

"BABEȘ-BOLYAI" UNIVERSITY CLUJ-NAPOCA  
FACULTY OF PSYCHOLOGY AND EDUCATIONAL SCIENCES  
"EDUCATION, REFLECTION, DEVELOPMENT" DOCTORAL SCHOOL

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Cluj-Napoca

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**SOCIO-EMOTIONAL EDUCATION PROGRAM FOR  
STUDENTS FROM THE GIMNAZIAL CYCLE**

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### **EXTENDED SUMMARY**

The PhD thesis entitled "Socio-emotional education program for middle school students" aims to respond to the needs and educational interests of educators of self-discovery and personal development manifested by preadolescents at this age.

Education represents the axis of value in the construction of the existential philosophy and evolution of mankind, of societies as a whole. Human knowledge becomes meaning and purpose in a society in the dynamics of development and transformation, and education becomes the major coordinate in achieving the goals proposed by society for the individual, as a goal, benchmark, means of development of his entire personality (Ionescu, 2011, p.46).

Developing in a society based on the pillars of competence, quality and competitiveness, the individual becomes responsible for his or her own development and planning by assuming the mission and vision shared at community level. The personal and professional development path is structured and defined through active participation in one's own development, through in-depth information and learning management, through effective self-awareness, but also through active and assertive interpersonal communication and relationships. The school, as a fundamental educational service institution, has undergone over the years measures of reform, restructuring and operation, becoming an instance that the community policy considers and

integrates into the major projects of society at the level of community curriculum. The school, through the responsibility it has been invested with, is not only a provider of educational services, it becomes the community environment for structuring values; it is the environment for building communication and active interrelation at community level; and through the responsibility it has been invested with for cooperation and collaboration with the institutions of society, it is linked to the needs, problems and interests of the community through the educational projects it supports.

In this sustained joint effort, teachers, students, parents, the community, determine the quality of the educational act, which has an impact on the development and evolution of the individual, implicitly on the evolution of the community. The implementation of educational programmes in schools (which address relevant aspects of self-awareness and personal development, increased effectiveness of communication in interpersonal relationships, information and learning management skills, but last but not least, knowledge and skills needed to develop realistic career plans for students, with a view to the most active social and professional integration and a lifestyle based on increasing the quality of the learner's mental, physical, social and occupational life) contributes at community level to sustainable development, technical and scientific progress, coherent and flexible social restructuring, with a view to economic and social cohesion based on the cultural and linguistic diversity of the community.

The problem of dysfunctions in the social-emotional development of secondary school children has an impact on the onset of social life, on the structuring of the social self-concept and leads to their inability to establish and maintain effective communication in interpersonal relationships with adults and children. A dysfunction at the level of social interactions of secondary school students reorganizes the value system, the way they build their image of themselves and others, with decisive effects on the concept of self and academic performance, on learning and information management, their perspective on "the process of construction and career development" (Lemeni & Miclea, 2010, p.71), but also on the quality of life of the learner.

The knowledge/recognition and evaluation of the factors that can influence the socio-emotional development of secondary school students from the perspective of educators and educators themselves, becomes essential with reference to the educational ideal, which aims at the formation/development of independent, responsible, functional personalities in a world in continuous transformation, and moreover, a society based on large-scale technological

developments. Teachers and students need to establish their own ways of adapting to dysfunctional situations, and this requires knowledge/self-knowledge and awareness of their own characteristics and the educational context in which they work.

Thus, we started from the reasoning that the development of social-emotional competences of pupils in secondary school is a prerequisite for supporting the development of complex cognitive processes in the pre-adolescent stage and for having fully formed neuro-functional mechanisms are necessary in the later schooling stage (high school or art and craft schools).

From a theoretical point of view, the present research was based on meta-analyses published in the empirical literature, which aim at a diachronic and synchronic approach to the history and construct of the definition of socio-emotional education, implicitly the key areas addressed.

The aim of the thesis is to valorise the socio-emotional education programme for secondary school students, with the status of a prevention, intervention and counselling programme for secondary school students „Adventures with the SocioEM SuperHero" used in the research in order to develop socio-emotional competences.

The research considers the following general hypothesis: Systematic and rational application of the educational program called "Socio-Emotional Education Program for Middle School Students" with the status of prevention, intervention and counseling program for middle school students, "Adventures with the SocioEM SuperHero" will contribute to increased level of adaptation of students promoting adaptive behavior and emotional well-being.

