



UNIVERSITATEA BABEȘ-BOLYAI
BABEȘ-BOLYAI TUDOMÁNYEGYETEM
BABEȘ-BOLYAI UNIVERSITÁT
BABEȘ-BOLYAI UNIVERSITY
TRADITIO ET EXCELLENTIA

**MINISTERUL EDUCAȚIEI NAȚIONALE, ROMÂNIA
UNIVERSITATEA BABEȘ-BOLYAI CLUJ-NAPOCA
FACULTATEA DE PSIHLOGIE ȘI ȘTIINȚE ALE EDUCAȚIEI
ȘCOALA DOCTORALĂ "EDUCAȚIE, REFLECȚIE, DEZVOLTARE"**

ABSTRACT OF DOCTORAL THESIS

**Investigating and developing the sense of belongingness,
interpersonal functioning and teacher`s self-efficacy
in pre-university teachers**

Doctoral supervisor: **Prof. univ.dr. ALINA S. RUSU**

PhD student: **Lupaș Raul Viorel**

CLUJ-NAPOCA

2023

Content

INTRODUCTION	2
PRESENTATION OF THE RESEARCH PROBLEM	3
KNOWLEDGE GAP IN THE FIELD - RESEARCH NEEDS IDENTIFIED	4
RESEARCH OBJECTIVES	5
1. THEORETICAL FOUNDATIONS	6
1.1. THE THEORETICAL FRAMEWORK OF THE RESEARCH.....	6
1.2. BELONGINGNESS THEORY.....	6
1.3. SELF-EFFICACY THEORY.....	7
1.4. EARLY MALADAPTIVE SCHEMAS THEORY.....	7
1.5. ECOLOGICAL SYSTEMS THEORY	8
1.6. SOCIAL LEARNING THEORY	8
1.7. PSYCHOEDUCATION AND TRAINING	9
1.8. POSITIVE PSYCHOLOGY.....	10
2. RESEARCH DESIGN AND METHODOLOGY.....	10
2.1 OVERVIEW OF RESEARCH DESIGN BY STUDY	10
TABLE 1. A DETAILED RESEARCH PROJECT, ITS PROCESS AND METHODOLOGY	11
2.2 RESEARCH TOOLS.....	15
2.2.1 <i>Research instruments for study 1</i>	15
2.2.2 <i>Research Tools for Study 2</i>	16
2.2.3 <i>Research tools for study 3</i>	17
2.3 RESEARCH POPULATION	18
2.3.1. <i>Characteristics of participants in Study 1</i>	18
2.3.2. <i>Characteristics of participants in Study 2</i>	18
2.3.3 <i>Characteristics of participants in Study 3</i>	19
2.4 ETHICAL CONSIDERATIONS	19
3. ORIGINAL CONTRIBUTIONS OF THE RESEARCH STUDY.....	21
3.1 Findings from Study 1	21
3.1.1 <i>Pilot study</i>	21
3.1.2 <i>Discussion and conclusions</i>	21
3.2 Experimental Quantitative Study	22
3.2.2. <i>Discussion and conclusions</i>	23
3.3 FINDINGS FROM STUDY 3	24
3.3.1. <i>Qualitative Focus Group Study</i>	24
3.3.2 <i>Discussions and conclusions</i>	27
4. GENERAL DISCUSSIONS AND CONCLUSIONS	28
4.1 THEORETICAL IMPLICATIONS	28
4.2 METHODOLOGICAL IMPLICATIONS	29
4.3 PRACTICAL IMPLICATIONS.....	30
BIBLIOGRAPHIC REFERENCES	32

Introduction

The concept of belongingness, in both school and university contexts, has been widely discussed in the literature as a significant predictor of academic success and psychosocial well-being (Begen & Turner-Cobb, 2015; Christopher, 2016). Researchers in various fields have examined this construct (e.g., Poulton, Caspi, & Milne, 2002; Wadsworth et al., 2001), finding that individuals with stronger sense of belongingness tend to exhibit more favorable individual and social functioning. This includes higher levels of well-being, greater self-esteem, improved memory, smoother transitions across life stages, academic performance, and reduced levels of stress (Begen & Turner-Cobb, 2015; Christopher, 2016).

The literature review conducted for this PhD thesis emphasizes the importance of teachers developing a thorough understanding of key concepts such as belongingness, social connectedness, trust in interpersonal relationships, and the relationships between these factors with self-efficacy. The studies references in this thesis indicate a positive association between an increased sense of belongingness, self-efficacy, and trust, and students` engagement and perseverance in the educational environment. When students experience positive social and emotional conditions, they become more motivated to exert in their academic and social activities.

The objective of this academic initiative is to provide teachers with the context and resources to create effective plans that support student learning and foster interpersonal relationships, both with students and other adults in the school environment. This PhD thesis provides an overview of the methodology and results of studies conducted to investigate and enhance the sense of belongingness, interpersonal functioning, and teacher`s self-efficacy in pre-university schools. The research utilizes a mixed-methods approach, combining quantitative and qualitative data analysis in an effort to obtain a comprehensive understanding of these concepts.

The studies presented in this paper examine the outcomes of two group intervention programmes, that aimed to develop the sense of belongingness within interpersonal relationships. These programmes were implemented among several groups of pre-university teachers, designated as experimental groups. The participants included teachers from both state and private schools in Romania. The research methodology involved data collection through the use of questionnaires and interviews, using validated instruments adapted to the specific

context of pre-university teachers. The collected data was analyzed using appropriate statistical techniques for quantitative data and thematic analysis for qualitative data.

Based on the findings from these studies, a set of recommendations were formulated, which hold both theoretical and practical significance. These recommendations primarily concentrate on enhancing teachers' well-being while fostering the development of emotional self-regulation skills and improving the quality of interpersonal relationships, within school communities. They address various facets, encompassing both individual aspects of personal lifestyle and interpersonal functioning in the school context, and are based on relevant literature from psychology, education science, and other social sciences. Furthermore, these recommendations incorporate the findings of the research presented in this doctoral paper, and are supported by the author's professional experience gained in the psychology office and through collaboration with various teams from multiple organizations and schools, both in Romania and in international contexts.

Presentation of the research problem

The effectiveness of the educational process, as highlighted by the researchers cited in the PhD thesis (Baumeister & Leary, 1995; Resnick et al, 1997, Roffey, 2012; Rowe, 2011) is closely intertwined with the ability to address psycho-emotional needs, particularly through the formation of relationships within school communities. In a society characterized by complexity and constant change, it is important to entrust the education of future generations to intrinsically motivated teachers who demonstrate a genuine interest in supporting student learning, nurturing the development of essential psycho-social skills, and attending to psycho-emotional needs. According to the authors mentioned above, the teacher profile encompasses qualities such as commitment, responsibility, active involvement, flexibility and openness to change. These personal characteristics are essential, particularly as a well-functioning school environment relies on a continuous exchange of trust and connection between students and the adults involved. This fosters a sense of belongingness within the school community and communicates to students that their development is valued and cared for.

This paper examines the practical and psychological components necessary for fostering integration in relationships and interpersonal functioning. Successful collaboration within teams involves employing strategies and practices that encourage sharing, reflection, and the willingness to take risk necessary for change (Vescio et al., 2007). Such a collaborative culture

involves active engagement from the team members in implementing practices and skills that build trust, create genuine social connection, and enhance a sense of belongingness (Hallam, 2015).

Considering the importance of belongingness in educational settings for both the learning process and students' social-emotional development, it is essential for teachers, who serve as relational and emotional role models, to understand and incorporate key aspects of this fundamental psychological dimension. By understanding and effectively applying the key aspects of belongingness, teachers and other members of school communities can exert a positive impact on students' individual growth and education, thereby strengthening their social-emotional foundation in a meaningful and sustainable manner. While the effects of belongingness on students have been extensively documented, it is encouraging to note that there is growing potential for developing and implementing effective interventions and strategies in our culture.

Knowledge gap in the field - Research needs identified

The literature review conducted in this paper identified significant research on various aspects of belongingness, interpersonal trust and self-efficacy in school settings. However, it also revealed a need for further exploration and a more nuanced understanding of these concepts.

One notable gap in the existing research is the lack of comprehensive studies investigating the association relationships between belongingness, trust and teacher self-efficacy. This represents a significant research opportunity to explore and better understand the interconnectedness and reciprocal influences among these crucial components of teachers' professional experience in pre-university settings.

Additionally, there is a dearth of research in the literature regarding the association between early maladaptive schemas and the sense of belongingness in interpersonal relationships within pre-university schools. This discovery brings a unique perspective to the research undertaken in this PhD thesis and highlights the need to further address and investigate the impact these schemas on the implementation of educational programmes in schools. Moreover, it highlights their potential influence on concepts such as belongingness, social connectedness, interpersonal trust, and self-efficacy in teaching. The results of this research indicate that certain early maladaptive schemas can significantly impact social-emotional development

programmes in schools, emphasizing the necessity of addressing and resolving them in order to optimize the effectiveness of educational programmes and promote the emotional well-being of members within the school community.

Research objectives

The proposed PhD thesis, titled „*Investigating and developing the sense of belongingness, interpersonal functioning and self-efficacy in teaching among pre-university teachers*”, aims to establish a theoretical foundation and analyze the outcomes of programmes designed to enhance belongingness, self-efficacy, social connectedness, thereby impacting teacher well-being and interpersonal relationships within school settings. The programmes were implemented in various groups of teachers in schools located in Romania, encompassing both pilot and main phases. Based on the results obtained from these studies, a set of recommendations with theoretical and practical value were formulated, with a primary focus on improving teachers' well-being while nurturing emotional self-regulation skills and fostering quality of interpersonal relationships. These recommendations encompass individual aspects of personal lifestyle and functioning within the context of school communities.

1. THEORETICAL FOUNDATIONS

1.1. The theoretical framework of the research

The theoretical framework of the doctoral research embraced a comprehensive approach in conceptualizing the factors involved in individual and occupational well-being within the school context. To achieve this objective, the study incorporated theoretical elements from various disciplines of psychology, including Psychoeducation, Social Cognitive Theory, Social Learning Theory, Belongingness Theory, Ecological Systems Theory, Schema Therapy, Self-efficacy Theory, Attachment theory and Motivation theory (Bandura, 1960, 1977, 1986; Bowlby, 1969; Bronfenbrenner, 1979; Maslow, 1943; Young, 2003). By integrating and synthesising these theoretical perspectives, a holistic understanding of the research topics was attained.

1.2. Belongingness Theory

While various psychological and educational theories have explored the concept of belongingness (Bowlby, 1969, Connel & Wellborn, 1991; Josselson,), a significant study in this field is the work published by Baumeister and Leary in 1995 (as cited in Christopher, 2016). This study introduced a seminal hypothesis that belongingness serves as a fundamental motivator of human behaviour. The authors defined the need for belongingness *as the inherent drive to establish and maintain a minimum number of interpersonal relationships* (Baumeister & Leary, 1995).

