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**"The Influence of an Intervention Program on a
Process of Emotional Self-Regulation In Low-
Achieving 8th Grade Students".**

Long Abstract

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Long abstract

Introduction

This research focused on the effect of the "Bridge to Emotion" emotional self-regulation intervention program on learning processes of low-achieving 8th grade students.

The "A Bridge to Emotion" intervention program was written by the researcher, on the basis of 28 years' experience as a teacher, and certified cognitive-behavioral (CBT) psychotherapist.

The title of this research is: **"The influence of an intervention program on a process of self-regulation in low-achieving 8th grade students"**.

Emotional regulation expresses people's emotional intelligence. Emotional intelligence is the cognitive ability including different qualifications related to processing emotional information, such as: identifying one's own and others' emotions; using emotions to advance thinking; understanding emotions and emotional regulation to promote effective behaviors (Salovey & Mayer, 1990; 1997).

Different studies have found positive correlations between academic achievements and emotional intelligence and particularly between achievements and understanding emotions and the ability to regulate them (e.g. Barchard, 2003; MacCann & Roberts, 2008; Downey et al., 2008; Parker et al., 2004; Petrides, Fredericksson & Furnham, 2004). Likewise it was found that the ability to express emotion and understand the emotions of others correlated positively with academic achievements (Collins & Nowicki, 2001). It was also found that focusing on dealing with a problem demonstrates a clear correlation between regulating emotions and academic achievements (MacCann et al., 2011). Additionally, awareness, appreciation and understanding of emotions is essential to creating a positive climate in which effective learning is promoted (Meyer & Turner, 2006) and students with greater emotional knowledge are better able to concentrate in class (Nelson et al., 1999). Therefore it appears that emotional regulation contributes to the learning process.

Cohen-Navot, Ellenbogen-Frankowitz & Reinfeld (2000) found that the profile of students aged 14-18 at risk of dropping out of school, is characterized by low academic achievements, behavior problems and a low frustration threshold and that the way to deal with these students includes creating a real change in their lives in order to change them into students with normative functioning.

The current research attempts to expand the knowledge of the effects of a school intervention program to develop emotional self-regulation in low-achieving students on the learning process in school, among low-achieving students in the 8th grade in junior high school.

Research Aims

1. To examine how the "Bridge to Emotion" intervention program in which tools of the cognitive-behavioral approach were implemented, influences the emotional regulation of under-achieving junior high school students aged 14 in the process of learning.
2. To examine the influence of the components of the intervention program on the emotional self-regulation of under-achieving students.
3. To examine the intervention program's influence on students' grades and on their learning regulation in the domains of planning the learning and taking responsibility.

Research Questions

1. How did the "Bridge to Emotion" intervention program influence the emotional self-regulation of under-achieving students?
2. What is the influence of the components of the intervention program on the emotional self-regulation of the participants?
3. How will the intervention program influence the students' grades and regulation of learning in the domains of planning the learning and taking responsibility for their learning?

The research hypotheses are:

1. The emotional self-regulation of the students participating in the "Bridge to Emotion" intervention program will improve as a result of their participation.
2. The grades of the students in Mathematics, Literature and History will improve following the intervention program.

3. The quality of regulation of learning process operationalized in the measure in which students are taking responsibility for learning will increase following the intervention program.

Research Population

The participants in this research were 20 under-achieving students aged 14 in the 8th Grade of junior high school. These students were chosen to participate in the intervention program because of their low grades, defective learning functioning and behavioral problems at school. The research was made up of 4 groups of students with 5 students in each group; in total 10 boys and 10 girls.

I received the proper approvals for the research.

CHAPTER I: THEORETICAL PERSPECTIVES

I.1 Vygotsky's Socio-Cultural Theory

Vygotsky's socio-cultural theory that was developed in 1924-1934, emphasized the importance of society and culture in the cognitive development of the individual (Vygotsky, 1962; 1978). Vygotsky used the term "Apprenticeship" in order to describe the learning interactions that occur during regular day-to-day activities, among friends and older people from the same cultural group where a skilled adult "transfers responsibility" on the abilities to the young person, during the collaborative activity, and involves chores and relevant activities.

According to Vygotsky, defining cognitive development is made through two levels by which we understand the connection between the individual's developmental processes and his learning ability. The two levels of development are: Zone of Current Development and Zone of Proximal Development. The first describes the level of development of a child's cerebral functions, set as a result of developmental cycles that were already completed; the second describes the level of functions that are not yet ripe but are in the process of ripeness. In this context, Vygotsky claimed the term "Zone of Proximal Development" which is defined as the distance between the Zone of Current Development (set by independent problem solving) and the Zone of Potential Development (Set by solving problems with an adult's guidance or cooperation with capable friends of the same age). According to this definition, the

mediator is an adult who needs to act in order to promote the child to close the gap between what he knows and understands and what he doesn't know and doesn't understand but is able to see and think about with the purpose to open a new zone of development.

The aim of the intervention program in this research was to provide low-achieving students with emotional self-regulation tools so as to improve their learning performance and help them exit the "cycle of failure".

I.2 Feuerstein's Mediated Learning Experience Theory

The contribution of Feuerstein's theory(1979) to the pedagogical field is great, because it empowered the contemporary paradigm that focuses on the student, the group and the learning experiences and contributed to the making of a responsible student that is aware of his learning process and is active in these learning experiences. The concept of "contemporary pedagogy" relates to the pedagogical revolution that is expressed in new pedagogies of the modern era of education. The school is actually the historical expression of pedagogy. The pedagogical revolution has brought with it innovative and educational structures that are dynamic and flexible and allow adjustment to the individual needs of the student (Chis, 2002). The development of contemporary pedagogy is a worldwide trend and a result of the practices of learning, for example: the Romanian reform in learning programs that started in the year of 1988 and marked the beginning of renewing the Romanian education system (Chis, 2001).

Innovative pedagogy defines the objectives of education and the character of the students in the 21st century education system and describes components that need to exist in schools of the modern era. Such as: teaching-learning-evaluating processes and the educational environment (Vidislavski, Peled and Pepsner, 2010). Integrative sciences of education put themselves in an axiological-normative perspective and in the same time have a theoretical-explanatory character and also a practical one (Bocos & Jucan, 2008). Modern school that acts according to contemporary pedagogy, deals with identifying and developing effective and active learning structures during life (Chis, 2002) .

The classic paradigm that focused in the teacher has changed places with the contemporary paradigm that focuses on the child, the group and learning experiences. The main characteristics of the traditional paradigm constructed a model built upon

transfer of knowledge, listening and duplicating, but in the modern era we have transferred to a pedagogy that creates a more responsible and aware student in the process of learning and expresses the interactive pedagogy that puts the supreme value on the cognitive and practical activity of the student, and on the interaction and sharing of ideas that were developed during the learning process (Chis, 2001).

I.3 Mediated Learning Theory

The mediated experience happens when between the organism and the environment that is filled with stimulations, appears a figure- a parent, a teacher or any other adult with knowledge and experience directed to mediate the organism with the world around it and make it more understandable and meaningful. This happens through changes caused by the mediator with stimulations, in a way that fits the learning organism and allows him to understand the environment and react easily to stimulations, what will eventually lead to his mental development (Feuerstein et al., 1979; Feuerstein, Rand & Rynders, 1988). Feuerstein presented this idea with the S-h-O-h-R model that says that between the stimulation (S) and the organism (O) and also between the organism and the response (R) is a human (h) that mediates the world of stimulations with organisms and even helps it to shape his responses.

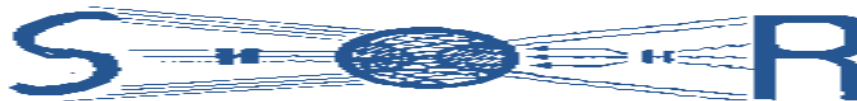


Figure 1.1 Mediated Learning Experience Model

The Principles of Mediated Learning, based on his research and clinical work, professor Feuerstein defined ten mediation principles of mediated learning. Out of these ten, three have a special status because they appear in every action of mediated learning and it is possible to see them as essential conditions for interaction considered as mediation learning. The other seven principles don't necessarily appear in every action of mediation, but they have great importance as to the characterization of many mediation actions (Egozi & Feuerstein, 1987).