The paper aims at theoretical and practical grounding, being composed of two sections, theoretical and applications: part I - Theoretical grounding and part II - Experimental approach, considering the connection and continuity between the two parts of the thesis. The thesis is structured in four chapters, followed by conclusions, appendices and bibliography.

Chapter I, entitled Pre-adolescent Developmental Profile: person, self and self-image, includes a synthetic analysis of the preadolescent developmental profile defined as person, self and self-image, through a rigorous analysis of psycho-intellectual development, emotional development and the implications of this component on the overall development of preadolescents. The dynamics of the continuous process of transformation at the level of the cognitive, affective, attitudinal, actional or motivational dimension are highlighted.



It is not just a simple enumeration of the type of review of these data on the construct, but many reflective approaches are undertaken, approaches that want to highlight the peculiarities of this stage that are clearly outlined at the level of value autonomy, affective autonomy, moral autonomy and action autonomy, emphasising the fact that pre-adolescence is a stage of schooling in which, under the influence of the security/inferiority dyad, the pre-adolescent is in a continuous search for identity, for the social environment and for group affiliation based on interests, needs and their satisfaction or emotional security.

This chapter considers that at the heart of this construct of the individual's identity is emotion, as an affective state, it is emotion that has triggered so many conflicts and storms in social and private life. If one approaches an exercise of philosophical reflection, one can observe in the evolution of the history of ideas or metaphilosophy, the process begins as early as antiquity, with the concern of the individual or the philosopher, to live adapted, to build a "different, more authentic and autonomous way of life"; to experience the harmony of ideas and feelings.

From this point of view for centuries man has been in a continuous search for the depth of the human mind, to understand and explain: How the individual mentalises, is aware of his own mental state, but also of the mentalising patterns of others, mentalising the self; the complex mechanism by which the individual self-protects his mind - defences as a mental operation; implicitly the awareness of one's own emotions, the manifestation of empathy, the capacity for emotional regulation in diversified social contexts, reinforcing his continuous action of emotional resilience at individual, group or institutional level. Regardless of era or generation, in this exercise of reflection, the individual designs an intervention plan, a therapy of the self, shows an alternative to the ideas generated, to his action through his own capacity for emotional regulation and cognitive reassessment of complex emotions involved in different cultural or social contexts. Even if, step by step, we analyse the dynamic life of the postmodern polis or of the character in the myths and great creations of universal literature, research has underlined that the repression of emotions by the subject leads to a decrease in his state of well-being, with negative influences at physiological, psychological and emotional levels. Also, the state of conflict to which we are subjected is closely related to the variation of emotions, their functionality and in particular to the subjective state of well-being of the individual felt in the family, in the group of friends, in professional life or in the community. Emotion influences the capacity to manifest behaviours directed towards oneself, in the intrapersonal dimension, but

at the same time its influences are also focused on behaviours directed towards others, in the interpersonal dimension. Thus, in this dynamic of daily life, any internal or external event with the capacity to activate contributes to substantial changes in the cognitive, physiological and behavioural dimension of the individual, thus building the state, the subjective experience of the individual, the emotion in front of the activating event. In the dialogue with oneself, the individual becomes aware of the moment and the stage in which he begins the process of transformation, of discovering the meaning and the purpose in life; of analyzing the framework, of his capacity of "holding"; of reflecting on the construction of identity "born from integration and the accompanying bearing that derives from the reunion of the essential aspects of the self and their continuous reorganization into a unified self or rather in permanent attempt of unification" (Quinodoz, 2021, p.278). ) in the existential process, without cleavage, through which the individual organizes his experiences of social formation as efficiently as possible.

Pre-adolescence, is the stage in which the emotional component becomes complex, provides the educable with the most pertinent information about the two constructs: good and evil, which influence his action. His tendency towards action begins to have a purpose, and this purpose is for the acquisition of emotional independence and the development of personal identity; in his initiation journey he develops the ability to self-evaluate his feelings, needs and desires, even step by step he learns to adapt to the complex process of being a „self" through an active and reflective involvement in the process of self-evaluation of desire, to a standard to which he aspires, he develops the ability to want or why not, to not want feelings and desires that are not functional. It is during this period that the two levels of emotion generation are founded: the experiential level of processing and the conceptual level (Greenberg, Malberg & Tompkins, 2020, p.182 ), as the preadolescent's system of communication and human interaction becomes increasingly complex, accumulates more social experience develops cognitive-linguistic capabilities, automatic emotional responses also develop through more complex processing and refinement, generating emotional schemas, in which there is a connection of information at the level of sensory processes, at the level of storing information in memory but also at the level of ideational processes that connect in a much more complex internal network structure, which generates the activation of schemas in different contexts and contributes to the multiplication of emotional experiences. In this path of multiplication of emotional experience, preadolescents will symbolize the sensations felt at the physiological level, in the body, in the dimension of consciousness and will articulate them through the determinant of language, so that the educator learns to adapt to a new experience, but also learns to integrate new narratives.

