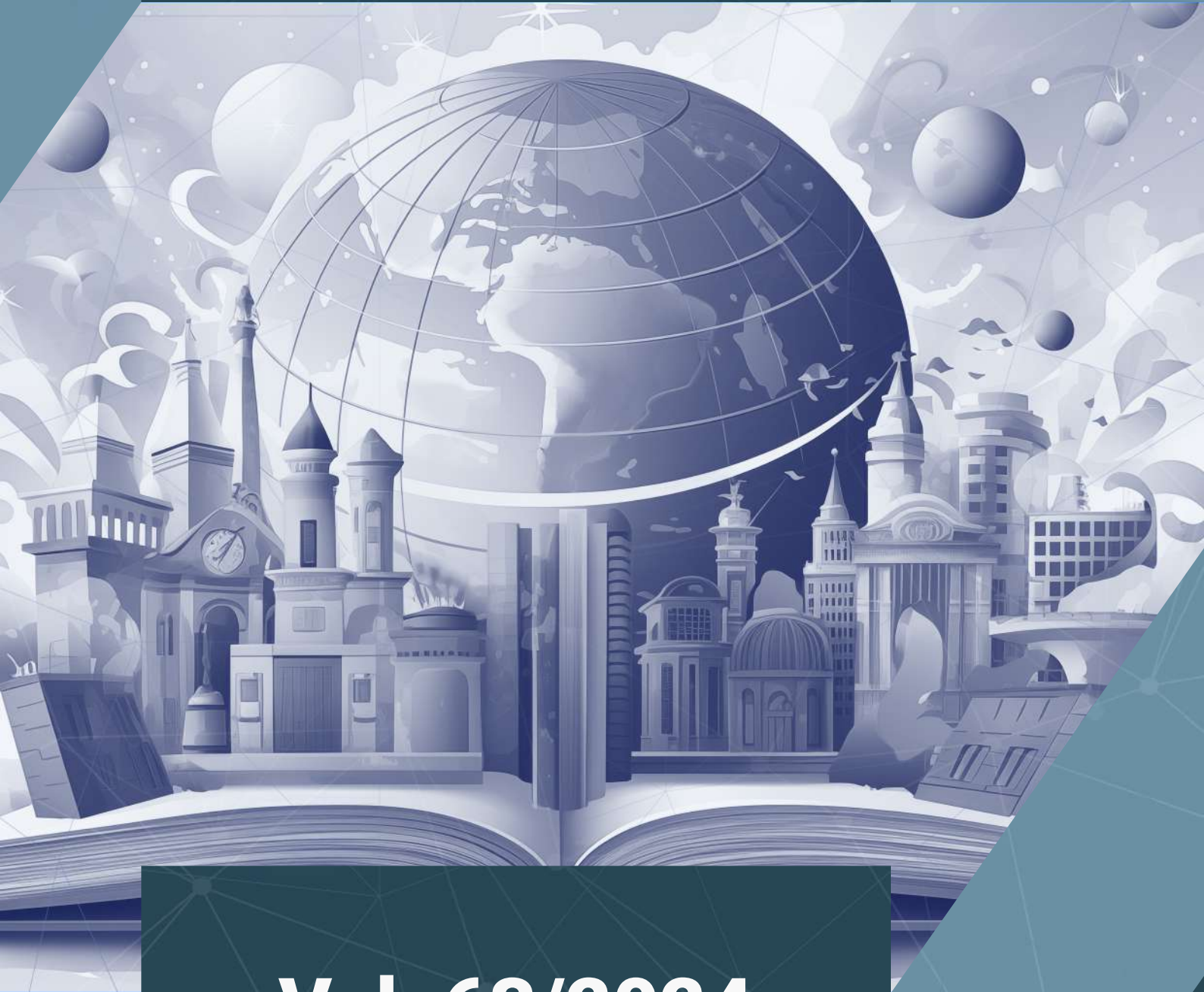




TECHNIUM
SOCIAL SCIENCES JOURNAL



Vol. 63/2024
A New Decade for Social Changes

PLUS
COMMUNICATION



International
Communication & PR

Self-esteem conditions at the elementary school level in the state of Sinaloa, Mexico

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Abstract. At the basic school level, students go through personal and academic situations that cause them tension or discomfort when it is necessary to face facts, due the lack of social skills to give solution to problems, they lack the capacity to communicate feelings and emotions to people in a correct way, and thus reach an acceptable agreement for all the people involved. The present research has the objective of analyzing the conditions of self-esteem in the basic education environment in the state of Sinaloa, considering the factors that intervene and the changing context, as well as the intervention of the teacher. Faced with this diversity of situations, it is essential that the teachers implement strategies and innovative activities that help students to develop their knowledge, communication skills, confidence and security oriented to planned educational objectives, therefore, it is important to know each of the students in their ways of thinking to develop activities that contribute to their training. The limitations in self-esteem are linked to the cultural context in which individuals have grown and the behavior of this type can be molded in the educational processes.

Keywords. self-esteem, education, basic level

Introduction

In the school context, caring for the affective aspect of students is key to promoting changes in the development of self-esteem and emotional security through the creation of pleasant environments where respect, trust and personal well-being prevail among themselves in order to achieve personal and academic success.

Therefore, if these situations are not resolved at the appropriate time, the academic situation and the self-concept of the infants decrease, causing affectation in their socioemotional capacities that will not help them to have well-being and to make good decisions in life.

In this sense, one of the existing difficulties in schools is that not all teachers apply adequate didactic strategies to achieve the educational purposes, it is evident to the extent that learning problems continue to occur in students. By virtue of this, it can be observed that

teachers reflect little preparation to face these problems that affect students in their integral formation.