I.4 Self-regulation in the Process Of Learning

Self-regulated learning is a process in which the learner sets goals for himself and organizes his cognition, motivation and behavior according to these goals and a feedback from the environment (Pintrich, 2000). The processes of regulation include a

correct activation of learning strategy, social strategies, motivational and emotional tools, focusing attentiveness and organizing time and physical environment of the student. These factors have a significant influence on learning achievements, on motivation and on the life quality of the student in school.

Zimmerman and Martinez-Pons (1986) define self-regulated learning as the manner and the extent in which the student controls his processes of learning in the next aspects:

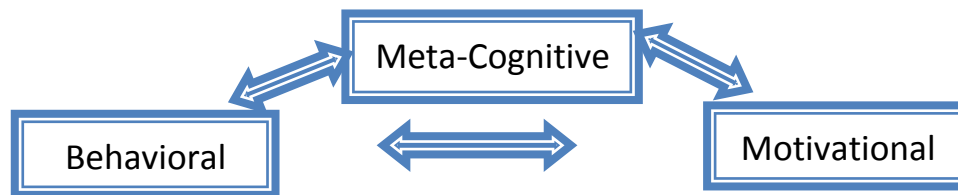


Figure 2.I: Process of Mediated Learning

One of the characteristics of a low-achievement student is behavioral problems in school; therefore he doesn't have self-control skills.

The question asked is – will the student improve his behavior in school when he acquires tools to regulate his emotions.

I.5 Low-Achievement Students

Cohen-Navot, Ellenbogen-Frankowitz & Reinfeld (2000) found that the profile of students aged 14-18 at risk of dropping out of school, is characterized by low academic achievements, behavior problems and a low frustration threshold and that the way to deal with these students includes creating a real change in their lives in order to change them into students with normative functioning. Mor (2006) added that the external manifestations of this profile are tardiness, absenteeism, difficulty in coping with educational framework rules, ongoing learning failures and behavior problems and claimed that the education system is the key to altering the situation, with schools that are attentive and sensitive to these students and their problems.

I.6 Emotional Intelligence

Research literature describes two main kinds of models for emotional intelligence:

A. Ability Models, focusing on the ability to process emotional information.

These models see emotional intelligence as a mental capability (Salovey & Mayer, 1990, 1997).

- B. Mixed Models, which describe a complex perception of intelligence including mental abilities and personal, motivational and emotional characteristics (Bar-On, 1997; Goleman, 1995).

1.7 Emotional Intelligence in School

Emotional intelligence is examined on the basis of a modern- postmodern argument in the context of an education reform in school. The practice of emotional intelligence gives science a normative power in the subject of the emotional world of individuals. Hence, teachers can understand signs that imply a proper or improper emotional behavior and act upon it (Hirvonen et al (2013) School is an environment in which students experience a variety of emotions each day (Hargreaves, 2000; (Pekrun, Goetz, Titz & Perry, 2002.(

1.8 Intervention Programs for Emotional Intelligence at School

Today, the basis for effective interventions in school is better. The development of intervention programs is related to a change in educational paradigm (Reschly, 2004). Students without emotional-social ability, will be affected negatively in their academic functioning (blum & libby' 2004). It was found that intervention programs are related to a decrease in behavior problems, and an improvement in emotional knowledge and emotional regulation (Domitrovich et al., 2007; Linares et al., 2005).

For example, the SEL (social and emotional learning) is a universal program for students, in order to promote emotional-social learning and success in school and in life (Zins & Elias, 2007; Guerra & Bradshaw, 2008; Weissberg, Kumpfer & Seligman, 2003; Catalano, Berglund, Ryan, Lonczak & Hawkins, 2002). The main goals of this program are self-awareness, self-management, social awareness, social skills and decision making

In Israel, Assor et al. (2000) presented a program titled "Promotion of Personal and Social Growth in Schools", which seeks to turn schools into places where significant support is provided for students' and teachers' basic emotional needs.

1.9 Emotional Regulation

The field of emotional regulation became in recent years the center of a great productive research, however, an agreement between researchers about the definition and operationalization of the term "emotional regulation" has not been reached (Keenan, 2000).

Interest in emotion regulation has a long history, yet the field only began to emerge as an independent field of scientific study in the last decades of the 20th century (Gross, 1998). Since then, the field has grown exponentially, as is evident in the number of scientific publications, books, conferences, and training programs that are now devoted to the topic. The field of emotion regulation is no longer emerging, it is maturing. This maturation brings with it a shift. Different questions come into focus, novel questions arise, and different challenges come to the forefront. (Tamir, 2011); Fink-Kronenberg (2007) claims that regulation has an adaptive goal: to improve a person's functioning in a certain situation. Tal claims that emotional regulation relates to the ability to control feelings in order to allow the implementation of personal goals (Tal, 2005) and in order to function in the best manner according to these goals and the understanding of circumstances and social context (Rosenthal, Gat & Zur, 2012).

The difficulty to develop capabilities for self-control is a risk factor for the development of violence among adolescents (Bandura et al., 2003); therefore capabilities for self-control as an acquired repertoire allow a person to control his behavior (Mor, Meijers & Marom, 2011).

1.10 Emotional Regulation - Previous Research

Different studies show there is significance to experiences of negative feelings in school and describe the importance of the ability to regulate them. Most of the research in the field, focused mostly on anxiety (Zeidner, 1998), however there is room to deepen the research of emotions in the academic context. Students feel worried when they don't understand the material, anger about unfair treatment from the teacher, boredom and lack of interest in learning a certain subject and pride after receiving good grades (Lichtenfeld et al., 2012). Different studies found positive connection between school achievements and emotional intelligence, and specifically between accomplishments and understanding and regulating emotions (Barchard, 2003; MacCann & Roberts, 2008;; Downey, Mountstephen, Lloyd, Hansen, & Stough, 2008; Parker, Summerfeldt, Hogan, & Majeski, 2004; Petrides, Fredrickson, & Furnham, 2004.)

1.11 Why a Cognitive Approach in Research about Emotional Regulation?

Many studies found that the most negative emotions appear right after an interpretive thought of any kind.

Meaning, thoughts cause emotions, thought comes before emotion and causes it- this is the basic understanding in the behavioral-cognitive approach. The event itself doesn't have an emotional strength; the interpretation a person gives to the event- is the one that causes his emotion. When we change thought- we change emotion(McKay, David & Panning, 2003).

This idea is presented as an ETR model of emotions:



Figure 4.I: ETR MODEL (McKay, David & Panning, 2003).

I.12 The Conceptual Framework

The key concepts of this research are: Intervention program (Laviad, 2012); Mediated learning (Feuerstein et al., 1979; Feuerstein, Rand & Rynders, 1988); Emotional regulation (Gross 1998); Emotional intelligence (Salovey & Mayer, 1990, 1997; Bar-On, 1997; Goleman, 1995); Regulation of learning (Zimmerman & Martinez-Pons, 1986); "Small Group" (Vidislavski, 2008, 2010); Low achieving students (Cohen-Navot, Ellenbogen-Prukovits & Renfeld, 2000; Mor, 2006).