Pre-adolescence is the stage in the development of the individual, in which the system of interpersonal relations is optimised, and the learner learns through active listening and assertive expression to make the act of communication more effective in interpersonal relations in diversified communication contexts, but also to cope with peer pressure on social media. It is the stage in which they become aware of the need for self-knowledge, gradually adopting mature social behaviour by overcoming their displayed immaturity through social knowledge; they become responsible for their actions in the family, school or community environment by managing effective age-appropriate strategies for self-control and interpersonal relationships (Steinberg & Morris, 2001). In this social process they learn what values, attitudes and behaviours are valued by the community and that it is necessary to develop emotional management and resolute management in the social learning experiences in which they interact, regardless of the level of interaction with family, level of interaction with peers or teachers.

The dynamics of daily life, as well as the particularities of school life, make the learner, as well as the specialist, concerned with the management of emotions, with the ability to manage as effectively as possible the "typhoons" resulting from emotional complexity. In this decade of neuroscience, the way in which a balance is achieved between the rational flow of consciousness and development through the capacity for cognitive and metacognitive reflection, originality, the blending of types of reasoning, has highlighted the need for individuals to be proactive and courageous in managing their own innovative ideas, a need for cognitive autonomy through the adoption of a new model of organisation and monitoring of the self corresponding to the way of managing social, cultural or professional events or to the "agenda" of personality development proposed by society. In this "behind-the-scenes game", the self becomes the true "art critic", who takes on the symandic, subtle, sometimes violent or uncouth feedback; he takes on the values, the beliefs with a strong capacity to influence decisions in support of the motivation that it implies, everything that society through the group of co-adolescents, the family projects on the preadolescent influenced by the tyranny of the "must", which will dictate in his life, the standards of behaviour, the fact that he is a valuable person or not. From this point of view his beliefs will erect real walls between a healthy lifestyle and a life dominated by dysfunctional cognitions, unhealthy emotions, all generated by repetitive events of negative emotional experiences. From this storm arises discomfort, negative affectivity, reproduced in educational or social life by lack of personal effectiveness, lack of perception of personal control by the preadolescent, thus contributing to the strengthening of the feeling of helplessness in social relationships; experiencing feelings of

guilt, fear, anxiety, danger, all accompanied by strong somatic manifestations, generating emotional, cognitive, behavioral and physiological symptoms.

Self-knowledge and personal development is the fundamental process of exploration that pre-adolescents go through, of initiation with their own characteristics, implicitly a resource for getting to know the peculiarities of others, which makes the process of managing conflict situations more efficient, with effects at cognitive, emotional and behavioural level. The results of an effective process of self-discovery and personal development carried out at the level of educational activities contribute to self-knowledge through the exploration and objective analysis of one's own characteristics, combating the preadolescent's under- or over-appreciation, low or high self-esteem, lack of organisation of personal life or school obligations, behavioural rigidity manifested in activities in the school or social environment.

Focusing the preadolescent only on personal needs and not on the needs of others leads to problematic behavior that reinforces a maladaptive pattern manifested in the preadolescent's interpersonal relationship pattern (Jacob & Arntz, 2020) that will generate low frustration tolerance, anxiety and depression. In this "crisis of originality" (Debesse, 1939, in reference to Şchiopu, 1979, in reference to Verza, 2017, p. 455), an avoidant coping style with related emotions develops, leading to social withdrawal and poor emotional contact with adults or co-adolescents, while other preadolescents may develop a coping style of overcompensation reverberating in interpersonal relationships through a tendency to threaten, dominate, provoke or through obsessive-controlling behaviour.

In this desire for originality and uniqueness, oriented towards adaptation and integration, it is necessary for the preadolescent to reflect on their own emotions for self-awareness, as they are the gateways to the educator's previous relational experience and the black box of memory, requiring a connection of affective states to well-being and implicitly to a sense of security (Fonagy, 2005, apud, Greenberg, Greenberg & Tompkins, 2020, p.44). As the preadolescent works with the process of change it creates the fundamental sense of safety and allows for a deeper exploration of the emotions that accompany learning experiences in everyday life or school settings. Thus, preadolescence is the stage in which the learner is required to self-observe through focused attention, to openly self-monitor complex emotions and to address the state of kindness -love and compassion, to which is added the care with which the process of emotional awareness is traversed implicit in the development of the psychological structure

that contributes to self-awareness and emotion tolerance in any context dominated by stress (Salzberg, 2011, Greenberg, Greenberg & Tompkins, 2020, p.102).

