BABEȘ BOLYAI UNIVERSITY CLUJ-NAPOCA

Faculty of Psychology and Educational Sciences

Doctoral School "Education Reflection Development"

DOCTORAL THESIS
SUMMARY

CURRICULUM APPROACHES IN INCLUSIVE AND QUALITATIVE EARLY EDUCATION – IMPLICATIONS OF THE INTEGRATIVE-QUALITATIVE INTENTIONAL BEHAVIOR MODEL IN TEACHER TRAINING FOR PRESCHOOL EDUCATION

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DOCTORAL THESIS SUMMARY

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INTRODUCTION

This doctoral thesis with the title "Curricular approaches in inclusive and quality early education - Implications of the integrative-qualitative intentional behavior model in the training of teachers for preschool education", represents an interpretative and investigative approach that proposes a synthetic analysis of the specialized literature in the field early education and educational policies at national, European and world level from a systemic and contextual perspective of the main reforms, the actions and interactions of educators together with other educogenic factors with a determining role in order to design specific educational approaches for an inclusive and quality early education.

The need for a systemic approach at the level of early education is necessary, this desired is foreseen in the educational policies at the European level and which value strategic objectives at the preschool level that aim to achieve an inclusive education by ensuring access to education for all children, equal opportunities and other educational approaches designed to train children's key skills necessary for integration into the primary education level.

This systemic approach viewed at the level of the Romanian education system, at the preschool level, is also complete from the perspective of ensuring the quality of early education, with a qualified teaching staff, teachers for preschool education permanently concerned with the opportunities offered in the field of adult education, through programs and training and continuous professional development activities according to the current Romanian legislative framework.

This thesis consists of two parts, a theoretical part, a practical-applicative part and is structured in five chapters. The first three chapters contained in the theoretical part presented a theoretical approach to the specialized literature in the field of inclusive and quality early education, and the last two chapters contained in the practical-applicative part presented an

investigative approach through the four studies carried out as well as future research directions . , having a qualitative character through the detailed description of the topic proposed for research.

This paper presents perspectives of systemic reforms at the national and European level, approaches and curricular models in order to implement the curriculum for early education, taking into account the methodological values at the preschool level and the national legislative framework specific to early education.

The purpose of this research is to provide curricular premises that will contribute through changes or ameliorative interventions at early curricular level in order to create an inclusive and qualitative educational climate that will favor the achievement of quality early education, by creating learning opportunities for holistic development of children's personality, by offering equal opportunities to all children, cultivating well-being and achieving the strategic objective SDG4.2 regarding their preparation for integration into the primary education level.

Next, questions are formulated regarding the existence or application of a curricular model at the level of early education that can effectively respond to the learning needs of preschoolers but also the professional training needs of educators in order to ensure inclusive and qualitative educational interventions through a vision systemic at the macro, meso and microeducational level, perceived at the level of the preschool institution and within the learning community.

In this sense, an analytical approach was made to the curricular models at the level of early education, including the educational alternatives that work in the Romanian education system, the psychological theories of learning, the theory of planned behavior (TPB) with the aim of providing an innovative perspective on the strategies of teaching the contents of the curriculum for early education, whose vision values both the national context of reforms in this field and the one at the European level proposed within the legislative document Agenda 2030 for sustainable education.

This desire for a quality and inclusive early education can be achieved through a systemic vision at the macro, meso and microeducational level through the implementation of innovative teaching strategies, the application of effective curriculum models, educational interventions specific to early education within the learning community and at the level of the preschool education institution, which involves educators, parents but also other educational factors, representatives of the Ministry of Education, and education specialists.

The need to adapt the teaching strategies of educators to the learning needs of preschoolers has emphasized the importance of formulating strategic objectives aimed at decentralization, diversity and the promotion of quality education for all (Oberhuemer, Bennett, 2005).

As a result of this interpretation, questions are formulated regarding the existence or realization of a curricular model that has in mind the preparation of teachers for preschool education through training and continuous professional development activities in order to develop an intentional integrative-qualitative behavior of educators based on the theory planned behavior (Ajzen, I. 1975), behavior that will make the activities of planning and designing learning activities adapted to the learning needs of preschoolers more efficient in order to achieve an inclusive and quality educational climate.

The study focuses on: the curriculum for early education, the instructional-educational process in kindergarten, teaching practices and opportunities for the development and professionalization of the teaching career, the application of effective curriculum models, the formation of the reflective and self-efficient profile of teachers for early education.

CHAPTER I EARLY EDUCATION – AN INCLUSIVE AND QUALITY EDUCATION FOR ALL. EVOLUTION FROM THE PERSPECTIVE OF REFORMS

Chapter I captures the evolution at the level of curricular reform of Romanian preschool education and presents fundamental, defining features of the curriculum for early education valued in the European context and throughout the world, which determined systemic approaches, the formulation of objectives that value an open level of education and flexible that ensures access to kindergarten for all children and fosters the framework for the development of key skills from an early age, necessary for lifelong learning.

From the perspective of the evolution of curricular reforms at the preschool level, early education is defined as a process that begins at an early age and continues throughout life, and from an operational perspective, early education and education in general is defined as "a complex social action" (Nicola, I. 1994, p.21), specifically human, socially contextualized, being a necessity of the individual and society regarding the development of knowledge, a condition of the

development of individuality and human personality through the simultaneous reporting to the needs of knowledge.

The approach to early education carried out from a pragmatic perspective, involves identifying the native predispositions and genetic potentialities of the individual, affirming its role as a mediator of the interactions between heredity and the environment (Bocoș, M., Jucan, D., 2019) and is crystallized through the intentional steps of personality modeling in accordance with principles and norms in order to achieve the goals of education through its final character. (Chiș, V., 2014)

The theoretical approach presented in the first part of the paper captures the context of the new educational policies, which concern the purposes of early education and which support the new concepts: "transpersonal education", "education as a factor in the development of autonomous and creative personality", "early-education", which can be achieved through a holistic approach to learning through the application of educational strategies centered on the child, educational interventions carried out in support groups at the community level, collaboratively, in multidisciplinary teams, the adoption of multidimensional and multifactorial interventions regarding the action of shaping the child's personality during pre-school and preschool education, through didactic recommendations for optimizing educational experiences and educational interactions with children.

We present the reference events that we talk about in chapter I, both from a historical perspective and from a legislative perspective: The General Assembly of the United Organizations regarding the rights of the child (Nov. 20, 1989, Law no. 18/1990 ratified in Romania; Declaration adopted during the Jomtien World Conference (1990), which integrates regulations on the cognitive and emotional development of the child; the Millennium Development Goals (Global Movement for Children) which establish ten important priorities; the Convention (UNESCO, 1960) against discrimination in education which defines by art. 1, "discrimination"; Education Law 85/1994 with the legislation of educational purposes, modern learning strategies and techniques, the principles of democratic education; Law 539/2001 for the approval of the Government Strategy in the field of child protection in difficulty (2001 - 2004) Law 272/2004 on the protection and promotion of the regulated rights of the child; The strategy for early education adopted with the support of UNICEF in Romania (2005).

- The national strategy regarding early education;

- The integrated national strategy for training and development of parental skills (2009 – 2010, with UNICEF funding);

- The curriculum for early education and the guides for teaching staff, developed in the Inclusive Early Education Project (2008, with WB funding, UNICEF support and involvement);

- The mentoring program for preschool education (2009 – 2011, BM financing);

- "RFDIP (Fundamental milestones in learning and child development from birth to 7 years)" (2007 - 2009, UNICEF funding);

- Conceptualization of the term early education in the new National Education Law (LEN) passed in 2011;

- Supporting the efforts of the Ministry of Education and Culture to implement secondary legislation in the field of early education, through GD 1252/2012 regarding the approval of a methodology for the organization and operation of nurseries, other counseling and support services in early education;

- OM 4688/2012 approving the Quality Standards for preschool education (including a proposal for the preschool level).

- Teachers' guide for early and preschool education.

With the world conference organized in Jomtien (Thailand, 1990) "Education for all", the new concept that defines education throughout life, that of "lifelong learning", is introduced and the idea that education starts from birth is promoted.

The vision of "early education" has expanded from the education component to the promotion of care actions and aspects regarding the protection, health and nutrition of children (from 0 to 3 years), summarized by the phrase "early child development".

Within the actions of the international organizations UNESCO, UNICEF, WHO, OECD of preschool education, visions were promoted, but also measures for their application by manifesting the following ideas: conferring respect and respecting children's rights, promoting the concept of "education for all", of research and practices in the field of early education, the need to diversify all valuable experiences, the idea of early development or holistic development of children, the realization of multidimensional studies in early education.

From a historical perspective, the worldwide events that marked national educational policies regarding early childhood development and that define the current context of the curriculum, were legislated through reference documents: the United Nations General Assembly

on the rights of the child (20 Nov. 1989, Law no. 18/1990 ratified in Romania; Declaration adopted during the Jomtien World Conference (1990), which integrates regulations regarding the cognitive and emotional development of the child; The Millennium Development Goals (Global Movement for Children) which establish ten important priorities; The Convention (UNESCO, 1960) against discrimination in education which defines by art. 1 "discrimination"; Education Law 85/1994 with the legislation of educational purposes, modern learning strategies and techniques, the principles of democratic education; Law 539/2001 for the approval of the Government Strategy in the field of child protection in difficulty (2001 – 2004) Law 272/2004 regarding the protection and promotion of the regulated rights of the child;

The national context defines and particularizes the framework of early education through two legislative documents that it adopts: the Convention on the Rights of the Child within the General Assembly of the United Nations Organization (November 20, 1989 in New York, approved by Law No. 18/1990 and republished; the Declaration of the World Conference from Jomtien (1990) which refers to "education for all" and highlights the fact that education and learning starts from birth and inherently calls for the need for the organization of care services and the integration of health, nutrition and hygiene services, in order to develop the cognitive and emotional side of the child; the Salamanca Declaration (1994), regarding the provision of an inclusive preschool educational climate and the formulation of the Millennium Development Goals (2015) revised at the World Summit in 2005 (Key milestones in early child learning and development from birth to 7 years).

The education priorities for this segment of the educational system are provided in curriculum reform documents and in regulatory documents, of which we list a few: Lisbon Strategy, European Commission, 2000; Bologna Declaration, European Commission, 1999; Copenhagen Declaration European Commission, 2002; Europe 2020 Strategy European Commission, 2010 Agenda 2030 for Sustainable Development.

The 2030 Agenda for Sustainable Development is a global development and action program that encompasses the economic, social and environmental fields, and goal 4 (SDG4.2) of the 17 Sustainable Development Goals (SDGs) promotes the context of early education development at a systemic level through the interference of the macro, meso and microeducational levels.

The achievement of the strategic objective SDG4.2 is ensured by the application of measures regarding ensuring access to education for all children (girls and boys), offering equal opportunities for education, in order to achieve lifelong learning.

The indicators proposed to achieve the SDG4.2 objective are as follows: children of early age benefit from at least 1 year of an institutionalized early education program; the early education index (ECDI) for which educational programs and curricular models defined extensively must be organized, from care, education, to formal preschool programs, carried out through the interventions of professionally competent educators.

An important indicator for measuring child development, it aims at exposure to educational interventions offered at preschool level in a high-quality public system, with consistent and positive short- and long-term effects on children's development. In the short term, the development of early cognitive skills, mathematical skills, for a successful start in primary education are targeted.

In the year 2000, the first Curriculum for preschool education appears, which has a new structure and approach, being structured on framework objectives, reference objectives and targeted behaviors according to the age level, and as particularities the project method and the planning of activities on topics of interest are provided.

With the entry of Romania into the European Union (2007), a context is favored that has the consequence of creating a new curriculum for preschool education (2008), a context that provides arguments for the legislation of the concept of early education and the initiation of projects that configure an education compatible with the European.

The new curriculum for early education developed in the European framework (2019) promotes aspects of a harmonious development of the child, in accordance with the learning needs, the individual characteristics of the children and the aspects related to the curriculum (purposes, contents, instructional and assessment strategies) corresponding to the two age levels (2-3/5 years) and (5/6-7 years) respectively.