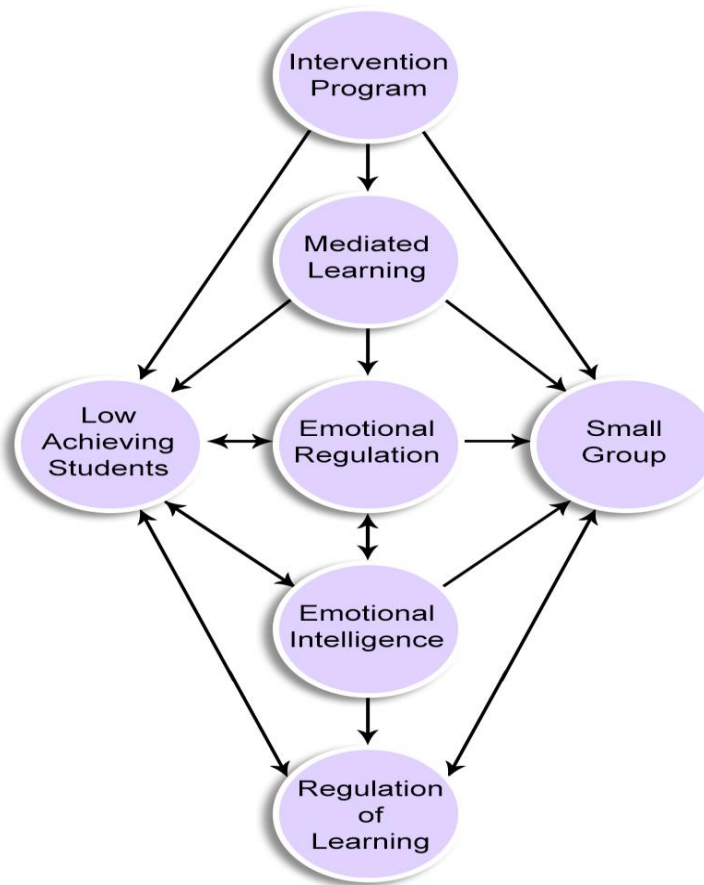


Figure 5.I: "The Influence of an Intervention Program on a Process of Emotional Self-Regulation in Low Achievements 8 Grade students"

CHAPTER II: ORGANIZATION OF THE RESEARCH "THE INFLUENCE OF AN INTERVENTIONAL PROGRAM ON A PROCESS OF EMOTIONAL SELF-REGULATION IN LOW ACHIEVEMENTS 8 GRADE STUDENTS"

Introduction

This chapter shows the design of the research dealing with the influence of the emotional regulation intervention program on the process of learning of under-achieving students. The paradigm of this research is mixed methods. Mixed methods research is based on the pragmatic philosophy that a researcher should use mixture combination of approaches to answer the research question This method refers to the

integration of two or more research methods to collect and analyze data (Creswell, 2011).

II.1 Research Design

The research aims, questions and hypotheses are presented in the introduction to this long abstract.

Following are the dependent and independent variables of this research:

- ✓ **Independent variable** – the student's participation in the "A Bridge to Emotion" emotional self-regulation intervention program.
- ✓ **Dependent Variables:**
 - a. The level of student's emotional self-regulation.
 - b. The student's grades in the subjects of Mathematics, Literature and History.
 - c. The quality of regulation of learning operationalized in the measure in which the students are taking responsibility for learning

The section below describes the research tools used in this research:

The research tools relate to the different means we are able to use to collect and analyze data (Collins & Hussey, 2003):

1. **The original ERQ questionnaire (Gross & John, 2003) - Emotion Regulation Questionnaire** - The questionnaire was translated into Hebrew and was found to be valid and reliable in research conducted among adolescents in Israel (Carty, Horesh, Apter & Gross, 2010). In this research I administered the questionnaire to 20 students before the beginning of the intervention program and after its conclusion.
2. **Closed-ended questionnaire – use of emotional regulation after the intervention program tool** - which was especially devised by the researcher for use in the current this research. The questionnaire sought to examine the level of use of tools for emotional regulation of students after the intervention program. This is a closed informative questionnaire, where the students have to circle the tools they use. All students who participated in the research filled the questionnaires – total 20 students.
3. **Grill interview for semi-structured interview conducted by the researcher for this research**

In this research I used a semi-structured in-depth interview at two different times. Before the beginning of the intervention program - I had interviewed all 20 students who participated in the research; After the intervention program - I have interviewed 10 students - 5 boys and 5 girls according to the following distribution: two groups – 2 students from each, and two additional groups – 3 students from each. The students who were interviewed volunteered and chose to be interviewed.

4. **The student's grade sheet** – for the quantification of the results and the grades in Math and Literature and history - The student's grade sheet was chosen as a research tool in this study, as it provides data about the student's achievements in Mathematics, Literature and History before and after the intervention program.
5. **Observation of lessons** – use of an observation sheet devised by the research for use in the current research - The researchers' notes in the observation sheet focused on pre-defined academic performance criteria. Altogether 20 observations were conducted. Observations were conducted in different lessons. In this research, the researcher used an observation sheet which she had specifically designed for this research, based on the criteria of academic performance during the lesson. The sheet is a report which includes the date, the subject, names of students and criteria for academic performance.

The following table presents the research design.

Table 1.II: Research Design

Timing	Research Tools	Research Question
Pre-Post	A questionnaire Original ERQ - Emotion Regulation Questionnaire	How does the intervention program, influence the emotional regulation of low-achievement students?
At the end of the program	Semi structured in- depth interview Adjusted questionnaire – emotional regulation tools	What is the influence of the components of the intervention program on the emotional self-regulation of the subjects?
Pre- post	Pre-Post- Semi structured in- depth interview Post – Observation sheet	How did the intervention program – "A Bridge to Emotion"- influence the learning regulation – ability to plan the learning?
	Pre- Post- Semi structured in- depth interview Post – Observation sheet	How did the intervention program – "A Bridge to Emotion"- influence the learning regulation – ability to take responsibility for the learning

		process?
Pre-Post	The student's grade sheet - for the quantification of the results and the grades in Math, Literature and History	How did the intervention program – "A Bridge to Emotion"- influence the Grades in Math, Literature, and History

II.2 Research Design General Consideration

The considerations for choosing this research strategy were based on Collis & Hussey (2003), who stated that the research design constitutes a complex plan for implementing the research strategy. They maintained, the purpose of research is to provide solutions to problems and □ construct or create new procedures or systems. They argued the research strategy is designed for examining the research hypotheses. In the current research, the hypothesis was that the intervention program would have a positive influence on the student's performance. This hypothesis will be examined via and Emotional Regulation questionnaire (Gross, 2003). The research hypothesis maintaining that the students' grades will improve will be examined via the student's grade sheet. Finally, the hypothesis that the quality of the student's self-regulated learning will be assessed through the semi-structured interview with the student after the intervention program and in comparison to the semi-structured interview as well as observation of lessons after the intervention program conducted with the student before the intervention.

II.3 Triangulation

The current research made use of triangulation, which means using a variety of information sources and ways of examining the phenomenon. The process of triangulation may improve the quality of research and enhance its validity, reliability and generalizability (Denzin & Lincoln, 2000; Fontana & Frey, 2005; Stake, 2000)

In the current research, the researcher's decision to use triangulation had to do with the need to validate the research findings via using a number of methods, so as to examine the research hypotheses and questions. The researcher used triangulation to enhance interpretation of data collected in the research and to expand the meaning of the findings. Moreover, use of triangulation in the current research sought to balance the interpretation of findings and protect the researcher from subjectivity. Triangulation in the current research is expressed in the integration of the following methods: questionnaire, semi-structured interview and observation; additionally, the students grade sheets served as an additional research tool, so as to examine the influence of the emotional regulation intervention program on the participants' learning process.

CHAPTER III: FINDINGS

This chapter presents the quantitative and qualitative findings which emerged from the research, and constitute answers to the research questions and hypotheses.

III.1 Findings Relating to Research Question No. 1

Quantitative Findings – Emotional Regulation Questionnaire

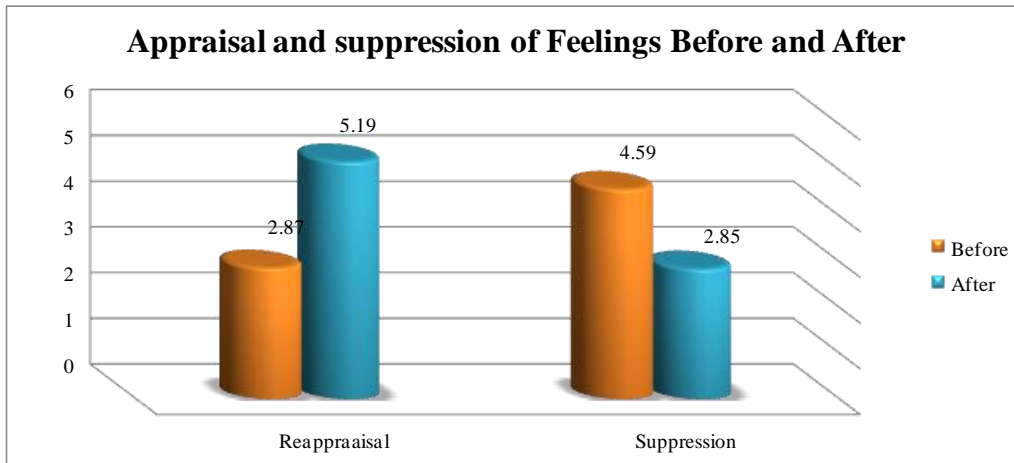


Figure 1.III: Evaluation and repressing feelings before and after the intervention

The data reveal that a comparison between the strategies before and after the "A Bridge to Emotion" before and after indicates a positive change in the students' emotional regulation.

