

**INTERVENTION PROGRAM TO STRENGTHEN SELF-ESTEEM IN HIGH SCHOOL
STUDENTS IN AN EDUCATIONAL INSTITUTION IN PUCALLPA – UCAYALI**

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ABSTRACT

The purpose of this study is to demonstrate that the intervention program strengthens self-esteem in students in the fourth year of secondary school at the following educational institutions: Libertadores de América, Willam Dayer Ampudia, Agropecuario Ega, Nuestra Señora de las Mercedes and Emilio Marko Jara Schenone, Pucallpa - Ucayali. It is based on Carl Roger's humanistic theory. The type of study is explanatory, aiming to establish the causes of the events, occurrences or phenomena being studied. The population consisted of 243

students in the fourth grade of high school, where 180 students correspond to the sample selected by non-probabilistic purposive sampling, of which 90 students are the control group and 90 students are the experimental group. Of the results obtained in the pretest of the development of self-esteem in the control group, 85.6% were at a low level. While in the experimental group, 61.1% were in a medium level of self-esteem. In the post-test of the control group, 78.9% were at a medium-low level of self-esteem. While in the experimental group, 94.4% were located in a medium-high level of self-esteem, confirmed by the hypothesis test $Z_c > Z_t$, where $z=3$

Keywords: Intervention and Self-Esteem Program.

RESUMEN

La presente investigación tiene como propósito demostrar que el programa de intervención fortalece la autoestima en los estudiantes del Cuarto de Secundaria de las instituciones educativas: Libertadores de América, Willam Dayer Ampudia, Agropecuario Ega, Nuestra Señora de las Mercedes y Emilio Marko Jara Schenone, Pucallpa - Ucayali. Se fundamenta en la Teoría humanista de Carl Roger. El tipo de estudio es explicativo, pretende establecer las causas de los eventos, sucesos o fenómenos que se estudian. La población estuvo conformada por 243 estudiantes del Cuarto grado de Educación Secundaria, donde 180 estudiantes corresponden a la muestra seleccionada por el muestreo no probabilístico intencional, de los cuales 90 estudiantes conforman el grupo control y 90 estudiantes el grupo experimental. De los resultados obtenidos en el Pre test del desarrollo de la Autoestima en el grupo control, 85.6% se ubicó en el nivel bajo. Mientras que, en el grupo experimental, el 61.1% se ubicó en el nivel medio de autoestima. En el Post- test del grupo control el 78,9 % se ubicó en un nivel medio bajo de autoestima. Mientras que, en el grupo experimental, el 94.4% se ubicó en el nivel medio alto de autoestima, lo confirmó la prueba de hipótesis $Z_c > Z_t$, donde $z=3$

La palabra clave: Programa de intervención y Autoestima.

INTRODUCTION

Since the 1990s, with the development of the pedagogical, cognitive and humanistic currents at the end of the 20th century, emphasis was placed on personality where self-esteem has come to occupy the ranks of the essential concepts of education in the world of scientific pedagogy. This is because in the present time the tensions involved in the domain of human relations have increased due to the progress made by man. Self-esteem is an important part of the development of an individual's personality and, therefore, is a determining factor in the conduct and the way of behaving in society.

The subject of self-esteem has currently given rise to interesting debates related to its conceptualization and its implications for mental health, and more scholars are questioning whether high self-esteem is appropriate for personal development, or whether "optimal self-esteem" is preferable (Kernis, 2003).

In this sense, the intervention program was proposed to strengthen the self-esteem of fourth-grade high school students of the aforementioned institutions, through workshops, which contributed to the personal, social, academic and family strengthening of the students. Therefore, self-esteem should continue to be strengthened

through activities related to the knowledge of one's achievements, based on the capabilities of adolescents, and tools that support their development and achievement of their self-esteem.

There are research studies that have been carried out for self-esteem.

There are studies at the international level.