Belongingness in the school context is a complex construct that includes psychological, behavioral, and emotional components such as respect, acceptance, connection, and inclusion (Arslan & Duru, 2017; Goodenow & Grady, 1993; Karcher & Lee, 2002). Haugen, Morris, and Wester, (2019) assert that belongingness significantly contributes to a number of factors that promote student performance, mental health, and well-being. Central themes associated with belongingness in schools include teacher support, close friends, commitment to academic progress, and fair and effective disciplinary practices (Libbey, 2004;). Research by Allen et al. (2013, 2018) focuses primarily on three central components of this construct: experiences and relationships within the school, the teacher-student relationship, and the student's overall perception of the school as a cohesive entity.

1.3. Self-efficacy Theory

The concept of self-efficacy, initially introduced and studied by Albert Bandura in the late 1970s and early 1980s, pertains to an individual's belief system regarding their own capability to perform the necessary actions to achieve specific goals (APA, 2021). Self-efficacy reflects an individual's confidence in their ability to exert control over their motivations, behaviours, and social environment (Hardin, 2021). As a psychological construct, self-efficacy has found applications and significant impact in domains of research, education, and clinical practice.

Teachers' self-efficacy plays a crucial role in the educational process, as well as in fostering motivation, engagement, and resilience within pre-university school settings (Day, 2008; Flores, 2006; Gu & Day, 2007). Educators with high self-efficacy firmly believe in the learning potential of all students and invest additional time and effort into educational activities. They proactively manage challenging student relationships and employ personalized approaches to support students' self-efficacy development (Dunn & Rakes, 2011; Zee & Koomen, 2016). Consequently, teacher self-efficacy not only positively influences student engagement and performance, but also has a significant impact on how students cope with challenges and difficulties in the school environment. Understanding and developing teacher self-efficacy is a particularly important aspect in promoting a supportive school climate and enhancing student motivation and success.

1.4. Early maladaptive schemas Theory

The early maladaptive schema model, proposed by Jeffrey Young in 2003, builds upon the cognitive therapy framework introduced by Aaron T. Beck in 1967. Early maladaptive schemas are cognitive structures that encompass overarching themes or patterns about the self and interpersonal relationships, which emerge and develop during childhood or adolescence and continue to significantly influence an individual's life and relationships (Young, Klosko, & Weishaar, 2003). These patterns are considered dysfunctional and are believed to be the underlying cause of psychological and emotional issues, impacting relational dynamics and contributing to the development and persistence of dysfunctional emotions, behaviours, relations, and personality disorders. Early maladaptive schemas function as lenses through which reality is interpreted and guide behavioral responses (Young, Klosko, & Weishaar, 2003, cited in Dumitrescu & Rusu, 2012).

The objective of Schema Therapy, as described by Young (2003), is to cultivate adaptive coping strategies through the therapeutic and psychoeducational process. This process facilitates the emergence of the Healthy Adult Mode and the Happy Child Mode, fostering the individual's ability to address areas related to work, professional responsibilities, stable commitments, satisfying relationships, a healthy sex life, hobbies, and experiencing pleasure and joy. The ultimate aim of schema therapy is to liberate individuals from the limitations imposed by early maladaptive schemas, enabling them to build a more enriching and gratifying life (Young, 2003).

1.5. Ecological Systems Theory

Ecological systems theory, also known as the bioecological model developed by Bronfenbrenner (1979, 1979, 1994) and his collaborator (Bronfenbrenner & Morris, 1998) elucidates the development of the individuals as a consequence of the complex interaction of factors and mechanisms in different environments. This theory identifies five interrelated systems that exert influence on individual development: microsystem, mesosystem, exosystem, macrosystem and chronosystem. Given the interconnectedness of the systems, the impact of any one system on an individual is contingent upon its relationship to the others (Evans, 2020). This theory emphasises the significance of interaction and reciprocal influence among the diverse systems, and highlights that understanding individual development necessitates considering the social and cultural context in which it unfolds.

The intervention programmes implemented in this paper have placed considerable emphasis on enhancing teachers' relational, emotional and social skills and competencies. The research conducted and discussed in the latter part of the paper sought to assess the effects of these programmes on improving teachers' self-efficacy within the classroom context, their ability to comprehend emotional needs, and their development in relationships, with a primary focus on the microsystems level.

1.6. Social learning theory

In the school context, the teacher assumes a central figure as a role model for students, influencing their behavior and adaptation in life even before the formal educational process begins, based on the information they gather from adults within their family. Having an important role in how students will adapt their behaviours in life, teachers' thinking, emotional competences and motivation are fundamental aspects in the learning process and in school

communities. As professional learning is an ongoing process for teachers (Danielson, 2008), the most effective teachers are often those who actively engage in continuous development and learning. They reflect on their experiences in schools and effectively apply the knowledge they have acquired. Furthermore, this process is enhanced through interaction with other professionals, both within and outside their fields, allowing them to develop skills and effectively implement student learning.

The social learning theory, proposed by Albert Bandura in 1977, highlights the significance of observing, modelling and imitating the behaviours, attitudes and emotional reactions of others. According to this theory, learning occurs through interpersonal relationships and the observation of behaviors exhibited by role models. The social learning theory emphasises the importance of learning through direct or indirect observation of role models' behaviours and the consequences of those behaviours.

1.7. Psychoeducation and training

Psychoeducation, in a broad sense, refers to the process of providing the necessary information and education to those seeking or receiving mental health services (AIPC, 2014). While the concept of psychoeducation has been used predominantly in medical settings or within psychology offices, today the concept has significantly branched its involvement into various fields of work. Within school contexts, psychoeducation is utilized to educate students and teachers about behavior, emotional challenges such as stress and anxiety, and the underlying principles of cognitive and emotional processes (Bauml, 2014). In such settings, psychoeducation holds implications for enhancing teachers' ability to support students, parents and colleagues facing emotional and behavioural difficulties, with the goal of fostering development of emotional and behavioural self-control skills and impacting social interactions.

In the school context, psychoeducation can serve as a preventative measure, addressing some significant and frequently encountered issues among students, or teachers. These topics include emotional regulation, anger management, eating disorders, body image issues, aggression, sexual behaviour, sexual orientation and bullying. By integrating psychoeducational concepts into the school curriculum, it is possible to reduce stigma and foster higher levels of acceptance among students (myVMC, 2014).

1.8. Positive psychology

One of the significant transformations in school practice has been the emergence of positive psychology, which challenges traditional approaches by shifting the focus on developing positive learner characteristics to maximize their potential (Seligman, 1998; Terjesen, 2004). Positive psychology takes a proactive approach and integrates psychological concepts that are crucial for the well-being of students and members of school communities, such as optimism, inspiration, hope, resilience, appreciation, and gratitude (Waters, 2019).

It is important to note that positive psychology does not aim to create an environment where all individuals are always positive, but rather recognizes that every student has the potential to develop valuable skills through the educational process. A positive classroom experience involves creating an environment that fosters a friendly atmosphere, a sense of belongingness, trust between teachers and students, openness for students to ask questions and take risks, clear expectations, honest and fair feedback from teachers (Reachout, 2022). Schools today are increasingly integrating humanitarian and positive principles into classroom activities, reflecting an awareness of the negative effects of punitive approaches and the need to promote a more empathetic and understanding educational environment.

2. RESEARCH DESIGN AND METHODOLOGY

2.1 Overview of research design by study

Table 1. A detailed research project, its process and methodology

Study	Objectives	Participants	Research questions	Research hypothesis	Instruments	Analises
<p>Study 1</p> <p>Pilot study - Feeling of belonging and early maladaptive schemes: Testing a group intervention programme for teachers in the pre-university environment</p>	<p>Objective 1. Testing the effectiveness of a group psychological intervention programme (pilot study) in terms of increasing teacher membership, analyzing the variables social reinsurance and social connection.</p> <p>Objective 2. Investigating the relationship between early maladaptive schemes and the evolution of the sense of belonging.</p>	<p>N=25</p> <p>The research was conducted on a sample of 25 participants aged between 25 and 47 years. The sample included both female (17) and male (8).</p>		<p>Hypothesis 1. Following the pilot programme „ Teacher membership development ” (DARP 1.0 – face-to-face version) higher values of the social reinsurance variable will be recorded.</p> <p>Hypothesis 2. Following the DARP 1.0 programme, higher values of the social connection variable will be recorded.</p> <p>Hypothesis 3. An increased number of dysfunctional cognitive schemes (Young, 2003) will be associated with lower values of the variables social connection and social reinsurance following the DARP 1.0 programme.</p>	<p>Method:</p> <p>In this research, an experimental design with repeated measurements was chosen to examine the relationship between the intervention / pilot programme and two variables dependent on social connection and social reinsurance.</p> <p>Young Questionnaire, Short Form 1 (Young Scheme Questionnaire, Short Form 3 / YSQ - S3, Young, 2007)</p> <p>Social Connection Scale (Social Connectedness Scale / SCS; Lee & Robbins, 1995)</p> <p>Social Reinsurance Scale (Social Assurance Scale / SAS; Lee & Robbins, 1995)</p>	<p>Descriptive data analysis</p> <p>Multivariate analysis</p> <p>Moderation analysis</p>

<p>Study 2</p> <p>Quantitative experimental study - Development and testing of an online programme for the Development of Trust and Abstention in Interpersonal Relations of Teachers in the pre-university environment (DARP 2.0)</p>	<p>Development and quantitative testing of the effects of the online programme „ Development of trust and membership in interpersonal relationships of pre-university teachers” (DARP 2.0 – online version of the programme) on general membership variables, self-efficacy of teachers and social connection.</p>	<p>N=300</p> <p>The research was conducted on a sample of 475 participants in the pre-intervention phase. They were teachers and directors from pre-universal schools in Romania, aged between 21 and 63 years.</p> <p>In the final phase of the study, there were 300 responses to the instruments applied in the pre- and post-intervention phases.</p>		<ul style="list-style-type: none"> • Hypothesis 1. Following the programme (DARP 2.0 – online version of the programme), higher values of the membership variable will be recorded. • Hypothesis 2. Following the DARP 2.0 programme, higher values of the teacher's self-efficacy variable will be recorded. • Hypothesis 3. Following the DARP 2.0 programme, higher values of the social connection variable will be recorded. • Hypothesis 4. An increased score of the self-efficacy variable, pre-intervention, will be associated with a greater difference between the post-test and pre-test scores of the membership variable (regression analysis) 	<p>The experimental design with repeated measurements was chosen in this study to examine the relationship between the intervention and the three dependent variables: social connection, general membership and self-efficacy of teachers. This approach offers the possibility to establish causal relationships between the independent variable and the dependent variables.</p> <p>Social Connection Scale (Social Connectedness Scale; SCS; Lee & Robbins, 1995)</p> <p>General Abroad Scale (The General Belongingness Scale; GBS; Malone, Pillow, Osman, 2011)</p> <p>Teacher self-efficacy scale (Teachers` Sense of Efficacy Scale, short form, Tschannen-Moran & Woolfolk Hoy, 2001)</p>	<p>To test the proposed assumptions, the SPSS 26 programme was used. The first three hypotheses with paired t-test samples and the last hypothesis with linear regression were tested</p> <p>Pre- and post-test descriptive analyzes in study II</p> <p>Linear regression analysis</p>
<p>Study 3</p>	<p>This qualitative study aimed to explore teachers' perceptions</p>	<p>To carry out this research, a group was formed, whose final</p>	<ul style="list-style-type: none"> • What is teachers' perception of the impact of the 		<p>This research has adopted a qualitative design. The data were analyzed based on the principle of structuring the</p>	<p>Content analysis based on category setting</p>