In the reappraisal strategy, the data indicate an increase in use of the strategy, testifying to an increased use of the strategy. This increase testifies to a significant change in the participants' thinking patterns and change in their emotional experience. High use of this strategy testifies to high emotional regulation.

In the suppression strategy, the data indicate a decrease in use of the strategy, testifying to an increased use of the strategy. This increase testifies to a significant change in the participants' emotional expressions and the way in which they show their feelings. Low use of this strategy testifies to high emotional regulation.

The conclusion emerging from the analysis of data is that use of both strategies through emotional regulation tools which the students have learnt in the intervention program, has increased their emotional regulation. The finding shows a correlation between the "A Bridge to Emotion" intervention and high emotional regulation among under-achieving students.

These findings confirm the research hypothesis that the intervention program would improve the students' emotional regulation.

The improvement in the emotional regulation of the participants proves that the students have developed a new thinking pattern and acquired tools for external expression of internal feelings.

Qualitative Findings

1. Theme – Awareness

This theme is pivotal because the students developed self-awareness, emotional and social awareness, and it is a starting point for the change students have made in their thinking patterns. This change allowed for the development of their ability to take responsibility for themselves.

The evidence reveals that the students who participated in the research developed personal and emotional awareness. They learnt to know themselves, their reactions and behavior in different situations. This leads to the conclusion that development of the students' awareness expresses their personal development.

The findings show that when students develop emotional intelligence which is expressed in personal and emotional awareness, they change their thinking patterns and thus can take responsibility for their learning process, thus help themselves change their learning behavior.

There is a correlation between emotional intelligence and regulation of learning among underachieving students.

This theme confirms the research hypothesis that there would be improvement in the emotional self-regulation of participating students as a result of their participation in the intervention program. This participation and use of emotional regulation tools resulted in developing the students' awareness.

2. Theme - Regulation Effect

This theme presents the evidence of the influence of emotional regulation on students after the intervention program, for self and for others; it expresses the rationale of the Emotional Intelligence theory.

The evidence shows that there was a non-cognitive effect – emotion, using the "emotional meter" and also a non-cognitive effect, and also a non-cognitive effect – behavior.

The evidence shows that the participants use the tools in different life domains, and not only in the learning process. This leads to the conclusion that the intervention program has an influence on underachieving students in various aspects of their life.

An additional conclusion is that use of emotional regulation tools expresses the students' ability to help themselves in various situations, as well as to identify which tools are good for self-help in a specific situation. Therefore, we may conclude that the process improves the students' regulation of learning.

Additionally, the evidence shows that there was a cognitive influence – use of internal speech, and another cognitive influence – use of cognitive reconstruction.

The findings emerging that there is a correlation between use of emotional regulation tools that have a cognitive influence and the development of a sense of ability to make a behavioral change. A positive correlation was found between emotional regulation and regulation of learning with underachieving students.

This theme proves the research hypothesis that use of emotional regulation tools would influence the participating students' emotional self-regulation, expressed in both cognitive and non-cognitive influence on the students' behavior at school and in their day to day life.

III.2 Findings Relating to Research Question No. 2

Quantitative Findings - Utilization of Coping Strategies

The figure below depicts the frequency of use of each coping strategy as reported by 20 participants in the closed questionnaire – use of tools for emotional regulation after the intervention program.

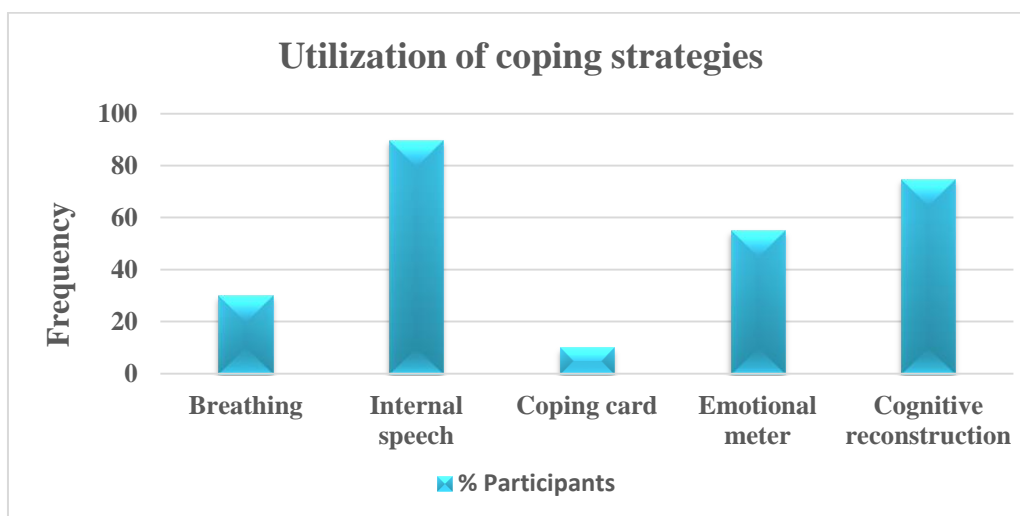


Figure 2.III: Utilization of Coping Strategies

The above figure depicts the students' use of tools provided by the It appears that the tool "Internal speech" is the leading tool, and is followed by the "cognitive reconstruction" tool. In the third place is the "emotional meter" tool, followed by the "breathing" tool. The least used tool is the "coping card" tool. The figure shows that the students have embraced the tools offered by the intervention program and used them for emotional regulation. The figure expresses the research hypothesis that use of the emotional regulation tools learnt in the intervention program would lead to improvements in the participating students' emotional self-regulation. This is congruent with the research findings emerging from the emotional regulation questionnaire presented in the findings pertaining to research question No. 1.

Qualitative Findings

Theme: Internal Speech

The Effect of Internal Speech on Academic Performance

This theme is pivotal for understanding the emotional regulation tools' influence on the examined students during the learning process. The evidence reveals that internal speech is the most commonly used tools learnt in the intervention program.

Analysis of the evidence led to the following conclusions:

Through the internal speech tool, students changed their learning behavior. Therefore, we may conclude that internal speech develops the student's motivation to improve his or her academic performance in the following fields: listening in class, bringing all of the required equipment to school, wearing school uniform, doing homework, and studying for exams.

Another conclusion is that internal speech tool influences the student's time management in the learning process.

The students have identified the positive connection between time management and success on exams, so he or she uses internal speech to maintain this connection.

An additional conclusion emerging from the evidence is that internal speech helps students in their social integration in the school.

Therefore, the main conclusion is that internal speech influences emotional regulation, which influences the student's self-regulation, and self-regulation influences the regulation of learning.