In interpersonal relationships in the social context the preadolescent experiences social stress, in counselling activities it is important to identify the sources of stress, the potential stressor in the life of the preadolescent through an objective assessment of social stress, awareness of their own reactions to stress, development of assertive behaviour for actions at personal and social level, development of personal resources for a personal management of the state of emotional and physiological distress experienced by the preadolescent subjected to environmental and/or impersonal stressors. The development of management strategies is the preadolescent's resource through which he/she can defuse the experienced event (activating event) that overwhelms him.

The vulnerability of the educable appears in psychosocial problems or problems related to the social environment in which he gravitates, where the preadolescent feels pressure and tension, feels the lack of adequate social support, feels the negative reactions of others. Thus, vulnerability in these contexts in educable children is manifested by maladaptive coping: avoidance, rumination or self-blame, lack of optimism and self-confidence, generation of dysfunctional beliefs related to the event, the dangers generated or by the manifestation of lack of control over one's own life, etc. contributing to poor anger management, low tolerance to frustration, development of feelings of self-blame, which will generate anxious and depressive symptoms.

The effects of stress at this age lead to overstrain and overload of the preadolescent with immediate physiological, cognitive, emotional and behavioural implications. The pressure and danger felt from the social group has consequences on the quality of the child's health, the preadolescent's response is materialized in ineffective and unhealthy strategies, with aggravating consequences leading to severe psychosomatic problems. We have metaphorically defined pre-adolescence as the Sisyphean path of identity crises, emotional crises and self-seeking. The complex process of self-knowledge, development of self-awareness, a fundamental component in the personality dimension of the preadolescent, self-regulation and self-evaluation mechanisms is triggered. Thus, the system of the self, through the three dimensions: self-knowledge, self-regulation and self-evaluation, is involved in the construction of the preadolescent's personal and social identity. It is the period of searches, but also of groping at the level of communication and interpersonal relationships in the social

environment, of belonging to the group of friends that offer him the opportunity to socialize, of emotional security in the conflicting stages crossed in the family or in the school environment, thus allowing the preadolescent to overcome egocentrism, to acquire autonomy from the parents, even by triggering the parents' feelings of jealousy towards the peers in the preadolescent's relationship group; the "war" of identified, selected and processed information is triggered by confronting and comparing them at the level of the four fundamental sources: family/parents, the school institution, the group of friends/peers and social networks/digital media. In this struggle with change, states of anxiety, restlessness and tension, emotional lability, narcissism, dissonance at the level of mental representation of the self-image and interest in self-knowledge are sometimes felt. Thus, the preadolescent is in a constant struggle with the dyad of self-respect and mutual respect, self-acceptance and self-closure.

The second chapter of the doctoral thesis focuses on the analysis milestones related to the development of socio-emotional education, specific purposes and concepts, through a rigorous curricular analysis of the Counseling and personal development program, specific work methodology . From this point of view, the curricular framework existing at national and international level for the promotion of socio-emotional education is presented, a meta-analysis of the programs that support the aims of socio-emotional education is highlighted, with input on the subjects in the five major areas of development : self-awareness (emotional) by identifying emotions and emotional patterns, understanding the causes and consequences of emotions, empathy, or self-confidence; Self-regulation through the manifestation of adaptive emotional reactions, control of emotional impulses, age-appropriate methods of stress management; Social awareness through the ability to generate functional social cognitions or acceptance of perspectives; Relationship skills: teamwork through cooperation and collaboration, initiating and maintaining relationships, building intimacy, tolerance to frustration, etc.; Decision-making responsibility assumed through collaboration and cooperation at the social group level, fair competitiveness, active participation in the leadership of peer groups. The influence that socio-emotional education has on the public health of citizens is highlighted, deliberately supported by the three premises: the school institution represents the ideal social laboratory for social learning as an indispensable activity of assimilation of norms and principles, knowledge, socio-cultural models specific to communities, the SEL program in school institutions represents the fundamental framework for the development and improvement of the social and emotional skills of learners,

contributing to the increase in school performance of preadolescents, and the intervention programs represent the fundamental framework for supporting the public health of learners.

