

GAME PROGRAM TO BOOST SELF-ESTEEM IN 5-YEAR-OLD CHILDREN AT PRESCHOOL LEVEL

PROGRAMA DE JOGO PARA AUMENTAR A AUTOESTIMA EM CRIANÇAS DE 5 ANOS NA PRÉ-ESCOLA

PROGRAMA DE JUEGOS PARA ELEVAR LA AUTOESTIMA EN LOS NIÑOS Y NIÑAS DE 5 AÑOS DEL NIVEL INICIAL

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ABSTRATC

When a child acquires good self-esteem, they feel competent, secure, and valuable. Their development in learning, good relationships, activities, and why not say it, in building happiness will depend on their level of self-esteem. This research aimed to design a Game Program to raise self-esteem in 5-year-old boys and girls in the initial level. Our research problem defined the theories that served as the basis for our proposal, I mean, the theories of Daniel Goleman and Stanley Cooper Smith. The results show that 5-year-old boys and girls in the initial level have low self-esteem manifested in little confidence they have in themselves, they allow themselves to be manipulated by others, they are insensitive to the needs of their peers, they do not relate to the people in their environment, they isolate themselves, have a bad mood, behave in a more shy, more critical way and with little creativity, which in some cases leads to the development of aggressive behaviors. We conclude as achievements of the research, justifies the problem, confirming the hypothesis: preparing a proposal, regarding the rationale of the workshop.

Keywords: Game Show. Self-Esteem. Teaching-Learning Process.

RESUMO

Quando uma criança adquire boa autoestima, ela se sente competente, segura e valiosa. Seu desenvolvimento na aprendizagem, bons relacionamentos, atividades e, por que não dizer, na construção da felicidade dependerá de seu nível de autoestima. Esta pesquisa teve

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como objetivo elaborar um Programa de Jogo para aumentar a autoestima em meninos e meninas de 5 anos no nível inicial. Nosso problema de pesquisa definiu as teorias que serviram de base para nossa proposta, ou seja, as teorias de Daniel Goleman e Stanley Cooper Smith. Os resultados mostram que meninos e meninas de 5 anos no nível inicial têm baixa autoestima manifestada na pouca confiança que têm em si mesmos, se deixam manipular pelos outros, são insensíveis às necessidades de seus pares, não se relacionam com as pessoas em seu ambiente, se isolam, têm mau humor, se comportam de forma mais tímida, mais crítica e com pouca criatividade, o que em alguns casos leva ao desenvolvimento de comportamentos agressivos. Concluimos como conquistas da pesquisa, justificar o problema, confirmando a hipótese: elaborar uma proposta, quanto à justificativa da oficina.

Palavras-chave: Game Show. Autoestima. Processo de Ensino-Aprendizagem.

RESUMEN

Cuando un niño adquiere una buena autoestima se siente competente, seguro, y valioso. De su grado de autoestima dependerá su desarrollo en el aprendizaje, en las buenas relaciones, en las actividades, y por qué no decirlo, en la construcción de la felicidad. Esta investigación tuvo como objetivo diseñar un Programa de Juegos para elevar la autoestima en los niños y niñas de 5 años del nivel inicial. Nuestro problema de investigación definió las teorías que sirvieron de fundamento a nuestra propuesta, quiero decir, las teorías de Daniel Goleman y Stanley Cooper Smith. Los resultados muestran que los niños y niñas de 5 años del nivel inicial presentan una baja autoestima manifestado en la poca confianza que se tienen hacia sí mismo, se dejan manipular por los demás, son poco sensibles a las necesidades de sus compañeros, no se relacionan con las personas de su entorno, se aíslan, presentan mal humor, se comportan de una forma más tímida, más crítica y con escasa creatividad, lo que en algunos casos conlleva a que desarrollen conductas agresivas. Concluimos como logros de la investigación, justifica el problema, confirmando la hipótesis; elaborando una propuesta, a propósito de la fundamentación del taller.

Palabras clave: Programa de Juegos. Autoestima. Proceso de Enseñanza - Aprendizaje.

1 INTRODUCTION

Self-esteem is a fundamental piece in the construction of the pillars of childhood and adolescence. Self-esteem is not a subject that is learned in school. It is built daily through personal relationships of acceptance and trust.

The emotional side of children should never be ignored by parents and teachers. You have to be attentive to the changes in children's moods and their emotional ups and downs. From birth to adolescence, due to their vulnerability and flexibility, children must find security and affection in the people around them and parents can do a lot to improve their child's self-esteem. Everything that is achieved in this period of physical, intellectual and emotional development and growth can seal their behavior and their posture towards life in adulthood.

Self-esteem is a fundamental value. It is true that it has an intrinsic value that must be preserved, but that is only one of the components of that value. The other component that gives value to self-esteem, because it grounds, sustains and strengthens it, is precisely its relationship with education, that is, the certain awareness that the person has of knowing, of being capable, of being well prepared, and of being able to offer a valuable contribution to society. That does build self-esteem.

Self-esteem in 5-year-old boys and girls at the initial level of the I.E.I. —Pasitos de Jesúsll presents multiple weaknesses, problems and limitations that are demonstrated through the lack of socialization among children, feelings of inferiority, limited joy, frequent discomfort (expressed in bad moods, crying, screaming), tendency to be frightened by anything, fear of asking questions (often sweating hands, they stutter, cry), etc.

For the above reasons, the pillar on which we base this research is summarized in the following question: Will the design of a Games Program raise self-esteem in 5-year-old children at the initial level?

1.1 HISTORICAL EVOLUTION OF SELF-ESTEEM

They are also called causes of the problem that can be identified from brainstorming, document analysis and others⁶, they are presented in the various geographical spaces from an international, national and local context

Self-esteem is as old as human beings. As a psychological concept, it goes back to William James—nineteenth century—who says that self-esteem is born from the splitting of the global self into a knowing self and a known self⁷.

R. B. Burns clarifies that self-esteem is a set of attitudes towards oneself. In this sense, we understand attitude as a relatively stable and coherent pattern of perception, thought, evaluation and feelings directed towards an object, person, etc.

Self-esteem is a fundamental human need based on the experience of leading a meaningful life and meeting its demands. Specifically, we can say that self-esteem is:

- ☐ Confidence in our ability to think, to face the challenges of life.
- ☐ Confidence in the right to succeed and to be happy
- ☐ Feeling of being respectable, dignified people, with the right to affirm our beliefs.
- ☐ Trust one's own mind and know that we deserve happiness.

The level of self-esteem has great consequences in every aspect of our lives, for example:

- ☐ We tend to feel more comfortable with people whose level of self-esteem resembles ours.
- ☐ The biggest obstacle in a romantic relationship is the fear of not feeling worthy of love and thinking that we are destined to suffer
- ☐ The clearest example of low self-esteem is the need to consider another group as inferior.

It is important to remember that self-esteem is essential throughout life, but it is especially important in childhood. Self-esteem will allow the child to lead a full life by meeting daily demands, without feeling overwhelmed or frustrated by them.

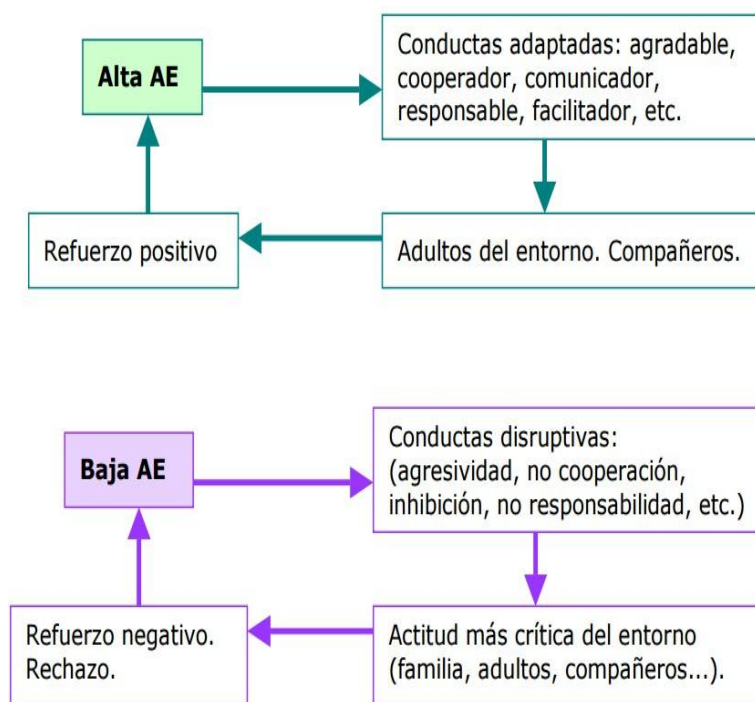
Good self-esteem can be considered the key to personal formation, learning, satisfactory relationships, self-realization (development of one's own potential) and happiness of individuals.

When a child has good self-esteem, he knows he is valuable and competent. Understands that learning is important, so they don't feel diminished when they need help. They are responsible, communicate well, and are able to relate appropriately to others.

A child with low self-esteem does not trust himself and therefore not others. They are usually shy, hypercritical, uncreative and can sometimes develop aggressive, risky and challenging behaviors. This causes rejection in others, which in turn has an impact on their self-worth.

