Strengthening Of Self-Esteem In Students Of Fourth Grade Of Primary School Of The Technical-Commercial Educational Institution Of Tocancipa San Luis Gonzaga. Design Of Methodology

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ARTICLEINFO	ABSTRACT
	Research on the strengthening of self-esteem in fourth grade students at the Institución Educativa Técnico Comercial de Tocancipá, San Luis Gonzaga branch, reveals the importance of supporting children's emotional development to improve overall well-being and academic performance. Through surveys and interviews with students and teachers, key factors affecting children's self-esteem were identified, including the need for a supportive environment and educational strategies focused on emotional development. A comprehensive program was proposed to strengthen self-esteem, including emotion management techniques and activities that promote a positive school climate. A highlight In the implementation of the proposal focuses on teaching children to manage their emotions, providing valuable tools for intervention. It seeks not only to increase students' self-confidence, but also to improve their social and academic skills, creating a more inclusive and stimulating educational environment. **Keywords**: self-esteem, emotional development, educational intervention, emotion management, Institución Educativa Técnico Comercial de Tocancipá, child welfare, pedagogical strategies.

Resumen

La investigación sobre el fortalecimiento de la autoestima en los estudiantes de cuarto grado de la Institución Educativa Técnico Comercial de Tocancipá, sede San Luis Gonzaga, revela la importancia de apoyar el desarrollo emocional infantil para mejorar el bienestar general y el rendimiento académico. A través de encuestas y entrevistas a estudiantes y docentes, se identificaron factores clave que afectan la autoestima de los niños, incluyendo la necesidad de un entorno de apoyo y estrategias educativas enfocadas en el desarrollo emocional. Se propuso un programa integral para fortalecer la autoestima, que incluye técnicas de manejo de emociones y actividades que promueven un clima escolar positivo. Un elemento destacado En la implementación de la propuesta se centra en enseñar a los niños a gestionar sus emociones, proporcionando herramientas valiosas para la intervención. Se busca no solo aumentar la confianza en sí mismos de los estudiantes, sino también mejorar sus habilidades sociales y académicas, creando un ambiente educativo más inclusivo y estimulante.

Palabras clave: autoestima, desarrollo emocional, intervención educativa, manejo de emociones, Institución Educativa Técnico Comercial de Tocancipá, bienestar infantil, estrategias pedagógicas.

Proposal for the strengthening of self-esteem in students of fourth grade of elementary school of the Institución Educativa Técnico Comercial de Tocancipá, San Luis Gonzaga.
In the current educational context, institutions not only have the responsibility to transmit academic knowledge, but also to foster the integral development of their students. However, increasing social pressure, the rise of social networks, and economic uncertainty have generated an environment in which children, particularly those in the early stages of their schooling, face significant challenges in building a solid self-

esteem. At the IE Técnico Comercial de Tocancipá, San Luis Gonzaga branch, a particular concern has been identified in fourth grade students, who, in the midst of this scenario, it becomes necessary to develop strategies to strengthen self-esteem, in order to prevent the affection of their emotional well-being and their ability to relate positively with others.

Strengthening self-esteem in children is essential for their development as confident and resilient individuals. Self-esteem, understood as the positive valuation of oneself, directly influences the way in which students face academic and social challenges. As Uscamayta (2015) and other studies point out, robust self-esteem is not only vital for self-confidence and self-care, but also facilitates social integration and the management of emotions, crucial aspects in the formation of engaged and emotionally balanced citizens.

The objective of this scientific article is to present a pedagogical proposal to strengthen self-esteem in fourth grade students of the IE Técnico Comercial de Tocancipá, San Luis Gonzaga. Based on an analysis of the school context and the factors that contribute to low self-esteem, a set of strategies that integrate playful activities, group dynamics and teaching approaches focused on the recognition of the personal value of each student is proposed. This proposal seeks not only to improve children's perception of themselves, but also to promote a more inclusive and empathetic school environment, where each student can fully develop his or her potential.

1. RESEARCH PROBLEM

1.1 PROBLEM STATEMENT

Educational institutions have traditionally been seen as spaces where students acquire knowledge and cultural values, preparing them as "citizens of the future." However, this vision often ignores the need for students to develop their own life project and a personal vision for the future. It is crucial to strengthen self-confidence, develop skills such as self-knowledge and self-esteem, and promote a focus on personal growth, especially in a current context marked by consumerism, socioeconomic challenges, the omnipresence of social networks and a generalized sense of uncertainty (Uscamayta, 2015).