Therefore, the findings that emerge from these conclusions are:

- **Internal speech improves emotional regulation in underachieving students**
- **Emotional regulation influences positive self-regulation, and positive self-regulation influences effective regulation of learning**

The Effect of Internal Speech on Developing Capabilities

The influence of internal speech on the process of developing capabilities can be described as follows:

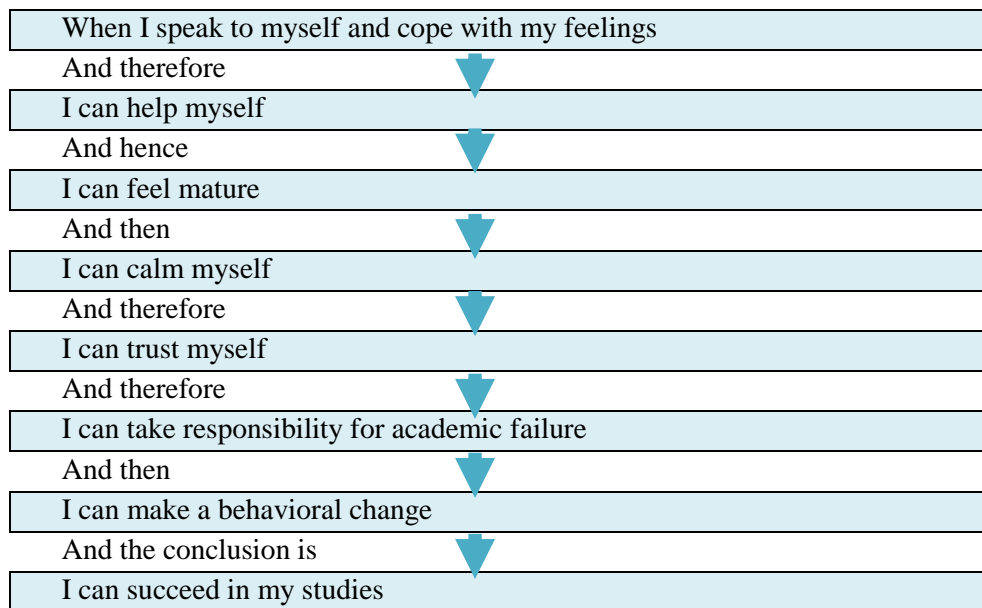


Figure 3.III: the influence of internal speech on developing capabilities

In conclusion, this theme confirms the research hypothesis that the emotional regulation tool – internal speech – improves the student's emotional regulation. As a result, the student's academic regulation improves as well

Theme: Cognitive Reconstruction

The research findings show that the participating students used the tools of cognitive reconstruction which they had learnt in the intervention program and show how cognitive reconstruction influenced students' self-regulation and led to changed behavior.

The findings show that cognitive reconstruction promotes pro-social behavior, **and that it had the following influence: (1) Cognitive Influence - change in perception of reality; (2) Emotional Influence – emotional change; (3) Behavioral Influence – behavioral change:** towards teachers and toward students.

The conclusion is that the students have understood that thoughts serve as a bridge between the external world and the internal one, and that by changing their thoughts and interpretations of events they control the situation with others. Therefore, it can be concluded that cognitive reconstruction causes cognitive, emotional and behavioral changes. n additional conclusion is that cognitive reconstruction leads to a change in

perception toward teachers, leading to a change in their learning behavior and expresses change in attitudes toward teachers, testifying to moral judgment.

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These findings reaffirm and explain the improvement in using appraisal strategies that are presented in Figure 1.III in research question No. 1, which led to improvements in behavior towards teachers and other students.

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This theme reveals how the emotional regulation tools work and their influence on the participating students' emotional self-regulation, thus proving the research question that pertains to this hypothesis.

Theme: Mediation as Shaping Emotional Behavior

This theme presents attitudes toward teachers as mediators. The evidence shows that when a teacher mediates between the students' concerns and sense of confidence. The students feel confident and their attitudes towards the teachers are positive. Furthermore, the findings show that students discern the influence of two mediation styles on their learning.

1. **Positive Mediation Style:** control of behavior, developing a sense of belongingness, appreciating and respecting teachers, developing the ability to accept help, developing feeling of accepting a learning framework, promoting motivation to learn, realization of learning ability.
2. **Negative Mediation Style:** Perpetuating the Students' Sense of Failure in School, A negative mediation style causes students' negative feelings toward teachers, A Negative Mediation Style Causes Negative Feelings towards Self Frustration.

The conclusion is that the students' attitudes are constructed as a result of the teachers' mediation styles in the learning process. When the mediation style is positive, the student has a "basket" of emotions and abilities that lead to an effective learning process. When the mediation style is negative, it prevents the students from developing motivation to learn and to make the most out of the learning process by remaining in the "cycle of failure".

The conclusion is that the students who participated in the intervention program were exposed to a positive mediation style, which enhanced their positive attitude towards the teachers and belief in self, and helped them improve their learning performance, thus changing the former negative experience due to a negative teachers; mediation style.

Analysis of the evidence reveals that a positive mediation style develops the following process in the students. The finding is that the process constitutes grounds for an effective learning process.

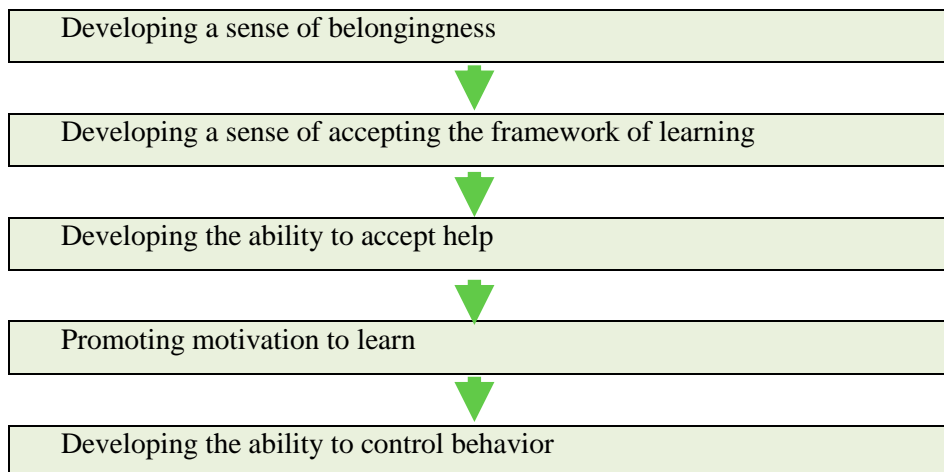


Figure 4.III: Process of effective learning

In summary, the research findings relating to this question show that the components of the intervention program, (1) emotional regulation tools; (2) teacher's mediation, have positive influence on emotional self-regulation in low-achieving students. Students' emotional regulation improves and this affects their ability to make changes to their learning behaviors.

As such, the research hypothesis that emotional self-regulation of students participating in the "A Bridge to Emotion" intervention program will improve as a result of their participation was reaffirmed.

III.3 Findings Relating to Research Question No. 3

Qualitative Findings – Grades

The following figure presents the differences in mean grades among the three subjects before and after the intervention program.

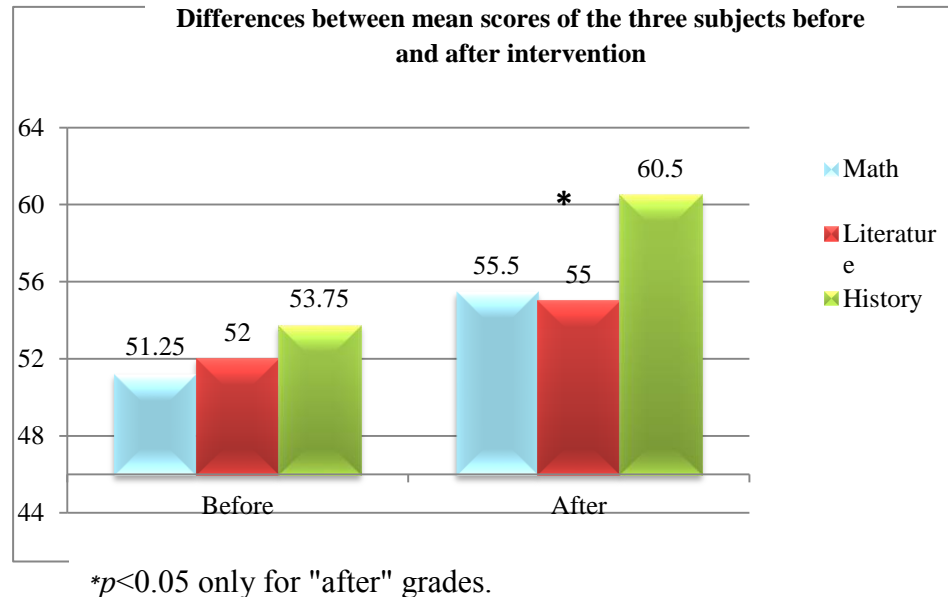


Figure 6.III: Differences in mean grades among the three subjects before and after the intervention program

