

DOI: <https://doi.org/10.63332/joph.v5i2.511>

Resilience and Oral Expression in Rural Children: A Correlational Study in Andean Communities in Peru

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Abstract

Resilience in education has not been explored in relation to oral expression, especially in children. This skill is fundamental as a protective and reinforcing emotional and social factor. Its impact on the pedagogical level is important, the objective is to know the link between both variables. The study is quantitative, non-experimental, assuming descriptive and correlational designs with different statistical tests. The sample is composed of 306 children between nine and 12 years of age, belonging to rural educational institutions in the Puno region of Peru. Data were obtained with the resilience scale and the Likert-type oral expression questionnaire. The analysis included descriptive and inferential statistics (Rho Spearman, linear regression and ANOVA). The results reflect a low positive association $p = 0.342$ and being the bilateral significance level .000, indicating that schoolchildren with higher resilience tend to handle better challenging situations that require oral expression. At the same time the R square is = 0.128% which is explained by the independent variable and a variability in oral expression of 347.301 and the $\beta_0 = 52.91 + 0.16$ which means a significant association. Concluding that; the correlation is at medium level, being low positive, establishing an influence for each unit of V1 the V2 increases by 0.162.

Keywords: Self-esteem, oral expression, resilience, resources

Introduction

Resilience is the ability to overcome and adapt to difficult situations (Castagnola et al., 2021). This is fundamental in education, a pleasant environment reduces stress and difficulties in children (Acevedo and Mondragón, 2005). However, the problem is global in nature; in Colombia, 69% of minors are unable to adequately cope with challenging situations (Rodríguez et al., 2012); while in Argentina, they have difficulties when expressing and facing their

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problems, due to mistreatment and an unfavorable context (Morelato, 2014). The Committee on the Rights of the Child (2020) He pointed out that during the school stage, they have been affected physically, emotionally and psychologically. In Peru, recent data show that 35% of primary school students are victims of physical, psychological and sexual violence (MINEDU, 2024). This means that vulnerable and socioeconomic environments present risks and patterns that can compromise their ability to be resilient (Sibalde et al., 2020). The conditions show how an impoverished and unsuitable environment limits the development of their capacities, leaving few the possibility of overcoming and turning them into experiences of self-improvement (Sosa and Salas-Blas, 2020). Acknowledging that "school is a privileged context for building resilience, after and in line with the family" (Uriarte, 2006, p. 20).

On the other hand, oral expression is defined as the human ability to express or communicate emotions, thoughts, and desires with the aim of being understood clearly and effectively (Saltos and Mendoza, 2022). Being key to achieving personal and social growth (Ochoa-Santos et al., 2022). On the other hand, abuse by parents or teachers is associated with difficulties in communication and speech (Lewis, 1973). In Peru, the Ministry of Health (2020), reported 6846 cases treated in Community Mental Health Centers related to language problems, evidencing difficulties in verbal development and language acquisition, affecting their ability to express themselves adequately. Bringing with it negative effects on their cognitive and affective development and interaction with others, since it prevents them from retaining and organizing the lexicon, affecting the proper interpretation and expression (Lepe-Martínez et al., 2018).

There are few studies of resilience in education, especially linked to oral expression, the works are more explored in the field of health, public management and other areas. That is why work in the educational context is relevant. For this reason, scientific and psychological considerations are fundamental in its approach, since it develops safe cognitive and emotional processes in children, because a well-assumed resilience allows them to adapt and recover easily from adverse experiences (Sarwat et al., 2021). As oral expression as a skill facilitates transmitting feelings, thoughts and facing conflicts and this impacts school performance, in socialization, self-esteem and future experiences of ever-changing generations. In this context, the link between the two components needs to be further reflected. The study is presented as a little-explored contribution in the educational field to fill some gaps in knowledge (Khan et al., 2019).

Theoretical Review

About Resilience

Resilience is the ability of people to recover and maintain adaptive behavior after facing adverse situations or stressful events (Garmezy, 1991). In children, it has to do with the ability to adapt positively in the face of difficult or risky situations (Wolin y Wolin, 1993; González et al., 2009). It consists of transforming problems into opportunities to pursue goals and objectives instead of simply suffering and suffering for them (Villalta, 2010). Recent studies define it as the personal ability to do things well despite unfavorable circumstances, implying resistance and a constructive approach (Suárez & Castro, 2022). Therefore, "it is neither more nor less than the capacity of a system, a body, a material, a person, a team or a company, to absorb and withstand shocks, disturbances, traumas, adversities, situations of high risk and stress and to recover". (Sánchez, 2020, p. 83).

