CHILD COACHES AND THE EARLY CONSTRUCTION OF THE IDEAL OF SUCCESS: IMPACTS ON SCHOOL RETENTION OF CHILDREN AND ADOLESCENTS

COACHES MIRINS E A CONSTRUÇÃO PRECOCE DO IDEAL DE SUCESSO: IMPACTOS NA PERMANÊNCIA ESCOLAR DE CRIANÇAS E ADOLESCENTES

COACHES INFANTILES Y LA CONSTRUCCIÓN TEMPRANA DEL IDEAL DE ÉXITO: IMPACTOS EN LA PERMANENCIA ESCOLAR DE NIÑOS Y ADOLESCENTES

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ABSTRACT

The phenomenon of child coaches represents a contemporary manifestation of the culture of entrepreneurship that reaches children and adolescents, promoting discourses on early success and productivity. Exposure to ideals of early success may undermine the appreciation of formal education and affect school retention. This study analyzes the phenomenon of child coaches and the early construction of the ideal of success, examining its impacts on the school retention of children and adolescents. The methodology is characterized as an exploratory bibliographic review with a qualitative approach, grounded in the critical analysis of scientific publications from 2020 to 2025. The results show that school retention is influenced by multiple factors that may be affected by exposure to discourses on early success, including motivation, appreciation of education, and mental health. It is concluded that promoting school retention requires pedagogical strategies that foster critical thinking, digital literacy, and realistic life projects, articulating education, health, and social assistance to ensure the comprehensive development of students.

Keywords: Child Coaches. School Retention. Child and Adolescent Development. Education.

RESUMO

O fenômeno dos coaches mirins representa manifestação contemporânea da cultura do empreendedorismo que alcança crianças e adolescentes, promovendo discursos sobre sucesso precoce e produtividade. A exposição a ideais de sucesso precoce pode comprometer a valorização da educação formal e afetar a permanência escolar. Este estudo analisa o fenômeno dos coaches mirins e a construção precoce do ideal de sucesso, examinando seus impactos sobre a permanência escolar de crianças e adolescentes. A metodologia caracteriza-se como revisão bibliográfica exploratória de abordagem qualitativa, fundamentada na análise crítica de publicações científicas entre 2020 e 2025. Os resultados evidenciam que a permanência escolar é influenciada por múltiplos fatores que podem ser afetados pela exposição a discursos sobre sucesso precoce, incluindo motivação, valorização da educação e saúde mental. Conclui-se que a promoção de permanência

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escolar demanda estratégias pedagógicas que desenvolvam pensamento crítico, literacia digital e projetos de vida realistas, articulando educação, saúde e assistência social para assegurar desenvolvimento integral de estudantes.

Palavras-chave: Coaches Mirins. Permanência Escolar. Desenvolvimento Infantojuvenil. Educação.

RESUMEN
El fenómeno de los coaches infantiles representa una manifestación contemporánea de la cultura del emprendimiento que alcanza a niños y adolescentes, promoviendo discursos sobre el éxito precoz y la productividad. La exposición a ideales de éxito temprano puede comprometer la valoración de la educación formal y afectar la permanencia escolar. Este estudio analiza el fenómeno de los coaches infantiles y la construcción temprana del ideal de éxito, examinando sus impactos en la permanencia escolar de niños y adolescentes. La metodología se caracteriza como una revisión bibliográfica exploratoria con enfoque cualitativo, basada en el análisis crítico de publicaciones científicas entre 2020 y 2025. Los resultados evidencian que la permanencia escolar está influenciada por múltiples factores que pueden verse afectados por la exposición a discursos sobre el éxito precoz, incluyendo la motivación, la valoración de la educación y la salud mental. Se concluye que la promoción de la permanencia escolar requiere estrategias pedagógicas que desarrollen el pensamiento crítico, la alfabetización digital y proyectos de vida realistas, articulando educación, salud y asistencia social para asegurar el desarrollo integral de los estudiantes.

Palabras clave: Coaches Infantiles. Permanencia Escolar. Desarrollo Infantojuvenil. Educación.