<p>Qualitative focus group study related to the perception of the development programme and the impact perceived at subjective level by the participants.</p>	<p>that participated in the „ programme. Developing trust and belonging to interpersonal relationships among pre-university teachers ” (DARP 2.0), presented in Study 2. The objective was to obtain additional qualitative information support and a deeper understanding of the data presented in Study 2.</p>	<p>form was composed of 8 participants, who had some common characteristics. All participants went through the online Trust course. The basis of authentic relations; all participants were included in the national Story programme; and they all had the professional role of teacher in the pre-university environment. The population was composed entirely of female people, aged between 28 years and 52 years.</p>	<p>programme on their personal development?</p> <ul style="list-style-type: none"> • How do teachers describe the influence of the programme on their interpersonal relationships? • How do teachers consider that the programme has contributed to the development of their socio-emotional skills and competences? • What is teachers' perception of the impact of the programme on the development of professional skills and abilities? 		<p>content and identifying themes, codes and categories of codes within the themes, following the steps in the content analysis guide presented by Erlingsson and Brysiewicz (2017).</p> <p>Semi-structured interview</p> <p>Transcription analysis</p>	
---	--	---	--	--	---	--

<p>Study 4 Elaboration of educational recommendations regarding the development of the feeling of belonging among teachers</p>	<p>The purpose of this chapter is to formulate psychoeducational and preventive recommendations on the cultivation of a sense of belonging, focusing in particular on aspects related to mental health, the quality of interpersonal relationships and individual lifestyle.</p>					
---	--	--	--	--	--	--

2.2 Research tools

2.2.1 Research instruments for study 1. Pilot study: *Sense of Belongingness and Early Maladaptive Schemas. Testing a group intervention programme for Pre-University Teachers*

Young Schema Questionnaire, short form 1 (YSQ; Young, 2007)

To assess the early maladaptive schemas, Young and Brown (2003) developed the Young Schema Questionnaire, Short Form 3 (YSQ-S3; Young & Brown, 2007). The YSQ-S3 is a short version of the Cognitive Schema Questionnaire, consisting of 75 items that measures 15 of the 18 early maladaptive schemas. The psychometric properties of the YSQ-S2 were studied by Welburn, Coristine, Dagg, Pontefract, and Jordan (2002) on a sample of 203 patients in psychiatric treatment. In the pilot programme, the short form of the questionnaire was used (Young, 2007).

Social Connectedness Scale (SCS; Lee & Robbins, 1995)

The scale used in the research is composed of items covering the three categories of belongingness proposed by the researchers (connectedness - 4 items; affiliation - 3 items; companionship/ companionship -1 item), according to the classification proposed by Lee and Robbins (1995). These items reflect a general emotional distance between the individual and others, which may be experienced in the relationship with close friends or colleagues. Cronbach's alpha coefficient for the Social Connectedness Scale is .91, indicating high internal consistency of the scale. Also, the test-retest correlation performed over a two-week interval was .96, suggesting that participants' responses were stable over time. Thus, measurements for this scale are characterized by high fidelity and validity scores.

Social Assurance Scale (SAS; Lee & Robbins, 1995)

Items in this scale highlight the need for assurance and reassurance from others in order to feel a sense of belongingness. This quality is exemplified by items such as *I am more relaxed when I do things with other people or My life is incomplete without a friend by my side, It is difficult for me to use my skills and talents without someone being there for me*. Cronbach's alpha coefficient for the Social Connectedness Scale is .77, indicating good internal consistency of the scale. Also, the test-retest correlation over a two-week interval was .84, suggesting that participants' responses were relatively stable over time.

2.2.2 Research Tools for Study 2. Experimental Quantitative Study: *Development and testing of an Online Programme for enhancing Trust and Belongingness in Interpersonal Relationships among Pre-university Teachers (DARP 2.0)*

Social Connectedness Scale (SCS; Lee & Robbins, 1995)

The scale used in the research is composed of items covering the three categories of belongingness proposed by the researchers (connectedness - 4 items; affiliation - 3 items; companionship/ companionship -1 item), according to the classification proposed by Lee and Robbins (1995). These items reflect a general emotional distance between the individual and others, which may be experienced in the relationship with close friends or colleagues. Cronbach's alpha coefficient for the Social Connectedness Scale is .91, indicating high internal consistency of the scale. Also, the test-retest correlation performed over a two-week interval was .96, suggesting that participants' responses were stable over time. Thus, measurements for this scale are characterized by high fidelity and validity scores.

The General Belongingness Scale (GBS; Malone, Pillow, Osman, 2011)

Studies conducted to construct the General Belongingness Scale (Malone, et al., 2011) have provided a valid and reliable tool for measuring belongingness. The process of constructing the scale involved reviewing the literature and identifying key words, themes and tools associated with belongingness. Through the initial generation of 30 items, the research team then selected the 12 most relevant items for the final version of the scale, 6 with positive wording and 6 with negative wording. The items were assigned to two categories of factors, namely Acceptance/Inclusion and Rejection/Exclusion. Negatively worded items were reverse-scored so that the final scale could be used as a single instrument. The psychometric properties of the scale were evaluated and good results were obtained. The internal consistency coefficient alpha for the scale is .95, with a mean inter-item correlation (AIC) of .62 (M = 69.4, SD = 13.5), suggesting a satisfactory relationship between items.

Teachers` Sense of Efficacy Scale, short form (Tschannen-Moran & Woolfolk Hoy, 2001)

The study by Tschannen-Moran and Woolfolk Hoy (2001) aimed to identify the psychometric properties of the Teachers` Sense of Efficacy Scale, an assessment instrument designed to investigate teachers` confidence in their teaching and management skills in school. There are

two versions of the scale: a long one containing 24 items and a short one containing 12 items, which was used in this study. The three subscales of the teacher self-efficacy scale include: self-efficacy in student engagement (items 2, 4, 7, 11), self-efficacy in instructional practices (items 5, 9, 10, 12), and self-efficacy in classroom management (items 1, 3, 6, 8). To assess the psychometric properties of the scale, researchers Tschannen-Moran and Woolfolk Hoy (2001) used several measures. Coefficient alpha was calculated to assess the internal consistency of the scale, and the result obtained was .94, indicating good reliability of the scale. The mean of the scores obtained on the scale was 7.1, and the standard deviation (SD = .98) was .98, suggesting moderate variation in the scores obtained.

2.2.3 Research tools for study 3. *Qualitative Focus Group Study on the Perception and Subjective Impact of the Development Programme among Participants.*

Instrument no. 1. Focus Group

At the end of the intervention programme “*Developing Trust and Belonging in Interpersonal Relationships among Pre-University Teachers*” (DARP 2.0), 8 of the participants took part in a focus group where they were interviewed about their subjective perception of the impact of the programme, in a semi-structured interview. They were asked a series of questions about the subjective impact of the intervention programme and their responses were categorised in a qualitative content analysis form. The questions were:

- How was the DARP 2.0 experience for you? How was it on an emotional level? How did you feel? What was the experience in relation to the trainer? How did you feel in relation to the other colleagues who participated? What do you think about the information you received?
- What did you take away from the programme and what do you think it helped you and is helping you? How does it help you in the classroom in relation to your students? How does it help you at home in relation to friends/partner/community?
- What would you improve about DARP 2.0? Structure, homework, different materials, the approach of the trainer?
- How would you define well-being? What is your personal definition? What does it mean to you?

Instrument no. 2. Content analysis method

This research adopted a qualitative design. The data was analysed based on the principle of content structuring and identifying themes, codes and code categories within themes, following the steps in the content analysis guide presented by Erlingsson and Brysiewicz (2017). As Erlingsson and Brysiewicz (2017) note, a key aspect of the content analysis was the transcription of the audio recording of the session, which served as the basis for identifying themes, codes and code categories. Prior to making the recordings, participants were informed of the need for audio recording and asked for their preliminary consent, assuring them that their names would be anonymised and replaced with acronyms in order to protect confidentiality.

2.3 Research population

2.3.1. Characteristics of participants in Study 1

The research was conducted on a sample of 25 participants, ranging in age from 25 to 47. The sample consisted of both females (17) and males (8). All participants were teachers at Transylvania College, an international school in Cluj-Napoca, Cluj county. Some of them also held administrative and coordination responsibilities as members of the school's management team, referred internally as 'Heads of Faculties'.

The selection of participants was done in collaboration with the school principal, who provided information about the pilot programme as part of the school's wellbeing development programme. The participants included both bilingual Romanian and English speakers, as well as English speakers. The programme and study were implemented over a period of 5 months, carried out between February and June 2019. Data analysis and processing took place between September and November 2020.

2.3.2. Characteristics of participants in Study 2

The research was conducted on a sample of 475 participants during the pre-intervention phase. The participants were teachers and principals from pre-university schools in Romania, with ages ranging from 21 to 63. They were selected from various counties in Romania: Bucharest, Brasov, Cluj, Baia Mare, Alba Iulia, Oradea and Iasi. Most respondents (84.2%) were women, while 15.8% were men. In terms of their level of education, 56.7% of respondents had a

university degree, 38% had a postgraduate degree, 4.3% were high school graduates, and the rest of the respondents had other types of education (e.g. primary school).

The population from which the sample was selected consisted of teachers and principals of schools that applied for the Școala Încrederii education project. The main objectives of this broad project are to improve relationships within schools in Romania and to increase the general well-being of teachers and other members of school communities. In the final phase of the study, 300 responses to the instruments applied in the pre- and post-intervention phases were recorded.

2.3.3 Characteristics of participants in Study 3

For the purpose of this qualitative research, a group of 8 participants was formed. These participants shared several common characteristics. Firstly, all of them completed the online course "Încrederea, baza relațiilor autentice". Additionally, all participants were included in the national programme "Școala Încrederii"; and they all held a professional teaching role in a pre-university setting. The population was composed entirely of females, aged between 28 and 52.