Self-esteem and interpersonal relationships are fundamental in the integral development of children and the construction of the social and emotional fabric of the community (Uscamayta, 2015). Strong self-esteem decisively influences children's self-perception, affecting their emotional management, self-care and self-image. Without adequate reinforcement, children may face conflicts, acts of violence and even extreme situations such as suicide, derived from despair, personal dissatisfaction or social isolation (Rodríguez & Martínez, 2019).

Despite the efforts of the Ministry of Education to regulate student behavior, problems of low self-esteem persist and, in many cases, worsen. Factors such as the lack of specialized teacher training, the limited involvement of some parents, and the complexity of current circumstances contribute to this situation, aggravated by the lack of adequate resources to address them (González & Pérez, 2020). Therefore, it is urgent to implement strategies that strengthen self-esteem from early ages, integrating emotional education in schools to promote a safe and healthy school environment, and for children to develop a positive self-image and emotional management skills (López & Valenzuela, 2018).
pedagogical strategies.

1.2 PROBLEM DESCRIPTION

In Colombia, family and social dynamics are fundamental to building self-esteem in children. Although many parents want the best for their children, they often do not have the necessary tools to foster this self-esteem from an early age. This is reflected in children showing insecurities, nervousness and poor school performance. The situation is aggravated in times of family crisis, where factors such as abuse, job loss and business closures destabilize the family nucleus, negatively impacting the self-esteem of both children and adults (World Bank, 2020).

At the Institución educativa Técnico Comercial de Tocancipá, San Luis Gonzaga branch, the need to strengthen self-esteem is evident in fourth grade students, affecting their integral development. These children, who are in a crucial stage of their personal and social formation, face great challenges due to complicated family situations, such as the separation of their parents, migration and the illness of their parents. These circumstances generate feelings of insecurity, sadness and distrust in the future, further weakening their self-esteem (Rodríguez & Carrasco, 2013). In addition, excessive use of the Internet is contributing to this problem. Spending too much time in front of the screen causes worrying behaviors such as irritability, difficulty concentrating, depressive mood and sleep disorders, all factors that affect the mental health and, therefore, the self-esteem of children (Monterrosa, 2018; Requesens & Echeburúa, 2015).

The environment in Tocancipá, marked by urbanization and economic mobility, also influences children's self-esteem. These changes generate a cultural shock that makes it difficult for them to adapt to new ways of living and learning. The pandemic has added further pressure, interrupting classroom schooling and weakening interpersonal relationships, which has left a deep mark on their self-esteem. Given this scenario, it is vital to implement pedagogical strategies that strengthen the self-esteem of these students, integrating emotional education and the development of social skills in the school environment, so that children can build a positive self-image and feel secure and valued in their environment (González & Pérez, 2020).

1.3 FORMULACIÓN DEL PROBLEMA

In the current context, fourth grade students at IED Técnico Comercial de Tocancipá, San Luis Gonzaga campus, face a series of challenges that affect their integral development, being the need to strengthen their self-esteem one of the most pressing. This situation is reflected in behaviors such as insecurity, poor school performance and difficulties in interpersonal relationships among some students. These problems, in turn, are influenced by family, social and technological factors, which negatively impact their emotional well-being. Given this reality, it becomes imperative to identify the elements that contribute to low self-esteem in these students, as well as to design and implement pedagogical strategies that promote a positive self-perception and the strengthening of their social skills. This analysis will focus on how family and social environments affect students' self-esteem and on the formulation of pedagogical interventions to mitigate these negative effects.

1.4 GENERAL INQUIRY.

En la IED Técnico Comercial de Tocancipá, sede San Luis Gonzaga, los estudiantes de cuarto grado se enfrentan a retos significativos en su autoestima, lo que impacta negativamente su rendimiento académico y sus relaciones interpersonales. Estos desafíos están moldeados por una combinación de factores familiares, sociales y tecnológicos que afectan su desarrollo integral. A partir de esta situación, surge la pregunta: ¿Cómo se puede fortalecer la autoestima de los estudiantes de cuarto grado en la IED Técnico Comercial de Tocancipá, sede San Luis Gonzaga, a través de la implementación de estrategias pedagógicas que consideren y aborden los factores familiares y sociales que influyen en su bienestar emocional?