Therefore, pedagogical strategies are necessary to lay the foundations for an adequate self-esteem, which provides students with feelings of satisfaction and esteem, for this reason, it can be stated that the teacher has a key role in the formation of self-esteem to increase social and responsible behaviors.

Because of this, the use of educational strategies in the educational environment is substantial to produce changes in self-esteem and learning in the pupils, therefore, if didactic strategies are incorporated to improve communication and social interaction, understanding of emotions and social skills, teachers will be able to contribute to educational transformation.

Methodological framework

Any attempt to conduct educational research requires a method to be followed that facilitates the obtaining of answers and results produced in the study process, thus, the methodology is based on an efficient procedure to find reliable data of the context.

The approach selected in this research is qualitative, which is based on data collection methods without numerical measurement, such as descriptions and observations, because its purpose is to reconstruct reality. Therefore, to have a clear and complete approach to the process carried out in this study, and to represent in this section the general analysis of the results obtained from the instruments applied in the search for alternatives to the problem, supported by the information of the theoretical framework and the researcher's own opinion.

Considering the above, the field research stage was carried out with the help of interviews to teachers and students, as well as with records of observations based on indicators previously established in the methodological framework.

To highlight the data and information gathered through the teacher and students interviews, as well as the support of the observations, some graphs are presented that show the key elements of each category of analysis. For this study process we had a sample of one teacher and a group of 20 third grade elementary school students.

Theoretical framework

Self-esteem is a substantial component for the personal and academic formation that every individual needs to fully develop their human potential, since it will contribute to having greater confidence to face situations and make decisions that arise in their lives.

Maslow and Valencia (2004), cited by Panesso and Arango (2017), mention that self-esteem is one of the primary needs of human beings throughout their lives, in which they highlight recognition and self-realization as important aspects to enhance this, since people from within want to feel valued and accepted among others.

In this sense, self-worth is part of their own identity, which is acquired through learning experiences and what others think about oneself, thus forming their own self-concept as a person.

In this regard, Parada (2017), points out that self-esteem levels are necessary to increase the internal, external and personal valuation that students have of themselves, because if the positive perception is fostered, they will have a better socio-affective relationship and school performance.

Branden (2004), cited by Arguedas (2007), explains that there are two important aspects to develop self-esteem: the feeling of efficacy and personal capacity and the feeling of esteem, which are essential to achieve the desired or expected success.

Haeussler and Milicic (2017), expose that it is a strategy that helps to solve situations without producing tension or discomfort such as facing a disagreement between two or more classmates.

Considering the above, self-esteem refers to the feelings that human beings have of themselves, so that, if the appreciation is positive, they will value and trust their human potential, on the other hand, if they distrust their potentialities, it will not favor their internal positive valuation that require motivation and energy.

In the opinion of Heinsen (2012), indicates that self-esteem maintains a close relationship based on respect, therefore, it is an indispensable value in educational training to promote this type of relationships and esteem among students.

In the educational institution, respect is the consideration and appreciation that a person has for others, so that, if the teacher in his formative work promotes and practices this value among his pupils through effective communication and cordial relationship, they will be able to treat others with empathy in the same way.

The present category aims to know the perspectives that the teacher has on self-esteem at the time of addressing a topic in his class, the way he addresses his students, the type of relationship they establish, as well as the work climate that is promoted.

Ortiz (2018) when determining the relationship between self-esteem and interpersonal relationships in second year high school students, obtained that when an individual presents higher self-esteem, interpersonal relationships with the people around them will be more productive, allowing them to complete personal achievements and benefits.

It is important to know the types of self-esteem since there are different authors who agree that self-esteem can be classified as high or low according to the positive or negative valuation of the person. In relation to the above, Mejía, Pastrana and Mejía (2011), mention that high self-esteem is the positive valuation that the individual has built in his life experience, realizing how important and valuable he is as a person by the fact that he has the power to make decisions and choose between the moral values that he considers determinant for a full life and achieve his goals in his life. At school, these values are essential to develop the self-confidence of students, because if they are in an environment of trust, harmony and good relationships among their classmates, they will be able to improve their personal appreciation, as well as show interest in overcoming the adversities that arise in their educational tasks.

Similarly, Molina, Baldares and Maya (1996), cited by Naranjo (2007), express that people with high self-esteem are conscious human beings who act with benevolence and respect without feeling better than others, recognize their qualities, but do not believe they are perfect, so they conceive their mistakes and defects as part of human nature to develop their competencies, which is why they do not consider them of no personal value.

According to the above, high self-esteem is identified when people feel love for themselves, this is shown in their good behavior and positive actions with others, so that they are supportive, respectful and confident in their own skills and abilities showing an affective attitude to any act no matter how difficult it may be.

Reluz (2017), sought to determine the influence of strategies that reaffirm self-esteem in the significant learning of elementary students, having as a result that the strategies developed by teachers at school reaffirm self-esteem, which positively influences the significant learning of elementary students.

Santrock (2002), cited by Naranjo (2007), comments that low self-esteem is a serious problem that occurs in students, which may be related to low academic performance, depression and other situations such as delinquency; therefore, poor self-esteem prevents the student from

feeling a great motivation to perform or achieve any goal, partly affecting their growth in different social and academic areas.

It is pertinent to mention that low self-esteem also influences other conditions that arise in the lives of students, however, the school institution should pay attention to the different problems that arise in the school environment and within the classroom, implementing favorable environments and actions related to affective experiences to improve their self-esteem.