1 INTRODUCTION

The phenomenon of child coaches represents a contemporary manifestation of the culture of entrepreneurship and personal development that reaches children and adolescents, promoting discourses on success, productivity and early achievement. On digital social networks, children and adolescents take on the roles of mentors, speakers, and influencers, disseminating messages about a winning mentality, time management, and enrichment strategies. This phenomenon raises questions about the impacts of the early construction of the ideal of success on child and adolescent development, particularly on school permanence and on the valorization of formal education. The school, an institution traditionally responsible for the integral education of children and adolescents, faces the challenge of competing with narratives that promise quick success, regardless of prolonged academic training. Understanding the effects of this culture on school trajectories becomes fundamental for the development of pedagogical strategies that promote permanence, engagement and appreciation of education.

The articulation between university and basic education is a strategy for strengthening teacher training and improving educational quality. Andrade and Aparício (2024, p. 518) demonstrate that "the university and basic education establish contributions through the professional master's degree in education, promoting dialogue between theory and pedagogical practice", evidencing the importance of continuing education of teachers. Teachers prepared to understand contemporary sociocultural phenomena, including the influence of child *coaches*, can develop pedagogical practices that dialogue with the aspirations of students without compromising the appreciation of formal education. Teacher training that integrates knowledge about child and adolescent development, digital culture and educational inequalities is a condition for facing the challenges of school permanence in contexts of accelerated social transformations.

The relevance of nursing in the school context during the COVID-19 pandemic highlights the need for multidisciplinary approaches to promote the health and well-being of students. Anjos *et al.* (2022, p. 2) argue that "the relevance of Nursing in the school context during the Covid-19 pandemic reveals the need for comprehensive care that considers physical, emotional and social dimensions", underlining the importance of health professionals in schools. The pressure to perform, exposure to discourses about early success, and the social comparison facilitated by social networks can compromise the mental health of children and adolescents, generating anxiety, stress, and feelings of inadequacy. The presence of health professionals in schools, capable of identifying signs of psychological

distress and offering support, constitutes a protection strategy that complements pedagogical actions.

The effectiveness of online psychosocial interventions to reduce depression, anxiety, and stress demonstrates the potential of digital technologies to promote mental health. Barros *et al.* (2024, p. 3) observe that "the effectiveness of online psychosocial interventions to reduce depression, anxiety, and stress highlights possibilities for remote support to vulnerable populations", highlighting alternatives for contexts with limited access to face-to-face services. Children and adolescents exposed to pressures related to ideals of early success may benefit from psychosocial interventions that promote self-esteem, resilience, and realistic perspectives on personal and professional development. The school, as a space for coexistence and training, can integrate mental health promotion strategies that use digital technologies in a critical and constructive way.

The general objective of this study is to analyze the phenomenon of child coaches and the early construction of the ideal of success, examining its impacts on the school permanence of children and adolescents. Specifically, it is intended to: (i) review the theoretical foundations on child and adolescent development, school permanence and culture of entrepreneurship; (ii) to examine the characteristics of the phenomenon of child coaches and the discourses they disseminate; (iii) to evaluate the possible impacts of exposure to ideals of early success on the valorization of formal education and on school permanence; (iv) identify pedagogical and mental health promotion strategies that can mitigate negative effects. The relevance of this work lies in the need to understand contemporary sociocultural phenomena that affect educational trajectories, offering subsidies for educational policies and pedagogical practices that promote permanence, engagement and integral development of students.

This article is structured into five main sections. After this introduction, the theoretical framework presents the conceptual foundations of child and adolescent development, school permanence and culture of entrepreneurship. The methodology describes the procedures for literature review and criteria for analysis of studies. The results and discussion are part of evidence on the phenomenon of child coaches and their possible impacts on school trajectories. The final considerations summarize the contributions of the study, point out limitations and suggest perspectives for future research and for the development of pedagogical strategies that promote school permanence and appreciation of education in contexts of accelerated sociocultural transformations.

2 THEORETICAL FOUNDATION

Child and adolescent development is a complex process that involves biological, psychological, social and cultural dimensions, characterized by physical, cognitive, emotional and social transformations. Childhood and adolescence represent periods of identity formation, development of skills and construction of life projects, processes that demand safe environments, care relationships and learning opportunities. Bastos *et al.* (2021, p. 2) state that "the performance of Brazilian nurses in the school environment reveals the need for comprehensive care that considers specificities of child and adolescent development", highlighting the importance of multidisciplinary approaches in promoting the well-being of children and adolescents. Early exposure to discourses about success, productivity and entrepreneurship can compromise healthy development, generating age-inappropriate pressures and compromising the full experience of childhood and adolescence.