2.4 Ethical considerations

Education research is complex and diverse, offering valuable solutions to many existing challenges (BERA, 2018). However, it is considered essential to improve the understanding and knowledge in education, as it contributes to better well-being and equality of the population. As researchers, it is our responsibility to adhere to the latest and most rigorous ethical standards in all aspects of research and writing of scholarly work. Given the nature of research in an educational context, particular attention was paid to the ethical considerations. Reliable sources such as the Ministry of Education (Law no. 8, MEN, 1996), the British Educational Research Association (BERA), the American Psychological Association (APA), the Romanian College of Psychologists (COPSI), as well as other specialists and authoritative sources (Nichici, 2019; Rucker, 2016), were consulted to ensure compliance with ethical standards.

To maintain a high standard of quality in the research, ethical rules and principles were followed throughout the entire process. Participants, including relevant individuals such as principals and parents, were adequately informed and their informed consent was obtained

prior to the research. Clear communication of expectations and possible risks is essential when active human participants are involved. It was also important that participants were informed about potential benefits of the study, such as receiving personalised results or financial compensation (APA, 2003). Participants' names, addresses/locations and any other personal information have been omitted from the transcripts, in order to protect their confidentiality.

Participants in the experimental group voluntarily agreed to be interviewed at the end of the intervention programme. If, at any point during the programme, any of the interviewees decided that they no longer wished to participate in the interview, they were immediately excluded and backup volunteers were contacted.

3. ORIGINAL CONTRIBUTIONS OF THE RESEARCH STUDY

3.1 Findings from Study 1

3.1.1 Pilot study: Sense of Belongingness and Early Maladaptive Schemas. Testing a group intervention programme for Pre-University Teachers

The present study makes an important research contribution, with the unique element of investigating the association between early maladaptive schemas (SDT) and the development of a sense of belongingness in the context of interpersonal relationships of pre-university teachers. The findings provide support for the importance of examining the impact of early maladaptive schemas on teachers' relationships with different stakeholders in the educational process, such as students, colleagues, parents and principals. The results confirm the hypothesis that the number of SDTs present in an individual moderates the effect of the intervention and the effectiveness of the programme in increasing the sense of belongingness.

When analysing the early maladaptive schemas that significantly influence the development of sense of belongingness, it was observed that schemas such as: Abuse/ Mistrust, Emotional Deprivation, Deficiency/ Shame, Social Isolation, Unrealistic Standards were among the most relevant. Specifically, participating teachers who exhibit a higher presence of these early maladaptive schemas showed smaller differences in the development of their sense of belongingness at post-test stage.

3.1.2 Discussion and conclusions

The findings of the study emphasize the significance of integrating early maladaptive schemas into interventions and programmes that aim to enhance a sense of belongingness. Therefore, we recommend that wellbeing and interpersonal relationship development activities for teachers should consider these dysfunctional schemas to maximize the effectiveness of such programmes and interventions in promoting belongingness. As a final note, to gain a deeper understanding of how we can increase the sense of belongingness as well as its association with early maladaptive schemas, an extensive quantitative as well as qualitative approach is needed. The present study makes a valuable contribution to our understanding of the field and the constructs investigated, providing a foundation for further research and advancements in educational practices and interventions.

3.2 Findings from study 2

3.2.1 Experimental Quantitative Study: Development and testing of an Online Programme for enhancing Trust and Belongingness in Interpersonal Relationships among Pre-university Teachers (DARP 2.0)

The purpose of Study II is to extend the research on the concept of belongingness and to evaluate a new intervention programme, adapted to the previous findings. By incorporating the concept of interpersonal trust in the development of the intervention programme, the aim is to gain a more comprehensive understanding of the dynamics between variables in association relationships. This extension of the research has offers new insights and relevant information about future educational recommendations and practices. This study also statistically analyzed the impact of the DARP 2.0 intervention on teachers' self-efficacy construct and its moderation in relation to belonging. Using appropriate statistical methods, the study examined the effect of the programme on teachers' self-efficacy and it`s influence belongingness within educational contexts.

In the final phase of the study, 300 responses to the pre- and post-intervention instruments were obtained. The analysis was conducted using SPSS 26 software to test the proposed hypotheses. The first three hypotheses were tested with paired t-tests and the last hypothesis with linear regression. Descriptive statistics, including means, standard deviations, and correlations are presented in Table 2. Regarding the scores for sense of belongingness, the mean pre-intervention score is 4.39 (± 0.46) and the mean post-intervention score is 4.46 ($\pm .46$). For self-efficacy the mean pre-intervention score is 4.44 ($\pm .51$), while the post-intervention score is 4.53 ($\pm .46$). As for social connectedness, the mean pre-intervention score is 4.35 ($\pm .54$), while the post-intervention score is 4.41 ($\pm .54$).

Tabel 2. Descriptive statistics pre- and post-test in study II.

Variabile	Mean (sd)	1	2	3	4	5	6	7
Belongingness Pre-test	4.39 (0.46)	1						
Belongingness Post-test	4.46 (0.46)	.74**	1					
Self-Efficacy Pre-test	4.44 (0.51)	.38**	.37**	1				
Self-Efficacy Post-test	4.53 (0.46)	.33**	.39**	.74**	1			
Conectedness Pre-test	4.35 (0.54)	.82**	.65**	.38**	.28**	1		
Conectedness Post-test	4.41 (0.54)	.68**	.83**	.32**	.34**	.66**	1	
Belongingness differences	Pretest - .07 (0.33)	.36**	-.36*	.03	-.08	.23**	-.21**	1
Posttest								
Pre-test – Post-test								
** p ≤ 0.01								

3.2.2. Discussion and conclusions

Overall, the study's findings indicate that the DARP 2.0 online programme was effective in increasing overall belongingness, teachers self-efficacy and social connectedness among pre-university teachers. These results suggest that the programme effectively contributed to the development of specific psychological aspects related to well-being, interpersonal relationships, and mental health within the educational context.

The assesment of DARP 2.0's impact on these variables and confirmation of their growth make a valuable contribution to the existing literature. The results of this study can be utilized to support future implementations of similar programmes that integrate the concepts addressed in DARP 2.0. Furthermore, they provide theoretical and empirical support for the design of intervention programmes in educational settings and can serve as a foundation for the development of educational policies and practices that foster belongingness and trust in schools.

In conclusion, this study reinforces the idea that the effectiveness of the educational process extends beyond academic matters and necessitates the establishment of a favorable school

climate that values interpersonal relationships. By investing in and cultivating suitable learning environments, it can contribute to enhancing students' learning experiences and holistic development.

Note: We mention that the description of the DARP 2.0 programme and its theoretical foundation was included in an article published in the Proceedings in Social and Behavioral Sciences of the International Conference Education, Reflection, Development 2021.

3.3 Findings from study 3

3.3.1. Qualitative Focus Group Study on the Perception and Subjective Impact of the Development Programme among Participants

This qualitative study aimed to explore the perceptions of teachers who participated in the „Developing trust and belonging to interpersonal relationships among pre-university teachers ” (DARP 2.0) programme. The objective was to gather additional qualitative information and gain a deeper understanding of the data presented in Study II. While Study II focused on developing belongingness among participants through the implementation of a well-being programme for teachers in the pre-university education environment, this study employed a qualitative design and utilized the focus group method.

The collected data were analyzed using a content analysis approach, following the steps in the content analysis guide presented by Erlingsson and Brysiewicz (2017). The analysis involved structuring themes, codes and categories within those themes. Through the analysis process, the codes were revised, re-evaluated and replaced as needed, ultimately leading to the identification of main categories and themes. The two themes identified in this study, presented in Table 3 and Table 4, align with the research questions and the inquiries posed during the focus group session.

Table 3. Presentation of categories and codes corresponding to the topic ” *Participants' experience of the programme* ”

Theme	Categories	Codes	Information units
Participants' experience of the programme	Quality of materials presented	Interesting content	- You've always brought real, tangible examples - You've given us examples of interesting books that have helped me
		Novelty degree	- I didn't stumble upon abstract notions - Each theme also had a degree of novelty
		Balancing theory and practice	- I will return to the contents of the course many times - I also have the bibliographical recommendations that I will research if necessary
		Professionalism	- A very good balance between information and exercises - The professional hand was seen
		The need to return to the informations	- I will come back to the course content many times - There are still many things that need to be clarified
		Level of understanding of information	Provoking reflection
	Challenge		- We were challenged - Sometimes I need to see the same thing 10 times
	Awareness and personal revelation		Increasing self-confidence
		Increasing confidence in communicating with others	- It helps you find the confidence to share with people - This experience has been a journey for me in myself
		Therapeutic value of the programme	- The experience itself I found inspiring. - I was also inspired by the way everything was conveyed - It was a therapeutic experience
		Clarifying concepts related to emotional well-being	- I'm left with these awareness things - All the experiences you have influence your well-being
			- It's really clarified for me the concept of trust - To think more about the emotional and relational health part to take better care of myself, to take care of my daily routines - Balance, to have moderation in my life - I understand that it's very much about me, what choices I make
	Positive effects associated with the programme by participants	Educational experience	- You've always brought real, tangible, educational, useful examples - "You've given us examples of books that are interesting and that have helped me
		Pleasant experience	- Every meeting was enjoyable, gave me a sense of confidence - I really enjoyed the course, it's phenomenal - It was very, I don't know the word, magical - Everything went so calm, natural, friendly - It was interactive
		Interactive experience	- I think I learned a lot, a lot, a lot - The language accessible and related to our life experience
		Challenging experience	- I think we learned a lot of things - It is the course I needed for my personal development - Everything was very interesting, thought provoking
		Interaction with the trainer	Openness to communication
	Appreciation of the experience		- An open, friendly trainer
Providing a supportive and safe space	- I felt beyond the room through which we communicate a warmth and support - It was a course with a very experienced trainer		

Theme	Categories	Codes	Information units	
Suggestions for improving the programme			- He punctuated well the moments of information with the moments of discussion	
			Adjusting to work schedule	- Let it be in a time when we are relaxed - If only it was maybe later to rest my brain - I'll feel the need at some point to revisit, to reread
			The need for a post-programme discussion forum	- After the access period is over, I don't know how I'll be able to access the course again - As an idea if there's a segment where we can discuss concrete situations of ours - To discuss a specific situation, somehow we can come up with something that's bothering us - What it would be like if we were face to face
			More time allocated to the programme	- This course if it could be extended, i.e. during the holiday period because during school we are busy - I would have liked a bit more time, I would have liked that platform not to close in May

Tabel 4. Presentation of categories and codes corresponding to the topic " Effects of the programme on the participant"