In the same vein, regarding low self-esteem, Branden (1995) states that this type of person considers him/herself unfit to face the challenges presented in his/her life, feeling incapable of doing something or not suitable for such action. When referring to low self-esteem, different situations arise in the classroom, such as fear, impotence, insecurity, hurtful self-criticism and few social skills, which make it impossible for them to make progress in what they wish to achieve, thus hindering their integral development. Therefore, the concern is born to know the self-esteem of the students.

Rodríguez and Caño (2012), citing Garaigordobil (2002), state that it is crucial to consider strategies for improving communication, interaction, expression, understanding of emotions and conflict resolution in the educational environment in the school program to improve changes in pro-social behaviors and a decrease in antisocial behavior.

In addition, one of the elemental parts of the learning process and social skills is for the teacher to involve the parents' society so that the students feel more emotionally supported and happy.

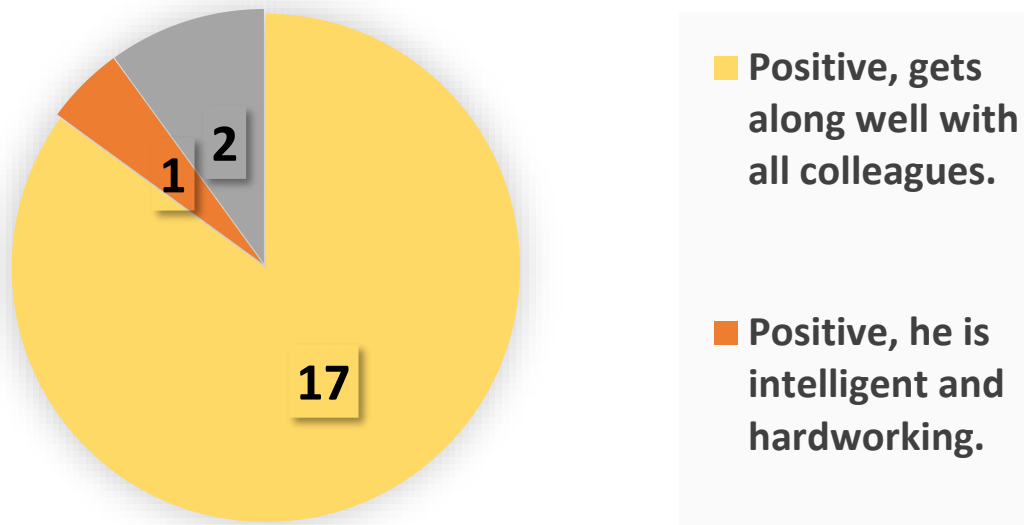
Results

After presenting separately the data collected from the different instruments, it is convenient to establish similarities and differences between the results obtained from the two types of interviews and the observation records.

When contrasting the answers given by the students and the answer given by the teacher, regarding the notion of the concept of self-esteem, differences were found in terms of data collected, since the teacher has a notion of what the word means, while the students do not know this term, and this could be corroborated during the class observation when listening to the children asking different questions to their teachers on this point.

The students were questioned about whether the idea that others have of them is positive or negative and why, to which most of the students gave favorable opinions.

Graph 1. Frequency of answers given by the students as to whether the idea that others have of them is positive or negative, as well as why.



From the data obtained in Graph 1, 85% of the students consider that the idea that others have about a student in class is positive because gets along well with all the classmates, likewise it can be seen that one student, which makes up 5% of the total interviewed, was positive, because for him his classmates are intelligent and hardworking.

In relation to this category, the teacher of the group was interviewed to know his actions and opinions in this regard, to which he responded that the concept he has of self-esteem is, I feel that it is the value that one gives oneself as a person.

Likewise, he was asked if he believes it is important to develop self-esteem in the students and why, and he answered that yes, and it depends on how the child feels to adapt.

Therefore, if the teacher adopts a positive attitude of his own and among his students, he will be able to promote the level of development of self-esteem for good communication, relationship and coexistence among the students, which will help to increase a better perception.

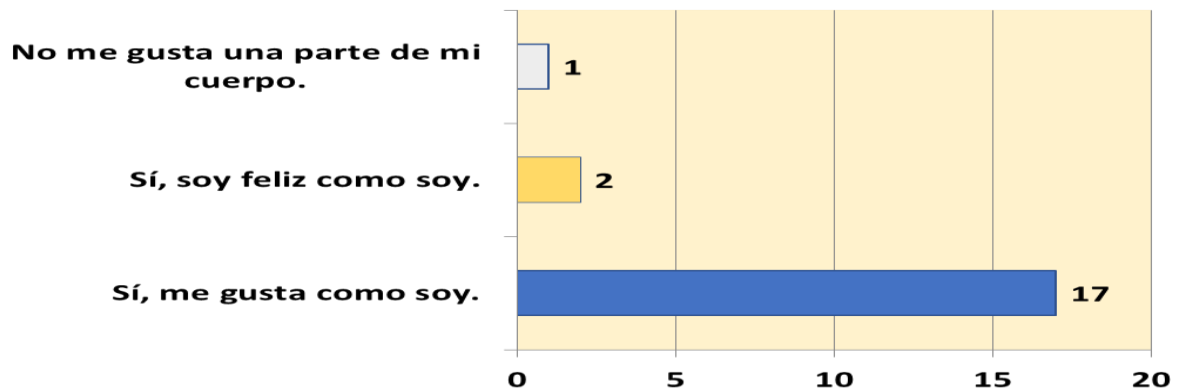
The importance of the level of self-esteem in the scholastic achievement of students.

At school there are different behaviors and attitudes that affect and detract from good relationships and coexistence among students. This usually occurs when communicating, sharing their games or trying to perform a school activity, so that, being in negative contexts can affect their personal welfare and academic performance.

