

## SELF-ESTEEM EDUCATING FROM AND FOR PEACE: A SYSTEMATIC REVIEW

### *AUTOESTIMA EDUCANDO DESDE Y PARA LA PAZ: UNA REVISIÓN SISTEMÁTICA*

### *AUTOESTIMA EDUCANDO DE E PARA A PAZ: UMA REVISÃO SISTEMÁTICA*

Yasna RUBILAR<sup>1</sup>

**ABSTRACT:** Self-esteem is a fundamental construct in the development of human beings throughout life, its transcendence has a direct influence on people's quality of life, productivity, and mental health. The objective of this research is to disseminate intervention programs used to strengthen students' self-esteem, with verifiable results that can be replicated in various educational institutions. To do this, a systematic review is conducted in SciELO, Redalyc, Dialnet. The results show that all intervention programs implemented according to inclusion criteria showed an increase in students' self-esteem. In this scenario, all efforts should tend towards this self-knowledge, which fosters a culture of peace and non-violence, so necessary nowadays.

**KEYWORDS:** Self-esteem. Socioemotional skills. School intervention programs. Education for peace.

**RESUMEN:** La autoestima es un constructo clave en el desarrollo del ser humano, a lo largo de toda la vida, su trascendencia tiene directa influencia sobre la calidad de vida, productividad y salud mental de las personas. El objetivo de esta investigación es dar a conocer programas de intervención que se utilizaron para fortalecer la autoestima de los estudiantes, con resultados verificables y que puedan ser replicados en diversas Instituciones educativas. Para tal efecto, se realiza una revisión sistemática en SciELO, Redalyc, Dialnet. Los resultados evidencian que todos los programas de intervención implementados según criterios de inclusión presentaron un aumento en la autoestima de los estudiantes. En este escenario todos los esfuerzos deben propender a este autoconocimiento, que propicia una cultura de paz y no violencia, tan necesaria en estos días.

**PALABRAS CLAVE:** Autoestima. Habilidades socioemocionales. Programas de intervención escolar. Educación para la paz.

---

<sup>1</sup> University La República (ULARE), Temuco – Chile. Graduate Coordinator. Head of Career in Differentiated Education. Doctorate in Education (UJA). ORCID: <https://orcid.org/0000-0002-6201-6679>. E-mail: yasna.rubilar@ulare.cl

**RESUMO:** *A autoestima é uma construção fundamental no desenvolvimento do ser humano, ao longo da vida, sua transcendência tem influência direta na qualidade de vida, produtividade e saúde mental das pessoas. O objetivo desta pesquisa é divulgar programas de intervenção utilizados para fortalecer a autoestima dos alunos, com resultados verificáveis que podem ser replicados em diversas instituições de ensino. Para isso, é realizada uma revisão sistemática em SciELO, Redalyc, Dialnet. Os resultados mostram que todos os programas de intervenção implementados segundo critérios de inclusão apresentaram aumento da autoestima dos alunos. Nesse cenário, todos os esforços devem tender a esse autoconhecimento, que fomenta uma cultura de paz e não-violência, tão necessária nos dias de hoje.*

**PALAVRAS-CHAVE:** *Autoestima. Habilidades socioemocionais. Programas de intervenção escolar. Educação para a paz.*

## Introduction

At the international level, under the United Nations General Assembly, and the 193 countries that compose it, including the 33 countries of Latin America and the Caribbean, approved in Resolution A/RES/70/1, the 2030 Agenda for Sustainable Development, which includes 17 goals for the period 2015-2030 (UN, 2015). This agenda includes transcendental issues for Latin America and the Caribbean, such as the eradication of extreme poverty, inequality in all its expressions, health and well-being, ensuring inclusive, equitable and quality education, promoting lifelong learning opportunities for all, in this context the importance of comprehensive student development and the importance of socioemotional skills in education for the 21st century stands out. It is undeniable the approach of the various world actors to the integral development of the human being throughout life, this vision challenges us as a region in the field of education.

In Chile, the General Education Law, in accordance with the general objectives established, mentions that "education should be oriented not only to the field of knowledge and culture, but also for students to achieve full personal and social development" (CHILE, 2005). In this full personal and social development, self-esteem plays a transcendental role, defined as the subjective and general evaluation that the subject makes about himself (KIVIRUUSU *et al.*, 2015). From an evolutionary perspective, self-esteem begins from the first years of life, in the relationship with the first caregivers and their attachment bond, from the interaction, in the treatment they receive, in the looks, gestures and attention, among others, that communicate to the child the place it occupies for these significant people. Self-esteem is acquired and developed in the evolutionary process, it is not innate, it is strengthened through experiences in various contexts (DÍAZ; FONTES; SENRA, 2018). The

family is fundamental in its construction in the initial process, and later the school plays an elementary role in the architecture of a healthy self-esteem, in both contexts children learn to relate and represent themselves and their connection to the world, in this relationship with the child it is desirable to approach from the explicit recognition of his personal characteristics, where he feels accepted, competent and valued for who he is, without comparisons, his personal and unique reality, which undoubtedly differentiates him from others, and gives him the uniqueness that every child has, when possible this context strengthens a healthy self-esteem, this allows him to respond actively and positively to the challenges and opportunities that are offered in the family and school context, and in different areas of their current and future development (SELIGMAN *et al.*, 1995). At the other extreme, when children do not feel valued and are criticized or ridiculed, they elaborate fewer goals and the willpower to execute them is almost null (LÓPEZ; MILICIC, 2009). In this scenario, the school community, teachers and classmates, assume significant relevance in relation to the hours that students spend in schools, constituting it the first public space of learning in the academic, social and emotional, where self-esteem will be fundamental to achieve a harmonious and peaceful coexistence, where each one is recognized with a value of their own and from that point can establish interpersonal relationships based on respect and acceptance of the other, with the unique peculiarities of each human being.

