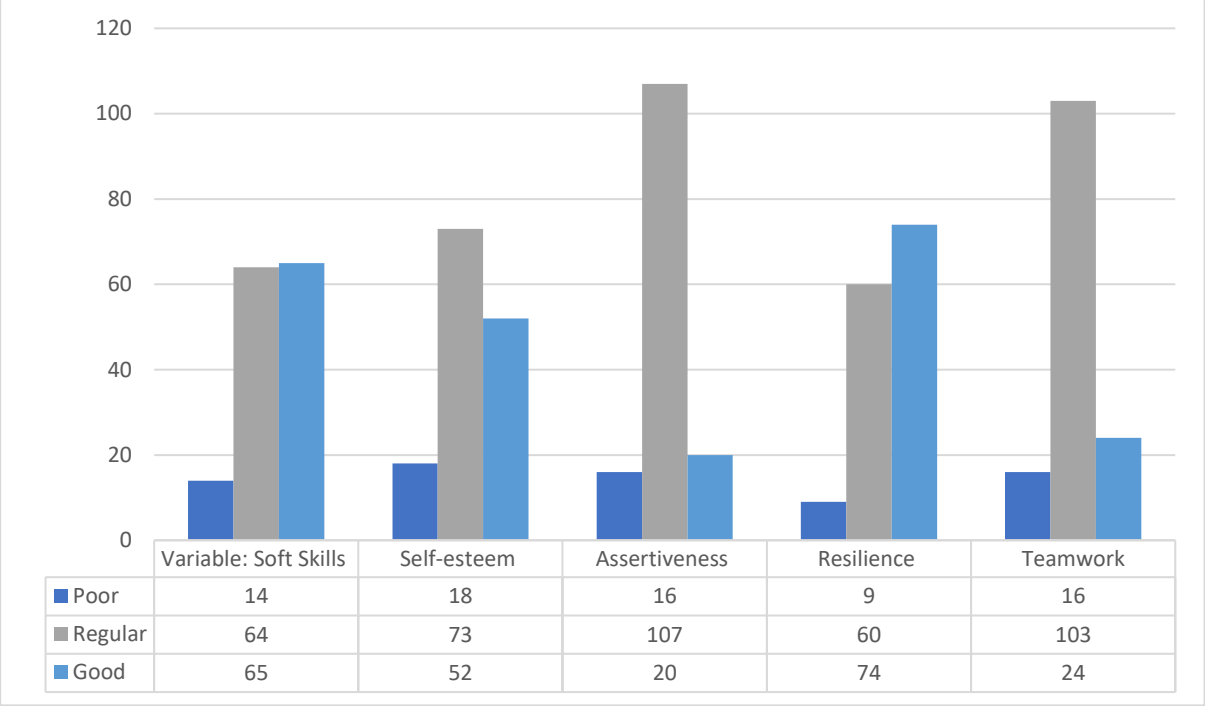
On the other hand, the assertiveness dimension shows a clear predominance of the "Regular" level, with 107 students significantly outnumbering those at "Good" (20) or "Poor" (16). This concentration at the intermediate level suggests that students have moderate assertiveness but require interventions to develop greater confidence and communication skills.

Concerning resilience, most students perceive themselves at a "Good" level (74), followed by 60 at "Regular" and only 9 at "Poor." This reflects that resilience is a strength among the evaluated SS, indicating that students feel capable of facing and adapting to adverse situations.

Finally, in the teamwork dimension, it is observed that the majority of students (103) are at the "Regular" level, with fewer at "Good" (24) and "Poor" (16). This indicates that, although students have acceptable performance in collaboration, there is ample room to promote and develop stronger skills in group work.

Overall, the graph indicates that most students are positioned at intermediate levels of perception across the various dimensions of SS, while resilience stands out as the best-valued dimension. Areas such as assertiveness and teamwork require specific interventions to strengthen them and elevate their levels toward more robust competencies.

Figure 2
Soft skills variable and its dimensions



	Variable: Soft Skills	Self-esteem	Assertiveness	Resilience	Teamwork
Poor	14	18	16	9	16
Regular	64	73	107	60	103
Good	65	52	20	74	24

Figure 3 shows the distribution of students' perceptions regarding the variable Text Production and its dimensions, classified into three levels: "In Initial Stage," "In Process," and "Achieved." Generally, most students are positioned at the "Achieved" level across all dimensions, reflecting positive progress in their text production skills.