Figure 1

Relationship between self-esteem and social behavior



Source: ae (Self-esteem) in <http://www.aepap.org/pdf/autoestima.pdf>

Self-esteem is important because it is a component of the personality, which is projected into all areas of the human being's life. Montoya (2001) asserts that the importance of self-esteem lies in the fact that when the person appreciates and loves himself, he enjoys what surrounds him in equal measure. That is, the more affection he has for his person, the greater the happiness he will find around him, with the people and friends with whom he shares his life. For his part, Branden (2010) argues that —self-esteem is important because it decisively affects practically all aspects of our experience (p.15).

According to the above, self-esteem influences the cognitive, emotional, social and affective aspect of the person and will depend on how the individual's self-esteem is to face the challenges that arise.

Spain: Many of the emotional wounds that a person has, produced in their childhood, can cause psychological, emotional and physical disorders (cancer, ulcers, hypertension, heart and eating disorders, skin problems, depression, etc.), producing difficulties in their lives (serious conflicts at work, decrease in energy and creative capacity, etc.). disastrous marital relations, not being able to make or keep friends, little understanding with children).

There are fathers, mothers, teachers or caregivers who humiliate, despise, do not pay attention, make fun of or laugh at the child when they ask for help, feel pain, have a small accident, need to be defended, express fear, ask for company, cling for protection, are ashamed, etc. These attitudes are completed with other totally opposite ones, showing the child that he is "loved and beautiful" creating great confusion. But these signs of affection are apparent, assigning a label to their identity, which results in a negative weight in training and in the development of their capacities.

By the time the affected person is an adult, they will transmit the humiliation or abuse to younger or more vulnerable people. It is a hereditary chain of abuse and power, since the contempt and shame experienced in childhood are the source of the problems that affect adult life and the cause of low self-esteem.

Mexico: The main image and most widespread form of violence is emotional abuse. There are many ways to scare a child and make him feel guilty and intimidated, without resorting to physical violence. The child torments themselves with thoughts and feelings that they cannot communicate or share with anyone and learn to endure pain and silence.

Self-esteem and communication are closely related, because depending on how something is said, the effect will be positive or negative, of learning or resentment, which is transmitted from childhood to the future. For this reason, it is understood that parents who damage their children's self-esteem do not always do so intentionally, since they were raised in the same way.

When parents want their children to react as they wish, they tend to behave in particular ways. These ways can be:

The martyrs: They control the child by making him responsible for his suffering and guilty for everything he may want or do that does not please these martyrs, who do not like anything, and resort to complaints, reproaches, tears, threats that he is going to give them an attack, etc.

- ☐ You see how I sacrifice myself for you and you don't care.
- ☐ I left everything to raise you and you pay me by doing that.
- ☐ Where did we go wrong that you do these things to us?

Dictators: They control the child by frightening them when they do something unauthorized, they are strict and threatening to make them obey and everything makes them angry. The child was condemned in an unappealable way, with mockery, shouting, display of power and domination.

- ☐ How can you be so stupid, how you don't realize things.
- ☐ I warned you and now you are going to see what happens to you for not obeying.
- ☐ I don't have to give you explanations, you do it because I order you to, period.

Sometimes these roles (martyr and dictator) are combined, alternate and add more confusion to the children because they are also accompanied by demands or manifestations of affection. And if a child complains, cries or complains about the treatment he receives, he can be judged again, blamed and disqualified.

As our parents communicate with us, so will be the ingredients that are incorporated into our personality, our behavior, our way of judging ourselves and relating to others.

Those voices remain resonating within us for a lifetime. That is why we must learn to recognize them and annul their power so that they do not continue to make us suffer, to free ourselves from these distorted mandates and not to repeat them to our sons and daughters.

No form of abuse is educational and no message or communication that blames, criticizes, accuses, insults or reproaches is a good stimulus for anyone. And less so in childhood, when there are no possibilities to defend themselves, protect themselves or understand that it is impotence and ignorance of other forms of treatment that leads parents to assume the role of martyr or dictator.

The first thing to understand is that we cannot take responsibility for the problems that embittered or made our fathers and mothers martyrs or dictators all our lives. It is enough to start investigating how these attitudes affected us, to begin to free ourselves from their effects and not repeat any of this with our own sons and daughters, with our students, with any of our boys or girls who may be in our care. In most Latin American countries, students have emotional emptiness and there is an absence of:

- ☐ Acceptance: Identify and accept your qualities and defects.
- ☐ Help: Plan realistic goals.
- Time: Make time regularly to be alone with your thoughts and feelings. Learn to enjoy your own company.
- ☐ Credibility: Pay attention to your thoughts and feelings. Do what makes you feel happy and satisfied.
- ☐ Encouragement: Take a "I can do it" attitude.
- ☐ Respect: Do not try to be someone else. Be proud of who you are.
- ☐ Appreciation: Reward yourself for your achievements, small and large. Remember that your experiences are uniquely yours. Enjoy them.

- Love: Learn to love the unique person you are. Accept your successes and failures.

The child who does not feel this value of himself in the eyes of his parents will fear his abandonment and will feel his existence in danger. At each stage of development, the achievements achieved will give him a positive sense of self-worth that will contribute not only to the child feeling good but also to calm his fears. Therefore, maintaining positive self-esteem is a fundamental task throughout development.

Self-esteem is constantly affected by experiences in the external world that are later carried over to the internal world.

We say that a person has high self-esteem when they value themselves positively and are satisfied with their abilities and actions. These people have confidence in themselves, they know what their strengths are, and they show them off, and they know how to identify their weaknesses, so they try to improve them, being the criticism they make of themselves, soft.

On the contrary, in people with low self-esteem there is a big difference between how they feel they are and how they would like to be. The more areas of the child or adolescent's life are affected by this way of valuing themselves, the worse their overall evaluation will be. Low self-esteem appears in many problems of childhood and adolescence. A teenager may do very well academically, but if that's not very important to him or her, it won't be of much value. On the other hand, if what he really considers important is to be accepted by a group of people and is systematically rejected, he will carry out any type of behavior to belong to that group (getting a tattoo, consuming alcohol or drugs, etc.).

Let's look at an example. A person can be defined as short, dark, hard-working and friendly, although sometimes they have a bad temper. This description would consist of how this person sees themselves. But your self-esteem will depend on how you "score" each of the characteristics you have used when describing yourself. We would say that he has a high self-esteem if: he does not attach much importance to the fact of his height, because "expensive perfumes are kept in small bottles"; she likes to be dark, as it is typical of her land; he thinks that hard-working people are the ones who are worthwhile; and she loves to be nice, although, as she does not like to be taken for a ride, she has enough of a bad temper to know how to put things in their place, from time to time. On the contrary, she will have low self-esteem if the most important thing in her life is to be tall and blonde; the fact that she is a worker she considers it synonymous with others always taking advantage of her effort

without even thanking her; and being nice does not help him much, because, with his bad temper, he always spoils everything.

In Chile: Self-esteem is learning to love and respect ourselves, it is something that is built or rebuilt from within. This also depends on the family environment in which we are and the stimuli it gives us.

In family violence, victims and perpetrators have very low self-esteem, since on the one hand, the victim is someone who is mistreated without being able to set limits and does not realize that they are being abused. On the other hand, the perpetrators compensate for the inferiority they feel, mistreating and abusing a family member¹⁷.

In Peru, students have the following characteristics of low self-esteem:

- Insecurity about who they are and lack of self-confidence.
- ☐ Intimacy problems in relationships.
- ☐ They hide true feelings.
- Inability to reward themselves for achievements.
- Inability to forgive themselves and others.
- ☐ Fear of change.

After the family, it is the school that is responsible for continuing to form good self-esteem in children. On many occasions, far from promoting it, they diminish the self-esteem of infants.

It is during school age where children develop affective feelings and in which they form their self-esteem based on interaction with their peers and teachers. School is undoubtedly the appropriate place to develop a healthy self-esteem. Teachers exert a significant influence on the student, whether positive or negative. Alcántara (2001) argues that the student has the need to find people who reflect the positive aspects of his person, since they perceive themselves according to the image that others have of him, showing the behaviors that the people significant to him expect and desire. According to the author, the role of the teacher is fundamental, because it is he who, with his treatment, respect, affection and correct guidance, will guide his students to develop their positive self-esteem.

2 HISTORICAL CONTEXTUAL SITUATION OF SELF-ESTEEM

This section should consider the history of the problem up to its current state and where it is heading. The evolution of the problem is the development of what is happening

and the changes it is undergoing over the last months, weeks or days. On the other hand, the trend shows where the problem can go if it is not treated in time.

Self-esteem is essential throughout life, but it is especially important in childhood. Self-esteem will allow the child to lead a full life by meeting daily demands, without feeling overwhelmed or frustrated by them.

School has a significant influence on the image that students form of themselves. The years that the student remains in school condition self-esteem, especially in the academic field.

Everything he receives from others: evaluations, criticism, information, leave a mark on him. The role of the school and teachers is of the utmost importance for the development of the self-concept and self-esteem of their students.

In Peru, basic education in current times does not respond to the challenges posed by the world, a situation that highlights the deficiencies of our school system, since in teaching rote and encouraging the repetition of contents; teachers maintain the use of a dogmatic and repressive educational methodology, it is precisely repression in teaching that leads to the censorship of what is creative, preventing the formation of creative and innovative skills in students.