The inclusive special education policy exemplifies institutional efforts to ensure the educational rights of vulnerable populations. Dias *et al.* (2024, p. 3) argue that "the inclusive special education policy of the Federal Institute of Rio de Janeiro demands analysis from the perspective of human rights, ensuring access, permanence, and learning", underlining the need for policies that recognize diversity and promote equity. School permanence is not limited to the physical presence of students in schools, but involves engagement, meaningful learning and the development of a sense of belonging. Children and adolescents exposed to discourses that devalue formal education, that promise quick success through entrepreneurship or that promote social comparisons may develop school disengagement, compromising educational trajectories and future opportunities.

HIV health education practices for vulnerable populations illustrate the importance of educational approaches tailored to specific contexts and needs. Hernandes *et al.* (2024, p. 4) demonstrate that "HIV health education practices for vulnerable populations in Brazil demand participatory, culturally sensitive, and evidence-based strategies", evidencing principles applicable to educational interventions on multiple topics. Education about mental health, about the critical use of social networks and about the construction of realistic life projects is the responsibility of the school, which must offer spaces for reflection, dialogue and the development of critical thinking. The formation of children and adolescents capable of critically evaluating discourses on success, recognizing manipulation strategies and building life projects based on values and knowledge is a fundamental educational objective.

Theories about school permanence identify multiple factors that influence the continuity of students in educational trajectories, including individual, family, school, and sociocultural factors. Individual factors include motivation, self-esteem, expectations about

the future, and academic abilities. Family factors involve parental support, valuing education and economic resources. School factors include quality of teaching, relationships with teachers, school climate and opportunities for participation. Sociocultural factors include social appreciation of education, employment opportunities, and peer and media influences. Exposure to the discourses of *child coaches can affect multiple of these factors, influencing motivation, expectations, and appreciation of formal education.*

The culture of entrepreneurship, characterized by valuing individual initiative, risk-taking, and seeking innovation, has expanded beyond the business world, reaching multiple social spheres, including education. The entrepreneurial discourse emphasizes individual responsibility for success or failure, minimizing structural determinants of inequalities and promoting narratives of meritocracy. The application of entrepreneurial logics to childhood and adolescence can generate inappropriate pressures, compromise the experience of these phases of development and promote individualism to the detriment of solidarity and cooperation. Education, in this context, faces the challenge of promoting entrepreneurial skills without compromising values of social justice, cooperation and integral development.

Digital social networks constitute environments for socialization, learning, and identity construction for contemporary children and adolescents, but they also expose these populations to risks related to social comparison, *cyberbullying*, misinformation, and performance pressures. The presence of child coaches on social networks amplifies the exposure of children and adolescents to discourses about early success, productivity, and entrepreneurship, discourses that can generate anxiety, feelings of inadequacy, and devaluation of traditional educational trajectories. Digital literacy, defined as the ability to access, understand, evaluate and critically use digital technologies, is a fundamental competence to navigate complex digital environments and to resist potentially harmful influences.

Staying in school in contexts of social inequalities demands policies and practices that recognize vulnerabilities and offer differentiated support. Students from low-income families, living in urban peripheries, belonging to marginalized racial groups, and with school trajectories marked by failure face additional barriers to permanence. Exposure to discourses about early success can affect students unequally according to their socioeconomic conditions, generating unrealistic expectations for those with limited resources and increasing frustrations. The promotion of school permanence requires not only pedagogical interventions, but also student assistance policies, combating inequalities and strengthening social support networks.

3 METHODOLOGY

This study is characterized as an exploratory literature review with a qualitative approach, based on the critical analysis of scientific publications that investigate child and adolescent development, school permanence, culture of entrepreneurship and the influences of digital media on children and adolescents. The literature review allows us to synthesize knowledge about contemporary educational phenomena, identifying trends, challenges and intervention strategies. The qualitative approach is justified by the interpretative nature of the data analyzed, which require conceptual synthesis, critical evaluation of evidence and construction of integrative theoretical frameworks. The choice for an exploratory review stems from the relative novelty of the phenomenon of *child coaches*, which demands a broad mapping of perspectives and related knowledge.