The RFIDT indicates levels of behaviors that the preschooler must achieve, through which the progress of learning and the development of his personality can be evaluated through educational and training actions, adopted by all the targeted and involved factors, to ensure and improve the educational services intended for children during of early development and for the systematic monitoring of recorded progress, creating a continuum of learning that connects the

importance of early development with subsequent success in school achieved by connecting the RFIDT milestones with requests to achieve in the following stages in the child's development.

The purpose of developing the RFIDTs is one of support, it being valued as an approved reference framework in the development of integrated learning strategies for the child, including all the services that can be involved and that serve to ensure the aspects of children's health, care, protection and education.

In the field of early education, contents were introduced regarding the protection and health of the child, environmental education and implicitly a new pedagogical approach and new discourses in the policies regarding the development of the young child. This new perspective includes family involvement and foreshadowing a family-kindergarten-community collaboration, realized in the form of educational partnerships.

As a rule, the reorganization of the framework of educational policies is carried out due to new changes in accordance with the manifest needs of society and consists in the reconfiguration of the educational ideal, of the profile of a desirable personality in society requested at a given interval (Chiş, 2002). The current curriculum for early education (2019) represents an instrument of the reform of the Romanian education system, as a result of the change in educational policies in Romania.

The realization of a curriculum for early education was a necessity of the Romanian education system, and the development directions were included in the formulation of the objectives of preschool education, in accordance with methodological documents of the EU member states and which took into account: the recognition of childhood, a fundamental stage in the development of the child's individuality with its own characteristics; spotting the child as an individual with his own developmental needs and not as a miniature adult; a curriculum for early education with a global, unitary and coherent vision on areas of development becoming, in turn, pedagogical tools for the individualization of education and learning; establishing play as the main learning activity at this age stage.

The values that were the basis for the development and application of the curriculum promoted: the fundamental rights of the child, the development of the child's holistic personality, the development of inclusive education seen as a process of promoting diversity and tolerance, the reduction of discrimination in compliance with certain principles, the harmonious approach to the child's development small through a child-centered education and the suitability of the educational

process to the individual and age characteristics of the child, avoiding discrimination, prejudices, applying the principles of inclusive and social education, highlighting the individual needs of education, celebrating diversity, focusing educational needs on the needs of families, capitalizing on the principles of authentic learning, respect the coherence and continuity of the curriculum, knowledge of the European and international reference framework regarding the development of the field of early education.

All these contributions represent a starting point for the realization and improvement of an information circuit system, a viable reform of the education system, which involves various factors and partners in education, in terms of policy, decision-making, scientific analysis, execution and administration, of an education system aimed at forming the personality of the small preschoolers.

CHAPTER II. METHODOLOGICAL-APPLIED VALUES OF THE NEW CURRICULUM FOR EARLY EARLY EDUCATION – CURRICULUM MODELS FOR EARLY EDUCATION, IN THE EUROPEAN CONTEXT, THEORIES OF LEARNING – AN APPROACH TO TRAINING MODELS. POSTMODERN CURRICULUM MODELS

Chapter II presents the perspective of postmodern education depicted through an integration approach at the level of pedagogical theory with pedagogical practice at the level of the general theory of education with the general theory of training, at the level of the teaching-learning-evaluation relationship, of the relationship of design, realization and development expressed methodologically and epistemologically at the level of the general theory of the curriculum. (S. Cristea, 2001)

The postmodern pedagogical models of learning/training addressed were those of postmodern pedagogy that value the vision of education through a delimitation of operational concepts from the analysis of psychological theories of learning treated at a paradigmatic level.

The distinction between theories of behavioral learning (behaviorist, behavioral) and theories of cognitive learning of the representatives B. F. Skinner, I. P. Pavlov, J. B. Watson is pointedly highlighted: behaviorist theories focus on the formation and determination of observable behavior, and changes produced in visible behavior are considered goals principals of learning.

Behavioral changes are considered the effect of external stimuli on the responses provided by the subject.

One can synthesize these approaches to the context of learning and conclude that learning meets the following conditions: learning exists when a change in behavior occurs as a result of an experience, and the change in behavior is lasting.

The approach to the psychological theory of learning was presented curricularly at the level of describing some pedagogical models of effective training and through an analysis related to the realization of some objectives regarding: defining notions/concepts of "training model"; making a classification of some effective pedagogical training models and approaching some training models from a pedagogical perspective based on a significant criterion.

Valuing the psychological theories of learning in the form of instructional models requires a fundamental pedagogical research carried out at the level of many pedagogical sciences in an interdisciplinary manner (educational psychology, learning theory, curriculum theory, student class management).

The identification of training models through research at this level implies the abandonment of two methodological and epistemological aspects: the abandonment of the myth of the dominant "single psychological theory", with reference to behaviorism and genetic structuralism in the modern era with the connotations of constructivism/cognitivism in the postmodern period (I . Negret-Dobridor, I.-O. Pânișoara, 2005, p. 315)

The learning theories already stated as pedagogical training models (S. Cristea, 2005) were presented using the following graphic scheme and were briefly described, highlighting the usefulness of their application in learning situations in adult education.

The pedagogical training models selected and presented by us will address a vision of the theory of behavioral psychology with implications in pedagogy, of scientific and practical knowledge systems designed according to the principles of pedagogical training models, techniques and methods of interconnected teaching-learning-evaluation, based on scientific theories and principles and practices of education.

The methods used from the cognitivist perspective call for a training based on cognitive organizers as a way of organizing the transmitted contents, through a sequential training based on other training activities or previous acquisitions and also based on the prevailing learning style of each one.

The concept of "lifelong education" or the concept of "lifelong education" made operational, develops the idea that "lifelong learning can be managed by individuals and societies in a variety of ways, and these alternatives allow all people to reach the highest and best levels of life stability." (R. H. Dave, 1991 pp. 47-48)

The learning model specific to adults develops, thus, the focus on critical thinking methods through problem solving, the exchange of personal experiences by ensuring social interactions, the stimulation of collaborative activities through group work, the use of various materials and the promotion of events for learning, and the training of adults will carried out through universities, teaching staff houses, or through other accredited continuous training providers.

The issue of adult education is approached from the perspective of external factors supported by motivational, intrinsic factors, but also from the perspective of the psychology of learning. Through specific training programs, training activities are designed, through which adults, teachers learn, based on personal experiences, life experiences and bring their own personal approaches to the interpretation of the experiences lived or experienced by those who swear in the learning situations created, fact that problematizes the achievement of learning.

Another perspective approached from the analysis of the learning process of adults M. Knowles (1975) who defines the term "self-directed learning" or ("self-directed learning" - in English) represents a process through which those involved in learning (individuals) take the initiative in a certain context or in the diagnosis of learning needs, in the establishment of learning objectives, in the identification of material and human learning resources, in the selection and implementation of the optimal learning strategy, in the choice of metacognitive strategies, in the process of reflection on the learning results, etc.

The formation of a complex and modern profile of a competent teacher is a current desire, who always adapts to his own and his students' learning needs, knowing that competence-centered teaching and learning is a requirement of today's knowledge society.

The recommendation of the European Council of 22 May 2018 on key competences for lifelong learning, among the objectives formulated in this direction, recognizes that investment in the formation of skills, attitudes, competences, leads to a complex understanding of key competences and represents a step important in promoting training, formal education and non-formal learning.

We present some definitions regarding the meaning of competence, emphasizing the adult's need for knowledge which is achieved through a process of training and development of key competences and lifelong learning.

The definition of competence can be found in the Praxiological Dictionary of Pedagogy, volume I, (M.-D. Bocoș, coord., 2016) and which represents "an individual or collective characteristic to select, mobilize, combine and use effectively in a situational context a set of attitudes, knowledge and skills and the transfer of acquisitions and which allows the successful completion of a process, an activity, the solution of a problem or a situation".

Competences represent integrated acquisitions that involve knowledge, skills, attitudes in a system of mutual support and empowerment, having a short- and long-term capitalization function, whose structure is open to resources of the individual's acquisitions capitalized in contexts familiar and in novel contexts, which enable a dynamic and functional connection between situational contexts and available resources. (L. Şerbănescu, M.-D. Bocoș, I. Ioja, 2020).

The emergence and experimentation of modern educational approaches, in parallel with the traditional ones, represent curricular opportunities for a child-centered education, which have an open character in terms of communication and collaboration between all educational partners (educators, parents, other people), through offering "customized school profiles".

The term "alternative education" means in the "Dictionary of Pedagogy" by Horst Schaub and Karl Zenke: "...the activity that takes place in school institutions, according to objectives, organization, content, forms of teaching and learning, means, with total deviation or partial from the unitary characteristics of the state school and which offers one variant of training and which offers another variant of training and education".

One of the definitions regarding educational alternatives can be found in the "Dictionnaire actuel de l'éducation" (1993): "variants of school organization that provide different solutions for changing official precepts, applied in a certain era or in a certain context "(apud S. Cristea, 1998, p. 12).

The existence of alternative pedagogies that promote, predominantly, certain pedagogical methods (Montessori Pedagogy, Waldorf Pedagogy, Freinet Pedagogy, Curative Pedagogy, Step-by-Step Program, Jena Plan), was based as a system and as functionality on the existence of pluralism understood as "expression of freedom and democracy in the field of education" (Felea, 2006, p. 160), and the 1996 Report to UNESCO of the International Commission for Education

mentions that the acceptance of diversity and individuality is a fundamental principle that will eliminate any standard in education. (J. Delors, 2000)

At the macro level, the desirability of the new approaches to the curriculum provided for in the "Education and Research Strategy for the Knowledge Society" (2022) refers to an integrated approach, based on active-participatory, innovative, collaborative methods or innovative thematic projects that support the new directions: "focusing the curriculum on skills and not on information", not on "blocks of knowledge", but on the formation of "skills, attitudes that optimize problem solving".

At the micro-level, of the class of students, the current guidelines and directions of educational policy recommend the full knowledge of the students with their needs and interests in learning with an emphasis on the development at their own pace on the one hand, and the development of the teaching staff's skills to select the educational contents, to design the learning situations centered on the learning needs and the individual characteristics of the students, in order to create learning opportunities connected to real life and the surrounding environment. Another innovative aspect is related to the vision of evaluation in an authentic or integrated interdisciplinary manner, this being also a priority recommendation of education reform policies.

The interdisciplinary and integrated approach to the contents of the education will also facilitate the adaptation of the other components of the educational process: methods, strategies and training techniques, ways of organizing the contents of the learning, objectives, evaluation methods along the way, etc.

The specialized literature in the field of pedagogy at the level of early education also brings to attention other methodological and pedagogical perspectives that are necessary, such as pluridisciplinarity, thematic approach or the integrated approach, cross-curricular or transdisciplinarity, connectivism.

The curricular design model based on competences reorganizes the components of the curriculum, giving it a greater relevance to the teaching-learning-evaluation process, which will allow the operation with the same unit, respectively with the competence, able to guide the didactic efforts of all the factors involved in learning situations at the cognitive, socio-affective, motor, motivational level.

The vision on the realization of education in a holistic manner is intended to ensure the differentiated individual stimulation of children, designing an integrated learning, achieved

through co by addressing the specific aspects of the cognitive, intellectual, cognitive, social, affective and physical development of each child, so that achieves the goals mentioned in the Curriculum for early education (2019).

The new educational policy guidelines support the national curriculum in the field of early education, focused on the physical, cognitive, emotional and social development of children and on the early remediation of some developmental deficiencies.

In conclusion, the major goal of the programs for the early development of the child must be to approach the field of early education holistically, and at the same time convergently, having at the center the need for the development of the pre-school child in a facilitative environment offered in the family.

CHAPTER III. THE PARADIGM OF INCLUSIVE AND QUALITY EARLY EDUCATION FROM THE PERSPECTIVE OF TRAINING AND DEVELOPING THE INTENTIONAL-QUALITATIVE BEHAVIOR OF TEACHERS FOR PRESCHOOL EDUCATION - OPPORTUNITIES FOR THE PROFESSIONALIZATION OF THE TEACHING CAREER IN THE ROMANIAN EDUCATION SYSTEM

Chapter III presents the field of adult education being recognized in the historical evolution of education sciences, especially stated in the middle of the 19th century, with systematic concerns due to N.S.F. Grundtvig, considered the father of adult education.