If self-esteem is a relevant construct in the development of children and adolescents [DCA], and its scope involves according to Milicic (1991) the intellectual area, by developing confidence in their abilities to learn and think, in the Physical area, by accepting and being satisfied with their appearance, in the emotional area, by validating their own feelings, and finally in the social area, by feeling valued by others and building interpersonal relationships.

Milicic (2001) concludes that self-esteem is one of the psychological behaviors with a high degree of incidence on the quality of life of children and adolescents, in their current moment and in their future development, affecting their academic performance and mental health. In turn, Hernández and Acosta (2004) add that increasing self-esteem in children and adolescents improves their learning levels, which has an impact on greater achievements in their personal and professional lives.

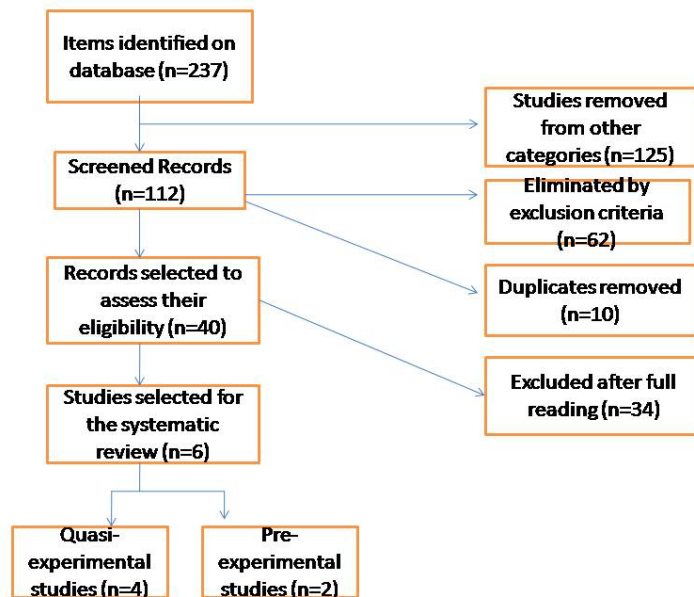
He exposed the theoretical and philosophical foundations, in the understanding that a healthy self-esteem allows children and adolescents to learn to love themselves, to accept themselves and to be happy with those who are independent of their physical, psychological, cultural or geographical characteristics, in this perspective of personal acceptance, it is the only one I can give acceptance, if I accept myself, I can give compassion, if I have been

compassionate with myself and I have forgiven my mistakes, without a doubt, this is one of the ways to eradicate from our educational communities, violence, hatred and bullying in all its expressions and tend to a culture of peace.

Around the world, numerous intervention programs have been developed, following models from various authors and institutions, in order to form integral children and adolescents, who manage to interweave cognitive, social and emotional skills, with the aim of favoring the well-being and emotional development of children and adolescents, in this area, Morente (2017) indicates that there is a correlation between self-esteem, emotional skills, classroom climate, the level of well-being and the academic performance of students, in turn, Pérez *et al.* (2017) points out that self-esteem has theoretical affinity with emotional competencies, which benefit the areas of self-evaluation and shape the well-being of children and adolescents. From this perspective, the goal of this research is pertinent and necessary, to identify effective intervention programs in the development of self-esteem, and replicate or adapt to different social and cultural contexts in the region. These programs will allow educational communities to develop in students from a practical/experiential approach new socioemotional skills, "from" (self) self-esteem "to" (others) the promotion of a culture of peace, where dialogue permeates our differences.