Therefore, the level of self-esteem in people can generate great consequences in the aspects of life. Thus, one of the characteristics that are presented in it, is in dealing with others, in the way of behaving, communicating and acting in situations that arise every day.

Hence, if people have a high or low level of self-esteem, there are elements that define their personality, so it is essential that the teacher has knowledge to identify signs of low self-esteem in students, as well as to encourage the development of this.

Graph 2. Frequency of responses given by students in relation to personal acceptance.



It can be observed in Graph 2 that 85% show personal acceptance, since they admit and recognize all the parts of themselves, both in the way of thinking, feeling and acting.

Consequently, in the field work it was possible to observe that not all students showed safety behaviors, because there were behaviors and actions that did not favor good relationships with their classmates.

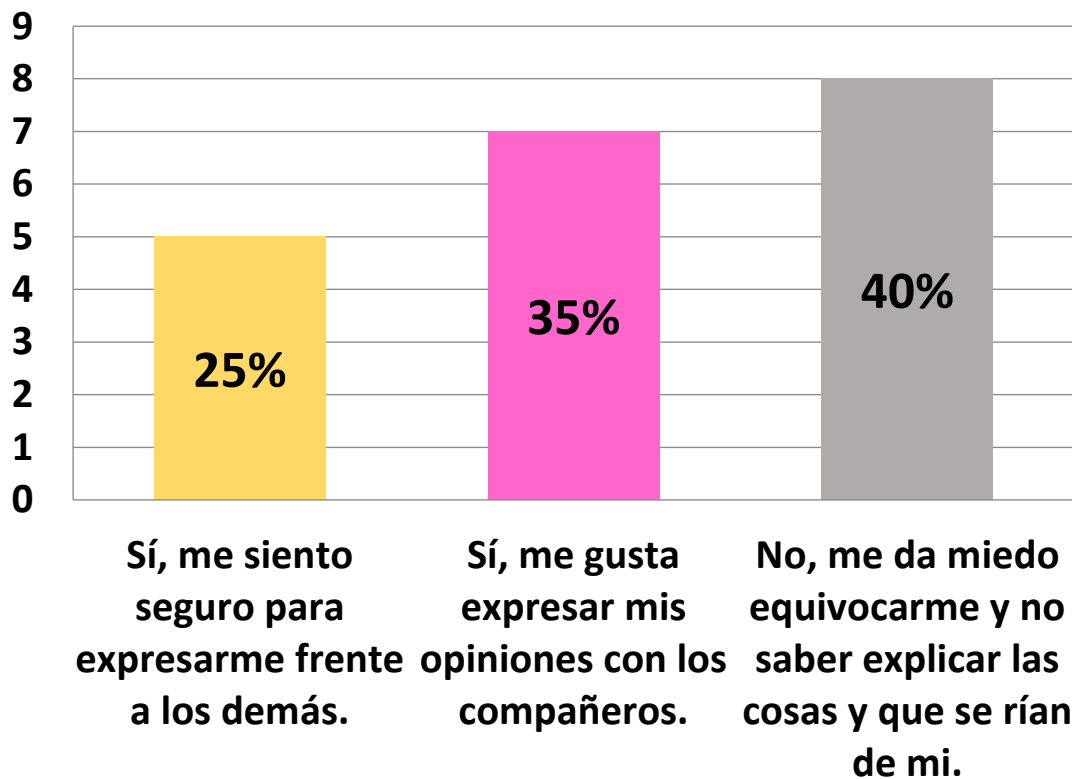
After presenting each of these study data separately from the different instruments, it is convenient to establish similarities and differences between the results obtained from interviews and observation records.

When contrasting the answers obtained by the students, it is possible to visualize that most of the students show personal acceptance.

Similarly, some differences were also found, since the students admit and recognize all the parts of themselves, however, the teacher responded that some are very secure, others are not, in their expression their way of feeling is reflected, and in the field record it was possible to distinguish that not all the pupils showed secure behaviors, since there were indifferent attitudes and actions, which did not favor good relationships with their classmates.

To follow up on the questions, the students were asked whether they feel confident and secure in class when expressing their opinions to their classmates, and why. These ideas are presented in the following graph:

Graph 3. Frequency of answers given by students regarding whether in class, they feel confidence and security in expressing their opinions in front of their classmates and why.



Regarding the data obtained, it is clear to see how in Graph 3, 40% responded that they do not feel confident expressing themselves in front of others because they are afraid of making a mistake or not knowing how to explain things and being laughed at, while the rest feel good about expressing their opinions with their peers.

The personality with shyness or self-doubt, which is present in some students in this study may be related to genetic factors or social factors, the latter referring to the learning environment and social culture. In view of this condition, it is important to reinforce the teaching aimed at reorienting the motivational elements for the strengthening of this behavior, considering that the family inheritance factors will require more careful strategies, according to the condition in question.

Regarding this category, the teacher of the group was interviewed to find out if the students show confidence in expressing their opinions and interests in front of their classmates, how he identifies it, by what he exposes: *“Most of them do because they express their opinions”*.

During the field work in class, it was observed that not all students express their opinions because some were afraid of making a mistake and not knowing how to explain their opinions and that their classmates might make fun of them later.

This reveals that the students need support to improve their social skills, since they are afraid and have difficulty expressing their ideas in front of the group.