In the last thirty-forty years, adult education has experienced a significant development due to the dynamics of social development, the information sphere and technological and scientific knowledge, which have contributed to changes in professional systems, skills profiles and to emphasizing the importance of adult education and of the benefits of lifelong learning, which becomes a formal necessity.

The phrase "life long learning" illustrates the social and individual need for knowledge in different socio-political, cultural and economic contexts, the concept being used in adult education with the meaning of "enlightening the masses of people as premise of the country's development". (Titmus, 1996, p. 9)

Regarding the basic meanings of what we generically call "adult education", the terms used uniformly and correctly in this disciplinary field aim at its scientific foundation and the clarification of the concept of adult education with a rich pragmatic and normative meaning.

In the Romanian education system, adult education is recognized as an integral part of lifelong education (Law no. 1, National Lifelong Learning Strategy, MEN, 2015) which includes early childhood education strategy, pre-university and university education and can be defined as "the totality of learning experiences carried out by each person during their life in a formal, non-formal and informal context for the purpose of developing skills from a social, civic or occupational perspective".

Later, the concepts "adult education" and "continuing education" overlap and acquire new meanings throughout the development of society, so the OECD and UNESCO meanings associate the phrase "adult education" with economic connotations such as "human capital investment".

In the OECD sense, "adult education" becomes a means of professional development in order to develop professional skills, but also a way of constraint in front of the ever-changing knowledge society and the demands of the labor market, which propose new concepts, such as that of "employment", in order to increase personal flexibility and to the detriment of that of "empowerment" regarding voluntary participation in "continuing education" actions.

The traditional pedagogical model is based on sets of beliefs, opinions, ideas, information regarding the education and training of children with the specifics of the socio-cultural and economic context of the era, in which the teacher is an active partner in the teacher-student relationship and the student is the beneficiary of the training , for which the transmission of education content is ensured through selected and adapted methods and techniques, which answer the questions "What?", "With what?", "How is it done?", and then the teacher values learning through specific assessment procedures and methods and quantifies its results for a level of school performance.

The andragogic model is opposed to the pedagogical model from the perspective of functionality, it being flexible and adapted to the learning needs of adult learners, and training and instruction are carried out in a non-formal setting, for which training activities are planned based on training methods and techniques adapted to the specific education non-formal and informal.

The field of adult education has always been a source of the promotion of permanent education: "permanent education was born from the practice of adult education and from the

problems it posed, as one of the efforts to respond to the increased demand for education" (D'Hainaut, 1981, p. 16).

R. H. Dave (1991) states "Lifelong education is a permanent process of social and professional development throughout life in order to improve the quality of life. This idea comprehensively includes formal, non-formal and informal learning to acquire a horizon of knowledge that allows reaching the highest possible level of development in different stages and fields of life." (R. H. Dave, 1991, pp. 47-48).

From a functional perspective, the concept of "lifelong education" is based on the concept that lifelong learning is achieved by each individual and by society in different ways, and these alternative ways lead to the achievement of a high level of quality of life for all. (R. H. Dave, 1991).

Permanent education values the following concept: "the concept of permanent education" emerges from a continuously growing crisis of contemporary civilization; continuing education is required to meet contemporary man's need to control, adapt and create technology and social organization relevant to a new quality of life and a meaningful search for more effective and appropriate values of the spirit. At the same time, permanent education owes its existence to the human and technological achievements of a global civilization". (R. H. Dave, 1991, p. 113)

In Romania, the concept of "adult education" has been imposed more and as an action approach that studied the pedagogical discipline entitled "pedagogy of adults" (R. Răduț-Taciu, C. Stan, M.-D. Bocoș, 2017, p. 101) an applied pedagogical discipline having formulated objectives, methods, practices, but also specific application contents.

Consequently, the desired "adult education" as "education for all" is, for the time being, difficult to achieve if we observe the percentage of adults participating in lifelong lifelong learning activities. (European Union et al., 2015 OECD, 1996, Mayo, 2018, Longworth, 2003).

Early and inclusive education is an important goal in terms of the 2030 Agenda for Sustainable Development and the achievement of SDG4.2 indicators. In this sense, the theory of planned behavior (TPB - Theory of Planned Behavior - in English or TCP - in Romanian) can be a useful method for evaluating the qualitative integrative behavior of educators in order to improve the quality of early education.

Expert studies have shown that there are a number of factors that influence educators' intentions and behaviors regarding teaching and learning practices in early childhood education.

TPB can be used to identify these factors and develop effective interventions to achieve the goals of SDG4.2.

The theory of planned behavior suggests that there are three main factors that determine human behavior: attitudes, subjective norms, and perceived behavioral control. Attitudes refer to the individual's opinion about a certain action, subjective norms refer to the subjective perception of social pressures, and perceived behavioral control refers to the individual's perception of his ability to control his own behavior.

These three factors can be used to assess qualitative integrative intentional behavior in early childhood education. For example, educators' attitudes about early childhood education can be assessed through questionnaires that investigate their perceptions of the benefits and costs of early childhood education.

Subjective norms represent the assessment of educators' perceptions of what they believe to be the importance of early childhood education. Perceived behavioral control can be assessed by inquiring about the perception of their educators' ability to organize their resources interactively and innovatively.

Researchers have used this theory to assess educators' intentions and behaviors in providing positive feedback and individualized support to children in learning activities. The results showed that the intervention based on the theory of planned behavior was effective in improving educators' behaviors and increasing the quality of interactions with children.

Overall, the literature suggests that the theory of planned behavior can be a valuable tool in assessing and improving the intentionally integrative behaviors of educators in early childhood education, thereby contributing to the achievement of SDG4.2 indicators. This theory can be used to identify factors that influence educators' intentions and behaviors and to develop effective interventions to improve the quality of early childhood education.

The theory of motivated action (Martin Fishbein and Ajzen Icek, in 1975) supports the view of action mediating behavior and preparing the individual against a specific action. This theory described by Martin Fishbein and Ajzen Icek is called the theory of rational action (Fishbein, M. & Ajzen, I., 1975). This model describes the factors that induce an individual's intentional behavior: attitude and subjective norm.

The two factors "subjective attitudes" and "norms", Ajzen (1975) considered that they are not sufficient to determine or be able to effectively predict human behavior in all situations, and

in 1991 he will introduce the third factor, namely perception of control over behavior to remedy the incongruity of the initial two factors. Perception of control over behavior can be identified by the expectation of performing a particular behavior with ease or difficulty.

Self-efficacy has been studied within social-cognitive theories and models of behavior, and self-efficacy theory is understood within social-cognitive theory, being an approach to understanding human cognition, emotions, actions, motivations and assumes that individuals shape their environment through a dynamic activity, not just reacting to its influences. (Bandura, 1986, 1997, 2001, Shoda, 2010)

The new theory, the theory of planned behavior (TPB) introduced by Ajzen in 1991, adds a new component to the theory of rational action – that of perceived control over the performance of a behavior, in the form of a variable that determines intentions, but, at the same time, moderates the relationship between intention and behavior.

Thus, the perceived behavioral control represents the perception of an individual that he can and has the ability to perform a specific behavior or in question, the manifestation of the belief that he has internal motivational factors on which the performance or not of the targeted behavior depends.

Perceived behavioral control is the perception of one's abilities to perform a specific behavior, and the best predictor, in this case, is intention. We are discussing behavioral intention, the cognitive indication of the individual's readiness to perform the specific behavior of the individual who will react and decide according to his "behavioral intention". (Ajzen, 1991)
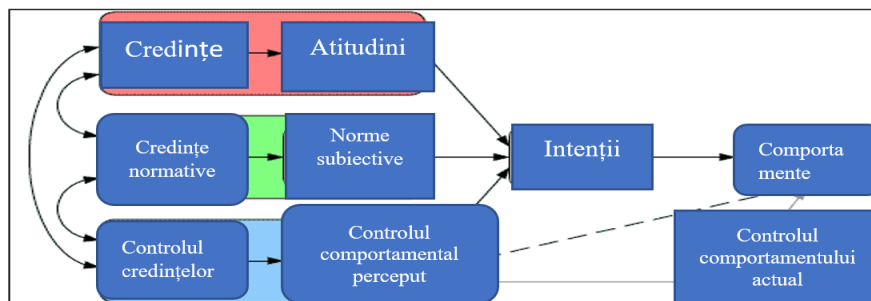
Figure no. 4. III. Theory of Planned Behavior (Ajzen, 1991)

The theory of planned behavior (TPB) has demonstrated more utility in public health, but is still limiting in its inability to account for environmental and economic influences. In the past

few years, researchers have used some constructs of the TPB and added other components from behavioral theory to make it a more integrated model.

In Romania, quality assessment in early education is a constant concern, given the impact of this education on children's development. Quality assessment can be defined as a continuous evaluation of the educational process and its results, with the aim of improving the quality of services provided in early childhood education.

Evaluating inclusion in early education is an important concern for the Romanian educational system. This concerns the assessment of the level of access, participation and progress of children with special educational needs in early education.

A simultaneously integrative and qualitative vision in the provision of educational services at the level of early education is essential for the development of the child in an integrated and holistic way. This approach involves a deep understanding of the child's needs and development, constant evaluation of educational services and close collaboration with parents and the community in which the child lives.

In conclusion, the assessment of inclusion in early education is essential to ensure equitable and inclusive access to quality and equitable education for all children, regardless of their special educational needs.

CHAPTER IV. PRACTICAL-APPLIED RESEARCH INVESTIGATING THE EFFECTIVENESS OF THE THEORY OF PLANNED BEHAVIOR (TPB) APPLIED THROUGH A CONTINUING EDUCATION PROGRAM FOR PRESCHOOL TEACHERS

The current research proposes, in the practical-applicative part, the creation of a curricular model applied through a continuous training program through which the participating preschool teachers streamline the way of designing the instructional-educational approach in the field of early education, by applying the theory of planned behavior (Theory of Planned Behavior - in English, abbreviated TPB) by becoming aware of one's own attitude regarding the planning of one's own qualitative-integrated intentional behavior in order to make the teaching activity more efficient and in order to create an inclusive and quality educational climate.

The new perspective on the efficiency of the learning process in preschoolers is based on the formative values of the Curriculum for early education (2019), as well as on the strategic

objectives provided in the construction of the educational vision, in the Declaration for education of the European Agenda 2030.

The current vision is based on the approach of all the educational factors involved and the various educational policies utilized and promotes the development of a durable and sustainable education and the SDG4 strategic objective provided for in the 2030 Agenda. This objective provides for the adoption of measures for ensuring access to education and inclusive and quality education, ensuring and promoting equal educational opportunities for all and supporting lifelong learning.

To achieve this goal of the research, we proposed the implementation of a continuous training program dedicated to teachers for early education entitled *"Reflexive and self-efficient teacher through the Qualitative Integrative Intentional Behavior Model (MCIIC)"*.

The developed curricular model involves supporting one's own perception on the development of one's own integrative-qualitative behavior in the context of the planned teaching-learning process regarding the design of the educational instructional approach specific to the field of early education in order to ensure the access of preschoolers to preschool education and facilitate the transition from the level of early education to the preparatory class .

The training program *"Reflexive and self-efficient teacher through the Qualitative Integrative Intentional Behavior Model (MCIIC)"* will be implemented with the capitalization of an educational model based on the theory of planned behavior. (Ajzen, 1991)

The purpose of this research is to verify the influence of a training program based on the identification of the training needs of educators on the professional skills necessary for pre-school teachers in the implementation of the Curriculum for early education and on their transversal skills.

The general objective of the program is: improving the behavior of pre-school teachers, through theoretical-applicative training activities, depending on their individual training needs.

The specific objectives of the program aim to stimulate the perception of preschool teachers about their own capacity in achieving their own behavior measured by effectiveness and autonomy; awareness of the attitude of preschool teachers towards their own behavior; the study of social perception, from the perspective of norms, for the performance or non-practice of a certain behavior by pre-school teachers.