Resilience is essential for academic success, as it makes it easier to overcome challenges (Morgan, 2021). The study analyzes five dimensions. *Identity – self-esteem*, is according to

Yañez and Capella (2021), the formation or construction of one's own individual structure, and social recognition, where interaction is fundamental (Tuárez & Tarazona, 2022). "Self-esteem is an essential component for the proper development of our lives, it allows us to coin and express a particular value of ourselves that defines what we think we are and how we conduct ourselves in the world" (Rodríguez-Garcés et al., 2021, p.3). The dimension of *networks– models*, focuses on imitative behaviors based on parental example, which are reflected in the social and educational sphere, demonstrating that behaviors are expressions of the model learned at home (Conopoima, 2021). The dimension of *Generative learning*, includes seeking help and support, learning and coping, which is linked to personal empowerment (Saavedra & Castro, 2009). The dimension of *Internal remedies*, are the capacities, skills, and personal characteristics that we are born with and that serve as tools to face life's challenges (Saavedra & Castro, 2009). According to Becoña (2006, p. 138), "competent and resilient young people have more resources at hand, including adults in their lives, in their upbringing, average or good cognitive development, and positive self-esteem." And finally, the dimension *External Resources*, assesses interaction with the environment and how external experiences and supports influence the ability to adapt and respond resiliently to challenges (Saavedra & Castro, 2009).

Resilience is a process that combines individual development and collective thinking through experiences, reflections and solutions (Oliveira et al., 2024). In children, it is important because it adopts an attitude of continuous learning and openness to new ideas, allowing them to feel fulfilled at each stage of their lives (Anthonysamy, 2023). They show dedication to schoolwork, have clear goals, are participative, and recognize their achievements (Waxman et al., 1997). The effect of the family on resilience is the main factor for the child to develop his personal characteristics and academic performance (García-Crespo et al., 2019). Also, spaces such as school strengthen their personal development and enrich the cultural diversity of school environments (Estrada et al., 2024). Without a solid foundation of resilience, they may lack the mental strength to overcome challenging situations (Anthonysamy, 2023). Therefore, it is essential that the family and the school focus attention on children from an early age.

Oral Expression

When it comes to oral expression, the ability to express or communicate emotions, thoughts, and desires effectively implies being understood (Saltos and Mendoza, 2022). Thus, by mastering this ability from the perspective of the sender and the receiver, it contributes to the development of a comprehensive language (Ramírez, 2002). However, the language we use is not enough, because it requires certain elements that go hand in hand to understand the message (Rosas et al., 2021). Such as pronunciation, grammar, lexicon, pragmatic and sociocultural aspects, which in turn are essential in teaching (Cruz, 2020). In children, it is important to learn how to express themselves and listen from an early age (Valles & Ríos, 2022). This allows them to defend their positions and back up their own ideas with clear arguments (Aguirre, 2023). In addition, mastery of this competence facilitates their integration into society in different contexts (Matamoros et al., 2023). Otherwise, their deficiency could limit them from expressing themselves and interacting with their world (MINEDU, 2013).

With regard to its dimensions, the *scope* It consists of the good use of language to describe and express opinions without stopping to look for words to use complex sentences or phrases and explain ideas easily (García, 2018). The *correction* It focuses on the continuous improvement of the use of language with the help of feedback, motivating the student, since this should not be a definitive obstacle to continue with the interaction but rather to learning (Tomé, 2020). The

fluidity It encompasses the ability to adapt cognitively, reflecting effectiveness in the search and quick and accurate retrieval of vocabulary, which contributes to a clear and understandable expression (Sánchez-López et al., 2021; Paucar et al., 2013). The *interaction* according to Baralo (2012) "involves interaction in a participatory context in situations in which meanings must be negotiated" (p.164). This dimension is reinforced when they work in pairs or groups in the classroom, creating a pleasant environment that allows them to exchange thoughts and ideas, and thus, the process of mutual learning (Neiva, 2021). In turn, children develop competencies and at school, teachers promote reading comprehension and mathematical problem solving in order to obtain explicit information, which requires adequate language management. Finally, the *coherence* it is the connection and union between different parts of a discourse that make up an integrated whole (Sánchez-Rengifo, 2020). This occurs when ideas are organized in a clear and precise way, through the use of conjunctions, pronouns and connectors that facilitate their understanding (Iglesias et al., 2019).