Sanchez (2010) conducted a study entitled "Strengthening self-esteem through a life skills development workshop in Yucatan-Mexico", to obtain a master's degree in educational guidance and counseling, to strengthen the self-esteem of adolescents through a life skills development workshop, the sample was implemented with 10 adolescents whose ages range from 15 to 16 years, 5 males and 5 females, the instrument used was a test of pre and post Carrion beliefs. Finally, the study concludes that the life skills workshop effectively strengthens self-esteem and facilitates self-knowledge for the incorporation of new skills in adolescents in secondary education.

Robles (2012) conducted the thesis called "Relationship between family social climate and self-esteem in high school students of an educational institution of Callao-Peru", to opt for the title of master in education, to establish the relationship between family social climate and self-esteem in high school students. The sample consisted of 246 students (2nd, 3rd and 4th) Males: 121 Females: 125, the instrument used was the scale of family social climate (FES). Finally, it concludes that the family social climate in the dimension stability and self-esteem correlation is low because the students' families do not have a clear orientation on the degree of control exercised by some family members over others, which implies that the family plays an important role in the formation of the individual's self-esteem. Basaldúa, R. (2010), in his research entitled "Self-esteem and school performance of third-year high school students of the José Granda educational institution in the district of San Martín de Porres", thesis for the Master's degree, aimed to determine whether there is an influence of self-esteem on the student's school performance, the study sample consisted of 90 students. The instrument was Contingency Table 6 of School Performance Self-esteem and following what was proposed by Hansford and Hattie (2004). Finally, it concludes that there is an influence of high positive self-esteem on the student's school performance.

Ferreira (2003) conducted a thesis entitled "Family interaction system associated with the self-esteem of minors in a situation of moral abandonment or prostitution - Peru", to obtain a doctoral degree in psychology, whose objective is to describe the differences regarding the type of family and self-esteem of a group of minors who are in a situation of moral abandonment or prostitution with another that is not in this situation. The sample consisted of 293 cases distributed as follows: minors in moral abandonment 98 girls and 13 boys, total of 111 cases, minors without moral abandonment 158 girls and 24 boys, totaling 182 cases with minors who were in the police stations of the districts of La Victoria, San Juan de Lurigancho and Cercado de Lima, the instrument used was a demographic data sheet, faces III David Olson questionnaire and Coopersmith self-esteem questionnaire. Finally, the study concludes that there is an association between self-esteem levels in a group of children who are in a situation of moral abandonment and another group that is not in a situation of moral abandonment.

The Humanistic paradigm in Education is represented by Rogers (1978), in his theory that recognizes the individual as an entity characterized by being different in the way of being, thinking and acting with others and emphasizes non-verbal experience and altered states of consciousness as a means of realizing our full human potential. Techniques of humanistic therapy are person-centered therapy and the encounter group technique.

Badillo (2013) defines intervention programs as an organized and interdependent set of actions aimed at meeting previously justified and defined objectives based on a needs analysis, accompanied by planning in differentiated phases with the expression of recipients, activities, timing and evaluation (p. 3).

The theoretical approaches that support the program are Acceptance, Active Listening, Experience, Spontaneity, Activity, Self-Assessment, Self-Acceptance, Recognition, Autonomy and Expression of Affection.

Coopersmith (1976) points out that self-esteem has four dimensions that are characterized by their breadth and range of action, identifying the following: Self-esteem in the personal area. This consists of the evaluation that the individual makes and frequently maintains of himself, about his body image and personal qualities, considering his capacity, productivity, importance and dignity, and implies a personal judgment expressed in the attitude towards himself, and self-esteem in the academic area.

The Problem

Formulation of the general and specific problem is as follows:

- a. General problem
- a. How does the intervention program strengthen self-esteem in students in the fourth year of the secondary school at the following educational institutions: "Libertadores de América, Agropecuario Ega, Nuestra Señora de las Mercedes, Emilio Marko Jara Schenone and Willam Dayer Ampudia", Pucallpa- Ucayali, 2015?
- b. Specific problems
 - How does the intervention program strengthen self-esteem in the personal dimension of students in the fourth year of secondary school?
 - How does the intervention program strengthen self-esteem in the academic dimension of fourth-grade students?
 - In what way does the intervention program strengthen self-esteem in the family dimension of fourth-year high school students?
 - How does the intervention program strengthen self-esteem in the social dimension of fourth-grade students?