At the national level, going through a difficult period in terms of population health and restrictions for citizens during the COVID-19 pandemic, left its mark on the development of cognitive and non-cognitive skills in learners. The problems encountered at the level of school institutions, within families and at the community level related to the increase in violent behaviors, the problems of psychological vulnerability registered by preadolescents through: self-confidence and low self-image, dysfunctional beliefs about the physical self, compulsive behaviors, irrational cognitive style manifested by negative global self-evaluation, self-deprecation in case of academic failure due to the consequences of never/always thinking; a low tolerance for frustration manifested in problematic situations, for states of criticism that come from parental or adult authority, negative emotional states and the inability to manage these states, etc., have contributed to the rethinking of evaluation and intervention programs at the level of school institutions. The two years of the pandemic have reshaped the value system of generation Z and the way to understand themselves and others. The pandemic, the period with restrictions for citizens brought with it the worries and concerns (Albu, 2013) of the teaching staff and the family related to the manifestations of traditional bullying, which in the last three years has intensified, widened its spectrum of action at the digital level, transforming -se in cyberbullying, where you no longer need to have physical force to put your opponent on the ground, it is enough to have a device, phone or computer and harass, denigrate, threaten death generating a significant fear, and you enter the world of "digital aggressors". At the level of educational programs, a refresh of the methodological concepts and suggestions is necessary for the current generation Z, of digital citizens who communicate, collaborate, are actively connected to the digital environment and have a multitasking approach, where digital life has actually become life real dominated by complex and confused emotions, taking over some cognitive and behavioral schemes (Ceobanu, Cucos, Istrate & Pânișoară, 2020; Albulescu & Catalano, 2021; Bonchiș, 2021). Within the dynamics of the family and the reference group, preadolescents refer to the socio-cultural models and implicitly to the goals pursued in the short, medium and long term; to social prejudices and stereotypes; to the related cognitive schemes regarding the perception and interpretation of the informational content, the characteristics of the social and psychosocial environment. This approach within the interpersonal communication and relational process aims at the individual's personal efficiency, but also his interpersonal and social efficiency manifested in the relational act that will lead to

adaptation and relational flexibility (Cristea, 2015). This development scheme of the interrelationship process of the adult becomes a model of adaptive behavior for the preadolescent being taken over and integrated at the level of his personality structure, reducing the risk of managing maladaptive and less appropriate models in different situational contexts at the level of adequacy and relational flexibility. From this point of view, we want educable, preadolescents with an increased capacity for adaptability to the imminent social reality and implicitly an increased capacity for integration and participation in social life through awareness and acceptance of norms, social reference standards, but also through a coherent self structured, reflexive, which self-evaluates, develops and implicitly acts according to higher-order needs and desires, due to the high capacity for self-valuation and social recognition. Based on these arguments, we emphasize the need to develop the emotional and social skills of pre-adolescents following an integrated and implicitly simultaneous approach on several levels:

- a. implementing strategies to develop the emotional and social skills of the preadolescent, appropriate to the age and stage of development;
- b. developing and/or optimizing the interpersonal relationship skills of the referent adults in the life of the preadolescent through: the overall self-world relationship through its capacity to expand, the cognitive style and the relational style; the ability to transform emotional states; internalized social and cultural patterns; prejudices and social stereotypes with negative effects in terms of adaptation and integration at the relational, behavioral and attitudinal level; effective style of communication and interpersonal relations; relational suitability and flexibility; decision making etc.
- c. Optimizing the intrapersonal skills of the relevant adults in the preadolescent's life by maintaining a mental health and a state of well-being that contributes to the capacity for resilience, to the development of a secure attachment reducing distress factors and implicitly, enhancing the preadolescent's positive coping; to the generation of a favorable emotional climate for the development of a coherent self.

The programs implemented at the national level emphasized the fact that it is necessary to focus on the development of intrapersonal and interpersonal skills, which will facilitate preadolescents to better manage the construction of self-identity in relation to the socio-cultural models accredited by the groups social. Crossing this period of psychosocial development of the preadolescent represents responsibility on the part of the family, the teaching staff and the



entire social system in its complexity; is a stage of vulnerability for the learner, it represents the assumption of a complex process of personal and interpersonal self-evaluation, well-defined self-perception through which the subject builds a coherent system of representations about himself and about others/about the world through an objective reporting to the norms and the system of values, by assuming the statuses and roles of the social groups of peers or the social categories in which he is integrated. Thus, the educational intervention programs carried out in the last decade also aimed at objectives in the area of the identity of the learner, by overcoming the conflicting and confusing states in which the preadolescent finds himself or the self-perception of the state of inferiority due to the cultural context with the assumed sociocultural values and content, of disadvantaged social groups of which the subjects were a part.