According to Ames et al. (2012) Expressing oneself well allows the listener to receive information (beliefs, knowledge, goals and attitudes of others) more easily and effectively. A person who communicates clearly stands out when he or she uses the voice (articulation, intonation and naturalness) as an effective tool (Rivas et al., 2024), and as an emotional affective channel (Castillo-Valdés et al., 2023). Correct oral expression is crucial because it facilitates effective communication and allows them to recognize and narrate their experiences with courage (Simón & Martín, 2023). In students, it makes them more participative in various situations and in the digital world (Cruzata-Martínez et al., 2022). In addition, curiosity for the new drives innovation and generates communication skills, including orality (Heredia et al., 2022).

Considering the meaning of the arguments around the research, the objective of the study is not only to determine the relationship between resilience and oral expression in children from the different rural educational institutions of the Puno region, but at the same time, it evaluates and analyzes the variables. That is, how it is associated in the educational environment and that despite previous studies that have addressed both variables independently, the implication of the association of both variables is unknown, knowing what happens will concern other specific interventions to improve these areas of study.

Method

The study responds to a quantitative approach, which "uses data collection to test hypotheses based on numerical measurement and statistical analysis, in order to establish behavioral patterns and test theories" (Hernández-Sampieri et al., 2014, p.4). In addition, it is non-experimental and descriptive and correlational designs were used.

Two instruments were used. The *School Resilience Scale* (ERE), which consists of 27 items grouped into 5 groups: identity – self-esteem, networks – models, learning – generative, internal resources and external resources, with Likert-type responses of up to 5 points (1 = never to 5 = always). The instrument has been validated and standardized in the Chilean school population, demonstrating reliable psychometric properties (Saavedra & Castro, 2009); and The *Speaking Quiz* developed, which contains 24 items grouped into 5 groups: scope, correctness, fluency, interaction, and coherence. Widely used in the educational field of Spain (García, 2018; 2020). However, the instrument was adapted to the simple and understandable items/items for the children's understanding. The statistical tests used ranged from descriptive to inferential, using correlations, ANOVA, and linear regression for a more exhaustive analysis.

The study population was made up of 1500 children in fourth, fifth and sixth grade of primary education in rural contexts of the Huancané and Azángaro Local Educational Management Units (44 institutions between the two areas), according to the Ministry of Education's registry of educational institutions in rural areas. A probabilistic sampling is assumed, the study sample made up of children from nine institutions, five in Azángaro and four in Huancané, enrolled in the year 2023. For this reason, the inclusion criteria were applied, students between nine and 12 years old and schools that have a larger student population. On the other hand, those of exclusion, to students under eight years of age who comprise the 1st, 2nd and 3rd grade of primary school. Based on these criteria, the non-probabilistic convenience sample was made up of 306 students including girls and boys.

For the assumption of normality, the Kolmogorov-Smirnov test appropriate for large samples was applied. The results indicate that the resilience variable ($p = 0.000$) and oral expression ($p = 0.010$) do not meet the assumption of normality, considering that they are statistically less than 0.05. Therefore, the decision was made to use the non-parametric test, specifically the Spearman Rho statistic, which allows the correlation between the study variables to be evaluated. The statistical analysis software SPSS version 21 was used.

Results and Discussion

Different statistical tests were carried out to evaluate, determine and analyze the study variables. First, we present descriptive statistics and analyses around resilience and oral expression.