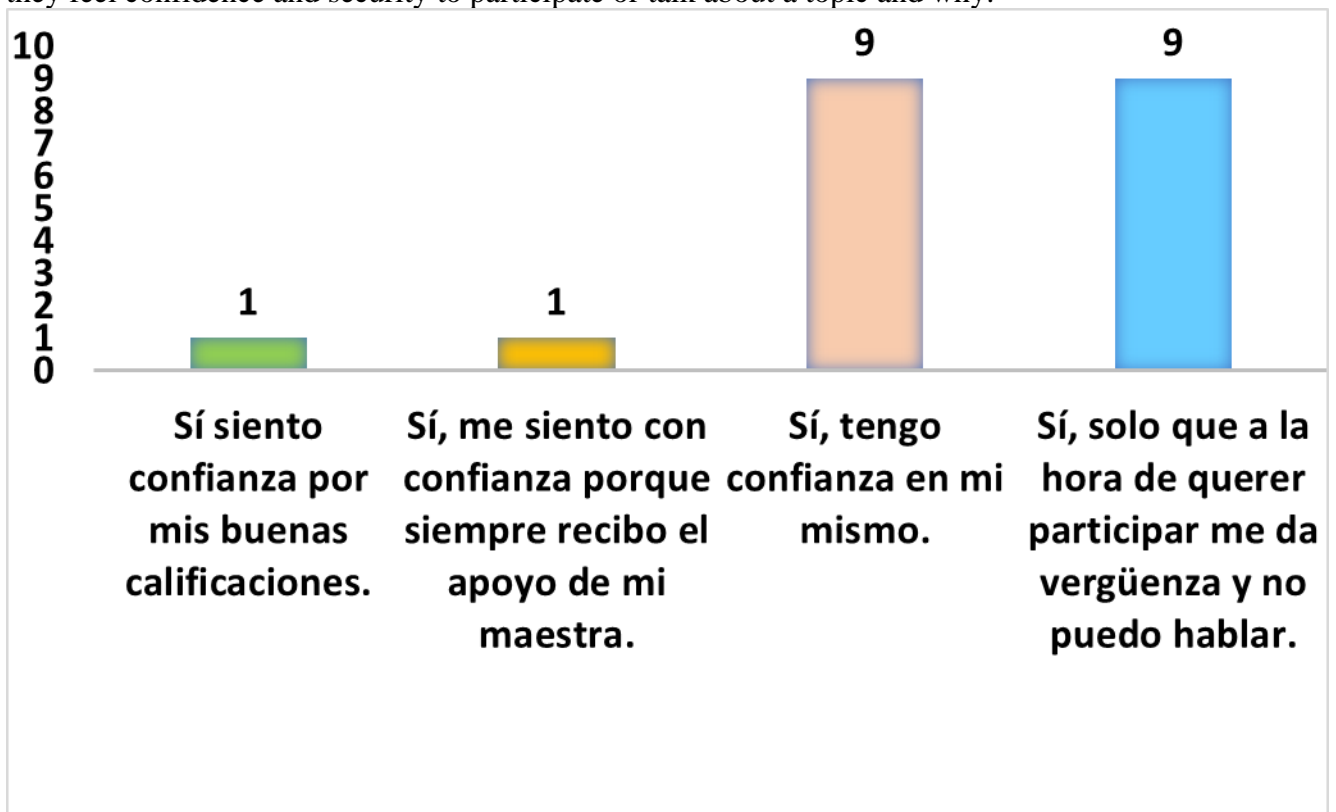
Once the data collected from the different instruments have been reported separately, it is necessary to establish similarities and differences between the results of the interview and the observation record.

When contrasting the answers given by the students and the answer given by the teacher as to whether they feel confident and secure in class to express their opinions in front

of their classmates and why, similarities were found since it is shown that a little more than half of the students express their opinions coinciding with the opinion of the teacher, because of what he exposes: “*Most of them do because they express their opinions*”, however, during the fieldwork it could be seen that not all students express their opinions when asked about a topic or activity that is addressed in class, this is noticeable when reflected in their behavior, voice or when performing their school activity.

In this category, students were also asked if in the classroom they feel confident and secure to participate or talk about a topic during class and why. The answers expressed by the children are shown below:

Graph 4. Frequency of responses given by the students in relation to whether in class they feel confidence and security to participate or talk about a topic and why.



Graph 4 shows the answers obtained by the students in relation to whether they feel confident and secure in class to participate or talk about a topic, where 45% are self-confident and the remaining 45% respond that when it is time to participate, they are embarrassed and cannot speak.

In relation to the answers provided by the students, it can be observed that not all students achieve confidence and personal security in a similar way so that the appreciation is different, therefore, it is important that the teacher seeks how it is possible to enhance it to increase the belief that they are capable of achieving goals they set for themselves in life.

Therefore, prioritizing effective communication in an environment where there are good relationships based on respect is crucial for children to feel the need to express themselves without fear of saying what they think.

Likewise, during the interview with the group's teacher about whether his students show willingness and security to participate or talk about a topic during class, how he identifies it, he said: *“Yes, with their participation because they all want to do it.”*

It can also be seen that there is a part of students who present difficulty to express their opinions with confidence, this can be shown according to the results obtained previously, for such reason, it is necessary that in the school, measures are taken to help improve communication, interaction and mental well-being of students.