$t_{\text{Math}(19)} = -4.34, p < 0.001$; $t_{\text{Literature}(19)} = -3.56, p < 0.01$;
 $t_{\text{History}(19)} = -7.43, p < 0.001$

Analysis of Variance (F) of the differences among the three subjects after the intervention: $F(2,57) = 5.045, p < 0.05$

Table 4.III: Distribution of grades according to student numbers

Grade	Mathematics – Number of students before the Intervention program	Mathematics – Number of students after the Intervention program
54-40	12	3
65-55	8	17
Grade	Literature – Number of students before the Intervention program	Literature – Number of students after the Intervention program
54-40	9	7
65-55	11	13
Grade	History – Number of students before the Intervention program	History – Number of students after the Intervention program
54-40	11	1
70-55	9	19

Table 4.III above reveals that the students have improved their grades in three subjects: Mathematics, Literature and History. History is a leading subject in the students' achievements.

Analysis of the findings showed improvements in the participating students' grades in the subjects examined in this research, and that the research hypothesis pertaining to this question was confirmed. These findings prove the positive connection between emotional self-regulation and regulation of learning among low achieving students and reaffirm the research hypothesis that their grades would improve.

Qualitative Findings

Category: Small Group

Process of Significant and Effective Learning in a "Small Group"

For the low-achieving students, learning in the intervention program was a new and positive learning experience. Analysis of the evidence reveals that the intervention program which was conducted in a small group allowed for the condition for significant and effective learning expressed in the process depicted in the following figure.

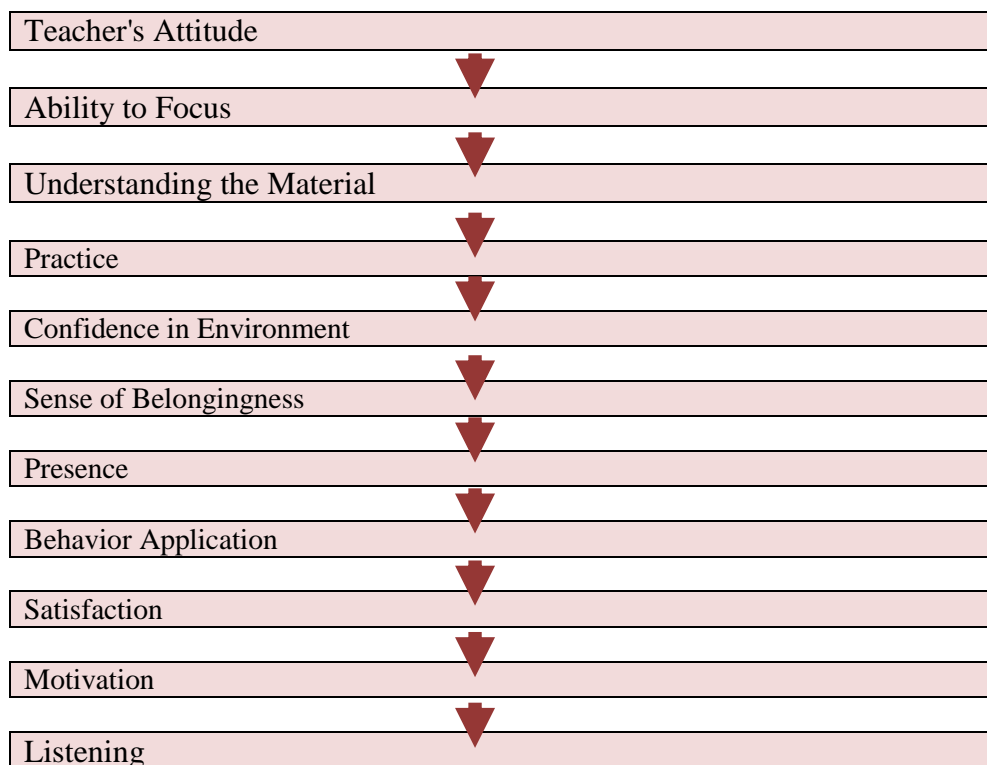


Figure 7.III: Process of significant and effective learning

Category: The Meaning of the Responsibility in Educational Functioning

The Sense of Responsibility for Studies

D: *"This program made me more responsible and more mature, because I first take responsibility for myself, for my own behavior in school, for my studies. I rely on no one but myself, and it is really helping me... my responsibility increased, I pay more attention and I know when I must stop chatting in class or to ditch school."*

Studying For Exams

Before The Program	After The Program
M: <i>"I don't always remember when there is an exam, and I don't study for them."</i>	M: <i>"What I learnt here helped me to get better, to change in my studies; I manage my time better, I divide my week according to time before exams, I don't leave everything for the last moment, I go to sleep earlier when I know that tomorrow there is an exam, because I understood that it is will only help me."</i>

Doing Homework

Before The Program	After The Program
S: <i>"I never do homework... I don't know why, sometimes I copy during the breaks so the teacher won't yell at me."</i>	S: <i>"By taking responsibility for myself I started doing homework... sometimes I don't want to, and then I speak to myself and it helps... and it makes me happy."</i>

Change of Behavior at School

Before The Program	After The Program
M: <i>"If the teacher is making me angry I am being rude to her... not considering her... I do the same back to her... she is making me angry or making remarks at me or expelling me out of the class and I am being rude... sometimes in class others bother me... taking things from my pencil case without permission ... and I scream and burst out... and the teacher, of course, not clarify and sends me out of the class."</i>	M: <i>"My behavior at school changed, I respect the teachers. I am not being rude, the biggest change of mine is that I respect teachers; I am not getting in trouble..."</i> <i>"When I get angry about something I do not bursting out, I calm myself down with the internal speech... in class when I don't understand I do the internal speech and ask the teacher... if someone in class bothers me I am calming myself down with the internal speech and go on... I do the breathings and calm down."</i>

The findings emerging are:

- There is a connection between responsibility for time management when studying for a test and success of underachieving students;
- The connection between responsibility to listening in class and success on the test is positive;
- Using emotions through emotional regulation tools help the students cope with the feeling of stress in an exam, and with their fear of failure;
- Emotional regulation develops motivation to learn.

The conclusion is that there is a direct correlation between use of emotional regulation tools and change in a student's behavior. Students are taking responsibility for their learning behavior and have given new meaning to the concept of responsibility. This finding confirms the research hypothesis that the students' quality of learning would rise in a way that they will be responsible for their studies.

Observation Findings Summary - Learning Functioning / Performance

The following figure summarizes all previous figures and depicts the level of the researched students' operative learning performance, based on the observations conducted after the intervention program. The data in the figure reveals that the level of performance was high in all criteria expressing proper learning performance, whereas in criteria expressing low or malfunctioning performance, the level of performance was low.

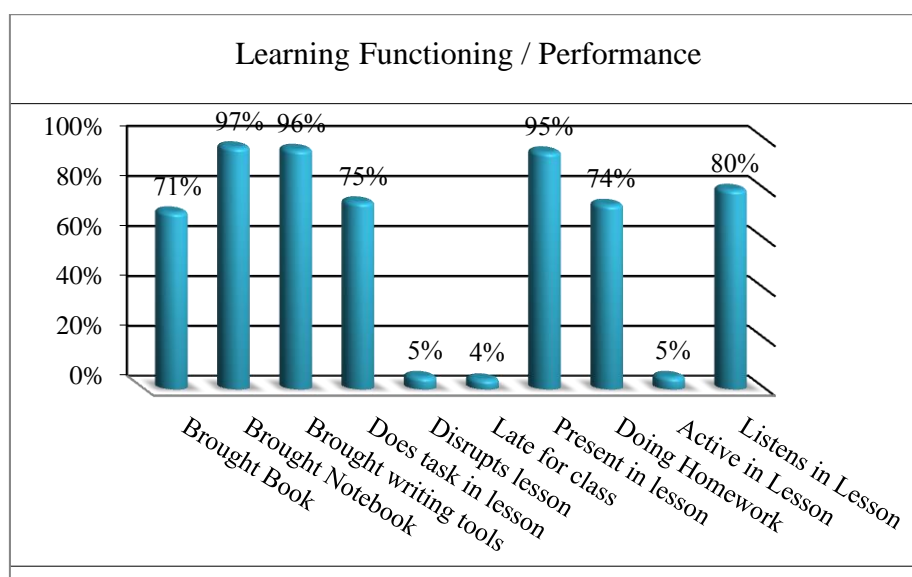


Figure 21.III: Summary - Learning functioning/performance

The finding emerging from this figure is that the researched students, who had been defined as underachievers before the "A Bridge to Emotion" intervention program, have functioned as normative students after the intervention.