This means that the educational institution does not insert itself into the community in an efficient way and does not contribute to the development of capacities and skills to link the lives of students with the world and to face the incessant changes in society and knowledge as stipulated in the purposes of Peruvian education in the General Education Law.

Peruvian education is constantly changing every day, which seeks to awaken the student's critical sense, his creative capacity, and improve his self-esteem so that he can fully develop in a given society. But sometimes this is not fulfilled, as there are many factors that prevent the intellectual and social development of the student.

The 5-year-old boys and girls of the I.E.I. "Pasitos de Jesús", Zarumilla Province, Tumbes; they have low self-esteem manifested in the little confidence they have towards themselves, they allow themselves to be manipulated by others, they are not very sensitive to the needs of their peers, they do not relate to the people around them, they isolate themselves, they have a bad mood, they behave in a more shy, more critical way and with little creativity, which in some cases leads them to develop aggressive behaviors.

The characteristics and manifestations of low self-esteem that we have also been able to identify in 5-year-old children are the following:

□ Children who do not feel confident about themselves:

—Most of our children have problems of insecurity, they do not make decisions such as who they want to play with, where to play, what activities to do, who they want to play their games with; he is dependent, he is always asking us if what they do is right or wrong, which limits him to relate to his classmates and to expand within the classroom.

□ Inadequate teacher management of emotions and moods:

—Teachers are alien to the spiritual world of children. The emotions of children are expressed in shouting, anger, many of them rough, this implies that mainly many feel guilty, sad, we also find children who do not know or do not know how to express well what they really feel and this confuses them, they do not know how to react or they become aggressive or they isolate themselves and are shy. The children don't know each other very well.

□ Children who lack affection for other classmates:

—For the same reason that they are shy, submissive, they do not tend to socialize with their other classmates, they are not very expressive, when a classmate approaches them they only listen to them, look at them and the other classmate does not find an answer, they do not express what they feel towards the other partner.

□ Aggressive children:

—In many cases, children who have low self-esteem tend to be aggressive with their peers, to express what they want they are aggressive: they shout, they hit to be attended to, they throw their tantrum to get the attention of their classmates, but in reality their response is fright and they move away from that classmate and that is where the child with aggressive behaviors does not understand what is happening, because they don't pay attention to him, they don't play with him, etc.

□ Use phrases that are very inappropriate for children's self-esteem: "Everything goes wrong for me": —This is the phrase we hear people say.

Our students reproach themselves because things do not go as they imagine and they get discouraged, they feel sad and do not look for solutions and they see possible solutions in a positive way. We as teachers must be attentive to these situations that create low self-esteem in the student.

"Nobody loves me": —When you hear a child say this phrase, don't overlook it. It may be a good time to seek help. Children are sensitive, they feel bad when they are not paid

attention to and even more so if they feel lonely because no one wants to play with them.

"I'm ugly": "Now because of the same media that presents us with defined stereotypes, this is what children see and learn and often annoy their other classmates telling them that they are ugly, fat, skinny, short, etc. All this influences the student not to accept himself as he is.

□ Children with inappropriate vocabularies:

—In most cases I have had to reprimand a child because they have spoken bad words, many times because they listen to children older than them or listen to it at home.

□ Uncooperative and intolerant children:

—Low self-esteem is also characterized by the limited tolerance and collaboration that exists between children, in the classroom you can see little boys and girls who interact excluding their classmates, do not talk to them, always exclude them from games, do not want to lend their toys, their supplies, etc

□ Personality problems:

—If self-esteem problems are not treated in time, we would have many students with personality problems in the not too distant future, which can be very frustrating throughout the students' lives.

□ Family instability:

—Some of my children, when I see them sad or quiet, I ask them, "What's going on?" They respond that their father or mother has scolded or punished them; or that their parents have been fighting and screaming that is why they feel sad; This contributes to forming shy students, with behavioral problems because they learn from what happens in their family.

□ A lack of social skills is perceived in children:

—Children do not know how to start a conversation or maintain a conversation, by asking questions, introducing themselves, introducing other people; they do not ask for help, they do not receive instructions, they cannot manage their feelings, they do not easily express their feelings or understand the feelings of others, they do not know how to deal with someone's anger and manage fear; All these inappropriate behaviors are generating situations of stress or anxiety towards other classmates and us as teachers.

3 THEORETICAL BACKGROUND

TEJADA (2010) conducted a study whose specific objective was to establish comparisons and associations between self-esteem, levels of schooling, gender and age in students in the first stage of basic education in a public school in Greater Caracas, Venezuela. Data were taken during the 2005 and 2006 school years. The population examined consisted of 104 first-grade students; 106 second grade students and 91 third grade students. Self-esteem was assessed with a test designed specifically for this research, presented as an additive, Likert-type scale. The conclusion was reached in relation to the self-esteem scores according to gender, no significant differences were found between the groups evaluated. In contrast, a significant difference is observed between the groups according to the level of education.

GORÓSTEGUI (2004) conducted a study whose objective was to analyze the differences in the levels of self-assessment of children in basic general education in the metropolitan area of high, medium and low socioeconomic levels, observed at time one (1992) and at time two (2003). Its sample includes children in the third, fourth, fifth and sixth year of common basic general education, between eight and twelve years of age in paid private schools, subsidized private schools and municipal schools in Chile. The sample was stratified by non-proportional affixation, considering the variables: sex, course and socioeconomic level. To assess self-concept, the Piers-Harris self-concept assessment scale for children was used. The scale was applied to sample one in 1992 with a total of 935 students and sample two of 1303 students, applied in 2003. The study reached the following conclusion: with respect to sample one, the self-assessment of boys exceeds that of girls (although not significantly), in sample two the relationship is reversed, girls outperform boys with significant average scores.

GONZÁLES (2010) conducted research whose objective was to determine the influence of self-esteem on the reading comprehension of students in the fifth grade of primary school of the School of Application of the National University of Education —Enrique Guzmán y Valvell. The sample consisted of 136 fifth-grade primary school students of both sexes, from the UNE application school. Due to the characteristics of the research, it is a non-experimental study with an explanatory descriptive design. The Aysen test instrument was applied to measure the students' self-esteem. Then the Progressive Linguistic Complexity Test (CLP) was applied. In this study, it was concluded that: self-esteem significantly

influences the reading comprehension of students in the fifth grade of primary school of the application school of the Enrique Guzmán y Valle University.

On the other hand, FRIDMAN (2007) conducted a study to compare the areas of self-concept. This study was carried out under a descriptive design. The sample consisted of 398 students of both sexes, attending the fourth, fifth and sixth grades of primary school from nine public and private schools in Metropolitan Lima. The instrument used was the Self-Concept Scale of Mc. Daniel Piers. It was concluded that there are significant differences in self-concept, in the sub-areas: social, family and emotional, and the total score of the scale in relation to gender in fourth and fifth grade students.

SALAZAR (2006) conducted a study to describe self-esteem, self-concept, and school performance in Christian educational institutions. This study was carried out under a descriptive design in five Christian institutions in Lima. The sample consisted of two hundred and twelve fifth-grade students. The instrument applied to self-esteem and self-concept was an instrument developed by the same author of the research and the instrument for school performance was the annual average minutes. In this study, it was concluded that those students with good self-esteem had an adequate self-concept and an optimal performance, but not outstanding. Students with low self-esteem had an oscillating school performance. The low self-concept in the students did not allow for permanent and continuous school performance. There was a statistical correlation and self-concept with school performance.

MUÑOZ, M. (2006) In his master's thesis —Relationship between self-esteem and resentment in children and adolescents of the Educational Center 80825 Virgen del Carmen de Poroto, District of Pacora, Lambayeque, presented to the Private University —César Vallejo, Chiclayo, the purpose of which was to determine if there is a significant inverse relationship between self-esteem and resentment, according to age and sex in students of the secondary level of C. E. 80835

—Virgen del Carmen de Porotoll from the District of Pacora, Lambayeque. It reached the following conclusions:

- It was found that there is a high and significant negative relationship between self-esteem and resentment according to age and sex, this indicates that when one variable increases the other decreases.
- Regarding the relationship between resentment and self-esteem according to age, it was found that there is an inverse relationship between self-esteem and resentment

at all ages, but they vary in degree with a tendency to present a stronger association of both variables with age.

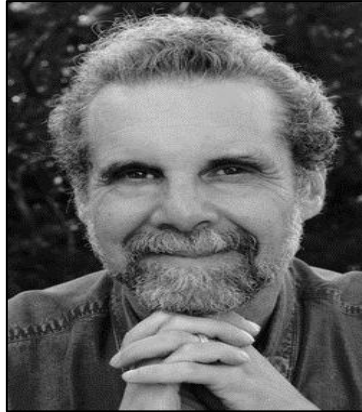
- Regarding the relationship of the variables according to sex, it was found that there is a similar correlation, although slightly stronger in the students in contrast to the female students.
- The validity and reliability of the Stanley Cooper Smith Self-Esteem Inventory for the District of Pacora, Lambayeque were obtained, obtaining validity through the Item-Test method and reliability through the Crombach's Alpha Method, so the inventory is valid and reliable.
- The validity and reliability of the León Resentment Scale – Adapted for the District of Pacora, Lambayeque for secondary school children aged between 12 and 17 years were obtained, through validity through the Item – Test method and reliability through the Crombach's Alpha Method, so the inventory is valid and reliable.
- The majority of the population reached a medium-low level of self-esteem and a minority was at a low level.
- It was also found that a significant percentage of the students have a medium level of resentment of which 28% are women, the results being interpreted as the tendency for women from marginal areas to be exposed to resentment than men.