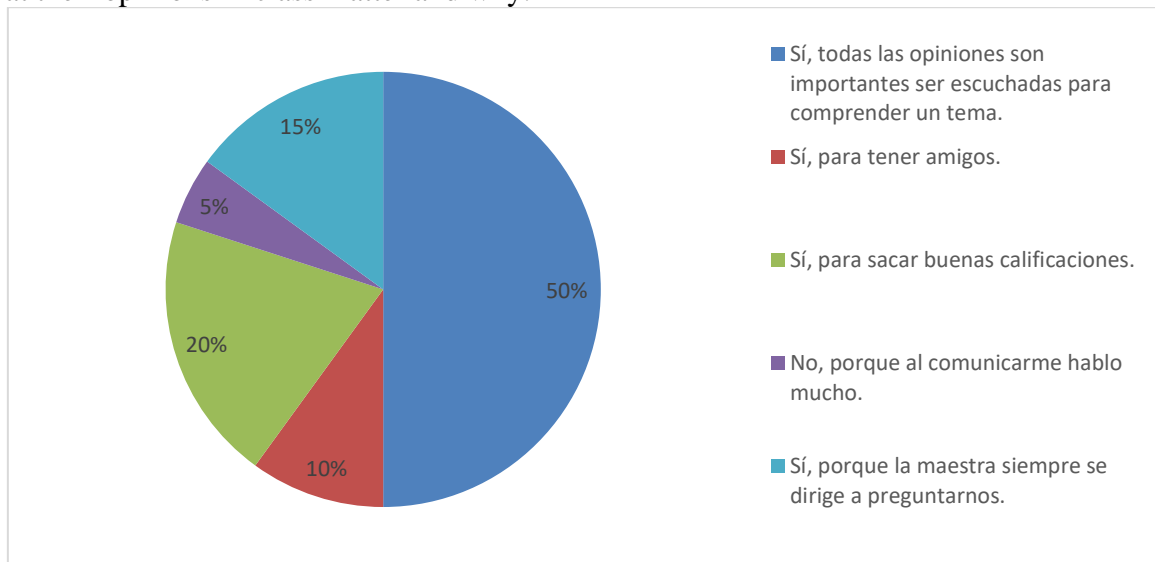
After announcing separately the data collected from the different instruments, it is necessary to establish similarities and differences between the results obtained in the interview and observation record.

When comparing the answers given by the students and the teacher's opinion, in relation to whether in the classroom they feel confident and secure to participate or talk about a topic during class and why, similarities were found, since the students feel confident to express themselves about a topic during class and the teacher states that he identifies it with their participation because they all want to do it. However, during the field work it was detected that when it comes to explaining a topic or some group activity, students feel embarrassment and fear to explain in their own words what they consider important to make known to others.

Another aspect that was found is that it was observed that not all students achieve confidence and personal security in a similar way so that the appreciation is different, therefore, it is important that the teacher seeks in what way it is possible to enhance it to increase the belief that they are able to achieve goals they set in life.

A further question was to know if they consider that their opinions in class matter, and why. The results obtained are shown in the following graph.

Graph 5. Frequency of responses given by students regarding whether they consider that their opinions in class matter and why.



As can be seen in Graph 5, 50% state that all opinions are important to understand a particular topic, 20% mention that opinions in class are important to have friends, since for them it is a necessary means of communication to interact with others.

In relation to this category, the teacher was interviewed to know if he considers important all the opinions of his students in class, and why, to which he affirmed: *“Yes,*

sometimes we learn from them, because if a student says one thing, as a teacher we reflect on how to do things better”.

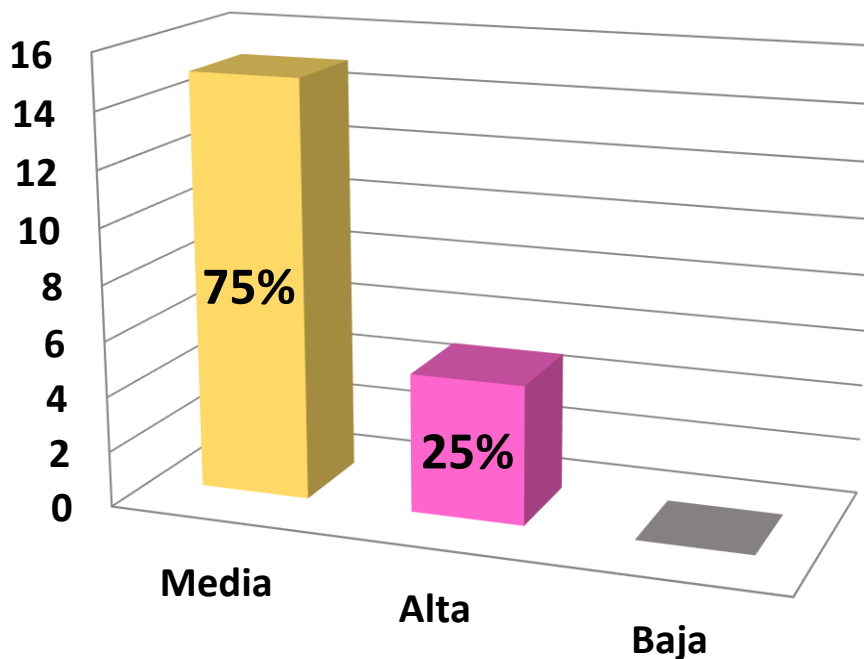
In register 10, in the subject of the fable, it was observed that in each activity the students established little relationship among themselves, since each schoolwork was done individually, at no time there was any approach among themselves, only the attention was directed to the teacher, since every time he explained, his attention was required.

In the field work, it was observed that the teacher showed interest in listening to each one of his students when working on their curricular activities, but he almost always maintained this relationship with his students; however, among the students there was no relationship among themselves, where each one could coexist with their classmates. The organization of the students to work in the classroom was frequently in rows, since at no time during the classes were ways sought to distribute the activities so that they could be carried out in teams or pairs.