The present research is part of these concerns, in which both the opinions and perceptions of experts and practitioners are evaluated in relation to the vision of the Curriculum for early

education (2019). The suggestions for capitalizing on some elements of the current preschool curriculum, as well as those for its improvement, mentioned both by experts and by practitioners, will be centralized and set up in the form of a pilot continuous training program addressed to preschool teachers.

The need for a program that meets the professional needs of pre-school teachers in Romania is also due to the fact that their training was carried out from the perspective of the traditional educational paradigm, and the implementation of a modern curriculum model can lead to encountering difficulties, blockages, due to beliefs traditional previously consolidated.

Arguments in favor of curricular changes in early education are circulated in other European education systems through the phrase "permanentization of reforms" due to the social, economic, axiological and technological changes in the field of early education provided worldwide by the formulation of SDG 4.2 objectives achievable by 2030.

In the Romanian education system, educational policies, as well as the national curriculum, show, during the last decade, a rhythmicization of changes and adjustments, a fact that led to an evolution in the field and, in this way, to a convergence of educational policies Romanian with those at the European level.

The current legislative contexts at the European and international level encourage the realization of a scientific approach to knowledge of legislative documents, studies, researches, recommendations, methodologies that support an overall vision regarding the importance of early education in children's development and becoming an adult through the need to ensure coherence and the quality of the services offered in this educational context.

The update of the Curriculum for early education, in 2019, has in mind its correlation with a series of legislative documents to ensure arguments in favor of a child-centered education, the development of the young child and his preparation for integration into the elementary cycle.

We believe that the present work brings the following contributions made through a qualitative investigative approach: the analysis of the most effective models and practices of content design in early education, derived from the systematic analysis of the specialized literature; proposing a validated assessment scale of integrative-qualitative intentional behaviors of educators; the implementation of an innovative training program addressed to educators, with a view to developing key and professional skills, determining one's own integrative-qualitative

behavior; streamlining teaching practices for the early education level by adapting teaching-learning strategies in an inclusive educational environment.

Following the study and systematization of these evidence-based practices, we will identify the main research directions regarding the 2030 Agenda and the strategic goal SDG 4.2 for sustainable education.

Following the analysis and identification of the main research directions, due to the fact that there is no valid and faithful scale for evaluating the integrative-qualitative intentional behaviors of educators, we will create, through a mixed study, based on qualitative and quantitative research, the IQIB scale and we will validate it on the sample of preschool educators.

The results obtained by evaluating teachers with this scale, based on the theory of planned behavior, guided us in the design of the training program, based on the identification of the real training needs of educators.

The purpose of the training program is to develop those individual capacities and resources that contribute to knowledge and facilitate the achievement of SDG.4.2 objectives, by offering qualitative and integrative educational interventions to all preschoolers, in an inclusive and unbiased manner.

Thus, this doctoral thesis starts from the systematization of evidence-based models identified in the specialized literature, models that present the most effective strategies used in early education worldwide to achieve the strategic targets of the SDG 4.2 objective, namely ensuring equal access to services integrative and quality education to all preschoolers, proposing and developing a scale to measure the integrative-qualitative intentional behaviors of educators, based on the theory of planned behavior, necessary in establishing the training needs of educators.

Based on the behavioral analysis carried out, the training program will target those behaviors that require development, to ensure the sustainability of the integrative-qualitative attitudes and behaviors determined following participation in the training program.

Through the last study carried out regarding the evaluation of the self-efficacy of educators in the didactic activity, we analyze the effectiveness of the training program implemented with a design aimed at creating the training context in order to evaluate the perceptions of educators and the perceived control in achieving their own integrative-qualitative behaviors, the development of a reflective profile of the educator by exercising professional, transversal skills with the aim of capitalizing on the strategic targets of SDG4.2.

After analyzing these effects, we propose a set of recommendations, a training model regarding the formation of the "reflective teacher" profile, which will guide the formal and non-formal educational interventions of preschool teachers exercised on preschoolers at the level of early education.

This research considers only the meso- level of action, without having contributions, implications at the micro- and macro- levels. The micro-educational level values the existence of the positive social commitment of educators, by participating in kindergarten activities, having a child-centered approach to teaching practices, a personalized assessment for learning and adaptation.

The meso-educational level includes features such as a welcoming atmosphere for each child, a holistic curriculum, an inclusive environment, appropriate professional credentials and skills of qualified staff, cultural responsiveness and staff collaboration with families.

The macro-educational level refers to the cultivation and manifestation of the availability of the entire community to the development and education needs of children, prompt interventions, through the application of national curriculum regulations, the realization of professional training programs for teachers for inclusive early education in accordance with the new educational policies, financing pre-school education, proposing actions to evaluate and monitor the results of reform interventions in the field of early education.

Study 1: Synthesizing integrative-qualitative practices in early childhood education

The studies proposed in this thesis were inspired by my participation as a trainer for teachers, educators from the target group of the Early Inclusive and Quality Education (E.T.I.C.) project. Within this project, before the training curriculum of the Early Inclusive and Quality Education (E.T.I.C.) program was created, I participated in the realization of a qualitative study that would justify each aspect addressed in the training program approved by the Ministry of Education as beneficiary.

The E.T.I.C. project is an innovative initiative for Romanian preschool education initiated by the Ministry of Education based on a systemic analysis that implements an innovative approach

at the curricular and institutional level in which different categories of personnel participate (educational experts of the Ministry, teaching staff and N.O.G.s), with the aim the development of a diagnosis and prognosis framework document in which the development directions of the field of education and care of pre-school children are provided, formulated in the form of specific objectives.

From a systemic functional and operational perspective, measures are proposed to ensure a qualified and skilled human resource in the field of education and early care of pre-school children (ECEC) in nurseries and kindergartens; the implementation of continuous training and professional development programs, carried out according to the identified needs of the different categories of personnel involved in the education and early care of children, the existence of a support group made up of experts, authors of school textbooks or didactic aids also produced in digital format for preschool education, teachers for preschool education/educators/beginners/childcare educators, in a methodological and legislative framework in force.

In this sense, early childhood education and care (ECEC) is the foundation of the progress of lifelong learning, social inclusion, professional growth and, consequently, the capacity for professional integration.

Early childhood education (ECEC) is planned and oriented towards the achievement of strategic objectives at European and national level with an emphasis on implications of psycho-pedagogy, as defined by the legislative framework. The three dimensions are systemically interrelated and form a harmonious whole, designed to facilitate the child's learning and general well-being.

The adoption of the Strategy to reduce early school leaving (ESL) in Romania in June 2015 was a condition for accessing financing from the European Social Fund for the implementation period 2014-2020. The representative program – Increasing access to ECEC under the ESL Strategy aims to implement their key measures: (i) a coherent framework for ECEC; (ii) family involvement (with children 0-3 years old) in parenting education programs and by granting financial incentives; (iii) qualification, training and retention of early education and care staff. These measures aim to expand access to early education services, prevent early school leaving and reduce the rate of early school leaving by 2030.

The systemic approach of ECEC programs involves close coordination between various areas of educational intervention and care. These approaches make coordinating and managing strategies and pooling resources simpler and more effective for policy makers to coordinate and manage strategies and pooling resources.

Mechanisms for ensuring standards of ECEC provision can generally focus on well-established psycho-educational systems covering the entire period from birth to compulsory school age, outlining staff skills requirements, orientation criteria and the system legislation to be adopted by the services involved. They can also set goals that can help track the child's development, based on cooperation with parents and ECEC staff, to promote their progress to higher levels of education. Educators can establish consistent specifications, which can assess the results of school success, and measures can be applied to ensure the quality of education.
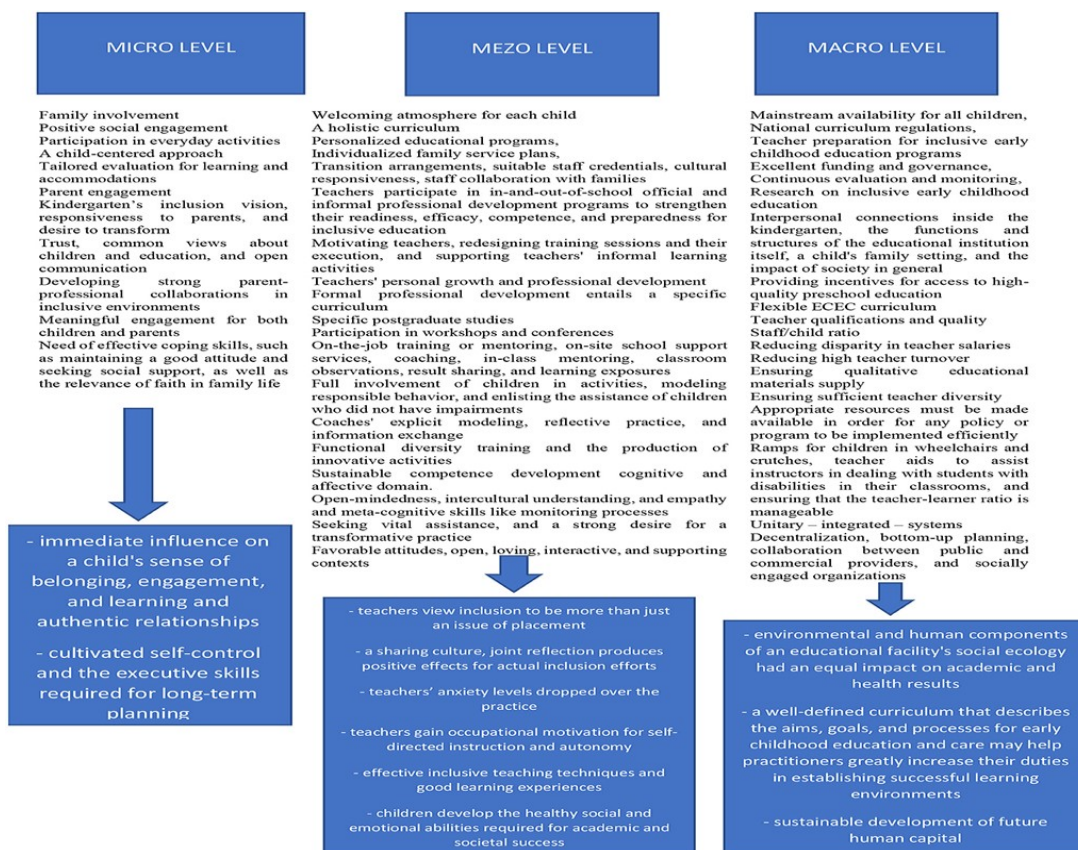
Figure no. 4. IV. Synthesis of specialized literature

The purpose of this review is to locate and synthesize the findings of published evidence-based research on inclusive and equitable education programs.

*The following questions were investigated in **Study 1***:

1. What research methods have been used to analyze evidence-based, inclusive and equitable early education initiatives?

2. What research tools have been used to investigate the impact of inclusive and equitable early childhood education?

3. What results were recorded in terms of excellence?

Regarding the research methodology, in order to improve the technique, Levac et al. they suggested clearly stating the research theme and connecting the objective with the research questions (phase one); integrating the feasibility of the scoping process with the scope (phase two); using an iterative team-based approach to study selection (phase three); data extraction (fourth phase); including a quantitative summary and a qualitative thematic analysis in the report, as well as analyzing the implications of the findings for practice or policy research (step five); finally, as a mandatory implementation of the evidence-based component of the scoping process, include stakeholder dialogue (phase six). (Levac et al., 2010)

The results presented in ***Study 1***, represented at the micro-educational level, were: positive social engagement, participation in everyday activities, a child-centered approach, personalized assessment for learning and adaptation perceived as examples of micro-level processes.

Family involvement in early education is defined as a technique used to form authentic relationships with families that promote overall family well-being and healthy child development by building partnerships with families for a common cause. Family interactions are increasingly recognized as a key element of high quality early childhood education and care programmes. (Fantuzzo et al., 2013)

The meso-level includes features such as a welcoming atmosphere for each child, a holistic curriculum, an environment for all children, appropriate staff credentials, cultural responsiveness, and staff collaboration with families.

The personal growth and professional development of educators is vital and this occurs in a range of settings and styles (Ackah-Jnr, 2018). Professional development pathways, also known as learning contexts, are interconnected, and teachers are motivated either internally or externally to participate in them. Teachers benefit from professional development to expand their knowledge,

understanding, skill set, attitudinal and perceptual perspective, disposition and motivation to perform.