Theme	Categories	Codes	Information units	
Effects of the programme on the participant	Classroom functioning	Self-confidence in relation to the teaching process	In front of the class I'm much more in control - I figured that's exactly what we do in class with the little ones. - What I've already applied in the classroom with my students, to value exactly who we are	
		Self-confidence in everyday life in relation to well-being	- In my personal life, but more importantly, in my work with children. - Finding our strengths	
		Increased ability to value self and others	- Practicing these things with myself helps me to do the same with the children. - Let's also start the day with a nice message because the good mood gives us even those little words - You've always brought real, tangible examples	
	Interaction with others	Importance of empathy in interpersonal interactions		- Some needs that if we understand them and know how to act, we can probably help a lot. - I've learned that I need a little tempering - Empathetic when someone comes to you - We each have these patterns somewhere in our structure but that we can work on it - I found a lot of common ground with the trainers, with many of the colleagues and then with many of the parents
			Programme as an opportunity for new social networks	- I have related to a lot of colleagues from a lot of schools - I really enjoyed working in small groups too - I met new people
			Awareness of the importance of social connection	- Many aspects of life were discussed - Lots of useful information about relationships - We have the same needs, yet face the same situations
			Conflict management	Conflict prevention capacity
	Atitudinea față de diversitate		Acceptance of others	- This programme has helped me to look at people, their attitudes, their behaviours and also through the eyes of others in a different way. - I begin to understand people differently

Theme	Categories	Codes	Information units
			- I really enjoyed learning about other points of view
		Adjusting value judgements	- It can be gradual without judgement - Now more patient to understand what lies beyond behaviour - Now I literally understand why they react the way they do
		Critical thinking	- Be more analytical, more aware that everything has two sides - I perceive certain moments in life slightly differently
		Self-reflection	- More self-reflection - Perceive certain moments in life slightly differently
		Emotional regulation	- Judge differently what happens to me - Increase my level of resilience - Judge differently what happens to me
	Creșterea eficienței personale	Awareness of personal values	- Helped me clarify my values - To value myself - Set realistic, achievable goals
		Reconnecting with self	- We can each start with ourselves on a personal level - So being realistic - Now I'm taking a step, it's a gesture we make
		Mindfulness	- Balance generated by harmony - A state in which I feel comfortable - When I can detach myself from all kinds of thoughts - Aware that life is not all good things in life - The state that allows me to be calm, to have balance

3.3.2 Discussions and conclusions

This qualitative study aimed to explore the reflections of eight participants who took part in the „ Development of trust and belonging in interpersonal relationships among pre-university teachers ” (DARP 2.0) programme. The objective was to gain a deep understanding of the programme`s impact on the personal and professional development of the participants, by analyzing their subjective reflections. The data analysis resulted in two main themes, supported by specific codes, which will provide a strong foundation for the development of educational tools tailored to the specific needs of teachers identified in the study. The obtained results will contribute to the development of future intervention programmes and enhance the professional experience of teachers in pre-university environment. Based on the suggestions provided by the participants for future interventions, several aspects for improvement were proposed. These included adjusting to programme`s schedule to accomodate periods when participants are more relaxed, establishing a forum for further discussions to explore in depth the concepts and topics addressed, integrating more discussions on real-life situations faced by participants, and allocating more time for the programme.

4. GENERAL DISCUSSIONS AND CONCLUSIONS

4.1 Theoretical implications

This doctoral research paper aimed to make a substantial contribution to the field of education sciences by examining the relationship between the sense of belongingness, interpersonal functioning and teachers' self-efficacy. By adopting an interdisciplinary theoretical approach, and exploring various psycho-educational theories relevant to the proposed concepts, this paper has provided a comprehensive and integrated understanding of these concepts. Furthermore, it has identified ways in which these concepts can be integrated into interventions aimed at promoting the well-being of teachers and school communities.

One significant contribution of this paper is the conceptualization and exploration of multiple perspectives on the concept of belongingness. The findings of this study align with existing theories in the field of education sciences, emphasizing the importance of belongingness in fostering the well-being of teachers and other members of school communities. These results underscore the significance of cultivating a sense of belongingness in educational environments.

Another theoretical contribution of this paper consists in the analysis of the association relationship between the sense of belongingness and the early maladaptive schemas within the context of pre-university teachers. By exploring this association in a unique way, the study offers a deeper understanding of how early maladaptive schemas can impact the development of the sense of belongingness in the pre-university school context. The findings highlight the impact of early maladaptive schemas on the interaction of teachers with various stakeholders involved in the educational process, such as students, colleagues, parents and principals. The pilot study conducted within this paper demonstrates that teachers' sense of belongingness in the pre-university environment can be influenced by specific early maladaptive schemas. Schemas such as „ Abuse / Distrust ”, „ Emotional Deprivation ”, „ Deficiency / Shame ”, „ Social isolation ”, „ Non-realistic standards ”, were identified as particularly relevant in the context of teachers' relationships and the development of the sense of belongingness. Through careful analysis of the impact of these early schemas on the evolution of the sense of belongingness, it was observed that teachers exhibiting a higher presence of these schemas showed smaller differences in terms of evolution of the sense of belongingness during post-testing.

By identifying the early maladaptive schema „ Mistrust / Abuse ” and its impact on the development of a sense of belongingness, the paper contributes both theoretically and practically to the understanding of multiple facets of trust in interpersonal functioning. This particular schemas predisposes individuals to approach interactions with caution, perceiving the others have negative intentions, making them hesitant to seek support, which can result in anxiety or other unwanted psychological conditions. Thus, this idea suggests the need to incorporating trust into the design and implementation of future psycho-educational intervention programmes in school contexts.

Consequently, this doctoral research paper provides significant theoretical contributions to the field of education in Romania. It presents innovative perspective on the psychological factors that can impact the experience of school community members and their influence on the educational process of students, and other school members.

4.2 Methodological implications

The doctoral research paper makes significant contributions to the research methodology of intervention programmes in education through its utilization of a pre- post-test design and by examining the interactions between various proposed variables. The pre-test and post-test approach enabled the evaluation of the effects and changes occurring before and after the implementation of the intervention programmes. Thus, the changes and results obtained could be accurately identified and analyzed, providing a complex perspective and accuracy in their impact analysis. Also, the implementation of both the pilot and the extended programme provided an opportunity to control the variables and to examine in depth their interactions and influences on the individuals involved in the educational environment. This facilitates a more nuanced understanding of the processes and mechanisms involved in interpersonal relationships and the development of a sense of belongingness within the educational context.

Another notable methodological contribution of this paper consists in the translation and testing of the General Belongingness measuring scales (Malone et al., 2011), Social Connectedness (Lee & Robbins, 1995), Social Reassurance (Lee & Robbins, 1995) and Teacher` Self-efficacy (Moran & Hoy, 2001). These scales were translated by two specialists in the field of psychology and subsequently tested, alongside with the questionnaire assessing the early maladaptive schemas (Young, 2007), on a significant sample from Romania. This process of adaptation and validation, specific to the Romanian cultural and linguistic context, provides

distinct contributions for research conducted in the country and offers the possibility for other researchers in the field of educational sciences to utilize these scales..

Finally, the use of mixed research methods within this paper, combining quantitative and qualitative methods, provides a comprehensive investigation of intervention concepts and programmes. By integrating measurement scales, statistical analysis, focus group and content analysis, a deeper understanding of the phenomena was achieved. This mixed approach captures nuances, complexity, and diverse perspectives, enhancing the richness and credibility of the findings.

4.3 Practical implications

The initial study presented in this PhD thesis examines the impact of early maladaptive schemas on the sense of belongingness, enhancing understanding to the psychological vulnerabilities associated with interpersonal functioning. In the subsequent phase, the second intervention programme integrates the concepts of self-efficacy and interpersonal trust to mitigate the negative effects of the identified schemas, improving teachers functionality and creating a conducive environment for information assimilation and programme outcomes.

Furthermore, the findings regarding the impact of early maladaptive schemas have directly influenced the formulation of recommendations and practices outlines in the doctoral paper, supported by carefully selection and relevant bibliographic resources. This ensured a coherence and effectiveness of the proposed recommendations and practices, providing the necessary support for their implementation in the educational context.

Additionally, the analysis of the pilot programme revealed distinct effects on social connectedness and social reinsurance, underscoring the importance for further exploration of the concept of belongingness and the use of other measurement tools. The inclusion of the General Belongingness Scale (Malone et al., 2011) in the second study broadens the perspective for comprehensive assessments and understanding of the concept of belongingness within the educational context.

Another significant aspect of this paper is the development and adaptation of the intervention programme, guided by the findings, to address specific needs of teachers. These programme was grounded on an extensive review of literature and informed by prior professional expertise in the field of psychology. It integrated complex theoretical and practical concepts, in order to

cover a wide range of psycho-social needs. Therefore, the programme was built to be comprehensive and ecologically relevant, in order to support and improve the professional functioning and well-being of teachers.

In addition, research has highlighted the fundamental role of trust in such intervention programmes, stressing that its absence can have a negative impact on the effectiveness of these programmes and on the development of a sense of belongingness among participants. It emphasizes that the absence of trust can impede the desired outcomes of psycho-educational interventions on pre-university teachers. Hence, this study emphasizes the importance of acknowledging and cultivating trust during the implementation process, possibly through dedicated courses, or other specific modules. The study also highlighted the absence of an effect of moderating teachers' self-efficacy on the development of a sense of belonging, through intervention programmes. This observation suggests the opportunity to develop additional research that can more specifically analyze the relationship between these two concepts.

One last important aspect mentioned in this chapter is the impact brought by qualitative research in the subjective and profound understanding of the effects of the programmes on the participants. These results have significantly amplified our knowledge and ability to identify a wider range of elements that contribute to the well-being and sense of belongingness of teachers in the pre-university settings. By conducting the focus group discussions and analyzing participants' narratives, individual perspectives and perceptions regarding their lived experiences and the personal impact of intervention programmes were captured. This in-depth understanding provides valuable insights for further adaptation and optimization of programmes, taking into account the unique needs and perspectives of teachers in terms of belongingness, self-efficacy and well-being.