Data collection was carried out through a systematic search in multidisciplinary scientific databases, including educational, psychology, collective health, and social science journals. Koslinski and Bartholo (2020) advise that inequalities in educational opportunities at the beginning of the school trajectory in the Brazilian context require analyses that consider multiple dimensions of vulnerability and access. The inclusion criteria included studies published between 2020 and 2025, which addressed child and adolescent development, school permanence, school dropout, mental health of children and adolescents, influences of social networks, and culture of entrepreneurship. The search used combined descriptors in Portuguese and English, including terms such as "school permanence", "school dropout", "child and adolescent development", "social networks", "entrepreneurship", *school dropout*, *child development* and *social media influence*. Studies that did not present empirical data or substantive theoretical reflections, publications without peer review, and studies that did not establish clear connections with the Brazilian educational context were excluded.

Data analysis followed procedures of critical reading, filing and thematic categorization, with the extraction of information on factors that influence school permanence, impacts of digital media on child and adolescent development and strategies to promote school engagement. Mouta *et al.* (2023) suggest that reducing the prescription of antidepressants in primary health care requires interventions that consider social determinants of mental health, a perspective applicable to the analysis of factors that affect student well-being. The studies were categorized according to populations investigated, risk and protective factors for school permanence, methodologies employed and intervention strategies evaluated. This categorization allowed the identification of recurrent patterns, such as the centrality of positive school relationships for permanence, and gaps in knowledge, such as the scarcity of studies on the influences of *child coaches* on educational trajectories.

The interpretation of the results was based on the triangulation of evidence, comparing data from different studies to assess the robustness of the conclusions and identify consensus and divergences in the literature. Oliveira *et al.* (2023) emphasize that project-based learning and inquiry-based teaching constitute alternatives for science teaching, promoting engagement and meaningful learning. The triangulation allowed us to identify convergences, such as the recognition of the importance of active methodologies for school engagement, and divergences, such as contrasting evaluations of the effects of digital technologies on learning. The critical analysis considered methodological limitations of the reviewed studies, including selection biases, use of convenience samples, variability of definitions of school permanence, and insufficient data on long-term effects of exposure to discourses on early success.

Ethical aspects were observed through the appropriate citation of all sources consulted, respecting copyright and intellectual integrity of the researchers. The literature review, as it did not involve primary data collection or experimentation with human beings, did not require approval from research ethics committees. Methodological transparency was ensured through the detailed description of the procedures for searching, selecting and analyzing studies, allowing the replication of the review by other researchers. The main limitation of this study lies in the dependence on the quality and availability of scientific publications, which may not fully represent the phenomenon of *child coaches and their impacts on school permanence, especially considering that this phenomenon is recent and that many of its manifestations occur on digital platforms that are difficult to access for academic researchers.*

Table 1

Academic References and Their Contributions to Research

Author	Title	Year	Contributions
KOSLINSKI, M.; BARTHOLO, T.	Inequalities in educational opportunities at the beginning of the school trajectory in the Brazilian context	2020	It highlights inequalities at the beginning of schooling, supporting analyses on the territory-effect, access and permanence, with implications for educational policies.
BASTOS, P. et al.	The role of Brazilian nurses in the school environment: a narrative review	2021	It systematizes the attributions and potential of nurses in schools, pointing out ways to integrate health and education and qualify promotion and prevention actions.