Table 1. Children's level of resilience

| | | f | % |
|-------|--------|-----|-------|
| Valid | Low | 55 | 18.1 |
| | Middle | 171 | 55.7 |
| | High | 80 | 26.2 |
| | Total | 306 | 100.0 |

According to the table, we can report that most of the children studied have a medium level of resilience with 55.7%, 26.2% are at a high level and 18.1% are at a low level, which is a problem. For this last consideration, it is essential that schoolchildren develop resilience to face difficulties, raise their performance and integral development. It allows them to manage stress, improve their soft skills and avoid mental health problems. By having this ability, children can meet challenges and capitalize on opportunities for growth and learning (Quezadas et al., 2023). This ability can be developed at different stages of life and with the participation of different actors. Since resilience is not a condition, but a transitory or permanent situation that is required for possible futures (Alvarán et al., 2022). On the other hand, resilience is an intangible process, which deserves to be taught and for this a set of resilience strategies is required (Velásquez et al., 2022).

Table 2. Level of oral expression

| | | f | % |
|-------|--------|-----|-------|
| Valid | Low | 69 | 22.4 |
| | Middle | 185 | 60.5 |
| | High | 52 | 17.1 |
| | Total | 306 | 100.0 |

In the table presented, it is evident that the majority of the sample studied is located at the medium level in oral expression with 60.5%, 17.1% are placed at a high level and 22.4% are at a low level, which constitutes a problem and a need to improve this skill. Not only in the south of Peru there are weaknesses in expression, in Spain schoolchildren also experience problems in developing this skill and therefore various strategies have been experimented to improve it (Ponce et al., 2022). According to Valleys and Rivers (2022), children improve their oral expression through recreational and training activities, that is, from pedagogical intervention and understanding of society in general. Therefore, this ability allows you to clearly express ideas, thoughts to achieve objectives and goals (Curipallo, 2023). This underdeveloped skill affects interpersonal relationships and self-esteem, this requires programs that allow its improvement.

By determining the relationship between the variables of resilience and oral expression through Spearman's Rho statistic. Below is the fulfillment according to the main objective and the specific objectives respectively.

Table 3. Relationship between resilience and oral expression

| | | | Resilience | Oral expression |
|--|-----------------|-------------------------|-------------------|------------------------|
| Rho de Spearman | Resilience | Correlation coefficient | 1.000 | 0.362** |
| | | Sig. (bilateral) | . | 0.000 |
| | | N | 306 | 306 |
| | Oral expression | Correlation coefficient | 0.362** | 1.000 |
| | | Sig. (bilateral) | .000 | . |
| | | N | 306 | 306 |
| **. The correlation is significant at the 0.01 level (bilateral). | | | | |

Note: Data information through SPSS version 21.

According to the table, there is a significant correlation between resilience and oral expression with a Spearman's Rho of 0.362, which according to Martínez and Campos (2015), represents a low positive correlation, meaning that as resilience increases, the ability to speak also tends to increase in the children in the sample studied. This significant sample of 306 participants also suggests that; the development of emotional skills, such as resilience, can be integrated into training programs in communication skills. These results offer valuable information regarding human development and educational dynamics, which allows teachers and health professionals to reflect. Since resilience is being addressed independently of specific areas such as oral expression.

The same happens in the specific objectives: identity-self-esteem, networks-models, generative learning, internal resources and external resources, associated with oral expression. Let's see the idea.

Table 4. List of specific objectives

| Correlations | | | Identity - Self-esteem | Oral expression | |
|---------------------------------|-------------------------|-------------------------|-------------------------------|------------------------------|------------------------|
| R h o de S p e a r m a n | Identity - Self-esteem | Correlation coefficient | 1.000 | 0.241** | |
| | | Sig. (bilateral) | . | 0.001 | |
| | | N | 306 | 306 | |
| | Oral expression | Correlation coefficient | 0.241** | 1.000 | |
| | | Sig. (bilateral) | 0,001 | . | |
| | | | | Networks - Models | Oral expression |
| | Networks - Models | Correlation coefficient | 1.000 | 0.296** | |
| | | Sig. (bilateral) | . | .000 | |
| | | N | 306 | 306 | |
| | Oral expression | Correlation coefficient | 0.296** | 1.000 | |
| | | Sig. (bilateral) | .000 | . | |
| | | | | Learning - Generative | Oral expression |
| | Learning - Generative | Correlation coefficient | 1.000 | 0.308** | |
| | | Sig. (bilateral) | . | .000 | |
| | | N | 306 | 306 | |
| | Oral expression | Correlation coefficient | 0.308** | 1.000 | |
| | | Sig. (bilateral) | .000 | . | |
| | | | | Internal resources | Oral expression |
| | Internal resources | Correlation coefficient | 1.000 | 0.290** | |
| | | Sig. (bilateral) | . | .000 | |
| N | | 306 | 306 | | |
| Oral expression | Correlation coefficient | 0.290** | 1.000 | | |
| | Sig. (bilateral) | .000 | . | | |
| | | | External Resources | Oral expression | |
| External Resources | Correlation coefficient | 1.000 | 0.342** | | |
| | Sig. (bilateral) | . | .000 | | |
| | N | 306 | 306 | | |
| Oral expression | Correlation | 0.342** | 1.000 | | |