## Method

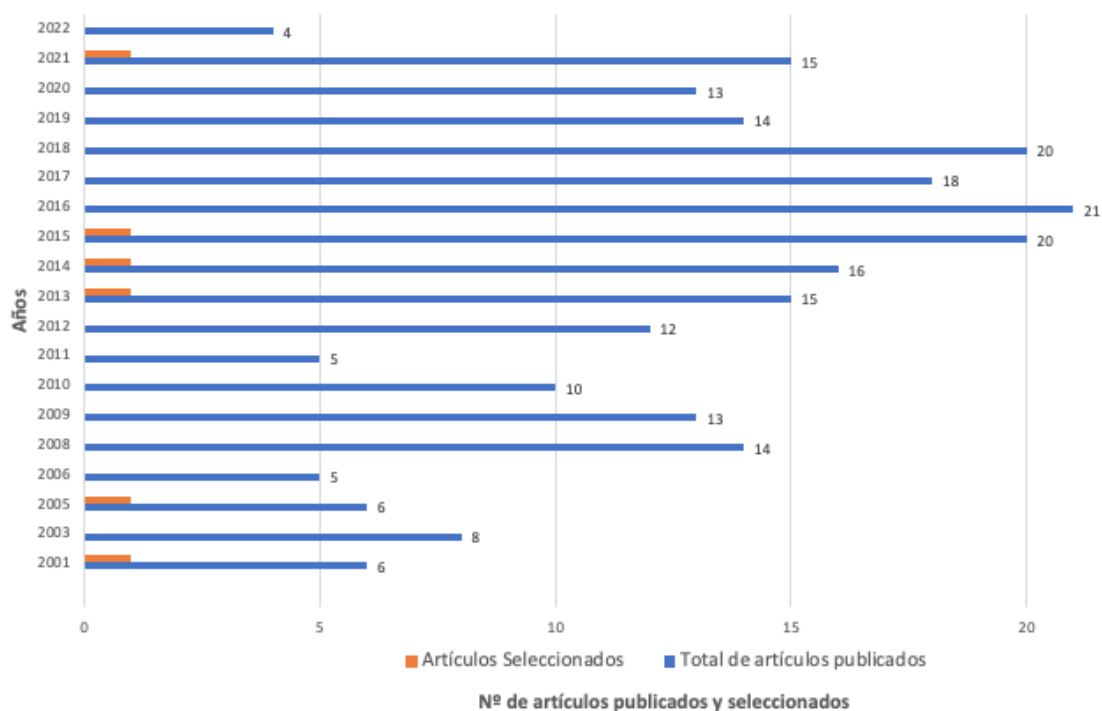
The research responds to a qualitative approach, from a systematic review, the review process of articles was carried out in late 2020 and 2021, the search engines used were SciELO, REDALYC, DIALNET, with the keywords "self-esteem" "intervention programs" "emotional education" "social-emotional learning", using the booster operators "and" and "or". 237 results were defined in the preliminary search, before proceeding to the selection of articles, the inclusion criteria considered for the selection were: 1) articles with intervention programs in self-esteem 2) articles that had as sample students in elementary or high school 3) articles containing programs carried out in Chile 4) articles with quasi-experimental or pre-experimental methodology. Once the inclusion criteria were applied, the base body of the study consisted of 6 articles, the process performed is specified in Figure 1.

Figure 1 – Flowchart of the item selection process <sup>2</sup>

Source: Devised by the author

The production of scientific articles in Chile, referring to the construction of self-esteem, in the periods between 2001 and 2021, has developed continuously, but with low representativeness, reaching its highest productivity in 2016 with 21 articles and 2018 and 2015 with 20 articles per year. The other periods oscillated between low and increased scientific publications. The articles selected for this review meet each of the inclusion criteria, therefore, only the articles corresponding to the years 2001, 2005, 2013, 2014, 2015 and 2021, meet these criteria, as presented in Figure 2.

<sup>2</sup>Articles identified in database (n=237); Studies eliminated from other categories (n=125); Studies selected (n=112); Eliminated by inclusion criteria (n=62); Duplicates eliminated (n=10); Record selected to assess legitimacy (n=40); Excluded after full reading (n=34); Studies selected for systemic review (n=6); Quasi-experimental studies(n=4); Pre-experimental studies (n= 2).

**Figure 2** – Total articles on self-esteem published in Chile and articles selected for study <sup>3</sup>

Source: Devised by the author - based on SciELO, Redalyc and Dialnet

### Systematization of the results

For a better understanding of the study database, a coding process was performed, with the following matrix: 1) Author/s 2) Year of publication 3) City 4) Country 5) Educational stage 6) Name of the intervention program used to increase self-esteem 7) Duration/extent of the intervention program to strengthen self-esteem 8) Type of study (Quasi-experimental - Pre-experimental) 9) Sample (Control Group [CG\*]) - (Experimental Group [EG\*]) Instrument used to measure self-esteem 11) Results. The systematization of results is presented in Table 1

<sup>3</sup> Number of published and selected articles - Orange: Selected Articles / Blue: Total articles published.