Making a comparison between the answers given by the students and the teacher as to whether they consider that their opinions in class matter and why, first, the students mention that all opinions are important to understand a particular topic, agreeing with the teacher's opinion, to which expresses that it is true, *"Sometimes you learn from them, because if a student says one thing, as a teacher you reflect to do things better"*.

The following graph shows that 75% of the students had a medium level of self-esteem and 25% had a high level.

Graph 6. Frequency of responses showing the levels of self-esteem presented by third grade students.



25% have high self-esteem so, they are characterized by having confidence and personal security to communicate with others, since they enjoy expressing their feelings and make known what they think with respect, responsibility and kindness, putting in function signs of appreciation to improve their behaviors and abilities to face any challenge that arises in their daily lives.

Therefore, it is convenient that the teacher generates environments of security and well-being where disciples receive from their teacher and classmates a dignified treatment, good communication, trust, affection, acceptance, with the purpose of making them feel loved and capable of increasing their abilities and capacities.

Didactic strategies are used to promote the development of self-esteem in students.

At school, there are different educational problems in students that cause low school performance, attitude and behavior problems, difficulty in performing academic activities, low motivation to complete homework, little interest in participating and working in class, among other situations.

As mentioned by Chávez (2010), cited by Ordaz and Bennet (2019), for the development of self-image in students, it is convenient that teachers incorporate in their educational work techniques that increase the development of social skills and assertive communication, so that when expressing and defending their rights it is correct and adequate, through social skills training.

As can be seen, social skills training is a set of behavioral strategies and skills that prepare students to solve situations effectively, for him/her and for the social context when communicating both verbally and nonverbally with others, in which he/she is immersed. Therefore, a proper implementation of these skills is beneficial to try to find the most satisfactory solution to a social problem.

Another thing that the teacher must do to motivate students to resolve conflicts in an efficient way is to avoid self-esteem wounds.

Consequently, collaborative work is a modality of great benefit to develop social skills since it is based on the interaction and cooperation of the participants that make up each team, which is why it is important that the work is based on norms and values, where different points of view are respected and can reach a peaceful negotiation.

One more question to the students revolved around knowing what they do when they find it difficult to carry out any of the activities assigned in class. The results obtained are shown below.

Graph 7. Frequency of answers given by the students in relation to what they do when some class activity is difficult for them.



From Graph 7, it can be observed that more than half of the group said that they ask the teacher for help, and 30% seek the solution without help.

Now, referring to this category, in the interview with the teacher, he was asked if his students show initiative, make an effort and show satisfaction when performing class activities, how he identifies it, where he answered: *"Some of them, when they see that there is a lot to write, complain about, they express their feelings through expressions such as: Oh teacher, we have to write."*

On the other hand, during the class observation, it was identified that the teacher in the class session time, showed interest and support in the different activities that he addressed in his group, which in turn made his students feel good with his attitude and attention that he showed in the work. Although it is worth mentioning that there were also times when his verbal and nonverbal communication varied, it was not recurrent, this was perceived and reflected his behavior, since he aroused feelings of intolerance on certain occasions when he observed that the students became restless or were not attentive at the moment of informing them about certain activities because they were talking, since one of the characteristics of his students is that they are very dynamic and talkative.

To find out if the students in the class feel confident and secure to express their opinions in front of their classmates, it can be observed that most of the students wanted to express their opinions as shown in the classroom fieldwork: *“You know that it is not possible to attend to the different opinions at the same time, we have already discussed that it is necessary to wait your turn to speak, everyone will have the opportunity to express”*.

Thus, it could be observed that certain students were always in favorable conditions to give their opinions and make known their learning experiences, but there were also times when other students did not show interest in participating in class, in this situation the educator to promote the motivation of students, it is reflected as he tells them: *“You who took homework to read a story, what could you tell me about the story”*, this was how most of the students expressed their comments regarding what they had understood in their own words, however, there were students who did not dare to come to the front to comment on what they knew. The teacher clarified that there was little time left for their parents to attend the meeting to give them the grades and when they see the relationship that there is no participation in class, what will they say? Before this clarification the children who did not want to participate did so in a committed way but not with pleasure.

Likewise, in this category, the teacher was interviewed and questioned to find out if the students show confidence to express their opinions and interests in front of their classmates; his answer was: *“Most of them do because they express their opinions”*.

As can be seen in almost the second part of the study, according to the results obtained in the graph, it is evident that the students feel distrustful when participating and expressing themselves orally. Therefore, motivation is an extremely important factor for students to develop their skills and abilities to do so, only in this way will they feel confident to express themselves, one of the functions of the teacher is to implement strategies that benefit students in such a way that they acquire knowledge and skills to communicate assertively.

During the development of the class, it was observed that the teacher used some words of reinforcement to optimize the confidence and security in their pupils and even when they finished the school activity a presentation of all the work was made for them to observe and recognize the skills of themselves.

In this way, it is reflected how the teacher was accompanying and motivating them with words such as the following: *“You are good, you do well, you are very intelligent and if you cannot, together we will help each other”*.