3.1 THEORETICAL BASIS.

3.1.1 Daniel Goleman's Theory of Emotional Intelligence

Daniel Goleman (born March 7, 1947 in Stockton, California) is an American psychologist. He gained worldwide fame from the publication of his book Emotional Intelligence.

Figure 2



The publication of *Emotional Intelligence* (1995) signifies an unprecedented dissemination of a concept that until then had gone unnoticed. This book becomes a best seller in many languages. From the mid-nineties, emotional intelligence is a topic of general interest by society, so much so that articles (first in popular journals and then in scientific journals) and books on the subject begin to appear.

Emotional intelligence, according to Daniel Goleman, "is the ability to recognize feelings in oneself and in others, being able to manage them when working with others.

The term emotion is used to refer to a feeling and its characteristic thoughts, psychological and biological states and a variety of tendencies to act. There are hundreds of emotions, along with their combinations, variables, mutations, and nuances. In fact, there are more subtleties in emotion than we can name. Emotion is defined as any agitation and disturbance of the mind, feeling, passion; any vehement or excited state of mind. The emotional mind is much faster than the rational mind, and it springs into action without stopping for a moment to think about what it is doing. Its rapidity rules out the deliberate, analytical reflection that is the hallmark of the thinking mind. Since the interval between what triggers an emotion and its eruption can be virtually instantaneous, the mechanism that evaluates perception must be capable of a high velocity, even in brain time, which is calculated in milliseconds. This assessment of the need to act must be automatic, so fast that it does not enter consciousness. This rapid array of emotional response invades us practically before we realize what is happening around us.

Another point he emphasizes is the management of emotions, and the awareness of what is behind any feeling (for example, the pain caused by anger), in order to learn ways to manage anxiety, anger and sadness. Emphasis is also placed on taking charge of the

responsibilities generated by actions and decisions, on assuming commitments. A key social skill is empathy, which is understanding the other's feelings and perspective, and respecting the differences between how each one feels about the same things. Interpersonal relationships are an essential point of the program, which includes learning to listen and ask the right questions, to discriminate between what another expresses and one's own judgments and reactions, to be positive before being angry or in a passive attitude, and to learn the art of cooperation, conflict resolution and compromise in negotiation.

With more and more children not receiving safe support in family life to navigate life, schools becoming the only place to which communities can turn in search of correctives for children's deficiencies in social and emotional fitness. This does not mean that the school alone can supplant all the social institutions that are often on the verge of collapse. Or they have already fallen into it. But from the moment virtually all children attend school, it offers an environment where they can be given life lessons that they could not receive anywhere else—learning is not a separate fact from the feelings of the students. Being an emotional alphabet is just as important to learning as instruction in math and reading.

For Goleman³⁹, emotional intelligence consists of:

1. Knowing one's own emotions: The principle of Socrates

"Know thyself" refers to this key piece of emotional intelligence: being aware of one's own emotions; recognize a feeling at the moment it occurs. An inability in this regard leaves us at the mercy of uncontrolled emotions.

2. Managing emotions: The ability to manage one's feelings so that they are expressed appropriately is based on becoming aware of one's own emotions. The ability to soften expressions of anger, fury, or irritability is critical in interpersonal relationships.

3. Motivate oneself: An emotion tends to drive towards an action. Therefore, emotion and motivation are intimately interrelated. Directing emotions, and the consequent motivation, towards the achievement of goals is essential to pay attention, self-motivate, manage and carry out creative activities. Emotional self-control leads to delaying gratifications and controlling impulsivity, which is usually present in the achievement of many goals. People who possess these skills tend to be more productive and effective in the activities they undertake.

4. Recognize the emotions of others: A fundamental gift of people is empathy, which is based on the knowledge of one's own emotions. Empathy is the basis of altruism. Empathic people tune in better to subtle cues that indicate what others need or want.

This makes them suitable for the professions of help and services in the broad sense (teachers, counsellors, pedagogues, psychologists, educational psychologists, doctors, lawyers, sales experts, etc.).

5. Establishing relationships: The art of establishing good relationships with others is, to a large extent, the ability to manage the emotions of others. Social competence and the skills that come with it are the basis of leadership, popularity, and interpersonal efficiency. People who master these social skills are able to interact smoothly and effectively with others.

Principles of Emotional Intelligence:

1. System of Principles.

The theory of emotional intelligence establishes the following principles:

- ☐ Reception of anything we incorporate by any of our senses.
- ☐ Retention in our mind, which includes retentive (or ability to store information) and recall, the ability to access that stored information.
- ☐ Analyze and process information.
- Issuance of an act of communication.
- Control of our mental and physical functions.
- ☐ These five principles are mutually reinforcing.

Emotional Intelligence comprises and develops in five fundamental areas of skills:

Intrapersonal Intelligence:

It is the same ability, but turned towards itself. It is the ability to form a true and accurate model of oneself and use it effectively and constructively.

- ☐ Emotional Self-Knowledge: Recognizing a feeling while it is presented is the key to Emotional Intelligence. The lack of ability to recognize our own feelings leaves us at the mercy of our emotions. People with this ability manage to lead their lives better.
- ☐ Emotional Control: It is the ability to deal with one's own feelings, adapting them to any situation. People who lack this ability constantly fall into states of insecurity, while those who possess better emotional control tend to recover more quickly from life's setbacks and setbacks.
- Self-motivation: Directing emotions to achieve a goal is essential to stay in a state of permanent search and to keep the creative mind to find solutions. People who have this skill tend to be more productive and effective, whatever their endeavor.

Interpersonal Intelligence.

It is the ability to understand other people, what motivates them, how they work and how to work cooperatively with them.

☐ Recognition of Other People's Emotions: Empathy is another skill that builds emotional self-knowledge. This ability allows people to recognize the needs and desires of others, allowing them to have more effective relationships.

• Interpersonal Skills: The art of relating is, in large part, the ability to produce feelings in others. This skill is the basis on which popularity, leadership and interpersonal efficiency are based. People with this quality are more efficient in everything that is interaction between individuals. They are the "social stars."

2. Conceptual System:

- ☐ Educational teaching process
- ☐ Sex education.
- ☐ Emotional skills.
- Development of skills in the exercise of sexuality.
- ☐ Initiation and moral perceptions in children and adolescents.

3. Proposition System:

- ☐ Education promotes change and development in society.
- ☐ Pedagogy as a formative process is responsible for preparing man in a career for life.
- ☐ Being skilled in managing our emotions allows us to better exercise our sexual and reproductive rights.
- ☐ For adolescents to exercise their sexuality correctly, they must be provided with knowledge about them and develop emotional skills.
- ☐ Not all stages of moral development arise from biological maturation but are linked to interaction with the environment.

4. Referral System:

For the Theory of Emotional Intelligence we will work properly to obtain the following achievements in the various types.

Emotional Self-Knowledge:

- ☐ Improvement in the recognition and designation of one's own emotions.
- Greater ability to understand the causes of feelings.
- ☐ Recognition of the difference between feelings and actions.

Managing Emotions:

- Greater tolerance for frustrations, and anger control.

- ☐ Fewer jokes, fights, and class interruptions.
- Greater ability to adequately express anger, without fighting.
- ☐ Less aggressive or self-destructive behavior.
- More positive feelings about themselves, school, and family.
- ☐ Better stress management and less loneliness and social anxiety.

Productive Harnessing of Emotions

- ☐ More responsibility and greater ability to focus on the task at hand and to pay attention.
- ☐ Less impulsivity, greater self-control.
- Better grades on school achievement tests.

Empathy: Interpreting Emotions

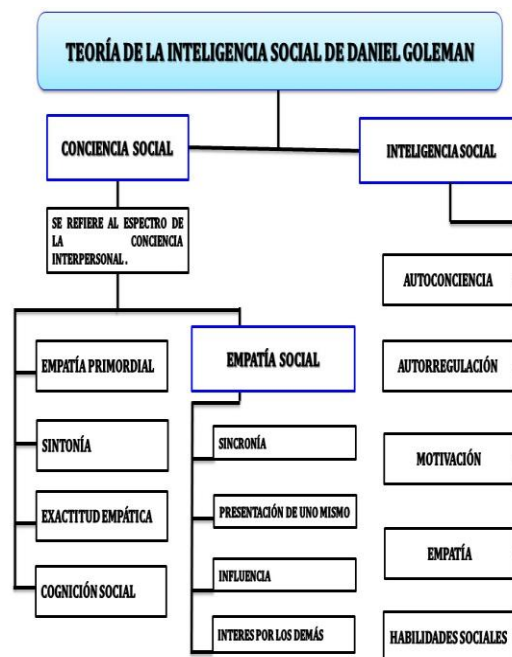
- ☐ Increased ability to understand another person's point of view.
- ☐ Improved empathy and sensitivity to perceive the feelings of others and improved listening skills.