This finding expresses the change that the students have made in their learning performance. This change derived from the developments in their learning commitment, which is the result of the responsibility they have taken for their learning process.

The main finding is that there is a correlation between an emotional regulation program for underachieving students and normative functioning in the learning process.

To summarize the findings emerging from the observations, measurement of the success of the intervention program with regard to the low achieving students' learning process is expressed in the high level of learning performance presented in the figures above. These students who were defined as low-achieving due to low learning performance have proven, according to the observations, that their learning performance expresses adequate functioning. Therefore, the finding is that the "A bridge to emotion intervention program improves the students' emotional regulation and constitutes an opportunity for improving the achievements and learning behavior of low achieving students in the 8th grade.

In summary of the findings chapter, the research hypotheses were confirmed and validated via the qualitative and quantitative research tools and through triangulation of the research tools.

The following section pertains to the research limitation with regard to the researcher.

III.4 limitation with regard to Researcher -Research Limitations

The researcher was the instructor on the program as happens in studies where researchers study programs that they themselves developed. This can result in bias in interpretation of findings. In order to reduce this possibility, the researcher documented the findings exactly as they were said by participants. Likewise, as the researcher has always taught at High School, she chose to carry out this educational research with 8th grade Junior High School students in order to prevent interpretive bias in the findings.

III.5 Research Innovation

In this research a number of areas in which there is innovation are identified:

- **Research topic** - emotional self-regulation is one of the basic components of emotional intelligence theory, which deals with the development of life skills in people. This research examines the influence of low-achieving students' emotional self-regulation on their learning processes.
- **Unique intervention program** - the "A Bridge to Emotions" intervention program is unique, innovative and original, exposes students to the world of emotions and instills in them emotional regulation tools. It is a program that was developed and written by the researcher for 8th grade students at Junior High School. This intervention program was based on the researcher's experience, over many years, as a teacher of low-achieving students, and her experience as a cognitive-behavioral (CBT) psychotherapist for children and youths.
- **Research Population** - the population of this research was made up of 8th grade low-achieving students in Junior High School about whom not a lot of research was found.
- **Research Tools** - an observation tool was constructed specifically for this research. It is a tool for direct and focused observation and includes all 10 learning performance and functioning criteria to be observed in different lessons.
- **A new insight** derived from the research findings and their analysis is that there are not enough intervention programs at school whose goal is to teach emotional intelligence. For example the SEL (social and emotional learning) intervention program (Zins & Elias, 2007; Guerra & Bradshaw, 2008; Weissberge, Kumpfer & Seligman, 2003; Catalano, Berglund, Ryan, Lonczak & Hawkins, 2002), or **You Can Do It!** (YCDI) (Bernard, 2004; 2008). The current research's findings prove that development of intervention programs for schools that focus on instilling emotional self-regulations skills should be encouraged.
- The innovation in this research is that it examines the correlation between emotional regulation and achievements in learning among **8th grade low-achieving students**.
- This is in contrast to previous studies that examine the correlation between emotional intelligence and learning achievements and between emotional

regulation and learning achievements in general school student populations, such as the studies of Barchard (2003); MacCann & Roberts (2008); Downey, Mountstephen, Hansen & Stough (2008); Parker, Summerfeldt, Hogan & Majeski (2004); Petrides, Fredrickson & Furnham (2004).

- The research findings show that an intervention program should integrate tools from cognitive behavioral psychology, which can be effective in classroom teaching.
- The current educational research proposed a unique and innovative model (presented in the Conceptual Conclusions chapter) that correlates between intervention programs for emotional self-regulation and improved learning processes in 8th grade low-achieving students.

CHAPTER IV - CONCLUSIONS

IV.1 Factual Conclusions

1. The "A Bridge to Emotion" intervention program has an effect on emotional self-regulation in under-achieving students. The program increases their use of appraisal strategies and reduces use of repression strategies, which is an improvement in emotional self-regulation, focuses on the question – "who am I and what do I feel?" leading to personal awareness, learning about the world of emotions and acquiring tools to express externally what is felt internally, which develops emotional awareness, and improved relationships with others expresses social awareness.
2. Employing emotional regulation tools learned in the intervention program helps students to regulate their emotions. Using these tools has both cognitive and non-cognitive effects and they operate in emotional, behavioral and cognitive dimensions. These influences affect low-achieving students' learning performance in school and at home. Internal speech affects their learning performance, motivation to learn and develops their ability to help themselves. The emotional meter is used as self-mediation change an emotional experience, cognitive reconstruction leads to changes in thinking patterns and breathing is used to calm down. However, there are differences in the use of emotional regulation tools and the coping cards were hardly used at all.

3. Teachers' mediation styles affect students' emotions. A negative mediation style perpetuates feelings of failure and leave students in a "circle of failure". A positive mediation style develops the ability to learn and encourages use of emotional self-regulation tools.
4. Developing awareness and use of emotional regulation tools create a new meaning to the concept of responsibility in low-achieving students. They take responsibility for their failure and thus their learning planning improves, which is realized in organizing and managing their study time when doing homework and studying for exams, and there is a positive improvement in emotional involvement in their learning. Students use emotional self-regulation tools to change their behavior at school and their adjustment to school is also bettered. These changes improve students' emotional self-regulation operatively.
5. Low-achieving students' learning functioning improved in all ten criteria measured in the observations. Employing emotional regulation tools influenced grades - there was an improvement in grades in the subjects that were tested and the number of failed grades reduced. Improvement in learning functioning criteria and better grades demonstrate that there was an increase in students' regulation of learning.

IV.2 Conceptual Conclusions

1. **Developing personal, emotional and social awareness constitutes a turning point for change and impetus in low-achieving students.** Developing awareness on a personal, emotional and social level constitutes a turning point for change and impetus. Awareness enables choice, and employing emotional self-regulation tools creates a turning point to be able to make a change. This turning point constitutes a time point for impetus and growth.
2. **Emotional self-regulation and awareness raise the level of emotional intelligence in low-achieving students.** One's awareness and emotional self-regulation are basic components of emotional intelligence theory. As the research findings show that after the intervention program, students' awareness developed and their emotional self-regulation improved, so the level of their emotional intelligence is raised.

3. **Learning in a "small group" develops learning and life skills that rehabilitate the learning experience and raise students' quality of regulation of learning.** The learning process of the intervention program in "small groups" influenced the quality of regulation of learning developed by low-achieving students. Learning in this environment developed effective learning skills and nurtured life skill that are expressed by feelings of belongingness and security that helped students adjust to the learning framework.
4. **There is a positive correlation between the level of emotional intelligence and the quality of regulation of learning in low-achieving students.** Personal, emotional and social awareness as well as emotional self-regulation constitute the basis of emotional intelligence in people, and thus when the research findings prove that on the one hand, there is an increase in awareness levels and emotional self-regulation and on the other hand, an increase in the level of learning functioning and achievements, there is a positive correlation between emotional intelligence levels and quality of regulation of learning.

IV.3 Theoretical Contribution

This education research broadens theoretical knowledge on the subject of improving the learning process among low-achieving students at school by improving their emotional intelligence.