According to studies, inclusive education is essential for children's early development and schooling (Zabeli and Gjelaj, 2020). Many aspects of a child's upbringing, including academic, emotional, social, and cognitive development, benefit children with special needs.

Preschool teachers' need for continuous professional development, through effective training programs, flexible educational programs and the execution of personalized educational plans in a comfortable physical and social environment, are specific to inclusive education and provide capital skills, strong institutional support and of family and social support.

In *Figure no. 5.IV.*, in the spiral infographic diagram I synthesized the model of six layered components for the implementation of the inclusive and qualitative ECEC strategy starting from the micro-educational level: child, family and community, meso-level: nursery, and kindergarten and macro-educational level: national policies and SDG Agenda 4.2 for 2030. It can be seen that the meso-educational level connects the micro-educational and macro-educational levels, being the most requested level for the implementation of inclusive and qualitative ECEC strategies.
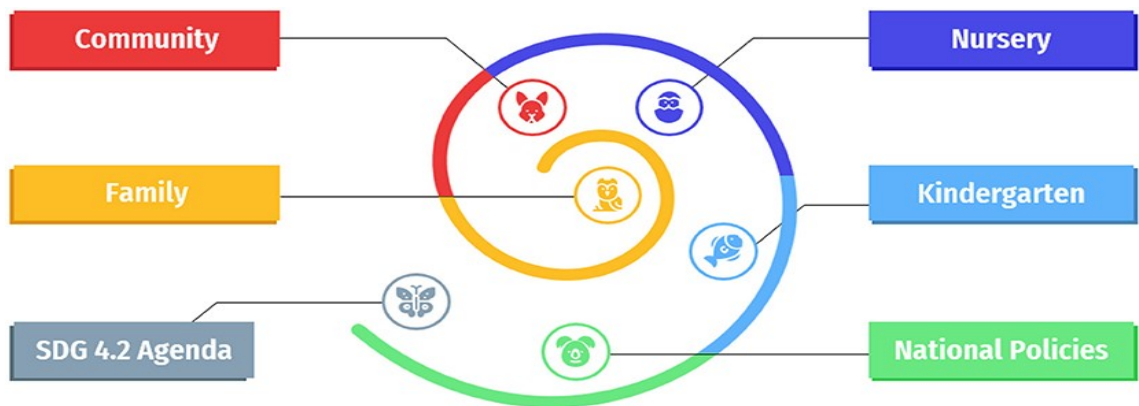
Figure no. 5. IV. The six-layer component model for implementing inclusive and quality ECEC education

Providing inclusive education in the early years requires laying the foundation for later levels of schooling. A young child's active involvement should be directed through curricula appropriate for individual development. Access to and participation in general age-appropriate programs becomes critical in identifying and providing specialized support services.

Study 2: Development and validation of a scale regarding the identification of the current level of qualitative integrative intentional behavior of educators in Romania

The strategic target proposed by the formulation of Sustainable Development Goal 4 (SDG4), states that nations must continue to analyze these statistics to improve their quality and monitor progress over time.

The conference in Salamanca (Spain, 1994) represented the launch of the inclusive vision on education in the world: "inclusive education as a new vision on the education of children with special educational needs" and a strategic component to achieve the desired "education for all" by offering quality educational services through professionally well-trained human resources.

The objectives of the 2030 Agenda established in 2015 by the United Nations Organization regarding sustainable development were also adopted by our member country through the National Strategy for Sustainable Development of Romania 2030.

The importance of education in promoting sustainable development is not only for the benefit of underdeveloped nations but also for the entire world. The main goal of Sustainable Development Goal 4 (SDG 4) is to ensure that all people have access to a good education that will improve their quality of life and the future of their society. The major objective of Target 4.2 is to ensure that, by 2030, all children have access to high-quality early education to prepare them for primary level.

The Theory of Planned Behavior (TPB) outlines important individual beliefs: attitudes, subjective standards, and perceived behavioral control that impact people's intentions to engage in specific behaviors. The TPB has been used effectively in individual behavior change interventions

and, as a result, has served as the basis for much research examining teachers' intentions to promote inclusive education. However, little effort has been made to integrate these findings into practice (Opoku, Cuskelly, Pedersen, & Rayner, 2021; Rad et al., 2022; Rad et al., 2022).

This study served as a foundational step for further investigation of the applicability of a guided framework of the TPB to understand and address integrative-qualitative behavior in preschool instruction.

The purpose of this grounded theory research was to qualitatively examine attitudes, subjective norms, and perceived behavioral control related to integrative-qualitative behavior in preschool education, using both a deductive and an inductive analytic procedure to design a valid and reliable scale for the further evaluation of the integrative-qualitative intentional behavior of preschool teachers, with network analysis (NA).

The objective of this research is firstly to develop and validate an assessment scale of integrative-qualitative intentional behavior (IQIB - ECEC) of teachers in order to achieve the goal of SDG4.2, namely to ensure that all children have access to pre-school education of high quality.

Thus, the research first set out to develop a valid and reliable scale for measuring the integrative-qualitative intentional behavior of teachers, based on the theory of planned behavior, to further evaluate with network analysis the integrative and qualitative intentional behavioral pattern of a group of 300 teachers from Romania.

Based on our previous analysis, which clearly indicated that there is a lack of assessment of qualitative and inclusive behaviors in early childhood education (Rad et al., 2022), we proposed the IQIB – ECEC scale that will further analyze teacher behavior by addressing network analysis. Network analysis (NA) is a set of integrated techniques used to delineate the relationships between factors and to analyze the structures that emerge from the recurrence of these relationships.

The basis for generating the items was the Ajzen methodology, all 24 items being adapted to qualitative-inclusive behaviors in early education. The 24 items of the IQIB – ECEC were measured on a 5-point Likert scale. Using item analysis, confirmatory factor analysis, Cronbach alpha, CFI, TLI, SRMR and RMSEA fit indices, we tested the validity and reliability of the IQIB – ECEC scale.

Thus, we investigated the relationships between the 8 dimensions of the scale with network analysis to explore how we can activate qualitative-inclusive intentional behaviors in teachers from the Romanian preschool education system. Network analysis was applied to the 8 dimensions to

define strong and weak connections between variables to determine intensity network interaction and to identify the roles of variables in the network. The JASP program (Version 0.16.3) was used to determine the structure and visualize the relationships between the analyzed variables.

This section will further present the statistical validation of the IQIB-ECEC questionnaire and the systemic analysis of all model variable relationships with network analysis. As we followed Ajzen's (Ajzen, 1991; Ajzen, 2011; Ajzen, 2011) methodology for designing the theory of planned behavior with 8 factors, we next approached the statistical validation of the scale based on already established factors, using confirmatory factor analysis.

Confirmatory factor analysis was performed in Jamovi, selecting the following items for each dimension (Factor):

- Factor 1 (D1. Actual behavior) – item 1 and item 2,
- Factor 2 (D2. Attitudes towards behavior) – item 5 and item 6,
- Factor 3 (D3. Behavioral beliefs) – item 8 and item 9,
- Factor 4 (D4. Subjective norm) – item 10 and item 11,
- Factor 5 (D5. Normative beliefs) – item 13, item 14 and item 15,
- Factor 6 (D6. Perceived Power/Control Beliefs) – item 16, item 17 and item 18,
- Factor 7 (D7. Perceived behavioral control) – item 20 and item 21,
- Factor 8 (D8. Behavioral intention) – item 22, item 23 and item 24.

The IQIB-ECEC scale based on the theory of planned behavior showed similar intentional behavioral patterns to other research conducted in educational settings, demonstrating the importance of attitudes and subjective norms in the predicted behaviors of teachers in the context of inclusive quality education (MacFarlane & Woolfson, 2013; Garrote, et al. al., 2020; Leatherman & Niemeyer, 2005; Desombre, Delaval & Jury, 2021; Mahat, 2008).

Concurrent and discriminant validation was not possible due to the lack of valid scales for preschool teachers that consider both inclusive and qualitative intentional behaviors and based on TPB theory.

We used network analysis to provide a mathematical and visual (graphical) interpretation of the relationships between the dimensions (subscales) of the IQIB-ECEC scale. We will further analyze the significance of the results, while conducting a network analysis (Jasp software) of the eight dimensions to better understand their relationship. Recent empirical and theoretical assessments of social networks are discussed, with an emphasis on psychological network analysis.

Network analysis is a new and promising tool for describing interactions between multiple variables. We estimate the relationship between all variables directly, rather than trying to reduce the structure of variables to shared information, as is done in latent variable modeling.

The basis for generating the items was the Ajzen methodology, all 24 items being adapted to qualitative-inclusive behaviors in early education. The 24 items of the IQIB – ECEC scale were measured on a 5-point Likert scale. On a sample of 300 educators, confirmatory factor analysis demonstrated that the IQIB – ECEC scale based on Ajzen's theory of planned behavior has eight subscales: actual behavior, attitudes toward behavior, behavioral beliefs, subjective norm, normative beliefs, perceived power/ control beliefs, perceived behavioral control and behavioral intention.

Correlational analysis, confirmatory factor analysis, Cronbach's coefficient alpha, and fit indices CFI, TLI, SRMR, and RMSEA were used to examine the validity and internal consistency of the IQIB–ECEC scale. Data validation demonstrated that the IQIB – ECEC scale obtained an overall reliability score.

The final 19-item, eight-factor scale has acceptable construct validity and psychometric properties and should be valuable in further investigations of integrative-qualitative intentional behaviors in preschool education toward both inclusive and qualitative education as envisioned by SDG4.2. The results indicate that the IQIB – ECEC is a valid and reliable scale for the assessment of integrative-qualitative intentional behaviors in preschool education in terms of current behavior, behavioral beliefs, perceived power/control beliefs, perceived behavioral control, and behavioral intention.

D6. Perceived Power/Control Beliefs and D8. Behavioral intention are the major variables that are highly active in the network and serve as a bridge between other disconnected variables.

As a result, the total network consists of highly correlated variables, with D6. Perceived Power/ Control Beliefs and D8. Behavioral intention. Both dimensions 6 and 8 have the greatest effect on flow of all dimensions in terms of intentionality.

The main conclusion is that theory-based data can provide information needed to understand individual perspectives and develop appropriate intervention strategies in areas of expertise and attitudes that need to be further instilled to achieve SDG4.2 targets by 2030, when behavioral interventions are being developed to systemically address the integrative-qualitative intentional behavior growing in teachers.

Study 3: Experimental Study: Pilot Training Program "Reflective and Self-Effective Teacher through the Model of Qualitative Integrative Intentional Behavior (MCIIC)"

The experimental study in which the training program was piloted, aims to develop and implement the training program through the integrative-qualitative education model, measuring its impact on the perceived self-efficacy and the current integrative-qualitative behavioral level of the educators.

The hypothesis of the experiment is that self-efficacy will increase in the experimental group as well as the frequency of integrative-qualitative behaviors.

The present research is carried out with the aim of configuring a pedagogical, curricular model through continuous training activities: ***"Reflective and self-efficacious teacher through the Qualitative Integrative Intentional Behavior Model (MCIIC)"***, which will experience the implications of the theory of planned behavior TPB (Theory of Planned Behavior) in determining the early education teachers' own behavior in carrying out the planning activities of the instructional-educational approach to preschoolers.

The general objective of the experimental research is to identify the effect of the implementation of the training program hereinafter referred to as "Reflective and Self-Effective Teacher through the Qualitative Integrative Intentional Behavior Model (MCIIC)" on the development of educators' perceived behavioral control which will subsequently facilitate the development of skills regarding the design of learning activities at the level of early education.

The hypothesis of the research is that, following the participation in the training program, the 50 teaching staff will statistically significantly improve their perceived behavioral control regarding the teaching activity, compared to the 50 teaching staff in the control group. The independent variable is the intervention program and the dependent variable is the educators' perceived behavioral control, which will further lead to an increase in their classroom effectiveness.