BIBLIOGRAPHIC REFERENCES

- Aiken, L. S., & West, S. G. (1991). Multiple regression: Testing and interpreting interactions. *Newbury Park, CA: Sage*.
- Allen, K. A., Kern, M. L., Rozek, C. S., McInerney, D. M., & Slavich, G. M. (2021). Belonging: A review of conceptual issues, an integrative framework, and directions for future research. *Australian Journal of Psychology, 73*(1), 87-102.
- Ariely, D. (2009). *Predictably irrational*. HarperCollins
- American Psychological Association. (2002). Ethical principles of psychologists and code of conduct. *American Psychologist, 57*(12). *Psychology Compass, 1*, 506–520. doi:10.1111/j.1751-9004.2007.00020.x
- Anderman, L. H. (2003). Academic and social perceptions as predictors of change in middle school students' sense of school belonging. *The Journal of Experimental Education, 72*(1), 5-22.ce
- AR Abedi, M Shahmohammadi, N Tadayon, L Nazari (2021). Analyzing the Impact of COVID-29 Pandemic on different emotional aspects of surgical specialties' residency programme: A preliminary Report. *Men's Health Journal 5* (1), e21-e21
- Arslan, G., & Duru, E. (2017). Initial development and validation of the School Belongingness Scale. *Child Indicators Research, 10*, 1043-1058.
- Arslan, Gökmen. (2019). School belonging in adolescents: Exploring the associations with school achievement and internalising and externalising problems. *Educational and Child Psychology. 36. 22-33*.
- Barrett, L. F. (2017). *How emotions are made: The secret life of the brain*. Houghton Mifflin Harcourt.
- Bauml, J., Frobose, T., Kraemer, S., Rentrop, M., & Anderman, E. M. (2002). School effects on psychological outcomes during adolescence. *Journal of Educational Psychology, 94*(4), 795.
- Bashir, Nadeem & Jehanzeb, Khawaja. (2013). Training and Development Programme and Its Benefits to Employee and Organization: An Conceptual Study. *European Journal of Business and Management. 5. 243-252*.
- Bandura, A. (1989). Human Agency in Social Cognitive Theory. *The American Psychologist, 44*, 1175-1184. <https://doi.org/10.1037/0003-066X.44.9.1175>
- Bandura, A. (1997). *Self-efficacy: The exercise of control*. W H Freeman/Times Books/Henry Holt & Co.
- Bandura, A., Barbaranelli, C., Caprara, G. V., & Pastorelli, C. (2001). Self-efficacy beliefs as shapers of children's aspirations and career trajectories. *Child development, 72*(1), 187-206.
- Barnatt, J., Gahlsdorf Terrell, D., D'Souza, L. A., Jong, C., Cochran-Smith, M., Viesca, K. M., Gleeson, A. M., McQuillan, P., & Shakman, K. (2017). Interpreting early career trajectories. *Educational Policy, 31*(7). <https://doi.org/10.1177/0895904815625286>
- Baumeister, R. F., & Leary, M. R. (1995). The need to belong: Desire for interpersonal attachments as a fundamental human motivation. *Psychological Bulletin, 117*(3), 497–529. <https://doi.org/10.1037/0033-2909.117.3.497>
- Baumeister, R. F., Brewer, L. E., Tice, D. M., & Twenge, J. M. (2007). Thwarting the Need to Belong: Understanding the Interpersonal and Inner Effects of Social Exclusion. *Social and Personality Psychology Compass, 1*, 506-520. <http://dx.doi.org/10.1111/j.1751-9004.2007.00020.x>
- Bäumel J, Froböse T, Kraemer S, Rentrop M, Pitschel-Walz G. (2006). Psychoeducation: a basic psychotherapeutic intervention for patients with schizophrenia and their

- families. *Schizophrenia Bulletin*. 32(Suppl 1), S1-9. doi: 10.1093/schbul/sbl017. Epub 2006 Aug 18. PMID: 16920788; PMCID: PMC2683741.
- Begen, F. M., & Turner-Cobb, J. M. (2012). The need to belong and symptoms of acute physical health in early adolescence. *Journal of Health Psychology*, 17, 907–916. doi:10.1177/1359105311431176
- Begen, F.M. & Turner-Cobb, J. (2015) Benefits of belonging: Experimental manipulation of social inclusion to enhance psychological and physiological health parameters, *Psychology & Health*, 30:5, 568-582, DOI: 10.1080/08870446.2014.991734
- Begen, F.M., & Turner-Cobb, J.M. (2015). Benefits of belonging: Experimental manipulation of social inclusion to enhance psychological and physiological health parameters. *Psychology & Health*, 30, 56882. doi:10.1080/08870446.2014.991734
- Bjorklund, P., Daly, A. J., Ambrose, R., & van Es, E. A. (2020). Connections and Capacity: An Exploration of Preservice Teachers' Sense of Belonging, Social Networks, and Self-Efficacy in Three Teacher Education Programmes. *AERA Open*, 6(1). <https://doi.org/10.1177/2332858420901496> .
- Blum, Robert & Libbey, H.P.. (2004). School connectedness: Strengthening health and education outcomes for teenagers. *Journal of School Health*. 74, 229-299.
- Bowlby, J. (1969). *Attachment and loss*: Vol. 1. Attachment. New York, NY: Basic Books.
- British Educational Research Association [BERA] (2018). *Ethical Guidelines for Educational Research*, fourth edition, London.
- Bretherton, I. (1999). Updating the 'internal working model' construct: Some reflections, *Attachment & Human Development*. doi: 10.1080/14616739900134191
- Bluestone J, Johnson P, Fullerton J, Carr C, Alderman J, BonTempo J. (2013). Effective in-service training design and delivery: evidence from an integrative literature review. *Human Resources for Health*. 11, 51. doi: 10.1186/1478-4491-11-51.
- Brown, B. (2010). *The gifts of imperfection: let go of who you think you're supposed to be and embrace who you are*. Center City, MN: Hazelden
- Brown, B. (2013). *DARING GREATLY: How the Courage to Be Vulnerable Transforms the Way We Live, Love, Parent and Lead*. London, England: Portfolio Penguin.
- Brown LL, Acevedo B, Fisher HE (2013). Neural Correlates of Four Broad Temperament Dimensions: Testing Predictions for a Novel Construct of Personality. *PLoS ONE* 8(11) e78734. doi: 10.1371/journal.pone.0078734. PMID: 24236043; PMCID: PMC3827248.
- Bryk, A., & Schneider, B. (2002). *Trust in schools: A core resource for improvement*. Russell Sage Foundation.
- Center for Disease Control and Prevention. (2009). *School connectedness: Strategies for increasing protective factors among youth*. Atlanta, GA: U.S. Department of Health and Human Services.
- Calvete E, Orue I (2010). Cognitive schemas and aggressive behavior in adolescents: the mediating role of social information processing. *Spanish Journal of Psychology*. 13(1):190-201. doi: 10.1017/s1138741600003772. PMID: 20480688.
- Clear, J. (2018). *Atomic habits: an easy & proven way to build good habits & break bad ones*. Penguin: Avery.
- Compas BE, Connor-Smith JK, Saltzman H, Thomsen AH, Wadsworth ME. (2001). Coping with stress during childhood and adolescence: problems, progress, and potential in theory and research. *Psychological Bulletin*. 127(1):87-127. PMID: 11271757.
- Christopher D. Slaten et al. (2016). School Belonging: A Review of the History, Current Trends, and Future Directions. *Published online by Cambridge University*. DOI: <https://doi.org/10.1017/edp.2016.6>
- Claire Chuter. (2019). *The importance of social connection in schools*. The education Hub.

- Chuter V, West M, Hawke F, Searle A. Where do we stand? The availability and efficacy of diabetes related foot health programmes for Aboriginal and Torres Strait Islander Australians: a systematic review. *J Foot Ankle Res.* 2019 Mar 18;12:17. doi: 10.1186/s13047-019-0326-1. PMID: 30923577; PMCID: PMC6423788.
- Connell, J.P., & Wellborn, J.G. (1991). Competence, autonomy and relatedness: A motivational analysis of self-system processes. In M.R. Gunnar & L.A. Sroufe (Eds.), *Minnesota Symposium on Child Psychology* (pp. 43–77). Hillsdale, MI: L. Erlbaum Associates.
- Csikszentmihalyi, M. (1990). *Flow: The Psychology of Optimal Experience*. Harper & Row.
- David, S. (2016). *Emotional Agility: Get Unstuck, Embrace Change, and Thrive in Work and Life*. New York: Avery/Penguin Random House.
- Dattilio, F. M. (2005). The critical component of cognitive restructuring in couples therapy: A case study. *Australian and New Zealand Journal of Family Therapy*, 26(2), 73-78.
- Deci, E. L., & Ryan, R. M. (1985). The general causality orientations scale: Self-determination in personality. *Journal of research in personality*, 19(2), 109-134.
- Dirks, K. T., & Ferrin, D. L. (2002). Trust in leadership: meta-analytic findings and implications for research and practice. *Journal of applied psychology*, 87(4), 611.
- Dunn, K. E., & Rakes, G. C. (2011). Teaching teachers: An investigation of beliefs in teacher education students. *Learning Environments Research*, 14(1), 39–58. <https://doi.org/10.1007/s10984-011-9083->
- Dobia, B., Parada, R. H., Roffey, S., & Smith, M. (2019). Social and emotional learning: From individual skills to class cohesion. *Educational & Child Psychology*, 36(2), 78-90.
- Eccles, J. S., & Wigfield, A. (2002). Motivational beliefs, values, and goals. *Annual review of psychology*, 53(1), 109-132.
- Edmondson, A. C. (2018). *The Fearless Organization: Creating psychological Safety in the Workplace for Learning, Innovation, and Growth*. Hoboken, NJ: John Wiley & Sons
- Ferreira, M. A., Keswani, A., Miguel, A. F., & Ramos, S. B. (2013). The determinants of mutual fund performance: A cross-country study. *Review of Finance*, 17(2), 483-525.
- Finn, Jeremy & Zimmer, Kayla. (2012). Student Engagement: What Is It? Why Does It Matter?. [10.1007/978-1-4614-2018-7_5](https://doi.org/10.1007/978-1-4614-2018-7_5).
- Flores, M. A., & Day, C. (2006). Contexts which shape and reshape new teachers' identities: A multi-perspective study. *Teaching and teacher education*, 22(2), 219-232.
- Forsyth, D. R. (2006). Conflict. In D. R. Forsyth (Ed.), *Group Dynamics* (5th ed., pp. 388-389). Wadsworth: Cengage Learning Belmont.
- Forsyth, P. B., Adams, C. M., & Hoy, W. K. (2011). *Collective trust. Why schools can't improve*, Teachers College Press. 101-171.
- Frankl, V. E. (1992). *Man's search for meaning: An introduction to logotherapy* (4th ed.) (I. Lasch, Trans.). Beacon Press
- Freedman, D. A. (1981). Bootstrapping regression models. *The Annals of Statistics*, 9(6), 1218-1228.
- Freud, S. (1930). *Civilization and its discontents*. Hogarth
- Fukuyama, F. (1995). Social capital and the global economy. *Foreign Aff.*, 74, 89.
- Furlong, M. J., Whipple, A. D., St. Jean, G., Simental, J., Soliz, A., & Punthuna, S. (2003). Multiple contexts of school engagement: Moving toward a unifying framework for educational research and practice. *The California School Psychologist*, 8, 99-113.
- Gallimore, R., Ermeling, B. A., Saunders, W. M., & Goldenberg, C. (2009). Moving the learning of teaching closer to practice: Teacher education implications of school-based inquiry teams. *The elementary school journal*, 109(5), 537-553.