Hypothesis

The intervention program significantly strengthens the self-esteem of high school students of the following educational institutions: "Libertadores de América, "Willam Dayer Ampudia Agropecuario Ega, Nuestra Señora de las Mercedes and Emilio Marko Jara Schenone" Pucallpa- Ucayali, 2015.

Objectives

General objective: To demonstrate that the intervention program strengthens self-esteem in students in the fourth

year of secondary school at the following educational institutions: "Libertadores de América, Agropecuario Ega, Nuestra Señora de las Mercedes, Emilio Marko Jara Schenone and Willam Dayer Ampudia", Pucallpa- Ucayali, 2015.

METHODOLOGY

This research makes use of the inductive-deductive method, also called the mixed method, which is considered as opposite poles to the mental activity, that is, from the particular to the general and a way back from the general principle to the particular and individual application of the facts, however, it is necessary to point out that despite having an inverse or different way, both are complementary and in practice, both are closely related since the inductive method discovers and the deductive method proves (Muñoz, 2000, p.23).

RESULTS

The results obtained in the pre-test of the development of self-esteem in the control group, 85.6% of students were in the low level and 14.4% were in the medium-low level. While in the experimental group, 38.9% of students were in the low level and 61.1% in the medium level of self-esteem development. In the post-test of the control group, 78.9% were at a medium-low level of self-esteem, 11.1% at a low level and 10% at a medium level. While in the experimental group, 94.4% of students are located in the medium-high level of self-esteem and 5.6% in the high level of self-esteem.

DISCUSSION

In the post-test, of the total number of students in the control group, 78.9% are located in a medium-low level of self-esteem, 11.1% in a low level and 10% in a medium level, while in the experimental group, 94.4% are located in the medium-high level of self-esteem and 5.6% in the high level, as confirmed by the hypothesis test $Z_c > Z_t$, where $z=3$. The results of the research are related to the studies of Sánchez M. (2007), in the conclusion of his research on "Self-esteem and assertiveness in high school adolescents in educational guidance", concludes that self-esteem is the core from which human behavior is largely established, allowing the adolescent to develop self-confidence that helps him to better manage his interpersonal relationships simply, respecting himself and others, self-esteem is a concept that is molded throughout life, which is gradually reaffirmed with the great multiplicity of experiences that the human being lives.

CONCLUSIONS

The objective was to demonstrate that the intervention program strengthens the self-esteem of the students in the fourth year of secondary school and it could be verified in the results of the Pre-test of the control group, 85.6% was located in the low level, while in the experimental group, 61.1% was located in the medium level of self-esteem development (Table 2). In the Post-test of the control group, 78.9% were located in the medium-low level of self-esteem, while in the experimental group, 94.4% were located in the medium-high level of self-esteem (Table 38). This was confirmed by the hypothesis test $Z_c > Z_t$, where $z=3$, which implies that the intervention program significantly strengthened the level of self-esteem of the fourth-year high school students, according to the Coopersmit inventory test in the pre-test the mean of 15.61 and a standard deviation of 78 in the control group, in the experimental group the mean is 27.27 and the standard deviation is 150.21. While the post-test the mean is 36.72 and a standard deviation of 133.35 in the control group, in the experimental group,

the mean is 63.4 and the standard deviation is 35.04, which implies that the intervention program strengthens self-esteem.

RECOMMENDATIONS

It is recommended the application of intervention programs to strengthen self-esteem in a minimum time of half a year on an individual basis and then to group the participants according to their difficulties in the different areas of self-esteem and can be strengthened by identifying and recognizing each positive aspect that constitutes it, with the participation of all the agents involved in the educational process.

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