This research adds to theoretical understanding of the importance of emotional intelligence as a promoter of learning processes at school, and adds to the knowledge of the importance of students' emotional involvement at school and its influence on learning processes and students' academic success. This understanding contributes to knowledge with regard to the links between emotions with regard learning, way of dealing with behavioral problems at school, and the factors that improve learning processes at school.

The contribution of the "A Bridge to Emotion" intervention program is that the research identified the factor - student awareness - that has the most positive influence on low-achieving students' learning process, and proved that personal, emotional and social awareness constitute a turning point for changes to learning behaviors, which result in academic success. This is an important contribution to educational theoretical knowledge about school goals, and schools' role in preparing students for quality adult life. The research findings contribute to the discussion about the role of schools as

designers of the desired graduate image from the perspective of life skills, as opposed to their role as a transmitter of disciplinary knowledge. As such, this research contributes to the discussion with regard to the meaning of modern pedagogy and constitutes an incentive to the perception of modern pedagogy.

This educational research adds to theoretical knowledge in that it proves that it is possible to employ cognitive tools in order to make changes to an emotional experience and create a change in students' learning behavior. The ability to integrate tools from the cognitive-behavioral approach broadens knowledge of the possibility to employ this psychological approach for the benefit of improving students' learning processes at school. That is to say that here there is an expansion in the contribution of cognitive-behavioral psychology to the field of education and a change in educational policy. This research reduces the gap in knowledge on the subject of ways of dealing with low-achieving students.

The theoretical contribution of the "A Bridge to Emotion" intervention program is in that it focuses on and strengthens the link between emotional self-regulation and regulation of learning in low-achieving students and brings up again the discussions of the significance of teachers' mediation styles in learning processes and their influence on low-achieving students. The innovation and change is that this research recorded students' voices and attitudes about mediation styles, which constitutes another perspective to the discussion.

IV.4 Process Model for Improving Emotional Self-Regulation according to the "A Bridge to Emotion" Intervention Program

The model presented below shows the contribution of the "A Bridge to Emotion" intervention program to theoretical knowledge about the influence of emotional self-regulation on low-achieving students.

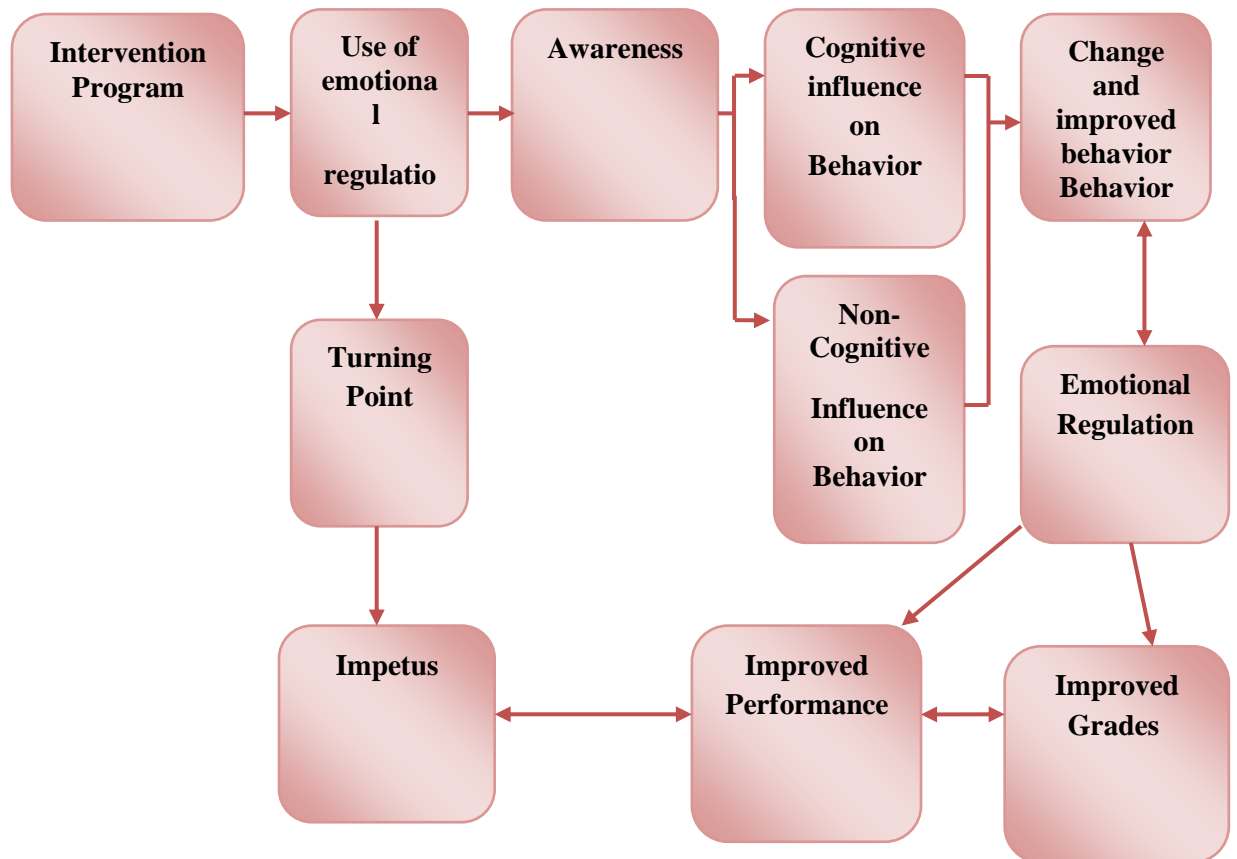


Figure 1.V: Process model for improving emotional self-regulation according to the "Bridge to Emotion" intervention program

IV.5 Practical Contribution to Knowledge

This research contributes to applied knowledge in schools in that it adds to knowledge with regard to ways of dealing with the low-achieving student population and expands the means of dealing with the phenomenon of academic failure. Additionally, the intervention program is an applied educational program that enables a learning experience to be rehabilitated and failing students to adjust to school in order to stop the "circle of failure" in which they find themselves as expressed by their low learning functioning and behavior problems at school. The contribution of the intervention program is that it gives schools another tool with which to deal with low-achieving students, and resolve their behavior problems at school.

This intervention program can be applied to low-achieving students at junior high school and teaches them emotional self-regulation tools. These tools have cognitive and non-cognitive influences that develop the ability in students to change their learning behaviors. As such low-achieving students can improve their learning

performance and grades. This practical ability enables students to adjust to a learning framework and prevents academic failures.

The intervention program's practical contribution is that students can close gaps in their knowledge using emotional self-regulation, which drives them to take responsibility for their learning and apply themselves for the benefit of their studies. This practical contribution disagrees with the assumption that gaps in knowledge can only be filled with extra lessons in the subjects in which grades are low.

This intervention program can be carried out at any school and in any class and does not require either a special place or aids and as such is accessible to the general education system. This intervention program also strengthens the teacher-pupil connection because of its character and mediation style. Therefore, the practical contribution of this research is that it challenges educational staff in schools to add to their existing knowledge with regard to dealing with low-achieving students in school.

It is recommended to add this intervention program to schools' learning programs, and teach it in "small group", which will enable students to acquire learning skills that will help them learn. The group should be made up of boys and girls for whom the learning will nurture life skills.

Recommendations for the future of the education system are:

- To view the subject of integrating emotions into education as essential for learning processes and to integrate this into schools;
- To include the "A Bridge to Emotion" intervention program in the curriculum at teacher training institutions in order to instill student teachers with the knowledge of how to help low-achieving students;
- To carry out workshops for teachers to learn this intervention program so that they become qualified to teach this program at school. The contribution of the program to teachers is that every teacher can convey this program, and it does require training in psychology.

Future Research

Recommendations for future research are:

- To investigate the influence of the "A Bridge to Emotion" intervention tool on students who are not defined as low-achieving by schools.

- To investigate the influence of the "A Bridge to Emotion" intervention tool on students of all ages.
- To carry out a study of teachers to investigate how emotional regulation tools improve the quality of their teaching.
- To carry out research on the topic - does a learning organizational structure influence the students' academic self-perception?

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