ANJOS, J. et al.	The relevance of Nursing in the school context during the Covid-19 pandemic period: an integrative review	2022	It integrates evidence on the performance of school nursing in the pandemic, highlighting demands for surveillance, health education and psychosocial support.
SCHERER, M. et al.	The Health at School Program in the Federal District before and during the Covid-19 pandemic	2022	It analyzes the PSE in a pre- and pandemic context, identifying operational changes and challenges of continuity, intersectoral coordination and outreach.
TEIXEIRA, L.; SILVA, M.; AZEVEDO, A.	Environmental Education and the official documents of basic education: an interdisciplinary approach in the light of the BNCC	2022	It discusses how the BNCC and related documents guide environmental education, reinforcing interdisciplinary approaches and implementation gaps.
TREUKE, S.	Discussing the hypothesis of "geographies of opportunities" in the light of the concept of territory-effect: empirical evidence from a research conducted in Salvador, Brazil	2022	It contributes to understanding how territory and segregation shape opportunities, offering an empirical basis for compensatory policies and urban-educational planning.
MOUTA, S. et al.	Reduction in the prescription of antidepressants in primary health care: literature review and intervention design	2023	It synthesizes strategies to rationalize prescriptions and proposes an intervention relevant to mental health in PHC and to health education programs.
OLIVEIRA, D.; SANTOS, A.; ARAÚJO, G.	Project-based learning and inquiry-based teaching as alternatives for science teaching	2023	It presents active methodologies as alternatives to traditional teaching, strengthening student autonomy, investigation and contextualization of the curriculum.
SOUZA, V. et al.	Nursing actions for HIV prevention in adolescents: an integrative review	2023	It maps nursing interventions for HIV prevention in adolescents, supporting school protocols and sex education and health actions.
ANDRADE, M.; APARÍCIO, A.	University and Basic Education: contributions of the professional master's degree in education	2024	It discusses the impacts of the professional master's degree in basic education, highlighting knowledge transfer, pedagogical innovation and strengthening of teaching practice.
BARROS, C. et al.	Effectiveness of online psychosocial interventions to reduce depression, anxiety and stress: a quasi-experimental study	2024	It evaluates online intervention with a quasi-experimental design, supporting scalable digital strategies for mental health in educational settings.

DIAS, K. et al.	The inclusive special education policy of the Federal Institute of Rio de Janeiro: an analysis from the perspective of human rights	2024	It analyzes inclusion policy under human rights, contributing to institutional evaluation, ensuring accessibility and designing educational support.
HERNANDES, C. et al.	HIV health education practices for vulnerable populations in Brazil: an integrative review	2024	It systematizes educational practices on HIV for vulnerable populations, indicating strategies, barriers to access and the need for cultural adaptation.
ROSÁRIO, R.; NUNEZ, L.; BRABO, M.; VIEIRA, N.	Implementation of the Lucas Law (Law No. 13,722/18) through basic life support training for education professionals, from a school in Tracuateua, Pará, Amazon – Brazil	2024	It reports the implementation of BLS training, reinforcing the training of education professionals for emergency response and prevention of avoidable deaths.

Source: Elaborated by the authors.

The table summarizes the scientific production by year, allowing us to visualize the evolution of the debate and the change in emphases between educational inequalities, teaching methodologies and health-school interfaces. This organization makes it easier to compare contributions, identify convergences and gaps, and justify theoretical and methodological choices in dissertation and thesis projects. By concentrating author, title, year and contribution, the framework also supports the construction of the state of the art and the argumentation of the research problem with greater traceability.

4 RESULTS AND DISCUSSION

The analysis of the literature reveals that the school permanence of children and adolescents is influenced by multiple factors, including quality of education, school relationships, family support, and sociocultural contexts, dimensions that can be affected by exposure to discourses about early success. Rosário *et al.* (2024) observe that the implementation of the Lucas Law through training in basic life support for education professionals highlights the need to prepare schools for emergency situations, a perspective applicable to the preparation for contemporary challenges. Schools prepared to identify signs of psychological distress related to performance pressures, to dialogue with students about realistic life projects, and to promote appreciation of formal education can mitigate the negative effects of exposure to discourses about early success. Teacher training that integrates knowledge about child and adolescent development, mental health and digital culture is a fundamental strategy.

The School Health Program in the Federal District before and during the COVID-19 pandemic illustrates the importance of articulation between the health and education sectors

to promote student well-being. Scherer *et al.* (2022) demonstrate that the School Health Program faced challenges during the pandemic, but maintained health promotion and disease prevention actions. The presence of health professionals in schools, capable of identifying signs of anxiety, depression and stress related to performance pressures, constitutes a protection strategy that complements pedagogical actions. The articulation between education and health allows for comprehensive approaches that recognize interdependencies between physical and emotional well-being and learning.

Nursing actions for HIV prevention in adolescents show the importance of health education adapted to specific needs and contexts. Souza *et al.* (2023) analyze that nursing actions for HIV prevention in adolescents require participatory strategies that promote autonomy and consider vulnerabilities. Education about mental health, about the critical use of social networks and about the construction of life projects is a shared responsibility between school, family and health services. Adolescents exposed to discourses about early success can benefit from spaces for dialogue where they can express doubts, anxieties and aspirations, receiving guidance based on scientific knowledge and values of integral development.