**Table 1** – Coding of selected studies

Authors, Year City, Country	Education Level	Program name and duration (extension)	Type of study Sample (CG* - EG*) instrument	Results
Ahumada, Escorza (2021) La Serena, Chile	Basic Education	Basic Instructional Program Emotional Liberation Education (PIELE) (3 months) with follow-up	Quasi- experienced 156 (30 - 26).  Test of Student Self-Esteem (TAE)	The results show significant improvement in measures of self- esteem and social- emotional development the participating students compared to the control group.
Marchant, Milicie, Álamos (2015) Santiago, Chile	Basic Education	Principals and Teachers Training Program (2 years)	Pre- Experimental  1883  Student Self- Esteem Test (TAE)	The results show in the pre-post analysis significant differences in each group, students with very low self-esteem and those with low self- esteem improved significantly in the grand total and across all levels.
Berger, Milicie, Alcalay y Torretti (2014)  Santiago, Chile.	Basic Education	Socio-Emotional Wellness and Learning Program (BASE)  (7 months)	Quasi experimental 67(234 - 437).  Student Self- Esteem Test (TAE)	The results reported in the article show that the repeated measures analysis of variance showed an impact of the BASE program on students' self-esteem
Marchant, Milicie, Álamos (2013) Santiago, Chile	Basic Education	Socio-emotional Development Program (18 months)	Pre- Experimental 103  Test of Student Self-Esteem (TAE)	The results show that the program has improved the self-esteem of students, teachers, and academic performance.
Ramirez, Duarte, Muñoz (2005) Antofagasta, Chile	Basic Education	Variable Interval Booster Program  (5 months)	Quasi experimental 90 (45 - 45)  Aysén test	The results signal that the experimental group modifies their self-esteem at the end of the treatment by decreasing to zero the percentage of students with low self- esteem and increases the group of high self - esteem.
Valdés, G. (20001) Valdivia, Chile	Basic Education	Designed program for students, parents and teachers (1 year)	Pre- Experimental  37  Coopersmith Self-esteem Inventory	The results reveal that the female students have increased their levels of self-esteem in all four areas of the study test.

Source: Devised by the author

In the selected articles, several instruments were used to assess the construct of self-esteem, of the 6 articles selected, in 4 of them the School Self-Esteem Test [TAE, in the Portuguese acronym] is used to assess the self-esteem of children and adolescents, in which

students answer 22 screening questions, which provides information on a set standard (T-score) by course and age, delivering three categories of self-esteem: 1) Normal self-esteem, is considered when the T score  $\geq 40$  points, on average, about that or even one standard deviation below the mean 2) Low self-esteem, is understood, when the T score is between 30 and 39 points, 1 standard deviation below the mean 3) Very low self-esteem, the score is  $T \leq 29$  Points, 2 or more standard deviation below the mean. The TAE, in turn, is divided into 6 subtests: Behavior, Intellectual Status, Physical Appearance and Attributes, Anxiety, Popularity, Happiness and Satisfaction. (AHUMADA; ESCORZA, 2021; BERGER *et al.*, 2014; MARCHANT; MILICIC; ALAMOS, 2013; MARCHANT; MILICIC; ALAMOS, 2015). In turn, Ramírez, Duarte and Muñoz (2005), measure self-esteem with the Aysén Test, this instrument consists of 30 questions that require a written response on a three-option scale, with reverse calculation for eight of its items. Self-esteem is measured in 3 categories: 1) Mastery of interaction 2) Self-confidence 3) Self-appraisal of one's position. The overall results of the categories allow us to classify self-esteem into 3 levels: High, between 71 and 90 points; Medium, between 51 and 70 points; and Low, between 30 and 50 points. Valdés (2001), used to measure students' self-esteem, the Coopersmith Self-esteem Inventory, a self-report instrument of 58 respondents, referring to the student's perception in 4 areas: 1) General self-esteem, 2) Social self-esteem, 3) Family self-esteem 4) Academic school self-esteem. Each answer according to the correction guideline has 2 points, adding the corresponding score for each of the areas of the inventory, minus M you can have an indicator of the overall appreciation of yourself.

**Table 2** – Instruments used to measure self-esteem in the selected articles

<b>Instrument</b>	<b>Number of questions</b>	<b>Category or subtest</b>
<b>School Self-Esteem Test (TAE)</b>	<b>22</b>	<b>Conduct Intellectual Status Physical Appearance and Attributes Anxiety Popularity Happiness and Satisfaction</b>
<b>Aysén test</b>	<b>30</b>	<b>Mastery in Integrity Self-assurance Self-worth of your position</b>
<b>Coppersmith Self-Esteem Inventory</b>	<b>58</b>	<b>General Self-Esteem Social self-esteem Family self-esteem Academic School self-esteem</b>

Source: Devised by the author



## **Discussion**

The objective of this study is to know different intervention programs carried out in Chile over the years, which allow to strengthen the self-esteem of children, a construct that is constantly changing, in the development of the life cycle of the human being, which forces us from the educational point of view to be in permanent knowledge and update the methodologies with greater effectiveness, for monitoring in this transit of children and adolescents.

Several authors agree that self-esteem and emotional learning are concepts that are linked together and are personality variables, including Ahumada and Escorza (2021), who conducted a mixed research, is included in this review, since in the evaluation of the construct under study, met the inclusion criteria. The intervention methodology used was Hernández y García's (1992) instructional Emotional Liberation Program PIELE, which is cognitive-motivational in nature, created and validated in Spain. The goal of this program is the socio-affective development of children and youth, to enhance personal adjustment and socialization through the concept of positive self-esteem, tolerance skills, overcoming problems, social development through understanding, communication and collaboration with others. The 56 students who participated in the study belonged to two municipal schools in the municipality of La Serena, with similar characteristics, the students' ages ranged from 10 to 13 years old, and they were in the 5th grade of basic education, the objectives of the research were: to evaluate the variables self-esteem and socioemotional development and to determine the impact of the variables gender and intervention group on self-esteem and socioemotional development. The process of measuring the variables was carried out in three periods: pre-intervention, post-intervention and post-follow-up (4 months after the end of the intervention). The PIELE workshops are developed during 12 sessions, of 45 minutes, during class time, weekly, in the experimental group. The results in the measurement of self-esteem with the TAE instrument, make clear that the PIELE program had a positive impact on the self-esteem of the students in the experimental group, in the measurements made in the post-intervention period, the average self-esteem is significantly higher than the pre-intervention period ( $p < .001$ ) and post-follow-up ( $p = 0.042$ ), it is concluded that self-esteem in the treatment group increases after the intervention and is maintained, unlike the control group in which self-esteem does not differ, over time. Regarding the variable gender of the students, no differences are observed in the measures.