Personal Relationship Management

- ☐ Increased ability to analyze and understand relationships.
- ☐ Improved conflict resolution and negotiation in disagreements. And greater skill and positive attitude in communication.
- More popularity and sociability: friendly and interested attitude with their tasks.
- ☐ Greater concern, consideration and solicitude on the part of their peers.
- ☐ More "pro-social" and harmonious attitude in the group. Greater cooperation, help and attitude of sharing.
- ☐ A more democratic attitude in dealing with others.

Figure 3

The diagram represents the conceptual structure of Daniel Goleman's theory of social intelligence. It distinguishes two main dimensions: social awareness and social intelligence. Social awareness encompasses the processes related to interpersonal cognition, which allow us to recognize and understand the emotional states of others. It includes components such as primal empathy, attunement, empathic accuracy, and social cognition, which facilitate the accurate perception of emotions and an empathetic response to the needs of others. Social intelligence, on the other hand, comprises the skills that enable effective and constructive interaction with other people. Within this dimension are self-awareness, self-regulation, motivation, empathy, and social skills. Social empathy, considered the central element of the model, integrates aspects such as synchrony, self-presentation, influence, and concern for others, fostering healthy and cooperative interpersonal relationships. Overall, the model highlights the interdependence between emotional and social competencies, proposing that social intelligence is an essential pillar in the development of emotional competence and in the quality of human relationships



Source: Prepared by Investigadora based on information read.

3.1.2 Stanley Cooper Smith's Theory of Self-Esteem

Figure 4



Stanley Cooper Smith (1996) points out that the process of self-esteem formation begins six months after birth, when the individual begins to distinguish his body as an absolute whole different from the environment that surrounds him.

He explains that at this moment the concept of object begins to be elaborated, initiating his concept of himself, through the experiences and explorations of his body, the environment that surrounds him and the people who are close to him. It points out that experiences continue, and in this learning process, the individual consolidates his own concept, distinguishes his name from the others and reacts to it.

Between the ages of three and five, the individual becomes egocentric, since he thinks that the world revolves around him and his needs, which implies the development of the concept of possession, related to self-esteem.

During this period, the experiences provided by the parents and the way they exercise their authority, and the way they establish relationships of independence are essential for the individual to acquire the skills of interrelating, contributing to the formation of self-esteem, therefore, parents must offer the individual rewarding experiences that contribute to their personal and social adjustment to achieve benefits at the level of self-esteem.

At the age of six, explains Cooper Smith (1996), school experiences begin and interaction with other individuals or peer groups develops, developing the need to share in order to adapt to the environment, which is of utmost importance for the development of self-appreciation based on the criteria developed by the individuals around them.

At eight and nine years of age, the individual already establishes his own level of self-appreciation and keeps it relatively stable over time.

Cooper Smith (1996) adds that after the age of 11, socialization skills begin and are consolidated, widely linked to the development of self-esteem; since it shows the opportunities to communicate with other people directly and continuously.

Therefore, if the environment that surrounds the individual is a world of peace and acceptance, the individual will surely achieve security, integration and inner harmony, which will constitute the basis for the development of self-esteem.

The same author explains that the subject's history in relation to the respectful treatment he has received, status, interpersonal relationships, communication and affection he receives are elements that connote the process of self-esteem formation and make the individual direct his perceptions in an adjusted or maladjusted way, characterizing the behavior of this variable.

Characteristics of Self-Esteem

Stanley Cooper Smith states that there are several characteristics of self-esteem, including that it is relatively stable over time. This characteristic includes that self-esteem is susceptible to vary, but this variation is not easy, since it is the result of experience, so only other experiences can change self-esteem.

Likewise, she explains that self-esteem can vary according to sex, age and other conditions that define the sexual role. In this way, an individual can manifest self-esteem in relation to their specific factors.

From the above, the second characteristic of self-esteem proposed by Cooper Smith⁴⁶ can be deduced, which is its individuality. Since self-esteem is linked to subjective factors, it is the result of the individual experiences of each individual, which is different from others in all its magnitude and expression. The self-evaluation implicit in the self-esteem report requires the subject to examine his or her performance, abilities, and attributes, according to personal standards and values, and to make a decision about his or her own worth.

This author adds that another characteristic of self-esteem is that it is not an essential requirement for the individual to be aware of his attitudes towards himself, since he will also express them through his voice, posture or gestures, and in short, when suggesting that he provide information about himself, he will tend to evaluate himself considering the appreciations he has elaborated about himself.

Dimensions of Self-Esteem:

Stanley Cooper Smith points out that individuals present different forms and perceptual levels, as well as differences in the pattern of approach and response to environmental stimuli.

Therefore, self-esteem has dimensional areas that characterize its breadth and radius of action. These include:

- Personal self-esteem: It consists of the evaluation that the individual makes and habitually maintains with respect to himself in relation to his body image and personal qualities, considering his capacity, productivity, importance and dignity and implying a personal judgment expressed in attitudes towards himself.
- Self-esteem in the academic area: It has to do with the evaluation that the individual makes and usually maintains with respect to himself in relation to his performance in the school environment, considering his capacity, productivity, importance and dignity, implying a personal judgment expressed in attitudes towards himself.
- Self-esteem in the family area: consists of the evaluation that the individual makes and habitually maintains with respect to himself in relation to his interactions with the members of the family group, his capacity, productivity, importance and dignity, implying a personal judgment expressed in attitudes towards himself.
- Self-esteem in the social area: It has to do with the evaluation that the individual makes and usually maintains with respect to himself in relation to his social interactions, considering his capacity, productivity, importance and dignity, implying a personal judgment expressed in attitudes towards himself.

Levels of Self-Esteem:

In relation to the degrees or levels of self-esteem, Cooper Smith states that self-esteem can occur at three levels: High, medium or low, which is evidenced by the fact that people experience the same situations in a notably different way, since they have different expectations about the future and affective relationships. The author explains that these levels differ from each other since they characterize the behavior of individuals, therefore, people with high self-esteem are active, expressive, with social and academic success, are leaders, do not shy away from disagreement and are interested in public affairs.

It is also characteristic of individuals with high self-esteem, low destructiveness at the beginning of childhood, they are disturbed by feelings of anxiety, they trust their own perceptions, they expect their efforts to lead to success, they approach other people with the

expectation of being well received, they consider that the work they do is generally of high quality, They expect to do great jobs in the future and are popular with individuals their own age.

In reference to individuals with a medium level of self-esteem, Cooper Smith states that they are people who are characterized by presenting similarity with those who have high self-esteem, but they show it to a lesser extent, and in other cases, they show inappropriate behaviors that reflect difficulties in self-concept.

Their behaviors can be positive, such as being optimistic and able to accept criticism, however, they tend to feel insecure in the estimates of their personal worth and may depend on social acceptance.

Therefore, it is indicated that individuals with a medium level of self-esteem present more moderate positive self-affirmations in their appreciation of competence, significance and expectations, and it is usual that their statements, conclusions and opinions in many aspects are close to those of people with high self-esteem, even if not under all contexts and situations as is the case with them.

Finally, Cooper Smith conceptualizes people with a medium level of self-esteem as those individuals who show discouragement, depression, isolation, feel unattractive, as well as unable to express themselves and defend themselves because they are afraid of provoking the anger of others. He adds that these individuals consider themselves weak to overcome their deficiencies, remain isolated from a certain social group, are sensitive to criticism, are concerned about internal problems, have difficulties in establishing friendly relationships, are not sure of their ideas, doubt their abilities and consider that the work and ideas of others are better than their own.

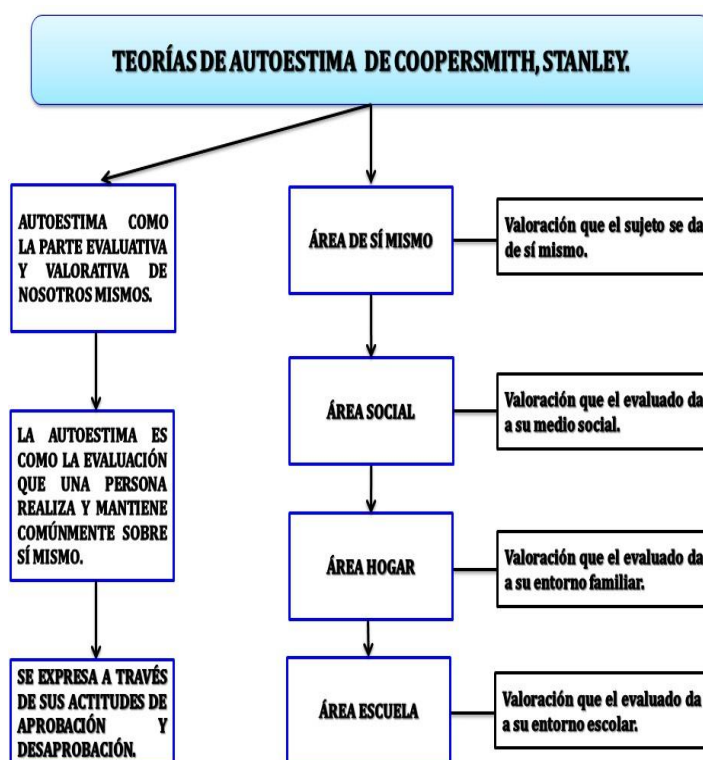
Figure 5

The diagram represents the main components of Stanley Coopersmith's theory of self-esteem. According to Coopersmith, self-esteem constitutes the evaluative and appraisal aspect of self-concept, understood as the evaluation a person habitually makes of themselves.