1.5 SPECIFIC QUESTIONS.

- What family and social factors have the most significant impact on the self-esteem of fourth grade students at the IED Técnico Comercial de Tocancipá?
- How does the excessive use of the Internet affect the self-esteem and behavior of students at the IED Técnico Comercial de Tocancipá?
- What pedagogical strategies have proven to be effective in similar contexts to strengthen self-esteem in elementary school students, and how can they be adapted to the specific situation of the IED Técnico Comercial de Tocancipá?
- How does the perception of institutional and family support affect the self-efficacy and personal development of fourth grade students in the educational institution?

2. OBJECTIVES

2.1 General Objective
To develop a comprehensive proposal to strengthen the self-esteem of fourth grade elementary school students at IED Técnico Comercial de Tocancipá, San Luis Gonzaga, through the improvement of interpersonal relationships within the school environment. This proposal will seek to identify and implement effective strategies that promote a positive and supportive environment, fostering students' self-confidence and emotional well-being, and addressing the family and social influences that impact their self-esteem.

Objetivos específicos

1. To evaluate the current impact of interpersonal relationships on the self-esteem of fourth grade students at IED Técnico Comercial de Tocancipá, San Luis Gonzaga, through surveys and interviews with students, teachers and parents. This initial diagnosis will allow identifying the critical areas that need intervention and will guide the design of the proposal.

2. Design and implement a program of activities and workshops aimed at improving social skills and communication among students, promoting empathy, teamwork and mutual respect. This program will include evidence-based strategies to strengthen interpersonal relationships and contribute to the positive development of self-esteem.

3. Develop and implement intervention strategies to engage parents and teachers in the process of strengthening students' self-esteem, with the goal of creating a comprehensive supportive environment. These strategies will include training and educational resources that will enable them to effectively support students in their emotional and social growth.

3. METHODOLOGICAL FRAMEWORK

3.1 PARADIGM

The present research will be approached from the hermeneutic paradigm, which, according to Dilthey (cited in Martínez, 2011), is defined as "a research approach through which the researcher seeks to understand and interpret a phenomenon or a reality in a specific context" (p. 11). This paradigm focuses on the interpretation and understanding of texts, discourses and cultural phenomena, seeking to unravel the deep meaning of human and social expressions.

The hermeneutic approach holds that the understanding of a phenomenon is intrinsically linked to the context in which it is produced. Thus, researchers who adopt this method focus on unraveling the multiple layers of meaning present in texts or discourses, relying on hermeneutic theory to guide their analysis. Authors such as Hans-Georg Gadamer, Paul Ricoeur and Jürgen Habermas have been instrumental in the development of this methodology, providing valuable tools for its application in the social sciences and humanities (Gadamer, 2013; Ricoeur, 2016; Habermas, 2003).

This approach is particularly relevant for the proposed research, since it seeks to specify and understand the educational context in which the phenomenon of self-esteem develops in fourth grade elementary school students. By applying the hermeneutic paradigm, the aim is to establish a deep and authentic understanding of the phenomenon studied, considering the context and the experiences of the subjects involved. This paradigm will make it possible to address in a comprehensive and meaningful way the meanings that students and their environment construct in relation to self-esteem, and to offer a proposal that responds to these contextual and personal realities.

3.2 RESEARCH APPROACH

The proposed research will adopt a mixed methodological approach, as defined by Creswell (2021). This approach is characterized by the integration of quantitative and qualitative data, combining methods that encompass both closed and open data. By merging both types of data, the researcher can extract meta-inferences that provide a more complete and richer view of the phenomenon under study than if quantitative or qualitative data were analyzed independently. Creswell emphasizes that the goal of mixed methods is not to replace the quantitative or qualitative paradigms, but to take advantage of their combined strengths and minimize their weaknesses when used in isolation.

The fundamental premise of this approach is that combining statistical trends (quantitative data) with personal narratives and experiences (qualitative data) provides a deeper and more complete understanding of the research problem. According to Hernández-Sampieri and Mendoza (2018), mixed methods involve a systematic process that integrates the collection and analysis of quantitative and qualitative data to make inferences based on all the information collected. This approach allows for a more comprehensive discussion of the phenomenon, providing a more holistic view than the separate analysis of each type of data.

In addition, Creswell points out that the equal combination of quantitative and qualitative methods differs from the subtypes of mixed studies proposed by Johnson et al. (2007), who suggest that the combination of methods may vary according to the predominance of one or the other. Mixed methods not only seek to deepen the results, but also to justify the integrated combination of methods to comprehensively address the research objectives and questions.