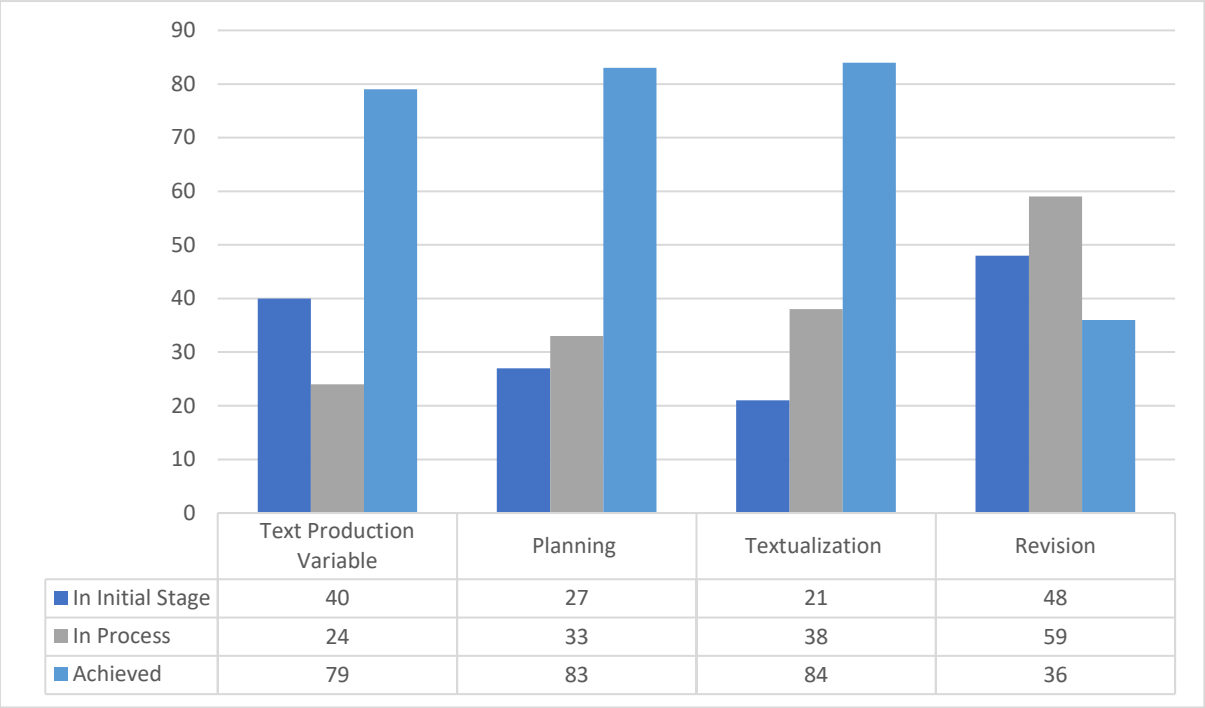
Regarding the text production variable in general, 79 students are at the "Achieved" level, while 40 are "In Initial Stage" and 24 are "In Process." These data indicate that more than half of the students perceive a good mastery of this competency, although a significant group is still in the early or developing phases.

In the Planning dimension, most students are also at the "Achieved" level (83 students), followed by 33 "In Process" and 27 "In Initial Stage." This suggests that students possess adequate abilities to organize and structure their texts, although a considerable percentage continues to strengthen this skill.

In terms of Textualization, 84 students reach the "Achieved" level, 38 are "In Process," and 21 are "In Initial Stage." The high number of students at "Achieved" indicates that the majority have attained good proficiency in writing and text preparation.

Finally, in the Revision dimension, the predominant level is "In Process," with 59 students, followed by 48 "In Initial Stage" and only 36 at "Achieved." This reveals that text revision is an area requiring greater attention and development, as fewer students consider themselves competent in this stage of the text production process.

Figure 3
Text production variable and its dimensions



Text Production Variable	Planning	Textualization	Revision
In Initial Stage	40	27	21	48
In Process	24	33	38	59
Achieved	79	83	84	36

Inferential analysis

Given that this study aims to determine whether there is a significant influence of collaborative learning and soft skills on text production, an ordinal logistic regression was applied to analyze this relationship.