Coopersmith identifies four fundamental areas of self-evaluation:

1. Self, which reflects the value the individual places on themselves.
2. Social, referring to the perception of acceptance and value the individual receives from their social environment.
3. Home, related to the value the individual places on their family context.
4. School, which refers to the individual's assessment of their performance and acceptance in the school setting.

The theory posits that self-esteem is expressed through attitudes of approval or disapproval toward oneself, modulated by the interaction between self-perception and the responses of the environment



Source: Prepared by Researcher based on information read.

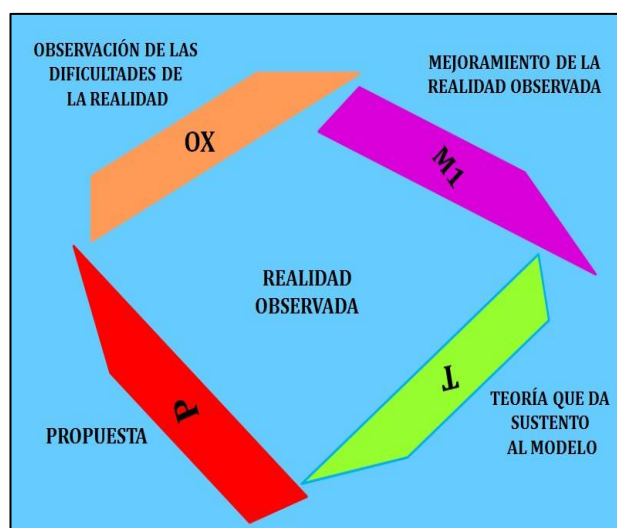
3.1.3 Research Paradigm and Modality

The paradigm that was assumed in the research is the so-called qualitative paradigm because it is a propositional research.

The work was designed in two phases: In the first, the situational and population diagnosis was considered, which allowed us to select our research techniques. In the second phase, the variables were disaggregated, emphasizing the independent variable that is related to the preparation of the proposal. The research adopts the following design:

Figure 6

Diagram of the "observed reality"



Theoretical and empirical methods were applied, which allowed an in-depth approach to a Games Program to raise self-esteem in 5-year-old children at the initial level.

The theoretical methods used were used to analyze the theories necessary to determine self-esteem in children:

With the Historical-Logical Method: the compilation of the theories and the determination of self-esteem were carried out.

And the Inductive Method: it allowed the identification of the problems of the field of study, manifested at the time of observing some tasks carried out in the groups of children in the classrooms.

With the Analytical Method: the analysis of facts and phenomena was carried out separating their constituent elements to determine their importance, the relationship between them, how they are organized and how these elements work, this procedure simplified the difficulties when treating the fact or phenomenon in parts, since each part can be examined separately in a process of observation, attention and description.

Analysis and synthesis are procedures that complemented each other in the execution.

Empirically, the diagnosis of the problem and the monitoring of the object of study were used, for which collection instruments were applied, such as: interviews, testimonies, checklist; that were carried out in coordination for the procedures, for example:

- Coordinate with the director.

- Coordinate with teachers.
- Prepare the instruments for collecting information.
- Application of information collection instruments.
- Database formation.
- Data analysis.
- Data interpretation.
- Exposure of the data.

The population was made up of 32 5-year-old boys and girls from the initial level of the I.E.I. —Pasitos de Jesús, Zarumilla Province, Tumbes:

For data collection in the research, Figure 7 is shown

Figure 7

Diagram (Primary Techniques)



4 EXPERIENCE IN THE INITIAL EDUCATIONAL UNIT OF ZARUMILLA - PERU

Table 1

Relationship of children with their peers

Relates easily to peers		Sex		Total
		Male	Female	
	Often	6	5	1
	Sometimes	8	4	1
	Never	4	5	9
Total		18	14	3

Source: Checklist applied to 5-year-old boys and girls at the initial level of the I.E.I. —Pasitos de JesúsII, Zarumilla Province, Tumbes. May 2014.

Most children (12) sometimes manage to relate to their classmates, that is, sometimes they manage to talk, laugh, play together and order some toys.

Table 2

Children are afraid to ask questions

Afraid to ask		Sex		Total
		Male	Female	
	Often	7	5	12
	Sometimes	7	4	11
	Never	4	5	9
Total		18	14	32

Source: Checklist applied to 5-year-old boys and girls at the initial level of the I.E.I. —Pasitos de Jesúsll, Zarumilla Province, Tumbes. May 2014.

These results show a very complex reality in children and is very striking, since it shows that most children are frequently afraid to ask questions (12). The problem occurs mostly in children (7), that is, these children are afraid to ask questions often, they remain silent, in some cases when they are told to ask questions they begin to cry, lower their heads or hide.

Table 3

Children are easily upset

Easily annoyed		Sex		Total
		Male	Female	
	Often	12	8	20
	Sometimes	3	3	6
	Never	3	3	6
Total		18	14	32

Source: Checklist applied to 5-year-old boys and girls at the initial level of the I.E.I. —Pasitos de Jesúsll, Zarumilla Province, Tumbes. May 2014.

The majority of children (20), of which 12 are boys and 8 girls, are angry. According to these results, children are the ones who show greater irritability in their personality, they are frequently bothered very easily, this because in some cases they are annoyed because others have different toys, because they do not want them to play or because they simply feel that someone is making fun of them.

Table 4

Feelings of inferiority in children

	Sex	
--	-----	--

		Male	Female	
Feels inferior to peers				
	Often	13	9	22
	Sometimes	3	2	5
	Never	2	3	5
Total		18	14	32

Source: Checklist applied to 5-year-old boys and girls at the initial level of the I.E.I. —Pasitos de JesúsII, Zarumilla Province, Tumbes. May 2014.

Feeling inferior to someone is a main characteristic among those who have low self-esteem. The results show that most children feel inferior to their peers (22), of this figure the greatest problem is in boys (13) and a smaller percentage in girls (9).

Table 5

Describes objects according to what he thinks

Describes objects according to what he thinks		Sex		Total
		Male	Female	
	Often	6	5	11
	Sometimes	9	4	13
	Never	3	5	8
Total		18	14	32

Source: Checklist applied to 5-year-old boys and girls at the initial level of the I.E.I. —Pasitos de JesúsII, Zarumilla Province, Tumbes. May 2014.

Most children (13) sometimes describe objects according to what they think, of which (9) are boys and (4) are girls.

Table 6

They act independently and creatively

Act independently and creatively		Sex		Total
		Male	Female	
	Often	4	4	8
	Sometimes	8	5	13
	Never	6	5	11
Total		18	14	32

Source: Checklist applied to 5-year-old boys and girls at the initial level of the I.E.I. —Pasitos de JesúsII, Zarumilla Province, Tumbes. May 2014.

This table shows the children's level of independence. Children (13) sometimes act creatively and independently; of them (8) are boys and (5) are girls. These problems cause children not to show their creativity in the development of classroom activities, they have limitations in painting, drawing, describing, etc.

Table 7

Children's listening skills

Knows how to listen to others		Sex		
		Male	Female	
	Often	8	4	1
	Sometimes	8	7	1
	Never	2	3	5
Total		18	14	3

Source: Checklist applied to 5-year-old boys and girls at the initial level of the I.E.I. —Pasitos de Jesúsll, Zarumilla Province, Tumbes. May 2014.

The results show that children (15) sometimes tend to listen to others, (8) are boys and (7) are girls. It is important to develop in children the ability to know how to listen since it often makes them receptive children, but not to be passive since they would only limit them to listen to what others say without being able to refute, complement.

Table 8

Appreciation of physical appearance in children

He considers that his physical appearance is not		Sex		Total
		Male	Female	
	Often	5	2	7
	Sometimes	11	8	19
	Never	2	4	6
Total		18	14	32

Source: Checklist applied to 5-year-old boys and girls at the initial level of the I.E.I. —Pasitos de Jesúsll, Zarumilla Province, Tumbes. May 2014.

Children (11) are the ones who sometimes have more negative things about their physical appearance, in some cases children believe that they are ugly, chubby or that they do not like their appearance so much. On the other hand, girls (8) are sometimes the ones who value their physical appearance the most and consider them to be beautiful, even making gestures about their beauty.

Table 9

Children are easily frightened

Easily frightened		Sex		Total
		Male	Female	
	Often	6	4	10
	Sometimes	12	8	20
	Never	0	2	2
Total		18	14	32

Source: Checklist applied to 5-year-old boys and girls at the initial level of the I.E.I. —Pasitos de Jesúsll, Zarumilla Province, Tumbes. May 2014.

ANALYSIS: Another very significant indicator in matters of self-esteem is to be easily frightened, as can be observed most children (30) are frequently frightened by anything, especially those of the male sex (18). They get scared when asked about some objects, about their name, the color and shape of the toys.

Table 10

Joy in children

He is very cheerful		Sex		Total
		Male	Female	
	Often	5	5	10
	Sometimes	12	8	20
	Never	1	1	2
Total		18	14	32

Source: Checklist applied to 5-year-old boys and girls at the initial level of the I.E.I. —Pasitos de Jesúsll, Zarumilla Province, Tumbes. May 2014.