| | | | | |
|--|--|------------------|------|---|
| | | coefficient | | |
| | | Sig. (bilateral) | .000 | . |
| **. The correlation is significant at the 0.01 level (bilateral). | | | | |

The results of the table regarding the analysis of the specific objectives indicate that the p-values range between .000 and 0.001 which are less than 0.05, therefore, these results support the hypotheses of the research, confirming the existence of a significant direct correlation between each of the dimensions analyzed; identity – self-esteem, networks – models, generative learning, internal resources, external resources and oral expression, in children in the sample studied. Likewise, Spearman's Rho correlation coefficient has values of 0.290 – 0.342, which represents a low positive correlation between the variables involved in the study.

As part of the third specific objective, regarding linear regression analysis, we present some tables with their respective reflections.

Table 5. Linear regression between variables

| Model | R | R squared | R square adjusted | Standard Error | Estimate |
|---------------------------------------|--------|-----------|-------------------|----------------|----------|
| 1 | 0.358a | 0.128 | 0.124 | 10.663 | |
| a. Predictors: (Constant), Resilience | | | | | |

According to the table, it again ratifies that the correlation coefficient is low with 0.358. The R squared that indicates that 0.128 % is explained by the independent variable (resilience), at the same time the R squared adjusted constitutes the statistical model to generate the linear model and predictions around the variable.

Table 6. Analysis of Variance (ANOVA^a)

| Model | | Sum of squares | Gl | Quadratic mean | F | Mr. |
|---|------------|----------------|-----|----------------|----|-------|
| 1 | Regression | 347 | 1 | 347 | 44 | .000b |
| | Residue | 23648.794 | 3 | 77 | | |
| | Total | 27122 | 305 | | | |
| to. Dependent variable: Oral expression | | | | | | |
| b. Predictors: (Constant), Resilience | | | | | | |

The analysis of variance denotes a significance of .000, consequently, the coefficient can be assumed to be valid. This means that; the sum of squares, the regression (347), a value that reflects the variability in oral expression, which implies that the regression model can explain from the resilience variable.

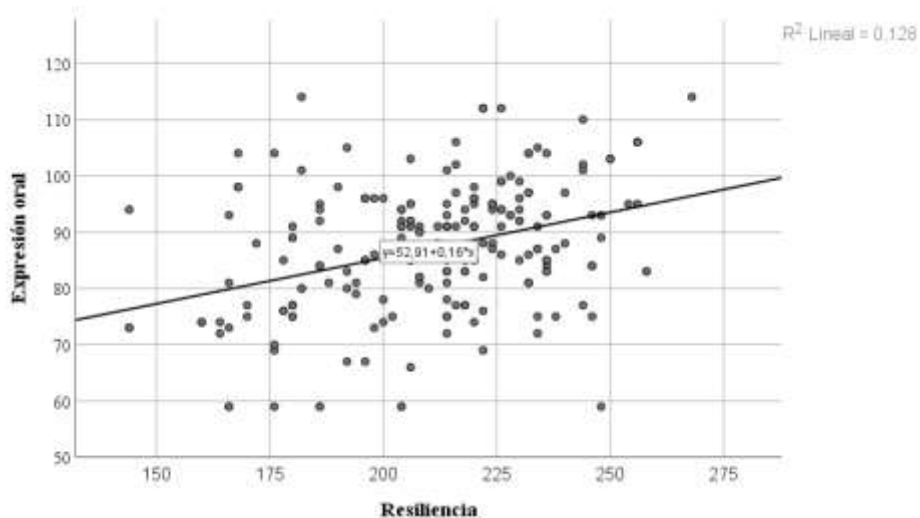
Table 7. Analysis of non-standardized and standardized coefficients