In Santiago de Chile, Marchant, Milicic and Álamos (2015) developed in their research the application of a training program for managers and teachers, with the aim of developing socioemotional skills in participants and understand the fundamental role they occupy in the self-esteem of students. The themes developed in the program were: Paradigm of emotional intelligence in children, socioemotional learning in the school context, variables that favor the construction of a positive identity and self-esteem, recognizing positive and negative self-esteem, school climate and social coexistence, school bullying and socioemotional development, family how to empower parents in socioemotional development, importance of bonds in socioemotional learning, socioemotional development and teacher well-being, resilience and emotional learning, crises: characteristics, impact and support, assessing self-esteem in students, and supporting students with Low and Low Self-Esteem. The participants of the program were 288 education professionals from 5 schools of the Belén Educa Foundation, which serves students with high vulnerability, the effectiveness of the program was evaluated with the measurement of self-esteem using the TAE instrument, the students who participated in the evaluation were 1883, from third to seventh grade, with pre- and post-test, and 2-year intervention. The results of the test show that the students have adequate pre-test self-esteem, it is highlighted in the study that students who had low self-esteem and low self-esteem in the measurement showed significant differences in each group, in students with very low self-esteem the T-score was from T 25.6 to T 38.4, in students with low self-esteem the T-score ranged from T 35.8 to T 43.3. The strategy used with the initial assessment allowed the identification of students with low and very low self-esteem, and generate preventive and corrective plans, the formation of the educational community was a key factor, getting each teacher to be an agent of socioemotional development, which significantly influences the development of students and their self-esteem, in the periods they remain in educational institutions, in the understanding that families play an important role in their development. It was concluded that the students who presented low and low self-esteem, 62% reported significant improvement, after the intervention period.

Berger *et al.* (2014), conducted their research in Santiago, Chile, which aimed to present the quantitative results of the implementation of the Socioemotional Well-Being and Learning Program (BASE), designed to be included in the school curriculum of Chile, in the third and fourth levels of basic education, its structure establishes its foundations in four conceptual pillars: 1) from an integral perspective of human development, which considers inseparable the areas: cognitive, affective and ethical 2) a systemic interaction approach between the student, teacher, his peers and himself 3) the evolutionary processes of students

and the construction of a positive narrative of self in the school context 4) professional teacher training as a key factor, which provides teachers with the tools to meet the socioemotional needs of students. The program is distributed in ten units, which are developed in workshop format in the school day, consists of a manual for the teacher or monitor, which describes the program and the theoretical framework, includes suggestions for complementary activities and indications of difficulties that could present during the intervention process. The student works with an individual text, like a record, in which the student can register his impressions of the workshop, in which several expression manifestations are developed such as: dramatizations, drawings, games, and personal and group reflections, which promote strong levels of commitment, companionship, and self-knowledge. The students who participated in the study were 671, attending the third and fourth grades respectively, in five schools in Santiago de Chile, with private subsidized dependence, the students' ages ranged from 8 years 2 months and 10 years 1 month, the instrument to measure self-esteem was the TAE, the schools designated as experimental group were three (n=437) and the control group was composed of two schools (n=234). The results of the effect of the program were evaluated through the analysis of variance of repeated measures, considering the time (pre- and post-measurement) and the condition (control group/experimental group), in the interaction analysis, understood as the effect of the program over time evidenced significant effects on students' self-esteem. In the review of the averages it is observed that in the courses that participated in the program, the students showed a significant increase in self-esteem, through the teacher's report. In the control group, a significant decrease was observed during the school term, in the perception of the school social climate, in social integration, and in school performance, an aspect that is not presented in the experimental group. It is concluded that, in the use of the BASE program, one of the variables that was significantly strengthened was self-esteem, generating a positive relationship between students and teachers, generating environments conducive to learning, which translates into better academic achievement in students, where the school experience becomes a place of acceptance, security and containment, what the authors call school attachment, in this space the teacher plays a key role, along with the educational community, being active participants in the program.