The faces of the children sometimes reflect a very painful reality, most of the students (20) are not very happy. The faces mostly show sadness, seriousness, fear; these aspects are more common in children (12).

5 THEORETICAL PROPOSAL

Figure 8

Theoretical proposal



Foundation.

Theoretical Fundamentals:

The theory used for this research, for the examination of the object of study and for the elaboration of the proposal allowed us to achieve precision in the understanding and handling of conceptual and practical terms.

Daniel Goleman's Theory of Emotional Intelligence transmits the conception of the object of study, its characteristics (identification of main problems), elements, components, manifestations and relationships.

Stanley Cooper Smith's Theory of Self-Esteem states that there are several characteristics of self-esteem, including that it is relatively stable over time. This characteristic includes that self-esteem is susceptible to vary, but this variation is not easy, since it is the result of experience, so only other experiences can change self-esteem.

Legal Grounds:

They refer to the spirit of the main norms that sustain the fundamental rights of children, it implies having clarity in compliance with the rules of the National State, in which they must be considered as centers of attention to the needs of students, teachers, parents (educational community in general).

Philosophical foundations:

It is expressed around the conception of the type of man that is to be formed.

Philosophical explicitation considers that the human being is conditioned by existing social relations (students' environment) and by the demands, aspirations and characteristics of universal civilization (interdependence).

Epistemological foundations:

It is clear that the epistemological approach, especially for self-esteem, also determined the route we should follow to be able to design the proposal in such a way that the meaning or reason for being of its procedures to produce scientific knowledge is found.

Sociological foundation:

It provides elements to understand the purpose of self-esteem and the process of socialization among children. It clarifies the relations with the society in which the subject lives and thus incorporates the individual into his community, by providing him with a form of education through which his growth is vitally related to the needs of societies.

Structure of the Proposal.

The Games Program consists of three workshops, made up of the summary, rationale, objective, theme, methodology, evaluation, conclusions, recommendations and bibliography.

WORKSHOP N° 1: LET'S LEARN BY PLAYING WITH SELF-ESTEEM.

Summary:

Self-esteem is a powerful force within each of us, it is confidence in our ability to think and to face the basic challenges of life, it is confidence in our right to be happy, the feeling of being worthy, of deserving, of having the right to affirm our needs and to enjoy the fruits of our efforts. Consequently, self-esteem is the innate and unconditional feeling of love, security, and well-being. It is our birthright, therefore, we must elevate it by playing in various ways. The workshop seeks to raise self-esteem through various games.

Foundation:

Our workshop is based on Daniel Goleman's Emotional Intelligence and Stanley Cooper Smith's Self-Esteem Theory. The design of the games focuses on the basic principles of synchrony and self-presentation, that is, designing our workshop aimed at developing the ability of socialization between boys and girls.

Objective:

Design games to raise self-esteem in children.

Thematic Analysis:

Topic N°01: Introducing ourselves to get to know each other.

- The children are asked to each look for a partner, preferably someone they do not know, or want to know more.
- Each child sits in front of his or her partner, both are put in a relaxed position.
- One of the members of each pair is asked for 10 minutes

Play with the other trying to talk about the characteristics of the toy and the games they are playing.

- After that time, a presentation of each one will be made with their names and the couple will be asked to describe something else about their partner: name, color of clothing, color of eyes, from this similarities will be established between people.
- At the end, everyone will be united as one person with common characters: We all have eyes, mouth, arms, etc. In this game, children will learn to value everyone equally. My name is Juan.

Figure 9



Source: Image from Google.

Topic N°02: What I think of myself.

It is about showing that each child is acceptable to the team, that each one is proud of himself.

- Divide the children into groups of two people.
- Ask each one to write on a piece of paper 3 to 5 things that they really like about themselves.
- After about 3 to 5 minutes, ask the partners to share with each other what they have written on the piece of paper.

- Then each person makes a list of several less desirable habits that they would like to change about themselves. Then they share between the members of each pair.

Figure 10



The purpose of this game is for children to identify the characteristics of their voice in the face of different circumstances they face in their daily lives.

- Group the children in pairs.
- Ask one of the members of the couple, for 10 minutes, to talk to their partner about what their voice is like in the different moments that they have to live daily, showing them figurines with different faces. While the person is talking about their voice, their partner cannot talk to them; only with her body language will she show her interest in listening to her.
- After 10 minutes, the roles are reversed and for a similar period of time the other member of the couple speaks over his or her voice to his or her partner.

Figure 11



Source: Image from Google.

Methodological Development:

Our workshop will be based on a fundamentally participatory methodology of the attendees (children, teachers), taking as a basis their own experience and vision of the subject.

In the development of these activities, the children will carry out various activities individually on the various topics and must answer the oral questions helped by the teacher, they will also be evaluated intergrouply, arguing each group on the topics developed, finally the facilitator (teacher) will evaluate each group obtaining the final results.

These dynamics will be repeated in three different sessions with the same procedures; but with various exercises, that is, constant practice. In this socialization space, various skills will be developed to face challenges of the proposal.

Workshop Schedule:

- ☐ One week for each topic.

Figure 12

Month and date	June, 2014		
	9	15	27
Activity Presentation of the workshop and explanation of the methodology.	30 min.	30 min.	30 min.
Presentation of topics.	40 min.	40 min.	40 min.
Teamwork.	40 min.	40 min.	40 min.
Debates and exchange of ideas in the group.	40 min.	40 min.	40 min.

Figure 13

Receso.		30 min.	30 min.
	40 min.	40 min.	40 min.
Exposición de ideas.			
Socialización de experiencias inter grupales.	180 min.	180 min.	180 min.
Tiempo Total	400 min.	450 min.	450 min.

Figure 14

EVALUATION OF THE WORKSHOP			
NAME AND SURNAME:			
I MARK WITH AN X MY ANSWER			
How do I Felt?	 HAPPY	 SCARED	 SAD
How did I learn?	 ALONE	 IN GROUP	 WITH MOM'S SUPPORT
What did I learn?	 INTRODUCING TO GET TO KNOW US	 WHAT I THINK OF	 RECOGNIZING

Conclusions:

1. Raising self-esteem early on makes it easier for children to interact. Knowledge between them, dialogue, shared play increases security.
2. Helping the child to think about himself or herself is essential because through games they can solve or overcome various limitations.
3. The recognition of children's voices is essential because from it they recognize the melodies that accompany it, significantly increasing their self-esteem.

Recommendations:

1. Apply each of the activities in order to raise the level of self-esteem.
2. Establish specific dynamics for each institution of early education in order to provide concrete solutions to the problem of self-esteem.

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WORKSHOP N° 2: BUILDING OUR SELF-ESTEEM.

Summary:

Your own self-esteem cannot be verified by others, you are valuable because you say it is so. If you depend on others to value yourself, this valuation will be made by others. Self-esteem, as its name indicates, depends on each person, on what they feel about themselves, on what they think about their own worth. Therefore, it will not be enough to tell a person

—you are valuable, —you must love yourself very much, etc. The most important thing is that we make this person feel valuable, love themselves. That is why the purpose of this workshop is to build our own self-esteem from games, in this way each child will build their own self-appreciation.

Foundation:

This workshop is based on children's emotions as a social skill in which it seeks to develop empathy between boys and girls; that is, through these games children will raise their self-esteem by being in constant interaction and being accepted in the games, respecting shapes, skin colors, etc., therefore as support the Theory of Daniel Goleman.

Objective:

Propose various games to build self-esteem.

Thematic Analysis:

Topic N°01: Playing at being Congressmen.

This activity aims to increase the children's argumentation skills, with it they can also improve the use of the tone, rhythm and intonation of the children's voice.

- ☐ Choose a topic that has advantages and disadvantages and divide the children into two groups: One of them will be in charge of defending the issue and the other will be in charge of fighting it.
- ☐ Give each group a time of 10 minutes to agree on the arguments they will have to defend and explain what they will have to discuss during the —plenary.
- ☐ The teacher acts as director of debates in the plenary. The development of the plenary is approximately 30 minutes, depending on the number of children, it will be done under the following rules:
- ☐ Each child has a maximum time of 2 minutes to present his/her point of view (describe colors, size, shape of a drawing that has been previously presented)
- ☐ The participation of the representatives of each group will be done alternately.

- A member of a group will not be able to participate a second time, if all the members of their group have not participated.
- The teacher ends the plenary session when both groups have had an equal participation. Depending on the topic, there may or may not be an agreement of the plenary.

Figure 15



Topic N°02: I am capable of improving.

The purpose is to help each child identify areas in which they can improve.

The activities to be carried out are the following:

- Divide the children into groups of two. Ask them to sit face to face, very close to each other.
- Indicate to everyone the following rules: An exercise is going to be practiced in which one person is going to talk to the other, but the second is only going to listen attentively, showing interest with gestures or body language, but without speaking. It is not a conversation, asking that within each couple they decide who will be the one to speak first.
- The teacher will then indicate what is going to be discussed, when to start and when to end.

□ Later the roles will be exchanged: The person who was speaking will now listen, while the other will be the one who speaks. The teacher will indicate when the exercise begins and ends.

• Indicate what will be discussed: —You have to tell your partner everything you would like to change or improve about yourself (improve your clothes, your notebooks, your voice, the color of your hair or other things that each child can think of). You have two minutes, I'll tell you when to start and when to end.