In the third chapter, the applied pedagogical research is addressed on the topic "Social-emotional education program for secondary school students, with the status of Prevention, intervention and counseling program for secondary school students. In this chapter it is substantiated research methodology, delimitation of the research problem, design of the activity of research undertaken, the major coordinates of the research: research methods and tools, sampling (the subject sample, the content sample), the conduct of the investigation through the actual experimental approach: investigative study with diagnostic analysis, the pre-experimental stage, the stage of the actual experiment and the post-experimental stage. The research carried out was based on the objectives below:

Research objectives:

1. Consultation of specialized literature regarding the development of socio-emotional skills of students in secondary school:
  - a. Identifying the fundamental theoretical aspects regarding the relevant aspects of self-awareness (emotional), self-regulation of secondary school students (emotional development);
  - b. Identifying the fundamental theoretical aspects regarding social awareness, the role of interpersonal dynamics, the decision-making act in the adaptation and social integration of secondary school students (social development);
2. Analysis of the school program in the Counseling and personal development discipline regarding socio-emotional development activities;
3. Identification of tools for evaluating socio-emotional skills;

4. Observing and noting the difficulties encountered, adapting the tool/methodology/content (content sample) according to the independent and dependent variable in order to achieve the immediate objectives of the research, but also the final goal;
5. Elaboration of an educational program with the status of a prevention, intervention and counseling program for secondary school students, which meets the needs of the subjects included in the action research;
6. Investigating the impact of the educational program for the development of socio-emotional skills of secondary school students.

The main investigative method used in the research was the pedagogical experiment

implemented at the level of the Counseling and personal development discipline, and to validate the working hypothesis, the educational program for socio-emotional development of secondary school students was implemented.

Referring to the content area of the school program socio-emotional development and the content targeted by it, taking into account the bio-psycho-socio-cultural changes of the preadolescent, the content sample of the activities carried out over a year was built school, on the two areas of development: emotional and social, with all the issues that this concept raises and which, addressed in its depth, follows the socio-emotional development of the preadolescent, viewed on the five dimensions:

- Self-awareness (emotional);
- Self-regulation;
- Social awareness;
- Interpersonal relationship;
- Decisional responsibility.

Investigative study. Diagnostic analysis: in order to identify the need for such a socio-emotional development program for secondary school students, a questionnaire was applied to 361 secondary school teachers, with the predominant teaching activity in secondary school or only in secondary school, counselors or psychologists schoolchildren, from the counties of Bacău, Cluj, Harghita, Mureș, Maramureș, Sălaj, the municipality of Bucharest, aged between 25 and 65 years. We appreciate that the condition of representativeness was met, a fact that ensured

the validity and relevance of the results obtained, allowing the extrapolation of the information found regarding the highlighting of the possible solutions advanced by the teaching staff in order to overcome the existing dysfunctions in the socio-emotional development of pre-adolescents, but also in order to optimize the strategies for developing emotional and social skills in the teacher-student relationship, but also to carry out a needs analysis regarding the continuous training of teachers in the development of socio-emotional skills and regulatory mechanisms in the preadolescence stage. The analysis of teachers' needs focused on the informational contents that were grouped around the following points of reference:

- the opinion regarding the aspects that limit the understanding of the educational message associated with socio-emotional education;
- ranking some aspects characteristic of the physical educational environment or situational and organizational factors, depending on their influence on the efficiency of socio-emotional education;
- the inventory of educational invoices with a major role in the development of the social skills of secondary school students;
- diversified strategies to stimulate personal reflection for teachers, in the educational approach and the appreciation of preferences in which they contribute to the self-knowledge and personal development of students;
- the opinion regarding the variety of causes that can determine the appearance of barriers and blockages in the development of socio-emotional education and their ordering according to the intensity of the negative impact;
- the attitude towards the activities that lead to the efficiency of the students' learning efforts, as a factor for improving the teacher-student relationship in the educational process;
- suggestions for improving the techniques and strategies used in the development of socio-emotional skills.