- Gervais, S. J., & Vescio, T. K. (2007). The origins and consequences of subtle sexism. In A. M. Columbus (Ed.), *Advances in psychology research* Vol. 49, pp. 137–166). Nova Science Publishers.
- Grant, A. (2021). *Think again: The power of knowing what you don't know*. Viking, Penguin Random House; New York, New York.
- Goddard, R. D., Hoy, W. K., & Woolfolk, A. (2000). Collective Teacher Efficacy: Its Meaning, Measure, and Effect on Student Achievement. *American Education Research Journal*, 37, 479-507. <https://doi.org/10.3102/00028312037002479>
- Goddard, Y. L., Goddard, R. D., & Tschannen-Moran, M. (2007). A theoretical and empirical investigation of teacher collaboration for school improvement and student achievement in public elementary schools. *Teachers college record*, 109(4), 877-896.
- Goddard, M. (2009). Genomic selection: prediction of accuracy and maximisation of long term response. *Genetica*, 136(2), 245-257.
- Goodenow, C., & Grady, K. E. (1993). The relationship of school belonging and friends' values to academic motivation among urban adolescent students. *Journal of Experimental Education*, 62(1), 60–71. <https://doi.org/10.1080/00220973.1993.9943831>
- Greaney, A. M., Sheehy, A., Heffernan, C., Murphy, J., Mhaolrunaigh, S. N., Brown, G. (2012). Research ethics application: A guide for the novice researcher. *British journal of nursing*. doi: 10.12968/bjon.2012.21.1.38. PMID: 22240519.
- Gu, Q., & Day, C. (2007). Teachers resilience: A necessary condition for effectiveness. *Teaching and Teacher education*, 23(8), 1302-1316.
- Guy-Evans, O. (2020). Bronfenbrenner's ecological systems theory. *Simply Psychology*. Retrieved from <https://www.simplypsychology.org/bronfenbrenner.html>.
- Hagerty, B. M., & Patusky, K. (1995). Developing a measure of sense of belonging. *Nursing Research*, 44, 9–13.
- Hardin E. E, Gibbons M. M, Cook, K.D, Sexton K & Bagwell L. (2021) Development and Validation of a Short Form of the College-Going Self-Efficacy Scale. *Journal of Career Assessment*. 29(2), 303-318. doi: 10.1177/1069072720970512.
- Hall-Lande, J. A, Eisenberg, M. E, Christenson, S.L, Neumark-Sztainer, D. (2007). Social isolation, psychological health, and protective factors in adolescence. *Adolescence*, 42(166):265-86. PMID: 17849936.
- Hallam, P. R; Smith, H. R; Hite, J. M; Hite, S. J; Wilcox, B. R. (2015). National Association of Secondary School Principals. *NASSP Bulletin*, Vol. 99, Iss. 3, doi:0002162590.
- Hamm, J. V., Farmer, T. W., Dadisman, K., Gravelle, M., & Murray, A. R. (2011). Teachers' attunement to students' peer group affiliations as a source of improved student experiences of the school social–affective context following the middle school transition. *Journal of Applied Developmental Psychology*, 32(5), 267–277. <https://doi.org/10.1016/j.appdev.2010.06.003>,
- Hamm, J.V., & Faircloth, B.S. (2005). The role of friendship in adolescents' sense of school belonging. *New Directions for Child and Adolescent Development*, 2005(107), 61–78. doi:10.1002/cd.121
- Hassard J, Teoh KRH, Visockaite G, Dewe P, & Cox T. The cost of work-related stress to society: A systematic review. *Journal of Occupational Health Psychology*. 23(1): 1-17. doi: 10.1037/ocp0000069.
- Holt-Lunstad, J., Smith, T.B., & Layton, B. (2010). Social relationships and mortality risk: A meta-analytic review. *PLoS Medicine*, 7. doi:10.1371/journal.pmed.1000316
- Hoy, W. K., Tarter, C. J., & Hoy, A. W. (2006). Academic optimism of schools: A force for student achievement. *American educational research journal*, 43(3), 425-446.

- Hu, Z., Yang, Z., Liang, X., Salakhutdinov, R., & Xing, E. P. (2017, July). Toward controlled generation of text. In *International conference on machine learning* (pp. 1587-1596). PMLR.
- Huberty, C.J. and Olejnik, S. (2006) Applied MANOVA and Discriminant Analysis. 2nd Edition, *John Wiley & Sons, Hoboken, NJ*. <https://doi.org/10.1002/047178947x>
- Ian M. Shochet , Coral L. Smith , Michael J. Furlong & Ross Homel (2011) A Prospective Study Investigating the Impact of School Belonging Factors on Negative Affect in Adolescents, *Journal of Clinical Child & Adolescent Psychology*, 40:4, 586-595, DOI: 10.1080/15374416.2011.581616
- Ibrahim, A. & El Zataari, W. (2019). The teacher–student relationship and adolescents’ sense of school belonging, *International Journal of Adolescence and Youth*, DOI: 10.1080/02673843.2019.1660998.
- Jetten, J., Haslam, C., Haslam, S.A., & Branscombe, N. (2009). The social cure. *Scientific American Mind*, 20, 26–33. doi:10.1038/scientificamericanmind0909-26
- Johnson, D. W., & Johnson, R. T. (2009). An educational psychology success story: Social interdependence theory and cooperative learning. *Educational researcher*, 38(5), 365-379.
- Jose, P.E., Ryan, N., & Pryor, J. (2012). Does social connectedness promote a greater sense of well-being in adolescence over time? *Journal of Research on Adolescence*, 22, 235–251. doi:10.1111/j.1532-7795.2012.00783.x
- Josselson, R. (1992). *The space between us*. San Francisco, CA: Jossey-Bass.
- Kahneman, D. (2011). *Thinking, fast and slow*. Farrar, Straus and Giroux
- Karcher, M.J., Lee, Y. Connectedness among taiwanese middle school students: a validation study of the hemingway measure of adolescent connectedness. *Asia Pacific Educ. Rev.* 3, 92–114 (2002). <https://doi.org/10.1007/BF03024924>
- Kawachi, I. & Berkman, L. (2014). Social Capital, Social Cohesion, and Health. In *Social Epidemiology* (pp. 290-319). Doi: 10.1093/med/9780195377903.003.0008.
- Kawachi, I., & Berkman, L. F. (2001). Social ties and mental health. *Journal of Urban Health*, 78(3), 458-467.
- Kleinsasser, R. (2014). Teacher efficacy in Teaching and Teacher Education. *Teaching and Teacher Education*, 44, 168-179. <https://doi.org/10.1016/j.tate.2014.07.007>
- Klassen, Robert & Chiu, Ming. (2010). Effects on Teachers' Self-Efficacy and Job Satisfaction: Teacher Gender, Years of Experience, and Job Stress. *Journal of Educational Psychology*. 102. 741-756. 10.1037/a0019237.
- Lee, R. M., & Robbins, S. B. (1995). Measuring belongingness: The social connectedness and the social assurance scales. *Journal of counseling psychology*, 42(2), 232.
- Mineo, L. (2017). Good geens are nice, but joy is better. *The Harvard Gazette*. Retrieved from <https://news.harvard.edu/gazette/story/2017/04/over-nearly-80-years-harvard-study-has-been-showing-how-to-live-a-healthy-and-happy-life/>
- Reschly, A. L., & Christenson, S. L. (2019). The intersection of student engagement and families: A critical connection for achievement and life outcomes. In J. A. Fredricks, A. L. Reschly, & S. L. Christenson (Eds.), *Handbook of student engagement interventions: Working with disengaged students* (pp. 57–71). Elsevier Academic Press. <https://doi.org/10.1016/B978-0-12-813413-9.00005-X>
- Malik, Mahfuja. "Value-enhancing capabilities of CSR: A brief review of contemporary literature." *Journal of Business Ethics* 127 (2015): 419-438.
- Malone, G. P. (2011). The General Belongingness Scale (GBS): An Assessment of Achieved Belongingness and an Examination of Its Predictive Unity. *University of Texas at San Antonio*
- Maslow, A.H. (1943). A theory of human motivation. *Psychological Review*, 50, 370–396.

- Masten AS. Global perspectives on resilience in children and youth. *Child Development*, 85(1), 6-20. doi: 10.1111/cdev.12205.
- McEvily, Bill, Vincenzo Perrone, and Akbar Zaheer. "Trust as an organizing principle." *Organization science* 14.1 (2003): 91-103.
- McNeely, C. A., Nonnemaker, J. M., & Blum, R. W. (2002). Promoting school connectedness: Evidence from the national longitudinal study of adolescent health. *Journal of school health*, 72(4), 138-146.
- Merchant, Kenneth & Stede, W.A. (2011). Management Control Systems: Performance Measurement, Evaluation and Incentives.
- Mike Rucker (2016): Things to consider about ethics in academic research. Thesis writing & dissertation: Academic writing help for those feeling stuck. Retrieved February 14, 2021, from <https://unstuck.me/things-consider-ethics-academic-research/>.
- Montoya, A. K. (in press). Moderation Analysis in Two-Instance Repeated-Measures Designs: Probing Methods and Multiple Moderator Models. *Behavior Research Methods*.
- Moran, M., Seaman, J., & Tinti-Kane, H. (2011). Teaching, Learning, and Sharing: How Today's Higher Education Faculty Use Social Media. *Babson Survey Research Group*
- Moran, P. R., & Lu, Z. (2001). *Teaching culture: Perspectives in practice* (pp. 34-47). Boston: Heinle & Heinle.
- Muijs, Daniel, and Karl Sampson. "The trust in testing times: the role of multi-academy trusts during the pandemic." *Ofsted blog* (2021).
- Lambert NM, Stillman TF, Hicks JA, Kamble S, Baumeister RF, Fincham FD. To belong is to matter: sense of belonging enhances meaning in life. *Pers Soc Psychol Bull*. 2013 Nov;39(11):1418-27. doi: 10.1177/0146167213499186. Epub 2013 Aug 15. PMID: 23950557.
- National Alliance on Mental Illness. (2020). Mental Health Conditions. Retrieved May 6, 2023, from <https://www.nami.org/About-Mental-Illness/Mental-Health-Conditions>.
- Nichici, A. (2019): Etică și integritate academică în cercetarea științifică și diseminarea rezultatelor (EIACSDR). PPT
- Odanga, S. (2018). Strategies for increasing students' self-motivation. *Asian Research Journal of Arts & Social Sciences*, 6(4), 1-16.
- O'Keeffe, Patrick. "A sense of belonging: Improving student retention." *College Student Journal* 47.4 (2013): 605-613.
- Osterman, K.F. (2000). Students' need for belonging in the school community. *Review of Educational Research*, 70, 323-367. doi:10.3102/00346543070003323
- Pajares, F. (1996). Self-efficacy beliefs in academic settings. *Review of Educational Research*, 66(4), 543-578. <https://doi.org/10.3102/00346543066004543>
- Parsons, T., & Shils, E. A. (1951). Values, motives, and systems of action." *Toward a general theory of action* 33 (1951): 247-275.
- Polesel, J., Dulfer, N., & Turnbull, M. (2012). The experience of education: The impacts of high stakes testing on school students and their families. Sydney, Australia: *The Whitlam Institute*.
- Poulton, R., Caspi, A., & Milne, B.J. (2002). Association between children's experience of socioeconomic disadvantage and adult health: A life-course study. *Lancet*, 360, 1640-1645. doi:10.1016/S0140-6736(02)11602-3
- Protheroe, N. (2008). Teacher Efficacy: What Is It and Does It Matter?. *Principal*, 87(5), 42-45.
- Resnick, M. D., Bearman, P. S., Blum, R. W., Bauman, K. E., Harris, K. M., Jones, J., Tabor, J., Beuhring, T., Sieving, R. E., Shew, M., Ireland, M., Bearinger, L. H., & Udry, J. R. (1997). Protecting adolescents from harm: Findings from the National Longitudinal