| Model | | Non-standardized coefficients | | Standardized coefficients | t | Mr. |
|---|------------|-------------------------------|-------------|---------------------------|-------|------|
| | | B | Desv. Error | Beta | | |
| 1 | (Constant) | 52 | 6. | | 8.495 | .000 |
| | Resilience | 0.162 | 0.240 | 0.358 | 5.42 | .000 |
| to. Dependent variable: Oral expression | | | | | | |

The table indicates that the constant coefficient, $\beta_0 = 52 + 0.16$ (oral expression plus resilience). This allows the association between the variables to be important, since, for each additional unit of resilience, the expression increases on average 0.162 points. This means that statistically it is

significant (Sig. .000). At the same time, the strength of the bond in the standardized coefficient ($\beta = 0.358$) indicates a moderate relationship and standard error of 0.240.

Figure 1. Simple dispersion of oral expression by resilience



The figure shows the equation in the graph, which shows that the regression how it fits the R squared. This analysis of linear regression between resilience (X-axis) and oral expression (Y). It can be interpreted that; $y = 52 + 0.16x$, implies intercept (y). When resilience is equal to 0, the estimated value of oral expression would be 52. Although it is not a value that has a practical meaning (since it would not make sense to have resilience 0), the intercept is necessary to calculate predictions. Slope 0.16 (x). For each additional unit of variable x, variable y increases by an average of 0.16 points.

The main objective of the study was to determine the relationship between resilience and oral expression, finding a low and significant positive link. About that Noriega et al., (2020) They revealed that self-esteem and school motivation have a significant correlation with gender, academic performance and type of school. However, it is affected by the location that is difficult to access (institutions located in regions, families with limited economic resources, lack of opportunities), for this reason they show a medium level of resilience. In the same vein, Salvo-Garrido et al. (2021) They showed that, despite the disadvantaged economic situation in macro-zones (south, center and north), children who have connection, communication, support and family commitment, develop their academic and more solid resilience better. Contrary to Pérez et al. (2023), where they identified a high level of resilience, as they managed to obtain higher academic averages despite the contexts of social vulnerability due to the pandemic. Likewise Benítez and Martínez (2023) revealed that, in rural contexts, students with greater math skills overcome challenges in their learning. Highlighting the importance of resilient components (self-fulfillment, self-determination, and adaptation) and personal well-being indicates that emotional, family, and social support at school contributes to their resilience in the face of adversity (Omar, 2007).

Regarding oral expression, the results partially coincide with the study of Bascuñán et al. (2021), who indicated that problems such as dyslexia affect language and reading skills with a significant

low correlation. Quintana et al. (2022) They observed significant improvements in the oral expression of minors thanks to the fact that they participated in radio voice-over workshops. Gómez et al. (2021) They demonstrated that the practice of artistic activities (family sculpture) can improve the expression of children belonging to rural communities. Highlighting how context represents the achievement of well-structured communication (Valles & Ríos, 2022). Effective oral expression is fundamental in learning, just as socialization determines participation in school activities.

Around the link between the resilience and oral expression are intimately related. In a study Aquinas (2024) This link is moderated between the study variables. According to Malán-Ernst et al. (2024), managing emotions from the impact of adversity allows you to express yourself in a positive way. A different look for some, stress creates commitment and resistance, which provides adaptation and emotional stability (Reyes-Díaz et al., 2023). In the educational environment, Bautista-Quispe et al. (2024) They emphasize that socio-emotional competence, linked to resilience, allows us to face challenges that may exist in a particular and joint way. This fosters dialogue and cooperation, facilitating a response to address disruptions and crises (Hernández & Casares, 2023). In addition, it helps students to resolve conflicts, reflection, and above all to communicate with people from different backgrounds, accommodating themselves to all kinds of environments (Allan et al., 2024). Hence the analysis of the importance of working on the two components that act as important pillars in children to bring out positive attitudes and promote their personal and emotional growth.