The research methodology from the initial testing aimed at a multi-dimensional and multi-method system used to evaluate the behavior and self-perception of children, the application of the screening tool, the Adolescent Self-Evaluation Scale and the Teacher-Adolescent Evaluation Scale. The scales were administered in a controlled environment, the classroom,

prepared by the evaluator to prevent sources of error in the evaluation. the researcher opted for operating with raw scores in the analysis and interpretation of the statistical data performed. The processing of the statistical data was carried out in the SPSS program. In order to have an overview of the level at which the research subjects were from the perspective of the investigated variables, the raw composite scores, recorded in the pre-test stage, through both types of measurements (self-evaluation, teacher evaluation), were transformed in categorical variables, respecting the intervals provided by the authors of the scale. The comparative graphs (Bar Chart type) of the averages recorded by the experimental sample, respectively by the control sample indicated the existence of differences in the averages recorded by the two groups for all the subscales analyzed, both in the case of self-assessment type measurements and in the case of measurements based on the ratings made by the teaching staff. Considering the differences noted in the pre-test stage, the inferential statistical analysis procedures carried out on the post-test scores were selected in such a way as to allow the statistical control of the variance attributed to the scores recorded in the pre-test stage. The inferential statistical procedure was detailed in chapter IV of the paper.

The formative experiment involved the implementation of the socio-emotional education program promoted with the status of prevention, intervention and counseling program for secondary school students "Adventures with the SocioEM Super Hero" in the experimental classes, using themes appropriate to the proposed objectives, existing in the literature of specialty or products and developed by the undersigned in the content sample; the most diverse, attractive and educationally impactful forms of activities for the Counseling and personal development discipline were also identified and carried out. The educational program aims to describe, explain, model, classify, improve, optimize counseling and personal development activities in the secondary school, contributing to the development of educational theory and practice, but also to solving the problems identified in the educational reality of Romanian education. The educational program presented in tabular form was designed as a system of educational interventions to support teachers and secondary school students in the development of social and emotional skills, the development of lifestyle management skills by increasing the quality of mental life, physical, social and vocational, but also in the management and correction by specialist teachers of undesirable behaviors of students with alternative behaviors. The vision of the program was a strategic one to offer teachers, but also educable beneficiaries, access to development directions in the field of emotional and social education, with the tendency to capitalize on acquisitions in the field of educational sciences and their

capitalization in educational practice, with a view to the development of preadolescents from cognitive, affective-motivational and behavioral point of view in a complex bio-psycho-socio-cultural structure. The curricular and structural-systemic approach to the educational processes implemented in the development of the educational program that promotes a global and open vision of socio-emotional education for secondary school students was also taken into account.

The needs analysis carried out as a result of the application of the socio-emotional education questionnaire to teachers who teach at the secondary school level, highlighted the need to design a program of prevention, intervention and counseling activities for the development of the socio-emotional skills of students from secondary education. We mention the fact that these activities proposed for teaching staff with the status of teacher-directors offer the possibility to be designed, organized and carried out, both in the offline environment and in the online environment. The activities can be implemented by the head teacher, but also in a partnership with the institution's school counselor/ psychologist, adapted to the particularities of the students in the class and the educational climate.

The post-experimental stage aimed at the same research methodology as the one in the pre-experimental stage, in order to emphasize the progress made by the sample of subjects included in the educational program, which took place in the educational institution, in a formal setting, in the stage intervention of the actual experiment. From this point of view, the same screening tools used in the pre-experimental intervention stage were used.

In chapter four for statistical analyses, the researcher decided on operating on the basis of raw scores for calculating subscale scores and composite scores. Even though the tool offered the possibility to convert the raw scores recorded by the subject into T-scores, this procedure has much greater utility especially in screening and diagnostic situations. Following the fact that the purpose of this research is not included in the area of screening and diagnosis of emotional and/or behavioral disorders, but focused on following the evolution of the subjects enrolled in the intervention program, from this point of view it was opted for operating with raw scores within the statistical analyzes performed. In order to get an idea of the level at which the research participants were from the perspective of the investigated variables, the raw composite scores, recorded in the pre-test and post-test stage, through both types of measurements (self-evaluation, teacher evaluation), were transformed into categorical variables, respecting the intervals provided by the authors of the scale. In order to test the

working hypotheses, it was decided to use the ANCOVA analysis. The variables were entered into a series of ANCOVA analyzes as follows:

- post-test composite scores were entered as dependent variables;
- the sample variable (with the experimental and control modalities) was introduced as a fixed factor.
- pre-test composite scores were entered as covariate variables (these scores were partitioned, held constant, or "controlled").