- Study on Adolescent Health. *JAMA: Journal of the American Medical Association*, 278(10), 823–832. 10.1001/jama.1997.035501100049038
- Ripley, A. (2021). *High conflict: why we get trapped and how we get out* (First Simon & Schuster hardcover edition.). Simon & Schuster.
- Rodríguez-Rey, R., Garrido-Hernansaiz, H., & Collado, S. (2020). Psychological impact and associated factors during the initial stage of the coronavirus (COVID-19) pandemic among the general population in Spain. *Frontiers in psychology*, 11, 1540.
- Roffey, S. (2007). Transformation and emotional literacy: the role of school leaders in developing a caring community. *Leading and Managing*, 13(1), 16-30.
- Roffey, Sue. (2012). Pupil wellbeing -Teacher wellbeing: Two sides of the same coin?. *Educational and Child Psychology*. 29. 8-17. 10.53841/bpsecp.2012.29.4.8.
- Ronald Crouch , Christopher B. Keys & Susan D. McMahon (2014) Student–Teacher Relationships Matter for School Inclusion: School Belonging, Disability, and School Transitions, *Journal of Prevention & Intervention in the Community*, 42:1, 20-30, DOI: 10.1080/10852352.2014.855054
- Rousseau, D. M., Sitkin, S. B., Burt, R. S., & Camerer, C. (1998). Not so different after all: A cross-discipline view of trust. *Academy of management review*, 23(3), 393-404.
- Rowe, F. & Donald, S. (2011). "Promoting connectedness through whole-school approaches", *Health Education*, Vol. 111 Iss 1 pp. 49 – 65.doi.org/10.1108/09654281111094973
- Rozovsky, B. L., & Lototsky, S. V. (2018). *Stochastic evolution systems: linear theory and applications to non-linear filtering* (Vol. 89). Springer.
- Ryan, R. M., & Deci, E. L. (2000). Intrinsic and extrinsic motivations: Classic definitions and new directions. *Contemporary educational psychology*, 25(1), 54-67.
- Rynes, S. L., Gerhart, B., & Minette, K. A. (2004). The importance of pay in employee motivation: Discrepancies between what people say and what they do. *Human Resource Management: Published in Cooperation with the School of Business Administration, The University of Michigan and in alliance with the Society of Human Resources Management*, 43(4), 381-394.
- Sales, B.D., & Folkman, S. (Eds.). (2000). Ethics in research with human participants. Washington, DC: *American Psychological Association*.
- Saleh, I., & Homeed, T. S. (2013). Designing an application in augmented reality to facilitate teaching and learning of science in schools. In *INTED2013 Proceedings* (pp. 5265-5265). Valencia, Spain: IATED.
- Schmidt, N., Joiner, T., Young, J., Telch, M.(1995). The Schema Questionnaire: Investigation of psychometric properties and the hierarchical structure of a measure of early maladaptive schemas. *Cognitive Therapy and Research*, 19, 295-321
- Schwarzer, R., & Hallum, S. (2008). Perceived teacher self-efficacy as a predictor of job stress and burnout: Mediation analyses. *Applied psychology*, 57, 152-171.
- Shamir, Boas, and Yael Lapidot. "Trust in organizational superiors: Systemic and collective considerations." *Organization studies* 24.3 (2003): 463-491..
- Shamoo, Adil E, and David B. Resnik. (2003). Responsible Conduct of Research. *Oxford: Oxford University Press*.
- Skaalvik, E. M., & Skaalvik, S. (2010). Teacher Self-Efficacy And Teacher Burnout: A Study of Relations. *Teaching and Teacher Education*, 26, 1059-1069. <http://dx.doi.org/10.1016/j.tate.2009.11.001>
- Smith, M.K. (2001) The Learning Organization. The Encyclopedia of Informal Education. <http://www.infed.org/biblio/learning-organization.htm>
- Smith, D., (2003). Five principles for research ethics. *American Psychological Association. Monitor on Psychology*, Vol 34, No. 1

- Smith, M. L. (2015). School climate, early adolescent development, and identity: Associations with adjustment outcomes (Doctoral dissertation). Retrieved from *ProQuest Dissertations & Theses*. (UMI No. 3718568).
- Spencer, S., & Hughes, V. (2015). Fundamental rights for irregular migrants: Legal entitlements to healthcare and school education across the EU28. *European Human Rights Law Review*, 6, 604–616.
- Steffens, B., & Rasmussen, A. (2016). The physiology of adventitious roots. *Plant physiology*, 170(2), 603-617.
- Stebleton, M. J., Soria, K. M., & Huesman Jr, R. L. (2014). First-generation students' sense of belonging, mental health, and use of counseling services at public research universities. *Journal of College Counseling*, 17(1), 6-20.
- Stickl Haugen, J., Wachter Morris, C., & Wester, K. (2019). The need to belong: An exploration of belonging among urban middle school students. *Journal of Child and Adolescent Counseling*, 5(1), 1–17.
- Stone, D., Patton, B., & Heen, S. (2010). *Difficult conversations*. Penguin
- Stoll, L., & Louis, K. S. (2007). *Professional learning communities*. McGraw-Hill Education (UK).
- Tarter, C. J., Bliss, J. R., & Hoy, W. K. (1989). School characteristics and faculty trust in secondary schools. *Educational administration quarterly*, 25(3), 294-308.
- Taylor, R. D., & Gebre, A. (2016). Teacher–student relationships and personalized learning: Implications of person and contextual variables. In M. Murphy, S. Redding, & J. Twyman (Eds.), *Handbook on personalized learning for states, districts, and schools* (pp. 205–220). Philadelphia, PA: Temple University, Center on Innovations in Learning. Retrieved from www.centeril.org
- Tawwab, N. G. (2021). *Set Boundaries, Find Peace: A Guide to Reclaiming Yourself*. New York: TarcherPerigee
- Thagard, P. (2018). Social equality: Cognitive modeling based on emotional coherence explains attitude change. *Policy Insights from the Behavioral and Brain Sciences*, 5(2), 247-256.
- Toole, J. C., & Louis, K. S. (2002). The role of professional learning communities in international education. *Second international handbook of educational leadership and administration*, 245-279.
- Ripley, A. (2021). *High conflict: why we get trapped and how we get out* (First Simon & Schuster hardcover edition.). Simon & Schuster.
- Tschannen-Moran, M., & Hoy, W. K. (2000). A multidisciplinary analysis of the nature, meaning, and measurement of trust. *Review of educational research*, 70(4), 547-593.
- Tschannen-Moran, M., & Woolfolk Hoy A. (2001). Teacher efficacy: Capturing an elusive construct. *Teaching and Teacher Education*, 17(7), 783–805. [https://doi.org/10.1016/S0742-051X\(01\)00036-1](https://doi.org/10.1016/S0742-051X(01)00036-1)
- Tschannen-Moran, M., & Hoy, A. W. (2007). The differential antecedents of self-efficacy beliefs of novice and experienced teachers. *Teaching and teacher Education*, 23(6), 944-956.
- Wadsworth, M.E., Thomsen,A.H., Saltzman,H.,Connor-Smith, J.K.,&Compas, B.E. (2001).Copingwith stress during childhood and adolescence: Problems, progress, and potential in theory and research. *Psychological Bulletin*, 127, 87–127. doi:10.1037/0033-2909.127.1.87
- Watson, D., & Clark, L. A. (1997). Extraversion and its positive emotional core. In *Handbook of personality psychology* (pp. 767-793). Academic Press.
- Webb, C., (2016). *How to Have a Good Day: Harness the Power of Behavioral Science to Transform Your Working Life*. Pan Macmillan

- Willms, J.D. (2000). Monitoring school performance for 'standards-based reform'. *Evaluation & Research in Education*, 14, 237–253. doi:10.1080/09500790008666976
- Willms, J. (2003). Student Engagement at School: A Sense of Belonging and Participation: *Results from PISA 2000*. Retrieved from [http://lst-iiiep.iiiep-unesco.org/cgi-bin/wwwi32.exe/\[in=epidoc1.in\]/?t2000=019058/\(100\)](http://lst-iiiep.iiiep-unesco.org/cgi-bin/wwwi32.exe/[in=epidoc1.in]/?t2000=019058/(100)). 10.1787/9789264018938-en.
- Wilson, R. A. (2004). *Boundaries of the mind: The individual in the fragile sciences-Cognition*. Cambridge University Press.
- Woolfolk Hoy, A. (2000). Educational psychology in teacher education. *Educational Psychologist*, 35(4), 257-270.
- International Labour Organization. (2022). World employment and social outlook – Trends 2022. Geneva: International Labour Organization. Retrieve from: (https://www.ilo.org/global/research/globalreports/weso/trends2022/WCMS_834081/lang--en/index.htm, accessed 26 August 2022).
- Young, J. E., & Klosko, J. S. (1993). *Reinventing your life: how to break free from negative life patterns*. New York, N.Y., U.S.A., Dutton.
- Young, J., Brown, G. (2007). *Chestionarul schemelor cognitive Young*. Formele YSQ-S3 și YSQ-L2 (adaptat de Macavei, B., Popa, S.). În D. David (coordonator), Sistem de evaluare clinică. Cluj-Napoca: RTS. Bel, Daniel & Smolders, Karin & Ijsselsteijn, Wijnand & De Kort, Yvonne. (2009). Social connectedness: Concept and measurement. 67-74. 10.3233/978-1-60750-034-6-67.
- Young, J., Klosko, J., Weishaar, M. (2003). Schema Therapy: Conceptual Model. In J. Young, J. Klosko, M. Weishaar (Eds.), *Schema Therapy: A practitioner's guide* (pp. 1-62). New York: Guilford Press.
- Young, E. Jeffrey, Klosko, S. Janet, Weishaar, E. Marjorie. (2015). Terapie centrată pe scheme cognitive, *Editura ASCR, Bucuresti*
- Zee, M., & Koomen, H. M. (2016). Teacher self-efficacy and its effects on classroom processes, student academic adjustment, and teacher well-being: A synthesis of 40 years of research. *Review of Educational Research*, 86(4), 981–1015. <https://doi.org/10.3102/0034654315626801> https://en.wikipedia.org/wiki/Belongingness#cite_note-Dewall-10