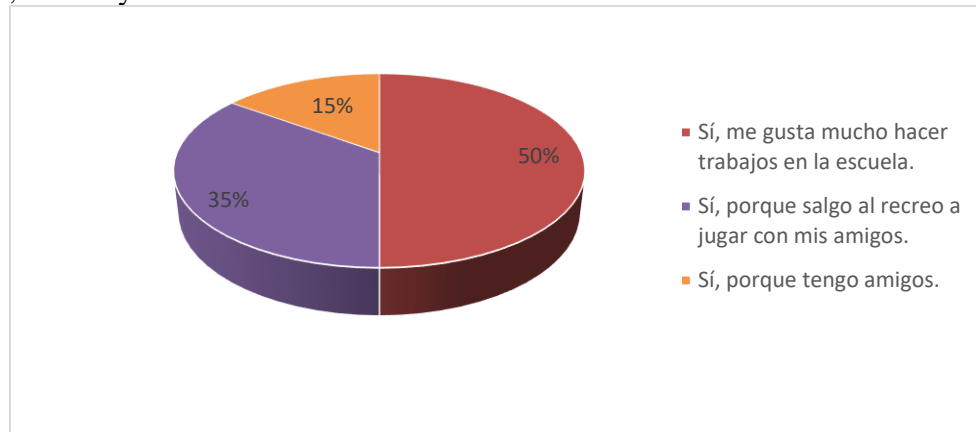
In relation to this category, the teacher of the group was interviewed to find out if his students show willingness and security to participate or talk about a topic during class and how he identified it, to which he responded that: *“Yes, with their participations because they all want to do it”*.

In relation to the activities and positive thoughts, an important level of motivation is presented, considering that half of the participants feel that they can and almost the other half declares that they are not always discouraged and only one student states that they need help.

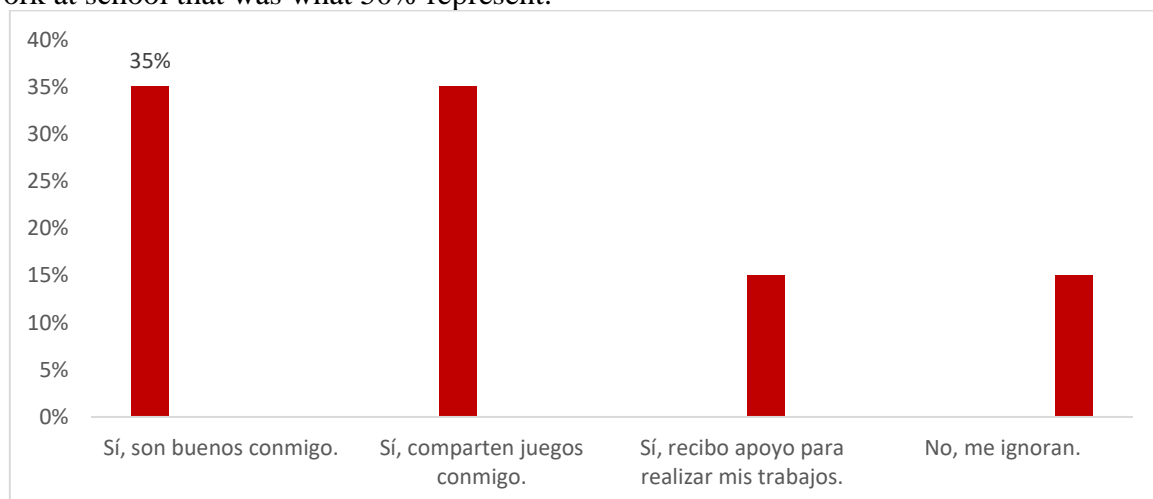
In the interview with the teacher, he was asked about how he motivates his students with positive phrases and thoughts, where he firmly states that: *“Yes, you can, you are smart, you are good”*.

One more question about this category was in reference to whether they are happy at school, why, and the answers that were rescued were the following:

Graph 8. Frequency of answers given by students in relation to whether they are happy at school, and why.



Graph 9. The feeling of being happy at school is generally found to be related to doing work at school that was what 50% represent.



In relation to the level of acceptance or bonds between friends, the great majority consider themselves in good harmony with their peers, where 35% perceive the kindness of their friends and another 35% value the games they share.

Conclusions

Self-esteem is the main ingredient for human development and emotional well-being, therefore, it is convenient to consider the symptoms that indicate how one feels to become aware of the relationship that is maintained with the mental, emotional and corporal state, for this reason, it is important to know which are the traits in people with low or high self-esteem.

During the classroom observation, it was possible to verify that the teacher maintained a good interaction with his students, although his attitude and encouragement were not always congruent and frequent, since his behavior varied depending on the situations that arose in the school context; while the affective relationship between the students only occurred when they expressed their ideas in group, but when they were at their workplaces the communication established was indifferent, brief and not very harmonious.

In relation to the data obtained, it can be seen that most of the students feel confident when expressing themselves, although some of the students interviewed responded that they do not feel confident to express themselves in front of their classmates for fear of making mistakes or not knowing how to explain things, thus showing that the students need support to improve their communication skills, since they are afraid and have difficulty expressing their opinions in front of the other classmates in the group.

Likewise, when comparing the answers received by the children and the teacher regarding the idea that others have of them, whether it is positive or negative, it is identified that most of the students think that they have a positive opinion of others because they get along well with all their friends, only two students responded negatively, since they do not always play well with their classmates; In this regard, the teacher believes it is important to develop self-esteem in his pupils because if a child is not well, it will be difficult to learn; likewise, in the field work, a good teacher-student interaction was observed during the classes; however, the student-student relationship was sometimes of companionship and sometimes of indifference, so it is necessary that the teacher pay more attention to this aspect and implement strategies that promote integration and acceptance of his students as a group.

According to the results obtained, it is affirmed that students have different notions about the importance of their opinions in class, which are due to their experiences or knowledge acquired in their relationships with others, so it is essential that good relationships are created in the classroom for children to build bonds of friendship to promote trust and harmony.

In this category, the educational agent was interviewed about whether the opinions of his students in class are important to him, to which he responded: *“Yes, sometimes you learn from them, because if a student says something, as a teacher you reflect on how to do things better”*.

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