In Santiago, Chile, Marchant, Milicic and Álamos (2013), investigated the relevance of a socioemotional development program on students' self-esteem, this program focuses on training teachers and the educational community, including parents and guardians. The themes of the program were: emotional intelligence paradigm, social-emotional learning in the school context, school climate and social coexistence, family: how to empower parents in

social-emotional development, importance of bonds in social-emotional learning, social-emotional development and teacher well-being, school bullying and social-emotional development, resilience and emotional learning; recognizing positive and negative self-esteem; crises: characteristics, impact and support. The program was developed in the first instance by training teachers for a year and a half, in the form of conferences, workshops and small group work ( $n = 30$ ) using the experiential learning methodology. Regarding parents and guardians, the program was developed in the monthly meetings of each course (20 minutes). Regarding the students, the intervention was carried out during one hour per week, for 18 months, in the orientation classes or course council, depending on the level the students were at. To verify the impact of the program, 900 students were evaluated, belonging to two subsidized private schools in the metropolitan area of Chile, studying from the third to the eighth grade, in an age range of 8 to 13 years, the test used for measurement was the TAE, the initial pre-test showed that of the 900 students, 103 students had low and low self-esteem, the remaining 797 had normal self-esteem, according to the range indicated by the test. After the 18-month intervention, the post-test was performed on the 103 students who showed low or very low self-esteem. The results showed a significant difference in grades 3, 4, 5, and 8, and in grades 6 and 7, an increase was reflected, but not significant. Regarding the assessment of self-esteem in teachers ( $n=40$ ) significant differences were observed in the overall self-concept. The results indicate that the involvement of the entire educational community (principals, teachers, education assistants, parents and guardians, students) in training programs in socioemotional development strengthens the development of a virtuous circle, where everyone is favored, from teachers who improve their academic performance, their personal and professional self-esteem, providing students with shared spaces for self-knowledge and creating communities respect for themselves and others, which translates into better and lasting learning.

In Antofagasta, Chile, Ramírez, Duarte and Muñoz (2005) investigated a variable interval reinforcement program, with this program aims to modify the self-esteem of students considered high risk, who have high rates of repetition, clear, absenteeism and desertion among others. The theory of reinforcement postulates that a person's behavior is apt to be modified if relevant reinforcement is provided, with a certain frequency and periodically, associated with the previous presentation of a response, increasing the rate of response emission, due to the desired behavior. The program lasted 20 weeks (5 months), with sessions of 45 minutes per week, in each session of challenging activities for the participants. The students who participated in the study belong to La bandera school, E-97 of Antofagasta,

Institution of the municipal administration, they study the fifth grade and their ages range from 10 to 11 years, to measure the effectiveness of the self-esteem program was evaluated with pre- and post-test, the instrument used is the Aysén test, the basic fifth A was assigned as the control group (n = 39) and the basic fifth C, was the experimental group (n = 39), it is emphasized in this study that three initial-intermediate-final evaluations were performed. The results of the measurements show that: the self-esteem of the experimental group presents significant changes between the initial and final measurements at the end of the intervention, presenting the following percentages, delivered by the Aysén test, high self-esteem: initial 12.8% final 20.5%, medium self-esteem: initial 84.6%, final 79.5%; low self-esteem: 2.6% final 0%. The control group presented the following percentages in the initial and final measurements, high self-esteem: initial 20.5%, final 15%; average self-esteem: initial 76.9%, final 76.9%; low self-esteem: initial 2.6%, final 7.7%. It is concluded in this research that the results of the experimental group were favorable, considering that the research was affected by two internal disability processes, experimental mortality and historical factor. It is highlighted the relevance of a program that strengthens the self-esteem of students in all educational contexts, and with greater emphasis on those who have economic, cultural and family disabilities, it is reflected the need to include teachers of educational institutions in future research, with the aim that the work done is not just a momentary experience of success, instead are systematic procedures in the classroom in the teaching work, eradicating coercive control intra and extra classroom.

In Valdivia, In Chile, Valdés (2001) developed an intervention program to raise the levels of self-esteem, this program was developed in conjunction with the teachers of the nursing school of the Universidad Austral de Chile, the program was designed for students, parents and teachers. The units covered in the program were: personal interview, teacher self-assessment, parent workshop, student workshop, student and parent interaction, and family lab. The modality of work was session-workshop, the methodology used was participatory, flexible and active, the attitude of teachers and health professionals was essential to create an emotionally enriched climate, and give confidence and security to the students when participating in the program. The program lasted one year. The research participants were 28 students, who belong to the Mexican school in Valdivia, are in sixth grade, and their ages range from 11 to 12 years old. To measure the effectiveness of the program, the students' self-esteem was assessed pre- and post-test. The instrument used was the Coopersmith self-esteem inventory which assesses four areas: general self-esteem, social self-esteem, school self-esteem, and self-esteem at home. The results in the four areas of self-esteem measurement

obtained significant changes: in general, in the pre-test application they presented 24.3% in medium-high self-esteem and in the post-test 56.7%; regarding social self-esteem in the pre-test they presented 40.5% low self-esteem, in the post-test 29.7%; in school self-esteem in the pre-test they presented 54.1% in high self-esteem and in the post-test 67.6%; in home self-esteem, in the pre-test they presented 32.4% high self-esteem and in the post-test 43.2%. The results presented are gratifying, but a smaller percentage of students who maintained their low levels of self-esteem had been maintained over time, in the general, social, and home areas, which were referred to competent professionals. The work together with the educational community is valued, observing a better approach in interpersonal relationships with teachers and their peers, which facilitates a favorable climate in the classroom for learning, in relation to families, parents and guardians are more receptive to their daughters' needs after the program and are able to understand the relationship between self-esteem and the achievement of goals in life. Feeling validated by significant people and accepted in their individuality, allows them to confidently face school challenges (academic and interpersonal), and those that life holds in the future.