□ After two minutes, ask for this part to end and now switch roles: The person who was listening will be the one who is speaking now and the other person will listen paying attention. At the end of the two minutes, indicate that the exercise has been finished and that at another time they can continue talking about the subject, if they wish.

Figure 16



Source: Image from Google.

Theme N°03: I am a tree that bears fruit.

The purpose of this workshop is to get the child to identify his/her strengths, his/her positive qualities.

The procedure is as follows:

- Tell the children that we are going to compare our person to a tree.
- Especially to the roots and fruits. The roots are our strengths, our positive qualities. The fruits are the successful things we have achieved as people, in any field: home, school, work.

- ☐ Distribute a sheet of paper (or a silhouette of a tree) to each one. Ask them to put their name on the sheet.
- ☐ Ask them to make the outline of the tree and to place 5 or more strengths that they feel they have (things they love to do) in the roots
- ☐ Also ask them to place 5 or more fruits on the top or branches of the tree (the things they do and that are applauded by their parents, teachers, for example, dancing marinera).
- ☐ After a few minutes, verifying that everyone has finished, ask them to exchange their sheets with one of their classmates.
- ☐ Ask each child to now tell us about the strengths and fruits of the person who has given them their sheet. At the end of each speech, he asks everyone to applaud the person in question.

Figure 17



Methodological Development:

Our workshop will be based on a fundamentally participatory methodology of the attendees (children, teachers), taking as a basis their own experience and vision of the subject.

In the development of these activities, the children will execute various activities individually on the various topics and must answer the oral questions helped by the teacher, they will also be evaluated intergroup arguing each group on the topics developed, finally the facilitator (teacher) will evaluate each group obtaining the final results.

Workshop Schedule:

Figure 18

Month and date	July, 2014		
Activity	11	22	27
Presentation of the workshop and explanation of the methodology.	30 min.	30 min.	30 min.
Presentation of topics.	40 min.	40 min.	40 min.
Teamwork.	40 min.	40 min.	40 min.
Discussions and exchange of ideas in the group.	40 min.	40 min.	40 min.
Recess.	30 min.	30 min.	30 min.
Presentation of ideas.	40 min.	40 min.	40 min.
Socialization of inter-group experiences.	180 min.	180 min.	180 min.
Total Time	400 min.	450 min.	450 min.

Figure 19

EVALUATION OF THE WORKSHOP			
NAME AND SURNAME:			
I MARK WITH AN X MY ANSWER			
How did I feel?	 HAPPY	 SCARED	 SAD
How did I learn?	 ALONE	 IN GROUP	 WITH MOM'S
What did I learn?	 PLAYING DO CONGRESSMAN	 I AM CAPABLE TO IMPROVE	 I AM A TREE THAT BEARS FRUIT

☐ One week for each topic.

Conclusions:

1. The game to be representative and to be able to establish points of view on certain colors, shapes of objects and name of the same helps children to increase their ability to interact and their ability to develop (they lose fear).
2. Games to improve self-esteem are essential because children become more expressive, cheerful, etc.
3. Building self-esteem through a tree allows children to recognize their potential and successes.

Recommendations:

1. The games about being a congressman must be applied in a dynamic way and taking into consideration each of the activities established to raise the level of self-esteem.
2. It is recommended to deepen the application of games in order to increase self-recognition in 5-year-old children.

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WORKSHOP N° 3: RAISING OUR SELF-ESTEEM.

Summary:

Self-esteem is forged, created, increased or decreased, from birth, in the interrelationship with our parents, our family, at school. Self-esteem is something we learn. Within the educational programs, it is very important to address the topic of Learning by Playing about Self-Esteem, which we consider to be the fundamental basis in the development process in studying children. Raising the level of self-esteem of students is a process that must always be cultivated, where teachers play a fundamental role. That is why this workshop seeks to develop self-esteem through various recreational activities.

Foundation:

Our workshop is based on Goleman's Theory of Emotional Intelligence. This theory has made it possible to orient games to the development of social-emotional intelligence that allows children to have an emotional harmony and learn to love themselves, appreciate their physical appearance, to be more cheerful, etc.

Objective:

Design playful activities to raise self-esteem.

Thematic Analysis:

Topic N°01: Valuing myself.

This workshop aims to get children to value different aspects of themselves.

The activities that will be carried out are the following:

□ Explain that it is very important for each person to know themselves better, to be able to value themselves in the various aspects of their person.

□ Give each child a form for their personal self-assessment. Explain the mechanism of the assessment. Indicate that the format has several personal aspects in the first column (ask a child to read these aspects aloud to everyone). Next to each aspect there is a box with the numbers from 0 to 10 so that everyone can rate their appearance in their own person. 0 indicates the lowest rating, while 10 is the highest rating in this regard.

☐ Ask that all aspects be assessed, marking in each case a single number, in physical appearance 0 means that I do not like my physical appearance at all, that I consider myself ugly while 10 means that I like my physical appearance a lot, I love it, that I am happy with my appearance.

☐ After a few minutes, making sure that everyone has finished, ask the children to voluntarily comment on the results of their self-assessment in each of the aspects. Thank and congratulate them for their intervention and ask that each child keep their assessment, as it may be of personal interest and useful for other types of games.

Topic N°02: Choosing to be positive.

The aim of this workshop is to help children think positive about themselves

First, we must have the following materials: A sheet of paper with the following phrases:

- ☐ I love myself.
- ☐ I am usually bored with life.
- ☐ I am an important member of my family.
- ☐ I like to spend my time with my friends.
- ☐ I dislike my physical appearance.
- ☐ I don't really love myself.
- ☐ I like going to school.
- ☐ I have nothing to contribute to the group.

The procedures for the development of the activities are as follows:

☐ Give each child the prepared sheet.

☐ Help him to point out in front of each sentence the —Pll if it represents a positive attitude, or an —Nll if it represents a negative attitude.

☐ Divide the children into groups of 4 to 6 people so that they can exchange their appreciations of each of the phrases (always with the guidance and help of the teacher). Give them 15 minutes to do so.

☐ Indicate that it is very important for each one to think and talk about themselves in positive terms. Most people want to be around people who have positive attitudes about themselves.

Theme N°03: My success of the day.

The activities to be carried out are the following:

☐ Ask the children to share aloud, each one, with the others the achievement they have experienced this day; and by doing so briefly.

□ Many children may find this difficult at first; But when they see that others begin to share, they can also be encouraged to share some achievement obtained on this day.

□ Another way to carry out this exercise is by asking the children what they have learned this day. It serves as a refresher and an occasion to give feedback to raise your self-esteem.

Methodological Development:

Our workshop will be based on a fundamentally participatory methodology of the attendees (children, teachers), taking as a basis their own experience and vision of the subject.

In the development of these activities, the children will carry out various activities individually on the various topics and must answer the oral questions helped by the teacher, they will also be evaluated intergrouply, arguing each group on the topics developed, finally the facilitator (teacher) will evaluate each group obtaining the final results.

Workshop Schedule:

Figure 20

Month and date	August, 2014		
Activity	6	18	23
Presentation of the workshop and explanation of the methodology.	30 min.	30 min.	30 min.
Presentation of topics.	40 min.	40 min.	40 min.
Teamwork.	40 min.	40 min.	40 min.
Discussions and exchange of ideas in the group.	40 min.	40 min.	40 min.
Recess.	30 min.	30 min.	30 min.
Presentation of ideas.	40 min.	40 min.	40 min.
Socialization of inter-group experiences.	180 min.	180 min.	180 min.
Total Time	400 min.	450 min.	450 min.

Figure 21

EVALUATION OF THE WORKSHOP			
NAME AND SURNAME:			
I MARK WITH AN X MY ANSWER			
How do I Felt?	 HAPPY	 SCARED	 SAD
How did I learn?	 ALON	 IN GROUP	 WITH
What did I learn?	 VALUING MY PERSON	 CHOOSING BE POSITIVE	 MY SUCCESS OF DAY

One week for each topic.

Conclusions:

1. Personal and self-esteem through children facilitates the personal, emotional and social development of the person.
2. Games about being positive are very important because they create an environment of joy and success in children. These games are very important because they give security and autonomy.
3. The child's successes help to overcome many problems such as fear of making mistakes, fear of asking, frequent fright, among others.

Recommendations:

1. Apply various dynamics to encourage self-esteem in 5-year-old children.
2. Deepen the experiences, dynamics and games to create a
An environment of positivism in 5-year-old children.

6 CONCLUSIONS

1. The diagnosis of children's self-esteem shows serious problems in socialization, fear, nervousness, feelings of inferiority, dissatisfaction with physical appearance, little joy.
2. Most boys have greater self-esteem problems compared to girls. Children in many cases are lonely, self-absorbed, not very social, afraid to ask questions, sweaty hands and often cry.
3. Our proposal is an alternative to the solution of the problem that is the subject of the research.
4. The problem was justified, thus confirming our working hypothesis.

7 RECOMMENDATIONS

1. To deepen the analysis of the various causes, consequences and characteristics of self-esteem problems in the different levels of study.
2. Apply the various games proposed to the different grades of the EI of the context under study, to raise the level of self-esteem and thus make the children's preparation successful.
3. To propose a new program to overcome self-esteem problems.

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