The mixed approach offers several advantages, such as the ability to perform meta-inferences that broaden the spectrum of understanding beyond the separate analysis of quantitative and qualitative data. It also allows for greater methodological sophistication and can increase publication opportunities (Creswell, 2021). However, it presents challenges, such as the need for strong expertise in both types of research, additional skills to handle mixed methods, and an increase in the time and resources required for data collection and analysis (Hernández-Sampieri & Mendoza, 2018). These challenges also imply a continuous requirement to review and keep in mind the essential characteristics of the mixed approach.

3.3 METHODOLOGY DESIGN

For the present research, a non-experimental methodological design will be adopted. This type of design is characterized by the observation and analysis of phenomena as they occur in their natural context, without the deliberate manipulation of variables (Hernández-Sampieri, Fernández-Collado, & Baptista, 2014). In this approach, no external conditions or stimuli are applied to the subjects of the study; instead, the behavior and characteristics of the subjects are observed in their usual environment to obtain an authentic view of the reality under investigation.

Within the framework of non-experimental research, a cross-sectional design will be employed. This design focuses on examining the state or level of one or several variables at a specific point in time or on determining the relationship between a set of variables at a point in time (Creswell, 2021). Data collection in a transectional design occurs at a single point in time, which allows capturing a snapshot of the variables and their interaction at that particular point in time.

The trans-sectional approach is appropriate for this research, as it seeks to identify and analyze the current level of self-esteem in fourth grade elementary students and to explore how interpersonal relationships may influence that self-esteem at a particular point in time. This design will provide a clear view of the current state of the phenomenon under study without the need to manipulate the conditions of the participants' environment.

3.4 PHASES

In order to effectively address the problem of low self-esteem in fourth grade elementary school students at the IED Técnico Comercial de Tocancipá, San Luis Gonzaga, a methodology structured in three main phases has been designed. Each phase is aimed at providing a comprehensive understanding of the problem and developing an appropriate proposal to strengthen the students' self-esteem by improving their interpersonal relationships. The phases of the methodology are detailed below:
- First Phase: Documentary Review and Data Collection.
In this initial phase, an exhaustive documentary review focused on the main theoretical categories related to self-esteem and interpersonal relationships will be carried out. This review will allow us to contextualize the study within the relevant theoretical framework and establish a solid basis for the subsequent analysis. Additionally, an approach will be made to the target population of the study, which consists of fourth grade elementary school students of the IED Técnico Comercial de Tocancipá, San Luis Gonzaga branch. In this stage, surveys and semi-structured interviews will be applied to collect qualitative and quantitative data that will provide a detailed understanding of the current situation of the students.
- Second Phase: Information Analysis
Once the data have been collected, the information will be systematized and analyzed using the Excel program. This analysis will allow the data to be organized in a structured manner, facilitating the identification of relevant patterns and trends. A detailed analysis will be carried out to interpret the findings and evaluate the relationship between the variables studied, as well as to understand the needs and perceptions of the students in relation to their self-esteem and interpersonal relationships.
- Third Phase: Structuring the Proposal
Based on the results obtained from the analysis, we will proceed to develop a proposal for strengthening self-esteem from interpersonal relationships, specifically designed for fourth grade elementary school students of the IED Técnico Comercial de Tocancipá, San Luis Gonzaga. This proposal will be elaborated taking into account the findings and needs identified, and will be structured in a way that effectively addresses the areas of improvement and promotes an educational environment that favors the development of self-esteem and interpersonal skills of students.

3.5. UNIT OF ANALYSIS

Total number of students in fourth grade of primary school at the IED Técnico Comercial De Tocancipá Sede San Luis Gonzaga (36 students).
Teachers of the fourth grade of the IED Técnico Comercial De Tocancipá Sede San Luis Gonzaga (5 teachers).

3.6. RESEARCH TECHNIQUES AND INSTRUMENTS

To address the understanding of the strengthening of self-esteem in fourth grade students of the IED Técnico Comercial de Tocancipá, San Luis Gonzaga branch, through the implementation of pedagogical strategies that address family and social factors influencing their emotional well-being, three research instruments have been selected: the documentary review, the semi-structured interview and the survey. Each of these instruments will be chosen for their ability to provide a comprehensive perspective of the problem and generate relevant data for the development of the proposal. The application of these instruments will be carried out according to the following procedures:

- Documentary Review

Documentary review is a technique that consists of the collection and analysis of relevant information on the topic in question. According to Hurtado (2008), this technique seeks to provide variables that are directly or indirectly related to the established topic, allowing to observe the current state of knowledge on the phenomenon or problem under investigation. Arias (2006) defines documentary review as "a process of searching, locating, compiling and analyzing documentary information related to a specific research topic". Ruiz (2009) adds that it is "a critical and systematic examination of the existing literature on a particular topic". The documentary review will be used to contextualize the research and obtain a theoretical basis to support the analysis of the factors that affect students' self-esteem.