A pre-test/post-test research methodology with experimental and control group (2X2) was used. More precisely, the level of perceived behavioral control of the 50 educators was evaluated before participating in the training program (pre-test), then after finishing the program (post-test). They were selected from a total sample of 300 pre-school educators using a selection method based on the mean score obtained on a planned integrative intentional behavior scale. The 50 selected

educators had the lowest scores on the D7 subscale of the scale, which refers to perceived behavioral control.

The independent variable of the research is the continuous training program "Reflexive and self-efficient teacher through the Qualitative Integrative Intentional Behavior Model (MCIIC)" addressed to preschool teachers, by applying the TBP theory, in the perception of control of their own integrative-qualitative behavior in the curriculum design activity of the learning contents of the field of early childhood education, in accordance with the new curriculum for preschool education and the strategic targets of SDG4.

The training program focuses on active learning based on current curricular theories and models that subsequently value the creation and application of child-centered educational practices and interventions favoring a quality education (ECEC) in an inclusive educational environment.

The training program complies with modern principles and norms of curriculum design and is structured according to the ADDIE Model in five phases (analysis, design, development, implementation and evaluation), as a training implementation structure. As part of the training activities through the application of the ADDIE instructional training model, the following will take place:

• introductory sessions - a series of presentations and discussions to help teachers understand the concept of perceived behavioral control and its importance to their effectiveness in the classroom; assessment of current skills - at this stage, teachers will be assessed to identify their weaknesses in terms of perceived behavioral control, so that the training program can be tailored to individual needs.

• training sessions - these would be interactive sessions, where teachers will learn self-control skills and techniques for overcoming obstacles through practical exercises and case studies.

• reinforcement sessions - in these sessions, teachers will have the opportunity to apply their new skills and techniques in real classroom situations and receive feedback and reinforcement for their positive behaviors;

• feedback and individualized guidance to help them focus on specific goals and achieve them successfully;

• post-training evaluation - after completing the training program, teachers will be re-evaluated to determine if there has been a significant increase in perceived behavioral control and if this increase has had a positive impact on their classroom performance.

Training program proposes a system approach to the framework of constructivist, behaviorist theories, in favor of social learning and the creation of diversified learning situations in which educators will get involved actively-participatively, contributing to the awareness of the impact of planned intentional-integrative-qualitative behavior in training a framework of competencies of a modern early childhood education teacher.

The implemented training program has a flexible character, it is designed to develop learning situations centered on the training needs of educators adapted to the blended-learning system in synchronous and asynchronous format and allows adjustments, imposed by the external environment, required by the needs of the learner .

At the end of the implementation of the training program in the online system, a series of practices in the development and application of online learning tools will be crystallized by developing the digital skills of educators, and open educational resources specific to the early education learning level will be created.

The training program **"Reflexive and self-efficient teacher through the qualitative integrative intentional behavior model (MCIIC)"** is built to be implemented based on the specifications of OME no. 4224 /06.07.2022 and aims to respect the principles regarding the structure and organization of the adult training process.

Analiză • Analiza realizată la nivelulul literaturii de specialitate în domeniul educației timpurii, a teoriei comportamentului planificat, curriculumului pentru educație timpurie, modele curriculare, alternativele educaționale

Design • Realizarea designului programului pilot „Profesor reflexiv și autoeficient prin Modelul comportamentului intențional integrativ calitativ (MCIIC)" într-un format specific programelor de formare profesională continuă, destinat profesorilor pentru învățământ preșcolar

Dezvoltare • Dezvoltarea programului de formare destinat profesorilor pentru învățământ preșcolar în vederea implementării Modelului curricular MCIIC

Implementare • Implementarea programului de formare pilot, ca intervenție curriculară a modelului MCIIC asupra grupului experimental format din profesori pentru învățământul preșcolar

Evaluare • Evaluarea programului de formare implementat prin aplicarea instrumentului de evaluare MARZANO și măsurarea impactului acestuia asupra profesorilor pentru învățământ preșcolar privind formarea profilului reflexiv în activitatea de predare exersând un comportament intențional integrativ-calitativ
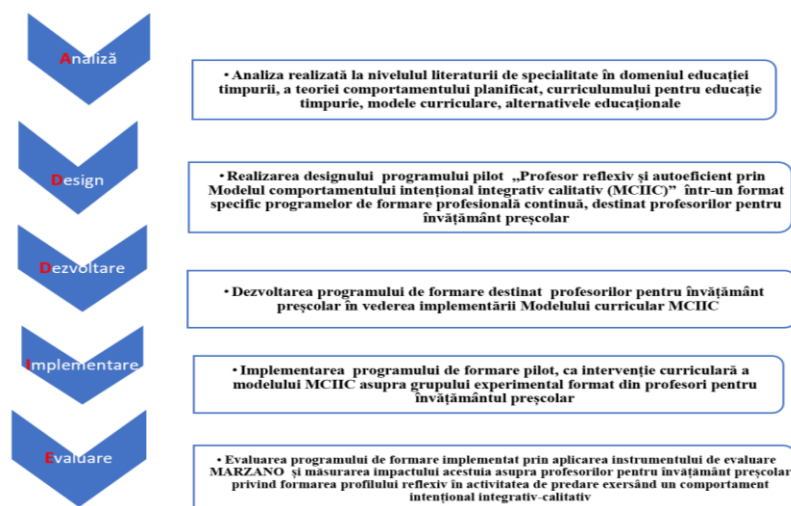
Figure no. 9. IV. Implementation of the pilot training program "Reflective and self-efficacious teacher through the Qualitative Integrative Intentional Behavior Model (MCIIC)" through the ADDIE Model

The MCIIC pedagogical model wants to integrate and apply the inclusive and quality ECEC strategy including the micro-, meso- and macro- levels, the meso- level being the most

requested and connecting the other two levels for the integrated realization of the inclusive and quality ECEC vision.

The MCIIC model is included in the design of the curriculum of the training program ***"Reflective and self-efficacious teacher through the Qualitative Integrative Intentional Behavior Model (MCIIC)"***, which aims to form a reflective attitude in achieving a certain behavior in the educational environment through a decision-making process , the recognition that a behavior can be changed over time.

Educators' intentions and opinions about their ability to regulate their behavior can directly predict behavior (Ajzen, 1991), and research indicates that intentions are a secondary mechanism through which attitudes, perceived behavioral control, and subjective norms influence behavior (Ajzen, 1991, 2020).

Using the *TPB (theory of plan behavior)* through the *MCIIC Model*, examines preschool teachers' intentions to achieve quality inclusive education and outlines individual beliefs at the level of attitudes, subjective standards and perceived behavioral control with impact on educators' intentions to engage in specific behaviors.

By applying the *MCIIC Pedagogical Model* in the educational environment, it is desired to abandon the criticisms regarding the main deficiencies, namely: the consideration of normative influences and the failure to consider economic and environmental elements that could affect a person's intention to engage, in a certain behavior can be determined by: danger, fear, emotions or previous experiences.

The MCIIC model is based on the TPB theory (Adjen), on the six constructs that represent the real level of control of a teacher (preschool teacher) over an intentional behavior and perception and attitude play an important role alongside beliefs and social norms in achieving behavioral success achieved through the component of perceived behavioral control.

The present research served as a fundamental step for further investigation of the applicability of a guided framework of TPB, through the proposed training program addressed to educators to understand and address their integrative-qualitative behavior.

The purpose of applying the MCIIC Model through continuous professional training programs is the qualitative examination of beliefs, attitudes, subjective norms and perceived behavioral control related to the achievement of integrative-qualitative behavior in preschool education for which a deductive and an inductive analytical procedure is used to design and a valid

and reliable scale for further assessment of preschool teachers' integrative-qualitative intentional behavior using network analysis (NA).

The MCIIC model is used to explain the integrative-qualitative behavior of preschool teachers, but highlights the need for qualitative research into the beliefs surrounding this behavior in early care and education.

The assessment of the integrative-qualitative intentional behaviors of preschool teachers achieved following the implementation of the *MCIIC Model* in early education will be carried out in the learning community through the concept of educational nudge to empower and determine preschool teachers to sustainably implement an integrative intentional behavior- qualitatively at the workplace developing the dimension of collegiality and professionalism.

The model we propose has a design that involves a reorganization of learning theories for grounding as pedagogical models of instruction. This implies a delimitation of a small number of learning theories already constituted as pedagogical models of instruction that have been practiced at the level of the educational process: psychological models of conditioning type learning having Skinner, Gagné and Bloom as representatives (Cristea S., 2005, pp. 14-15); We propose the presentation of the psychological model of constructivist learning as a learning paradigm capitalized in the training program applied to educators.

The theoretical and practical-applicative training activity proposed within the program ***"Reflective and self-efficient teacher through the Qualitative Integrative Intentional Behavior Model (MCIIC)"*** leads to the significant development of the professional and didactic skills profile of educators, to the development of skills regarding learning based on reflective actions in determining one's own behavior in order to design the instructive-educational approach and to facilitate learning in preschoolers by creating individualized learning situations in the context of inclusive and quality early education for all.

The development of the professional and didactic skills of educators/teachers for preschool education, by participating in the training program implemented for the purpose of managing personal behavior in relation to the internal and external environment of the school organization, will create the context for the application of the early education curriculum using educational contents aimed at the development significant impact on children's cognitive process and determining desirable behaviors.

The statistical analysis was performed in the SPSS program. To evaluate the effectiveness of the training program, pretest and posttest training measurements were carried out, to see if the implemented program *"Reflective and self-efficacious teacher through the Qualitative Integrative Intentional Behavior Model (MCIIC)"* led to a statistically significant increase in behavioral control perceived by the 50 teaching staff participating in the experimental group, compared to the control group, which did not benefit from such an intervention.

Following the analysis of the four pairs of results, it is found that the hypothesis of the study was confirmed, namely that the intervention proposed and implemented at the level of the experimental group significantly improved the perceived behavioral control of the educators.

The results of the analysis suggest that the training program had a significant impact on the level of perceived behavioral control of educators. Participants showed a significant improvement in scores from the pretest stage to the posttest stage.

These results may be useful for the further development of training programs for educators so that they can improve their perceived behavioral control skills and be more effective in teaching and planning early childhood education learning activities.

These findings are important for pedagogical practice, as they suggest that teachers can be trained to develop their perceived behavioral control skills, improve their confidence in their ability to implement qualitatively integrative behaviors, ensuring the achievement of SDG4.2 goals. This could have a significant impact on the quality of instruction and contribute to the development of a qualitative and integrative educational environment in early childhood education.

However, several limitations of the study must also be considered. First, the experiment was conducted on only one training series, so we cannot generalize the results to other educational levels. In addition, it should be taken into account that this experiment was based on teachers' self-report, which may be subjective due to the increased social desirability of the responses.

Despite these limitations, this study provides important insight into how educators can be trained to improve their level of perceived behavioral control. These findings could have significant implications for early childhood education and help improve the quality of instruction and children's educational experiences.

In conclusion, this experiment demonstrated that the training program based on the theory of planned behavior can be effective in increasing the level of perceived behavioral control of

educators, especially regarding qualitative integrative intentional behaviors. In addition, the results suggest that teachers who started with a lower level of perceived behavioral control had a significant improvement after participating in the training program.

Study 4: Scaling-up study to evaluate the educational environment. The Marzano Questionnaire

The concept of educational organizational climate refers to the relational, social, psychological, affective, intellectual, cultural and moral environment that characterizes the educational/ didactic and managerial activity at the level of the school organization of the teaching staff.

This research is based on the theory of planned behavior (TPB) in measuring preschool teachers' intended integrative-qualitative behaviors and Marzano's model of measuring teaching effectiveness. The Marzano model outlines educational strategies and provides teachers with support tools to facilitate learning and become more effective teachers. A sample of 200 valid responses were collected in an online survey targeting preschool educators in Romania.

Marzano's Model of Teaching Effectiveness is an assessment tool used to measure the success of highly effective teachers, which is further used in this research to measure preschool teachers' performance in relation to intended integrative-qualitative behaviors.

Intentional integrative-qualitative behaviors are measured with the IQIB scale. This research assumes that (domain 4 Marzano) represented by Collegiality and Professionalism as independent variables, influences the behavioral intention of preschool teachers to adopt integrative-qualitative behaviors through the sequential mediators Planning and Preparation (domain 2 Marzano), Reflection on learning ("Reflecting on Teaching") (Marzano domain 3) and Classroom strategies and behaviors (Marzano domain 1), adopting a top-down perspective. Sequential mediation analysis was calculated in SPSS V.26 with Process Macro number 6.