### **Final remarks**

In developing this systematic review circumscribed to a specific locality, analyzing all programs run in Chile, which meet the inclusion criteria, around strengthening the construction of self-esteem, in the understanding that it has a direct relationship with socioemotional skills, which contributes to the proper valuation of oneself, the general well-being, personal and among peers, enabling peaceful spaces and learning.

Of the programs analyzed, 100% reported a significant increase in self-esteem measures after the intervention. However, it is important to mention that the programs that reported the best results were those in which the educational community: principals, teachers, education assistants, parents and guardians, and students, were actively involved in the process of awareness, implementation, program evaluation, and monitoring.

Regarding the educational stage in which the research was carried out, 100% were carried out in elementary education, although it constitutes a sensitive stage in the structuring of self-esteem, we cannot forget that in adolescence a new sensitive period is generated, so it is necessary to have studies in high school and university, which follow quasi-experimental or experimental studies, to measure the impact of programs and generate support networks, if necessary.

In the use of instruments to measure self-esteem, the Test of School Self-Esteem (TAE, in the Portuguese acronym) was the most used in the research. It should be mentioned that all the instruments used in the different studies were validated in Chile, to serve a particular territory and niche. It is relevant to use instruments that respond to the cultural and social reality that needs to be measured, the results will be adjusted to a particular context, providing relevant inputs to efficiently identify and support students' socioemotional needs and deficiencies, before the cries for help from the heart are transformed into outbursts of anger and verbal and physical violence, without self-control, in classrooms, on the streets and in societies.

As for the geographical distribution of the studies, three of them have been carried out in central Chile, two in the north and one in the south of the country, which gives us a basic structure of the territory. However, studies involving the original peoples such as Mapuches, Aymaras, Atacameños, to name three of the eight peoples that inhabit Chile are lacking, the aforementioned peoples being the most representative at a national level. When we know and accept each other, we value and respect each other, and can have a harmonious and peaceful coexistence, from all perspectives.

Regarding the limitations of this study, one of them is the small amount of research used as a base body, taking into consideration the construction and intervention programs carried out with evidence of measurements and impact, the largest research production in this area, occurs outside Latin America and the Caribbean. As a region, we must move forward, generating new spaces of knowledge and learning for our children and adolescents and for each one of us.

Finally, mention that our limitations can be our greatest opportunities, to motivate other teachers and researchers, to use the intervention programs and tests presented in this study, and to generate new learning to strengthen existing knowledge, in the certainty that a healthy self-esteem is the key that opens the door to compassion, for oneself and for others, is, without a doubt, the key we need in our universities, schools and homes, in building communities that allow you to "get excited" once again, about the wonder of education for and for peace.

## REFERENCES

AHUMADA, A. F.; ESCORZA, P. B. Aplicación y evaluación de una intervención para el desarrollo socio emocional y fortalecimiento de la autoestima en estudiantes de enseñanza básica. **REXE.Revista de Estudios y Experiencias en Educación**, v. 20, n. 44, p. 12-28.

2021. Available at: <https://www.redalyc.org/journal/2431/243169780002/html/>. Access on: 10 Jan. 2020.

BERGER, C. *et al.* Programa para el bienestar y aprendizaje socioemocional en estudiantes de tercero y cuarto grado: Descripción y evaluación de impacto. **Revista Latinoamericana de Psicología**, v. 46, n. 3, p. 169-177, 2014. Available at: <https://www.sciencedirect.com/science/article/pii/S0120053414700202>. Access on: 20 Nov 2020.

CHILE. **Ley n. 20.370 Art.2º D.O. 16 diciembre 2009.** fija texto refundido, coordinado y sistematizado de la ley n. 20.370 con las normas no derogadas del decreto con fuerza de ley n. 1, de 2005. San Miguel: Ministerio de Educación, 2005. Available at <https://www.bcn.cl/leychile/navegar?idNorma=1014974&idVersion=2022-02-05&idParte=>. Access on: 11 Mar. 2022

DÍAZ, F. D.; FUENTES, S. I.; SENRA, P. N. Adolescencia y autoestima: Su desarrollo desde las instituciones educativas. **Revista Conrado**, v. 14, n. 64, p. 98-103. 2018. Available at: [https://www.researchgate.net/publication/328529437\\_Adolescencia\\_y\\_autoestima\\_su\\_desarrollo\\_desde\\_las\\_instituciones\\_educativas](https://www.researchgate.net/publication/328529437_Adolescencia_y_autoestima_su_desarrollo_desde_las_instituciones_educativas). Access on: 15 Apr. 2021.

HERNÁNDEZ, J. A.; ACOSTA, R. La autoestima en la educación. **Límite. Revista Interdisciplinaria de Filosofía y Psicología**. v. 1, n. 11, p. 82-95. 2004. Available at: <https://philpapers.org/rec/ACOLAE>. Access on: 22 Apr. 2021.