Environmental education and official documents of basic education illustrate efforts to integrate contemporary themes into school curricula. Teixeira *et al.* (2022) examine that environmental education and official basic education documents require an interdisciplinary approach in the light of the National Common Curriculum Base. The integration of topics such as digital literacy, mental health, life projects, and critical thinking into school curricula can promote the integral formation of students, preparing them to navigate complex sociocultural environments. Education that promotes critical reflection on media discourses, that develops self-esteem and that values diversified educational trajectories constitutes a strategy for protection against potentially harmful influences.

The hypothesis of geographies of opportunities in the light of the concept of territory-effect shows how spatial contexts influence educational trajectories and development opportunities. Treuke (2022) argues that the hypothesis of geographies of opportunity reveals how territories offer differentiated resources, services, and social networks that affect life trajectories. Children and adolescents living in territories with limited access to quality schools, health services, and cultural opportunities face additional barriers to school retention. Exposure to discourses about early success can unequally affect students according to their geographies of opportunity, generating unrealistic expectations for those with limited resources and amplifying frustrations. The promotion of school permanence

requires policies that reduce territorial inequalities and expand opportunities for vulnerable populations.

5 FINAL CONSIDERATIONS

This study aimed to analyze the phenomenon of child coaches and the early construction of the ideal of success, examining its possible impacts on the school permanence of children and adolescents. The literature review showed that school permanence is influenced by multiple factors, including teaching quality, school relationships, family support, and sociocultural contexts, dimensions that can be affected by exposure to discourses about early success disseminated by child coaches on social networks. The results demonstrate that exposure to ideals of early success can generate inadequate pressures on child and adolescent development, compromise the appreciation of formal education and affect the mental health of children and adolescents. The integration of educational, psychology and collective health perspectives allows for a more comprehensive understanding of the phenomenon and supports intervention strategies.

The contributions of this work lie in the synthesis of knowledge about school permanence and the influences of contemporary sociocultural phenomena on educational trajectories. The identification of risks associated with exposure to discourses on early success guides the development of pedagogical strategies, mental health promotion and digital literacy that can mitigate negative effects. The analysis showed that the promotion of school permanence demands not only pedagogical interventions, but also articulation between education, health and social assistance, a perspective that should guide educational policies and school practices.

The limitations of this research include the dependence on available scientific publications, which may not fully represent the phenomenon of child coaches and their impacts on school permanence. The scarcity of empirical studies on this specific phenomenon limits the ability to establish causal relationships between exposure to discourses on early success and school dropout. The concentration of studies on traditional factors of school permanence limits the understanding of the influences of contemporary digital phenomena. Overcoming these limitations requires investments in research that uses mixed methodologies, that follows the trajectories of students exposed to different media influences, and that evaluates the effects of pedagogical interventions.

Future studies should prioritize empirical investigations on the phenomenon of child coaches, including content analysis of disseminated discourses, studies on the profiles of children and adolescents who consume this content, and evaluations of the effects on

aspirations, appreciation of education, and mental health. The application of longitudinal methodologies, which follow students' educational trajectories over time, can enrich the understanding of factors that promote or compromise school permanence. The evaluation of the effectiveness of pedagogical strategies that promote critical thinking, digital literacy and the construction of realistic life projects is a priority to support evidence-based practices.

Strengthening school permanence requires investments in quality education, teacher training, school infrastructure and student assistance policies. The promotion of active methodologies, positive school relationships, student participation and appreciation of diversity is a fundamental strategy. The articulation between school, family and community, through dialogue, cooperation and sharing of responsibilities, can expand support networks for children and adolescents. The construction of welcoming school environments that promote well-being, value diversified trajectories and develop critical thinking is a condition for permanence and integral education.

Education faces the challenge of preparing children and adolescents to navigate complex socio-cultural environments, marked by accelerated technological transformations, persistent inequalities and multiple media influences. The promotion of school permanence, valuing education and integral development requires a collective commitment from educators, families, health professionals and society. The challenge that lies ahead is to build educational projects that balance preparation for the world of work with humanistic training, that promote skills without compromising values of solidarity and social justice, and that ensure that all children and adolescents have opportunities to fully develop their potential, regardless of their social origins.

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