General hypotheses

- **H_a:** Collaborative learning and soft skills significantly influence the improvement of text production in regular basic education (RBE) students of UGEL Quispicanchis - 2025.
- **H_0:** Collaborative learning and soft skills do not significantly influence the improvement of text production in regular basic education (RBE) students of UGEL Quispicanchis - 2025.

Table 1
Significance of the goodness-of-fit test of the models to verify the influence of collaborative learning on text production

Model	Log-Likelihood -2	Chi-Square	df	Sig.
Only Intercept	169.649			
Final	**134.602**	**35.046**	**1**	**0.000**
Link Function: Logit.				

A Based on the data presented in the table, the goodness-of-fit test was applied to determine whether there is a significant association between collaborative learning and text production. The results showed that the p-value is less than 0.05 (p = 0.000), indicating a significant influence of the independent variable, collaborative learning, on the dependent variable, text production.

Table 2
Dependency capacity according to pseudo R-squared between collaborative learning and text production

Pseudo R-Squared	
Cox and Snell	0.217
Nagelkerke	0.253
McFadden	0.125
Link Function: Logit.	

TIt is also possible to identify, through the pseudo R-squared test, the percentage of dependency that collaborative learning exerts on text production. According to the variability measures of Nagelkerke and Cox and Snell, which recorded the highest percentages, it is estimated that collaborative learning influences the dependent variable (text production) by 25.3% and 21.7%, respectively.

Table 3
Significance of the goodness-of-fit test of the models to verify the influence of soft skills on text production

Model	Log-Likelihood -2	Chi-Square	df	Sig.
Only Intercept	176.930			
Final	**158.407**	**18.523**	**1**	**0.000**
Link Function: Logit.				

Based on the data presented in the table, the goodness-of-fit test was applied to determine whether there is a significant association between soft skills and text production. The results showed that the p-value is less than 0.05 (p = 0.000), indicating a significant influence of the independent variable, soft skills, on the dependent variable, text production.

Table 4
Dependency capacity according to pseudo R-squared between soft skills and text production

Pseudo R-Squared	
Cox and Snell	0.121
Nagelkerke	0.141
McFadden	0.066
Link Function: Logit.	

The pseudo R-squared test allows for quantifying the degree of dependency that soft skills exert on text production. According to the measures of Nagelkerke and Cox and Snell, which showed the highest values, it is estimated that soft skills explain approximately 14.1% and 12.1% of the variability in the dependent variable, respectively.

Considering these results along with the goodness-of-fit test, it is demonstrated that both collaborative learning and soft skills significantly influence text production. Therefore, the alternative hypothesis is accepted, and the null hypothesis is rejected.

Discussion

Based on the stated objective, it was determined that collaborative learning and soft skills significantly influence text production. This conclusion is supported by the goodness-of-fit test, which revealed a significant association between both variables, with a p-value less than 0.000. Furthermore, according to the variability measures of Nagelkerke and Cox and Snell, which recorded the highest percentages, it is estimated that collaborative learning impacts the dependent variable (text production) by 25.3% and 21.7%, respectively, while

soft skills influence it by 14.1% and 12.1%, respectively. Therefore, the alternative hypothesis is accepted, and the null hypothesis is rejected.

These results align with the study by Cando and Rivero (2021), who promoted collaborative work to improve university academic writing. They designed five collaborative strategies using digital tools such as Kahoot, Padlet, Moodle, Google Docs, and EMAZE, which facilitated improvements in the writing of scientific texts. In contrast, Benoit (2020) examined the perceptions of 22 language teachers regarding collaborative teaching and concluded that, while this approach enhances critical thinking, it faces limitations in the pedagogical practice of writing.

The findings of this study align with the theoretical proposals of Johnson and Johnson (1994) and Vygotsky, as referenced by Kajamaa et al. (2020), who highlight the importance of collaborative learning and the development of soft skills in educational processes, especially in text production. Both perspectives agree that social interaction and the co-construction of knowledge are essential pillars for students' cognitive and linguistic development. In this context, teamwork not only fosters the exchange of ideas and peer feedback but also strengthens fundamental metacognitive processes for writing. Similarly, Cassany (2003) argues that effective text production requires interpersonal competencies such as empathy, communication, and conflict resolution—key elements that enrich the collaborative context and contribute to generating clearer, more coherent, and critical texts.