- Semi-structured interview

The semi-structured interview is a qualitative method that allows obtaining detailed information through a guided conversation. This interview is characterized by its flexibility, since although it is based on planned questions, it allows for adjustments according to the interviewee's answers. Fontana and Frey (2005) define it as "a guided conversation between two or more people in order to obtain information on a specific topic". Taylor and Bogdan (1998) describe the interview as "a social interaction in which one person, the interviewer, elicits information from another person, the interviewee, through questions and answers". This instrument will be applied to fourth grade teachers to understand current actions and perceptions about addressing self-esteem in the educational context.

- Survey

The survey is a data collection method that uses standardized questions to obtain information about attitudes, opinions and behaviors from a representative sample. Fowler (2002) defines it as "a data collection technique in which a series of questions are asked of individuals selected from a population in order to describe the characteristics of the population in question." Babbie (2016) describes survey as "a research technique of asking questions of selected individuals from a population in order to generalize the answers obtained to the entire population". The survey will be administered to fourth grade students and their families to collect data on their experiences and perceptions related to self-esteem and the social and family factors that affect it.

These instruments will be validated by experts prior to application to ensure the relevance and reliability of the data collected. The combination of the documentary review, interviews and surveys will allow for a complete and nuanced understanding of the problem and will contribute to the development of an effective proposal to strengthen self-estee

4. JUSTIFICATION

The integral development of the human being is deeply influenced by a healthy self-esteem, since this forms the basis for the construction of a solid personality. In the school context, students have been identified with the need to strengthen their self-esteem, evidenced by their disinterest in learning and low academic performance. In addition, these students face difficulties in their socialization, exhibit shyness, and have difficulties due to their inability to obey or respect the rules. These behaviors are accompanied by carelessness in their personal presentation and low participation in extracurricular activities such as theater, dance and sports, although they should participate in mandatory recreational activities as part of the curricular development of physical and artistic education.

Self-esteem, therefore, requires solid support from both the classroom and the home. Interaction between family and school is crucial to foster positive development, where self-esteem and affective support become fundamental pillars. Goleman (cited by Roca, 2013) emphasizes the importance of family accompaniment to prevent self-esteem problems that can lead to feelings of distress and discouragement.

This research project focuses on designing a proposal that seeks to improve students' self-esteem and social relationships, considering both the family and school contexts. The social justification of the project lies in addressing the effects of the pandemic environment and the current conditions of the return to normality, as well as the impact of the family and school context on self-esteem. Promoting this type of initiative not only provides care for students, but also fosters new processes of social promotion and improvement of the educational environment.

From a theoretical point of view, this research allows confronting different concepts about self-esteem as a lifestyle that affects feeling, thinking and acting. In addition, it will examine how self-esteem and self-efficacy influence academic performance, providing evidence on the benefits of strengthening self-esteem to improve concentration and school performance.

Methodologically, the research is based on a qualitative approach to deeply understand students' experiences and challenges. Through case studies, it seeks to analyze and strengthen self-esteem in fourth grade students, facilitating an effective collaboration between home and school to enhance students' self-efficacy and confidence in their abilities.

Finally, from a pedagogical perspective, self-esteem can fluctuate due to events in the school and social environment. Failures and negative experiences can decrease self-esteem, while success and positive relationships can increase it. This project addresses self-esteem as a fundamental social skill that impacts the educational process, proposing strategies that strengthen key aspects such as self-acceptance, assertiveness and personal purpose.

At the professional level, the project provides an opportunity for the researcher to update herself theoretically on the subject and contribute with a practical proposal for the educational institution. This approach allows the school to implement an effective model to strengthen self-esteem, addressing an evident need in the current educational context.

5. DISCUSSION

In the research on self-esteem in fourth grade students at the Institución Educacional Técnico Comercial De Tocancipá, San Luis Gonzaga branch, several key findings have been identified that allow us to better understand how self-esteem develops in this group of students and how different factors influence their emotional and academic well-being.