The results revealed a significant indirect effect of Collegiality and Professionalism on preschool teachers' behavioral intention to adopt integrative-qualitative intentional behaviors through the sequential mediators Planning and Preparation, Reflection on Teaching and classroom strategies and behaviors, supporting our hypothesis. In addition, the direct effect of collegiality

and professionalism on preschool teachers' behavioral intention to adopt integrative-qualitative behaviors in the presence of mediators was no longer found significant. Discussions and implications are provided from a top-down perspective of sustainable educational management.

A key aspect of the quality of the preschool experience is the relationships that exist between educators and preschoolers. Teachers have a significant impact on the lives of young people. According to (Pianta, 1999) interactions between educators and students are a valuable resource for children's growth and development. These connections can support the child's growth by improving outcomes or create danger and conflict. In fact, a number of child outcomes are associated with teacher-preschooler interactions (Hamre, B. K., Pianta, R. C., 2005). Particularly in preschool settings, it has been shown that macro-level variables such as curriculum regulations and standard learning environment, are less effective predictors of favorable child outcomes than teacher-child connections (Mashburn, et al., 2008).

The organizational climate of an educational institution is a collection of internal features that differentiate one school from another and affect how teachers behave individually and among themselves. (Bossert, S.T., Dwyer, D.C., Rowan, B., & Lee, G.V., 1982).

Adopting the top-down strategic perspective, the present study examined the relationship between ***Marzano's Model of Teaching Effectiveness*** investigated through the 4 domains: Domain 1: Classroom Strategies and Behaviors, Domain 2: Planning and Preparation, Domain 3: Reflection on Teaching, and Domain 4: Collegiality and Professionalism and their direct and indirect impact on teachers' individual behavioral intention to adopt intentional integrative-qualitative behaviors.

The expectation that performance standards will represent the best knowledge about successful instruction is a common component of modern calls for reform of teacher evaluation and assessment procedures. One of the most recent and influential models for evaluating teacher effectiveness is the Marzano Model of Teaching Effectiveness.

The Marzano model of teacher evaluation is based on a thorough review of the literature and is one of the few evaluation models that has been tested by action research studies in the field (Marzano, R. J., Carbaugh, B., Rutherford, A., & Toth, M.D. 2013); (Basileo, L. D., & Toth, M. (2019).

The basic premise of evaluating teacher effectiveness is that teaching becomes better through the cyclical approach of learning by doing. And yet, as research on the development of

expert performance demonstrates, individuals make significant progress only through practice and repeated experience (Ericsson, K. A. (2006).

The teacher evaluation framework was created by applying the Marzano questionnaire with 4 domains, 19 subdomains and 60 indicators (Marzano, R. J., Carbaugh, B., Rutherford, A., & Toth, M. D. (2013); Basileo, L. D., & Toth, M. (2019).The four domains assessed are: Classroom Strategies and Behaviors (Marzano Domain 1), Planning and Preparation (Marzano Domain 2), Reflecting on Teaching (Marzano Domain 3), and Collegiality and Professionalism (Marzano Domain 4), with the 60 indicators.
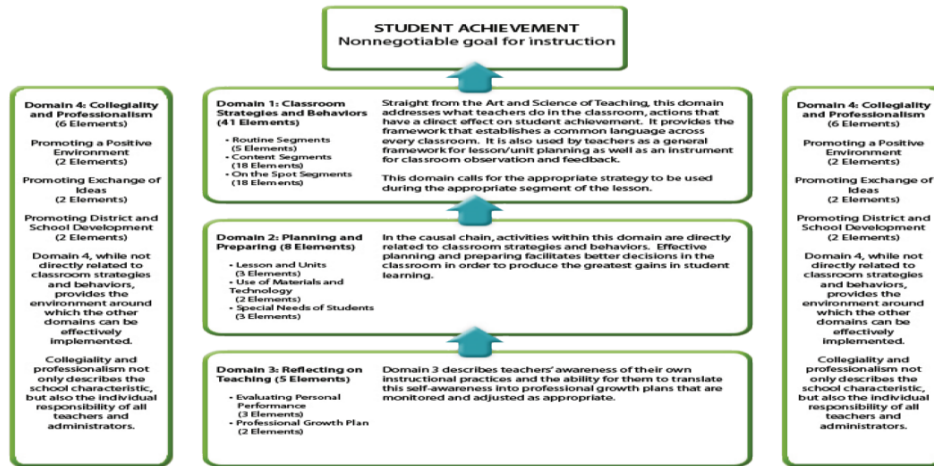
Figure no. 10. IV. The 4 Domains of the Marzano Model regarding teacher evaluation (Source: Marzano Center

According to the Theory of Planned Behavior (Bosnjak, M., Ajzen, I., & Schmidt, P. (2020), individuals respond logically in accordance with their opinions, arbitrary standards, and apparent behavioral control. Although they are often not actively considered or consciously, these elements serve as a framework for decision-making.The need for both qualitative and integrative early education was further investigated in this research, based on the theory of planned behavior.

Regarding the interconnection of all four Marzano domains and the need for both qualitative and integrative early education, the objective of this study is to analyze how the organizational climate in preschool educational institutions in Romania, from the perspective of the Marzano type evaluation, influences the intentional integrative-qualitative behavior of educators. More specifically, we anticipate fully complementary serial mediation of Planning and Preparation, Reflection on Teaching, and Classroom Strategies and Behaviors on the relationship

between collegiality and professionalism and preschool teachers' behavioral intention to adopt integrative-qualitative behaviors (IQIB).

The present research is an exploratory investigation that intends to analyze the complex relationships between Marzano's assessment of teaching effectiveness in four domains and the intention behavior of preschool teachers to adopt integrative-qualitative behaviors, considering a top-down analysis approach.

Based on the literature review, we tested the sequential mediating effect of Planning and Preparation, Reflection on Teaching and Classroom Strategies and Behaviors on the relationship between collegiality and professionalism and preschool teachers' behavioral intention to adopt integrative-qualitative behaviors (IQIB).

The hypothesis of this research states that Planning and Preparation, Reflecting on Teaching and Classroom Strategies and Behaviors are three sequential mediators of the relationship between collegiality and professionalism and preschool teachers' behavioral intention to adopt integrative-qualitative behaviors (IQIB). We tested this hypothesis using SPSS V.26 Process Model 6, which involves identifying a serial mediation effect, that is, a causal chain linking three mediators, hereafter referred to as sequential mediation.

The tool of the Marzano teacher evaluation model, adapted for the first time for the preschool educational context, has 60 indicators, corresponding to the four domains of teacher effectiveness evaluation.

The first domain focuses on teachers' classroom activities, which have a direct impact on students' academic performance. Domain 2 refers to activities that are closely related to classroom tactics and behaviors in a causal chain.

The ability of teachers to translate their self-knowledge into professional growth plans that are monitored and modified as needed is described by Domain 3, which deals with instructors' understanding of their own instructional techniques.

Domain 4 provides the framework in which the other domains can be used successfully, collegiality and professionalism are not only the qualities of the school, but also the personal responsibility of each teacher and administrator. All items were rated by preschool teachers on a 5-point Likert scale, with 1 = strongly disagree, 2 = disagree, 3 = neutral, 4 = agree, and 5 = strongly agree, referring to their own experience of perceived teaching. Scores for all domains were obtained by averaging the 60 corresponding indicators for the 19 subdomains. The 19

subdomains of the Marzano Teaching Effectiveness Model scale achieved a Cronbach's α of 0.938 with a grand mean of 4.80 and a variance of 0.005.

We analyzed the correlation coefficients between Marzano's scale 4 domains: Domain 1. Classroom strategies and behaviors by means of the subdimensions: DQ1 to DQ9, Domain 2.

Planning and Preparation, by averaging subdimensions: DQ10 to DQ14, Domain 3. Reflection on Teaching by averaging subdimensions: DQ16 and DQ16 and Domain 4. Collegiality and Professionalism by averaging subdimensions: DQ17 to DQ19 and the integrative-qualitative intentional behavior scale as an overall score. The results are presented in *Table no. 11. IV*.

Variabile	Domeniul 1	Domeniul 2	Domeniul 3	Domeniul 4	IQIB
1. Domeniul 1. Strategii și comportamente la clasă	—				
2. Domeniul 2. Planificare și Pregătire	0.724 ***	—			
3. Domeniul 3. Reflecția asupra Predării	0.686 ***	0.707 ***	—		
4. Domeniul 4. Colegialitate și Profesionalism	0.765 ***	0.744 ***	0.717 ***	—	
5. IQIB	0.533 ***	0.397 ***	0.410 ***	0.408 ***	—

* p < 0.05, ** p < 0.01, *** p < 0.001

Table no. 11. IV. Pearson's correlations

Next, we tested the mediation analysis using the SPSS Process Macro 6 model. Our serial mediation model had as the dependent variable preschool teachers' behavioral intention to adopt integrative-qualitative behaviors (IQIB), as the independent variable Collegiality and Professionalism (domain 4 Marzano) (D4)) and three mediators: Planning and Preparation (Marzano Domain 2) (D2), Reflecting on Teaching (Marzano Domain 3) (D3) and Classroom Strategies and Behaviors (Marzano Domain 1) (D1).

Overall, the three mediators fully and complementarily mediated the relationship between collegiality and professionalism (D4) and preschool teachers' behavioral intention to adopt integrative-quality behaviors (IQIB), showing that preschool teachers with high perceptions of collegiality and professionalism (D4), perceived planning and preparation (D2), reflection on teaching (D3), and classroom strategies and behaviors (D1) were more likely to have higher levels of behavioral intention to adopt integrative-qualitative behaviors (IQIB) .

According to several studies, peer relationships and the preschool environment are important factors in how children behave (Obaki, S. O. (2017). The interaction between children and their educator is only one of the many learning components covered by the classroom context. the class tries to explain the teacher's expectations about children's motivation for effective learning, the strategies that should be used for effective teaching, the type of materials that would motivate children to be more interested in learning, and the social behavior that should be exhibited in a classroom.

Thus, the environment and implicitly the preschool organizational culture have a direct impact on motivation, social connection and children's interest in the learning process. The attractiveness that is represented in the classroom and the effectiveness of teacher preparation and instruction can all be considered indicators of a positive classroom environment (Barth, J.M., S.J. Dunlap, H. Dane, J.E. Lochman, K.C. Wells, 2004).

Research on the impact of collegiality on individual behaviors has found that ratings of collegiality are associated with better budgets, performance appraisal processes, and workload allocation (Miles, M. P., Shepherd, C. D., Rose, J. M., & Dibben, M., 2015) . Likewise, research on the relationship between educational institution climate and teacher engagement has revealed that weak leadership and institutional vulnerability are predictors of low teacher engagement (Khan, N., 2019).

In light of these findings, our research also identifies the main important factor for improving the level of preschool teachers' behavioral intention to adopt integrative-quality behaviors as the organizational climate, namely the perception of collegiality and professionalism.
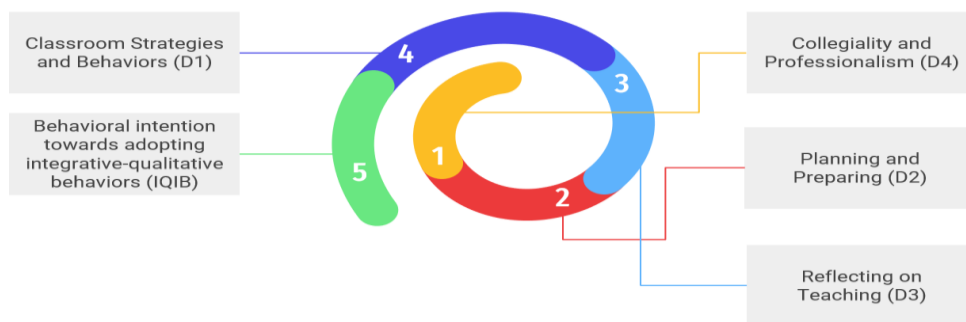

Figure no. 11. IV. Complementary Sequential Mediation Path for Improving Behavioral Intention to Adopt Integrative-Qualitative Behaviors (IQIB)

In *Figure no. 10. IV.* describes how preschool organizational culture, namely Marzano's domain 4-Collegiality and professionalism, influences the behavioral intention of preschool teachers to adopt integrative-qualitative behaviors first through Marzano's domain 2-Planning and preparation, then through domain 3 -Reflection on teaching and finally through domain 1- Strategies and Behaviors in the classroom, clearly describing the top-down perspective, from preschool organizational culture to the individualistic behavior of adopting integrative-qualitative behaviors.