From this perspective, collaborative learning is understood as an active methodology centered on the equitable participation of all group members, where each individual assumes specific responsibilities to achieve a common goal. According to Correa-Gurtubay and Osses-Sánchez (2023), this dynamic not only promotes academic achievement but also positively impacts students' social and behavioral development. The structure of the group, clarity of roles, mutual commitment, and the working environment are configured as critical factors that enhance both individual and collective learning. In this sense, the results of this study reinforce this view, showing that students who perceive a high level of interaction and shared responsibility also report significant improvements in their ability to produce texts.

However, although soft skills have been widely recognized as key components in the teaching-learning process, their effective integration into pedagogical practices still presents limitations. As noted by Mucha-Huamán (2023), one of the main obstacles lies in the lack of standardization of these competencies, making their evaluation and systematization within the formal curriculum challenging. In traditional educational contexts, where the teacher maintains a predominant role and assessments are often summative, socio-emotional skills tend to be relegated to a secondary position. However, collaborative work emerges as a conducive space for the experiential development of these skills, allowing students not only to understand them theoretically but also to practice them authentically in real interaction contexts. Therefore, strengthening soft skills through collaborative methodologies not only improves academic performance in writing but also prepares students to competently face the social and communicative challenges of the current environment.

On the other hand, text production, understood as a fundamental skill in students' linguistic and cognitive development, constitutes a central axis in language teaching at the primary education level. As indicated by Suárez et al. (2024), language teaching should focus not only on the comprehension and use of oral and written texts but also on the active creation of discourse. This didactic perspective demands special attention to the writing process, where creative writing becomes a key tool to stimulate individual expression, critical thinking, and communicative autonomy from the early stages of education. Systematic practice of text production allows children not just to reproduce information but to construct meanings, organize ideas, and develop their discursive identity across various genres and contexts.

In this framework, collaborative learning presents itself as a highly effective pedagogical strategy for enhancing the quality of texts produced by students. According to Vélez (2024), this methodology fosters self-regulation and autonomous learning through interaction processes based on respect, consensus, and co-assessment. Activities such as brainstorming, dialogue turns, and joint writing enable students not only to reflect on content but also to strengthen formal aspects of the text such as clarity, coherence, and appropriateness. Additionally, collaborative learning impacts relevant affective variables like self-efficacy, self-concept, and self-esteem, contributing to a positive attitude toward writing. The opportunity to receive real-time feedback and share textual responsibilities fosters in students a sense of agency and commitment to the writing process.

Moreover, educational experiences that include debates, workshops, presentations, and other participatory dynamics, as proposed by Solórzano et al. (2025), reinforce the interrelation between cognitive and socio-emotional skills in written production. These spaces allow students to confront ideas, learn to coexist with diverse opinions, and develop soft skills such as effective communication, empathy, and conflict resolution. In this sense, collaborative learning and soft skills act synergistically: while the former structures the environment for

cognitive cooperation, the latter facilitates the emotional and social climate necessary for writing to become a meaningful experience. Together, these strategies not only improve textual performance but also shape critical, reflective students capable of arguing confidently in multiple registers and languages.

Conclusions

The results of the study confirm that both collaborative learning and the development of soft skills exert a significant influence on the text production of primary students from UGEL Quispicanchis. This influence was evidenced through statistical tests that revealed strong associations between the variables, thereby supporting the hypothesis that these methodological strategies are effective for improving writing at the basic educational level. In particular, collaborative learning showed a greater impact compared to soft skills, highlighting its potential to enhance planning, textualization, and revision during the writing processes.

Additionally, it was identified that, although many dimensions of collaborative learning and soft skills are perceived positively by students, there are still areas that require attention. Aspects such as text revision, assertiveness, and teamwork demand deeper pedagogical emphasis. This underscores the need to implement personalized and sustained interventions that strengthen these competencies, especially in contexts where resources are limited and access to educational materials is uneven.

Finally, the study provides empirical evidence supporting the importance of integrating active methodologies and socio-emotional approaches in the classroom. Promoting a collaborative learning environment and strengthening soft skills not only improve students' writing abilities but also foster self-regulation, self-esteem, and positive social interaction. These findings invite teachers, administrators, and education policymakers to rethink their teaching strategies, advocating for more comprehensive and humanized approaches that favor both the academic and personal development of students.

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