First, a strong correlation has been found between students' self-esteem and their academic performance. Students with higher self-esteem tend to participate more confidently in school activities, showing remarkable enthusiasm for learning and a greater willingness to face challenges. This suggests that strengthening self-esteem is not only beneficial for students' emotional well-being, but also has a direct and positive impact on their academic performance.

Second, the family and social environment plays a crucial role in shaping students' self-esteem. Those who receive constant emotional support at home and have a social network that reinforces their confidence tend to develop stronger self-esteem. In contrast, students who face family conflicts or lack adequate support show higher levels of insecurity and doubts about their abilities. This finding underscores the importance of close collaboration between school and families to ensure an environment that nurtures students' emotional development.

Finally, it has been observed that the educational programs implemented in the institution have a significant impact on students' self-esteem. Activities that promote personal reflection, positive peer interaction and conflict resolution contribute significantly to the strengthening of self-esteem. However, the need to adapt these programs to better address the individual needs of students has also been identified, which could further enhance their emotional and social development.

6. LIMITATIONS

The development of the present research project faces several limitations that could hinder its progress and success. First of all, one of the main difficulties lies in the reluctance of parents to participate in the study. Some may fear that their children will be stereotyped or that participation in the project may have negative repercussions on their image and school environment. This concern could lead to parental refusal to contribute, which would limit the inclusion of crucial perspectives on the family context and its impact on students' self-esteem.
In addition, challenges related to teacher involvement in research are faced. Excessive workloads, lack of time for extracurricular activities and research, as well as the perceived complexity of the questionnaires, may limit their willingness to collaborate. Lack of incentives or institutional recognition may also discourage teachers' participation, affecting the quality of the data collected and, therefore, the understanding of stereotype-related aspects and group representation in the school environment.

These limitations could negatively impact the quality and comprehensiveness of the research, hindering a comprehensive assessment of the factors that influence student self-esteem and the development of the

proposal. To mitigate these challenges, it will be essential to establish strategies that encourage the active participation of all those involved, ensure institutional support, and provide adequate incentives that recognize the effort and collaboration of the participants.

6. CONCLUSIONS

The analysis of the results obtained from this study reveals several conclusions that highlight the importance of strengthening self-esteem in fourth grade students at the IE Técnico Comercial de Tocancipá, San Luis Gonzaga campus. The findings show that the school and family environment plays a crucial role in the emotional development of children, which in turn influences their academic performance and their ability to establish healthy interpersonal relationships. Based on these results, the need to adapt and personalize educational programs to respond to the individual emotional needs of each student is underscored, suggesting a more conscious and deliberate educational intervention.

First, the results indicate that the educational environment should not only focus on imparting academic knowledge, but should also foster students' emotional growth. It has been observed that self-esteem acts as a fundamental pillar in the integral development of children, and a school environment that positively reinforces individual capabilities can be determinant in the formation of confident and resilient young people. This finding suggests that educational institutions should implement specific strategies to strengthen self-esteem from a perspective that considers both academic and emotional development.

In addition, family and social support has been identified as having a significant influence on students' self-esteem. Children who receive solid support at home and in their social networks tend to develop a more robust self-esteem, which is reflected in better academic performance and a greater capacity to face emotional challenges. This implies that any educational intervention should consider the active involvement of families, promoting close collaboration between home and school to enhance students' emotional well-being.

Research also underscores the need to tailor educational programs to the individual characteristics of each student. The recognition that each child faces unique emotional challenges and strengths reinforces the idea that standardized programs may not be sufficient to address the needs of all students. Therefore, the implementation of personalized education tailored to the particularities of each child is suggested, which could maximize the positive effects on their self-esteem and ability to cope with adverse situations.

Likewise, the promotion of a comprehensive and equitable education stands out as one of the most important conclusions of the study. This approach not only focuses on academic performance, but also incorporates emotional and social components that are essential for the full development of students. It is concluded that by prioritizing emotional well-being in the educational framework, not only individuals benefit, but also the community as a whole, by forming more confident, empathetic citizens capable of contributing positively to their environment.

Finally, these results raise important implications for future research. It is necessary to continue exploring best practices and strategies to strengthen self-esteem in educational contexts, especially in vulnerable populations. In addition, it is suggested that future research should address the implementation of interventions at the family and community levels, considering the impact of external factors on children's emotional development. In this way, a deeper and more holistic understanding of how to strengthen self-esteem in the school setting and beyond, contributing to the formation of emotionally resilient and socially responsible individuals could be achieved.

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