In each analysis, the fulfillment of the fundamental ANCOVA assumptions was verified, respectively:

- the correlation coefficient between the dependent variable and the covariate variable (pre-posttest scores) was calculated: between these variables a high correlation is not allowed to preserve the robustness of the ANCOVA analysis results
- the normality of the distribution of the standardized residual values was checked: the asymmetry values were checked, high values affecting the validity of the results, using the reference interval -2 - +2, recommended by Hair et al. (2021)
- homogeneity of variance was checked: for valid results, it is necessary that the scores recorded by the groups have a similar homogeneity of variance (there should be no significant differences, Levene's Test -  $p > .05$ ).

The results of the ANCOVA analysis revealed a significant effect of the sample (experimental, control) on emotional symptoms, controlling the scores recorded in the pre-test stage  $F(1, 119) = 501.74, p < .001$ . Comparing the means, it was found that the experimental sample had a lower mean of 41.07 points compared to the control sample. The effect size,  $\eta^2 = .81$ , indicated a large sample effect on scores for the emotional symptoms variable, measured at posttest. The result is illustrative of the positive effects of the intervention on the reduction of emotional symptoms. The data analyzed followed the assumptions of ANCOVA. The results revealed significant differences between the adaptive skills recorded by the control sample and the experimental one, in the post-test stage, controlling the pre-test scores,  $F(1, 119) = 140.53, \eta^2 = .54, p < .001$ . The experimental sample recorded a mean of adaptive skills higher by 23.33 points, compared to the control sample, in the post-test stage. The result points to the positive effects of the intervention on the development of adaptive skills. In addition to the analyzes in which the

composite scores were entered as dependent variables, analyzes were conducted in which the scores of the subscales (dimensions subordinate to the composite scores) were entered as dependent variables, in order to obtain a more comprehensive picture of the effects of the intervention. The results of the statistical analyzes carried out showed significant differences between the control sample and the experimental one, the experimental sample recording in the post-test stage lower scores compared to the control sample for the variables that measured the existence of some difficulties (of a school, emotional, behavioral nature, etc.) and higher scores for the variables that measured adaptive skills. The results are suggestive of the ameliorative and positive effects of the intervention for the development of socio-emotional skills and add to a vast body of scientific literature that, both theoretically and empirically, presents the advantages of approaches of this type (Zins, Wwissberg, Wang & Walberg, 2004; Zins, & Elias, 2006; Roberts, Walton & Viechtbauer, 2006; Mearns & Thorne, 2007; Nelson-Jones, 2007; CASEL 2003, 2013, 2017, 2019a, b, c; 2020; 2021; 2023; Goleman, 2007, 2008; Ellis & Mac Laren, 2018; Bailey, Meland, Brion-Meisels & Jones, 2019; Bailey, Stickle, Brion-Meisels & Jones, 2019; Denham, 2019; Holdevici & Crăciun, 2019; Wilkins & Corrigan, 2019; Ellis, Gordon, Neenan & Palmer, 2020; Greenberg, Malberg & Tompkins, 2020; Opre, Balica, Buzgar, Dumulescu & Macavei, 2020; OECD, 2021; Jones, Brush, Ramirez, Mao, Marenu Wettje, Finney, Raisch, Podoloff, Kahn, Barnes, Stickle, Brion-Meisels, McIntyre, Cuartas, & Bailey, 2021; OECD, 2021; Vaida, 2021; Stannett, 2022; Loose, Graaf & Zarbock, 2022). The conclusions emphasize the social connection capacity of preadolescents achieved as a result of an emotional balance determined by a positive and integrated self, with an extensive capacity to restructure the inner experience, facilitating for the preadolescent the development of age-appropriate emotional self-regulation strategies that allow coherent expression of needs towards family members, towards the peer group by understanding emotional causes and consequences, but also by achieving interpersonal relationships defined by the quality and adapted emotional security. Also, the positive results obtained following the implementation of the program reinforce the idea that functional interpersonal relationships based on emotional engagement and risk management within behavioral changes through alternative behaviors contribute to the transformation of functional interaction patterns into mental models that allow the reduction of distress factors determined by emotional vulnerability, low self-confidence and low self-esteem, poor social skills, maladaptive coping mechanisms, worries, sadness or why not, intolerance of uncertainty. In our opinion, the implementation of a socio-emotional education program for secondary school students represents a functional and effective specialized tool for developing socio-emotional skills, but also for validating the aims of socio-

emotional education. The doctoral thesis contains relevant information for teachers with the status of secondary school leaders, offering a model of best practices for education specialists in curriculum design, but also for practitioners of a socio-emotional education program model with the status of a program of prevention, intervention and counseling of secondary school students, with a broad structure of procedure and working methodology. The dissemination of the Doctoral Thesis and the content sample will be carried out within the specialized commissions organized at the level of school institutions.

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