HERNÁNDEZ, P.; GARCÍA, M. D. **Programa Instruccional para la Evaluación y liberación emotiva: Aprendiendo a vivir (PIELE)**. Madrid: TEA Ed. 1992.

KIVIRUUSU, O. *et al.* Self-esteem growth trajectory from adolescence to mid-adulthood and its predictors in adolescence. **Advances in Life Course Research**, v. 23, p. 29-43, 2015. Available at: <https://www.sciencedirect.com/science/article/abs/pii/S1040260814000471>. Access on: 11 May 2021.

LÓPEZ, L. S.; MILICIC, N. **Hijos con autoestima positiva**. Guía para padres. 3. ed. Santiago: Grupo Editorial Norma, 2009.

MARCHANT, O. T.; HAEUSSLER, I.; TORRETTI, A. **TAE: Test de Autoestima Escolar Evaluación del alumno vía auto-reporte y vía profesor**. Santiago: Ediciones UC, 2016.

MARCHANT, O. T.; MILICIC, N.; ALAMOS, V. P. Impacto en los niños de un programade desarrollo socio-emocional en dos colegios vulnerables en Chile. **Revista Iberoamericana de Evaluación Educativa**, v. 6, n. 2, p. 167-186, 2013. Available at: <https://revistas.uam.es/riee/article/view/3411>. Access on: 16 May 2021.

MARCHANT, O. T.; MILICIC, N.; ALAMOS, V. P. Competencias Socioemocionales: Capacitación de Directivos y Docentes y su Impacto en la Autoestima de Alumnos de 3o a 7o Básico. **Revista Iberoamericana de Evaluación Educativa**, v. 8, n. 2, p. 203- 218, 2015. Available at: [https://repositorio.uam.es/bitstream/handle/10486/670653/RIEE\\_8\\_2\\_11.pdf?sequence=1](https://repositorio.uam.es/bitstream/handle/10486/670653/RIEE_8_2_11.pdf?sequence=1). Access on: 18 Mar. 2021.



MILICIC, N. **Abriendo ventanas**: Actividades para estimular el desarrollo afectivo de niños entre 5 y 8 años. Santiago:Editorial Universitaria, 1991.

MILICIC, N. **Creo en ti**: La construcción de la autoestima en el contexto escolar. Santiago: LOM Ediciones, 2001.

MORENTE, A. *et al.* Análisis de la relación entre competencias emocionales, autoestima, clima de aula, rendimiento académico y nivel de bienestar en una muestra de escolares de educación primaria. **Revista Española de Orientación y Psicopedagogía**, v. 28, n. 1, p. 8-18, 2017. Available at: <https://www.redalyc.org/pdf/3382/338252055002.pdf>. Access on: 18 Mar. 2021.

ONU: **Resolución A/RES/70/1 Transformar nuestro mundo: La agenda 2030 para el Desarrollo Sostenible**. New York: UN, 2015. Available at: [https://unctad.org/system/files/official-document/ares70d1\\_es.pdf](https://unctad.org/system/files/official-document/ares70d1_es.pdf). Access on: 20 Feb. 2022.

PÉREZ, N. *et al.* Análisis de la relación entre competencias emocionales, autoestima, clima de aula, rendimiento académico y nivel de bienestar en educación primaria. **Revista Española de Orientación y Psicopedagogía**, v. 28, n. 1, p. 8-18 2017. Available at: <https://www.redalyc.org/pdf/3382/338252055002.pdf>. Access on: 15 Aug. 2020.

RAMÍREZ, P. P.; MUÑOZ V. R.; DUARTE, V. J. Autoestima y refuerzo en estudiantes de 5º básico de una escuela de alto riesgo. **Anales de Psicología**, v. 21, n. 1, p. 102-115. 2005. Available at: <https://revistas.um.es/analesps/article/view/27211>. Access on: 10 Mar. 2021.

SELIGMAN, M. *et al.* **The optimist child**. New York: Houghton Mifflin Company, 1995.

VALDES, G. L. Programa de intervención para elevar los niveles de autoestima en alumnas de sexto año básico. **Estudios pedagógicos de Valdivia**, n. 27, p. 65-73, 2001. Available at: [https://www.scielo.cl/scielo.php?pid=S0718-07052001000100005&script=sci\\_arttext](https://www.scielo.cl/scielo.php?pid=S0718-07052001000100005&script=sci_arttext). Access on: 06 May 2021.

### How to reference this article

RUBILAR, Y.; CACHÓN, J.; CASTRO, M. Self-esteem educating from and for peace: A systematic review. **Revista Ibero-Americana de Estudos em Educação**, Araraquara, v. 17, n. esp. 2, p. 1315-1331, June. 2022. e-ISSN: 1982-5587. DOI: <https://doi.org/10.21723/riaee.v17iesp.2.16999>

**Submitted:** 22/12/2021

**Revisions required:** 06/02/2022

**Approved:** 10/04/2022

**Published:** 30/06/2022

**Processing and editing:** Editora Ibero-Americana de Educação.

Proofreading, formatting, normalization and translation.