Teacher effectiveness assessments for early childhood education are used worldwide to improve early childhood education services. The ultimate goal of assessment is to improve educational outcomes and children's learning, and there are several ways to conceptualize teacher effectiveness and numerous applications for assessment results. This research is based on the theory of planned behavior framework in measuring the intended integrative-qualitative behaviors of preschool teachers and Marzano's model of teaching effectiveness.

Intentional integrative-qualitative behaviors are measured with the IQIB scale. According to literature review, this research assumes that Collegiality and Professionalism (Marzano 4nd domain) as independent variable, impacts preschool teachers' behavioral intention towards adopting integrative-qualitative behaviors through the sequential mediators Planning and Preparing (Marzano 2nd domain), Reflecting on Teaching (Marzano 3rd domain) and Classroom Strategies and Behaviors (Marzano 1st domain), adopting a top-down perspective.

In addition, the direct effect of collegiality and professionalism on preschool teachers' behavioral intention to adopt integrative-qualitative intentional behaviors in the presence of mediators was no longer considered significant. Therefore, there is a fully complementary sequential mediation of Classroom Strategies and Behaviors (Marzano domain 1) and Planning and Preparation (Marzano domain 2) on the relationship between collegiality and professionalism and the behavioral intention to adopt integrative-qualitative behaviors.

Adopting a top-down perspective, our research explained how ***Marzano's Model*** of Teaching Effectiveness tool influences preschool teachers' individual behavioral intention to adopt intentional integrative-qualitative behaviors under certain limitations. Mainly, our research design could be further translated from a growing investigation into an experimental approach to test certain types of Marzano 19 are able to offset the individual behavioral intention of several preschool teachers to adopt behaviors Intentional integrative-qualitative.

CHAPTER V. GENERAL CONCLUSIONS. FUTURE DIRECTIONS OF RESEARCH

Chapter V presents general conclusions of this PhD thesis and future research directions. A major priority of SDG4 is the acquisition of knowledge and skills that can be assessed through the creation of diverse learning situations. A priority action is to facilitate learning experiences specific to an inclusive education environment for all, offering insurgent measures,

Planned controlled behavior is achievable from the perspective of three beliefs: the behavioral, normative, and control perspectives on one's own behavior. The theory of planned behavior is based on the identification of 6 types of beliefs that identify how much a person can control his own actions: attitudes, behavioral intentions, subjective norms, social norms, perceived power, behavioral control.

The literature demonstrates that the theory of planned behavior can be used to assess educators' behaviors in developing a quality integrative learning environment in early childhood education. In this sense, the assessment of planned behavior can be considered a useful tool to identify the factors that influence educators' intentions and behaviors and to develop effective interventions.

A study by Edwards et al. (2013) analyzed the relationship between educators' intentions to use integrative learning methods and attitudes, subjective norms, and perceived behavioral control.

The results showed that positive attitudes towards the use of integrative methods, strong subjective norms and the perception of adequate behavioral control were significant factors in predicting educators' intentions to use integrative learning methods.

This study also showed that a better understanding of these factors can lead to the development of effective interventions to promote a quality integrative learning environment in early education.

In conclusion, the theory of planned behavior can be a useful tool in evaluating the qualitative integrative behavior of educators in early childhood education. Assessing planned behavior can help identify factors that influence educators' intentions and behaviors and lead to the development of effective strategies for improving the quality of early childhood education. For example, research shows that a key component of the theory of planned behavior is the subjective perception of social norms regarding desired behavior.

For educators, these norms may be influenced by institutional policies and regulations, as well as the norms of teacher groups or the community in which they operate. Thus, by evaluating the planned behavior, these norms can be identified and strategies can be developed to create a favorable environment that supports the desired behavior.

In conclusion, the theory of planned behavior can be a valuable tool in assessing the qualitative integrative behavior of educators in early childhood education. By identifying the factors that influence the desired behavior and developing effective strategies, the quality of early education can be improved and help to achieve the goals of SDG4.2 by 2030. However, it is important to recognize the complexity of the educational environment and take into account consider a customized approach for each specific context.

Early and inclusive education is a global priority, being a necessity to ensure harmonious and complete development of children and to build a better world. In this context, the importance of early and inclusive education in achieving the goals of SDG4.2 by 2030 is emphasized.

To achieve this, measures at the micro, meso and macro levels are needed to ensure an integrated and coherent approach to early and inclusive education.

First of all, at the micro level, fair and inclusive environments must be ensured, which allow the harmonious and complete development of children. For this, educational approaches that encourage diversity, opportunities for socialization and belonging are needed. Children need to feel safe and supported to develop their own skills and talents.

At the meso- level, schooling is needed for the holistic development of the child, which takes into account all aspects of his development, including emotional, social, cognitive and physical. To ensure such schooling requires teacher training, excellent funding and governance, evaluation and monitoring. Teachers must be trained to work with young children, be sensitive to their needs and have effective communication skills.

At the macro level, national curriculum regulations are essential to ensure a common learning and development framework for all children, regardless of socio-economic or cultural background. These regulations should include inclusive and equitable approaches that ensure access to early education for all children, including those from disadvantaged backgrounds.

At the meso- level, schooling is needed for the holistic development of the child, which takes into account all aspects of his development, including emotional, social, cognitive and physical. To ensure such schooling requires teacher training, excellent funding and governance,

evaluation and monitoring. Teachers must be trained to work with young children, be sensitive to their needs and have effective communication skills.

The present research aimed to create a curricular model applied through a continuous training program through which the participating preschool teachers rethink the way of designing the instructional-educational approach in the field of early education.

The new approach to the design of the instructional-educational approach in kindergarten was carried out by applying the theory of planned behavior (*TPB - Theory of Planned Behavior*) for the awareness of one's own attitude and the planning of one's own integrated qualitative intentional behavior, in order to make the teaching activity more efficient and create an inclusive educational climate and quality.

The current vision in the new approach of all the educational factors involved and the educational policies utilized supported the development of a sustainable and sustainable education and the SDG4 strategic objective provided for in the 2030 Agenda, which provided for the adoption of measures to ensure access to education and an inclusive education and of quality, ensuring and promoting equal educational opportunities for all and supporting lifelong learning.

The developed curricular model involved the awareness of one's own attitude towards professional and personal development through continuous training activities in order to become aware of a certain integrative-qualitative behavior planned regarding the design of the instructional-educational approach specific to the field of early education in order to ensure the access of preschoolers to preschool education and facilitate the transition from the field of early education in the fundamental procurement cycle.

The purpose of the training program was to increase individual capacities and resources to contribute to knowledge and facilitate the achievement of SDG.4.2 objectives by providing quality and integrative educational services to all preschoolers, in an inclusive and impartial manner.

In this sense, we formulated general and specific research objectives in the field of training and early education, with the aim of creating an inclusive and quality educational environment, facilitating access to education for all children and developing human resources through programs continuous training adapted to professional development needs.

Through the experimental stage, the implementation of a pilot training and professional development program addressed to educators was achieved. The intervention through the curricular model carried out at the level of the target group of educators aimed at optimizing the

competence of the adequacy of the tools and strategies for designing and guiding the educational process of early childhood education.

Regarding the research methodology, it was aimed to improve the planning skills of pre-school teachers through an in-service training program and will evaluate its impact through an experiment. A qualitative research method was used, based on pedagogical models and the theory of intentional behavior, which would allow the development of a curricular model applied in the field of early education.

In conclusion, the authors propose to formulate research objectives in order to develop a curricular model applied in the field of early education, which will allow a sustainable, inclusive and quality education, facilitate access to education for all children and develop human resources through continuous training programs adapted to professional development needs. The research methodology consisted in the use of a qualitative methodology based on pedagogical models and the theory of integrative-qualitative intentional behavior.

The pilot training program ***"Reflective and self-efficacious teacher through the Qualitative Integrative Intentional Behavior Model (MCIIC)"*** applied to educators in this experimental, qualitative research can be conceived as an accredited training program, carried out in collaboration with teams of experts in psychology and pedagogy, which include specific techniques and strategies for self-regulation of teachers' behavior adapted to the educational context in Romania.

By means of this training program proposed in an appropriate form for accreditation by the Ministry of Education, early childhood education teachers as well as pre-university teaching staff can acquire essential skills regarding the management and determination of their own integrative-qualitative intentional behavior in the didactic activity. By developing desirable behaviors and professional, didactic skills, teachers can create a positive, harmonious educational environment where children can develop and learn in a healthy and balanced way.

An immediate benefit of the implementation of this curricular model in the form of an accredited training program is the improvement of the quality of the educational services offered in early education by developing the skills and behaviors of teachers, the significant improvement of the design strategies of the educational approach, the increase in the ability of teachers to control their own behavior in the key moments of the didactic activity.

The development and implementation of a training program for the development of skills regarding the perceived behavioral control of early education teachers can have a significant impact on the quality of the learning and development process of children at this stage, by improving the teacher-child relationship, by increasing the ability to regulate emotions and realizing one's own behavior in creating a positive and safe environment for children.

Evaluating the sustainability of educators' perceived behavioral control developed following participation in the pilot training program, evaluated using the Marzano model, is an important process in the development of curricular models in early childhood education. This approach aims to streamline early childhood education content design practices by educators who have developed a profile of a "reflective" teacher in teaching and in terms of perceived behavioral control, leading to a significant improvement in the process learning and development of children.

A training program based on the *Marzano Model* can be used to develop educators' skills and competencies in achieving perceived behavioral control in teaching and at work. This program may include a series of interactive training sessions that focus on interactive learning strategies, specific classroom management strategies and provide practical opportunities to apply them.

The development of competencies regarding the perceived behavioral control of educators through the intervention of the training program and evaluated on the *Marzano Model* can have a significant positive impact on the development of didactic and professional competencies of educators over time, as well as on the learning and development process of children in early education.

One of the advantages of the training program is that it is based on the *Marzano Model*, which has a solid theoretical basis and has been tested in various educational contexts. The Marzano model was developed by Robert J. Marzano, one of the world's most influential educational researchers and theorists, who has devoted much of his career to developing effective educational approaches. The model focuses on identifying the most important skills and competencies for achieving school success and developing a coherent framework for well-rounded learning.

Another advantage of the program is that it focuses on the lasting development of educators' skills in perceived behavioral control. This is essential because skills development cannot be achieved in one moment or through a single training program instead, a systematic and

sustained approach is required, providing educators with ongoing training opportunities to develop their skills.

Regarding the assessment of the perceived behavioral control of educators developed following participation in the training program, this can be done through specific tools such as questionnaires or interviews. These tools can be used to evaluate the degree of applicability of educational approach design strategies showing an integrative-qualitative intentional behavior in the creation of innovative learning contexts.

Overall, the *Marzano Model* provides a comprehensive and systematic approach to teacher performance evaluation that can be used to enhance teaching effectiveness and improve the educational experience for students. With its four distinct components, the model can be used in a variety of educational contexts and can be adapted to meet the specific needs of each school or educational community.

The Marzano model can be used to enhance the continuous professional development of teachers, not only as a performance evaluation tool, but also as a means of improving teachers' skills and abilities.

By using this model, schools can increase teaching effectiveness and improve teacher performance, and it will positively impact children's education and future.

Assessing the sustainability of educators' perceived behavioral control developed following participation in a training program, using the *Marzano model*, can be a valuable tool to measure the impact and effectiveness of the training program. This evaluation can help to identify the strengths and weaknesses of the program and to further adapt it to ensure continuous improvement of the professional performance of the educators.

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