Regarding the specific objective identity-self-esteem and oral expression, a low positive significant association was found. About that In a similar study, Hurtado et al. (2022) They found an inverse relationship between self-esteem and aggressiveness, due to the lack of affective bonds and inadequate self-perception (physical and emotional). Noriega et al., (2020) He also found a significant connection between self-esteem and resilience, which decreases in hard-to-reach areas, where unfavorable conditions affect their self-perception and, therefore, their resilience capacity.

Regarding the specific objective of networks-models and oral expression, the correlation was positive and low. These results are similar to the Study of Bravo-Franco and Velázquez-Ávila (2022), who observed that family orientation (networks - models) and the interpersonal relationships offered by parents exert a significant influence on children's behavior in academic development. However Morales and Díaz (2020) showed that, even in contexts of vulnerability characterized by a dysfunctional family and an uncondusive environment (insecurity, violence, and addiction), students with high levels of well-being and academic performance manage to achieve good results. In contrast to those with low performance are supported with the expectation of overcoming patterns of failure, in an attempt to improve quality of life (Bazán-Ramírez et al. (2021).

As for the specific objective of generative learning and oral expression, it has been shown that there is a low positive association. These results coincide with the study of Miño and Eugenio (2022), where children belonging mostly from rural areas in shelters showed a low relationship with quality of life and resilience. Reflecting the importance of having parental or external support that teaches and learns to deal with situations of uncertainty (Saavedra & Castro, 2009). In the specific objective internal resources and oral expression, a low positive link is revealed, these results disagree with that of Suárez and Castro (2022), who indicated that a context of poverty and low educational level are not an impediment to socio-emotional development,

finding levels of resilience that range between medium and high.

Regarding the specific objective of external resources and oral expression, the association was positive low. Unlike Vendramini et al. (2022), where private school children demonstrate a passive style in front of the interpersonal problems, which favors their focus on meaningful learning through the interaction process. This is also demonstrated in the study of Narváez and Obando (2021) the greater the sources of external support (material, emotional or informational) provided by the family, school and the community reduces antisocial behaviors and poor school performance. Supporting the idea that resilience is strengthened through meaningful supports in the school environment (Saavedra & Castro, 2009).

Conclusions

The results indicate that there is a low positive correlation between resilience and oral expression in the children studied. This suggests that schoolchildren with higher levels of resilience tend to better handle their challenging situations that require speaking skills. Although the correlation is not strong, it is significant, implying that resilience may be a factor influencing children's ability to express themselves orally.

Most of the children had a medium level of resilience (55.7%) and oral expression (60.5%). However, a significant percentage of children are at low levels of both variables (18.1% in resilience and 22.4% in oral expression), which indicates the need to implement educational and psychological strategies to strengthen these skills in schoolchildren.

Linear regression analysis showed that, for each additional unit of resilience, oral expression increases on average by 0.162 points. This suggests that although the influence is not great, resilience has a positive impact on children's ability to express themselves orally. This reinforces the idea that resilience can be a protective factor that helps children cope with situations that require effective communication.

Dimensions of resilience, such as identity-self-esteem, network-models, generative learning, internal resources, and external resources, showed a low positive correlation with oral expression. This indicates that each of these dimensions contributes, to some extent, to children's ability to express themselves orally. In particular, self-esteem and family support (model networks) are key factors that influence resilience and, therefore, oral expression.

The results support the idea that the educational and family context plays a crucial role in the development of resilience and oral expression. Children who have a supportive family and school environment tend to develop higher levels of resilience, which in turn is reflected in a better ability to express themselves orally. This underscores the importance of promoting educational and family environments that foster resilience and effective communication.

Given that a significant percentage of children have low levels of resilience and oral expression, the implementation of educational and psychological programs that strengthen these skills is recommended. Activities such as speaking workshops, symbolic games, and strategies that promote self-esteem and family support could be effective in improving both resilience and speaking in children.

This study provides empirical evidence on the relationship between resilience and oral expression in children from rural contexts, an area little explored in the literature. The findings suggest that resilience is not only important for children's emotional and social well-being, but can also influence their ability to communicate effectively, which has direct implications on their

Gratitude

To the members of the José Antonio Encinas Research Institute (INS-JAE) who contributed to the work, to the National University of the Altiplano.

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